PhD DISSERTATION

THE EFFECTIVENESS OF INCLUDING TRANSLATION-RELATED EXERCISES IN BEGINNERS' L2 READING COMPREHENSION CLASSES

LA EFECTIVIDAD DE INCLUIR EJERCICIOS RELACIONADOS CON LA TRADUCCIÓN EN LAS CLASES DE COMPRENSIÓN LECTORA EN L2 A PRINCIPIANTES

Badda Badda Abdellah

Supervisor

Dr. Víctor Pavón Vázquez

UNIVERSITY OF CÓRDOBA

FACULTY OF PHILOSOPHY AND LETTERS

DEPARTMENT OF ENGLISH AND GERMAN PHILOLOGY

PhD program "Languages and Cultures"

October, 2023

TITULO: *The effectiveness of including translation-related exercises in beginners? L2 reading comprehension classes*

AUTOR: *Abdellah Badda Badda*

TÍTULO DE LA TESIS: The effectiveness of including translation-related exercises in beginners' L2 reading comprehension classes.

DOCTORANDO/A: Abdellah Badda

INFORME RAZONADO DEL/DE LOS DIRECTOR/ES DE LA TESIS
(se hará mención a la evolución y desarrollo de la tesis, así como a trabajos y publicaciones derivados de la misma).

El presente trabajo constituye una investigación que se encuadra en el campo de la enseñanza del inglés como lengua extranjera en la que se aborda una temática controvertida y últimamente con frecuencia ignorada en este ámbito, como es como es la utilización de la traducción como elemento favorecedor del aprendizaje de la lengua inglesa. Esta tesis se encuadra asimismo dentro del contexto general de investigar cómo se debe articular la adquisición de competencias lingüísticas en contraposición a las corrientes metodológicas que propugnan un tipo de enseñanza en el que se desdeña la utilización de técnicas y estrategias procedentes de enfoques considerados como demasiados tradicionales. La tesis presenta datos objetivos que evidencian los éxitos y las carencias relacionadas con el rendimiento del alumnado a los que se aplica un modelo de enseñanza en el que la utilización de la lengua materna desempeña un papel central. Supone un trabajo innovador en el campo de la enseñanza y el aprendizaje de lenguas en general aborda el controvertido tema de la utilización de la lengua materna de los alumnos en el contexto del aprendizaje de lenguas extranjeras, pero desde un ángulo innovador que contrasta totalmente con los principios del método de traducción gramatical. Desde un punto de vista específicamente investigador, esta investigación explora este tema en el contexto marroquí, donde el uso de la lengua materna está oficialmente prohibido, aportando datos para que se produzca una revisión de esta prohibición total de la lengua materna de los alumnos en las clases de lengua extranjera. En este sentido, esta tesis propone ideas metodológicas para incluir la lengua materna en forma de ejercicios relacionados con la traducción mientras se enseña comprensión lectora a principiantes. En la práctica, plantea un nuevo modelo de inversión de la lengua materna de los estudiantes en las clases de lectura de una lengua extranjera mediante la incorporación de ejercicios relacionados con la lengua materna en las fases de pre, mientras y postlectura de la clase de lectura.

El autor en primer lugar realiza en los fundamentos teóricos una exhaustiva descripción de la evolución de los distintos enfoques y métodos de enseñanza desde la perspectiva de cómo han considerado el uso de la lengua materna en el aula de lenguas

extranjeras. De forma particular, se centra en revisar las bases psicopedagógicas que son necesarias para comprender el desarrollo de la competencia lectora de una lengua extranjera y en analizar las diferentes capacidades cognitivas del ser humano aplicados al proceso de desarrollo de la comprensión lectora. Para terminar, analiza las características de las estrategias relacionadas con la traducción en el ámbito de la enseñanza de lenguas extranjeras y los diferentes modelos de aplicación de las diferentes técnicas que definen los principios metodológicos que animan a su uso.

En lo que concierne a su carácter científico, el estudio constituye un ejemplo de investigación educativa al haber recogido datos en contextos educativos diversos desde el punto de vista de las características de los alumnos y del profesorado analizados. Cuenta con unos objetivos y unas preguntas de investigación bien definidas, unos instrumentos de recogida de datos válidos y fiables, un análisis exhaustivo y una discusión bien razonada, destacando especialmente su valor aplicado como generadores de sugerencias curriculares, metodológicas y relacionados con las políticas educativas educativas en general. Respecto a la metodología que utiliza, el trabajo en cuestión es una muestra excelente de investigación etnográfica en Lingüística Aplicada, siendo de carácter sintético y heurístico ya que indaga en la efectividad de principios metodológicos relacionados con la aplicación de una determinada estrategia metodológica para favorecer la adquisición de la competencia relacionada con la comprensión lectora. Asimismo, posee un carácter descriptivo y cuantitativo por el análisis de los factores investigados. Así pues, sostenemos que el trabajo muestra una alta capacidad investigadora por la metodología de la investigación utilizada, la fundamentación teórica del tema de estudio y de las preguntas de investigación formuladas, la amplitud del estudio empírico y la discusión de los resultados que aporta.

Por todo lo expuesto, entendemos que el trabajo cumple los requisitos exigidos para un trabajo de estas características, por lo que se autoriza la presentación de la tesis doctoral.

Córdoba, 30 de septiembre de 2023

Firma del director

Fdo.: Víctor Pavón Vázquez

ABSTRACT

This thesis is a study which investigates the use of L1 in EFL classes in an innovative way contrary to the commonly criticized principles of the grammar translation method to foreign language teaching. It approaches and suggests pedagogical strategic techniques of incorporating beginners' mother tongue in reading comprehension classes. Specifically, it examines the opinions of English teachers in middle schools as well as students in the beginning level of English language learning, who have gone through the experience of doing translation-related exercises in an L2 reading context. Collecting information from three different sources, ten experienced teachers who have been working in middle schools using the same textbook were the source of qualitative data. Meanwhile, 63 students from *Allal Ben Abdellah* middle school in *Ksar El Kebir*, Northern Morocco, constituted the source of quantitative information. Complementary data came from qualitative class observations. Teachers were interviewed in-person despite serious restrictions imposed by Covid-19 pandemic, especially about social distancing. The 63 students were observed doing translation-related exercises in reading comprehension classes. Later, they were invited to complete a questionnaire. Data were analyzed using tools which were deemed appropriate. Statistical Package for the Social Sciences and Statistical Software for Data Science (henceforth SPSS and STATA) were used for statistical analysis. Deeper analysis of the quantitative information entailed the use of Principal Component Analysis (Henceforth PCA). To analyze data obtained from the interviews and class observations, thematic analysis was applied.

The findings revealed that both teachers and students in middle schools generally hold positive attitudes towards L1 use in EFL classes. It was revealed that the young students appreciate including translation-related activities in L2 reading classes. It was also found that teachers of English in middle schools are open to the idea of incorporating

translation-related exercises in reading comprehension classes in particular stressing that such a method of investing L1 can play a role in facilitating comprehension and enhancing students' performance when shortly and carefully integrated. The study underlines the importance of experimenting with new ways of approaching L1 in FL classes within a pedagogically strategic model which guarantees students' enough exposure to L2. This study has implications for a number of contributors to FL teaching including foreign language policy-makers in Morocco, English language inspectors, English teachers in middle schools and textbook designers for the reconsideration of the position of L1 in EFL classes and the incorporation of translation-related exercises in reading comprehension classes.

Key words: English language teaching (ELT), middle schools, beginners, translation exercises, reading comprehension.

RESUMEN

Esta tesis es un estudio que investiga el uso de L1 en las clases de EFL de una manera innovadora, contraria a los principios comúnmente criticados del método gramática-traducción para la enseñanza de lenguas extranjeras. Aborda y sugiere mejores técnicas estratégicas para incorporar la lengua materna de los principiantes en las clases de comprensión lectora. Examina específicamente las perspectivas de los profesores de inglés en las escuelas intermedias y los estudiantes en el nivel inicial de aprendizaje del idioma inglés que han pasado por la experiencia de realizar ejercicios relacionados con la traducción en el contexto de lectura de L2. Los datos cualitativos se recopilaron a través de tres fuentes, provenientes de diez profesores experimentados que han estado trabajando en escuelas de enseñanza secundaria intermedia utilizando el mismo libro de texto. Mientras tanto, 63 alumnos de la escuela secundaria Allal Ben Abdellah en Ksar

El Kebir, en el norte de Marruecos, constituyeron la fuente de información cuantitativa. Los datos complementarios provinieron de observaciones de clase. Los maestros fueron entrevistados en persona a pesar de las serias restricciones de Covid-19, especialmente en lo que concierne al distanciamiento social. Los 63 estudiantes fueron observados realizando ejercicios de traducción en clases de comprensión lectora. Posteriormente, se les invitó a completar un cuestionario. Los datos se analizaron utilizando las herramientas que se consideraron apropiadas. Para el análisis estadístico se utilizaron el paquete estadístico SPSS y el software de tratamiento de datos STATA, utilizados frecuentemente en las ciencias sociales. Un análisis más profundo de la información cuantitativa implicó el uso del Análisis de Componentes Principales (en adelante PCA). Para analizar los datos obtenidos de las entrevistas y la observación de clases, se aplicó el análisis temático.

Los hallazgos revelaron que tanto los profesores como los alumnos de las escuelas intermedias generalmente tienen actitudes positivas hacia el uso de la L1 en las clases de inglés como lengua extranjera. Se reveló que los alumnos aprecian incluir actividades relacionadas con la traducción en las clases de lectura de la L2. También se encontró que los profesores de inglés en las escuelas intermedias están abiertos a la idea de incorporar ejercicios de traducción relacionados en las clases de comprensión de lectura, en particular enfatizando que la utilización de la L1 puede desempeñar un papel esencial para facilitar la comprensión y mejorar el rendimiento de los alumnos. El estudio subraya la importancia de experimentar con nuevas formas de abordar la L1 en las clases de LE dentro de un modelo pedagógicamente estratégico que garantice la suficiente exposición de los estudiantes a la L2. Este estudio tiene implicaciones para una serie de contribuyentes a la enseñanza de LE, incluidos los responsables de la formulación de políticas de idiomas extranjeros en Marruecos, los inspectores del

idioma inglés, los profesores de inglés en las escuelas intermedias y los diseñadores de libros de texto para la reconsideración de la posición de la L1 en las clases de en las clases de inglés como lengua extranjera y la incorporación de conocimientos relacionados con la traducción. Ejercicios en clases de comprensión lectora.

Palabras clave: enseñanza del idioma inglés, escuelas intermedias, principiantes, ejercicios de traducción, comprensión lectora.

ACKNOWLEDGEMENTS

TABLE OF CONTENT

PART 1

REVIEW OF RELATED LITERATURE:

PART 2
THE STUDY

LIST OF FIGURES

LIST OF TABLES

LIST OF ACRONYMS AND ABBREVIATIONS

CBA: Competency Based Approach

CLL: Community Language Learning

EFL: English as a foreign language

ELT: English language teaching

FL: Foreign language

FLT: Foreign language teaching

GTM: Grammar Translation Method

L1: Students' first language

L2: Students' second language

PCA: Principal Component Analysis

RQ: Research Question

SPSS: Statistical Package for the Social Sciences

STATA: Statistical Software for Data Science

T: Teacher

TPR: Total Physical Response

TEFL: Teaching of English as a foreign language

RQ: Research Question

INTRODUCTION

Generally, the present study sheds light on one of the topics which has recently been gaining much attention in the field of foreign language teaching (henceforth FLT) methodology. It brings to the limelight the controversial issue of using learners' mother tongue in the foreign language (henceforth FL) context. However, from a specific research point of view, this investigation approaches this topic in the Moroccan context from an innovative angle which is in total contrast to the principles of the grammar translation method (henceforth GTM).

On one hand, it is worth mentioning that this investigation does not advocate the GTM. Instead, it confirms the criticism addressed to such a method by emphasizing the fact that excessive use of the first language decreases students' exposure to L2. Also, it does not approve the unsystematic use of learners' mother language because it cannot guarantee effective learning of a FL. On the other hand, the present study supports the idea of recognizing the role of L1 in foreign language learning. As such, it criticizes a total banning of learners' mother tongue, which is strongly advocated by the monolingual methods, and confirms the findings of recent research on rethinking the position of L1 in FL teaching (Littlewood and Yu, 2011). In this regard, this investigation proposes methodological ideas for including L1 in the form of translation-related exercises while teaching reading comprehension to beginners.

In the Moroccan educational system, English assumes the position of a second foreign language where French is normally the first. The teaching of English in Morocco is deeply influenced by the monolingual methodology to EFL in that the use of L1 and the grammar translation method are officially banned in EFL classes. Stating this, teachers of English in Morocco, either in middle or high schools, are urged to avoid using L1 in any form and stick to the ministerial guidelines which enforce the

adoption of the task-based approach as stated in the official guidelines of teaching English in middle schools issued in 2009.

Based on the same document, English is taught to beginners in the final year of middle school in Morocco following a one language policy. Zero beginners who are aged between 13 and 16 take an English class of two hours per week. Dealing with young beginners, the sole use of L2 might be discouraging and demotivating (Littlewood and Yu, 2011) for this reason this study tries to show that L1 could be newly and strategically used in EFL classes with beginners. With this in mind, it should be stressed that the present study does not suggest the use of L1 the way it is adopted in the GTM. Instead, it practically puts forward a new model of investing students' L1 in the teaching of reading comprehension. It may seem not very worthy to examine a topic related to the use of L1 in EFL classes in the present time. However, the way the topic of research is approached within this investigation is innovative in that it completely goes beyond the GTM.

Being aware enough of the common criticism against the grammar translation method and its current position in EFL methodology, what justifies choosing the topic under investigation is basically the author's experience in EFL teaching and his reflections on EFL classroom practices for more than a decade. For more than 16 years of teaching English as a foreign language in middle schools, I have been very careful about avoiding the use of students' mother tongue in my class. Sometimes, I used to punish my students for using their L1 and most of the time I got frustrated to hear a student uttering native language words or expressions thinking that such practice would spoil my classroom atmosphere and impede the learning process. This idea dominated my thinking and manipulated important parts of my classroom routines and reactions since the beginning of my teaching career and lasted for years. During this period, I

personally developed a phobia towards the use of L1 in my classes. More than that, whenever possible I strongly defended the fact that L1 must be avoided being convinced that the use of the mother tongue in EFL classes can only affect the whole atmosphere and bring the teaching and learning processes into collapse. In fact, it was an idea which cemented in my mind since the beginning of my teaching career given that trainings, supervisors and pedagogical meetings all called for banning the use of translation in English classes. In accordance with this, we, English teachers, have been continuously encouraged to be extra cautious about L1 out of respect for the teaching approach adopted by the ministry of education in Morocco.

However, during the late five years of my teaching career and up till now, I have started to become more lenient with L1 in my classes. This change stemmed from the fact that after getting a master's degree in translation sciences and linguistics the way I perceived translation as a subject and a teaching tool started to differ. As a practitioner in the field of ELT, the experience of majoring in translation sciences made me question the role of translation in EFL classes deeply. I also questioned the rational reasons why L1 or translation practices must be banned in class. After such an academic experience, I have generally become positive about using translation believing that resorting to L1 in an English class cannot do a lot of harm to my lessons. Instead, I have lately felt that it can be a source of help. Consequently, I have become a little tolerant with hearing words of L1. Year after year, I practically had the courage to use translation exercises in my classes from time to time and totally reconsidered the practice of punishing students for resorting to asking questions in their mother language. In light of the above-mentioned change, I, till now, still design some in-class translation tasks or assign others to be done as homework. This shift in my thoughts about L1 and its role in the teaching process did not come from vacuum. Every time I included a translation activity

in my classes, I observed students' need for that and noticed their positive reactions towards such a classroom practice.

Very lately, either with beginners or learners in upper level, my eyes often have fallen on students asking each other about the meanings of some vocabulary while doing reading comprehension tasks. It also happens in grammar classes where students try to understand the task instructions in their mother tongue. In addition, the speaking class is no exception. More often, students get stuck while expressing themselves then they ask for a word in L2 using their mother tongue. Moreover, the writing skill remains one of the learning contexts wherein much room for translation is expected. While composing their written productions, students usually find themselves in need of words in L2 so they resort to translating from their L1 knowledge to complete their tasks.

In fact, showing tolerance towards the use of translation in EFL classes cannot end the classical heated controversy over the issue which has lasted for decades so far. In contrast, it is likely to start a fruitful debate on the nature and the pedagogical requirements of a possible reintroduction of translation in EFL classes. More specifically, when seriously and scientifically dealt with, L1 or translation is believed to open new horizons for generating practical ideas on how the banned tool can be accepted as a teaching technique which, on the one hand, is arguably believed to serve the teaching and the learning process, but on the other is still seen as an obstacle to the learning of a foreign language.

As mentioned in the very beginning, this study has come up with a novelty which consists in showing how the students' L1 can be re-welcomed in the EFL class with beginners. Taking into account the criticism addressed to the GTM as a method which advocates uncontrolled use of L1 in EFL teaching, the novelty of this investigation concerns encouraging a new thinking towards the incorporation of

students' mother tongue in ways which can support the teaching and learning processes potentially as claimed by Ambele (2022). The innovative aspect of this study also lies in that it values the role which L1 can play in EFL learning by calling for a methodological recognition and strategic integration of translation-related exercises in EFL teaching (Ambele and Watson Todd, 2021). Stressing the fact that L1 can be very supportive to learning; this investigation suggests that L1/translation may constitute a part in teaching methodology. Hence, it is proposed within this study that the use of translation-related exercises as a form of L1 is an example of methodological initiatives which give new perceptions on the norms of FL teaching, question monolingual ideologies (Boonsuk et al., 2021) and can have a room in classroom teaching practices (Ambele, 2022).

Methodologically, this study suggests the inclusion of translation-related exercises in reading comprehension classes as a strategic way of investing L1 to improve students' learning and enhance the learning atmosphere (Garcia and Otheguy, 2020). More specifically, it proposes the incorporation of translation-related exercises in the three stages of the reading comprehension class. Such exercises are innovatively suggested to be short, well-controlled and admixed with commonly used exercises in L2 classroom reading activities (Turnbull, 2001; Mahmoud, 2006). Proposed *before/pre-reading* translation activities include 2-to-3- minute exercises wherein students are asked to:

- Guess then match the words to their translations.

- Circle the right English words for the Arabic ones.

- Suggest the English words for these words.

- How do you say these words/phrases in your language?

Such *pre-reading* translation-related activities are initially meant to activate

students' background and enrich their linguistic knowledge through introducing key words to be met in the texts assigned for reading. Also, they aim at preparing learners psychologically and linguistically for the coming stages of the reading lesson during which beginners are believed to face the text for the first time (Buckmaster, 2000; Swift, 2006; Dagilieně, 2012).

While-reading translation-related exercises are suggested to be short-to-do tasks which primarily aim at easing the understanding of the text as a unit of comprehension and enhancing students' performance as a whole. Examples of such translation exercises require students to:

- Read the text to find the translation of some words.

- Match the sentences to their translations in the text.

- Tick the best translation of sentences in the text.

- Find the opposites of the Arabic words in the English text.

The above-mentioned *while-reading* translation-related exercises are strategically intended to offer the chance of reading the text more closely on the word and sentence level. This said, these reading translation-related activities are likely to foster students' understanding of the text along with improving their performance while doing other tasks during the same stage of the reading lesson.

The *after/post-reading* stage includes translation-related activities which shortly place more focus on the text as a whole. Suggested activities for this stage may require students to:

- Read carefully then put the translation of the text in the correct order.

- Choose the best translation of the first paragraph of the text.

- Work with a friend to translate the second paragraph into your

language.

- Complete the translation of the text with the right words.

- Check the translation of these sentences form the text with your partner.

- Comment on the translation of the following paragraph.

The *after/post-reading* translation-related exercises basically target the provision of a further chance for a deeper comprehension of the text by allowing closer contact with its components. Also, translation-related activities proposed for this stage constitute an opportunity for learners to share their productions with their classmates and defend them in class in addition to encouraging whole class discussions with the teacher (Duff, 1989).

While reviewing the literature, it is worth mentioning that there is a still gap in research on how to practically incorporate L1 in EFL teaching. Little research on using translation-related exercises in the teaching of reading comprehension to beginners has been done. In this regard, the novelty of this study is to underline the role which L1 can play in L2 reading classes with beginners out of the umbrella of the grammar translation method. Meanwhile, this investigation intends to provide teachers of English in Moroccan middle schools with methodological suggestions and pedagogical recommendations about adopting L1/translation-related activities in their teaching practices of reading. The newly suggested ideas and translation-related reading activities can originally be used with zero beginners and pre-intermediate EFL students as a technique to value students' mother tongue and make use of a source which can support the learning of a foreign language psychologically and cognitively.

This study has been conducted between 2020 and 2023. It has been carried out in three steps within two different contexts. The first step involved conducting the

observation period. Fortunately, class observations were possibly done when the schools were reopened in Morocco with very serious restrictions after a lockdown imposed by the covid-19 pandemic. Two classes, with a total of 63 students, were randomly selected and had the chance to do translation-related exercises in reading comprehension classes. To observe students' reactions while doing translation exercises, a checklist (Appendix 2) was devised. The second step came after the observation classes were done. This included the completion of the questionnaire (Appendix 3) which was designed for the quantitative part of this research project. Hence, all the students who had gone through the experience of doing translation-related exercises were requested to complete the questionnaire immediately after the last class of observation. The questionnaire was translated into Arabic (Appendix 4) to simplify the comprehension of the items and making choices.

The third step in carrying this study was not less challenging and took place in a different context of research. It involved interviewing teachers of English. Since focus is placed on beginners, teachers of English working in middle schools were requested to participate in this investigation. Actually, it was not easy to convince and meet with them in the very beginning because of the social distancing measures during the pandemic. Besides, it should be stated that finding teachers with the profile which fits the present investigation was very challenging. Experience in teaching English in middle schools and continuity in dealing with young learners were two decisive factors. The fact that the newly-recruited teachers are not experienced enough while others get relocated or move to work in high schools after very few years of teaching in middle schools was the hardest obstacle to select interviewees. Luckily, a sample of teachers with the wished profile, who have been teaching English to beginners continuously for at least ten years, was selected. In fact, it took time to get in touch with interviewees and

persuade them to take face-to-face interviews. Fortunately, thanks to the positive improvements of the pandemic situation in Morocco and the teachers' dedication to give a hand it was possible to interview all of them in-person.

In terms of structure, this study consists of two parts. After the introduction, the first part which contains three chapters follows. The second part includes three more chapters in addition to the references and appendices. The introduction provides the general and the specific context of the study. It presents the motivational reasons which led to conducting such an investigation. The author's personal and professional reasons are displayed along with the novelty expected from investigating the researched topic. The first part is dedicated to reviewing the literature and previous studies in the field of academic research to which the present study belongs. In three independent chapters (Chapter1, 2, 3), a review of literature regarding the most common EFL teaching methods, reading comprehension in EFL teaching and translation in EFL teaching are provided respectively. The second part is devoted to the study. Accordingly, three more chapters are invested. Chapter four presents the research design adopted and the methodology of research in which the objectives, research questions, characteristics of the study, context, participants, data collection and procedure of information gathering are included. A second chapter in this part (chapter 5) introduces the results and the analysis of data which were gathered. In three independent subsections, results of the questionnaire, interviews and class observations are displayed respectively. The next chapter (chapter 6) is devoted to the discussion of results. Following the same order, the obtained results are discussed in the light of the findings of the previous research. The last chapter in this part provides conclusions of the whole study. First, a general conclusion is given, and then the six research questions are answered separately. Later, pedagogical implications derived from the findings of the study are addressed to the

contributors to EFL teaching in Morocco, including foreign language policy-makers and the ministry of education, ELT inspectors, English teachers and textbook designers. The same chapter is concluded by listing the limitations of the investigation. In light of these, lines for future research are suggested. In the end of this part, references of cited works and appendices are provided.

The present study has been carried out with the aim of listening to students' and teachers' voices in middle schools believing that the two are significant contributors to the teaching and learning processes whose views could help improve teaching methodologies. On the practical level, the expected outcome of this thesis has been to show that a new way of approaching L1 in EFL classes can offer students better chances of understanding texts in L2 and performing better in reading comprehension classes. Contrary to how L1 is used in the GTM, a better innovative strategy of incorporating L1 in L2 reading classes has been to include short-timed and well-controlled translation-related activities in the three phases of reading comprehension classes. Simplified translation-related tasks can be strategically incorporated in pre, while and post-reading phases alongside commonly existing reading comprehension exercises. In this way, L1 can become a source of support and facilitation for both teachers and students. Through the above-stated methodological suggestion, this study can be a starting point for further studies on allowing the use of students L1 in ways which guarantee benefits for learning and bring novelty to foreign language teaching methodology.

PART 1

REVIEW OF RELATED LITERATURE: REFLECTIONS AND OVERVIEWS ON EFL TEACHING METHODS, READING COMPREHENSION IN FL CLASSES AND TRANSLATION IN EFL TEACHING

1. COMMON EFL TEACHING METHODS

In this chapter, a review of literature related to the topic under investigation is provided. Since the topic is firmly concerned with teaching methodology, classroom practices and teaching /learning process, it is generally appropriate in this study to give an overview of the most common theoretical thoughts about foreign language teaching. More specifically, commonly used approaches and methods in the teaching of English as a foreign language were consulted. In the following subsections of this chapter, eight common teaching methods to FL and EFL teaching are reviewed. Subsequently, this chapter explores the theoretical and practical principles of each method, namely the Grammar Translation Method, the Direct Method, the Structural Method, the Competency-Based Method, the Audio-Lingual Method, the Total Physical Response, the Silent Way, and the Task-Based Approach. The following overview of the above-mentioned methods is mainly based on works of prominent figures in the field of foreign language methodology, especially Richards and Rodgers, Howatt and Rodgers, Boran and others.

Prior to shedding light on the common approaches and methods to foreign language teaching, it is deemed relevant to this study to have an overview of the most common theories of learning. For this purpose, three common theories, namely the behaviourist theory, the mentalist theory and the cognitive theory, are briefly reviewed. Concerning the behaviourist theory, it is founded on psychological and linguistic bases (Richards and Rodgers, 1995). On the linguistic level, behaviourism draws on the structuralist ideas of the 1960's and from the psychological perspective that learning is regarded as sets of behaviours which are acquired by children (Mitchell and Myles, 2004). This theory introduces learning as a process of forming a wide range of behaviours which are dependent on three basic interconnected elements, including

stimulus, *response* and *reinforcement* (Trawinski, 2005). *Stimulus* is regarded as a signal coming for the surrounding environment of children which evokes reactions on the part of the learners. While *response* refers to learners' reactions to the *stimulus* (Richards and Rodgers, 2001) *reinforcement*, in light of this theory, is considered important to the learning process because it strengthens the re-occurrence of the learnt behaviours until they become fully internalized by children.

With regards to applying behaviourism to foreign language teaching/learning, a wide range of drilling techniques are to be avoided in order to overcome the influence of the already learnt habits of the first language. The existing habits which learners form in their L1 are strongly believed to harden the process of learning a second / foreign language on the grounds that L1 and L2 display various similarities and differences (Mitchell and Myles, 2004). In this context, Lado (1957) also emphasizes the danger of interferences between L1 and L2 and highlights the difficulty it poses to learning a foreign language. Therefore, for teaching purposes, contrastive analysis was suggested as a strategy to be adopted by foreign language teachers to identify and minimize the differences between the two languages (Lado, 1957). Additionally, *reinforcement*, as a basic element in the eyes of behaviourists, was criticized for the fact that it cannot account for or provide deep explanations about children's linguistic behaviours (Gass and Selinker, 2008).

More criticism against behaviourism, which paved the way for another theory of learning to appear, came with Chomsky (1959). He argues that learning a language goes beyond the three elements mentioned above. *Stimulus*, *reaction* and *reinforcement* were rejected based on the claim that they disregard children's mental abilities (Chomsky, 1959). In line with this, Willis (2008) sees that the tenets suggested by the behaviourists neglect learners' ability of creation. In other words, learners are not only able to repeat

and imitate but they are also capable enough of generating new utterances irrespective of what they get from their environment. As one of the pioneers of the mentalist theory of learning, Chomsky argues that children are naturally acquainted with innate mental abilities which allow them to learn, especially through rapid exposure to a given language (Chomsky, 2006). In favour of Chomsky's contentions, Ellis (2008) also argues that children, using their innate mental capacities, can easily internalize what they learn and differentiate between what they have learnt before and the language they are learning.

Alongside the behaviourist and the mentalist theories, a third common one to review in this regard is the cognitive theory of learning which emphasizes children's cognitive abilities. In this respect, cognitivists advocate the fact that the process of language learning combines cognitive developments and language learning at the same time (Piaget, 1981) stressing that learning happens through "experimenting with the environment and constructing one's personal meanings of it" (Trawinski, 2005, p. 15). With this in mind, language learning is seen as a process of construction which is neither innate nor imitated (Cameron, 2010).

In light of these ideas, the application of the cognitive theory to foreign language learning depicts students as active participants in the classroom. That is, 'sense-makers' (Cameron, 2010) who learn through interacting with all the elements of the social environments around them including objects, people and ideas. Such elements help children learn through various situations such as playing, talking and story-telling (Cameron, 2010). Taking into consideration such a principle, the cognitive theory with its two directions, (cognitive constructivism and social constructivism), highlights the role of students' abilities of construction and the contribution of society and culture in the learning process.

The above-mentioned theories of learning, in light of the clear differences among them in terms of principles and their application to language learning, have tremendously affected the development of foreign language teaching methods. It should be noted that over the past hundred years or so, and even for centuries before that, a great deal of theorising, innovation, debate and controversy have occurred, since the classical until the communicative period in the hope of improving language teaching and of making this practice more effective and interesting (Howatt and Richard, 2014). Teachers, for decades, have been told to use varying methods. In recent times, they have been advised to take a scientific approach and to rely on the language sciences and on empirical research. For teachers, it is nowadays rather hard to make their way through the mass of accumulated information, opinion, and conflicting advice, to make sense of the vast literature, and to distinguish between solid truth and plain misinformation. In fact, teachers ultimately have to decide what of all these really contribute to an improvement in language teaching and learning.

A glance through the last two centuries of language teaching gives us an interesting picture of how varied the interpretations have been of the best way to teach a foreign language (Howatt and Richard, 2014). Although the question of how to teach languages has been debated even longer than that, for over twenty-five centuries, to use Kelly's expression (1969), theory development as a debate on teaching methods has evolved particularly over the last hundred years (Richards and Rodgers, 1986). Such a debate has provided the main basis for interpretation of language teaching.

The review of the different approaches and methods which have dominated the world of teaching aims to offer a comprehensive picture of the theoretical foundations of FL teaching and learning. The assumption being set in this context is based on the idea that teaching is an interactive process which necessitates a solid knowledge of the

different solutions required for effective teaching and achievement of educational objectives (Ahmed, 2005). In other words, without understanding varied theoretical solutions, the act of teaching cannot be referred to as such because the latter depends on a good understanding, which forms a principled basis upon which one can choose particular methods for teaching a foreign language.

With the above-mentioned assumptions in mind, it goes without saying that being a foreign language teacher does not only necessitate a good mastery of the foreign language because native speakers cannot teach their language. When done, teaching will not be systematic and may not lead to the attainment of its outcomes because of a shortage in teaching methodology which provides procedures for well-planned and organized teaching practices (Ahmed, 2005). The task, in teaching, is heavily dependent on having other essential competences which go beyond the teachers' knowledge of their language. An EFL teacher, therefore, should be aware of the suitable language methods adopted in the teaching of English as a foreign language. In this sense, it is worth mentioning that the teaching of English as an L2 has witnessed the development and implementation of a variety of methods and that the literature in this respect has developed tremendously moving from the oldest/classical methods to the most recent ones (Howatt and Richard, 2014). Because the present study examines a topic which resides in the heart of the methodology which concerns the teaching of English as foreign language (henceforth TEFL), it is deemed significant to broadly review the literature about teaching methods. The following is a review of the most common methods to foreign language teaching based on the famous works of Richards and Rodgers (1986, 2001), Larson-Freeman (1986), Howatt and Richard (2014) and Boran (2010), namely *Approaches and Methods in Language teaching*, *Methods and Approaches in Language Teaching in Brief*, *Techniques and principles of language*

teaching and *The History of Teaching English as a Foreign Language, from a British and European Perspective.*

1.1. The Grammar Translation Method

This method has been considered very often as the language teaching 'tradition', and, in various manifestations and adaptations, has been practised worldwide for centuries. A glance back in history reveals that its implementation dates back to many centuries ago or the classical period of language teaching as informed by Howatt and Richard (2014). In the Western world, teaching a foreign language was always associated with the teaching of Latin, as this language was the *lingua franca* of the civilised world; and later became, together with Greek, an indispensable tool in higher education.

Latin was taught with what referred to as the Classical Method which focuses on grammatical rules, memorisation of vocabulary and of various declensions and conjugations, translation of texts and use of written exercises. As other languages started to be taught in the eighteenth and nineteenth centuries, the Classical Method was adopted as the predominant teaching practice. The nature of Latin, being taught for the sake of 'scholarly prestige' or for gaining a reading proficiency, made no room for learning oral communication (Howatt and Richard, 2014). Since there was no research on second language acquisition available, foreign languages were taught as any other human skill.

There is evidence that the teaching of grammar and translation has occurred in language instruction through the ages (Larson-Freeman, 1986), but the regular combination of grammar rules with translation into the target language as the principal technique became popular in the late eighteenth century, for example with Meidinger and Stahl (1783). In the nineteenth century, with Ollendorff and Plötz as main

exponents, the Classical Method came to be known as the Grammar Translation Method (Howatt and Richard, 2014). The only contribution from what had been going on in foreign language classrooms for centuries, as mentioned above, was a focus on grammatical rules as the basis for translating from the second to the native language. The main characteristics of this method as adapted from (Richards and Rodgers, 1986) are:

- Classes are taught in the mother tongue, with little or no use of the target language.

- Use of large lists of isolated words as the way to learn vocabulary.

- Explanations of grammar rules are given extensively, with the objective of learning how to put words together.

- Technical grammatical terminology is not avoided.

- Early reading of difficult texts.

- Exercises in grammatical analysis are used as the basis for the comprehension of texts.

- Use of drills and exercises in translating disconnected and de-contextualised sentences from the target language into the native one.

- Little or no attention is paid to pronunciation.

It is highly remarkable that this method, with an absolute lack of concern in communication, normally judged as a tedious experience of memorising endless lists of unusable grammar rules and vocabulary, became (and still is) so popular. One of the main reasons for this fact may be that it requires few skills on the part of teachers, as tests of grammar rules and translation exercises are easy to construct and can be objectively scored. It is also true that many students have little motivation to go beyond grammar analogies, translations and simple exercises, especially those who are not

concerned with getting a real communicative ability and just need a basic reading or writing capacity.

From a critical point of view, the grammar translation method is considered unsuccessful in foreign language teaching because it, according to cook (2010), "exclusively focused upon grammatical accuracy with no attention to fluency, and exclusively on writing with no practice of speech. It uses isolated invented sentences rather than authentic connected texts" (p. 14). Addressing more criticism, he adds that GTM passively "teaches knowledge about the language rather than an ability to use it" (p. 14). In the same regard, it is argued that it is not based on a given theory and that there is no literature which supports or links it to psychology or educational theories (Richards and Rodgers, 2001). In spite of many attacks and severe criticism, it should be noted that the grammar translation method is still widely used in foreign language teaching contexts today (Richards and Rodgers, 1986), at least as a contributory strategy in conjunction with other strategies. However, the extreme importance given to memorisation and the lack of coherence with which the language facts have been presented to the learner clearly invalidate the claim that this method provides a safe, easy, and practical entry into a second language.

1.2. The Direct Method

Historically, the language teaching reforms from 1850 to 1900, particularly in Europe, attempted to make language teaching more effective through a radical change which constituted a reaction against the grammar translation method (Howatt and Richard, 2014). The proposed methods went under a variety of names: *reform method*, *psychological method*, *phonetic method*, but the most persistent term to describe the various features of new approaches in language teaching was the term 'direct method'. From a historical perspective, the development of the direct method is closely linked

with the introduction of phonetics into language pedagogy, with an emphasis on the use of the spoken language (Richards and Rodgers, 2001). As a method advocated by foreign language teaching reformers, the latter agreed on specific principles which are summarized by Richards and Rodgers (2001) as follows:

- The spoken language is primary and that this should be reflected in an oral-based methodology.

- The findings of phonetics should be applied to teaching and to teacher training.

- Learners should hear the language first, before seeing it in written form.

- Words should be presented in sentences, and sentences should be practiced in meaningful contexts and not to be taught as isolated, disconnected elements.

- The rules of grammar should be taught only after the students have practised the grammar points in context- that is, grammar should be taught inductively.

- Translation should be avoided, although the native language could be used in order to explain new words or to check comprehension (Richards and Rodgers, 2001, p. 10).

Linguistically, language teaching within the direct method was to be based on phonetics and on scientifically established coherent grammar, according to the theoretical thought of linguistic scholars such as Sweet (1900). The advocacy of the direct method was controversial around the turn of the century, but in several countries, for example Prussia and France, the reforms gained recognition in ministerial guidelines and are clearly evident in contemporary textbooks (Howatt and Richard, 2014). Although in subsequent decades the direct method was not integrally applied, its

influence on theory and practice was profound and widespread.

Although the integral direct method and its companion, the phonetic method, had virtually disappeared from the language classes in the schools of the interwar period (1919-1936), certain techniques remained such as the use of second language narratives, question-and-answer techniques, and other direct method exercises. In several European educational systems, the translation of texts was totally replaced by direct study of oral texts, re-narration, and writing of compositions based on pictures and episodes told by the teacher (Richards and Rodgers, 1986; Howatt and Richard, 2014). As a result of the influence of the direct method, many teachers have regarded as an ideal, in language pedagogy, the total avoidance of translation and the use of the mother tongue as a means of explanation and communication in the classroom.

In the seventies, some American language educators reaffirmed the direct method as a valid approach to language teaching, with a new version which did not avoid grammatical explanation and form practice and which emphasised language use in genuine acts of communication. The main characteristics of this method based on Richards and Rodgers' (1986) work are:

- The direct method represents a shift from literary language to the spoken everyday language as the object of instruction.
- The standard procedure involves the presentation of a specially constructed foreign language narrative by the teacher.
- Difficult expressions are explained in the target language with the help of paraphrases, synonyms, demonstration, or context.
- To elucidate further the meaning of the text the teacher asks questions about it, and the students read the text aloud for practice.
- Grammar is learned inductively (no rules, just use).

- Exercises involve transpositions, substitutions, dictation, narrative, and free composition.

- Stress is laid on the acquisition of a good pronunciation (Richards and Rodgers, 1986).

The direct method, as a monolingual method, was the first attempt to make the language learning situation of one language use and to train the learner to abandon the first language as reference (Larson-Freeman, 1986). Due to the insistence on the sole use of the second language in classroom communication, the direct method can legitimately be considered, in a way, as a predecessor of 'immersion' techniques (Baker, 1993). However, it must be said that it is unrealistic to believe that the conditions of native-language learning can be recreated in the classroom with, for example, adolescent students, who already possess well-established native-language speech habits.

The use of texts as a basis of language teaching and learning, investing demonstrations of pictures and objects, emphasis on question and answer, use of spoken narratives, dictation, imitation, and a new type of grammatical exercises have resulted from this method. Language pedagogy in 20th century, for example Palmer (1917) in the twenties and the audio-lingual and audio-visual methods in the fifties and sixties, adopted many of the techniques which were developed by the direct method. However, two major problems have persistently troubled this method. One has been finding ways or suggesting effective strategies to convey meaning without resorting to using students' L1 and how to avoid misunderstanding without reference to the first language as pointed by Larson-Freeman (1986). Another problem has been how to apply the direct method beyond elementary stages of learning because it has proved to be relatively more suitable to the teaching of advanced learners.

1.3. The Structural Approach

The structural approach, also known as the grammar approach, represents a compromise language teaching model which attempts to strike balance between the formal teaching of grammar with a heavy use of a meta-language and translation activities and the non-allowed use of the learners' mother tongue. In a structural syllabus, the grammatical structures form the core of the whole teaching / learning process (Menon and Patel, 1971). The backbone of the structural approach is speech and oral work. In this regard, French (1966) claims that oral work is the basis upon which the remaining elements of learning are based. In other words, through speech, students learn to make direct connection between the English words or phrases and the object, action or idea, they hear. They develop the skill of using words in the correct sentence patterns by being actively engaged in the teaching-learning process.

1.4. The Competency-Based Approach

The competency-based approach (henceforth CBA) is also referred to as the pedagogy of integration. This approach entails bringing together all the knowledge, know-how and attitudes required for the solution of real-life problems or situations. That is, using grammar, vocabulary, punctuation and pronunciation to communicate effectively in real-time situations (Richards and Rodgers, 2001). Furthermore, it consists of being linguistically, communicatively and socio-linguistically competent with the learned language.

CBA seeks to bridge the gap between what the students learn in the classroom and the real-life situations. Examples of these are requesting and giving information by interacting with people in markets, hospitals, schools, offices by means of listening, reading, writing and speaking while communicating shortly (Richards and Rodgers, 2001). Thus, CBA is considered as an interdisciplinary method. Simply put, to

effectively solve problems in real life one has to deploy knowledge, skills and attitudes drawn from several disciplines, including history, science and mathematics. Differently put, the competency-based approach focuses on the outcomes of learning. It emphasizes what the learners are expected to do rather than what they are expected to learn about (Richards and Rodgers, 2001). Quoting Richards and Rodgers' words about the functional and the interactional nature of the language, CBA cares more about "what the learners are expected to do with the language in terms of precise measurable descriptions of the knowledge, skills and behaviours students should possess at the end of a course of study" (Richards and Rodgers, 2001, p. 141).

To implement CBA in foreign language teaching, eight factors have to be taken into account as recommended by Auerbach (1986):

- A focus on successful functioning in society.

- A focus on life skills.

- Task- or performance-centered orientation.

- Modularized instruction.

- Outcomes that are made explicit a priori.

- Continuous and on-going assessment.

- Demonstrated mastery of performance objectives Individualized, student-centered instruction (as cited in Richards and Rodgers, 2001, p. 146).

1.5. The Audio-Lingual Method

Audiolingualism is in origin American, but it has had considerable influence on language education in most parts of the world, even where it was critically and sceptically received from the outset, as for example in Britain or Germany. It appeared in the fifties under the name of 'aural-oral method' or 'audio-lingual' in the initial

sixties or the scientific period (Howatt and Richard, 2014) as a more pronounceable alternative. The origins of Audiolingualism are to be found in the 'Army Method' of American wartime language programmes in World War II, when the government commissioned American universities to develop foreign language programmes for military employees who were required to work as interpreters, code-room assistants, translators, and even spies. According to Richards and Rodgers (1986), although its linguistic principles were traced by Moulton in 1961, Bloomfield's seminal pamphlet in 1942, the writings and teaching of Fries and Lado at the English Language Institute of the University of Michigan, the development of contrastive linguistics, the new technology of language laboratory, and generous support in the USA resulting from the National Defense Education Act, were factors contributing to the development of Audiolingualism.

For this method, understanding a native speaker and speaking a language with near-native accent were first priorities. In light of Richards and Rodgers' (1986) work, with high motivation, small classes, explanations of structure by linguistic experts, and long hours of drilling and active practice with native informants using graded materials based on structure analysis, selected members of the armed forces acquired a high degree of aural-oral skill for specific purposes and situations. During this period, much research was being carried out by anthropologists. To them, language was clearly an activity learned in the social life of people, just as were other culturally determined acts. Language use was a set of habits, established, as later behaviourist research in psychology was to suggest, by reinforcement or reward in the social situation. The native language as learned behaviour was acquired by the infant in spoken form first, and this led to the assumption that students will acquire a second language more easily if it is presented in the spoken form before the written form. What characterises this

method as provided by Richards and Rodgers (2001) and Larson-Freeman (1986) is:

- Establishing a linguistic (based on contrastive analysis) and psychological (based on behaviourism) theory as a basis for the teaching method.

- The learning process is viewed as one of habituation and conditioning without the intervention of any intellectual analysis: language is a set of habits.

- Separation of skills and the primacy of the oral over the graphic skills: language is speech, not writing.

- Use of dialogues as the most effective way of presenting the language.

- Grammatical structures are sequenced and rules are taught extensively.

- Emphasis on the techniques of imitative repetition, memorisation of dialogues, and pattern drills (also called structural drills) with the assumption *teach the language and not about the language.*

- Use of language laboratory.

- The use of the first language is not severely restricted as in the direct method (Richards and Rodgers, 2001; Larson-Freeman, 1986).

In the sixties Audiolingualism reached the golden age of language learning, but in practical terms, its hopes were not fulfilled. Empirical research did not conclusively establish its superiority, and teachers complained about the lack of effectiveness of the techniques in the long run and the boredom they engendered among students. Despite this criticism, it is true that this method posed a series of major contributions to language teaching. It was among the first theories to recommend the development of a teaching theory on declared linguistic and psychological principles. It proposed that language teaching should be organised in such a way as not to demand great abstract

reasoning to learn a language (Richards and Rodgers, 2001). It led to the development of simple techniques of varied, graded, and intensive practice of specific features of the language, by means of the separation of the linguistic skills. And finally, the audio-lingual method introduced specifically designed activities for auditory and oral practice, while previous oral practice had been simply textbook exercises read aloud.

Despite its decisive impact and contribution to language teaching, it is agreed that this method is not equally appropriate for all types of students. It may be beneficial for younger students, who love to mimic and act out roles, and to learn through activities rather than through explanations. More advanced and most gifted students soon become bored long before other students have had enough structured practice to develop control of syntactic associations. Besides, Chomsky (1966) criticizes this method for the fact that producing language is not a habit structure but a process which involves innovation through the creation of new sentences. On the other hand, the audio-lingual method makes considerable demands upon the teacher. It requires near-native pronunciation, and calls for much energy if the teacher is to keep oral practice moving smartly, with plenty of use of imagination and enterprise in using persons and situations in the classroom. Teachers finally opt for introducing more reading and writing activities than they might have wished if they want to maintain the same level of energy in classes through the day.

1.6. Total Physical Response

After doing a lot of experimentation in the 1960's, the (Total Physical Response) (henceforth TPR) appeared as a teaching method which attempts to apply the psychological theory in the field of language teaching (Rambe, 2019). Established by J. E. Asher, the TPR came as a reaction against the grammar-based methods, namely the grammar translation and the audio-lingual method (Rambe, 2019). In the light of the

TPR, the process of language acquisition is based on principles specific to this method. These can be summarized from Richards and Rodgers (2001) as follows:

- Children are required to listen to their parents' commands, so they acquire listening first.

- The listening skill precedes speaking because children start to understand utterances before they can produce them.

- The oral communication ability will grow naturally and effortlessly since the basis of the listening skill has been created at the prior stage of acquisition.

Practically, TPR begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. It is based on the ideas of Asher which were published in 1969. Additionally, the name derives from the emphasis on the actions that the learners have to perform, as they are given commands such as *sit*, *stop*, and *stand*. Its main objective is to make the process of learning attractive, enjoyable, reducing stress and teaching the way children learn. This method stresses the importance of aural comprehension as an exclusive aim in the early months of learning (Richards and Rodgers, 2001).

In light of the practical implementation of the principles of the total physical response method, FL teachers are initially supposed to give students in-class instructions which they carry out without speaking. At a later stage, they give instructions to each other, but they are not forced to speak until they are ready to do so. More advanced language is introduced by building up chains of actions, using either spoken or written commands. When needed, meaning is conveyed through body movements, not by using the learners' mother tongue. This method is particularly

considered to be successful with young children learning a foreign language in primary education (Scott and Lisbeth, 1992).

1.7. The Silent Way

Generally, the silent way is theoretically based on the principle that teaching must be subordinated to learning and thus, students must develop their own inner criteria for correctness and the four skills are to be taught from the beginning. It was developed by Gattegno in 1972. The teacher gives a very limited amount of input indicating what the students should do through silent means. It requires the teacher to say as little as possible so that students' speaking is the principal activity. Students are made actively responsible for their own learning. According to him the teacher works with the student, the student works with the language (Gattegno, 1972). Students are encouraged to learn from one another and help each other. The target language is used most of the time. Techniques used are sound-colour charts, teacher's silence, peer correction, rods, gestures, word charts, etc.

One of the most interesting aspects of this method is the treatment of errors. They are not considered something avoidable but a natural consequence of the learning process, and which must be regarded as the basis for further practice (Richards and Rodgers, 1986). Error correction passes from the teachers on to the students, who are encouraged to correct themselves. Another aspect is related to the role of the teacher, who is silent most of the time and does not interfere with the students' activities. The teachers' principal activity is to observe their students, to provide situations where they can use the language and to foster interaction between them. Richards and Rodgers (2001) specify three fundamental points underlying the silent way:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.

- Learning is facilitated by accompanying (mediating) physical objects.

- Learning is facilitated by problem solving involving the material to be learned (p. 81).

1.8. The Task-Based Approach

This approach, like the natural approach, insists on the theory that there is no need for formal instruction of grammatical aspects, and it could be said that it shares some of the presuppositions of the communicative approach as students are asked to perform communicative activities and tasks in which they have to use the language (Willis, 2007). The main principle is that the more opportunities they have of using the language in as many varied ways as possible, the more proficient they will become. The syllabus, within the task-based approach, is arranged according to topics and problem-solving tasks which students have to carry out.

According to Richards and Rodgers (1986), task-based language learning advocates a *procedural syllabus* based on tasks such as interpreting timetables or finding your way on maps. Nowadays it has been taken up by most British Council training staff. Focus in task-based approach is placed on learner autonomy, *learning to learn* and *learning by doing*. Students are continuously evaluated on how they carry out the tasks. Attitudes and procedures are considered important in the learning process. The advantage of this methodology is that it is relatively simple to plan and implement, and the procedure can be adapted to use with any textbook or teaching material which makes it a good alternative for teachers (Willis, 2007).

As has been mentioned, methods have constituted theories of language teaching derived partly from practical experience, intuition, and inventiveness, and partly from social, political, and educational needs, and partly from theoretical considerations, but many have not been verified by empirical evidence, except in the case of the

communicative approaches. It is because of the fundamental weakness of the method concept that the conviction has gradually spread that language teaching cannot be satisfactorily conceptualised in terms of a teaching method alone which opens the door for eclecticism.

However appealing a particular method might be, however practical and sensible it might seem, the best method is one which the teacher has derived through a careful process of formulation, experimentation, revision, and refinement. Teachers should be familiar with the theoretical and applied positions which have determined many of the features of the major teaching methods. Then, the appropriateness of certain techniques could be re-examined in their own situations.

In evaluating the effectiveness of any method, teachers should keep certain questions in mind. We should ask ourselves what the objectives of the method under discussion are and whether these objectives are appropriate for our present teaching situation or the type of students (in terms of needs, attitudes, and aptitudes) we will teach. We should then consider whether the techniques advocated by the components of the method achieve the stated objectives in the most effective and economical way. And we should ask next whether these techniques maintain the interest and enthusiasm/motivation of the learners, and at what level of instruction. And, finally, if these techniques are appropriate for all types of students and whether they can be easily adapted. In brief, there are no instant recipes; no quick and easy method is guaranteed to provide success. With a clear knowledge of the principles of learning and teaching, styles and strategies, individual and social factors, techniques and materials, and by using a cautious, eclectic approach, the teacher can build effective teaching and learning.

In close connection with the general and specific objectives of the present

31

investigation, an interesting remark about the role of students' native language can be made as regards the above-reviewed teaching methods. Generally, little attention is paid to students' own language in FL contexts. For the grammar translation method and as the name implies the native language is key to meaning. Accordingly, a free use of the mother tongue is exclusively allowed in class for students to understand and for teachers to help learners build comprehension and complete the in-class tasks. In total opposition to the GTM, within the direct method the native language is not allowed in the classroom for the purpose of assuring enough exposure to the target language. Students are normally supposed to avoid the use of their first language. Instead, they are expected to communicate and think in L2 in an exaggerated manner.

With the audio-lingual method aiming at enabling students to use L2 automatically and communicatively by forming habits in the target language, students' native language is clearly understood to be interfering and is believed to impede the learning of a second or a foreign language. Thus learners' first language is to be avoided in the classroom. However, contrastive analysis is considered helpful in specifying aspects of interference between L1 and L2. Similarly, the silent way method does not encourage using the native language at all. It is concluded from the above-mentioned information that it may be regarded as a resource for learners. Meanwhile, students' knowledge in L1 should be taken into account. Unlike the silent way, Suggestopedia allows students' native language since the learning process is based on dialogues. Students' first language, in light of this, is usually used to clarify meanings of dialogues suggested by the teacher. This happens more first than later. That is, teachers may opt for the native language in the beginning then it should be gradually reduced.

More exclusively but less freely than the grammar translation method, more use of the native language is encouraged by the community language learning method.

Within this method, students' first language is likely to enhance learners' feelings of security in foreign language classrooms. Therefore, it is understood that it can be used progressively while the target language translations constitute the backbone of classroom activities. Given the fact that the TPR method to foreign language learning depends heavily on providing a fun stress-free atmosphere of learning with more focus on non-verbal commands, native language instructions are allowed in class in the very first stage of learning, especially with beginners but it rarely appears later. Such a delayed objective within the TPR is totally fundamental for the communicative approach. In this context, the native language does not play any role. The first language is seen as inappropriate and ineffective to make students communicate competently in a given social context.

2. READING COMPREHENSION IN EFL TEACHING

With regard to the specific aspects of research within this study, focus has been placed on the teaching of reading as a basic language skill in foreign language learning. Accordingly, this second chapter has been devoted to reviewing the literature about reading comprehension in L2 classes. The subsections within this chapter give an overview on the common models adopted in reading classes. The bottom-up, the top-down and the interactive model are highlighted in the light of the pedagogical considerations which underline their implementation in FL classes. In addition, a review of related research sheds light in this chapter on the commonly followed framework as far as teaching reading in foreign language classes is concerned. In this regard the pre, while/during and after/post reading stages are introduced along with the types of teaching material to be devised in each stage of the lesson. The chapter is concluded by reviewing the importance of reading comprehension in foreign language learning.

Teaching reading comprehension in EFL classes can be a real a challenge for both teachers and students. In the first place, "it is generally acknowledged that one of the more complex tasks confronting teachers while preparing for reading classes is selecting the material" (Setiyadi et al., 2018, p. 78), especially with beginners. That is, it is supposed to be a demanding task on the level of planning. Therefore, EFL teachers are recommended to be well-equipped either theoretically or practically. From a theoretical point of view, teachers should have enough knowledge about the appropriate teaching methodologies to adopt while, practically, they should design activities which can contribute to the attainment of the objectives set beforehand for the reading comprehension class (Grellet, 1984). Reviewing the literature about the reading skill, the works of prominent figures in the field of foreign language teaching methodology, namely Wallace (1992); Smith (1978); Nuttall (1983); Carroll (1970) will be the source

of reference. In the following section, their views along with those of others about teaching methods of reading comprehension, teaching models and frameworks, teaching material and reading comprehension teaching recommendations are reviewed.

Regarding students, reading remains a challenging receptive skill which can cause anxiety in EFL classes, particularly to beginners because it entails students' awareness of six types of knowledge as explained by Hedge (2000) to assist them understand what they read including:

- Syntactic knowledge.

- Morphological knowledge.

- General world knowledge.

- Socio-cultural knowledge.

- Topical knowledge.

- General knowledge (Hedge, 2000).

What makes reading hard for beginners is the fact that it involves a variety of reading skills, namely recognising the script, deducing the meaning, understanding implicit and explicit information, understanding communicative value, understanding cohesion, identifying main points, extracting salient points to summarise, and transcoding information (Elwer, 2014). With this in mind, the ability to read well remains a crucial asset for students to manage a certain academic level (Al fassi, 2004). In order to develop these skills, several types of exercises are used with two different functions. The first type of exercises target clarifying the organisation of the text in which questions focus on the function, the general and rhetorical organisation and cohesive devices. The second type aim at clarifying the content of the text through questioning about plain fact or direct reference, implied fact or inference, deduced meaning or supposition, and evaluation (Varaprasad, 1997). For the above-mentioned

reasons, designing a reading comprehension lesson must take into account aspects which basically concern the level of learners, the method followed and the selection of suitable teaching materials.

2.1. Common methods/models to teaching reading comprehension

In general, approaching reading as a language skill in the classroom has to take into account the fact that reading is a process which has components which should be handled adequately following a proper methodological approach (Chalkypapers, 2022). Accordingly, teachers are themselves invited to learn skills or strategies necessary for planning and giving an effective reading class. In this context and from a theoretical perspective, the *skills model*, the *psycholinguistic model* and the *sociocultural model* provide theoretical guidelines for a better way to approach the reading skill in L1 or L2 classrooms.

As advocates of the skills approach, Luke and Freebody (1999) see that reading should be looked at from the perspective of acquiring the necessary skills for carrying the reading process. In their viewpoint, the reading comprehension skills can be defined as all the abilities used to comprehend and make connections among words, combinations of words and sentences which appear in written texts (Luke and Freebody, 1999). In light of this, reading can be regarded as an activity which is based on the integration of various skills for the sake of understanding a given text on the semantic and syntactic levels albeit printed, digital, visual, and textbook/book-based or a text from the surrounding environment of children (Annandale et al., 2004).

From a psychological perspective, theorists consider reading as a process or an activity which mainly targets decoding symbols or signs in a written form to get information (Kandel et al., 2011). Goodman sees that reading comprehension is a "psychological guessing game". In his perception of approaching reading, he includes

an important factor which, according to him, is necessary for comprehension, the reader's background knowledge. Additionally, the psychological model is seen to function better when a combination is made between the reader's background knowledge and conceptual abilities and process strategies (Coady, 1979). Conceptual ability is referred to as the general conceptual capacity of the reader. In light of this, for effective reading comprehension background knowledge interacts with conceptual abilities and process strategies.

From a psychological point of view, Goodman (1967) defines reading stating that:

> Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectations […] efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses […] the ability to anticipate that which has not been seen, of course, is vital in reading (p. 127).

Based on the above-mentioned, the psycholinguistic model to teaching reading stresses the importance of the background knowledge and the role played by the cognitive skills in enabling children to identify the message in a certain written text including the skills of:

- Making predictions.
- Decoding complications in texts.
- Drawing on background knowledge (Walsh, 2011).

Differently from the way reading is approached within the skills and psycholinguistic models, the socio-cultural model goes beyond children's linguistic

abilities and cognitive skills in defining the necessities of the reading process. In this context, reading is perceived within this model as an activity which results from a social and cultural process. As such, the reading process is influenced by various factors which are not linked to the reader's linguistic knowledge. Instead, they are related to his/her background, experience, language, culture, society, and context (Cartin, 2023). For educational professionals, Cartin (2023) provides tips which can be followed for effective reading classrooms in the light of the socio-cultural model. In this connection, teachers should:

- Create connection between home and school.

- Recognize and value diverse cultural backgrounds of the students.

- Create a classroom culture and foster it.

- Provide chances for classroom collaboration.

Adding to this, Winch et al. (2006) explains that children cannot be separated from their cultural and social contexts. Therefore, for the reading process to happen linguistic knowledge along with information learnt while reading a text are integrated with social experiences which students have gone through in various social environments including shops, mosques, churches, workplaces, and sports clubs (Harris, 2006).

With the three models showing differences, a balanced approach to the teaching of reading comprehension in the classroom is likely to result from combining the three models. The skills model emphasizes the necessity of acquiring reading and comprehension skills. Meanwhile, the principles of the psycholinguistic model are likely to add to the above-mentioned skills because it contributes to developing cognitive skills (Harris, 2006) which can allow a better understanding of texts. Taking into account the contribution of considering students' social and cultural backgrounds,

the integration of the socio-cultural model in the reading process and the process of building comprehension remains important. Suggesting the use of a balanced approach, which combines the three above-mentioned models, springs from the fact that the teaching of reading is undoubtedly challenging.

Following the above-stated variety in EFL teaching methods and theoretical foundations related to the teaching of the reading skill, it is worth mentioning that EFL teaching witnesses the adoption of diverse frameworks which are supposed to suit planning for the language component to be taught and promises effectiveness. For effective teaching of language aspects, the PPP, ECRIF, ESA and OHE are regarded as the most common models in the EFL classrooms. Regarding the teaching of grammar, though criticized for being out-dated and inappropriate (Evans, 1999), the PPP framework which stands for *Presentation*, *Practice*, and *Production* is normally used to present a structure to be practiced and produced by students at the end of the lesson (Evans, 1999). ECRIF is another common framework known among EFL practitioners. As the acronyms implies, it is a five-stage model which includes the steps of *Encountering*, *Clarifying*, *Remembering*, *Internalizing* and *Fluently using* which aims at facilitating productive language skills development (Tirira, 2013). Slightly different from ECRIF in terms of number of stages, the implementation of ESA (Engage, Study, Activate) only entails three stages. *Engage*, *Study*, *Activate* are the three steps which characterize such a model. According Dunsmore (2018), ESA is a common framework to foreign language teaching which helps in structuring well-organized effective lesson plans. It is argued that ESA is suitable in that it allows high levels of interest, motivation and eagerness for learning in a fun productive atmosphere (Dunsmore, 2018). Similar to ESA as regards the three stages, the OHE model remains as a widely used framework in EFL classes. The *Observe*, *Hypothesize*, *Experiment* framework is

regarded effective because it can improve students' mastery of language functions and can help students learn the language easily (Wahyuni, 2012).

The above-mentioned frameworks have been introduced as common appropriate methods for the teaching of language aspects including grammar, vocabulary and functions. However, they may not be applicable as far as the teaching of the four language skills is concerned. The possible ineffectiveness of such models is likely to be due to the procedural and methodological characteristics of teaching reading, writing, listening and speaking along with the roles of the teacher and the students in such classes. As such, another framework is regarded as a very common paradigm. While planning a class of a given language skill, the PDP or PWD model which necessitates adequacy and interconnection among the three steps, *Pre*, *While/During*, *Post*, is commonly adopted (Soto, 2021).

To teach reading comprehension in EFL classes a variety of methods can be employed. According to Wallace (1992) and Carrell (1988), to help foreign language learners build their comprehension and read texts effectively, L2 reading methods can either be used individually or combined together. Such a methodological decision basically depends on the level of the learners and the type of the texts to be used. For reading classes, albeit in L1 or L2, the bottom-up, top-down and the interactive method are generally the most common ones to be followed by teachers for comprehension purposes (Bowne, 1998).

The *Bottom-up Method* is instructor-driven in the sense that the teacher is in total control of the reading tasks. It incorporates the lower-level reading processes that construct meaning from the most basic units of the language including letters, letter clusters and words. Based on this method, meaning resides in the text. Such a point of view shows this process as an essentially passive process, where the reader decodes the

intended message of the writer by moving from the lowest level, such as letters and words, towards the higher levels of clauses, sentences, and paragraphs (Carrell, 1998). This implies that the meaning comes from deciphering the letter, then the word, the sentence and finally the text. In other words, the process is conceived of as something unilateral. The reader only has the role of extracting written information as well as constructing meaning from the particular text segment that is being processed without taking into account the surrounding environment. The bottom-up or decoding model of reading was criticized by Eskey (1998) for its failure to account for the contribution of the reader and their expectations about the text, which are informed by their knowledge of language and are employed as part of the reading process.

The *Top-down method*, in contrary to the Bottom-up, is reader-driven since it stresses the idea that students bring to the text. In this sense, Anthony et al. (1993) points out that reading is the process of constructing meaning through a dynamic interaction between the reader's existing knowledge, the information suggested by the written language and the context of the reading situation. This method focuses on activities that construct meaning rather than on mastering bottom-up skills. The meaning in light of this method is constructed by trying to make connections between the text and what the reader already knows (Setiyadi et al., 2018).

According to the principles of such a teaching method, students generate meaning and form comprehension by employing their background knowledge, expectations, assumptions and questions. Goodman (1982) closely explores top-down approaches of reading. He argues that readers bring a great deal of knowledge, expectations, assumptions and questions to the text and, given a basic understanding of the vocabulary, they continue reading as long as the text confirms their expectations. The top-down school of reading theory claims that readers fit the text into (cultural,

syntactic, linguistic, and historical) knowledge they already possess and then check back when new or unexpected information appears. Additionally, some other authors mention that the top-down model comprehends reading not as the bottom-up processing of words and that the meaning does not entirely reside in the text. The knowledge, experience and concepts that the reader brings to the text, in other words, his/her schemata, are a very important part in the process (Dechant, 1991, p. 25).

The *Interactive Model* assumes that all bottom-up and top-down processes interact (Hedge, 2000). In this way, this hybrid model to reading is considered as the most comprehensive description of the reading process. The best readers use an interactive approach which combines both elements of bottom-up and top-down reading processes simultaneously. Such a combination which seems more natural is likely to guarantee the understanding of the reading material. This model implies that the reading process is not linear and does not take a sequential process. Instead, a reciprocal process takes place. Accordingly, readers will use both models to continue reading in an integrated manner which will ensure accuracy and comprehension.

The use of the interactive approach in the teaching of reading comprehension should take steps which can ensure an effective integration of the top-down and bottom-up processes. As adapted from Brown (2001), the steps are:

- Identify purpose.

- Use of graphemic rules with beginners.

- Use of efficient techniques for silent reading comprehension.

- Skim the text for main ideas.

- Scan the text for specific information.

- Use of semantic mapping and clustering.

- Analyze vocabulary.

42

- Distinguish between literal and implied meaning.

- Capitalize on discourse markers to process relationships (p. 306).

In short, the adoption of an effective method for teaching reading comprehension in EFL classes remains a necessity for successful teaching. However, such a pedagogical choice relies on whole class conditions and the level of learners. These pedagogical requirements decide on the types of reading activities to be deployed in every stage of the lesson.

2.2. Three-stage reading comprehension class framework

In EFL classes, teachers use different techniques to make meaningful activities in a commonly effective three-phase framework which includes *before/pre reading*, *during/while-reading* and *post-reading* stages (Ozek and Civilek, 2006; Solataci, 2002; Nordin, et al., 2012). Generally, the three stages provide a smooth flow of the lesson but they must contain well-designed reading activities in order to develop students' reading skills and sub-skills (Varaprasad, 2007). For every stage to be carried out effectively, the above-mentioned scholars all agree on some specific teaching requirements which can affect students' performance positively when taken into account.

According to Saricoban (2002) and Bezci (1998), the *pre-reading* stage is not only a warm-up phase where the teacher should at least greet his/her students. Instead, while dealing with a class of beginners this introductory step remains very crucial to the students' overall performance. During this stage, students should engage in activities which can prepare, motivate and activate them for the coming tasks. In other words, activities at this stage aim at introducing students to the text in an appropriate way. They should also elicit information or provide background information and activate necessary schemata. Examples of such activities include discussing text type,

brainstorming, reviewing familiar stories, skimming, scanning, visual prompts, discussing the subject in advance or watching a video (Ozek and Civilek, 2006). They should also be encouraged to predict the contents, making guesses about what the text is about, who wrote it, who it is for or where it appeared. At this stage it could be useful to pre-teach new vocabulary in the text. The text must be considered as a whole including its title, accompanying picture(s), the diagrams and the typeface used.

While-reading activities, based on Salataci (2002) and Oxford's (2006) views, are basically different types of exercises which aim at developing learners' reading strategies and improve their control of the foreign language. These activities include a variety of tasks such as *true/false*, *direct questions*, *yes/no questions*, *chart filling*, *gap filling*, *sentence completion*, *guessing* meanings and *word reference*. All these types of activities can help achieve the wished goals if adapted to the students' level in terms of difficulty. During the *while-reading* stage, tasks should follow gradually to assist overall understanding through encouraging skimming, predicting and scanning tasks (Ozek and Civilek, 2006). Initial tasks can be to answer one or two questions or to look for some information. They should not be too complex and should not require the students to read in great detail because students should be asked to skim at his stage.

Feedback on the task is very important because it will allow the teacher to determine the difficulty of the text. If the task has proven to be too difficult, it may be necessary to pre-teach more aspects or carry out simpler tasks. To say that reading is a silent and personal activity does not imply that it is only associated to individual work. On the contrary, it is particularly interesting to encourage comparisons between several interpretations of a text which will lead to discussion. Also, it is worth noting that more detailed questions or tasks may be set. A set time should be allocated and groupings should be established. Feedback should be checked. As it is necessary to reach a certain

reading speed in order to read efficiently, there should be an effective procedure which consists in helping students to time themselves and increase their reading speed gradually.

The *post-reading* stage or the follow up is no less important than the previous ones. Rather, it is a crucial phase in the sense that it allows teachers to check students' understanding and evaluate their performance. According to Phillips (1985), follow up exercises take students beyond the particular reading text in one of two ways by transferring reading skills to other texts or by integrating reading skills with other language skills. Based on Phillips's viewpoint, this phase can provide room for other learning tasks which can better serve as exercises for checking understanding or integrating more interdisciplinary skills such as a summary or comprehension, a speaking task such as a role play or discussion, making conclusions or reflecting on the text at a whole (Blachowicz and Ogle, 2001). Reading activities can also be devised for students as homework. Two or three sets of exercises of varying difficulty can be prepared based on the same text so that each student can work at home at their own level. This will certainly be stimulating for the weaker students in order to improve their level while the better ones will not feel held back.

In brief, teaching reading comprehension in EFL classes remains one of the tasks which assign a lot on the part of the teacher and the student. With more focus on classes of beginners, this language component is believed to be more challenging for such learners. Similarly, teachers in this context are supposed to pave the way for learners to perform well by benefiting from all the techniques which can suit the right teaching method and materials. Therefore, the idea of using L1 through well-designed translation-related activities may serve teachers and students well during the three phases of the reading class.

2.3. Teaching material

It has been stated above that teaching reading comprehension in L2 classes necessitates the use of well-planned teaching activities which match learners' level. Also, teachers' tasks in L2 reading classes are not easy because special attention should be paid to the teaching material which needs to guarantee variety in all the stages of the reading lesson (Setiyadi et al., 2018). Accordingly, "it is important for reading teachers to take some time to reflect on the materials or texts their students are asked to read" (Setiyadi et al., 2018, p. 78). The following are considerations adapted from the previously-mentioned references which exclusively concern the teaching material.

It goes without saying that students should start with doing tasks which target a general understanding and move toward increased specificity rather than working the other way round. According to Varaprasad (1997) and Wallace (1992), the tasks to begin with should be of a more global kind. Gradually, as they read more fluently and get the gist of a text more easily, students can work towards a deeper and more detailed understanding of the text. This treatment is important because students feel that they understand what the text is about and will subsequently feel less unsure when tackling a new text. It will develop an awareness of the way texts are organised, an awareness of the general structure that will allow the students to read more efficiently later on. Students can be encouraged to anticipate what they are to find in the text, something essential in order to develop their skills of inference, anticipation and deduction.

Additionally, it is important to use authentic texts whenever possible. There are several reasons for this. Reading authentic texts does not mean increasing the difficulty of reading as this depends on the activity which is required rather on the text itself. Authenticity means that nothing of the original text is changed and that its presentation and layout are retained. This helps students anticipate meaning by using non-linguistic

clues. Paradoxically, simplifying a text (replacing difficult words or structures, and re-organising the structure of the text) is very likely to result in increasing the difficulty because the system of references, repetition and redundancy, and discourse indicators are often removed and altered.

More importantly, it is worth mentioning that reading comprehension should not be separated from the other language skills. It is therefore significant to use teaching material which links different skills through reading activities such as reading and writing (summarising, note-taking); reading and listening (comparing texts, using recorded information, matching opinions and texts); reading and speaking (discussions, debates, appreciation) (Blachowicz and Ogle 2001).

Although reading is considered as a receptive activity wherein learners are silent, the process of reading itself is active because it involves making guesses and predictions, checking, and asking questions. These features should therefore be taken into account when planning reading comprehension material. It is possible, for instance, to develop the students' abilities of making inferences through systematic practice, or introduce questions which encourage them to anticipate the content of a text (Nuttall, 1983; Carroll, 1970). A second aspect of reading as an active skill is its communicative function. Exercises must be meaningful and correspond as often as possible to what one is expected to do with the text. Besides, reading activities should be flexible and varied. They should be suited to the texts and to one's reasons for reading them. It is essential to take into account the author's point of view, intention and tone for a full understanding of the text.

In the same line with the above-mentioned recommendations, Day (1994) gives seven essential factors which should be taken into account while selecting teaching material for reading. The seven factors are suggested by Day (1994) are as follows:

a) Interest.

b) Exploitability.

c) Readability.

- Lexical knowledge.

- Background knowledge.

- Syntactic appropriateness.

- Discourse.

- Organization.

- Discourse phenomena.

- Length

d) Topic.

e) Political appropriateness.

f) Cultural suitability.

g) Appearance.

- Layout.

- Type, size and format (Setiyadi et al., 2018, p. 79).

Among the seven factors, Day (1994) and William (1986) argue that interest constitutes the most important factor stressing that without interesting texts very little can be expected from a reading class. In the same way, Nuttall (1982) claims that reading texts should provide interesting content. The same theorist adds that with the provision of interest, the linguistic level is less critical; however, the students will be more motivated to read and continue reading the text (Nuttall, 1982). In light of its high importance in selecting treading material, Nuttall (1982) provides some practical recommendations which can be summarized as follows:

- Teachers should use texts which bring something new to students.

- Texts should be interesting enough to make students think about new ideas.

- Texts should help students understand feelings and thinking of others including their backgrounds, problems or attitudes.

- Texts should draw students' attention to read and continue reading.

In relation with preparing teaching material for reading classes, it should be restated that "reading is not a general ability but a composite of many specific abilities. It is therefore necessary to break down general comprehension to specific skills that constitute it" (Setiyadi et al., 2018, p. 90). In this context, it is required to target various reading skills and sub-skills. Teachers should know how well their students:

- Grasp general meanings.

- Find specific information.

- Specify details.

- Differentiate between facts and opinions.

- Make interpretations of tables, figures or graphs.

- Organize and classify material from the text (Setiyadi et al., 2018).

All in all, the aim of the reading practice must be clearly defined and a clear distinction should be made between teaching reading and testing it. The students must be taught and trained on how to approach the text in order to become independent and efficient readers provided that meaning is not inherent in the text; each reader brings their own meaning to what they read based on what they expect from the text and their previous knowledge (Hayes and Tierney, 1982). Above all, designing activities specific to L2 reading classes should not be based on capturing students' ability to achieve correct answers or make mistakes.

2.4. Importance of reading skill in foreign language learning

Among speaking, listening and writing, reading is generally deemed as the most important skill in foreign language learning. Reading is supposed to be the central tool for acquiring new knowledge in any subject of study (Grabe and Stoller, 1997). This said, effective learning of a FL should strongly depend on reading as a basic skill and having a good reading ability obviously means being able to succeed in other content areas of learning (Decker, 2007). River (1981) asserts that reading stands among the four basic skills of second language learning. Reading, as River (1981) sees it, is the most stable and durable skill. In other words, when students can read and comprehend they are expected to gain more knowledge and improve it. The importance of reading comprehension has also been underlined by Alderson (1984). He stresses that it is significant for academic education and for people who intend to develop and improve on the personal and professional level. Beyond acquiring new knowledge, reading is believed to be an important skill which helps students to succeed in their learning process at school and in their lives in general (Dechant, 1991).

Because of the fact that scientific research and literature are written and globally published in foreign languages such as English, reading comprehension remains the most necessary skill to learn this language either as a second or a foreign language (Robinson, 1991). Besides, Dechant (1991) points out that the reading skill is instrumental to success in school; it is the key to the development of out-of-school interests, to the enjoyment of leisure time and to personal and social adjustment. This author puts special emphasis on the idea that reading helps children become independent of parents and teachers, select and prepare for an occupation, and achieve social responsibilities. But among all these aspects, Dechant (1991) claims that effective reading is the most important way to learn stating that "reading is so interrelated with

the total educational process that educational success requires successful reading" (p. 7).

Shedding further light on the importance of the reading skill in L1 and L2 acquisition, it is argued that developing this skill is of pivotal importance as it "gives a major boost to metalinguistic awareness" (Lightbown and Spada, 2006, p. 8). Such awareness as explained by the same theoreticians provides the ability to "treat the language as an object separate from the meaning it conveys" (p.8). Likewise, reading can be considered as one of the most important ways for people to get information and process it irrespective of their level of education (Yan, 2017). While learning a foreign language the significance of reading can be depicted in the fact that "reading a variety of text types is essential in vocabulary growth" (Lightbown and Spada, 2006, p. 9). Similarly, Krashen (2004) believes that it is better for students to spend more time on a variety of reading material than studying for new vocabulary because reading is more motivating. In other words, the more students read the more they can learn as the act of reading creates more motivation for learning. In line with this, Palani (2012) sees that successful academic careers rely on developing the reading skill stating that "effective reading is the most important avenue of effective learning as the achievement of academic success requires successful reading" (p.91).

What characterizes the reading skill more is the idea that it assists learners in developing other language skills, namely vocabulary grammar and writing (Lightbown and Spada, 2006; Laličić and Dubravac, 2021). Laličić and Dubravac (2021) claim is significantly in line with Kolawole (2009), who contends that reading plays a role in improving spelling and storing vocabulary knowledge in addition to developing communication skills which are necessary for an effective integration in real-life social situations. Because of its widely discussed importance to foreign language learning, reading is methodologically invested and recommended in various forms including

intensive and extensive reading. The former is commonly based on texts which are selected by teachers while the latter is meant for pleasure (Bernal and Bernal, 2020). Other forms in which reading can be introduced for students are assisted repeated reading (ARR), narrow reading (NR), timed reading (TR), repeated oral reading (ROR) (Bernal and Bernal, 2020).

3. TRANSLATION IN EFL TEACHING

Keeping in mind the fact that this investigation generally examines a topic within the controversy of including students' first language in foreign language contexts, in this chapter aspects related to this topic are reviewed. This chapter starts with two subsections in which translation is defined and a clarification of the difference between pedagogical and professional translation is provided. This chapter also reviews the still on-going argumentation between opponents and proponents about using L1 in FL teaching. Later, two subsections are supplied to briefly review previous studies on banning and supporting the inclusion of translation in the FL environment. In the same chapter, recent views on a possible methodological incorporation of translation as a teaching technique in EFL classes are presented. The last two sub-sections in this chapter have been devoted to shedding light on the position of translation in EFL teaching methods.

3.1. Defining translation

It is necessary, in order to discuss translation in this thesis, to first define this term. As a matter of fact, it is commonly known that translation has been defined in various ways by theorists and scholars in the field of translation studies. Definitions vary based on the views of scholars and their research perspectives as regards translation. Dictionaries also provide definitions to translation, but what characterizes them is that they are limited and rarely agree. Therefore, dictionary definitions cannot narrow the meaning of translation, indicating the difficulty of this task. For example, translation is defined by *Webster New World Dictionary* as follows:

- To move from one place or condition to another; to transfer
  (a bishop) from one to another; also, to move (a saint's body

or remains) from one place of interment to another.

- To put into the words of a different language.

- To change into another medium or form to translate ideas into action.

- To put into different words; rephrase or paraphrase in explanation.

Based on the latter definition, translation is depicted as the process of moving from one state to another. That is, to change ideas from one language to another language by making use of different words. It is also understood that translation is an act of re-expressing ideas in another language through paraphrasing or explaining. Actually, the above-stated definition does not provide a precise explanation of what translation is since it appears in a dictionary. Meanwhile, it gives an idea on how translation is defined in other common dictionaries.

As mentioned above, in the literature, a variety of definitions which try to specify the meaning and nature of translation have been provided by theorists and scholars in the field of research, especially those who belong to the field of translation studies. Common definitions came with Nida (1982) who defines translation as a process which "consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (p. 12). In his viewpoint, Catford notes that translation can be defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p. 20). Another common definition was given by House (2009) who approaches translation with focus on the concept of the text. The latter theorist defines translation as "the replacement of an original text with another text" (p. 3). Based on the above definitions, translation can be regarded as a process whereby a

transfer of meaning takes place between two texts in two different languages. Such definitions do not seem to narrow what translation is provided that not everything in one language can have an exact equivalent in another language. Also, translation is not only regarded as a process of meaning transfer, but a process wherein other elements of the text such as culture are transferred. Hence, translation is practically beyond a transfer of words and meanings.

In this connection, other scholars have clearly conveyed the difficulty of defining translation, stressing the idea that it is not as easy as considering it as the act of changing words from one language into another. This viewpoint has been held by Robinson (1997) who sheds light on this difficulty by defining translation as "an intelligent activity involving complex processes of conscious and unconscious learning" (p. 49). In light of this definition, it is understood that translation is not an easy task to conduct. Translation, based on Robinson's words, necessitates special mental abilities of intelligence to decode its complications. That is, an activity which demands a combination of linguistic and cognitive potential where learning has a chance to happen.

Considering the above-stated definitions, it is clear that defining translation allows encountering common concepts, namely *source text*, *target text*, *source language* and *target language*. Trying to define it by bringing the views above together, translation can be seen as a process where two languages, in the form of a source text and a target one, interact with each other leaving room for intelligence to function and learning to happen, especially in foreign language learning where a strong connection exists between the newly learnt knowledge and the previously existing one.

Other attempts to specify what translation is have resulted in more common definitions and explanations of the nature, meaning and function of translation. Khadabakhsh et al. (2013) see translation as a pragmatic-integrative language activity

which allows the integration of language skills. Such an activity, according to the same researchers, needs competence in the source language (SL) and the target language (TL). In order to transfer the message of the source text into the target language, translation is regarded as a process which includes interlingual relationships and cultural differences (Sewell, 1996). The cultural aspect makes translation as an activity which entails very careful handling because "it is not just transferring of information between two languages, but a transfer from one culture to another" (Hervey et al., 1995, p. 20). Besides, aiming at narrowing the meaning of translation and defining it in a concise manner, various types of translation have been discussed in the literature such as *pedagogical translation*, *professional translation*, *school translation*, and *real translation*. For the sake of contextualizing the present thesis, two types of translation have been specified, namely pedagogical translation and professional translation.

3.2. Pedagogical translation vs. professional translation

In exploring translation, it is worth mentioning that different types of translation have been highlighted in the literature. Such types, as mentioned above, resulted from the process of trying to closely define translation. In relation with the present study, professional translation and pedagogical translation prove to be the most intriguing. Besides, specifying the differences between the latter two types of translation is regarded important as the topic under study is closely related to them.

As the name implies, professional translation is the process whereby a professional translator conveys the meaning of a source text into a target text so that a given audience can enjoy or experience the same feeling of that of the source text. This said, this type of translation needs to take into account other elements which surround the source text, namely context, goal, target text and audience to come up with a perfect product. In this context, professional translation was labelled 'real translation' by

Klaudy (2003) who sees that the goal of this latter is the translated text and that it aims at providing information to real-world readers whose language is the target language.

In contrast, pedagogical translation, as inferred from the word itself, has other dimensions and functions totally differently in educational environment. In its pedagogical sense, translation could be considered as a fifth skill along with the other basic language skills in foreign language learning (Witte et.al, 2009). In other words, foreign language learners are expected to acquire a number of skills which will allow them to learn and use L2 effectively. Translation, based on this claim, can be regarded among the skills to be developed by foreign language learners. In contrast, the latter idea has faced the widespread rejection of including translation in foreign language learning contexts based on the assumption that translation is not suitable and cannot facilitate communication in class.

With very specific regard to the notion of pedagogical translation, it has been proposed in more other studies that it supports and complements language proficiency in FL classrooms (Leonardi, 2010; Vermes, 2010; Cook, 2010). In the context of foreign language learning, translation is specifically considered as a fifth language skill, along with reading, listening, speaking and writing, which plays a beneficial role in complementing language proficiency for bilingual learners and help them enhance the skills of problem solving (Leonardi, 2010).

Further review of the literature about the concept of pedagogical translation shows that it has been dealt with by other scholars who have been active in this research area. Cook (2010) and more recently Laviosa and Gonzalez-Davies (2020) argue in their studies that foreign language teachers resorted to translation because they wanted to check their students' understanding. Additionally, the above-mentioned scholars contend that the use of translation as a pedagogical tool is proven to be a helpful

pedagogical option regardless of the type of the lesson being delivered, albeit grammar or any other language component. Besides, it should be noted that the use of pedagogical translation in FL classes does not entail spoiling or replacing the English lesson. Instead, it helped as argued by Gonzalez-Davies (2020) in enhancing the process of delivering the lesson plan.

Taking into account the amount of research on the importance of the above-mentioned notion, a pedagogical translation framework for language proficiency was developed by Vanessa Leonardi (2010). In light of her framework, she suggests that translation activities can be devised in a three-phase model which basically targets the acquisition and development of students' learning skills. The first phase, in Leonardi's (2010) view, is labelled the pre-translation stage during which translation activities can help learners develop the brainstorming skill and learning vocabulary. The second stage in the same framework introduces translation exercises as a technique which can assist learners in developing:

- Reading skill.

- Speaking and listening skill.

- Writing skill.

- Literal translation-summary and translation.

- Parallel texts of translation.

- Re-translation skill.

- Grammar explantation skill.

- Vocabulary enhancement.

- Intercultural development (Leonardi, 2010, p. 88).

The third phase in such a pedagogical framework entails the deployment of post-

translation activities. Such activities in light of Leonardi's contentions are likely to help students develop the skills of translation commentary, summary of the source text and written composition on source text-related themes or topics. Recommending her framework, Leonardi (2010) proposes that it could be used at any level of foreign language learning and at any educational context claiming that the two processes of foreign language learning and translating can happen at the same time.

It is worth noting that pedagogical translation is different from professional translation referred to above. Seeking to differentiate the two, Gile (1995) makes a clear distinction between professional translation and pedagogical translation when he calls the latter 'school translation'. He explains that the former focuses on the content, while the latter type concentrates on language itself. According to De Aarriba (1996), pedagogical translation is the type of translation process that happens in foreign language classrooms and has specific characteristics which are inherited to it. This said, pedagogical translation is mainly didactic and primarily intended for students and teachers and consequently has nothing to do with translating as a job.

To further clarify the difference between professional and pedagogical translation, the former is practically focused on the transmission of one message from the source language to the target language with much interest in the quality of a translation product which should please a certain audience. However, pedagogical translation is primarily based on the comprehension of the students. In this regard, De Arriba (1996) sees that the purpose of pedagogical translation consists in enabling students to understand rather than making a reader or a listener comprehend, which is the aim of professional translation. In view of this, in pedagogical translation the idea of the quality of translation product and the purpose of making a given audience understand are not necessary. In short, some similarities exist between professional and

pedagogical translation. However, their nature and objectives totally differ.

To summarize the above-mentioned characteristics of the two types of translation and pinpoint the clear-cut differences between them, the following table, which has been based on the views of De Arriba (1996), displays a comparison between the two.

Table 1

Pedagogical Translation vs. Professional Translation

Type of translation	Pedagogical Translation	Professional Translation
Objectives	It is a means to learn the language, to control comprehension and to explain words or structures that may be difficult for the students	It is an end in itself, since its purpose is that of transmitting one message which has to be understood by its audience
Situation of communication	Translation takes place for the teacher. It is also possible to translate a produced text, "neutralized", without context	Translation only takes place when the parameters of the situation are known: where should the text appear, for which type of readers.

Nature of the translated text	Sometimes we translate without understanding at all since the purpose of the exercise partly consists in checking this understanding	Translation is not possible if the text is not perfectly understood
Sense of translation	Version or theme	It only occurs in the sense language 2 language 1

Note. This table demonstrates differences between pedagogical and professional translation based on *Introducción a la traducción pedagógica,* by C, De Arriba, 1996.

In light of the comparison above (Table 1), it should be made clear that introducing translation in FL classrooms does not have any connection with the type of translation that a professional translator does. The rational of pedagogical translation is that of communication. It can add many advantages to the teaching methodology as far as the teaching of foreign languages is concerned in that it can be exploited as a means to facilitate foreign language learning (De Arriba, 1996). Despite this, various studies have criticized the use of translation in FL classes. Some have totally banned it while others at least marginalize it. An overview of opposing stances is provided in the following subsections.

3.3. Previous studies on banning translation

The use of L1 in the teaching of foreign languages has received severe criticism. Scholars in the field called for the banning of its use in FL classes for different reasons (Duff, 1989; Edge, 1986; Ulrych, 1986; Nadstroga, 1988; Urgese, 1989; Eadie, 1999). Commonly, most criticism against the use of L1 is primarily based on the principles of Monolingual methods to language teaching (Brown, 2007) which marked the reform

movement (Hall and Cook, 2012) and Communicative Language Teaching (CLT) doctrines (Hymes, 1972). In connection with this, studies have led to conclusions and findings which constituted the basis for a variety of arguments against the use of L1/translation in FL contexts. Carreres (2006), for instance, argues that L1 is harmful to foreign language learners and that it prevents them from expressing themselves freely. Phillipson (2014) hold the idea that "including the mother tongue [is] a hindrance in foreign language learning" (p. 187). In the same sense, Phillipson (2014) specifies five tenets which advocate the exclusion of L1 from the teaching of English as a foreign language. Two of these tenets are:

- English is taught monolingually.
- If other languages are used much, standards of English will drop (p. 185).

Swift (2006) sees that L1 should be avoided stressing the fact that L2 has to be taught using L2. He also contends that class time is precious for FL learners. Accordingly, he strongly believes that it should not be wasted on L1 use. He holds the idea that the more foreign language learners are exposed to that language, the best their proficiency at that language will be. Hall and Cook (2012) argue, in this regard, that by total immersion of students in the new language, real-life situations can be closely stimulated for learners to use L2 instead of introducing concepts in L1 then L2. Similarly, Hall and Cook (2012) strongly believe that "new languages are better learnt monolingually, without the use of students' own language" (p. 271). Thus, banning L1 is seen to guarantee learners' maximum exposure to the target language. More on this idea was argued by Krashen (1981). He claimed that L2 learners should be exposed to as much spoken English as possible. According to him, sufficient amount of L2 input is needed for learners to acquire L2 skills. Auerbach (1993) supports and explains the same idea as regards FL learning contending that the more students are exposed to

English, the quicker they will learn. The same researcher adds that as learners use English they will internalize it to begin to think in English.

Another strong argument against the use of L1 in the FL classroom comes from Swift (2006). He believes that, as they use their L1, students will develop a sense of laziness resulting from their dependency on L1 to understand and will not try to figure out meanings from context or English explanations provided by their teachers. Similarly, Ross (2000) argues that the rationale against using translation is founded on obliging learners to share their precious L2 time with L1 which is not a productive use of the opportunities given by the class. In total support for this, Willis (1981) argues for an approach which uses English to teach English. He calls for use of speaking, using English in the classroom as often as possible by the learners. As a follower of the monolingual approach, Malmkjaer (1998) briefly summarizes the main reasons why translation fell from favour. According to this researcher, translation is not desirable in FL teaching because it:

- is independent and radically different from the four skills which define language competence: reading, writing, speaking and listening.

- takes up valuable time which could be used to teach these four skills.

- is unnatural.

- misleads and prevents students from thinking in the foreign language.

- is a bad test of language skills.

- produces interference.

- is only appropriate for training translators (p. 6).

In the same line, Duff (1994) specifies additional reasons of objection to the use of translation in foreign language classes. He stresses that translation is text-bound and targets only two skills, i.e., reading and writing in addition to the fact that it is not a

communicative activity as it does not involve oral interaction. Duff (1994) also claims that translation is a boring activity. That is, it does not create motivation. Moreover, it is a widely held view that translation is not a suitable exercise in the initial stages of teaching (Muranoi, 2000). Based on this, translation is viewed as an unsuitable exercise for beginner learners. Not very differently, other scholars in the field of FL teaching criticize resorting to translation in class based on the idea that it will naturally reduce the amount of students' exposure to L2 (Dujmovic, 2007). In connection with this, Pavón and Ramos (2019) argue that in EFL contexts wherein L2 is not used idealistically due to a shortage in exposure or a limited use, or because of using L1 the development of L2 is likely to be hindered.

Based on the above-mentioned ideas, a summary of the most common arguments against the use of translation as a teaching tool in FL classes as presented by Carreres (2006) is as follows:

- Translation is an artificial, stilted exercise that has no place in a communicative methodology. Also, it is restrictive in that it confines language practice to two skills only (reading and writing).

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

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

- Translation and translation into L2 in particular are frustrating and de-motivating exercises in that the student can never attain the level of

64

accuracy or stylistic polish of the version presented to them by their teacher. It seems an exercise designed to elicit mistakes, rather than accurate use of language.

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

Taking into account the large amount and variety of criticism addressed against using translation/L1 in the FL classrooms, the proponents of investing students' L1 in foreign language environment strongly defend their claims based on findings which resulted from field research. Valuing the role of L1 in foreign language learning, advocates of using translation in FL contexts find many reasons and justifications to allow its inclusion in FL methodology. In the following subsection, common claims in favour of reintroducing L1 in foreign language classes are reviewed.

3.4. Previous studies on supporting translation

For a long time, translation, as stated above, has been considered odd, i.e., as a tool which is believed to hinder learning and spoil the teaching process in foreign language classes. In different foreign language contexts, the presence or absence of L1 has been a decisive factor to evaluate teachers' success and students' performance. As a matter of fact, it was and still is a shame in one language policy contexts to resort to L1 when teaching foreign language as if a crime will be committed and sometimes incurring an almost prejudicial reaction from critics. This idea finds much evidence in the literature claiming that learners' dependency on L1 might lead to errors related to interferences between L1 and L2. In total contrast, the use of L1/ translation in the FL class has been advocated through stressing its importance in L2 learning (Widdowson, 1978; Harmer, 1991; Ellis, 1992; Ur, 1996; Pavón and Ramos, 2019). In this context,

Popovic (2001) claims that criticizing the inclusion of translation practices in EFL is not valid. He stresses the fact that translation activities promote learning. Accordingly, banning translation in FL classes would prove to be an unfair decision since it could benefit both the teaching and learning processes in FL classes.

The idea of avoiding translation seems an inappropriate strategy in FL teaching on the grounds that while communicating in a foreign language, translation is taking place unconsciously (Ellis, 1985). In learning foreign languages, translation is considered as a cognitive process which learners unconsciously do. In other words, the first thing which learners in a FL class do during a comprehension task, for example, is wondering in their mother tongue about the meanings of words which hinder building comprehension. In this sense, Ellis (1985) claims that foreign language learners consciously or unconsciously refer back to their L1 as a source of knowledge to acquire L2. Based on this, it is inferred that teachers in language classrooms can forbid themselves from using L1 in explaining and giving instructions along with succeeding in manipulating students' use of their mother tongue and do their best to make them avoid it, but they cannot stop their minds from thinking in it and about it.

With the recent technological advancements and the rising interest in communication, translation has started to have a different position in L2 learning. More flexibility has been shown based on how translation can benefit both teachers and learners in FL classes. Advocators of reintroducing L1 in FL classes have begun to see that translation can benefit learners, especially in lower levels. That is, beginners and pre-intermediate learners. In this respect, Corder (1981) is one of those who view L1 as a valuable resource which learners can use to make up for their limitations in learning L2. Based on this idea, L1 is seen to play a role in the teaching and learning of L2.

Learning a foreign or a second language can be a fantastic experience. However,

many learners in FL classes fail to cope with the lessons for different reasons, especially when L1 is introduced as an element to avoid entirely. Accordingly, students may find it challenging to build comprehension. Translation, in this context, can have a positive effect on building learners' self-confidence and facilitating their learning. The use of L1 in FL classes is believed to help create a suitable learning environment and reduce the levels of anxiety in learners (Lewis, 2009). Similarly, Butzkamm (2003) claims that use of L1 in FL classes provides learners with a feeling of security, allows them to be stress-free and prevents the feeling of frustration in learners. He adds that "all newly acquired foreign language items have to sink roots in the learner's mind, which are eventually deep enough for the items to function independently of the L1" (p. 36).

In the same line, Husain (1995), Prince (1996) and Baddeley (1990), provide more claims in favour of L1. They regard translation as a facilitator of students' language acquisition. In their opinion, once learners can make use of their knowledge of their L1 in L2 learning, the burden of learning L2 may decrease. Differently put, acquisition of L2 might be facilitated if L1 is effectively incorporated in the teaching of L2. Based on this, it is understood that FL teachers could design translation tasks which will make the students feel at ease and serve the learning process. Hence, the use of L1 can have a positive effect on their performance when properly implemented. In this way, L1 can play a further role in containing students' fear, especially beginners, not to understand or adapt to the lessons. It is a feeling which may arise because of a lack of comprehension or poor linguistic knowledge. For these reasons, Burlings (1968) suggested an approach which he called 'outlandish proposal'. According to this proposal, he stressed that the role of the mother tongue is not only to help in understanding the studied material, but also to increase the learners' self-confidence. Besides, Balabakgil and Mede (2016) support the idea that L1 use can be beneficial on

the psychological level rather than something to avoid stating that "disregarding students' mother tongue can be de-motivating and [can] make them less enthusiastic to learn the target language" (p. 19).

In addition, Lin (2008) supports the use of translation in FL classes saying that translation from L1 to L2 offers learners opportunities to apply what they have learned. They can have the chance to make analogy between L1 and L2 in terms of vocabulary, phrases and collocations and grammatical structures. Chellappan (1991) also sees that translation raises learners' awareness of the similarities and differences between the two languages. According to him, translation does not stand in the way of the acquisition of L2. Instead, it helps learners, through a systematic comparison between the two languages. Similarly, Prince (1996) believes that strategic learners can make intelligent use of the repertoire of their L1 skills and translation in order to increase the quantity of words they learn. Atkinson (1987) exposes the same idea claiming that using L1 for translation in FL learning helps learners at early level to focus on accuracy and notice the key structural differences between the two languages.

Defending the inclusion of L1/translation in FL classes, Schäffner (1998) sees that it can be a source of benefit for FL learners. He cites more benefits of using translation in FL classrooms and argues that translation can:

- improve verbal agility.

- expand the students' vocabulary in L2.

- develop their style.

- improve their understanding of how languages work.

- consolidate L2 structures for active use.

- monitor and improve the comprehension of L2.

68

In line with the above-mentioned benefits of using L1 in FL classes, Widdowson (2003, p. 149) contends that the task of teaching in foreign language is to "[get] the first language (L1) and the foreign language (L2) into contact in our learners". In other words, a teaching objective in foreign language classes should be to find connections between the two languages not to separate them or exclude one of them. With such a claim in mind, L1 is supposed to have some roles in FL contexts. In light of this, Atkinson (1987) argues that students' first language can have a variety of functions in foreign language teaching/learning. These are:

- Eliciting language.

- Checking comprehension.

- Giving instructions.

- Cooperating among learners.

- Discussion of classroom methodology.

- Presentation and reinforcement of language.

- Checking for sense.

- Testing.

- Development of useful learning strategies (p. 242).

Advocating the use of translation in L2 classes, Vermes (2010) summarizes the philosophy of how the role of translation should be seen in language learning classrooms stating that "objections to the use of translation in foreign language teaching are all based on a limited view of translation". He adds that "translation is not only structure manipulation; it is primarily a form of communication. And as such, it necessarily involves interaction and cooperation between people, which makes it a potentially very useful device in foreign language teaching" (p. 91). In line with this,

Bonyadi (2003) and Owen (2003) argue that translation is likely to increase students' consciousness about L2.

Adding to the above-mentioned claims in favour of including translation in L2 classes, Mahmoud (2006) lists reasons in light of which translation exercises are regarded as suitable and beneficial as follows:

- The use of translation allows the use of *authentic material* which makes students respond to teaching material taken from their real world. Also, it will be possible for teachers to select texts which are highly appropriate.

- Translation is *interactive* on the grounds that it allows communication between teachers and students. As such, translation can create discussions through group work, peer and whole class correction.

- Translation is *learner-centered*. Students will have more roles in selecting the material. Also they will be more allowed to ask questions and give feedback through having a say in negotiating the meaning provided that they are in the center of the teaching process.

- Translation can contribute to promoting students' *learning autonomy*. It allows students discover more about learning strategies. Through translation, students can know more about themselves and their learning styles. Translation, in this sense, will help students develop more self-confidence and develop skills to be used outside of the classrooms (p. 30).

The decision of using translation in FL classrooms has always been controversial based on the idea that such a pedagogical suggestion lacks literature and theory (Richards and Rodgers, 2001). In light of studies which support reintroducing L1 in FL teaching and for the sake of a methodological implementation of translation exercises in

70

FL teaching, certain guidelines have been proposed knowing that it should be mentioned that little research has been done on the practical side of incorporating translation in FL teaching. In this respect, Mahmoud (2006) recommends the following pedagogical considerations:

- Teachers should understand that multilingual classrooms are not ideal contexts of learning. Therefore, translation will be hard to implement in class containing students who speak different mother tongues. Accordingly, teachers are recommended to avoid using translation as it will take much effort to specify the differences and similarities between the languages knowing that group discussions have (Owen, 2003).

- Students should be given the chance revise their translations carefully as they are likely to make mistakes in their L1, especially those related to comprehension.

- Concentrating a lot on correcting students' mistakes is likely to demotivate them. Thus, teachers should limit error-correction. Instead, they should value and acknowledge students' correct answers.

- Teachers should keep in mind that translation exercises should judiciously be used in that they do not constitute the teacher's sole methodological repertoire. Translation should be combined with other activities (Hughes, 2003) in the same lesson (Mahmoud, 2003, pp. 32-33).

Reviewing the literature which provides support for making use of translation practice in FL classes, translation is regarded as the best resort for students. Based on research carried out by Lavault (1985) translation was seen in certain practical learning or teaching circumstances as the most effective way to teach grammatical items and

71

vocabulary. Going for the idea of including translation in FL classrooms, Duff (1989) strongly wonders about the decision of banning. The same theorist argues that "translation happens everywhere, all the time, so why not in the classroom?" (Duff, 1989, p. 6). In support of such a stance on the part of Duff, Titford (1985) implicitly defends the incorporation of translation claiming that FL learners translate silently which indicates the impossibility of preventing it in classes.

In this connection, Carreres (2006) concluded that translation practice can assist learners to arrange their learning. Criticising the methods which argue for securing enough exposure to L2 in FL classrooms, the same researcher contends that using translation in language courses can play a role to equip learners with reading skills to deal with difficult texts, draw students' attention to the stylistic features of texts in L1 and L2, and develop learners' foreign language linguistic skills as a whole (Carreres, 2006). In one of her contributions on translation and language teaching, Carreres (2006) provided conclusions which plainly support using translation in FL teaching. She concluded that:

- The translator […] [is] a life-long language learner and the language learner […] [is] a natural translator.

- If we view translation into L2 in a continuum that can go from an extreme focus on language structure to a focus on communicative purpose, we will have a more realistic and inclusive model for its pedagogical use.

- A number of highly innovative and creative approaches to the teaching of translation have emerged in recent years. Once again, these approaches highlight the need for flexibility and adaptability to the needs of learners, as well as the need to build bridges between language teaching and

translation pedagogy.

- There is enough evidence to suggest that translation has an important role to play in language teaching, but more empirical research is needed. In particular, we need to gain further insight into its effectiveness relative to other language learning activities. (Carreres, 2006, p. 18).

3.5. Recent studies on translation use in EFL classes

The controversial claim of separating L1 from L2 in order to avoid the former in foreign language teaching has recently been assessed and re-examined to find out the extent to which L1 can still have a room in FL classes. Recent works of prominent scholars in this area of research provide interesting ideas. Deller and Rinvolucri (2008) are strongly against the idea of avoiding learners' first language because they believe that "the mother tongue is the womb from which the second language is born" (p. 4). Based on these words, a very close interconnection is believed to be between the two languages meaning that L1 is the source for a second language to exist as argued by the two scholars. Accordingly, it seems totally impractical to exclude it in FL classrooms.

In the context of recent studies advocating the use of L1 in FL teaching and learning, Widdowson (2003) remains one of the renowned scholars whose works have provided an insightful vision in this regard. Practically speaking, the latter considers foreign language learning as a bilingual process stressing the fact that all foreign language learners, while seeking to learn another language, attend classes with one language at least (Widdowson, 2003). In connection with such a claim, the same scholar describes teachers' job as the mission of making "the first language (L1) and the foreign language (L2) [have] contact in our learners" (p. 149). This implies that making use of L1 in teaching L2 should be seriously considered.

The above-mentioned examples of previous research about the importance of L1 and the rising interest in reintroducing it in FL classes are strikingly supported by the results of more recent studies which have generally continued to pinpoint the necessity of benefitting from L1 in foreign language classes. Recent research focusing on the same topic showed a negative stance towards the notion of separating L1 and L2 which is founded on the monolingual ideologies (Maphalala and Mpofu, 2020; Almusharraf, 2021).

On the other hand, the idea of recognizing the importance of L1 and integrating it in FL classes has recently been called for (Ambele and Watson Todd, 2021). It has also been strongly argued that L1 can be a resource and that students' L1 repertoire can be invested in many ways to potentially support learning (Ambele, 2020). In this sense, it is claimed by Pavón and Ramos (2019) that the use of L1 in bilibgual contexts can be a logical strong tool, especially for scaffolding content. Stressing the benefit of investing L1, the latter believe that it allows having access to the type of knowledge in which the use of L2 does not prove to be helpful (Pavón and Ramos, 2019).

In the same regard, Wei (2018) sees that learners often employ their entire linguistic repertoire including that of L1 to build comprehension. Likewise, Garcia and Otheguy (2020) contend that learners improve their L2 learning when they are allowed to use their L1 strategically. In the same line, it is believed that depriving students of L1 use in FL classes makes them, especially those with very weak linguistic abilities or beginners, feel powerless and demotivated (Littlewood and Yu, 2011). In line with the previous claim, it has recently been found that the use of L1 will facilitate comprehension of new concepts and L2 content and help learners in completing tasks in addition to retaining new content (Maphalala and Mpofu, 2020; Almusharraf, 2021). Besides, Carroll and van den Hoven (2016); Hojeij et al. (2019) and Rahman et al.

(2021) hold the view that the use of L1 in foreign language learning has become popularly recommended as a beneficial strategy for both teachers and students. They stress the idea that translation as a form of L1 should have some room in foreign language methodologies which simply means including L1/translation-related exercises in classroom teaching practices.

Similarly, Ambele and McKinley (2021) argue that L1 is a natural pedagogical strategy which should have a room in FL teaching methodology. Lo (2016) also reports that "more scholars now believe that translation should not be deliberately excluded from [FL] classrooms and advocate the use of translation as a language learning activity" (p. 16). The same researcher further stresses the need for finding a room for translation in FL learning stating that "many language activities can be presented as translation tasks for teaching purpose and a variety of translation tasks designed together with some form of treatment/training to help L2 learners make progress have been proposed in a number of publications" (Lo, 2016, p. 19).

The studies reviewed in the previous subsections exclusively provide an overview on reactions towards L1 use in the western context. Given the fact that the present study examines the topic in Morocco as an Arab country, it is worth stating that studies about the same topic in the Arab world have been carried out. In the end of 1980's a study was carried out by Kharma and Hajjaj (1989). Their study focused on supervisors, teachers and students. Kharma and Hajjaj (1989) discovered that teachers of English resorted to Arabic for some classroom practices. They concluded that it is mainly adopted as a facilitation tool for explaining grammatical structures and managing their classrooms. The same study revealed that students thought that Arabic played a role in easing learning for them.

In Oman, Al-Alawi (2008) investigated teachers' opinions about using students'

first language. The researcher found out that the majority of teachers whom he interviewed thought that using Arabic was beneficial in that it saves time and helps in instruction-giving. In Saudi Arabia, Al Nofaie (2010) carried out a study which specifically targeted intermediate school level to examine teachers' and students' attitudes. She discovered that the use of Arabic was appreciated by teachers and students for some reasons, including explaining instructions for tests, in-class activities and grammar. In 2012, El metwally investigated teachers' and students' attitudes towards the use of the mother tongue in the UAE. The study reported that students showed preference towards using Arabic for explaining grammar, vocabulary and difficult tasks. Such an attitude was also showed by teachers.

In Sudan, Ahmed (2015) targeted teachers of English in secondary schools. His study revealed that the majority of teachers had a positive view towards making use of Arabic for specific teaching purposes, namely explaining concepts and new words along with grammar structures. The same study revealed that teachers praised the effect of using L1 in decreasing fear and stress in learners.

In Morocco, Laghmam (2016) conducted a study on the same topic. He found out that Moroccan teachers of English rarely resorted to Arabic believing that only a limited and judicious use of students' mother language can be allowed. Loutfi (2020) carried out another study on the use of the mother tongues and language policy in Morocco. The results of his study revealed that Moroccans agreed on the idea of using a foreign language (English or French) as the language of instruction believing that teachers should not resort to the mother tongue. Bringing the results of the aforementioned studies which were carried out in the Arab world, it is clearly understood that the use of students' mother tongue is conditionally acceptable meaning that the adoption of monolingual methods in some Arab countries is to be examined.

3.6. Position of translation in EFL teaching methods

It has already been mentioned that the teaching of foreign languages has tremendously witnessed the appearance and development of various approaches and methods. Doing their best to enhance FL teachers' mission and easing the task of learning for students, scholars, theorists and pedagogues, in local and international contexts, have tried to introduce the methods they advocate in relation to existing ones. In addition to aiming to enhance the aspects and principles which were neglected or shortly highlighted, some methods came as a reaction against others which were considered as inappropriate or limited to certain groups or learning communities. Within this ongoing wave of reviewing, evaluating and refining of teaching methods translation as a teaching strategy in EFL classrooms has been in the centre of debates. In this context, the use of translation in the EFL classroom has assumed different roles under the umbrella of the common methods to the teaching of English as foreign language.

Being generally and deeply affected by theorists' pessimistic mostly discouraging views towards the use of the native language in FL classrooms, translation as a form of L1 has been given a role within very few methods; however, the majority of EFL approaches has either marginalized or totally banned it. Regarding the grammar translation method, as the name implies, translation practice is considered the main teaching technique in the EFL classroom. Being the most common bilingual method to foreign language teaching, the teaching/learning process is characterized by placing much focus on translating decontextualized sentences with more emphasis on grammatical rules and wherein learners' mother tongue is highly valued (Richards and Rodgers, 2001). Simply put, in the grammar translation method, recourse to the learners' mother tongue in the teaching process remains one of the major tools for

language teaching.

In total contrast, within the other methods translation has lost the position it has had under the umbrella of the grammar translation method. The use of translating as a teaching tool has been disvalued for various reasons. The most striking disvaluing claims against using translation came with the communicative method. This approach assumes that the use of translation teaching activities or any other form of L1 in foreign language classrooms should be avoided because it does not provide room for communication and minimizes students' exposure to L2. This has mainly been based on the principle that the learners should be exposed to L2 as much as possible (Harmer, 2007 and Byram, 2004).

The other monolingual methods to the teaching of English as a foreign language were deeply affected by the philosophy underlying the communicative approach. Accordingly, using translation in FL teaching within the principles of the other methods has either been banned or at least marginalized. As such, EFL teachers were encouraged in the light of the one language policy advocated by the communicative approaches in foreign language classes (Willis, 1981) to do all they can to avoid using translation in language classes. Within monolingual teaching methods, such as the direct method, teachers are supposed to use any other means at hands to reach students, including miming, gesticulation, realia and pictures but to resort to translating (Richards and Rodgers, 2001).

To provide a focused review of the position of translation and the role which it assumes within EFL teaching methods, Table 2 below gives a summary which is based on Richards and Rodgers (2001) work on teaching methods. It is clear that the attention which translation gets in these common methods is limited. When possibly accepted, a conditional limited use is recommended.

Table 2

Position of Translation within EFL Teaching Methods

Teaching methods	Position of translation
The Grammar Translation Method	Lessons explained in L1 and translation exercises constitute the main focus of the lesson
The Direct or Natural method	mother tongue use are to be avoided totally
The Audio-lingual Method	translation is not allowed in class
Total Physical Response Method	Translation is to be de-emphasized
The Structural Approach	Translation is marginalized and replaced by aural work
Task-based Method	Translating is not emphasized. Focus is on the target language
Content-based method	Translation is marginalized
The Silent Way	Translation to be avoided
Suggestopedia	Translation is disregarded
Community Language Learning Method	Translation is conditionally allowed. Can be used by the teacher to clarify instructions

Note. This table displays the position of translation within methods to EFL teaching based on *Approaches and methods in language teaching* (2nd ed) by J, C. Richards & T, S. Rodgers, 2001.

A close look at the table above (Table 2) gives an idea about the influence of the monolingual methodology on all the methods which followed the grammar translation method. Almost, all the methods which go under the umbrella of monolingualism ban or

neglect the use of translation in EFL teaching to a large extent. The exception, as shown in the table above, concerns the communicative language learning method (henceforth CLL) which allows teachers to resort to translating for the sake of clarifying task instructions to their students. Such a position of translation practice does not indicate the ineffectiveness of including translation activities in FL teaching because much research has been done on using learners' mother tongue in EFL classes; however, it should be noted that little has been done to investigate the effectiveness of including translation-related exercises in FL teaching from a practical perspective.

Contrary to what is displayed in Table 2, it is noted that during the last few decades there has been a change in the way L1/ translation is perceived and criticism towards the way translation is regarded within monolingual methods was becoming greater. Due to the outstanding development in communication technologies, the wide and inevitable use of internet along with the influence of globalization on many sectors, L1 in general and translation in specific started to regain more interest among researchers, theoreticians and educators. This newly globalized worldly situation has led to a wave of research as far as L1 use in EFL classes is concerned. Based on this, argumentation between the opponents and the proponents of banning or reusing translation in EFL classes has taken different directions with a new vision on how to deal with translation in foreign language learning after long years of refusal. Consequently, the already-made judgments about translation have to be reconsidered more seriously.

PART 2

THE STUDY

4. RESEARCH DESIGN AND METHODOLOGY

The fourth chapter within this study has been dedicated to the research design and methodology followed in the research process. In the first two subsections, the general and specific objectives of the investigation as well as the research questions are presented. The following subsections are subsequently concerned with the characteristics of the study. In the same chapter, the general and specific context of the research is emphasized. The final two subsections throw light on the data collection instruments and the data collection procedure. The process of selecting the appropriate data collection tools and the procedure which was followed while collecting information are also highlighted.

4.1. Objectives

The teaching of English as a foreign language as Mbeudeu (2017) stated "has witnessed a heated debate over the last three decades" (p. 76). In addition, the objectives of making students in foreign language classrooms effective learners along with adopting the best teaching methodologies and the appropriate strategies have always been in the heart of discussions. Such pedagogical requirements still constitute a big concern for researchers in the field of FL teaching (Mbeudeu, 2017). In the heart of debating, controversy about the use of L1/translation in the FL classroom has been strongly back with scholars, theoreticians, pedagogues and educators who claim that translation is more than a means to transfer meanings and messages. That is, it could have a pedagogical function which takes it beyond the usual position of being a tool used for substituting a text from one language into another text in another language (Catford, 1965). Instead, translation is regarded as a tool which can be employed as a strategy for teaching and learning foreign languages. In this respect, Chamot and Kupper (1989) define the translation strategy as "using the first language as a base for

understanding and/or producing the second language" (p. 77).

In addition, other scholars argue that the majority of foreign language learners' resort to their mother tongue while processing L2 (Husain, 1994). This goes in line with the idea that learners of foreign language consciously or unconsciously make reference to their mother tongue considering it as a source of knowledge for second language acquisition (Ellis, 1985). Actually, such claims impose the necessity of calling into question the decision of banning the use of L1 in FL teaching knowing that translation has survived all the studies which banned it for it is still used in foreign language classes in some educational environments. In this context, Cook (2001) as one of the scholars who advocates the role of L1 mentions that "bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology" (p. 189). Based on Cook's words, banning L1 does not impede FL teaching and learning. Rather, translation can be a source of innovation which can be invested to foster the already existing teaching methodologies.

It is also noted that studies have not focused a lot on investigating teachers' and learners' views as far as the incorporation of translation in FL classes is concerned, especially young learners given that these two, teachers and learners, are obviously the pillars of the teaching and learning processes. In this regard, Malmkjaer (2010) contends that "the issue of the use of translation in language teaching is one on which most language teachers have a view" (p. 1). In other words, research should focus on eliciting teachers' and students' attitudes about using translation in FL classes since they are more concerned about this. Their views about the topic may provide insights on confirming the banning of translation or reusing it along with providing suggestions on how to include it. As a result, this study seeks to bring into focus the controversial decision of including L1 in EFL classes through translation-related exercises,

particularly in the teaching of reading comprehension to EFL beginners.

To investigate the use of L1-related exercises in EFL classes, the present study has a general objective to attain. It aims at investigating how translation exercises can bring about certain benefits for the development of foreign language teaching and learning. Specifically, it aims to discover middle school teachers' views on reintroducing translation-related exrcises as a form of L1 in the EFL class. From a more specific perspective of research, this study tries to investigate students' general reactions towards doing translation-related exercises along with discovering their attitudes about incorporating such exercises in reading comprehension lessons. In addition, the present investigation aims to discover middle school teachers' general views on the use of translation exercises in EFL classes and the possible benefits which such exercises can provide when invested as a teaching technique. Further, this study aims at capturing teachers' attitudes concerning the inclusion of translation exercises as a teaching strategy in L2 reading comprehension classes. Besides, this investigation is also designed to find out teachers' pedagogical recommendations on a possible inclusion of translation-related activities in reading comprehension classes of beginners.

4.2. Research questions

The main justifications which support the general and specific objectives of this study lie in the fact that the incorporation of translation-related exercises in the teaching of reading comprehension may attract students' attention positively and help EFL beginners, in specific, perform well during the pre-reading, while-reading and post-reading stages of the lesson. Also, it is believed within this investigation that teachers of English in middle schools could be in favour of using translation-related exercises with students who are in the beginning level of FL learning. They may positively perceive the idea of using highly monitored translation tasks in the teaching of reading

comprehension given the fact that students at this level of FL learning may lack linguistic knowledge which is necessary for building comprehension. Additionally, translation is believed to play an important educational role in language learning by adding a meticulous educational value for learners in EFL classes (Howatt and Widdowson, 2004). Based on the above-mentioned justifying ideas and in light of the general and specific objectives of this investigation, the following research questions have been postulated:

- What are EFL beginners' reactions towards doing translation-related exercises in reading comprehension classes?

- What are EFL beginners' opinions about using translation-related exercises in reading comprehension classes?

- How do middle school teachers of English generally perceive the use of L1 in the EFL classroom?

- What are middle school teachers' opinions about the incorporation of translation-related exercises in beginners' reading comprehension classes?

- How can translation-related exercises benefit beginners in L2 reading comprehension?

- How should translation-related exercises be included in L2 reading comprehension classes?

4.3. Characteristics of the study

The present investigation deals with a topic which brings to the limelight the use of translation practices in the EFL classroom. This pedagogical strategy has faced total rejection by scholars for the reason that L2 is likely to interfere with L1 (Larsen-Freeman, 2000; Harmer, 2007; Byram, 2004; Cook, 1998). More specifically, this study

highlights this topic in Morocco where the decision of banning translation in EFL classes is deeply rooted due to the curriculum adopted by the ministry of education as far as the teaching of English as a foreign language is concerned. Following a one language policy, Moroccan teachers of English in both middle and high schools are believed to be convinced and, of course, they are officially urged to deal with translation as a strategy to avoid in their classroom practices.

On the one hand, this study comes to question the validity of this officially adopted perception. It calls into question a stance which Moroccan teachers of English probably take for granted theoretically and in respect for the policy adopted by the ministry of education; however, they might resort to L1 in their classrooms for some reason. Putting it differently, this investigation tries to shed enough light on the idea that resorting to the mother tongue in Moroccan EFL classrooms by teachers may have pedagogical reasons, beyond the implementation of the curriculum, rather than considering it a random strategy or an accidental event that should be avoided.

On the other hand, this study attempts to suggest reintroducing translation as a teaching and learning strategy in EFL classrooms for it is argued that banning the use of translation is against the intuition of teachers and students (Koletnik, 2012). Accordingly, it is high time for specialists in English language teaching and foreign language policymakers in Morocco to reconsider the decision of banning L1 in EFL classes by investigating possible methodologies of incorporating translation in EFL contexts as a teaching strategy, especially in the teaching of reading comprehension classes to beginners.

This study is characterized by following common aspects of research for the sake of answering the previously postulated research questions. It follows a scientific process of research which goes through three procedures, namely collecting, analysing

and interpreting data. Carrying out this research, systematic steps of investigation which are considered relevant and justified are adopted. In addition, valid, verifiable and empirical conclusions which are based on strong evidence are drawn. Besides, the conclusions are critical in the sense that they can stand against criticism (Brar, 2014). In the following subsections, the characteristics of this study are presented.

4.3.1. Applied research

Generally, applied research refers to an investigation which targets solving specific questions. The main goal behind this type of investigating is to find solutions for immediate practical issues (Kothari, 2008). What makes the present study applied is the fact that it deals with a question which firmly relates to the inclusion of translation exercises in the teaching process of reading comprehension to beginners which is a practical activity. That is, it basically sheds light on the practical side as regards the implementation of L1/translation as a teaching strategy in the EFL classroom.

4.3.2. Descriptive research

In terms of basis of objective, this research is characterized by being descriptive. It aims to give a systematic description of the researched topic. It is considered so because it attempts to provide information about the topic being researched to offer answers to the research questions. In this sense, Loeb et al. (2017) state that:

> Descriptive analysis characterizes the world or a phenomenon—answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular (p. i).

Based on Loeb's et al. (2017) words, we consider the descriptive method to be

suitable for this investigation since description is significant for research in the field of education keeping in mind the fact that this study focuses on an educational topic. Additionally, descriptive research describes attitudes towards an issue. Also, this research is described as being descriptive as it seeks to discover learners' and teachers' views / attitudes towards the incorporation of translation-related exercises in EFL contexts.

4.3.3. Correlational research

Siegle (2015) states that while conducting correlational research, investigators do not or at least try not to influence any variables. They only measure them and try to look for any possible relations or correlations among given sets of variables. In other words, it attempts to answer the question *what relation exists*. Since this study aims at highlighting the possible relationship between the use of translation exercises and learners' performance in the EFL classroom, it is considered correlational. Another reason why this study is regarded as a correlational one is the fact that it aims at discovering possible relationships between teachers' and learners' views on the topic of this study, which is among the objectives of this research.

4.3.4. Explanatory research

Being explanatory is another characteristic of this investigation. This type of research usually seeks to find *why* and *where* there is a relationship between the aspects of a phenomenon. China scholarship council (2019) states that "explanatory research is conducted in order to help us find the problem that was not studied before in depth. The explanatory research helps us in understanding the problem more efficiently" (para: 2). Based on the fact that the present study attempts to seriously rethink the inclusion of translation practices in the EFL classroom along with aiming at providing a good understanding of the relationship between using translation-related activities and

students' improvement in L2 reading comprehension, this research is regarded explanatory as well. Additionally, what makes this study explanatory is the fact that it attempts to examine and show how and where translation-related exercises can fit in the teaching of reading comprehension in L2 classes.

4.3.5. Mixed research

In terms of mode of inquiry, this research follows a mixed research methodology. This method of research permits researchers and guides them to use a variety of approaches to find answers to research questions which cannot be addressed using a singular method (Doyle et al., 2009). In this investigation, the characteristic of being mixed stems from the idea that quantitative and qualitative instruments of research are adopted. For the sake of getting numerical data, a questionnaire is devised. In order to describe the situation and attitudes of teachers, an interview is used. To have a close observation of the situation, class observations are conducted. Shorten and Smith (2017) state that combining the two types of methods is a good way to have a more panoramic view of the phenomenon by viewing it from different perspectives. Accordingly, the mixture followed in this study is likely to provide enough information to answer the research questions in addition to strengthening and expanding evidence for the conclusions, which justifies the adoption of a mixed methodology of research.

4.4. Context and participants

4.4.1. Context

In compliance with the pedagogical guidelines specific to the teaching of English as a foreign language in Moroccan middle schools (Middle school pedagogical guidelines, 2009), teachers of English adopt a monolingual method according to which they are supposed to rely exclusively on L2 in their teaching practices. They avoid using students' mother tongue because it generally goes against the fundamental principles

and the main objectives of the syllabus and more specifically the teaching approach adopted by the ministry of education for the teaching of English in Moroccan middle and high schools.

Middle school pedagogical guidelines (2009) have been drawn on the principles set forth in the National Charter for Education and Training (1999) which called for "better schooling and social equity among all" (Alami, 2016, p. 48). Accordingly, teachers of English in Morocco are urged to use the competency-based approach (henceforth CBA) in planning and performing their lessons. The CBA, according to the pedagogical guidelines (2009), is the approach which can play a role in making Moroccan leaners meet the needs of this ever changing economic, social and cultural world (p. 13). Shedding light on this method, O'Sullivan and Bruce (2014 as cited in Mansour, 2020: para. 3) state that:

> The most important characteristic of competency-based education is that it measures learning rather than time. Students' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.

According to a translated version of middle school pedagogical guidelines (2009) done by the directorate of teaching methods, the third year (middle school) EFL curriculum draws on the general aims set for the four-year EFL curriculum. Based on the competency-based approach, the guidelines address five areas of competences which learners should develop in the EFL class, namely "communication, cultures, connections, comparisons and communities" (p. 5). On the one hand, the same document (middle school pedagogical guidelines, 2009) provides basic theoretical guidelines based on the CBA for teachers on the four skills (listening, speaking, reading

and writing) as regards teaching methods, strategies to be followed and types of activities to use in class (pp. 19-20). On the other hand, it is noted that it does not mention translation as a teaching strategy. As a result, the adoption of this teaching method (CBA) explains the exclusion of L1 in the EFL classes in Morocco. It also officially justifies any similar reactions of refusal from the teachers towards the incorporation of translation-related exercises in their classroom practices.

As one of the basic skills in the EFL classroom, reading comprehension receives enough attention in the guidelines mentioned above. The document also provides recommendations and practical steps for an effective teaching of this skill along with speaking, listening and writing (pp. 33-35). As for the teaching of reading comprehension, teachers are supposed to go through three stages. For each stage, types of teaching activities are suggested. However, it is again noted that translation activities are neither theoretically nor practically included in the guidelines.

In contrary, though officially convinced and urged not to use the mother tongue according to the pedagogical guidelines which outlines the competency-based method, English teachers in Moroccan middle schools may resort to L1/translation as a strategy or classroom practice which is not included in their lesson plans. Specifically, this may happen with classes of beginners as it may solve problems and provide help, especially in reading comprehension classes wherein learners step into a foreign language classroom for the first time. Within this line and keeping in mind the contextual elements provided above, the present study comes to examine the effectiveness of adopting the CBA as a method which marginalizes L1 and bans resorting to translation. In its very specific context, this study intends to investigate the practicality of including translation-related exercises in the teaching of reading comprehension to beginners in middle schools in Morocco wherein the CBA is strictly implemented.

4.4.2. Participants

- *Allal Ben Abdellah Middle School*

The class observation for this investigation was conducted at a junior high school called *Allal Ben Abdellah* in *Ksar el Kebir*. Located in a urban area *Northern Morocco*, this school always has classes of 3rd grade level students, which is the final year in middle schooling in the Moroccan educational system. English as a foreign language has been taught in this middle school since 2004, the year which marked the addition of English as a second foreign language in middle schooling syllabus in Morocco. *Allal Ben Abdellah* is a junior high school located in the city centre. It is quite one of the oldest institutions of middle education in the city. First, it was created to be a primary school in 1975. Then, it was used as an annex to *Al Mansour Dahbi* high school. However, in 1985 it was officially named as a middle school.

- *Interviewees*

To collect data which is specific to answering the postulated research questions for the present study, teachers of English in middle schools which are located in the same area were interviewed. The ten interviewees, upon their participation in this research, have been working in the following middle schools where English is taught as a second foreign language. Including *Allal Ben Abdellah* middle school where the observation classes were done, the other middle/junior high schools were *Imam Muslim*, *Ahmed Errachidi*, *Abi Almahasin*, *Allal Loudiyi*, *Attabari*, *Mehdi Ben Barka*, *Tarik Ibn Ziyad*, *Essaada* and *Oued El Makhazin*. *Imam Muslim* middle school is quite one of the oldest as it was opened in 1993. In terms of space, it is larger than *Allal Ben Abdellah* middle school as it was created to serve as a junior high school since the beginning. Not located in the city centre, *Imam Muslim* middle school normally receives students who

live in the near suburbs of the city. *Ahmed Errachidi* is an institution which includes the middle and high school cycle. It was opened in the beginning of the 1990's, exactly in 1991. Currently, the school still functions as a middle and high school containing a large number of students, teachers and rooms. *Abi Almahasin* middle school was established in 1982. It includes the school building in addition to dormitories for students coming from the villages. Also, students who come from remote areas can benefit from the accommodation service available at school. In 2007, the same institution was divided into two buildings. Therefore, *Mehdi Ben Barka* junior high school was created. *Allal Loudiyi* middle school is more modern than the above-mentioned ones. It only includes middle school education. With the increasing number of population and need for more middle schools in the province, the latter school was created in 1999. Similar to *Imam Muslim*, *Allal Loudiyi* junior high school is not located in the city centre, so it usually constitutes a better choice for families living by the school to allow their children continue their middle education. For the sake of easing students' access to high schooling, *Essaada* high school was constructed near *Allal Loudiyi* middle school in 2016. With the two schools just 200 meters away from each other, students' smooth transition from middle to high schools seems guaranteed, except for those who prefer to change the institution. *Attabari* middle school was opened in 2004 in an area 3 kilometres away from the city centre, but closer to the surrounding suburbs of the city. The establishment of this school has facilitated finishing middle school education for many students provided that many others, especially girls, dropped out of school for the reason that it took time to join the schools located in the city centre on a daily basis. In terms of construction, *Tarik Ibn Ziyad* middle school alongside *Essaada* are the most modern among the ten schools. It was opened in 2016. However, *Oued El Makhazin* high school is the oldest. The building was constructed during the

Spanish protectorate Northern Morocco. Currently, it serves as a middle and high school for literary, scientific and original streams, which makes it the largest institution of public high school education in the city. All in all, the ten teachers in the middle schools mentioned above have taught English to the same level (3rd grade students) and used the same textbook for a period of time either in one or more of these schools. Such a fact makes them appropriate for the profile of interviewees targeted within this investigation, especially on the level of their teaching experience and diplomas. The following figure provides more information about interviewees' diplomas and their teaching experience in middle school. It shows the type of diplomas they hold as results of their academic experience in addition to the years they have spent, so far, in teaching English as a foreign language in middle schools which belong to the public sector.

Figure 1

Interviewees' Diplomas and EFL Teaching xperience

Note. This figure displays interviewees' diplomas and years of EFL teaching experience.

The targeted interviewees are qualified teachers who at least hold Bachelors of Art (BA) in English studies and have graduated from pedagogical centres after spending

one-year training as teacher-trainees for the position of middle school teachers of English. As displayed in Figure 1, seven out of the ten interviewees are holders of BAs in English studies while the remaining three teachers hold MA (master) degrees in the same major of graduate studies. Such information about interviewees indicates a good command of the English language on their part. As regards their teaching experience, six interviewees have so far (the moment of interviewing them) spent up to ten years in the teaching of English as a foreign language in Moroccan middle schools. The other four teachers have a longer experience in EFL teaching which reaches twenty years.

It seems logical that the investigated population within this study is not very large. Such a remark questions the possibility of generalizing the conclusions obtained from the study. However, there are distinctive justifications which dictated interviewing ten teachers. The inclusion of English as a subject in lower levels in Morocco first happened in 2003 when a two-hour English class was programmed for third year middle school students given that it was not generalized. Additionally, training teachers of English for middle schools did not last for long when the ministry of education in Morocco resorted to direct and contractual recruitment. Since 2016 onwards, teacher-trainees normally spend a year of training as future teachers of English for secondary education. Also, many teachers who were exclusively trained for teaching in middle school starting from 2003 are currently reappointed to teach in high schools. With such considerations in mind, finding interviewees who fit the objectives of the present study was very hard.

The profile of the wished interviewees depended on the characteristics of experience and continuity in teaching English to beginners in middle public schools along with their command of the language. As a matter of fact, finding teachers with such a profile was very challenging. The majority of experienced teachers who had been

trained for working in middle schools were either relocated, as mentioned above, or moved to teach in high schools. As for emphasizing interviewees' teaching experience in middle schools, it should be noted that middle school curriculum has been based on that of high school. In other words, a curriculum specific to this level is still missing. Even the (2009) pedagogical guidelines referred to in this study are totally derived from high school curriculum. For this reason, interviewing ten teachers with training specific to middle school and a quite long experience was deemed very important because it is compatible with the specific objectives of the present study. Above all, despite the number of interviewees which may be considered small, the number of schools where they work and the number of students which they have every school year indicate that the researched sample is significant for the study. In this sense, it is necessary to mention that for each middle school only one teacher is assigned to teach a maximum of 12 classes which statistically means more than 400 students given that classes are large (they can reach 40 students).

Another worth mentioning reason which hardened the task of interviewing a large number of teachers in middle schools was the worldly fearful unstable conditions of the Covid-19 pandemic. This study was carried out from 2020 to 2023. During this period, unexpected developments had a strong hand in affecting all the aspects of life in every sector. On-site/in person education was deeply affected as schools were closed immediately after Covid-19 virus was declared as pandemic. For more than a year, a post-pandemic period was very carefully handled through implementing various measures of prevention. This made it hard to encourage teachers to participate in this investigation.

Actually, it took time to convince them while others refused to be interviewed in fear of catching the virus. It only became possible when the pandemic situation became

better in addition to teachers' commitment and interest in being part of the investigation.

- *Students / Learners*

This investigation is mainly concerned with learners of English as a foreign language at middle schools. At this level, students in Moroccan public middle schools take English classes for the first time in public schools in the final year (3rd year). They are 13 to 16-year-old learners who have a two-hour English class per week. Selecting students for the class observation and the experiencing process, a sample of 63 young learners were randomly chosen. The targeted students formed two classes which consisted of 32 students each. Due to the Covid-19 pandemic conditions and in respect for the measures enforced by the Moroccan authorities for reopening schools partially. Classes were divided into two groups with 15 students in each class for the sake of keeping the measures of social-distancing among students and between teachers and students.

In terms of students' knowledge about English as a school subject and a foreign language, they were all zero beginners who have never had English classes before. Regarding their ages, they did not exceed 16 years. Except those who spent two more years in primary school or had to retake the first or second year of middle school, the majority of students was between 13 and 14 years old. For research purposes, the targeted students for this investigation were given a variety of translation-related exercises to do as learning activities in reading comprehension classes. At the end of this experience, the same sample of students was asked to complete a questionnaire about the subject of the study. The following figure gives more information about the researched population.

Figure 2

Questionnaire's Respondents
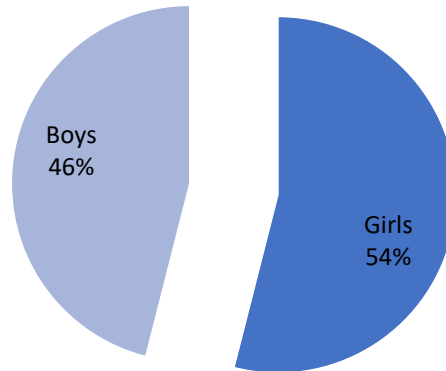
Note. This figure displays respondents' categories in terms of gender.

As Figure 2 shows, there is balance between the respondents in terms of gender. Out of the 63 students who took translation exercises and completed the questionnaire at the end of the experiencing period, 54% were girls while the boys constituted a percentage of 46%. Within the present investigation, it should be noted that gender as a research variable is not intended, so the balanced classification shown in Figure 2 was not deliberately meant. Normally, 3rd grade students in the school where experiencing was conducted are automatically admixed in classes based on their gender. Such a balance between boys and girls is administratively sought.

4.5. Research design and data collection

In scientific research, data collection is considered as a fundamental step to which researchers should pay very special attention. This stage is likely to have an impact on the results of investigations and their scientific value. In this sense, McMillan and Gogia (2017) state "data collection is a very important step in conducting research

and can influence results significantly. Once the research questions and sources of data are identified, appropriate methods of data collection are determined" (para: 1). Importance of this step lies in the fact that it decides on the sources of data to be used in order to answer the research questions. Accordingly, data gathering can be regarded as "the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer the stated research questions, test hypotheses and evaluate outcomes" (Kabir, 2016, p. 202). Based on these ideas, it is concluded that data collection assumes an important position in the research process as a whole.

It goes without saying that a quality investigation heavily depends on the collected data. The quality of information, in turn, basically depends on the data collection instruments, techniques and the procedure followed during this crucial step in the research process. In this context, Kabir (2016) stresses the importance of gathering quality data stating that "the goal for all data collection is to capture quality evidence that then translates to rich data analysis and allows the building of a convincing and credible answer to questions that have been posed" (p. 202). As a matter of fact, there are a variety of data collection instruments which researchers adopt to gather information. However, choosing the most appropriate tools is very decisive as regards the results and objectives of any research. Instruments of data gathering vary from one study to another depending on the type of research, the researched subject, general and specific objectives and the postulated research questions. However, all the above-mentioned features and requirements of research are entirely determined by the research approach adopted for a given study. Basically, the research design is the umbrella under which all research processes go.

Academically, research designs commonly fall into three approaches, namely

qualitative, quantitative and a mixed method of research. In educational research, qualitative and quantitative studies differ in their paradigmatic approaches with respect to the ways of knowing, inquiry of reality and what is to be known about the reality as contended by Bryman (2008). In addition, quantitative researchers are described as objectivists in their research while those doing qualitative research, as argued by Ceswell (2009), are subjectivists. Over the years, the appropriateness of adopting one approach or another in social investigations has caused controversy, but it is easy to notice that the two approaches of research cannot complement each other because they do not show any aspects of compatibility in that they use different data collection instruments. Also, they entail data analysis methods which are very specific to each one of them (Robson, 2002).

As two different research approaches, qualitative and quantitative research methods both have advantages and disadvantages. Concerning the qualitative approach, it is regarded as a type of inquiry which can help in discovering meanings, understanding concepts, decoding and interpreting symbols for the sake of solving problems (Berg and Howard, 2012). What characterizes qualitative research more is the fact that it provides data about real-life people and situations (De Vaus, 2014). Additionally, such type of research is unique for relying on non-numerical primary data which allows the provision of factual information (Johnson and Christensen, 2012). Another advantage of qualitative research lies in that it allows investigations which construct and reconstruct theories based on the data generated. Besides, experiences of participants can even be understood when only a little or no information is available (Leedy and Ormorod, 2014).

Despite the above-mentioned positive aspects of qualitative research, it has certain disadvantages which constitute a strong source of criticism against it. De Vaus

(2014) argues that qualitative researchers limit themselves to particular groups of people, which makes it hard to generalize the findings. Another problem with qualitative research is the verification of results. Critics see that since the approach is characterized by exploring feelings and personal reports, reliable and consistent data cannot be provided compared to the quantitative approach (Atkins and Wallace, 2012). A further argument against the qualitative approach concerns results. Cohen and Morrison (2011) argue that researchers impose their understanding of a situation in a given place and time. That is, researchers in qualitative studies negotiate and interpret the results according to their own way of seeing things.

Regarding quantitative research, it is more preferred in academic research, especially in quantity-based studies in the light of the advantages it offers to such kind investigations. In the first place, it is regarded as a time-saving approach because it is mainly based on statistical data along with emphasizing the use of numbers, figures and tables in collecting and analysing data (Bryman, 2001). This research approach is also effort-saving thanks to the possibility of collecting and analysing data using computer-based softwares and programs (Connolly, 2007). A second advantage of quantitative research lies in its effectiveness in giving results which are generalizable. That is, the results of a study within a particular area can be reflective of the wider society (Cohen and Morrison, 2011). What characterizes this method in research studies positively is the fact that it allows the use of control and study groups. Using such research tools, researchers can compare the impact of certain measures and test their effectiveness in other times and different places (Johnson and Christensen, 2012). A further advantage is the strong sense of objectivity it guarantees for data collection, analysis and interpretations because the researcher is not in total contact with the participants (Creswell, 2009; Bryman, 2012).

Despite being described as advantageous and favourite, the quantitative approach has aspects of weakness. To begin with, the sense of objectivity which springs from the fact that the researcher is detached from the participants and research processes is a disadvantage of the quantitative approach as well. Being detached from the research, it will be difficult for the researcher to study the phenomenon in depth within its natural context. In other words, detachment will not offer a deep understanding and feeling about the researched group (Berg, 2007; Christensen and Johnson, 2012). Within the quantitative method, the researcher does not participate which means he/she has no room to contribute to the study by bringing something to it simply because the researcher is at the 'driver's seat' as labelled by Bryman (2001, p. 286). Additionally, such an approach is criticized for not encouraging imaginative critical thinking on the part of the researcher (De Vaus, 1996). Besides, normally there are predetermined paradigms which have to be either supported or refuted. In simple words, research studies within this type of investigations examine existing knowledge passively instead of unveiling the unknown.

To conclude, qualitative and quantitative approaches differ clearly. The use of the two depends on the nature of the researched topic, participants, context, objectives and research questions. They, as stated above, are not compatible in that they use varying but dissimilar data collection instruments. Consequently, two types of collected information can be highlighted, qualitative and quatitative data. Besides, a combination data collection tools normally result in mixed data.

Qualitative data usually takes the form of words and sentences. This type of information concerns feelings, emotions, viewpoints and subjective perceptions about a certain topic of research (Kabir, 2016). This type of information basically aims at answering the questions 'why' and 'how' by means of unstructured methods of data

collection. Unlike qualitative information, quantitative data does not take the form of sentences. Rather, this type of data is obviously statistical as it is based on numbers. Defining this type, Kabir (2016) states that "quantitative data is numerical and can be mathematically computed" (p. 203). As commonly known, quantitative data is normally about the 'what' and usually comes from structured data collection instruments. As the name implies, mixed data is the result of collecting information through mixing more than one instrument. Such a mixture usually combines qualitative and quantitative methods of data gathering. Mixed data can be of good benefit for investigations because it is believed to provide more room for evidence which can strengthens the validity of the results. In this regard, "using this approach [mixed methodology] to gather data may assist to increase the validity and reliability of the research" (Kabir, 2016, p. 204).

To carry out educational research using a mixed method design, researchers may choose a variety of designs as posited by Creswell (2012). The first is a convergent parallel design in which collection and analysis of quantitative and qualitative data are carried in parallel to compare and reach interpretations. The second is an explanatory sequential design. As regards this method, qualitative data collection and analysis are followed by quantitative data collection and analysis (and vice versa) to interpret the results obtained. A third design is exploratory sequential in that qualitative data collection and analysis builds to quantitative data collection and analysis to provide interpretations. The fourth method within the same design is an embedded one. The two types of data, including data collection, are combined before, during and after to reach interpretations. Two more methods are transformative design and multiphase design (p. 541).

4.6. Data collection instruments

For the purpose of gathering data, researchers are recommended to adopt

common and reliable data collection instruments. Actually, there is a variety of data collection tools. These instruments not only differ based on the nature of research, but also from one field of investigation to another. Keeping in mind the fact that the present investigation belongs to the educational field, it is deemed crucial at this stage to shed light on the most common information gathering tools used in the field of academic research. Also, it is worth mentioning that for the sake of gathering data for some investigations, a combination of qualitative and quantitative data collection instruments can be made. Such combination is intentionally meant for an in-depth study. The data collection instruments to be highlighted in this regard are the interviews, the questionnaires and class observations. The three data collection tools are very common in research, especially in educational studies.

4.6.1. The interview

From a general point of view, an interview is a conversation between an interviewer and a respondent which is in total difference from the informal encounters which take place as part of daily activities. Instead, qualitative interviews are long conversations which aim at getting information about a specific topic. In this sense, DeMarrais and Lapan (2004) define the interview as "a process in which a researcher and a participant engage in a conversation focused on questions related to a research study. These [interview] questions usually ask participants for their thoughts, opinions, perspectives or descriptions of specific experience" (p. 54). Based on DeMarrais and Lapan's words, interviews aim at eliciting specific information which concerns a specific subject of study. Additionally, such interviews basically target discovering respondents' perspectives towards a certain topic. In this context, an interview used in educational research, according to DeMarrais and Lapan (2004), is a face-to-face event in which the interviewer attempts to get information or expressions of opinions or

beliefs from individuals or groups.

Through qualitative interviews, researchers mainly aim at collecting valuable information for a better and deeper understanding of the phenomenon under investigation along with answering the research questions thoroughly. However, interviews receive criticism for being time consuming. Also, data collected from interviews is said to be unreliable since interviewees may tend to please the interviewer in their answers. On the contrary, the interview remains one of the effective data collection instruments as regards discovering attitudes, behaviour and perceptions related to investigations which concern education as is the case within the present study.

In terms of typology, interviews fall into three types, namely structured, semi-structured and unstructured interviews. Conducting a structured interview, the interviewer is basically trained to follow the instructions or an interview guide. In addition, structured interviews do not require the development of rapport between the interviewer and the respondent and they can produce consistent data that can be compared across a number of respondents (Kabir, 2016). Not very different from structured interviews, the semi-structured interviews also necessitate a guide containing questions to follow by the interviewer. However, this type of interviews can still provide the opportunity for identifying new ways of perceiving and understanding the topic under research (Kabir, 2016). In contrast, unstructured interviews, as the word implies, do not follow a guide of questions because the two parties know that they are in an interview. According to Kabir (2016), unstructured interviews normally contain open-ended questions which allow discussions to develop in unanticipated directions during the interviewing process. It is also noted that such type of interviews functions better used when the researcher has developed enough understanding of the subject of research.

4.6.2. The questionnaire

The questionnaire is a common research instrument used for gathering primary data. Questionnaires usually include printed questions which target a certain group of population. Basically, the questionnaire is used for quantitative investigations wherein focus is placed on statistical results. Like interviews, questionnaires can be open, semi-structured or closed or structured. The questionnaire is an advantageous tool in research in the sense that it is cheap and does not require much on the part of the researcher compared to interviews which demand training as previously mentioned. Additionally, data collected through the questionnaire is easy to compile when standardised questions are devised and the results can be easily, scientifically and objectively analysed (Kabir, 2016). In terms of the questions included in questionnaires, two types are asked, namely open-ended and closed-ended questions. Answering the former, the respondent is asked to formulate his/her questions while in the latter he/she is only asked to choose an answer from provided options. According to Kabir (2016), "dichotomous, nominal-polytomous, ordinal-polytomous and continuous questions" are commonly included in questionnaires (p. 210).

4.6.3. Class observation

Conducting class observation is considered as one of the types of research instruments which researchers opt for while conducting in-depth investigations. The main principle behind this instrument, as the name implies, lies in the fact that it is based on observing what is happening, collecting and reporting descriptive information about a specific case. Moreover, the researcher, in observing classes, is actually participating in the events and witnessing the actions and the outcomes. What characterizes class observations more is that they allow more detailed investigations by focusing on one or two issues (DeMarrais and Lapan, 2004).

4.7. Data collection procedure

In light of the above-mentioned ideas, selecting suitable data gathering instruments is one of the pillars of the process of research. It is unarguably very decisive for the whole research to choose the right methods of data collection in order to attain the general and specific objectives of any investigation. Also, this decisive step deeply affects the process of answering the postulated research questions. The present study has general and specific objectives to attain. Generally, it aims to shed light on how the use of translation-related exercises in EFL classrooms can help learners perform better in reading comprehension classes.

More specifically, it explores the ways translation exercises can benefit EFL teachers during the three stages of reading comprehension lessons. Along with eliciting students' (beginners) opinions concerning the use of translation-related activities in reading comprehension classes, discovering teachers' thoughts on the same topic remains one of the major objectives of the present investigation. To attain these objectives, research questions specific to this study were postulated. Mainly, the questions revolve around reintroducing L1 in EFL classes as well as a possible incorporation of L1 in the form of translation-related activities in reading comprehension classes. In particular, the research questions try to examine how translation-related exercises can be a source of benefit for EFL learners in reading comprehension classes during the three phases of the lesson. Additionally, this study calls into question the way the incorporation of translation activities in reading comprehension classes is perceived by both the teachers and the students. Besides, teachers' pedagogical recommendations about a possible use of translation-related exercises are also explored.

To attain the general and the specific objectives and answer the research

questions, a mixed research methodology was adopted. Hence, three information gathering tools were chosen. Deploying multiple data collection instruments according to Yin (2013 as cited in Gattis, 2018, p. 68) is considered significant to "enhance the accuracy and legitimacy of research findings as well as drawing conclusions with respect to the specific phenomenon under study". The three data gathering tools which were selected for data gathering were semi-structured qualitative interviews, class observation and a structured questionnaire. Although the decision of using three data collection instruments was deemed suitable the discouraging circumstances of Covid-19 lockdown hardened the data collection process in the beginning.

Actually, the frightening spread of the Covid-19 pandemic constituted a real challenge to the data collection procedure. Schools were suddenly closed, so the class observation which was planned for this study seemed totally impossible. Additionally, because of the panic and social distancing measures meant to avoid infections among people, the possibility of conducting face-to-face interviews was absolutely out of reach. Fortunately, the cautious partial reopening of schools late in October 2020 was a turning point for the data collection process. It became possible to give classes with very a limited number of students in classrooms.

Also, contact with other teachers was becoming barely possible. With these newly less challenging conditions, class observations were conducted from the beginning of November 2020 to the end of April 2021. The questionnaire was handed to the young students for completion on the same day of the last class of observation. The interviewing process was carried out in three stages. Teachers of English working in middle school were requested to take part in the study. Despite the hard conditions of getting infected, they were committed to take the interviews in-person. Meetings were arranged based on their availability in a period which lasted from April to July, 2022.

4.7.1. Class observation period

The class observation period intended for this investigation aimed at deeply understanding the topic under study. Through observation, focus was placed on gathering information for answering specific research questions which concern a particular aspect of the phenomenon being researched, the use of translation-related activities in the teaching of reading comprehension in the EFL classroom to beginners. The fact that this investigation sheds light on the use of translation in classes of beginners in middle schools, as a particular aspect, goes hand in hand with the benefits and characteristics of class observation in doing research. A participant class observation is considered suitable to allow the collection of focused data and closely study a particular aspect of the researched topic (Skate, 1995).

Accordingly, class observation is praised for being a suitable tool for investigations which target studying closely a singular aspect of a certain phenomenon. Therefore, choosing class observations as a data collection tool is considered very appropriate to this investigation. This data collection instrument, as stated in the previous section, allows researchers to very closely observe the topic under research and collect enough data. In the same line, Bassey (1999) sees that an essential characteristic of participant observation is that enough data are collected for researchers to be able to examine sufficient features of the studied topic in addition to suggesting interpretations for what is observed. Based on this, the class observation designed for this investigation was expected to provide rich data to capture beginners' reactions and attitudes towards doing and using translation-related exercises in an L2 reading context.

For the purpose of conducting class observations in this study, 63 students participated along with the researcher (the teacher) who took part in the events during a period of nearly a school year. From a specific perspective, this period of observation

was believed to allow gathering enough data as regards students' performance during the three phases of the reading comprehension classes. Being conducted in the context of the present investigation (the classroom), class observation was very likely to provide the researcher with the opportunity to make conclusions about the suitable translation methodological strategies which can fit in the teaching of reading comprehension to beginners which is in harmony with Bassey's (1999) viewpoint. The researcher claims that it is very important for a study to be conducted in its natural context.

Similarly, Yin (2009) highlights the critical feature of this strategy of research stating that it examines a certain phenomenon within its real-life context. Additionally, it is worth mentioning that the observed classes were audio taped. The reason behind this is to keep records of the events for deeper observations, note taking and making interpretations as regards the targeted aspects of research. Generally, observation was focused on students' overall reactions, performance and attitudes towards inviting them to do translation-related exercises in L2 reading classes. More specifically, much focus in observation was placed on:

- Students' motivation to do translation exercises in reading comprehension classes.
- Students' need for classmates or teachers' help to do the translation-related tasks.
- Students' participation in the whole class corrections of the exercises.
- Students' answers/performance to the translation-related tasks assigned in class.
- Students' possible benefit from doing translation-related exercises while doing other traditional exercises assigned for reading comprehension classes.

4.7.2. Semi-structured qualitative interviews

Discovering teachers' perception towards the topic under investigation remains one of the main objectives of this study. This point stands behind one of the specific research questions. To collect data which can lead to the attainment of this objective and pave the way for answering the research question postulated for it, qualitative semi-structured interviews were the instrument to adopt. For this purpose, ten teachers of English in middle schools were interviewed to gather specific information about their views on the use of translation practices in the EFL classrooms. The selection of this tool of data gathering stemmed from the fact that it is in line with the above-mentioned objective. Semi-structured interviews, as previously mentioned, enable researchers to elicit answers which are specific to focused questions since they are carried out following a question guide. Kabir (2016) points out that a semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable comparable qualitative data. Therefore, teachers' answers, within this study, are believed to lead to discovering middle school teachers' opinions on the use of translation in EFL classes in general. Specifically, this type of interviews is deemed appropriate to capture teachers' views on including translation-related activities in the teaching of reading comprehension in addition to getting their perception on how such teaching strategy can help learners.

What makes semi-structured interviews an appropriate choice for data collection is the fact that such data gathering instrument allows the deployment of questions which are open-ended. This type of questions can help discover more about the topic under study. According to Hitchcock and Hughes (1989) "the semi-structured interview allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (p. 83). Before shedding light on the

structure and content of the interview, it is worth stating that the semi-structured interview which was conducted for this study was a face-to-face interview. Additionally, the interviews were audio taped for a better collection of information because poor notes are believed to be taken while interviewing. Concerning the structure and the content, as adapted from Kabir (2016, pp. 217-220), the semi-structured interview included three phases.

During the opening of the interview rapport was established with the interviewees (teachers in our case). A very short introduction to the nature of the study was provided to gain entry and prepare for the next stage. The heart of the interviewing process was the body of the interview. Using a well-prepared and rehearsed question guide, questions were asked. During this stage, the interviewees were invited and probed to answer the questions the way they flow in the interview guide. Closed-ended questions were asked to elicit focused answers while some open-ended questions were used to provide more room for interviewees to express themselves. To conclude the interviews, a sense of closure was established. Words of thanks and gratitude were used to bring the interview to an end.

4.7.3. Structured questionnaire

Eliciting students' general opinions is another objective of this investigation. In addition, one of the research questions focuses on knowing learner's reactions towards the use of translation-related exercises in reading comprehension classes more specifically. To gather data for this specific research objective, a structured questionnaire was devised. In this sense, it is significant to mention that learners who participated in this research were requested to fill in a questionnaire which basically contained closed-ended questions. Devising a questionnaire with such a type of questions was regarded important to get data which could help in answering the

research questions related to students' reactions. Besides, the questionnaire was handed to the students for completion right after conducting the last observation session. Doing so, it was believed that it would be possible to gather quality data from the young learners after going through the experience of doing translation-related exercises in reading comprehension classes during the observation period.

The questionnaire which was designed for this investigation was a structured one. That is, it included closed-ended questions. On one hand, choosing to deploy a structured questionnaire with closed-ended questions was due to fact that the respondents to the questionnaire, as mentioned in the previous section, were 3rd grade students. They were young learners who might find some trouble formulating long answers while expressing their opinions. On the other hand, closed-ended questions are regarded appropriate for gathering specific data. Colosi (2006) sees that "answers to closed-ended questions are more specific than open-ended questions and are more likely to promote consistency among respondents in terms of understanding both the questions and the responses" (p. 2). Accordingly, the deployment of closed-ended questions was deemed suitable.

In terms of structure, moving from general to specific questions was the main characteristic of the questionnaire. Kabir (2016) finds that "questions in questionnaires should follow from the least sensitive to the most sensitive" (p. 209). Based on this, respondents were gradually invited to make choices which stand for answering questions which targeted the following points:

- The reading comprehension skill.

- Doing reading comprehension exercises.

- Translation-related exercises in reading comprehension classes.

113

To conclude, selecting the above-mentioned data collection instruments has been based on the quality information they can provide. Besides, mixing quantitative and qualitative data collection instruments is deemed significant to strengthening the validity of collected data to answer the research questions and attain the objectives of this investigation. Gathering information using class observations, semi-structured qualitative interviews and a structured questionnaire has been regarded very important to collecting data which can be suitable and allow quality results to answer the research questions thoroughly.

5. RESULTS AND ANALYSIS

In this chapter, results of data collection and analysis processes are presented. That is, results which were obtained from the questionnaire, interviews and class observation are displayed. Specifically, the first subsection is dedicated to the presentation of the results obtained from the questionnaire. Subsequently, results of the first section of the questionnaire are displayed and followed by the results of the second one. In the same subsection, the quantitative analysis process is also highlighted. The second subsection is devoted to the qualitative results of the study. The process of thematic analysis applied on the interviews is introduced then the results obtained are presented. The last subsection in this chapter presents the results of the class observation period. Also, thematic analysis of the observation checklist remarks, which were recorded during the period of observing, is provided.

Because of adopting a mixed methodology of research within this investigation, the data collection process was carefully and deliberately made focused. For each research question, the author tried to get enough information by making use of mixed information gathering instruments for the purpose of paving the way for getting broad answers to the postulated research questions. Accordingly, the results related to the first and the second research questions, which basically intend to discover beginners' reactions and views towards the experience of doing translation-related exercises and a possible inclusion of such exercises in the teaching of reading comprehension, were mainly gathered from a two-section structured questionnaire.

The questionnaire was simplified and translated into the students' mother tongue to ease the comprehension of the items and instructions. To complete it, a representative sample of 63 zero-beginner students, who experienced doing translation exercises in the reading comprehension classes throughout a school year, was selected. At the end of the

period of experiencing, the young learners were asked to complete the simplified questionnaire. The aim behind administering the questionnaire in the end of the school year was to discover beginners' reactions based on their personal experience of doing translation exercises. In adopting such a research strategy, it is believed that the chance of exposing beginners to translation-related exercises prior to the questionnaire completion will be helpful for them to have a concrete idea about this teaching technique. Besides, their opinions about incorporating translation exercises in the reading comprehension class will be based on the outcomes of their experience.

5.1. Questionnaire results

To gather data for the first research question *what are beginners' reactions towards doing translation-related exercises in reading comprehension classes?* A section of the questionnaire was devoted. This section contained seven items which mainly targeted knowing students' reactions towards doing translation-related exercises in reading comprehension classes. Information collected through the questionnaire was statistically analysed using the SPSS software. Initially, the analysis focused on frequencies and percentages, and then deeper methods of quantitative analysis were applied. Chronbach alpha was used to test the level of consistency among the 14 items in the questionnaire. The same test was also applied in case of deleting one item to check the reliability and quality of the results obtained. To reduce the data of the 14 items, the PCA method of analysis was used. Later, linear regression analysis was conducted through a number of tests to check the validity and the credibility of the results obtained from the questionnaire. The following are the results of the conducted analysis respectively. For the sake of considering each item in isolation, figures which appear in the following subsections display the results obtained with regard to each item and research questions separately.

5.1.1. Questionnaire section 1 results

Figure 3

Participants' Responses to Item 1
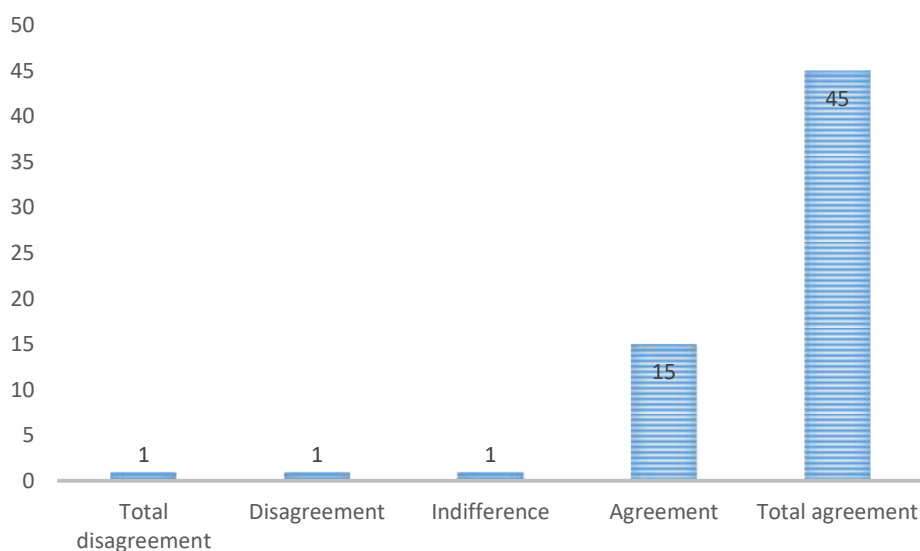
Note. This figure shows students' responses to the first item *I liked doing translation exercises in the reading comprehension class.*

I liked doing translation exercises in the reading comprehension class was the first item to which students were asked to respond. Based on Figure 3, it is easy to notice a total consensus among respondents regarding this item. Out of the 63 students who took part in experiencing translation-related exercises, 45 (71, 4%) of them expressed their total agreement and 15 (23, 8%) showed their agreement. Only 1 student expressed their disagreement and another indicated their total disagreement while 1 respondent was indifferent about this item. The results displayed in figure 3 and more particularly the percentages of cumulative agreement show that most of the students tend to prefer the idea of doing translation exercises in the reading comprehension class. Statistically, 60 students expressed their feelings of appreciation to such a kind of exercises. What emphasizes this result is obviously the very weak level of disagreement

which only reached 2 out of the whole sample (63). With such a result of the first item in mind, the other items are likely to provide indicative data.

Along with measuring students' level of preference, students were invited through another item to show their reactions towards the usefulness of the translation-related exercises they had in reading comprehension classes and their ability to create interest in learners. Figure 4 below sheds light on the results related to the second item *translation exercises were useful and interesting.*

Figure 4

Participants' Responses to Item 2
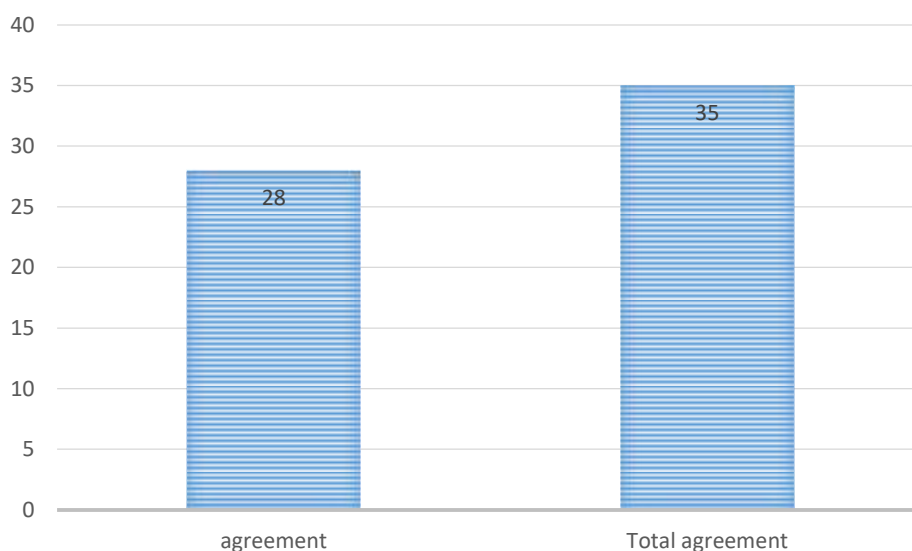
Note. This figure shows students' responses to the second item *translation exercises were useful and interesting.*

Figure 4 shows that 55, 6% (35) of the students totally agreed and 44, 4% of them agreed with the idea that the translation-related exercises were useful and interesting. Interestingly, the results in the same figure also show that none of the respondents expressed their disagreement or indifference towards this item. In light of these statistics, a total agreement on the fact that translation-related exercises were

beneficial and increased students' interest is indicated by all the respondents. Such a positive reaction as well as students' high levels of preference towards item one suggests that such a way of investing L1 in L2 reading classes may be supportive and that the young students' reactions spring from some benefit which these exercises are likely to provide.

Attempting to discover more about their views on the experience of doing translation-based activities in a reading comprehension class, focus was placed in item 3 on the possible help which such L1-related exercises can offer. For this sake, the third item in the questionnaire posits that *translation exercises helped me do other reading comprehension tasks*.

Figure 5

Participants' Responses to Item 3
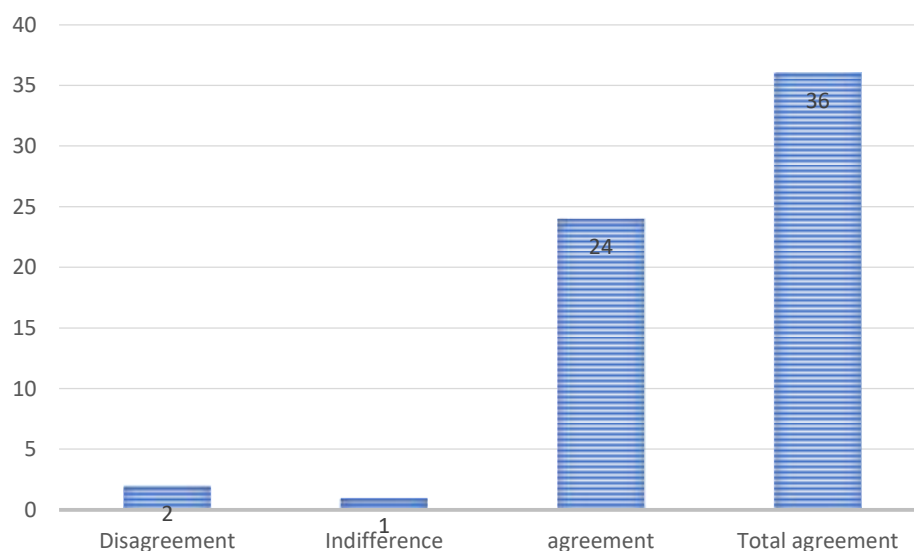
Note. This figure displays students' responses regarding the third item *translation exercises helped me do other reading comprehension tasks*.

Responding to this item and based on what is displayed in Figure 5, only 2 out of the 63 students showed their disagreement. Interestingly, one student was indifferent

about the idea that translation-related exercises help in doing other reading comprehension tasks. On the contrary, a percentage of 38, 1% of the students expressed their agreement and a total of 36 students (57, 1%) entirely agreed that the translation exercises they had were helpful in doing more other comprehension tasks. Similar to the previous items, results of item 3 show a high level of agreement among students on the help which translation-related exercises can offer in reading comprehension classes indicating that such form of translation practice can be a source of assistance in L2 reading classes.

Also, the low percentages of indifference indicate that students have had a clear idea during the experiencing period so that they could build their opinion unhesitantly. Moreover, comparing the high level of agreement to that of disagreement clearly shows that the students have, along the period of experiencing the translation-related exercises, felt the benefit of including their L1 in L2 reading comprehension classes, especially with reading tasks wherein they touched how good their performance can be with the inclusion of L1-related exercises. These results about considering translation-related exercises as a source of benefit, in that it can provide assistance to beginners in reading comprehension classes, pave the way for wondering about students' performance in such classes as a whole.

Accordingly, paying more close attention to knowing students' reactions on their overall performance while doing translation-related exercises in reading comprehension classes was also targeted within the questionnaire. For this purpose, item 4 require the young respondents to make choices for *I performed well while doing translation exercises*. Taking into account the reactions of the 63 students, questionnaire results show that all the respondents expressed their choices on how they performed in reading comprehension classes. For analysis purposes, this allows getting indications and

making conclusions about this specific item. The following figure (Figure 6) gives a broad idea about students' responses to this item.

Figure 6

Participants' Responses to Item 4
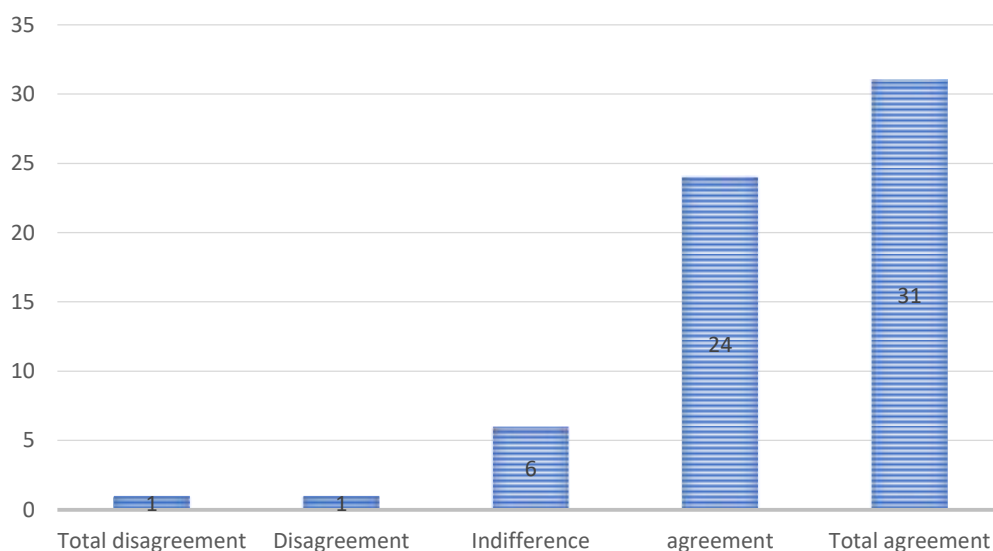
Note. This figure shows students' responses to the fourth item in the questionnaire *I performed well while doing translation exercises*.

According to the data displayed in Figure 6, only 1 student showed total disagreement, one student showed disagreement and 6 students were indifferent. However, 24 students (38, 1%) expressed agreement and 31 students (49, 2%) indicated their total agreement about this item. In light of these results, it is clearly noted that a high percentage, which reaches 87, 3% of students, expressed agreement towards the idea that they performed well while doing the translation-related exercises which were admixed with other reading tasks. The low percentage of disagreement significantly shows that students consider translation-related exercises as a technique which enables them to perform better in reading classes by depending on themselves more.

Students' performance was one of the highlighted aspects of learners' reactions

along with their interaction with other students while doing translation exercises in reading comprehension classes. To know their responses regarding their dependence on their classmates in such classes, they were invited to respond to the fifth item *I needed help from classmates while doing translation exercises.*

Figure 7

Participants' Responses to Item 5
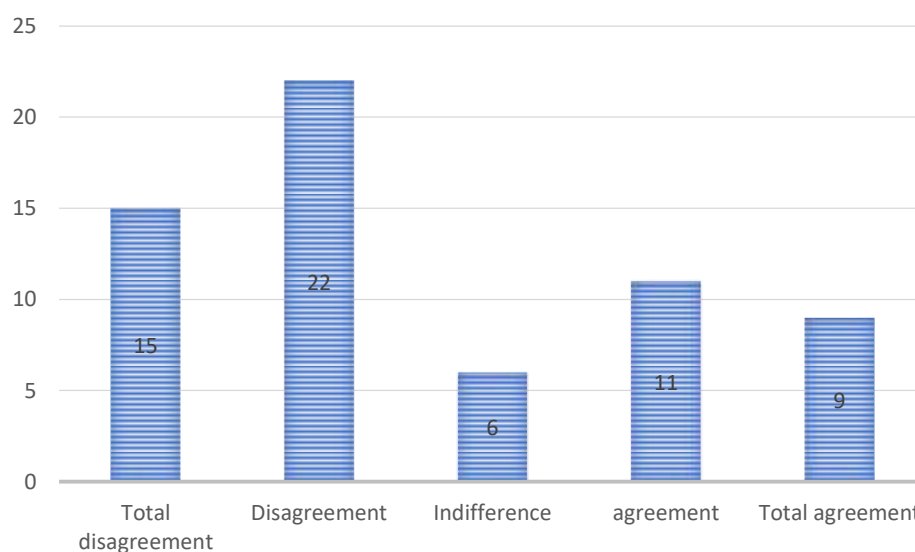
Note. This figure presents students' choices as regards the fifth item *I needed help from classmates while doing translation exercises.*

Based on the results presented in Figure 7, a percentage of 23, 8% of the students expressed their total disagreement along with 34, 9% of the respondents who indicated their disagreement towards this item. On the other hand, 9, 5% of the students were indifferent while 11 respondents agreed that they needed help from other classmates while doing translation-related exercises. For the same item, 14, 3% of the respondents expressed their total agreement. The results shown in Figure 7 above indicate that more than half of the respondents (58, 7%) didn't need any help from their classmates. Only a percentage of 31, 8% stated that they needed help.

Such statistics indicate that the young students' dependence on their classmates was not very strong. This also shows that they were quite self-dependent. More importantly, the level of students' agreement on resorting to their classmates in the reading class at (31, 8%) indicate that the reading comprehension class can constitute a challenge for them.

Students' in-class participation while taking reading comprehension classes, in which translation-based exercises were included, was another questionnaire item to gather information about. Respondents were asked to indicate their level of agreement, disagreement and indifference towards how good their participation was in reading comprehension classes due to doing translation-related exrcises. Figure 8 below displays results related to this item which posits my *participation was good in the reading comprehension class.*

Figure 8

Participants' Reponses to Item 6
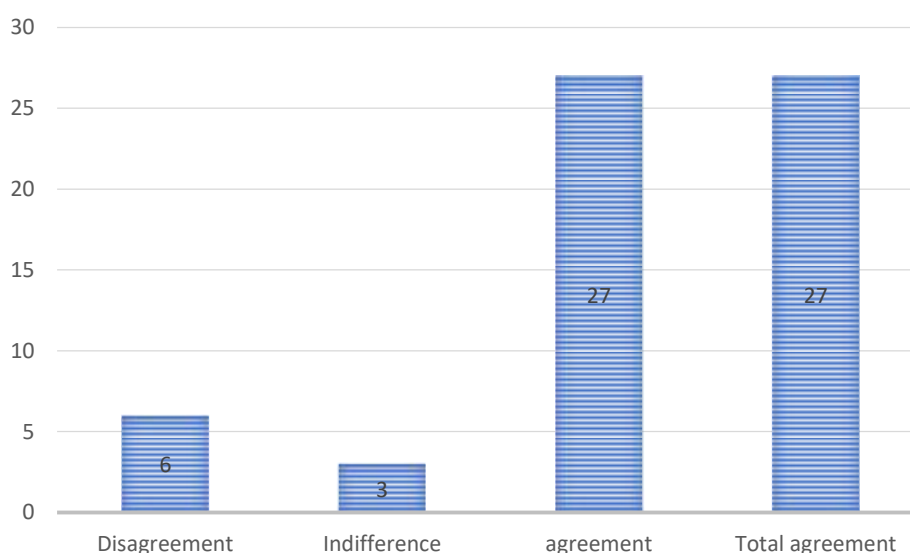
Note. Figure 8 shows the results of students' choices concerning the sixth item *my participation was good in the reading comprehension class.*

As shown in Figure 8 above, a percentage of 42, 9 % of the respondents

expressed their total agreement. Likewise, the same percentage of respondents (42, 9%) indicated their agreement on the fact that their participation was good in the reading comprehension class which witnessed the inclusion of translation-related activities. These high levels of agreement indicate that students' participation improved noticeably thanks to the L1-related exercises they had along with other common reading tasks. Besides, results in the same figure show that 85, 8 % was the cumulative percentage of agreement, which is very high when compared to the level of disagreement as far as item 6 is concerned. By contrast, only 6 out of the 63 respondents showed disagreement while 3 students were indifferent about this item which shows that the young learners consider the above-mentioned exercises as a factor which can optimize their in-class participation.

Offering the chance of going through the experience of doing translation-related exercises in reading comprehension classes, students' feelings of self-confidence was another idea to be investigated. Therefore, the young students were requested to respond to an item about their level of self-confidence during this experience. This item posits that *I had enough confidence in the reading comprehension classes*. From a statistical perspective, among the 63 respondents to this item, only 4 students disagreed and 2 of them showed their indifference. However, 21 students agreed. The remaining 36 respondents all expressed their total agreement on the idea that they had enough confidence in the reading comprehension classes in which translation exercises were incorporated.

For the sake of displaying more quantitative results of this item, learners' performance, Figure 9 below gives a summary of the results in which interesting percentages are shown. Such statistics offer analytical indications about how strong can the incorporation of translation-related exercises, as a methodological option, lead to

affecting learners' performance either through increasing or decreasing their self-confidence levels in L2 classes, especially in reading comprehension classes which are supposed to be a source of some real challenges for beginners.

Figure 9

Participants' Responses to Item 7
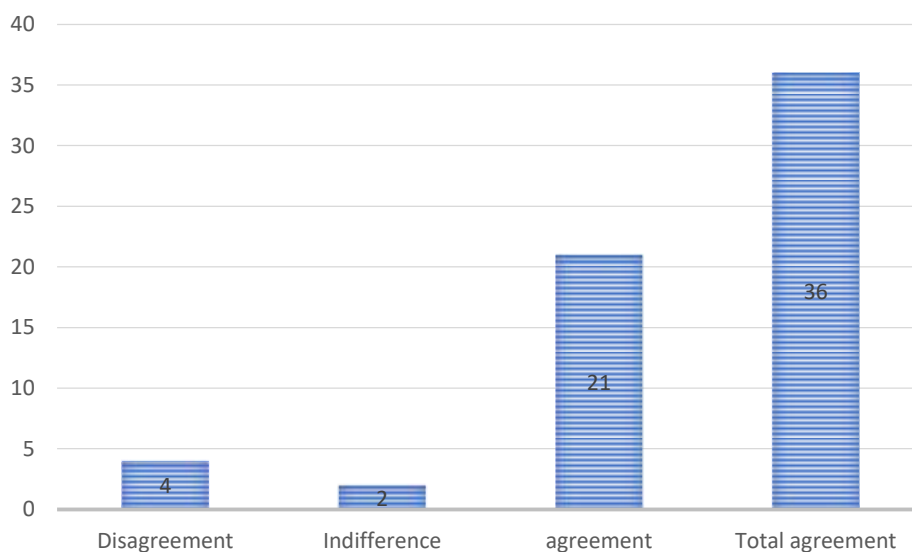
Note. This figure shows respondents' choices as far as the seventh item in the questionnaire is concerned *I had enough confidence in the reading comprehension classes.*

Based on the displayed results, the percentage of agreement reaches 90, 4%, which is noticeably higher than the levels of disagreement respectively at (6, 3%) and indifference (3, 2%). Taking such statistics into account, the high level of agreement show that the students have found the incorporation of L1 exercises as a factor which can strengthen their feeling of self-confidence in class as well as have a positive effect on their role in a FL class.

The quantitative results displayed subsequently in Figures (3-9) above, which concern the first section of the questionnaire and are exclusively devoted to students'

reactions, indicate high levels of agreement towards all the items. Beginners positively showed appreciation of translation-related exercises. They also remarkably agreed on the fact that such exercises were useful, interesting and helpful. It was also indicated through the results above that the young students showed strong consensus on the idea that translation-related exercises made their participation and performance better along with offering them a feeling of self-confidence in reading comprehension classes. All above-mentioned reaction-based indications can serve discovering beginners' general opinion about incorporating their own language in the way they experienced it in future L2 reading classes. For more focus on this specific objective, the second section of questionnaire was devoted.

5.1.2. Questionnaire section 2 results

Guided by the objectives and the research questions, the second section of the questionnaire was dedicated to gathering information to answer the second research question *what are beginners' attitudes towards using translation-related exercises in reading comprehension classes?* This section of the questionnaire contained seven items. The main objective behind these items was to elicit students' attitudes, based on their experience in class, regarding the inclusion of translation-related exercises as a teaching technique in reading comprehension lessons. All the 63 students who filled in the questionnaire indicated their choices regarding the seven items. The following are the results obtained for each item subsequently.

To get respondents' views on a possible implementation of translation-related exercises in reading comprehension classes, students' experience of doing such exercises throughout the school year was highly emphasized. Accordingly, they were invited to respond to the eighth item in the questionnaire which posits *I will like doing translation exercises in the coming reading comprehension classes.* Indicating their

choices about this item, all the respondents expressed their views. Figure 10 below shows what students opted for.

Figure 10

Participants' Responses to Item 8
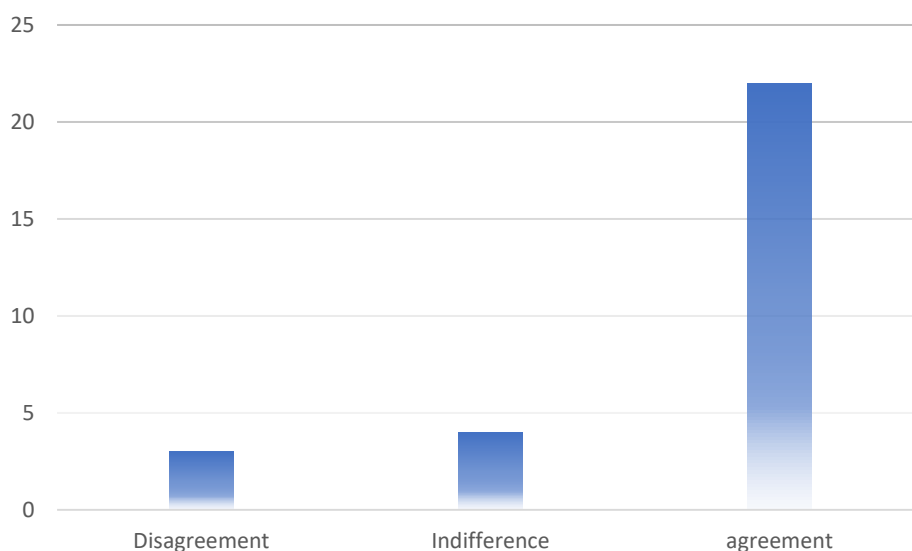
Note. This figure presents results related to the eighth item *I will like doing translation exercises in the coming reading comprehension classes.*

Taking into consideration the results shown in Figure 10, only two students out of 63 were indifferent; however, all the remaining students indicated their agreement towards the postulate that they would like the suggestion of doing translation exercises in future reading comprehension classes. More specifically, 77, 8% (49) of the respondents totally agreed and 19% (12) showed their agreement. These results strikingly show that no student was against a future possible use of translation exercises in reading comprehension classes meaning that most of the respondents were in favour of this idea with a cumulative percentage of agreement which reaches 96,8%.

Trying to know about the conclusions which students drew from the experience of doing translation-related exercises in reading comprehension lessons, they were

asked to respond to the second item *translation exercises in the reading comprehension class are beneficial.*

Figure 11

Participants' Responses to Item 9
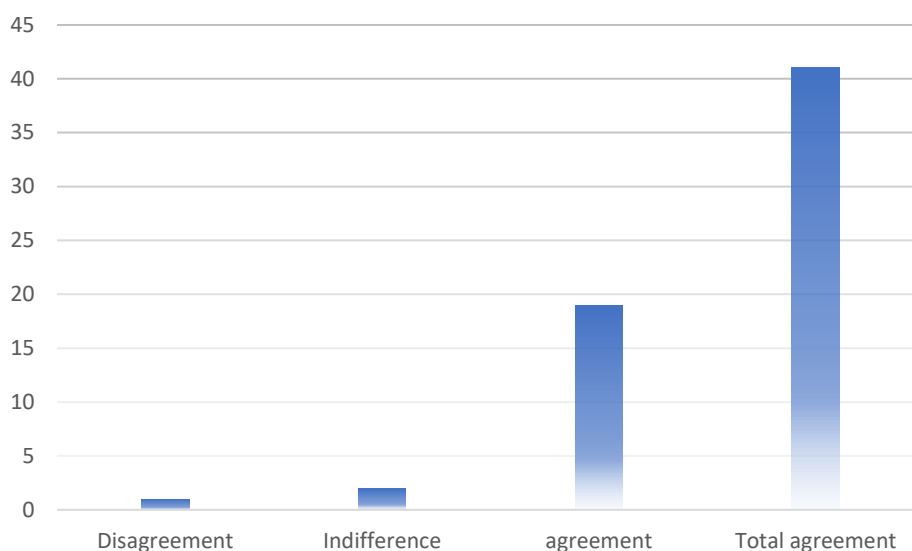
Note. This figure displays students' choices about the ninth item *translation exercises in the reading comprehension class are beneficial.*

According to the results displayed in Figure 11, only 1 student disagreed with this item and 3 others showed their indifference. In contrast, a high degree of agreement was indicated. Accordingly, 18 out of 63 respondents agreed and 41 of them expressed their total agreement with the fact that L1-related exercises in reading comprehension lessons are beneficial. Based on the displayed results, the cumulative level of students' agreement noticeably reaches 93, 7% which remains high and shows that most of the students concur that the use of translation-related exercises in reading comprehension lessons can be a source of benefit for learners in reading comprehension classes. Such concluded attitude justifies students' positive reactions.

Along with eliciting student's opinions as to whether translation-related

exercises are beneficial or not, they were also invited to indicate their views towards the idea that *incorporating translation exercises in reading comprehension classes is a very good technique.*

Figure 12

Participants' Responses to Item 10
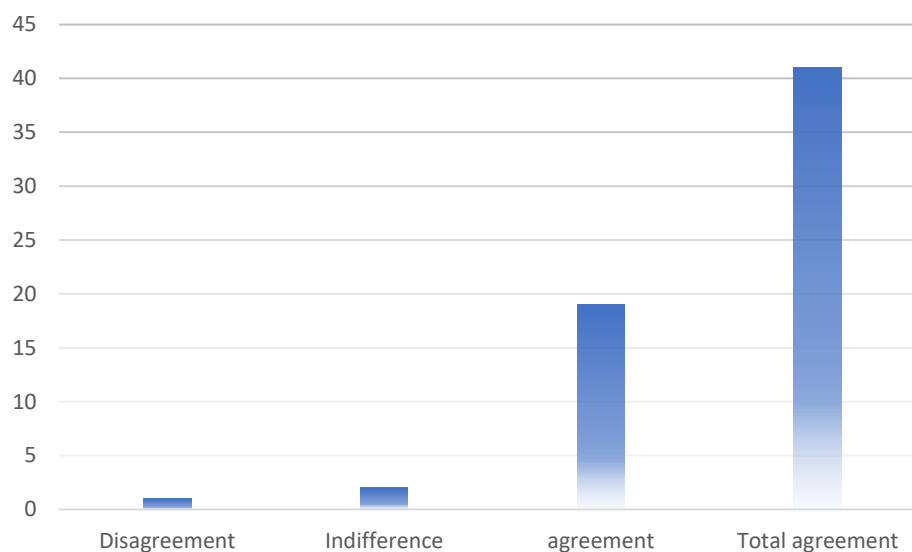
Note. This figure presents students' responses to the tenth item *incorporating translation exercises in reading comprehension classes is a very good technique.*

The obtained results concerning the tenth item show that all the young students responded. On one hand, two students showed their disagreement (3, 2%) and only 1 student (1, 6%) was indifferent about this item. On the other hand, 60 students out of the 63 expressed their agreement. From a statistical perspective, 22, 2% (14) agreed and 73% showed their total agreement with the fact that using translation-related exercises in the teaching of reading comprehension to beginners is a good teaching technique. Based on the above-mentioned results, 95% of the respondents are in favour of item 10. This cumulative percentage is noticeably one of the highest, compared to the previously mentioned results. From the students' point of view, as the results show, translation-

related exercises can still have a role in foreign language teaching and learning.

Accordingly, the role of translation-related exercises in helping students understand the reading material in comprehension classes was another item to which students were supposed to respond. Item eleven suggests that *translation exercises help students to understand the reading material.*

Figure 13

Participants' Responses to Item 11
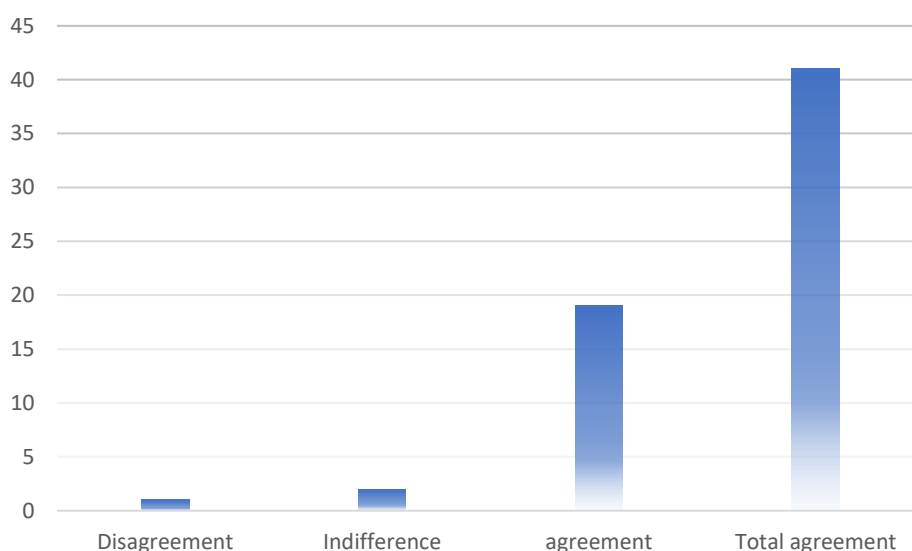
Note. This figure shows results related to the eleventh item *Translation exercises help students understand the reading material.*

A broad idea about the students' responses to this item is provided in Figure 13. Based on the results displayed in the figure above, the level of agreement outnumbers the degrees of disagreement and indifference widely. On one hand, the results show that a very low percentage of 1, 6% disagreed and 3, 2% of the respondents were indifferent. On the other side, 30, 2% expressed their agreement and 65, 1% was totally with the idea that translation exercises help students understand the reading material. Taking into consideration the results related to the eleventh item, 95, 2% was the cumulative

percentage of agreement, which remains very high when compared to the levels of disagreement on the same item..

In an attempt to discover students' views on the facilitative role of translation-related exercises in reading comprehension classes, all the students responded to the twelfth item, which suggests that *translation exercises can facilitate doing other reading comprehension tasks.*

Figure 14

Participants' Responses to Item 12
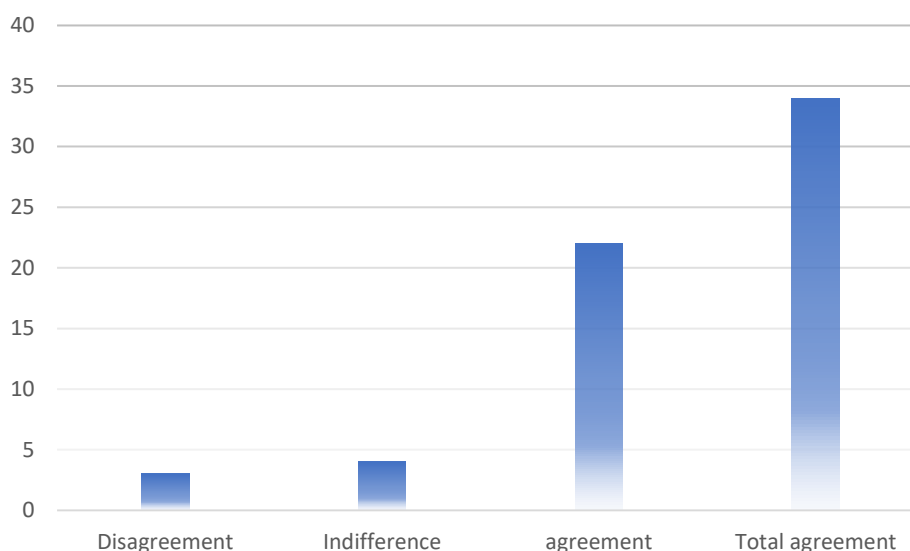
Note. This figure displays the results of students' choices regarding the twelfth item *translation exercises can facilitate doing other reading comprehension tasks.*

Students' responses to this item as shown in Figure 14, did not differ a lot from the previously displayed results. Based on the same figure, 34 students totally agreed and 22 of them expressed their agreement. Therefore, the level of respondents' agreement cumulatively reaches 56 respondents while low percentages of disagreement and indifference are noted. As displayed in the same figure, only 3 students disagreed

and 4 others indicated their indifference about this item. With such statistics in mind, an indication about students' positive perception of translation-related exercises as a source of facilitation is retained. Such indication can be justified by the low levels of disagreement as presented in Figure 14.

Attending reading comprehension classes in which translation-related exercises were used made students' participation in these classes one of the items to be included in the questionnaire. Results of responding to item 13 are displayed in Figure 15 below.

Figure 15

Participants' Responses to Item 13
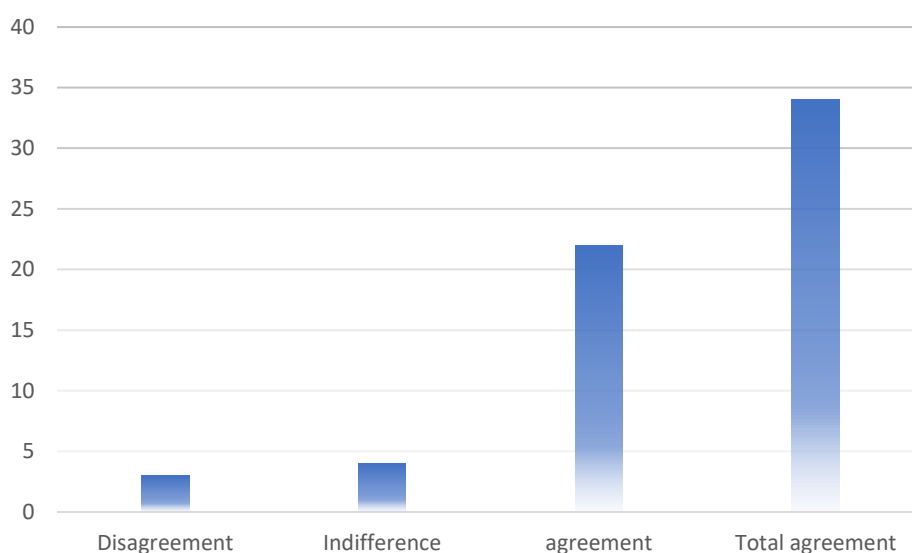
Note. This figure shows results of item 13 *my participation in reading comprehension classes becomes better thanks to doing translation exercises.*

Shedding light on the results obtained for this item as Figure 15 shows, 3 students disagreed and 4 were indifferent. Not very differently from the previous results, nearly a very similar level of cumulative agreement is observed. Statistically, 22 respondents agreed and the remaining 34 ones totally agreed, which makes 88, 9% of agreement. Adding to this, the low levels of students' disagreement towards item 13 are

132

indicative of their viewpoint regarding their participation. The results suggest that the respondents find L1-related exercises as a motivating element which gives them the chance of making their voices heard in class.

Students' level of confidence while having reading comprehension lessons where translation exercises are included was the last item to which the young respondents reacted. The last item suggests that *translation exercises increase students' self-confidence in reading comprehension classes.*

Figure 16

Participants' Response to Item 14
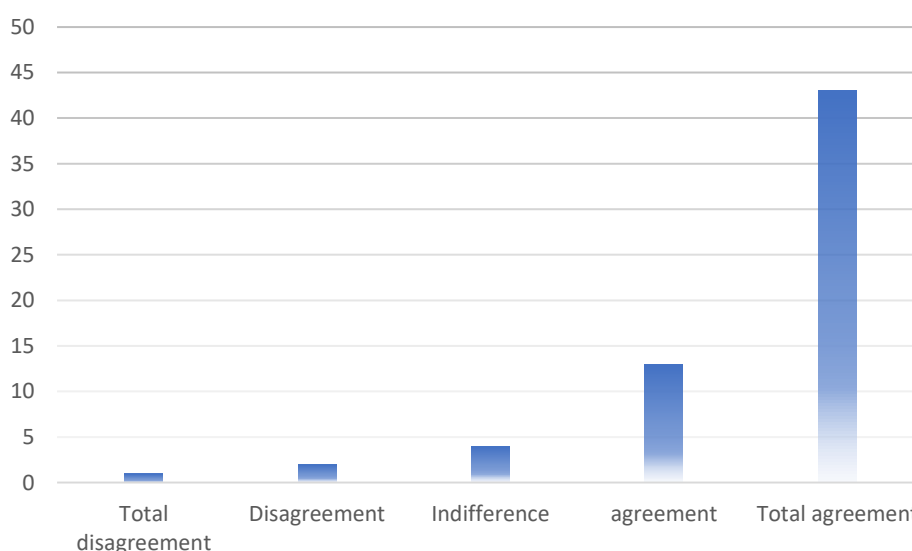
Note. This figure displays students' responses to the fourteenth item *Translation exercises increase students' self confidence in reading comprehension classes.*

According to Figure 16, the results show that only 1 respondent (1, 6%) totally disagreed, 2 students (3, 2%) expressed their disagreement and 4 (6, 3%) were indifferent. The level of students' agreement towards this item didn't differ from the previous items. From a statistical point of view, 13% (13) of the respondents showed their agreement and 68% of them (43) totally agreed on the idea that doing translation-

related exercises in reading comprehension classes increase their confidence in such classes. Comparing the levels of agreement to those of disagreement as regards this item also indicates students' shared point of view which suggests that the inclusion of translation exercises in reading classes can boost learners' feeling of self-confidence.

In light of the results displayed in Figures 10 to 16, it is noted that a high level of agreement is shown about students' opinions on the use of translation-related exercises in reading comprehension classes. Respondents' interesting degrees of agreement show a positive attitude towards the technique of doing translation-related exercises in future reading classes considering it as a beneficial teaching strategy. Also, the results above indicate beginners' noticeable agreement on the fact that translation-related exercises can be a source of help for students to facilitate the task of doing other reading activities. Besides, results provide indications on the idea that offering translation-related exercises as an L2 reading strategy increases levels of self-confidence in reading classes.

In the results displayed above much focus was placed on frequencies and percentages. Taking those results into account, it is easily observed that the levels of students' agreement towards the 14 items which they responded to were noticeably high. Such results allow us to conclude that using translation-related exercises in reading comprehension classes can be a welcomed technique by students, especially beginners. However, using deeper elements of analysis was a necessity to verify the reliability of the data and the initial results presented above. For the sake of testing the validity of the questionnaire used in this part of the investigation and measuring the internal consistency among the 14 items included in the questionnaire, selecting an appropriate test was strongly considered. For such a reason, Alpha Chronbach was performed.

According to the principle underlying this specific type of validity tests, when the Chronbach value is ≤ 1 and ≥ 0, 70 it means that the results obtained from the questionnaire are better and can serve in attaining the objectives of the investigation (Lavrakas, 2008). That is, researchers can rely on the results of the questionnaire to answer the research questions and generalize them. In the tables below, results of Alpha Chronbach test, which was performed on the two sections of the questionnaire being used in this study, are presented.

Table 3

Chronbach Reliability Test Tesults

Cronbach's alpha	Number of elements
0,972	14

Based on the results shown in Table 3, the value of Chronbach alpha = 0, 972. This value is ≤1 which means that it is very good as it abides by the norms of such a test. This also shows that the questionnaire used for the qualitative part of the present study, with its 14 items, is valid and can lead to the wished results of the investigation.

Adopting a two-section questionnaire with 7 items in each, the necessity of having strong consistency among all the items remains significant for the reliability of the questionnaire as a whole. Also, guaranteeing the condition of internal consistency adds to its effectiveness in providing credible data which constitutes the backbone of answering the research questions. For the purpose of measuring the level of internal consistency among the 14 items of the questionnaire, Chronbach alpha in case of element deletion was applied. In the following table (Table 4) and more specifically the 5th column the results which were obtained from this analytical process are displayed.

Table 4

Results of Chronbach Alpha on Total Items (*Total item statistics)*

Items	Average of the scale when deleting an item	Scale variance when removing an item	Full correlation of corrected items	Cronbach alpha in case of element deletion
1. I liked to do translation exercises in reading comprehension class.	56,5873	83,666	,619	,974
2. The translation exercises were useful and interesting.	56,6508	85,199	,786	,972
3. The exercises helped me do other reading comprehension exercises.	56,7143	80,691	,928	,969
4. I performed well while doing translation exercises.	56,8889	78,133	,936	,968
5. I needed help from classmates while doing translation exercises.	58,5714	73,797	,708	,980
6. My participation was good in the reading comprehension class.	57,0159	77,500	,894	,969

7. I had enough confidence in the reading comprehension class.	56,7937	78,166	,938	,968
8. I will like doing translation exercises in the coming reading comprehension classes.	56,4603	84,478	,856	,971
9. Translation exercises in reading comprehension classes are beneficial to students.	56,6349	81,042	,938	,969
10. Incorporating translation exercises in reading comprehension classes is a very good technique.	56,5556	81,348	,895	,969
11. Translation exercises help students understand the reading material well.	56,6190	81,562	,932	,969
12. Translation exercises can facilitate doing other reading comprehension tasks.	56,6667	80,000	,924	,969
13. My participation in reading comprehension classes becomes better thanks to doing translation exercises.	56,8254	78,437	,947	,968

14. Translation exercises increase students' self confidence in reading comprehension classes.	56,6984	77,569	,930	,968

In light of the results displayed in Table 4, the value of Chronbach alpha in case of element deletion is between 0, 96 and 0, 97. That is to say, it is ≥, 60 and ≤ 1 which is an ideal value of alpha. Therefore, the test results show that there is excellent consistency among the 14 items of the questionnaire. Therefore, the consistency results along with the results of the Chronbach alpha ensure that the two-section questionnaire is valid and reliable as far as this part of the study is concerned.

For a deeper and focused analysis of the questionnaire data, the PCA method of analysis was adopted. This analysis method was deemed very suitable to the quantitative part of this investigation given the fact that we intended through the PCA to reduce the data obtained from the 14 items and preserve it from any loss as recommended by Jolliffe and Cadima (2016) who state that:

Principal component analysis (PCA) is a technique for reducing the dimensionality of […] datasets, increasing interpretability but at the same time minimizing information loss. It does so by creating new uncorrelated variables that successively maximize variance. Finding such new variables, the principal components, reduces to solving an eigenvalue/eigenvector problem, and the new variables are defined by the dataset at hand, not *a priori*. (p. 1).

Based on this definition, PCA is a descriptive method which aims to analyze tables of data which do not present a particular structure, that is to say, observations not comprising a priori any distinction, neither between variables, nor between individuals.

In general, principal analysis method (PCA) makes it possible to obtain new variables, called components, which will be uncorrelated and with ordered variance. A small number of components will often happen to explain most of the observed variance. This small number of components is called designated principal.

Basically, we depended on 14 items to build a database. Then, it was used to calculate indices using the principal component analysis method (PCA) through STATA software. Practically, after identifying and specifying the indices, they were used as exogenous variables. That is to say, they constituted indicators which will give the result which will, in turn, allow the task of evaluating students' reactions and opinions about the use of translation-related exercises in the teaching of reading comprehension to beginners. The two tables (5 and 6) below present the results of the analysis conducted through the PCA method.

Table 5

Results of PCA on the Questionnaire Items (section one)

Component	Eigenvalue	Difference	Proportion	Cumulative
Comp1	5.3589	4.60546	0.7656	0.7656
Comp2	.753442	.406139	0.1076	0.8732
Comp3	.347302	.0368976	0.0496	0.9228
Comp4	.310405	.20076	0.0443	0.9672
Comp5	.109644	.0155068	0.0157	0.9828
Comp6	.0941376	.0679729	0.0134	0.9963
Comp7	.0261547	.	0.0037	1.0000

Note. This table shows results of PCA test on the first seven items.

Based on Table 5, which concerns the first section of the questionnaire, the

cumulative of the first component is ≥ 0, 50 and = 0, 76 while it reaches 0, 87 as regards component 2. Analytically, this means that the first two components provide enough information about students' reactions about doing translation-related exercises in reading comprehension classes. Meanwhile, Table 6 below sheds light on the PCA analysis applied on the second section of the questionnaire.

Table 6

Results of PCA on the Questionnaire Items (section two)

Component	Eigenvalue	Difference	Proportion	Cumulative
Comp1	6.32707	6.02032	0.9039	0.9039
Comp2	.306753	.128402	0.0438	0.9477
Comp3	.181951	.101539	0.0660	0.9737
Comp4	.0804116	.0289765	0.0115	0.9852
Comp5	.0514351	.0132363	0.0073	0.9925
Comp6	.0381988	.0240197	0.0055	0.9980
Comp7	.0141792	.	0.0020	1.0000

Note. This table shows results of PCA test on the second section of the questionnaire.

According to the PCA results displayed in Table 6, the first two components are also enough to get the necessary information to explain students' opinions about the researched topic. The results show that the cumulative is at 0, 94 which is very high. In light of the principal underlying the PCA method as well as the results displayed in the two tables above (5 and 6), it is enough to depend on two components to extract sufficient information to explain the reactions of beginners and their opinions as far as the methodological suggestion of including translation-related exercises in reading comprehension classes is concerned.

On the analytical level, the PCA method allowed reduction of the dataset (14 items) and getting two indices to be used in the conduction of further analysis. After defining the two indices (explanatory variables: *students' reactions* and *opinions*), linear regression was carried out. Seeking to check the validity of this study from a statistical perspective, tests which we deemed appropriate to verifying the coefficients in addition to the general model of analysis, namely standard error, T-test, P-value, R-square, Prb> F and Fisher, were all performed.

Simply put, it is important to mention that for the initial step related to the analysis of the data obtained from the questionnaire, we used the SPSS software which is commonly known for being reliable and very suitable as regards statistical data analysis. In the second phase, we carried out the analysis using STATA software to perform linear regression along with the above-mentioned tests. The following table summarizes the results obtained from linear regression along with the tests performed on the initial results.

Table 7

Results of Regression Analysis

Source	Coefficient	Std-Err	t-test	P-value	N	63
React	1.96564	0.3689	-5.33	0.000	**R-square**	0.719
Opin	1.84683	0.6613	2.79	0.007	**Prb> F**	0.000
_CONST	65.8189	3.5107	18.75	0.000	**F**(2, 59)	25.781

Note. This table displays results of linear regression analysis.

As shown in the table above (Table 7), the two variables used for analysis were labeled students' reactions (React) and opinions (Opin). Based on the same table, the coefficient of variable 1 = 1, 96 while the one of the second variable = 1, 84. The two

coefficients show that the students' performance while doing translation-related exercises, based on students' reactions and opinions, progresses at 1, 96 and 1, 84. That is, translation-related exercises in reading comprehension classes according to these results are believed to cause some progress to happen when incorporated as a teaching technique in L2 reading classes with beginners.

To test the validity of linear regression results (two coefficients), Standard-error and T-test were performed. Based on the results displayed in the same table (Table 7) and according to the principle of Standard-error test, when the value of this test is closer to 00 the results reflect more reality. Referring to the results of Std-err (column 3 in Table 7) of both variables, the value of such a test is very close to 00. That is, it = 0, 36 for variable 1 and 0, 66 for variable 2. With these two values taken into account, it is concluded according to the respondents that translation-related exercises in reading comprehension classes have a real positive influence on learners performance.

Keeping in mind the fact that the two variables in the table above basically concern the students in addition to the idea that learners, in this part of the study, constitute the only source of information as regards the two research questions related to the questionnaire, testing the validity of beginners' answers was very necessary. For this analytical purpose, a T-test was applied. Normally, when the value of t is ≥ 2 the coefficients are considered valid. The results presented in Table 7 show that t = -5, 33 for variable 1 and 2, 79 regarding variable 2. With this in mind, it is understood that the two coefficients, based on students' responses, are credible. This, in turn, goes in line with the p-value test which shows that the coefficients are valid and have credibility on the grounds that the p-value for the two variables, as the table shows, equals 0, 00 and 0, 007. In this sense, it is worth mentioning that statistically when the p-value is $\leq 0, 05$ the coefficients have credibility.

The R-square test was implemented to see the extent to which translation-related exercises contribute positively to the teaching of reading comprehension to beginners. It is commonly and statistically known that when the value of R-square exceeds 0, 50%, it is considered very good. As shown in the same table (Table 7), the R-square value = 0, 71% which is clearly high. Hence, it is concluded that translation-related exercises have a positive impact on the teaching of reading comprehension to beginners. To test the general level of the quantitative part of the present investigation, two more tests were performed. Subsequently, they were Probability-fisher and Fisher. Taking such tests into consideration, for a given study to be generally good and reliable the value of Prob-fisher must be ≤ 0, 05 and that of Fisher is necessarily ≥ 4. As easily noticed in Table 7, Prob-fisher = 0, 00 while F = 25, 78. The values of the two tests are in line with the above-mentioned norms of the two tests. Consequently, the results of the present study are clearly deemed reliable.

In light of the previously displayed analytical information, it is statistically concluded that the results will be helpful in allowing us to achieve the objective of deducing and explaining students' reactions and attitudes towards the suggestion of integrating translation-related exercises in the process of teaching reading comprehension to beginners in middle schools in Morocco. Also, it was found that the analysis model is globally significant. That is, there is a strong relationship between the two explanatory variables, *reactions* and *opinions*, and the explanatory variable, *the use of translation-related exercises in reading comprehension classes*. This is justified by the value of the Fisher-calculated statistic = 25,781, compared to the tabular value of Fisher with degrees of freedom F = 2, 59 as well as the value of R-square = 0.719, which states that the level of contribution of the exogenous variables contribute at the level of 71.9% to the determination of students' learning speed.

At the level of the variables, firstly the reaction of the students shows that the use of translation exercises can benefit them in the reading comprehension classes. This is statistically justified by the value of the student statistic T = -5.33 with an absolute value which is greater than the tabular value, which means that the students have a desire to integrate their mother tongue in the form of translation-related exercises while having reading comprehension tasks. As to the second variable, which represents the opinion of the young students about adopting this technique, the analysis revealed an almost total agreement on their part and this is judged by the postulate that the initiation of translation activities in reading comprehension can be an effective teaching technique knowing that the category of FL learners which is targeted within this study are zero-beginners. That is, they are supposed to face difficulties while learning English as a foreign language for the first time.

5.2. Interview thematic analysis results

It was already stated in the previous sections that this study depends, for data collection, on a mixture of quantitative and qualitative information gathering instruments. Moreover, the adoption and use of data collection instruments were dictated by the research questions postulated and the general and specific objectives set for the study. In the previous subsections, light was shed on the quantitative part of this investigation. Data and results which were obtained from the analysis of the questionnaire, meant for answering the first and the second research question, were displayed. Successively, in the following subsections results of the qualitative part of the study are presented. More specifically, the results related to the third, fourth, fifth, and sixth research questions, for which semi-structured qualitative interviews were conducted, are displayed.

Interviews are regarded as an ideal data collection tool for "exploring

understandings, perceptions and construction of things that participants have some kind of personal stake in" (Braun and Clarke, 2013, p. 81). Given that one of the general objectives of this investigation is to capture participants' views along with understanding their perceptions about the topic under investigation, semi-structured interviews were adopted as a suitable information gathering tool because they provide "a scope for the participant to raise issues that the researcher has not anticipated" (Braun and Clarke, 2013, p. 78).

In the beginning of the school year (September, 2020), it was hard to have face-to-face/in person interviews due to the lockdown imposed by the Covid-19 pandemic. Later, participants were contacted and they gave their permission to participate in the investigation. They all accepted to be interviewed and for the interviews to be audio recorded when possible. Also, they were all assured that the anonymity of their participation would be protected. To conduct the interviews properly and have a focused path of exploration for the researcher, an interview guide was created (Hoepfl, 1997). In light of the interview question guide used, the interviewees were firstly put in the general context of the investigation then questions of the interview followed from general to specific points based on the research questions. Besides, it is worth mentioning that prior to conducting the interviews, the content of the interview and the interview question guide, as recommended by the supervisor, were sent to three experts/raters to get their feedback. They commented on the question types and suggested some modifications, which were seriously taken into account. Later, the interview protocol was amended in the light of the experts' recommendations to edit the final version.

Paving the way for conducting the interviews, middle school teachers of English were requested to contribute to the study. In the very beginning, teachers were contacted

via phone calls and messages to get their permission. All the ten teachers showed enthusiasm to participate. Later, other contacts were made to get their final consent to meet and have audio recorded interviews. After getting their final approval and agreeing on time and venues which suited each interviewee, the ten semi-structured interviews were conducted. On the procedural level, the interviewing process lasted for more than six months because meeting with the interviewees (teachers) in-person was very hard due to the lockdown dictated by the Covid-19 pandemic and the post-pandemic circumstances of fear and hesitation towards socializing.

In terms of content, the interviews contained questions which were question-research oriented. All the interviews were audio recorded and lasted between 9 and 20 minutes. The recording of the interviews is recommended since it helps in that burst of pauses of recordings should be made while typing what is heard short which makes the transcription process time consuming (Braun and Clark, 2013). The transcription of each interview was made immediately after conducting each interview. Also, remarks on how things were said were recorded in the form of observations then simultaneous analysis of the interview was started (Braun and Clark 2013; Miles and Huberman, 1994).

To analyse the content of the ten interviews thematic method of analysis was adopted following a procedure which comprised essential steps for an effective analysis of interviews. According to Braun and Clark (2006), thematic analysis involves six steps which guarantee the generation of themes. These steps start with re-reading the transcriptions carefully and be familiar with them, familiarization. This step as suggested by Braun and Clark (2006) entails an immersing reading of the transcriptions. Accordingly, reading and re-reading of the transcriptions was done repetitively and attentively. Meanwhile, points of interest were identified and highlighted in the light of

the research questions targeted.

After getting familiar enough with the content of the transcriptions, the step of developing codes was carried out. Braun and Clark (2013) define codes as words or short phrases which capture the core of data. In fact, the process of developing codes was time consuming because it was done manually while there are softwares used for this purpose such as *Nvivo*. In the very beginning, initial codes were developed from the scripts, and then through re-readings which were guided by research questions, modifications were made. Some initially developed codes were deleted while new ones were identified and others amended. Such processes were done in order to pave the way for the next step in the analysis process.

During the next step in the process of analysing the interview data thematically, the list of codes which were generated and developed during the previous stage was strongly taken into account based on their relevance to the topic under investigation within this study, objectives and research questions. Reconsidering the initial codes, the new task in this step was building themes. A theme as defined by Braun and Clark (2013) captures something significant about the collected data when it is linked with the research questions. To build themes from the codes, a process of re-reading of the initial codes was undertaken. Similarities among the codes were identified. Also, it was important to identify any overlapping on the level of codes. After checking the overlapped codes, combinations of codes were made. That is, codes which proved to be similar were incorporated. This process goes in line with Braun and Clark's (2013) recommendations for effective thematic analysis which suggest that themes necessarily result from combining codes together.

Developing themes or patterns for thematic analysis necessitates a step of verifying and revision. Braun and Clark (2013) recommend controlling the quantity and

the quality of relevance of the themes generated from the codes to see if they fit the data and how well they reflect the research questions. Therefore, it took much time to revisit the data and make comparisons among themes and subthemes keeping in mind the extent to which these themes would address the research questions. The process of revising and scrutinizing the themes against the research questions led to overarching themes as shown in Table 8, 9, 10, 11 in the following subsections. Later, final labels of the themes were determined. The final step in thematic analysis was to write up the results.

It was already mentioned in the previous chapter that the interviews within this investigation were used to answer four questions which concerned teachers' views and recommendations. Thematic results constituted the qualitative part of this study. In the following subsections, results of the interview data are subsequently presented in separate subsections in relation with the research questions. Table 8 below displays the results of thematic analysis process as regards the third research question.

Table 8

Themes obtained for RQ3: how do middle school teachers perceive the use of L1 in the EFL classroom?

THEMES	SUBTHEMES	QUOTES
Theme 1: **Constant** **request**	**Translations** **frequently** **requested by** **students**	*- My students all the time ask for translations from English language into their mother tongue.**T1* *- Every time I work with my students, I use translation.**T1* *- Of course in any EFL classroom students*

*would ...will always ask for translation and this is very natural because we are teaching by...Ok students who are have the first exposure to English.**T2***

*- Students always ok have this tendency to ask for the use and of translation which their mother tongue.**T2***

*- In each and every session there are some students who are waiting for the teacher to use or to fall back on their mother tongue.**T2***

*- I will say they need and they ask for translation a lot.**T3***

*- Students in my class do insist on using translation.**T4***

*- Normally or more often students ask about words, the equivalent of words from Arabic to English. Sometimes they ask about expressions ok sometimes about ideas or sentences ok its more often it's from time to time.**T5***

*- They keep always doing that. They ask for translation of words sentences. They try to use their mother tongue all the time.**T6***

*- Every class. Every class I use it. I don't use it much but I use it.**T6***

*- Every time just this the previous session.**T7***

		*- Yes a lot a lot of students ask for translating vocabulary from English to Arabic especially in comprehension and in the writing.**T9***
		*- My students always ask for translations because they don't understand what I am saying.**T10***
Theme 2: **A necessity**	**Students' need for translations in class**	*- Still the mother tongue is very natural and I have no problem using it.**T2***
		*- I will say they need and they ask for translation a lot.**T3***
		*- They need it a lot because this is their first time you know learning English a language they did not know before so they need it a lot so I think every time I see my students ask for translation.**T3***
		*- I think there is the need there is a need for translation when we are teaching communication.**T4***
		*- I think translation in the classroom will be helpful for them.**T6***
		*- I think that they need it because they don't know the language, they are not proficient. I mean just they need it. I think that just they need it.**T6***
		- Frankly speaking sometimes it is it should be

		sometimes from time to time not all the time.T7
		- I think if they are going just to know the meaning and the story ends there it's something good.T8
		- I feel that I have to give them translation so that they understand what I am talking about especially main lessons.T10
		- I always provide translation I don't remember myself not giving them translations.T10
		- I feel that they really need translation most of the time. We don't use it directly, but indirectly all of teachers in my opinion use it even if they deny it.T10
Theme 3: **A want, a like or an appreciated technique**	**Students' evaluation of translation in class**	*- They like it very much.T1*
		- Most of the students like the idea of using translation ok. It's clear from their facial expressions.T2
		- They react positively sometimes especially if they understand.T7
		-They like translation.T8
		-Do they like it?
		-Yes of course, especially when explaining words in Arabic.T9
		- I feel they really appreciate it because they understand because students hate when they

		don't understand and they feel what they don't understand .T10
Theme 4: Comprehension tool	**Reasons why students request translations in class**	*- It's mainly for more understanding for insight of the English language.T1* *- I think the main reason is to clarify some abstract concepts that students usually have difficulty understanding.T2* *- most of the times they don't understand a lot of things so they need and ask for translation of course.T3* *-They need it so that they can understand the lesson.T3* *- They ask for translations because they have difficulties with the language, with the target language. Specifically, they have problems with comprehension of the language.T4* *- Of course translation questions for students fill a gap for them umm a gap of understanding a gap of expressing themselves a gap to fulfil a task ok and a gap to learn.T5* *- Because the language is a new for them.T6* *- sometimes they ask especially if they face a new vocabulary or a new word that cannot be understood.T7* *- In order to understand the target structure for*

		*example or to understand the passage or to understand any activity we were going to be through.***T7***
		*- I think maybe to have a general idea about the text or maybe to specific words, specific difficult words about the text or maybe to have a broader comprehension of the text.***T8***
		*- Because they feel that those words may give them the understanding of the whole thing, of the whole lesson sometimes it's like the key term which will make them understand what is going on in the lesson.***T10***
Theme 5: Comforting, engaging and motivating technique	**Students' feelings about translations in class**	*-They feel at ease when translating words from English into their language. They feel more comfortable.***T1***
		*- Of course, they will react happy. Because you know you give them the easy way so they react good… so in a good reaction.***T3***
		*- They are very very delighted very very happy because you as a teacher it's like you solve a problem for them to fulfil a task, they feel a gain that they would they are able to express something in English.***T5***
		- They feel motivated. You know that just English is for them is new and it is

| | *overwhelming when they hear for example a word translated in their mother tongue. They feel happy. They get motivated. I think I see I see I see it through their faces and I like that they always ask for that.**T6*** |
| | *- When I give them translation of a word they feel at ease and they feel that they are you know engaged in the lesson.**T10*** |

Note. This table shows the subthemes and themes resulting from interview analysis regarding research question 3.

To address research question 3 *how do middle school teachers perceive the use of L1 in the EFL classroom?* five overarching themes were obtained. Thematically, the use of translation was regarded as *a constant request*, *a necessity*, *a want*, *a comprehension tool*, and *a comforting and engaging technique.*

- *A constant request*

The first theme as regards teachers' perceptions on L1 use in the EFL classroom was labelled *a constant request*. Teachers who answered the questions related to this point saw that L1 is a constant request made by beginners in the EFL classroom. In this connection, most of the interviewees argued that students resort to asking for equivalents of words and expressions. (T1) saw that "students all the time ask for translation from English into their mother tongue". Similarly, (T6) reported that "they [students] keep always doing that. They ask for translations of words, sentences. They try to use their mother tongue". The same idea was expressed by another interviewee who stressed that students keep requesting translations while doing comprehension and written production tasks stating that "a lot of students ask for translations of vocabulary

154

from English to Arabic, especially in comprehension and in writing" (T9).

In the same vein, (T10) said that "students always ask for translations because they don't understand". In total harmony with the latter interviewee, (T2) insisted on the fact that requesting translations in foreign language classes is a regular act for students arguing that "in any EFL classroom, students […] will always ask for translation". In light of the interviewees' responses, it is observed that there is much focus on students' tendency to request translations in L1 the thing which leads to the conclusion that using L1 or translation constitutes, for interviewees, a request that students constantly make in EFL classes.

- *A necessity*

Among the five themes obtained from the interviews, the label *a necessity* was used as a second theme. With regards to the position of L1 in the EFL classroom, 8 of the 10 interviewees stated that L1 is a necessity. (T3) argued that asking for translation springs from students' strong need for it claiming that "they [students] need and ask for translation a lot". Another interviewee insisted that translation simply remains a need for L2 learners "they [students] need it [L1] because they don't know the language […]. I mean they just need it" (T6).

L1 as a strong need was also stressed by other teachers. (T10) insisted on this saying "I feel that they really need translation most of the time". The same interviewee went on to add "I feel that I have to give them translations so that they understand […]. I don't remember myself not giving translations". In line with the previous interviewee, (T4) strongly saw that "there is a need for translation". More emphasis on regarding L1 as a necessity was shown by further interviewees. (T10) argued that translation is always there even though it is not planned to be used. The same interviewee contended

that "we [teachers] don't use it directly, but indirectly all teachers in my opinion use it even they deny it" (T10).

- *A want*

Analysis of teachers' views regarding the third research question led to a third theme according to which the use of L1 in the EFL classroom was regarded as *a want/ a like*. Taking into account interviewees' responses, (T1) argued that "they [students] like it [translation] very much". Another interviewee highlighted that it is easy to discover students' appreciation towards translation stating that "most of the students like the idea of using translation […]. It's clear from their facial expressions" (T2). Similar to this, (T10) emphasized that students like translation, especially because it helps them satisfy a need for comprehension. The latter interviewee in this context said: "I feel they really appreciate it [translation] because they understand" (T10). In plain words, (T8) stressed the idea that translation can be regarded as a want stating that "they [students] like translation" (T8).

- *A comprehension tool*

Considering translation /L1 as a comprehension tool was one of the five themes which resulted from the analysis of the interviews. In this sense, interviewees underlined the role of translation as a facilitative tool in EFL teaching and learning. For instance, (T10) saw that translation has the potential to decide on students' performance in class maintaining that "they [students] feel that those words [translated words] may give them the understanding of the whole thing, of the whole lesson. Sometimes it's like the key term which will make them understand what's going on in the lesson" (T10).

In the same way, (T7) believed that translation can be used in the EFL classroom "in order to understand the target language for example or to understand the passage or

any activity we were going to be through". Likewise, more interviewees stressed the fact that translation can play a facilitative role in in building comprehension in EFL classes. In light of this idea, (T3) argued that "they [students] need it [translation] so that they can understand the lesson". The same interviewee added that "most of the time they [students] don't understand a lot of things so they need and ask for translation of course" (T3).

- *A comforting and engaging technique*

A comforting and engaging technique was the last theme which was generated in relation with analysing data for the third research question, which addresses teachers' perceptions regarding the use of L1 in EFL classrooms. In this regard, (T1) maintained that "they [students] feel at ease when translating words from English into their mother tongue. They feel more comfortable". The same idea was also highlighted by (T10). Based on their teaching experience, the latter interviewee found that translation has a positive effect in making students feel that they are part of the lesson. To claim this, (T10) said that "when I give them translation of a word they feel at ease and they feel that they are […] engaged in the lesson".

The previous section was exclusively devoted to the presentation of the analysis results related to the third research question. Focus in this specific regard was mainly placed on discovering teachers' views about the use of L1/ translation in the EFL classroom in general. As displayed above, the analysis led to five themes which offer interesting indications about the way L1/translation is viewed by middle school teachers of English. Moving from general to specific aspects of research, interview questions focus on teachers' views about specific components related to foreign language teaching.

Guided by the research questions postulated for this investigation, the following section is more specifically concerned with the fourth research question. This question targets exploring middle school teachers' attitudes towards the idea of incorporating translation-related exercises in reading comprehension classes of beginners. To know teachers' views on this point, specific questions were addressed based on the interview guide used within this study. Consequently, all teachers had a say on this aspect. That is, they all expressed their views and provided explanations on how they perceive a possible implementation of L1 in the form of translation-related exercises.

In light of the thematic analysis conducted at the level of teachers' responses, various initial codes were generated. Later, the codes were transformed into subthemes. For analytical reasons and through repetitive question research-based reconsiderations the subthemes for this question were reduced into three main themes which will be invested in seeking answers to the fourth research question. Table 9 below gives a broad idea about this analytical step.

Table 9

Themes obtained for RQ4: what are middle school teachers' opinions about the incorporation of translation-related exercises in beginners' reading comprehension classes?

THEMES	SUBTHEMES	QUOTES
Theme 1:		*-I think it would be a great idea.T1*
A Welcomed	**Students**	*-For me it would be a new method in teaching*
teaching	**appreciate**	*English via using translation that would be*
strategy	**translation**	*great, I think.T1*
	exercises	*- I think students will like this idea of using*

		*translation.***T1**
		*- I think that students always welcome the idea of translation exercises and this is very natural. Psychologically students like it when they hear their mother tongue used in the EFL classroom.***T2**
		*-If the student is a high flier ok then the task is enjoyable, is easier because they (...) have got passion to learn. they love the subject.***T5**
		*-They will feel good they will like that I think because just we don't encourage it, they will like it. I think. I have never tried it but I think they will like it.***T6**
		*-I think they will be happy they will be fine if it is integrated in this comprehension task.***T7**
		*-It will be great, great I think.***T9**
		*-They really as I said before they really appreciate translating things they don't understand.***T10**
Theme 2: **A** **recommended** **reading** **comprehension** **technique**	**Teachers** **recommend** **translation** **activities**	*- I think this is a new idea a new thinking of using translation to teach reading comprehension. It would be good for students.***T1** *- Beginners who haven't been exposed to English before it's hard for them to*

*understand the text in an effective way so in the pre reading stage we always try to clarify or pre-teach the main or the key vocabulary that would block understanding so among the strategies that we use is translation ok so that we can help students read the text effectively.***T2***

*- Translation here can be very effective and useful.***T2***

*- I think that this (translation exercises) will make the lesson or the task in general easy for them because this is their first time learning English or learning a language so they need translation of course.***T3***

*-There is no harm to use it(translation) why not.***T7***

*-They can use it in the production stage ok so if they can know the meaning of words, they will use in writing so if they know the meaning of the words, I think maybe they can use them in writing.***T8***

-I think we should opt for translation in the production stage of reading because normally when we do reading as a production most of the time it is writing.so I think we should think

		*of including translation exercises as a production of reading.***T8**
Theme 3: **A Source of** **facilitation**	**Translation** **exercises help and** **motivate students** **to understand** **better**	*-Translation is good for them (...) to understand texts in English in their mother tongue language so this can make that equilibrium or (...) balance between English and Arabic.***T1**
		*- Translation activities can foster student's understanding of the text especially when talking about the key words that can hinder students' understanding.***T2**
		*- Translation exercises will be more useful so that students will understand the lesson easy.***T3**
		*-This (translation exercises) will make it easy and will make or help them understand the lesson and the task.***T3**
		*- For translation it can facilitate by bridging the gap between the target language and the native language so sometimes they have difficulties understanding the language and not understanding the task.***T4**
		*- It will help them for example to understand the passage.***T6**
		-Sometimes you explain just one question in

Note. This table shows the subthemes and themes resulting from interview analysis regarding research question 4.

As shown in the table above (Table 9), three hierarchical themes were obtained to provide answers to the fourth research question *what are middle school teachers' attitudes towards the incorporation of translation-related exercises in beginners' reading comprehension classes?* The themes are subsequently *a welcomed teaching strategy, a recommended reading comprehension technique and a source of facilitation.* In the following subsections, the three themes are introduced in light of the interviewees' comments.

- *A welcomed strategy*

A *welcomed strategy* was the first theme derived from the analysis of interviewees' responses. In general, it should be noted that most of the interviewees who answered the questions of this section welcomed the idea of integrating translation-related exercises in the teaching of reading comprehension to beginners. In this connection, (T1) said "for me it would be a new method in teaching English via using translation. That would be great I think". Believing that students' may appreciate this technique, the same interviewee added "I think students will like the idea of using translation" (T1). In line with this, (T6) stressed that beginners will react positively towards translation and wonders why it is not included in reading classes. Such standpoint makes translation exercises appear as a welcomed strategy. "They will feel

162

good. They will like that I think because we just don't encourage it" (T6). Considering translation-related exercises as an appreciated teaching strategy in reading comprehension classes was strongly highlighted by other interviewees. Citing others, (T7) saw that "they [students] will be happy. They will be fine if it is integrated in this comprehension task". Another interviewee praised the suggestion of including translation exercises claiming that "it will be great, great I think" (T9). In total harmony with (T9), (T1) also argued that "it [use of translation] would be a great idea".

- *A recommended reading comprehension technique*

Analysis of interviewees' responses led to a second theme which was labeled *a recommended reading comprehension technique*. It was mentioned above that interviewees were keen on expressing their views about this point. They all made it clear, in their answers, that translation can still have a room in teaching reading comprehension to beginners. The incorporation of translation-related activities was deemed as an advisable teaching technique. In this sense, (T1) stated that "this is a new thinking of using translation to teach reading comprehension. It would be good for students". Also, (T3) recommended translation as a comprehension technique for beginners underlining the significant role it can play in the beginning stages of FL learning.

The same interviewee stressed the idea that "this [use of translation exercises] will make the lesson or the task in general easy for them [beginners] because this is their first time learning English or learning a language so they need translation of course" (T3). Among the interviewees who recommended translation as a teaching technique in reading comprehension classes to beginners was (T2). The interviewee drew attention to the effectiveness of providing translation practice to beginners since they lack previous knowledge of the language they are learning. In this connection, (T2)

argued that:

> Beginners who haven't been exposed to English before it's hard for them to understand the text in an effective way so in the pre reading stage we always try to clarify or pre teach the main or key vocabulary that would block understanding so among the strategies that we use is translation, ok, so that we can help students read the text effectively.

Positive reactions and recommendations of investing translation-related exercises in reading comprehension classes were openly expressed by other interviewees. (T7) contended that making use of translation cannot cause any harm to the teaching and learning processes. Also, it was argued by the same interview that there is nothing non-pedagogical or methodological when translation is used in reading comprehension classes. This teacher wonders about banning translation stating that "There is no harm to use it [translation], why not?" (T7). More emphasis on recommending translation-related exercises came with (T8). The latter interviewee maintained that including translation tasks in L2 reading comprehension classes is necessary, especially with regards to the post reading stage or follow up activities believing that "we [teachers] should think of including translation exercises as production of reading" (T8).

- *A source of facilitation*

Recommending translation-related exercises in reading comprehension classes springs from reasons which interviewees should have relied on. Further analysis of teachers' responses resulted in a third theme according to which translation exercises were regarded as *a source of facilitation*. In this context, (T10) argued that translation exercises can play a facilitative role. The same teachers claimed that "sometimes you

explain just one question in Arabic and they [students] understand what is going on. Sometimes one word can hinder them from understanding the whole text" (T10). In a similar way of seeing things as regards this point, (T4) argued that translation exercises can really help facilitate tasks for students. This interviewee stressed that "for translation it can facilitate by bridging the gap between the target language and the native language so sometimes they [students] have difficulties understanding the language not understanding the task" (T4).

Seeing it eye to eye with (T4), (T2) praised the use of translation-related exercises in reading comprehension classes. The same interviewee saw that "translation activities can foster students' understanding of the text, especially when talking about the key words which can hinder students' understanding" (T2). In the same line, (T3) argued that "this [use of translation exercises] will make it easy and will make or help them [students] understand the lesson and the task". It was also stressed by this interviewee that translation-related exercises could be useful in that they will enhance comprehension stating that "translation exercises will be more useful so that the students will understand" (T3).

The previous subsection threw light on discovering middle school teachers' general perceptions regarding the incorporation of translation-related exercises in reading comprehension classes of beginners. Three main themes were derived based on the interviewees' responses. More precisely, the following subsection, deals with the analysis of interviewees' answers, which mainly target middle school teachers' views on the benefits of including translation-related exercises in the teaching of reading comprehension to EFL learners. Thematically done, the analysis of the teachers' responses led to obtaining two main themes. The table (Table 10) below displays the results of thematic analysis which was carried out with regards to the fifth research

question *how can translation-related exercises benefit beginners in reading comprehension classes?*

Table 10

Themes obtained for RQ5: how can translation exercises benefit beginners in reading comprehension classes?

Themes	SUBTHEMES	QUOTES
Theme 1: Translation exercises as a source of linguistic enrichment	**Students enrich their vocabulary through translation exercises**	*-Sometimes, translation can be beneficial to enrich their idiomatic repertoire of the target language.***T4** *-It can help in learning new vocabulary and it can also in forming sentences.***T9** *-It will be a good technique you know to establish a good repertoire in vocabulary in their minds.***T8** *-In addition to make reading comprehension tasks available, easier, enjoyable I think that translation in general helps students to master the language.***T5**
Theme 2: Translation exercises as a tool for Performance enhancement	**Translation exercises ease task doing and prepare students for further exercises**	*-If you give them the opportunity to speak in Arabic you will see you will be amazed by your students' level because their understanding has nothing to do with their language. It doesn't mean that if they don't speak English, they don't understand English they understand it but*

166

the way they express it makes them feel I mean

*so not comfortable in doing so I mean.**T10***

-They can use it in the production stage ok so if

they can know the meaning of words, they will

use in writing so if they know the meaning of

the words, I think maybe they can use them in

*writing.**T8***

-Translation will give them a chance to

*understand more and more.**T1***

Note. This table shows the subthemes and themes resulting from interview analysis regarding research question 5

As shown in Table 10 above, two themes resulted from the analysis of teachers' responses, which targeted the fifth research question. As it appears in the table, the themes were labeled *translation exercises as a source of linguistic enrichment* and *a tool for performance enhancement*.

- • *Translation exercises as a source of linguistic enrichment*

Considering translation-related exercises as *a source of linguistic enrichment* was the first theme which resulted from the analysis of interviewees' replies. In this context, (T4) claimed that the inclusion of translation-related exercises in L2 reading is likely to benefit students through improving their vocabulary. The interviewee stated that "sometimes translation [exercises] can be beneficial to enrich their [students'] repertoire of the target language". Shedding more light on this theme, (T9) saw that translation exercises can enrich vocabulary claiming that "it [translation] can help in learning new vocab and it can also [help] in forming sentences" (T9). Seeing it from the same angle, (T8) stressed that the use of translation-related exercises can be a good

167

strategy to help students enrich their linguistic competence in terms of vocabulary. In this sense, the same interviewee claimed that "it [use of translation exercises] will be a good technique […] to establish a good repertoire in vocabulary in their [students'] minds" (T8). The idea of perceiving translation exercises as a source of linguistic enrichment was also strongly highlighted by another interviewee who found that translation-related activities in L2 reading classes would enhance comprehension tasks and help students in learning the target language (T5). The same teachers saw that "in addition to making reading comprehension tasks available, easier [and] enjoyable, I think that translation […] help students master the language" (T5).

- ***Translation exercises as a tool for performance enhancement***

Translation exercises as a tool for performance enhancement label was given to the second theme which was obtained for answering RQ5. In relation with this theme, (T10) implicitly criticized the idea of avoiding translation and supported the fact that students should be given the chance to use their L1 in class. Accordingly, this interviewee stated that:

> If you give students the opportunity to speak […] Arabic you will see. You will be amazed by your students' level because their understanding has nothing to do with their language. It does not mean […] they don't understand English. They understand it but the way they express it makes them feel […] not comfortable in doing so (T10).

In line with (T10), (T8) argued that the use of translation-related exercises in reading comprehension classes can enhance students' performance in other skills, particularly the writing skill. In this respect, (T8) considered that "they [students] can use it [translation] in the production stage […]. If they know the meaning of words they

will use [them] in writing […]". Hand in hand with the previous interviewees' claims, (T1) highlighted the idea that translation exercises can foster students' deep comprehension of the text and therefore enhance their performance. In this regard, the latter contended that "translation [exercises] will give them [students] the chance to understand more and more" (T1).

On the whole, being considered as a source of benefit for beginners, translation-related exercises were significantly regarded by the interviewees as a *source of linguistic enrichment* and *a tool for performance enhancement*. However*,* for the fulfillment of such benefits, the incorporation of translation-related practice in EFL classes necessitates a strategic use which seriously takes into account pedagogical and methodological classroom considerations. Such requirements, when effectively met, may guarantee a beneficial inclusion of beginners' L1 in L2 reading classes.

The previous section in the interview was devoted to addressing the question of how translation-related exercises can benefit students in reading comprehension classes. Teachers' responses allowed us to obtain two major themes as presented above. Additionally, the present subsection exclusively seeks to discover teachers' recommendations on a possible incorporation of translation-related exercises in the teaching of reading comprehension. From a statistical point of view, the ten interviewees gave their views and suggested pedagogical recommendations for a pedagogically effective inclusion of translation exercises. The analysis of teachers' responses in this regard led to generating three major themes which are deemed significant to answer the above-mentioned research question of how these exercises can be included in L2 reading comprehension teaching process.

In this very specific context, translation-related exercises are recommended by interviewees to be used as a *pre and post reading* teaching strategy, *short-timed* and

well-controlled exercise and as a strong *necessity for culture-based texts*. For additional information on these results, Table 11 below gives a broad idea about the generation of the three themes.

Table 11

Themes obtained for RQ6: how should translation activities be included in reading comprehension?

THEMES	SUBTHEMES	QUOTES
Theme 1: **A pre & post reading teaching strategy**	**Translation exercises are effective in pre and post reading stages of reading class**	*-It could be good for pre reading tasks and it could also be used in post reading tasks.**T1*** *-In the pre reading stage we always try to clarify or pre-teach the main or the key vocabulary that would block understanding so among the strategies that we use is translation ok so that we can help students read the text effectively.**T2*** *-I think the pre-teaching stage. It's where translating can have a place.**T2*** *-I think the pre-reading stage, ok, it's the main stage I think where translation should be used so that students can understand the text better.**T2*** *-I think that translation exercises can be used. They can be used as leading activities in the first stage.**T2***

*-I think in pre reading it's gonna be more useful in the pre reading stage. Translation exercises will be more useful so that students will understand the lesson easy.***T3**

*-I guess it can be used in the pre-reading and in the post reading. Example for the pre reading activity I can give them for example some expressions that are in the text and they don't have really some word-to-word explanation or translation and I can give to bridge the gap between the native language and the target language they can use translation as a tool.***T4**

*-I think that if we know that translation itself as a task or as an exercise requires rich jargon a rich wide variety of vocabulary then I guess it should be in the last stage, after, yeah post.***T5**

*-I think it should be included as a post reading when you finish everything (...) not (as) an objective.***T6**

*-Well for me I will do it in while I am sorry in pre-reading stage and post-reading stage.***T7**

-I think pre-reading. So because in pre-reading normally the teacher focuses on

		*different words and so we focus on key terms so I think pre-reading.**T8***
		*-I think in the post reading yes, the production stage, we can offer them exercises to find synonyms in Arabic for example.**T9***
		*-For me it's pre-reading because that's the beginning. If you just talk in English and start to try to explain everything in English and wait until the post-reading and try to make it in Arabic it's too late I think it's better to use it I mean in the pre-reading I mean at first.**T10***
		*-I think that each stage needs a question that is to be that you need the teacher needs to explain in Arabic one question at least because in each stage we shouldn't just ignore using Arabic because sometimes they understand in pre-reading sometimes they understand in while-reading or in post-reading so I think one question in each stage is idol I think it's great.**T10***
Theme 2: Short-timed and well-controlled	**Translation exercises should be small and well-**	*-I think it should be used within a limit. I mean it shouldn't be used more but it should be used in a logical and a more rational way for students.**T1***

exercise	**controlled**	*-The extent shouldn't be free. It should be controlled (...) to give them a specific time and not let it like that just translation (...) this should be controlled.T3*
		- Well, it can be beneficial if well I have only one(exercise).T7
		-They should be very small and the teacher should be just a guider he shouldn't interfere in using Arabic. So, yes he should be just a guide.T8
		-I said before giving them short words. An exercise, one or two to find synonyms in Arabic, words from the text some words not all the text, just words.T9
Theme 3: **A strong necessity for culture-based reading comprehension texts/ passages**	**Translation exercises are to be used with culture-based reading passages**	*- Sometimes we have some proverbs or sayings at the pre-reading stage and they don't know exactly the meaning so they can use translation as a cognitive strategy to understand the context or the general context of the reading comprehension text.T4*
		-sometimes translation can be beneficial to enrich their idiomatic repertoire of the target language.T4
		-They (translation exercises) could be included when sometimes we have cultural

	*meanings or cultural concepts.***T4**
	*-If you are dealing with a text tackling for example cultural heritage of a country and you are to focus on a specific point (…) to highlight the cultural aspects I think it (translation)'s gonna be a golden opportunity.***T5**

Note. This table shows the subthemes and themes resulting from interview analysis regarding research question 6.

As shown in Table 11 above, three major themes were obtained for the sake of answering the last research question *how should translation-related exercises be included in reading comprehension classes?*

- ***A pre and post reading comprehension teaching strategy***

All respondents, without any exception, highlighted the idea that translation exercises should be included in the reading comprehension classes during the pre and post reading stages of the lesson. (T2) strongly argued that:

In the pre-reading stage we always try to clarify or pre-teach the main or the key vocabulary that would block understanding so among the strategies that we use is translation […] so that we can help students read the text effectively.

The same interviewee added that translation-related exercises should be included in the introductory stage of the reading lesson provided that this stage is key to the coming stages stating that "in the pre-reading stage […] it's the main stage I think where translation should be used so that students can understand the text better" (T2).

In the same line, (T3) advocated the idea that translation exercises are to be

incorporated in the pre-reading stage of the reading comprehension lesson. "I think in the pre-reading stage. It's gonna be more useful in the pre-reading stage. Translation exercises will be more useful so that students will understand the lesson easily" (T3). Putting more emphasis on the same point, (T10) went in line with the previous interviewees. The latter stated:

> For me it's pre-reading because that's the beginning. If you just talk in English and start to try to explain everything in English and wait until the post reading stage and try to make it in Arabic it's too late. I think it's better to use it […] in the pre-reading. I mean at first (T10).

In the same context, more interviewees underlined that translation exercises could be made part of the reading comprehension lesson through including them in both the pre and post reading stages. In this regard, (T1) claimed that translation exercises can be a good methodological option stating that "it [translation] could be good for pre-reading tasks and it could also be used in the post reading tasks" (T1). The same claim was made by further interviewees. According to (T5), "translation exercises should be in the last stage […] because it requires rich vocabulary". In harmony with the latter, another interviewee strongly believed that translation should be implemented as "a post-reading when you finish everything" (T9).

- *A short-timed and well-organized exercise*

The second theme as regards how translation-related exercises should be included in reading comprehension classes was labelled *short-timed and well-controlled exercise*. The incorporation of translation exercises was conditionally suggested by interviewees as an activity which should not take much of the teaching time along with being well-controlled by teachers when used in reading comprehension classes. In this

sense, (T1) claimed that teachers may opt for using translation exercises in L2 reading classes but reasonably. This interviewee stated that "it [translation] should be used within a limit. I mean it should not be used more [often], but it should be used in a logical and a more rational way for students" (T1). In line with (T1), (T3) very strongly emphasized the idea of having much control on the use of translation exercises in terms of the time allotted for this type of L1 exercises stating that "the extent should not be free. It should be controlled […] to give them a specific time and not let it like that […]. This should be controlled" (T3). Similarly, (T8) focused on the time to be assigned to translation-related exercises arguing that such exercises should be very small. In the same sense, (T9) went for the same idea believing that only "one or two exercises, which focus on some words from the text not the whole text, should be given" (T9).

- ***A strong necessity for culture-based texts***

For the sake of a further discovery of teachers' views on a pedagogically recommended use of translation-related exercises in reading comprehension classes of beginners, a third theme was generated. Translation-related exercises, in this regard, were deemed as *a necessity for culture-based texts*. In light of this theme, interviewees stressed the necessity of being aware of the cultural differences between L1 and L2 in terms of proverbs, sayings and idiomatic expressions. Accordingly, (T4) claimed that translation exercises can be very beneficial in reading comprehension classes saying that "sometimes we have some proverbs or sayings at the pre-reading stage and they [students] don't know exactly the meaning so they can use translation as a cognitive strategy to understand the general context of the reading text" (T4). The same interviewee added that using translation-related exercises with culture-based reading texts "can be beneficial to enrich their [students'] idiomatic repertoire of the target language" (T4). Hand in hand with this interviewee, (T5) underlined the importance of

176

using translation exercises with culture-based reading comprehension texts. This interviewee saw that "if you are dealing with a text tackling for example [the] cultural heritage of a country and you are to focus on a specific […] cultural aspect I think it [translation] is gonna be a golden opportunity" (T5). Keeping in mind teachers' recommendations about using translation-related exercises in beginners' reading comprehension, it is noted that teachers acclaim the role which L1 can assume in EFL classes in general. In contrast, interviewees' claims also allow us to conclude that only a conditional judicious use of translation exercises can guarantee the benefits of such a strategy for beginners.

5.3. Class observation results

In the previous two subsections, results of the questionnaire and the interviews were presented. Quantitative results about students' reactions and attitudes along with middle school teachers' perceptions and suggestions were displayed. Emphasizing the mixed nature of the present study, the suggestion of including translation-related exercises in reading comprehension classes was accompanied with observing students' reactions and performance during the period of experiencing. Accordingly, the following subsection reports the results of the class observations. It basically sheds light on the procedure of including the exercises and analysis of the notes and remarks which were recorded by the researcher during observation sessions.

For a better understanding of the researched topic and for the sake of getting complementary data to answer the research questions, especially about students' reactions towards the incorporation of translation exercises in reading comprehension classes, 13 classes of participant observation were conducted. After the schools had been closed in Morocco for almost the full school year due to the lockdown which was forced by the Covid-19 pandemic, they were newly opened in October 2020.

177

Consequently, the observation process was carried out from November 2020 to April 2020 in *Allal Ben Abdellah* Junior High school in *Ksar el Kebir*, Northern Morocco. The first class was observed on November 2nd, 2020 while the last one was on April 27th of the same school year. For observation purposes, a sample of 63 students was randomly chosen then a number of translation-related exercises were included in reading comprehension classes alongside other reading tasks. The class observation experience as previously stated was concluded by asking the young learners to fill in a simplified questionnaire about the incorporation of translation exercises in reading classes.

During each class of observation, notes and remarks were carefully recorded. For this purpose, a checklist (Appendix 3) was used. The 63 students constituted two classes. They were all homogenous in the sense that they were all zero beginners as regards learning English as a foreign language. In other words, they were all 13 to 16-year-old students who had never studied English neither as a foreign nor as a second language. The two classes of students had reading comprehension classes wherein a variety of translation-based exercises were deliberately included for observation purposes. The translation activities were based on reading texts assigned in the textbook which is used for this level of middle school education in Morocco while other texts were adapted to the level of students for observation. Meanwhile, it was intentionally meant to incorporate translation-related exercises in the three phases of the reading class, namely pre, while and post reading (Appendix 1).

5.3.1. Inclusion of pre-reading translation-related exercises

To include translation-related exercises in the pre-reading stage, it was seriously taken into account that the exercises should be short in terms of time and adapted to the level of the learners, who were mainly zero beginners. Also, it was kept in mind that the

translation exercises should be linked to the reading texts assigned and get students prepared and involved in the coming tasks in the same classes. For these reasons, students were notified of being introduced to exercises in which their mother tongue would be used. Following this, it was interesting to notice students' feelings of surprise and comfort towards the idea because all the classes they had since the beginning of the school year (October and November, 2020) were exclusively given in L2. While using translation-related exercises in the pre-reading stage, the thing which carefully applied to the other stages later, much attention was paid to making students understand that they would be assigned some translation exercises to do and not study the classes using their L1. With this in mind, the chance of allowing L1 in reading classes was being made important and motivating to the students. Another important aspect related to using L1 as strategy in reading classes was that translation was not set as an objective to be met by the end of the classes. Instead, the translation-related exercises were regarded as a tool not an end.

As shown in appendix 1 (Lesson plan 1, 3, 4) the translation-related exercises which were incorporated in the pre-reading stage were short activities which did not exceed 3 minutes. More importantly, such exercises as displayed in the same lesson plans, all aimed at familiarizing the young learners with vocabulary which was deemed important to put the students in the context of the text, set first steps towards understanding as well as create motivation and a sense of comfort in learners prior to reading a text in L2. Accordingly, the students were simply asked in this stage to *circle*, *rewrite*, *match*, and *tick*. Shortly incorporated in the introductory phase, the correction of the exercises was collectively done. Following the instructions, L1 was allowed on the part of learners only when giving their answers to save their L2 learning time. The following are examples of translation-related tasks which students were assigned before

reading the text.

- *Guess then match the words to their translations.*

- *Circle the correct English words for the Arabic ones.*

- *Give the English words for these words.*

- *How do you say these words/phrases in your language?*

5.3.2. Incorporating while-reading translation exercises

The incorporation of translation-related activities within the while-reading stage as a form of introducing L1 was carefully done. For this purpose, pedagogical requirements for teaching the reading comprehension skill were taken into consideration. Primarily, the incorporated exercises were all designed for the sake of helping students develop their reading skills and sub-skills and not to test their comprehension abilities. Similar to the pre-reading stage, while reading translation-related exercises were short in terms of length and the time allotted. All exercises as presented in Appendix1 were assigned to be done in no more than 4 minutes.

Such exercises targeted specific reading comprehension sub-skills. Hence, beginners were invited to *skim the text*, *read for specific information*, *scan the text for* specific words and *infer* meaning. It was noted that students were keen on doing the translation exercises by making use of their L1 repertoire and trying to use it for building solid understanding of the text. While inserting these exercises, focus was placed on allowing the chance of making advantage of L1 through overcoming anxiety and building enough self-confidence so that they could understand better and perform effectively. Correcting the while-reading translation exercises, whole class and individual corrections were done to ensure understanding without being deeply interested in getting the students to do the exercises perfectly because translating was only a tool not an end. Basically, translation exercises at this stage of the lesson were

uniquely intended to ease the other reading comprehension tasks. However, it was significant to care about students' answers and value their efforts of investing L1 knowledge in comprehension. To target the reading sub-skills through translation-related exercises, these reading tasks were assigned:

- *Read the text to find the translation of the following words.*

- *Read then match the sentences to their translations in the text.*

- *Read the text to tick the best translation of each sentence in the text.*

- *Find in the text the opposites of these words in English.*

5.3.3. Integrating post-reading translation-related exercises

The process of incorporating translation exercises in the post reading-stage was done with the objective of offering another chance for students to achieve further or complete understanding of the text. Also, this strategy was meant to make students have more contact with the text and its components on the level of sentences, expressions and words. To guarantee control of including such exercises during this stage of the reading lesson, tasks were assigned as follow up activities keeping in mind the goal of preparing students for further text-related activities, namely speaking and writing.

Regarding the time devoted to the post-reading translation-related exercises, 10 minutes was the maximum time given that only one activity was included in each class. Referring to appendix 1, variety on the level of mode of work and activities was emphasized. Hence, pair/group work and sight translation were deployed. As another chance for students to wholly understand the text, whole class corrections were done. Besides, it was an opportunity for learners to share their answers, discuss and defend their choices. Accordingly, discussion was allowed thanks to the translation activities at this stage provided that the quality of students' translation productions was not

emphasized at all during the observation. Examples of post-reading translation-related exercises were:

- *Read carefully then put the translation of the text in the correct order.*

- *Choose the best translation of the first paragraph of the text.*

- *Translate the second paragraph into your language.*

- *Complete the translation of the text with the right words.*

- *Check the translation of these sentences from the text.*

It was mentioned above that the observation process was guided by a checklist which contained 12 aspects of observation. Prior to the class observation sessions, the checklist (Appendix 3) was created and reviewed then it was sent to three raters along with the questionnaire and the interview guide for feedback. Based on their comments, some aspects of observation were amended while others were deleted. For analytical reasons, the twelve aspects of observation were categorized into three groups for the generation of themes. The table below displays the categorized aspects and the themes generated.

Table 12

Themes Obtained from Class Observation Remarks.

Observation aspects category	Theme generated
- Students show interest in doing translation exercises. - Students are motivated to do reading comprehension translation exercises. - Students are enthusiastic to share their answers with class.	**Motivation**

• Use of L1 encourages and motivates students to perform better in reading comprehension class.	
• Students show confidence while doing translation exercises.	
• Students use their friends' help to do the exercises.	
• Students resort to their classmates to understand the instructions.	**Self-confidence**
• Students ask for the teacher's help while doing the exercises.	
• Students participate in the lesson.	
• Students are engaged in correcting translation exercises.	**Participation/Performance**
• Students do better in other comprehension exercises.	

Note. This table shows the results/themes obtained from class observation notes' analysis.

As shown in Table 12 above, the aspects which constituted the areas of class observations were thematically combined. This analytical step was executed to generate major themes. As a result, three most important themes were obtained, namely *motivation, self-confidence and participation/performance*. In relation with the six research questions postulated for this research, the three themes are believed to provide conclusions and indications which can support the previously displayed results and help in providing complementary supportive ideas to thoroughly answers the research questions.

- *Motivation*

As a first theme, it was witnessed that during the observation classes students showed a strong level of *motivation*. It was notable that they were strongly interested in doing the translation-related exercises which were included in the reading comprehension classes. Students' motivation was remarked through their readiness to share their answers with the whole class. Besides, a strong feeling of encouragement was unusually noted while and after doing translation exercises. That is, beginners were observed to be motivated to do translation-related exercises as well as the other reading comprehension tasks which were assigned in the same classes.

- *Self-confidence*

The second class observation-related theme was labelled *self-confidence*. Throughout the observation sessions, it was noticed that the level of students' self-confidence while doing translation-related activities along with other exercises assigned for comprehension was quite high. Interestingly, it was observed that they rarely asked for teacher's guidance while doing their tasks. In addition, they hardly resorted to their friends for help so that they could do their tasks or understand the instructions of the reading comprehension activities.

- *Participation/performance*

Analyzing the classroom observation notes, a third theme was generated under the label *participation/performance*. In this sense, it was observed that in all the sessions, wherein students were under observation, the young learners' participation was strong. Students were actively involved in all the classes. Also, it was clearly noted that the young learners were enthusiastically engaged during the correction of the activities where they had the chance to share their productions with the whole class and

comment on their friends' answers. Moreover, it was remarked that students' performance was not only good regarding translation-related exercises but also while doing the other reading comprehension in-class assignments.

6. DISCUSSION

To discuss the findings and conclusions drawn from this study, an independent chapter has been dedicated. In the present chapter, the findings are discussed in the light of the previous studies in the field and related literature. Subsequently, they are discussed in relation with the general and specific objectives to provide answers to this investigation's research questions postulated beforehand. The first two subsections discuss the findings of the first two research questions. They are concerned with students' reactions towards doing translation-related exercises and their attitudes towards the incorporation of such exercises in reading comprehension classes. Subsections 3 and 4 discuss findings about middle school teachers' opinions about using L1 in EFL classes and their perceptions about including translation-based exercises in L2 reading classes. Subsection 5 concerns benefits of including translation-related exercises in reading classes based on teachers' views. This chapter is concluded by a discussion of middle school teachers' methodological views and their pedagogical recommendations concerning a strategic use of translation-related exercises in beginners' reading comprehension classes.

In general, this investigation aims at studying the reintroduction of students' L1 in the EFL classroom. Specifically, it attempts to investigate the effectiveness of incorporating L1 in the form of translation exercises in the EFL classroom through paying special attention to discovering students' and teachers' attitudes towards the topic under investigation. The present study sheds particular light on discovering students' reactions towards doing translation activities alongside their views on the inclusion of translation-related exercises in the teaching of reading comprehension. It also pays special attention to teachers' opinions on incorporating students' L1 in the EFL classroom in the form of translation exercises. The study additionally seeks to

elicit teachers' recommendations about a possible incorporation of translation activities in reading comprehension classes of beginners.

6.1. Students' reactions towards doing translation-related exercises

In the Moroccan context, where the use of translation in EFL classrooms is viewed as undesirable, students' feedback concerning the experience of doing translation-related exercises in reading comprehension classes is regarded as an important aspect of the present study. For the sake of recording beginners' reactions, they were offered the chance to experience such exercises throughout a school year. Simplified short translation-based exercises were included in reading comprehension classes along with other traditionally used reading tasks. Remarks were recorded during each reading comprehension classes intended for observation. Immediately after the period of experiencing the exercises, students' reactions were registered via 7 items of the questionnaire used for the quantitative section of this investigation. Figures (3-9) in the previous chapter show the levels of students' total agreement and disagreement towards the 7 items. For the purpose of discussing the findings related to the first research question, Table 13 below gives a summary of learners' disagreement levels.

Table 13

Students' strong disagreement, disagreement and indifference choices.

Items	Item1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7
Str. Disagreement	1	0	0	1	15	0	6
Disagreement	1	0	2	1	22	6	4
Indifference	1	0	1	6	6	3	2

Note. This table shows levels of students' disagreement and indifference towards doing translation-related exercises in reading comprehension classes.

The numbers provided in Table 13 above, which are deduced from the quantitative analysis of the results, clearly indicate that the percentage of those who did not like doing translation exercises is very low. Statistically, out of the 63 students, only 2 respondents showed disagreement. This said, 95, 23% stated that they liked the idea of doing translation-related exercises which they had during the experiencing period. Noticeably, results of item 2 *translation exercises were useful and interesting* show that a full percentage of 100% of agreement was expressed by the students. The level of students' agreement continued to show high percentages with regards to the third item *translation exercises helped to do other reading comprehension activities*. Accordingly, a percentage of 95, 23 % of the young respondents expressed that doing translation exercises in reading comprehension classes was a source of help for them, especially when doing traditional tasks of reading comprehension. Nearly the same level of agreement was recorded with respect to the fourth item *I performed well while doing translation exercises*. Results showed that only two students disagreed where 87, 30 % of them expressed their agreement. The fifth item *I needed help from classmates while doing translation exercises* showed quite similar results with 58, 73% of the respondents stating their lack of need to classmates' help. Respondents showed high levels of agreement regarding item 6. A percentage of 85, 71 % agreed that their participation was good in reading comprehension classes wherein translation exercises were introduced. Similarly, students' responses to item 7 *I had enough confidence in reading comprehension classes* showed that 80,95% of the respondents strongly agreed on the fact that in reading comprehension classes, where they had translation exercises, their level of self-confidence improved.

Generally, a close look at Table 13 above is enough to conclude that the students' level of disagreement regarding doing translation exercises is very low.

Referring to the high percentages of agreement displayed in the above-mentioned figures (3-9) along with the low scores of disagreement displayed in Table 13, it is inferred that beginners/young respondents have reacted positively towards the experience of doing translation-related exercises in reading comprehension classes. In other words, it is understood from the analytical data mentioned above that translation-based exercises are, in beginners' viewpoint, a preferred or welcomed type of practice to be assigned in reading comprehension classes.

For deeper analysis of the quantitative results, PCA and linear regression were applied and led to a significant finding in this particular part of the study. As shown in Table 7 above, the T-test value (T= -5, 33) is noticeably greater than the tabular value. This allows us to conclude that beginners have a strong desire for integrating their mother tongue, in the form of translation exercises, in the reading comprehension class. Consequently, students' positive stance concluded from the questionnaire results along with the conclusions made from the PCA and regression strongly indicate that using translation in beginners' reading comprehension classes could be a naturally well-liked strategy for learners which might enhance the learning process. These findings about students' attitudes are echoed in the literature. In this regard, Buckmaster (2000) emphasizes the regularity of students' resorting to L1 while learning a foreign language stating that "language learners are natural translators because they map L2 directly on the mother tongue to short cut the process of learning" (p. 1). Accordingly, students' strong proclivity for translation can be explained as being natural, innate and very important for the learning process. This explains students' positive reactions towards doing translation tasks and their correspondingly high levels of agreement. Additionally, beginners' positive feedback after doing translation exercises finds much confirmation in Duff's words. The researcher extols the importance of translation

exercises claiming that "translation is a natural and necessary activity. More so, indeed, than many of the fashionable activities invented for language learners" (Duff, 1989, pp. 6-7). Besides, the young respondents' welcoming stance towards translation exercises is clearly supported by Duff's words when he considers that translation exercises cannot be replaced by newly created types of exercises in FL classes.

Exploring the possibility that translation-related exercises could constitute a natural desire for beginners in reading comprehension classes, this study finds evidence for such a claim in the fact that students tend to incline to using L1 as a problem-solving option when doing language learning tasks. Learners in foreign language classes, especially beginners (as is the case in this study), are expected to rely on their L1 linguistic abilities to build their comprehension in L2. On this basis, making use of translation, as informed by beginners' reactions, can be regarded as effective in the first stages of foreign language learning given that resorting to the mother tongue is a natural reaction. This latter conclusion is compatible with Koppe and Kremer (2007) who stress that "they [students] resort to their translation skills from the very beginning of any process whether their teachers like it or not" (p. 3). Accordingly, beginners' need for translation/L1 must be viewed as an aspect which could be used to benefit learners and the learning process. For this reason, the process of trying to ban or relegate the use of L1 is expected to fail, and shows that the claims against L1 in the previously reviewed research have to be rethought. This said, students' positive attitude towards doing translation tasks in reading comprehension classes supports the impracticality of the marginalization of L1 is supported by Clanfield and Foord (2000) who express their total rejection of any attempt to disregard learners' L1. In plain words, the two researchers argue that "any attempt to eliminate the use of the mother tongue completely from the classroom is likely to be futile" (Clanfield and Foord, 2000, p. 1).

Hence, it is necessary to take advantage of L1 as a resource which can foster the learning of a foreign language.

No less significant is, Upton and Thompson's (2001) work, who carried a study on L1 use in the reading process of Chinese and Japanese ESL learners which, provides support for students' positive stance towards the inclusion of translation-related activities in reading comprehension. The two researchers found that reading was not a monolingual process but an activity in which learners from different levels tend to resort to translation for comprehension (Upton and Thompson, 2001). Therefore, the above-mentioned natural inclination of beginners towards translation use, especially with reading comprehension, could spring from their appreciation for L1 use in foreign language classes as a strategy which helps in building understanding. The same investigation showed that beginners have a consistent tendency to use L1 in all aspects of reading comprehension. Hand in hand with Upton and Thompson's findings, Fernandez (2012) carried out similar work in this area.

The idea that beginners are positive and welcome the idea of doing translation exercises in reading comprehension is paralleled in the findings of Fernandez, who discovered that students, in her study, were unexpectedly positive about translation exercises. Translation, according to her findings, was one of the students' favourite learning strategies (Fernandez, 2012). In light of these findings, beginners' positive attitude for doing translation exercises significantly demonstrates that the calls of banning L1/translation in EFL classes are inappropriate. A total avoidance of students' L1 based on the above findings is pedagogically illogical and goes against learners' natural needs. Provided that the teaching process and the selection of teaching material reflects students' needs in FL classes, the idea of totally banning their L1 seems to violate basic requirements of teaching a foreign language, especially with beginners.

Additional support for these findings can be found in the results of the class observations which accompanied the period of experiencing. Observed for 13 classes, remarks about students' reactions while doing translation-related exercises were recorded and thematically analyzed. Results show that students had a positive experience trying translation exercises in reading comprehension classes. This receptive attitude was reflected in their high level of motivation while doing and correcting the translation tasks which were assigned along with other reading comprehension exercises. In other words, the young students were observed to be enthusiastic in doing and sharing their productions. This runs in the same line with Nolasco and Arthur (1995) who suggest that translation exercises can create desire for communication and encourage students to be creative and contribute their ideas.

The present study pays more attention to learners' attitudes because they are considered to be in the heart of the learning and teaching process. In relation with the first research question, translation-related exercises in reading comprehension classes were well-received and constitute a natural need in beginners' point of view as well as the above-mentioned findings of the previous research and literature. Based on these findings and from a more specific research angle, the present investigation intends to examine students' attitude towards using this type of exercises in the teaching of reading comprehension in general with regard to their experience. As a result, the next subsection casts light on findings related to beginners' attitudes towards investing translation exercises as a teaching strategy in L2 reading classes.

6.2. Students' opinion towards using translation-related exercises in L2 reading classes

Methodologically, getting learners' feedback on doing translation exercises in reading comprehension classes is crucial to ascertaining their overall perception on a

possible inclusion of translation in future reading comprehension classes. For the sake of giving them the chance to build their opinions from a reasonable experimental basis, the young learners were asked to express their opinions through a questionnaire following experiencing translation-related exercises in 13 classes of reading comprehension along the school year. Allowing the young learners to discover translation exercises, a variety of translation-based activities were suggested in the three phases of the reading class. To avoid influencing students' feelings or reactions, this step in the research process necessitated neither discussing nor explaining what the students are about to do.

Analysis of results displayed in the previous chapter about students' opinions revealed that beginners have almost totally agreed on the idea of including translation exercises in the reading comprehension class. This is clearly demonstrated in the percentages displayed in Figures (10-16) in the previous sections. For discussion reasons, the following table summarizes the total percentages of students' agreement towards incorporating translation-related exercises in reading comprehension classes.

Table 14

Percentages of students' total agreement towards incorporating translation exercises in reading comprehension classes

Items	Item8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14
Total agreement	96,8%	93,7%	95%	95,2%	93,7%	88,9	81%

Note. This table shows respondents' total agreement about including translation-related exrcises in L2 reading classes

As regards item 8 *I will like doing translation exercises in reading comprehension classes*, respondents' level of agreement reached the highest percentage

193

at 96, 8% which indicates a very low level of disagreement and indifference. Nearly, the same percentage of agreement was recorded for item 9 *translation exercises in reading comprehension are beneficial to students*. Statistically, 93, 7% of the young respondents saw after trying translation exercises that such exercises are a source of benefit. For item 10, the situation did not differ. Consequently, a percentage of 95% was in favour of the idea that *incorporating translation exercises in reading comprehension is a very good strategy*. Concerning, item 11 *translation exercises help students understand the reading material*, students' degree of agreement was noticeably high reaching a percentage of 95% of answers. Meanwhile, a percentage of 93, 7% agreed that *translation exercises can facilitate other reading comprehension tasks*. Getting their views on their participation in reading comprehension classes, 88% of the young respondents stated that *thanks to doing translation exercises their participation becomes better*. Finally, 81% of the respondents found that *translation exercises increase students' self confidence in reading comprehension classes*.

Within this study, leaners' opinion as an explanatory variable about the use of translation exercises in reading comprehension classes is strongly related to their reactions about doing the same type of exercises. With regards to the results of regression shown in Table 7 above, the coefficients of the two variables (*reactions and opinion*) indicate students' belief about translation exercises. Results suggest that students' performance while doing translation exercises progresses at 1, 96 and 1, 84 in relation with the coefficients of the two variables. Thus, it can be concluded that students hold the view that translation-related exercises help them progress when incorporated as a teaching technique in reading comprehension classes.

Students' viewpoint in the connection between translation-related exercises and a positive increase in their performance, in this respect, goes in line with the findings of

the previous research on the same topic though it was already mentioned that only few studies have targeted reading comprehension in isolation. The idea of using translation exercises in reading comprehension classes is potentially beneficial for it has the ability to decrease the level of anxiety and fear which young learners could have in foreign language classes. That is, translation-related exercises can help in providing a learning atmosphere where beginners are easily and comfortably engaged. In this respect, Buckmaster (2000), Najduchowski (2008) and Swift (2006) all agree in that they contend that permitting the use of translation in FL classes is expected to make students, especially beginners, learn better by containing their fear and providing a less tense atmosphere of learning. What explains and supports students' perception of allowing translation exercises as a technique, which can bring about improvements to their learning more, are Koppe and Kremer's (2007) claims. In this regard, the two researchers stress that:

> Translation can also play a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating meaning depending on the interpretative community and context. Thus, through translation activities, teachers can promote interaction among learners (Koppe and Kremer, 2007, p. 2).

Based on these words, it is understood that the use of translation exercises can be one of the factors which leads to developing students' performance in the EFL class. Such an explicit attitude from Koppe and Kremer shows that beginners' reaction and positive attitude has to be taken into account. The inclusion of translation exercises in reading classes, which is a receptive skill wherein students bring to the text for comprehension, is significant because translation-related exercises can help in checking students' understanding. This idea, as concluded from learners' attitude, advocates the

195

fact that translation exercises are assumed to improve reading comprehension as a receptive skill for beginners. In the same vein, Swift (2006) view is supportive for learners' attitude emphasizing that the use of translation / L1 can be a good technique to check learners' receptive competence.

Investigating students' opinions about translation exercises, it was revealed that beginners view translation activities as a technique which can facilitate comprehension and motivate students to participate actively in reading comprehension classes. Previous studies which paid close attention to students' attitudes similarly found that translation exercises can promote learners' level. Fernandez's (2012) work helps shed light on the topic, concluding that students consider translation exercises motivating. Students also saw, according to her study, that translation can be a tool to facilitate deeper understanding of the reading content.

In the same line, Fernandez Guerra (2014) surveyed Spanish students to get their responses and views about translation exercises in EFL classes. The results of the study showed that students have a positive viewpoint of the process. It was also found that they prefer translation because it makes it easier for them to learn L2 and allows them understand the differences between L1 and L2 (Fernandez Guerra, 2014). In the context of the present study, the findings of Fernandez Guerra are in total harmony with the students' attitudes in this investigation given that it is found that translation-related exercises bring about progress to students' performance in reading comprehension classes. This makes beginners' positive attitude towards incorporating translation-related exercises in reading comprehension, as discussed above, a strong endorsement for more exploration about the position of L1 in EFL classes.

In conclusion, the quantitative part of the present investigation has focused on students as active participants in the teaching/learning process. Discovering their

196

reactions and eliciting their views about the researched topic has been very important in investigating the effectiveness of a possible reintroduction of L1/ translation in the EFL class with a specific interest in reading comprehension classes of beginners. It was revealed from the above-mentioned results along with findings of previous studies in the field that beginners exhibit a strong preference for doing translation-related exercises seeing them as a natural requirement for learning in L2 reading classes. In addition, they agree to a large extent with the idea of incorporating translation exercises in reading comprehension classes as a teaching technique which fosters their performance. These findings provide support and justify the current increasing interest in reintroducing translation in EFL classes. Also, they open the door for discussing EFL teachers' views in the same context.

6.3. Teachers' general opinions about L1 use in EFL classrooms

It was already highlighted in the previous subsections that the present investigation intends to shed light on students' views and reactions along with discovering teachers' perceptions towards the researched topic. This general objective springs from the fact that the attitudes of teachers and students are deemed important to our investigation. In the previous two subsections, students' reactions and views were discussed in relation with the existing literature and results of previous studies in the field. It was found that students appreciate the idea of doing translation exercises in reading comprehension classes. Also, results revealed that students hold a very positive attitude towards including translation-related exercises in the teaching of reading comprehension to beginners in Moroccan middle schools.

Obviously, in the teaching and learning processes teachers are considered highly important contributors. Hence, it is especially significant for this study to know their perspective about the topic under investigation form a general and a specific

perspective. Generally, this study attempts to unveil teachers' stances towards the controversial issue of using students' L1 in EFL classes. Officially, teachers of English in Morocco have pre and in service trainings. Formally, either before starting their careers or during their teaching practice, they are discouraged from adopting translation exercises / L1 in their classes out of respect for the ministerial guidelines specific to the teaching of English as a foreign language in Morocco. Within the present study, the author intended to examine teachers' attitudes about the use of students' L1 in classes of English in middle school where beginners take English as a foreign language for the first time. For the sake of getting to know their standpoints, teachers' answers to the interview questions were thematically analyzed allowing the results presented in the previous chapter. The following subsection discusses Moroccan teachers' general attitudes towards the position and a possible reintroduction of translation exercises/L1 in the EFL classroom in the light of the existing literature and previous research of the same interest.

As displayed in the results chapter above (Table 8), the analysis resulted in the generation of five themes which are considered important to capture teachers' attitudes as well as answering the third research question *how do middle school teachers perceive the use of L1 in the EFL classroom?* In relation with the themes obtained, namely translation as *a constant request*, *a necessity*, *a want*, *a comprehension tool*, *a comforting and engaging technique* it is inferred that even though they are supposed to avoid resorting to translation, middle school teachers of English feel positive about the use of L1 in the EFL class. In other words, in the light of the positive themes obtained from teachers' responses, it is understood that middle school teachers of English have a positive stance towards using L1 in the EFL class. Such a positive standpoint goes hand in hand with the results and findings of investigations which were carried out in the last

two decades in the framework of a wave of studies which has targeted the reconsideration of reusing translation in EFL classrooms. The necessary nature of translation as was specified by teachers finds support in the literature provided that considering translation exercises as *a constant request* and *a necessity* by the interviewees is in line with the view of Nation (2003) who argues that translation can occupy a space in the EFL classroom. Teachers' view, in return, is in support of Nation who sees that there could be another position for translation to be used in the EFL classroom where a balanced approach is adopted (Nation, 2003). Support for Nation's and interviewees' compatible attitudes can be found in one of the very recent studies which emphasizes the necessity of valuing the role of L1 in EFL teaching through finding a room for translation in EFL methodology (Ambele and Watson Todd, 2021).

Additionally, Nation's claim of having a shared ground between L1 and L2 so that translation can be used in EFL classes also demonstrates the necessary nature of translation as it is suggested by the interviewees. Accordingly, Nation's view along with teachers' stance put the idea of banning translation under reconsideration by highlighting the necessity of questioning the widely held view of translation as a harmful strategy in EFL classes. Another standpoint, which backs up teachers' attitude, argues that translation is a necessity which has to be invested rather than refused. Cook (1999) is supportive of teachers' approval towards L1 stating in this regard that "the first language can be a useful element in creating authentic L2 uses rather than something to be shunned at" (p. 185).

Considered as a necessity, translation/L1 use could be understood as inevitable, to a certain extent. In other words, the use of translation is regarded as a process which takes place in learners' minds whether wished or not in foreign language classes. This, in turn, makes it appear necessary as concluded from teachers' answers. Support for

199

teachers' attitude in this context can further be concluded from Cook's (2007) contentions in this regard. The researcher claims that translation is an undeniable necessity and something which learners cannot control. The latter researcher highlights the fact that teachers can do nothing to ban translation because it is important to learners and the learning process as well (Cook, 2007). In the same context, Cook (2007) goes on to insist that "L1 is present in learners' minds, whether the teacher wants it to be there or not. The L2 knowledge being created in them is connected in all sorts of ways with their L1 knowledge" (p. 584).

The positive attitude showed by interviewees towards L1 in EFL classes, demonstrated by the characterizations of the technique as *a want*, a *comprehension tool* and *a comforting and engaging technique* is similarly supported by claims of scholars and findings of previous research. Take for instance Harmer (2001) whose views, in this specific regard, provide more backing for teachers' positive standpoint about L1 use in the EFL class. The researcher argues that switching from students' L1 to L2 is not harmful to the learners. According to him, L1 use / translation can be facilitative and contributes to the success of the learning process (Harmer, 2001).

Teachers' tolerance towards the use of translation in EFL classes springs from the fact that they believe that investing translation as a teaching technique could provide a suitable atmosphere for students, especially beginners who are expected to show anxiety and fear in FL classes. In connection with this, Lewis (2009) conducted research which led him to conclude that the use of translation in the EFL classroom has a calming effect on the learners. The same researcher argues that translation decreases the level of anxiety in beginner learners (Lewis, 2009). Before Lewis, other scholars stressed the need for translation in EFL classrooms. In harmony with his claim and in support of teachers' viewpoint, it was found that translation could be regarded as a tool

which can comfort students because it could decrease the burden of learning a second language (Husain, 1995; Prince, 1996; Baddeley, 1990).

As a necessary teaching tool which can be invested in EFL classes as concluded from the interviewees' responses, support for their claim is strongly found in the facilitative role of translation in the EFL class as has been emphasized in the literature. Research conducted on the same topic in the last 30 years highlights the idea that translation/L1 could be included in FL teaching as it improves comprehension. According to scholars, L1 is deemed important to easing comprehension for learners (Byram and Morgan, 1994; Ellis, 2005; Eskildsen, 2009; Han, 2005; Mouhana, 2010).

Investigating middle school teachers' attitudes towards translation / L1 in the EFL class was one of the general objectives of the present study. The above-mentioned results regarding this point indicate that middle school teachers of English in Morocco are open to the idea of using translation / L1 in the EFL classroom although they are supposed to avoid it in light of the ministerial guidelines by which they have to abide while teaching English to all levels of learners. In light of the themes obtained from the interview responses and in accordance with the previous studies referred to above, it is concluded that teachers generally show a positive inclination towards reintroducing students' L1/ translation in EFL classes as a teaching tool which constitutes a want which can necessarily be beneficial for EFL learners.

6.4. Teachers' opinion about using translation-related exercises in reading comprehension classes

It was logical in the context of this study to pursue teachers' views on the matter at hand in order to shed light on the general aspects of the topic under investigation. For this specific reason, we intended in the previous subsection to discuss the results related to middle school teachers' general views on the use of students' L1 in the EFL

classroom. More specifically, the present subsection is devoted to the discussion of interviewees' opinions about the inclusion of translation exercises in reading comprehension classes of beginners.

Many studies have dealt with the topic of reusing translation in EFL classrooms; however, little has been done to investigate the effect of translation-related activities on the teaching of reading comprehension to beginners knowing that reading is considered as the most stable and durable language skill (Rivers, 1981) and remains one of the basic skills needed for learning a foreign language (Robinson, 1991). Besides, reading comprehension classes are likely to cause some challenge for learners. Generally, L2 students are expected to face difficulties with reading materials to which they are introduced for the first time because of a lack of basic linguistic knowledge (Grabe and Stoller, 2002). With specific regard to L2 beginners, students are likely to lack the necessary vocabulary to comprehend the reading material in the early stages of foreign language learning given that achieving the comprehension of an L2 text is not an easy task (Ling, 2011). Accordingly, this study, as it was already stated, comes to shed light on this specific aspect by placing special focus on the incorporation of translation-related exercises in the teaching of reading comprehension to beginners.

Eliciting teachers' perception on the above-mentioned aspect is one of the specific objectives of the present study. For this purpose, a section of the semi-guided interview adopted for this investigation has been devoted. Analyzing teachers' answers about this point, as shown in the previous chapter (Table 9), three themes were obtained according to which translation-related exercises were considered as *a welcomed teaching strategy, a recommended reading comprehension technique and a source of facilitation*.

Taking into account the analysis of the interview results regarding this aspect of

202

the present investigation, it is inferred that middle school teachers of English have a positive stance towards including translation exercises in the teaching of reading comprehension. It is understood from the three themes mentioned above that the interviewees welcome the idea of incorporating translation exercises in reading comprehension classes as a facilitative teaching technique. The adoption of translation exercises in reading comprehension contexts, as deduced from interviewees' responses, is believed to benefit the teaching of reading comprehension given that students are natural translators.

Additionally, teachers' positive attitude of adopting translation exercises as a teaching strategy for the reading skill finds support in the previous studies and the literature. In this sense, translation exercises were suggested as a strategy which can promote the teaching of reading comprehension by Upton (1997). The latter claims that reading in the second language is not a monolingual process but an event during which L2 learners have unconscious access to their L1 as they read. Upton's (1997) claim provides more support for teachers' attitude of encouraging the inclusion of translation exercises when he stresses that L2 learners resort to translation as a strategy to help them understand the reading material (Upton, 1997).

As a welcomed reading comprehension teaching strategy, teachers in middle school regard translation as a technique which could help in enhancing comprehension in reading tasks. More support for teachers' perception in this specific sense can be found in kern's (1994) research findings. The researcher carried out a study on translation exercises as a strategy in L2 reading comprehension. The same researcher concluded from the results of his study that translation is often used by students to comprehend texts in L2, especially the use of mental translation when they face difficulty in understanding unfamiliar words, expressions or structures (Kern, 1994).

Further support for this finding can be found in prominent scholars' views which highlight the fact that translation has a facilitative role in the context of foreign language classes (Husain, 1995; Prince, 1996; Baddeley, 1990).

Recommending translation exercises as a teaching strategy in reading comprehension classes allows the conclusion that using L1 in the form of exercises can be a source of pedagogical help in reading classes. Leonardi (2009) asserts in this context that translation/L1 activities may provide a guided practice in reading comprehension skill for learners. Also, this scholar sees that translation, as a pedagogical means, can be a valuable teaching aid to integrate the four traditional skills of reading, listening, speaking and writing (Leonardi, 2009).

With reference to teachers' recommendation of translation in reading classes, the inclusion of L1 exercises appears to be beneficial for beginners so that they can have a clear idea of what reading comprehension is. This idea is totally in line with Leonardi (2011) who argues that the incorporation of translation exercises in reading comprehension classes is evidently beneficial to learners. The latter asserts that one of the obvious advantages of incorporating translation as a teaching strategy in the EFL classes can be the improvement of students' perception of reading comprehension (Leonardi, 2011).

The above-mentioned findings, along with the findings and claims presented in the previous research in the same field, indicate that the use of translation-related exercises in reading comprehension for beginners is regarded by middle school teachers of English as a reliable teaching strategy which they recommend. In their view, such exercises are deemed beneficial for beginner level students thanks to their facilitative role in comprehension tasks. Positively perceiving the suggestion of incorporating L1 in reading comprehension classes, translation-related exercises seem to have benefits. In

the next subsection, middle school teacher's views on how translation exercises can benefit students in L2 reading classes are discussed.

6.5. Benefits of using translation-related exercises in reading comprehension classes

In discussing the findings of the interview results against the results and findings of previous research, it is worth mentioning that most of studies in the field have focused on investigating the effects of translation use / L1 on foreign language learning and teaching in general. When specifically done, it is noted that focus in previous research has been mainly placed on the use of translation in the teaching of the four skills as a whole. In other words, few studies have exclusively dealt with the impact of translation activities on the teaching of the four skills in isolation. Results discussed in the previous subsections indicate that teachers of English in Moroccan middle schools hold a positive attitude regarding the incorporation of translation exercises in reading comprehension classes. Such a welcoming stance springs from the fact that the use of translation activities is believed to be useful for learners. With very specific regard to this idea, interviewees were requested to comment on the benefits expected from the inclusion of translation activities while teaching reading comprehension to beginners.

Analysis of interviewees' responses as regards the possible benefits of this teaching practice led to obtaining two major themes which can help in answering the present research question. Using translation as a teaching technique, accordingly, was regarded as *a tool for performance enhancement* and *a source of linguistic enrichment.*

6.5.1. Translation as a source of linguistic enrichment

Regarding translation activities in reading comprehension classes as *a source of linguistic enrichment* by interviewees is an idea which backs up Petrocchi's claims. The

researcher sees that by using translation for reading comprehension purposes teachers can help learners develop and enrich their awareness about learning a foreign language. Such awareness is due to teachers' encouragement for students to pay attention to terminology register, idiomatic expressions and even slang (Petrocchi, 2006). In keeping with teachers' view, Lasagabaster (2013) investigated Colombian teachers' views to find that they hold a positive attitude about translation in that it can be a helpful tool for learners to build their lexicon.

In support of middle school teachers' view on considering translation exercises as a source for linguistic enrichment, Hseih (2006) argues that the use of translation-related exercises in reading comprehension classes can enable students enrich their vocabulary. In 2006, he conducted research on the use of translation in the EFL classroom. The researcher concluded from his study that translation has a facilitative role in reading comprehension and that it helps students develop their vocabulary along with their reading strategies (Hseih, 2006). Taking into account interviewees' view that translation exercises are likely to benefit students on the level of vocabulary finds more support in Hseih (2000). In 2000, the researcher conducted a study which led him to find out that incorporating translation helped students in reading comprehension tasks in addition to making them extend their vocabulary knowledge (Hseih, 2002).

Consistent with the above-mentioned assertions, translation exercises as inferred from teachers' responses are believed to be a rich source of linguistic background for students on different levels due to learners' very close contact with the reading material. To put it differently, the linguistic benefit of enriching learners' vocabulary is likely to result from the close attention which students pay to the reading material while doing translation-related tasks. In this context, the teachers' view is supportive of Mahmoud's (2006) contention that while doing translation exercises, students' attention will be

closely drawn to the reading material on the word, sentence and text level. In line with Mahmoud's point of view, Schäffner (1998) argues that translation-related exercises could be beneficial to learners in the sense that they expand their vocabulary in L2. In accordance with Mahmoud (2006), Van et al. (1984) claim that translation can improve comprehension since it encourages students to read a passage carefully at different levels. That is, approaching the text from different aspects while doing translation exercises is expected to provide students with enough vocabulary to better comprehend the text. In the same way, Prince (1996) stresses the fact that strategic learners can increase their foreign language vocabulary through translation activities.

In light of the above stated findings of previous research in addition to the conclusions made from interviewees' replies, translation exercises in reading comprehension classes can be considered beneficial to students on the level of enriching beginners' linguistic repertoire. Also, translation-related activities are deemed very important to improve beginners' overall performance in other language skills, especially reading comprehension.

6.5.2. Translation as a tool for performance enhancement

Learners in foreign language classes, particularly beginners, are likely to find difficulties in reading comprehension given that achieving the comprehension of a text in L2, as mentioned before, is not an easy task (Ling, 2011). L2 learners are very likely to face difficulties in reading comprehension because of a lack of basic linguistic knowledge (Grabe and Stoller, 2002). This specific characteristic of reading in foreign languages is expected to affect students' performance negatively. With close regard to students' overall performance in L2 reading comprehension classes, translation exercises were perceived *as a tool for performance enhancement* in interviewees' eyes. Such a finding can be supported by the results of previous studies which, as previously

mentioned, mostly dealt with reading comprehension along with the other traditional language skills but not in isolation.

In parallel with teachers' view, Butzkamm and Caldwell (2009) suggest that translation can positively affect learners' performance because it is regarded as the greatest pedagogical resource which can enhance learners' self-confidence and focus on meaning. In agreement with this idea, Husain (1995) concludes that translation can be beneficial for learners' performance. In a study which he carried out on translation use in the teaching of the four skills, he found that translation could intensify learners' confidence and give them the positive feeling of relaxation (Husain, 1995) which, in turn, makes them feel confident enough to perform better. More corroboration for teachers' perception along with the results of previous research about regarding translation exercises as a means to improve learners' performance in reading comprehension can be inferred from Danchev's view. The researcher sees that translation activities not only play a role in solving language complications for the learners, but they also help students perform well through providing effective comprehension of the reading material (Danchev, 1983).

Another idea which shows the positive effect of translation on students' performance in foreign language classes lies in Lewis' (2009) claim about the role of L1 in foreign language reading context. Facing new reading material, beginner learners are expected to grow stressed and experience fear. In this sense, translation exercises are believed to reduce the level of students' anxiety and help them perform better (Lewis, 2009). Generally, the experience of learning a foreign language along with reading are said to cause learners negative feelings and frustrating impressions. For this reason, it was argued that the use of translation in the beginning stages of learning could enhance learners' performance by decreasing students' burden in learning a second language

208

(Husain, 1995; Prince, 1996; Baddely, 1990). Hence, translation exercises in reading comprehension classes could prove to be beneficial for improving students' performance.

Providing more support for teachers' perception and in harmony with the latter contention, Buckmaster (2000), Najduchowski (2008) and Swift (2006) argue that the use of translation might take out the fear of learning and make students' less tense. Decreasing the students' fear towards foreign language learning along with making them feel less worried, as concluded from the afore-mentioned assertions, make translation exercises constitute as a methodological strategy which is likely to have a positive impact on the students' performance, particularly in reading comprehension classes where beginners are supposed to face difficulties with the reading material.

To complement and support the above-mentioned conclusions, analysis of the class observation remarks shows results which go hand in hand with the findings which introduce translation exercises as a tool which enhances learners' performance in reading comprehension classes. It was closely remarked that students performed better during the reading comprehension classes meant for observation. It was observed that the young learners were active participants in class. That is, they were less afraid and showed motivation to contribute and take the initiative to read the texts assigned. It was also noted that students were enthusiastic to give their answers and discuss their friends' suggestions regarding the translation tasks. Besides, learners were observed to perform better in doing the other traditional reading comprehension tasks, namely true/false tasks and answering direct and yes/no questions.

The inclusion of translation exercises in reading comprehension classes, in light of the above-mentioned assertions and the findings resulting from the interview analysis, is believed to benefit learners, especially in middle schools. On one hand,

209

allowing the use of translation-related exercises in reading comprehension classes could provide beginners with the necessary linguistic knowledge to perform the reading process and build the understanding of the reading material. A good comprehension of a text with the help of translation exercises is also believed to enhance learner's performance in reading classes as a whole since translation exercises are expected to provide comfortable atmosphere for foreign language learning. On the other hand, a possible incorporation of translation exercises is supposed to be based on pedagogical requirements which govern the use of L1 in EFL contexts. Accordingly, interviewees in this investigation were invited to comment on how translation can find its way to the teaching of reading comprehension to beginners as a pedagogical tool, not as a goal. That is to say, middle school teachers of English were requested to share their perspectives on the possible methodological and pedagogical conditions which should guide the prospect of including translation-related exercises in reading comprehension classes of beginners.

6.6. Teachers' recommendations about using translation-related exercises in L2 reading classes

The incorporation of translation in foreign language teaching has been a welcome initiative because L1 use is seen as a legitimate pedagogical tool to be reinvested in foreign language classrooms (Widdowson, 1978; Harmer, 1991; Ellis, 1992; Bowen, 1994; Ur, 1996); however, it is worth mentioning in this respect that previous research has provided little methodological guidance on the practical incorporation of this tool. Taking into account the reintroduction of translation in EFL classrooms, it should be noted that research which theorizes about the topic is of great quantity and importance. Most recent studies emphasized the fact that L1 should newly be allowed in FL classes. Significant studies in the field called for the reintroduction of

translation in foreign language classes (Duff, 1994; Beeby, 1996) stressing its facilitative role in foreign language teaching/learning. However, a small number of studies have focused on providing practical ideas leaving a methodological gap on how to apply anew the use of translation / L1 in foreign language classrooms (Atkinson, 1987). Reviewing the literature, it is noted that few studies have been concerned with a practical use of translation which is beyond the frameworks dictated by the GTM in foreign language environments (Duff, 1989; Edge, 1986; Ulrych, 1986; Nastroga, 1988; Urgese, 1989; Eadie, 1999).

The most common pedagogical guidelines related to including L1 in foreign language classes offer general recommendations. It is basically argued that L1 should not be used in the old-fashioned manner of the GTM. Instead, much focus is placed on the fact that translation should not be considered as a goal in itself but as a teaching strategy as clearly concluded from the views of Cook (2001). The latter scholar argues that "translation as a teaching technique is a different matter from translation as a goal of translation teaching" (p. 200). More insights on the way translation should be used have come with the suggestion that translation should primarily be used as a means to benefit the teaching and learning process. Klaudy (2003), for instance, sees that for translation to be included effectively in foreign language classes, it should be treated as a pedagogical tool. In the same respect, Cook (2001) insists that translation can be beneficial to students and a rich source for teachers as long as it is used judiciously in foreign language contexts.

In light of the above-mentioned general guidelines, this investigation tries, as one of its specific objectives, to elicit pedagogical recommendations from teachers of English in middle schools on the use of translation exercises in L2 reading comprehension. For this very reason, a section of the interview was purposefully

designed given that interviewees' recommendations as practitioners in EFL classes are believed to offer practical ideas on a possible methodological incorporation of translation tasks in reading comprehension classes. The analysis of teachers' responses resulted in three main themes. Translation exercises were accordingly recommended to be included as *pre and post-reading teaching strategy*. They were suggested to be *short-timed and well-controlled* along with being strongly proposed for *culture-based reading material*.

6.6.1. Pre/post reading comprehension activity

With regards to suggesting the use of translation exercises in the teaching of reading comprehension to beginners, the analysis of interviewees' responses indicate that translation exercises were preferably recommended in the pre and post-reading stages of the reading lesson. It was claimed by teachers that this stage is very crucial in reading classes and can be challenging for beginners due to lacking linguistic knowledge. This suggestion is compatible with Buckmaster (2000) and Swift (2006). Generally, the two scholars argue that translation-related exercises can be included in the initial phases of the lessons. Backing up interviewees' recommendation, the same theorists explicitly stress that for beginner level classes translation exercises are recommended for many teaching purposes, especially during the initial stages of comprehension classes (Buckmaster, 2000; Swift, 2006). In this regard, Dagilienĕ (2012) is in favour of teachers' view because she similarly sees that translation exercises can be suitable for the introductory phase of the lesson. She believes that translation exercises can be an appropriate strategy to pave the way for the following reading comprehension tasks. She asserts that translation can be used as a warm up activity because it serves the reading material which the students will be working on later (Dagilienĕ, 2012). Backing up the finding of using translation exercises in pre and

post-stages of reading comprehension, it is worth making reference to Duff. As one of the few theorists who delved into the practical side of incorporating translation in foreign language classrooms, Duff contends that translation can be proposed as an activity for production stage in reading comprehension classes. The researcher argues that translation exercises in the post-reading stage can invite speculation and encourage discussion (Duff, 1989).

Consistent with the above-mentioned claims and in relation with the class observation carried out for this investigation, translation exercises were incorporated in the three phases of reading comprehension classes, pre, while and post-reading stages. Hence, it was concluded from the analysis of the observation results that students' level of motivation, self-confidence and overall performance were positively influenced. It was noted that students were highly motivated when doing the while-reading tasks thanks to experiencing translation activities in the pre-reading stage. Additionally, students were observed to be more relaxed in the three phases of the lessons. Remarkably, they were more engaged, especially in post-reading translation tasks. Students had the courage to evaluate and criticize each other's versions of translations and discuss the mistakes based on their understanding of the text. These observatory remarks support the views of Leonardi (2009), who believes that translation exercises allow communication between the teacher and the students by encouraging the learners to discuss "the rights and the wrongs as well as problems related to the translation tasks" (Leonardi, 2009, p. 145).

6.6.2. Short-timed well-controlled activity

More views on a possible methodological incorporation of translation in reading comprehension classes led to the finding that interviewees believe that translation tasks are required to be short and well-controlled. It is accordingly understood that translation

exercises are not supposed to dominate the classes in addition to the fact that they need to be well-planned and used along with other traditional reading comprehension tasks. In this specific regard, teachers' viewpoint is against the opponents of using translation in EFL classrooms in that it will minimize students' exposure to L2 (Dujmovic, 2007). Meanwhile, interviewees' recommendations, in this very specific sense, find support in Duff's claims who asserts that translation activities can be employed to enhance the teaching of the four skills as long as they are properly designed (Duff, 1989). Similarly, Pavón and Ramos (2019) are supportive of the teachers' viewpoint in that short-timed translation-related exercises can be an effective way of including L1 because using it unreasonably is very likely to change the benefits expected from it. In harmony with Duff (1989) and Pavón and Ramos (2019), Popovic (2001) also insists on the fact that preparatory translation activities can be integrated in reading comprehension on condition that they are carefully graded; however, longer pieces of translation need to be done at home.

Another source of support for the idea that translation exercises are recommended to be short, that is, combined with other tasks, is clearly found in Nation's (2003) assertions about incorporating translation exercises in foreign language teaching. The latter researcher calls for a balanced approach wherein translation can have a position. That is, it is necessary to mix translation exercises with other tasks which are traditionally used in the EFL classrooms (Nation, 2003). In this connection, Turnbull (2001) also advocates a simultaneous application of L1 and L2. The latter views admixing L1and L2 as a pedagogical combination in which L1 is a supportive and complementary tool to maximize L2 use (Turnbull, 2001).

Hand in hand with Turnbull's contention, Stern (1992) also recommends that the use of translation exercises alongside L2 has a facilitative nature in the teaching of a

foreign language. Further support for this particular recommendation is clearly stated by Popovic (2001) who argues that translation activities need not be pursued in isolation, but should rather be included in existing courses (Popovic, 2012). In consistency with this claim, Mahmoud (2006) states that "in reading comprehension, translation should be one part of a teacher's methodological repertoire. For reading comprehension […] translation should be combined with multiple choice, true/false, short answers and other test techniques" (p. 33).

Seeking complementary support for the abovementioned findings, results of the class observation sessions are compatible in this regard. The translation tasks used for observation classes were admixed with a variety of existing reading comprehension tasks during all the phases of the classes observed. Such a recommended combination, as suggested by interviewees and previous studies, was observed to have a positive impact on students' performance. Students were remarked to benefit from the translation exercises in the sense that they performed much better regarding the traditional comprehension tasks to which translation was combined. Similarly, this goes in line with the above-mentioned claims of Turnbull (2001) and Mahmoud (2006) who see that combining L1 and L2 can be of great benefit for students along with allowing enough time for them to be exposed to L2 sufficiently.

6.6.3. Culture-based texts reading activity

Language and culture mutually and fervently coexist. That is, they affect each other mutually. Hence, the understanding of language, especially a foreign language shall strongly depend on the understanding of its culture (Armour-Thomas & Gopaul-McNicol, 1998). In addition, the role of culture in ELT is crucial. Scholars and researchers in the field of applied linguistics as well as language teaching have addressed the need of incorporating culture in second language teaching and highlighted

its importance in foreign language learning (Lafayette, 1988; Moorjani & Field, 1988; Patrikis, 1988). Because of these considerations, teachers in second and foreign language contexts are recommended to pay attention to the varieties of cultures. They are also supposed to identify cultural items in teaching practice and apply appropriate teaching strategies to help students to bridge and overcome the cultural gap. In the same sense, Gao (2006) sees that foreign language teachers should be aware of the place of culture and cultural studies in foreign language teaching classrooms. Besides, the same researcher adds that teachers should try to enhance students' cultural competence (Gao, 2006).

As regards language basic skills, among listening and speaking, reading is the skill wherein cultural aspects can be presented for learners. Students with enough cultural familiarity are the ones who are supposed to better build their understanding. Erten & Razı (2009) carried a study for the purpose of investigating the effects of cultural familiarity on reading comprehension. Their study revealed that the absence of students' cultural familiarity will affect students understanding negatively; however, its existence will enhance comprehension of the reading material. It is concluded from the findings of their study that L2 culture-based reading texts are likely to be a source of difficulty and challenge for understanding, especially for beginners who are to lack enough linguistic knowledge and may not have any cultural familiarity at all. With these considerations in mind, the present study introduces translation activities as one way of easing the comprehension of reading material which presents cultural content.

In relation with the findings of the present investigation, a further recommendation obtained from the interviewees' responses introduced translation exercises as a necessity for culture-based reading material. Such texts are believed to cause beginners significant difficulties in comprehension. Results of the interview

analysis indicate that translation-related activities are recommended when teaching reading comprehension texts which provide cultural content. With reference to the previous studies, Halliday (1994) highlights the importance of L1 use in discussions and negotiations. He states that among the classroom purposes which translation can serve is the interpersonal function of allowing the discussion of the cultural values and identities given that these are specific to languages and can constitute a real obstacle for pre-intermediate learners. In this very particular sense, Florez (2000) argues that L1/translation has the potential of containing the fear and frustration which learners may experience with a new language and the cultural content. As one of the few theorists who dealt with this particular aspect, Cook (2001) stresses that translation exercises are likely to be used for a better understanding of cultural aspects of L2. He sees that L1 use may be employed in some cases to understand what social and cultural conventions of L2 expressions display given that the latter are culture specific and likely to bring about difficulties for comprehending a text (Cook, 2001).

In the above subsection, findings on suggesting pedagogical recommendations about the use of translation-related exercises in reading comprehension classes are discussed in relation with the existing research in the field knowing that little practically methodological insights are provided in the literature. It was found that translation exercises are recommended to be included in the pre and post-reading phases of the reading comprehension lessons. Additionally, it was concluded that translation-related exercises need necessarily to be short and well-controlled. That is, they are required to be carefully planned and judiciously incorporated alongside other common comprehension tasks. Besides, translation activities are highly recommended with reading material which presents a cultural content.

7. CONCLUSION

This chapter is dedicated to conclude the thesis as a whole. First, a general conclusion which brings a sense of closure to the research process is provided. Then, the research questions postulated for this investigation are subsequently answered. In the third subsection of this chapter, pedagogical implications of the study are listed, including implications for the ministry of education and foreign language policy makers in Morocco, English language inspectors, middle school English teachers and textbook designers. The fourth subsection presents the limitations of the study and opens more prospects for further studies in the field through suggesting lines for future research.

7.1. General conclusion

The analysis of the mixed data gathered through interviews, questionnaire and class observations resulted in findings which can help in providing answers to the research questions and attaining the general and specific objectives of the present investigation. From a general perspective, the present study aimed at listening to teachers' and students' voices as fundamental contributors to the teaching and learning processes. Hence, it was generally intended to discover the attitudes of teachers of English in Moroccan middle schools towards using students' L1 in EFL classes. Moreover, it attempted, from a more specific angle of research, to elicit beginners' reactions and attitudes towards doing and using translation exercises in reading comprehension classes. In addition, it was intended within this study to discover middle school teachers' pedagogical recommendations for a possible introduction of translation-related exercises in reading comprehension lessons. To carry out the research process, a two-fold research methodology was adopted. For the quantitative section of the study, which concerns capturing beginners' reactions and attitudes, observations of classes wherein translation exercises were assigned in the three phases

of reading comprehension lessons, were conducted. A checklist was used to record observations then a questionnaire was filled in by the students at the end of the observation period. As regards the qualitative part of the study, which concerned teachers of English, 10 teachers who have been teaching beginners in middle schools were interviewed then thematic analysis was applied. For the attainment of the general and specific objectives restated above, six research questions were postulated. In this section, the questions are subsequently answered in the light of the findings of the study alongside those of the previous research.

7.2. Research questions answered

7.2.1. RQ1 What are EFL beginners' reactions towards doing translation-related exercises in reading comprehension classes?

With regards to the first research question, which concerns students' reactions, data analysis indicated that beginners in middle schools have reacted positively to including their own language in the reading comprehension class. The experiment of exposing the young learners to translation-related exercises, to explore their reactions, shows that the suggestion of including L1-related exercises was highly welcomed. Not less importantly, the analysis of the quantitative information, which specifically focused on students' reactions, revealed that the same learners consider translation-related exercises in L2 reading classes as a need to which they can resort either their teachers appreciate it or not (Koppe and Kremer, 2007). More specifically, results in this sense indicate that translation activities constitute a want for beginners who reacted very positively to the exercises during the experimentation period and expressed their appreciation (Fernandez, 2012) and preference (Upton and Thompson, 2001) towards the strategy of incorporating translation-related exercises in reading comprehension classes. Additionally, it was revealed that including such exercises cause the young

learners' level to progress because "translation can […] play a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating meaning depending on the interpretative community and context" (Koppe and Kremer 2007, p. 2), especially on the level of providing a healthy and motivating atmosphere of learning (Buckmaster, 2000; Najduchowski, 2008; Swift, 2006).

7.2.2. RQ2 What are EFL beginners' opinions about using translation-related exercises in reading comprehension classes?

Discovering students' reactions towards experiencing L1-related exercises has been important to investigate their viewpoints about incorporating such exercises in reading comprehension classes. In this context, results revealed that beginners consider such a methodological suggestion as a possible way of allowing students' mother tongue to have a room in foreign language teaching/learning and not exclude it (Clanfield and Foord, 2000). It was also revealed that translation-related exercises are seen as a teaching strategy which will gain students' appreciation when used in a procedural manner (Fernandez, 2012). As such, L1-related exercises were also found to create desire and motivation as well as improve beginners' understanding and provide room for creation (Nolasco and Arthur, 1995; Fernandez, 2012; Koppe and Kremer, 2007).

Additionally, analysis of data allowed the finding that translation-related exercises are regarded as a pedagogical decision which will increase beginners' self-confidence as a feeling which helps students fight fear and anxiety which normally characterizes the process of learning a foreign language, especially in its very first stages (Buckmaster, 2000; Swift, 2006). Besides, using translation-related exercises, in students' viewpoint, was found to ease and improve beginners' level of learning (Fernandez, 2012; Fernandez Guerra, 2014).

7.2.3. RQ3 How do middle school teachers generally perceive the use of L1 in the EFL classroom?

As far as the third research question is concerned, this study found that middle school teachers of English welcome the use of L1 in the form of translation-related exercises regarding the teaching of English as a foreign language stressing the importance of using learners' L1 as a resource which can potentially support and not deter learning (Cook, 2001; Ambele, 2020). Generally, the results showed that teachers of English in Morocco, particularly those who teach beginners, hold a positive attitude towards incorporating translation activities in EFL classrooms although they are supposed not to make use of students' mother tongue in any form. Middle school teachers' positive stance was reflected in their view of considering translation exercises as a source of facilitation which can serve in easing the completion of classroom tasks and retaining newly learned content (Kleyn and Garcia, 2019; Lewis and Baker, 2012; Poza, 2017; Maphalala and Mpofu, 2020; Almusharraf, 2021). Such an attitude springs from the fact that L1-related exercises were thematically and positively regarded by teachers as a *constant request*, a *necessity*, a *want*, a *tool for comprehension*, and a *comforting and engaging* technique on the grounds that L1-related exercises are likely to assist students in learning the target language and its content (Patushenkov et al., 2022).

7.2.4. RQ4 What are middle school teachers' opinions about the incorporation of translation-related exercises in beginners' reading comprehension classes?

For the sake of answering the fourth research question, it is interestingly found that teachers of English in middle schools have a positive attitude towards including translation exercises in the teaching of reading comprehension to beginners. In this

regard, they believe that one of the obvious advantages of incorporating translation as a teaching strategy in the EFL classes can be the improvement of students' perception of reading comprehension (Leonardi, 2011). Such a welcoming attitude on the part of teachers' is clearly concluded from their view of recommending the use of translation exercises as a teaching technique in L2 reading. For the purpose of teaching the reading skill, they consider it as an advisable strategy which can assist beginners in building their understanding while reading by helping them face difficulties in understanding unfamiliar words, expressions or structures (Kern, 1994). In the same regard, it was found that, while welcoming the idea of including translation in reading comprehension, such teachers regard L1-related exercises as a teaching strategy which will benefit learners by facilitating comprehension which is likely to be hard for beginners.

Investigating teachers' and students' opinions at the same time was basically the main general objective of the present study. Analysis of the statistical and qualitative results regarding the research questions (1, 2, 3 and 4) which are related to the above-mentioned general purpose resulted in an interesting finding. Results indicated that beginners have reacted positively to doing translation exercises and showed a positive attitude towards including this kind of tasks in reading comprehension classes. Further analysis of data indicated that such learners hold the view that implementing translation exercises is a teaching strategy which can foster their performance in L2 reading classes. Likewise, the qualitative results of question 3 and 4 showed that teachers of English in public middle schools are generally positive about using students' L1 in EFL classes. Specifically, analysis revealed that they agree to a large extent with the methodological suggestion of including translation-related exercises in reading comprehension classes. Accordingly, the results restated above indicate that there is a strong level of correlation between teachers and students. In terms of attitude, both

teachers and beginners show a shared positive stance towards providing some room for L1 in the form of translation practice. Regarding the inclusion of translation-related exercises in reading comprehension classes, teachers' and students' views are also compatible in that they regard translation exercises as a pedagogical option which can play a role in reading comprehension methodology because it can be beneficial to foreign language learning, particularly for those who are in the beginning stage of learning English as a foreign language.

7.2.5. RQ5 How can translation-related exercises benefit beginners in reading comprehension classes?

With specific regard to the fifth research question, a significant finding suggests that the use of translation-related exercises can be a beneficial teaching strategy in reading comprehension classes. According to the interviewees, translation exercises were found to be of good benefit for beginners through regarding them as a source, for such FL learners/beginners, to enrich and expand their vocabulary (Schäffner, 1998) along with being effective in facilitating comprehension and developing students' reading strategies. In relation with the same research question, results revealed that translation exercises, according to the interviewees, are considered as a tool for performance enhancement. It was found that translation-related exercises can boost beginners' performance in reading comprehension through fostering students' self-confidence (Husain, 1995) and decreasing the feelings of fear, frustration and anxiety which beginners may have in foreign language classrooms in general and particularly in reading comprehension lessons wherein having linguistic knowledge is crucial to understanding the reading material (Lewis, 2009). To attain such learning benefits, a methodological judicious implementation of translation-related exercises is of high significance.

7.2.6. RQ6 How should translation-related exercises be included in reading comprehension?

This study set out, within one of its specific objectives, with the aim of discovering teachers' methodological recommendations regarding the inclusion of translation-related exercises in reading comprehension classes. In this respect, it is necessary to draw attention to the fact that a shortage of research on this point was noticed. The literature shows that few investigations have solely dealt with the practical inclusion of L1 in the teaching of reading comprehension to beginners. Trying to answer the sixth research question and provide methodological suggestions about a possible inclusion of L1-related exercises in reading comprehension classes, results of the study highlight the idea that such exercises can be implemented in L2 reading lessons as long as they are included as a pre-reading teaching strategy to prepare students for the coming reading stages (Buckmaster, 2000; Swift, 2006; Dagilienĕ, 2012). Also, translation-related exercises were found to be suitable for the post-reading/production stage in reading classes. Incorporated in this stage, the above-mentioned exercises can encourage more discussion among students and between the teacher and the learners (Duff, 1989).

Additionally, results revealed that translation exercises are recommended to be short and well-controlled. Simply put, L1-related exercises in L2 reading classes of beginners should not be long and have to be properly designed (Popovic, 2001). For such exercises to be well-controlled, they are suggested to be admixed with existing reading tasks (Stern, 1992; Popovic, 2001; Turnball, 2001; Mahmoud, 2006). Besides, it was found that translation activities are strongly recommended by middle school teachers of English for culture-based texts. With such a reading material, translation-related exercises are believed to have the potential of containing negative feelings which

beginners are likely to have in the beginning stages of learning a foreign language. Such common feelings include fear, frustration and anxiety which learners may experience with a new language and its culture (Florez 2000). As an important component in FL learning, culture may harden the learning process. In light of this, translation-related exercises are found to be of good help for students to understand cultural aspects (Cook, 2001).

7.3. Pedagogical implications

What characterizes the present investigation is the fact that it sheds light on a topic which is related to the field of education and English language teaching methodologies in particular. It is also a sample of applied research because it aimed, based on its findings, at providing guidance and practical ideas on how students' L1 can be newly used in EFL classes differently from the principles of the GTM. In the light of the above-mentioned findings, the use of the mother tongue/translation-related exercises in the teaching of English to beginners has certain pedagogical implications for the essential contributors to the EFL teaching.

Being firmly related to EFL methodology and foreign language policy in Morocco, this research provides certain pedagogical implications for the ministry of education and foreign language policymakers on the grounds that these are in position to decide on the curriculum which is enforced and evaluate the effectiveness of its application in classrooms practices. Other implications are addressed to ELT inspectors who guarantee the implementation of the curriculum and have an important role in improving teacher-trainings and teaching practices. More guidelines are addressed to teachers of English in middle schools and textbook designers. In the following subsections of these chapter, these pedagogical implications flow in the above-mentioned sequence.

7.3.1. Implications for the ministry of education and foreign language policy makers

The present study has confirmed, through students' and teachers' reactions and opinions, the need for rethinking the position of L1 in general and the use of translation-related exercises as regards the teaching of English to beginners in middle schools. Taking into consideration the serious one-language policy adopted in Morocco, the findings of the present investigation imply that policymakers, administrators, inspectors may, in a way or another, want to be tolerant towards allowing the use of L1 in EFL classes in Morocco. On the educational level, authorities or ministry of education may want to review the decision of banning L1 in middle and high school education. They may exceptionally and partially accept the inclusion of translation activities in lower-level curricula (concerning English). Also, the ministry of education is invited to conduct more research as to what extent the one-language policy in Morocco is still effective given that many countries have recently started adopting bilingual methodologies in foreign language teaching. Adding to that, the ministry of education can, in light of the present study's findings, invite experts in bilingual teaching to share their expertise about the latest research in the field. This year (2023), the ministry of education has taken the decision of gradually adding English as a school subject to lower middle school curriculum, including 1st and 2nd year classes (Ministerial note N° 030-23 issued on May 23rd, 2023). This official decision is in line with the pedagogical guidelines of the present investigation. In light of its implications, such a ministerial initiative should also take into account the foreign language policy as a whole and the curriculum in specific. In this context, it will be very appropriate to rethink the absence of an English syllabus which is exclusively specific to middle school education. More importantly, a reconsideration of eliminating L1 from the curriculum should also be

rethought, especially for beginners. As regards teacher training centers in Morocco, the ministry of education is invited to take into account the newest updates of L1 use in EFL teaching. They may exclusively deal with translation as a skill to be developed in learners not as practice to be avoided in beginners' classes. Accordingly, teacher-trainees who are supposed to work in middle schools should be trained on how to include translation-related exercises in their lesson plans based on recent research and beyond the principles of the GTM. That is, teachers should be trained on the ways and appropriate times to make use of translation as a form of L1 (Pavón and Ramos, 2019) At least, teacher-trainees should examine the effectiveness of such exercises during their trainings by themselves in practicums or workshops.

The use of L1 in the teaching of reading comprehension constitutes one of the aspects of bilingual education. To make the maximum benefit from this source, it should be noted that the decision of recommending such exercises does not depend on teachers' personal initiatives and enthusiasm. As agrued by Pavón and Gaustad (2013), bilingual programs in general need to be well-designed and have clear objectives. For this reason, the ministry of education, in light of the findings of the present study, may take the suggestion of systemizing teachers' use of L1 in reading comprehension but it is necessary to base it on a clear pedagogical vision (Pavón and Gaustad, 2013) and the results of such experiments in other contexts.

7.3.2. Implications for English language inspectors

For EFL teachers, to pursue their in-service trainings and stay up-to-date with the latest developments in the field of FL methodology, ELT inspectors, as representatives of the ministry of education whose job is to guarantee the application of the curriculum enforced by the language policy makers, play an important role. In light of the findings of this study, inspectors may encourage guided and well-controlled use

of translation exercises in middle school EFL classes in the light of systematic procedures (Pavón and Ramos, 2019). Given that interviewees recommend L1-related exercises for reading comprehension classes, inspectors may, based on teachers' recommendations, include the use of such exercises in their in-service teacher development training plans including pedagogical days, demo-lessons and seminars where teachers of English should have a say about the position of L1 in EFL classes in the present time. Inspectors may give workshops on how to deal with L1 in beginners' classes. In the same context, demo-lessons wherein L1-related exercises are invested can be organized. Besides, it is necessary to emphasize the idea that inspectors should listen to middle school teachers' views on this issue and report their attitudes about the practicality of maintaining the decision of banning L1 in classes to the authorities. Finally, instead of imposing the decision of marginalizing students' own language they may try the incorporation of translation exercises in some classes of experimentation to look into the pros and cons of resorting to L1 in our days on the grounds that bilingual teaching has been adopted in other contexts.

7.3.3. Implications for middle school teachers

Taking into account the fact that the present study examines the teaching of reading to beginners, its findings have certain implications for teachers. Generally, teachers of English in middle schools may want to consider allowing and encouraging the inclusion of L1 as a teaching strategy in the form of translation exercises in the EFL classroom. They should keep in mind that a well-planned controlled use of L1-related exercises, as found in this investigation, can provide a relaxing and comfortable learning atmosphere for beginners besides offering more methodological solutions for teachers. This specific category of foreign language learners, beginners, finds it challenging to perceive the experience of learning a foreign language. Also, they are supposed to

wonder about the value, role and function of their own language in foreign language classrooms. In light of this, teachers of English in middle schools can consider the option of making use of students' L1 to help young learners feel less anxious about being in a foreign Language class. In addition, L1 can be used in EFL classes for the benefit of learners in beginning levels to satisfy a need. Because such students naturally think in L1 and about it, as stated above, teachers should value the presence of learners' mother tongue in their classes. In this sense, teachers of English in middle schools are invited to find judicious ways of including students' L1 to satisfy one of their students' needs. Moreover, teachers may use translation-related exercises as a way of valuing students' presence in class not to eliminate it.

Practically, the implementation of beginners' L1 in reading comprehension classes can be methodologically done through short translation exercises in the initial stages of the lesson in reading comprehension classes/before reading. Teachers may design short, 2 to 3 minutes, pre-reading translation-related exercises. In a time-saving manner, they can invite students to do matching, circling, crossing, odd-finding translation-related tasks to pre-teach new vocabulary or equip students with ideas about the reading text. Such exercises will prepare learners for the coming stages of the reading comprehension class. Also, it will help in providing necessary linguistic knowledge for building the first steps towards the comprehension of texts since the very beginning of the lesson.

In reading comprehension classes, teachers can make use of translation exercises as a technique which helps them create discussion among students and get them more involved through suggesting answers and discussing each other's mistakes. As a follow up activity, small parts of the reading text may be assigned for in-class translation activities. A recommended way of doing this is assigning sight-translation tasks.

Considering a text on the board or using projection, students take some time to think about rendering it, part of the text, into their own language or L2. Then, they can be invited to share their versions orally for comparison and correction. Allowing such an exercise, students will have the chance to share, compare and discuss the content of the text which can contribute to understanding it more deeply.

Another pedagogical implication for middle school teachers concerns using translation-related exercises concerns admixing L1 and L2 in designing reading comprehension activities at the same time. As a while-reading strategy, this will give the students the opportunity to participate more, be productive and perform better. Teachers can devise short and well-designed translation exercises for the while-reading stage of the reading lessons to boost learners' performance while doing other traditional reading comprehension tasks. Teachers, in this case, may ask students to find synonyms and antonyms in L1 or L2 text while reading the text. Also, they can design exercises in which students will be invited, while reading the text, to check and compare the rendering of only some sentences (1 or 2) which are important to understanding the whole text.

While totally excluding L1, reading comprehension classes are very likely to create fear and anxiety in beginners. Hence, what makes L1-related exercises pedagogically advisable within this study is the fact that teachers, in beginners' classes, can help learners build self-confidence and motivation by telling them that they will make use of their L1 but through translation-related exercises not as mediums of instruction and participation. That is, students should be notified that they will be using their mother tongue just for doing exercises to save L2 learning time. With this in mind, teachers should design short in-class translation tasks which will not dominate the class but will and should necessarily fit the comprehension nature of the lesson along with the

230

other activities. If teachers feel the need for spending more time on translating, longer pieces of translation should be assigned as homework to guarantee students' enough benefit and exposure to L2 in class.

While implementing L1, teachers should have enough control towards translation exercises. They are advised to be cautious about the time allotted for doing and correcting the activities to allow students to benefit from L2 learning time. In this regard, it is very significant to emphasize the fact that teachers are recommended not to resort to using L1 for explaining the lesson/text to the class or exaggerate the use of L1 activities. Instead, they are invited to be careful about including L1 in order not to affect students' exposure to L2 (Pavón and Ramos, 2019). In light of the class observation results and teachers' recommendations obtained from this investigation, a maximum of three short translation-related exercises should be used during the whole reading class. Sticking to this, the use of L1 will be contrary to the GTM where much uncontrolled use of the mother tongue is allowed. Besides, students will have the chance to use L2 as required and take advantage of their L1 judiciously.

From a practical perspective, culture-related reading texts can be of extra difficulty, especially for beginners. Accordingly, middle school teachers of English should keep in mind the characteristics of such type of reading material. This implies that they are recommended, as suggested within this thesis, to make use of translation-related exercises to help students understand the cultural content of the reading material better. Dealing with idioms, fixed expressions and proverbs, as examples of culture-based content, a translation exercise can be a good technique to make students understand instead of using L2 long explanations which can harden comprehension more and more for learners who are still beginners in FL learning.

The incorporation of L1-related exercises normally questions teachers'

231

translation abilities as well as the quality of students' productions during translation tasks. In this specific regard, a significant recommendation should be taken into account. Within the context of this study and the foreign language classes targeted, teachers should not feel intimidated of investing L1. However, special attention should be paid in lesson planning to designing authentic and motivating translation-related exercises which should match the students' level in terms of interest and difficulty. Also, the quality of students' translations should not be seriously emphasized because L1-related exercises should only be invested as a means for comprehension not an end to be achieved. In this connection, teachers should be lenient in giving feedback about students' answers trying to focus more on comprehension not on the quality of translation.

With very specific regard to the findings of this study and taking into account the above-mentioned pedagogical guidelines addressed to the major contributors to the teaching of foreign languages in Morocco, it is noteworthy to state that though teachers of English in Moroccan middle schools are officially urged and convinced to avoid the use of translation in their classes they recognize the role which L1 can play in classes of beginners exclusively. Also, it is apparent that they are ready to use of students' L1 strategically and judiciously for the benefit of their learners and the teaching process as well.

In addition, teachers' viewpoint is significantly supported by findings from students' attitudes which stated their appreciation towards doing translation-related exercises and showed their preference of including such activities in reading comprehension classes. More importantly, findings of the class observation go in line with teachers' and students' points of view in that the use of translation-related exercises can constitute a relevant teaching technique and an appropriate manner of

including students' L1 in EFL classes.

With the above-mentioned considerations in mind, the author's philosophy of seeing things in this respect is strongly based on the fact that it's high time for the ministry of education, especially after the decision of expanding the teaching of English to lower levels in middle schools, and EFL inspectors to free themselves from the dogmatic idea of enforcing monolingual teaching of foreign languages (Butzkamm and Caldwell, 2009). Instead, they should recognize the role of Arabic in learning and teaching foreign languages. Doing this, they will value students' presence, language and culture.

Recommending the use of Arabic, in the context of this investigation, in teaching reading comprehension to beginners, teachers will get rid of the burden of doing their best to avoid L1 use by themselves and ban students from using it. Based on the authors' experience of systematically including translation-related exercises in reading comprehension classes, teachers who consider Arabic as a last resort to which they switch in order to guarantee comprehension or completion of tasks should have a radical shift from considering using L1 as an unintentional moment to a systematized classroom practice which constitutes a part of teachers' lesson plans and targets the achievement of the objectives set for a given lesson. In short, resorting to translation-related exercises, in light of the present study's pedagogical vision, should be systematized rather than being an accidental decision.

7.3.4. Implications for textbook designers

Generally, all textbooks of English used in Moroccan public schools exclude the use of translation tasks totally. As a matter of fact, the two books used in middle schools are no exception. Intentionally, there are no tasks which assign learners to use their mother tongue in any way or from. Accordingly, the findings of the present

investigation entail that textbook-designers in Morocco should find strategic ways to incorporate translation-related exercises, especially in 3rd graders' syllabus. Middle school textbooks' designers may, in a very specific manner, consider including translation-related exercises in reading comprehension sections either as pre, while or post-reading activities. Within the methodological step of offering pictures to consider, videos to watch or questions to answer before asking students to read a given text, designers should also consider suggesting some L1-related exercises to be done prior to embarking on dealing with reading material.

Additionally, translation exercises can be creatively designed alongside common textbook-based learning and teaching tasks to serve the same function of traditional while-reading exercises including true/false, wh-questions, yes/no questions, finding synonyms and antonyms, chart filling and gap-filling. Besides, translation-related exercises can make part of the post-reading activities. With students reaching the final stage of building their over-all understanding and normally assigned to use the text for speaking and writing, translating the text or some part of it can also be designed as it can help more in better integration of skills.

7.4. Limitations and lines for future research

7.4.1. Limitations of the study

During all the stages of the research process, special care was taken to ensure a high level of consistency and objectivity for the sake of establishing a strong sense of credibility of results. This included all the essential fundamentals of research, the creation of data collection tools, the adoption of multiple information gathering instruments, the selection of students for class observation, the creation of translation exercises, the inclusion of translation activities in observation classes and the interviewing process. Suitable data analysis methods were selected then the gathered

data was analyzed thoroughly. Despite these, the present study, as any other investigation, has its own limitations. However, researchers in the same field of study may appreciate some aspects of this research. In other words, findings about the use of translation-related exercises in the EFL context and more specifically in beginners' reading comprehension classes may be appreciated by some researchers and practitioners in the field of EFL methodology. Hence, they may want to try this type of exercises in their teaching practices.

In this study, the author was the only researcher, interviewer, teacher and class observer. Additionally, further research processes including data collection and data analysis were solely carried out by the author. In this sense, it is worth stating that it would have been more objective if other researchers were involved in such processes but this was not possible. However, the supervisor and the author did a lot to ensure a high level of objectivity since the beginning till the very end of the study. Adding to this, three independent raters were involved for the validity of research rubrics. To increase the objectivity of the data collection tools, data collection instruments, namely the interview protocol, the questionnaire and the observation checklist, were sent to three raters who gave feedback prior to validating them. Despite all this, the present investigation cannot be totally objective.

From a very specific research angle, the present study placed focus on investigating teachers and students in middle schools in a urban area in Morocco. This said, as the case with any study, that the present investigation has common limitations related to the participants and context of research. By targeting teachers and students in middle schools, the present study did not include teachers and students from other levels of foreign language teaching and learning, namely teachers and students in Moroccan high schools and universities, students in rural areas in addition to teachers and students

in private schools. This was enforced by the special characteristics of the researched population which exclusively concerned a continuous experience in middle schools. Not less importantly, due to having a short teaching experience in middle schools along with the covid-19 pandemic discouraging circumstances the number of teachers who participated in this study remains limited. Given the small number of interviewees alongside being particularly focused on learners of English in middle schools in a urban area, the results of the present investigation cannot be generalized as a reflection of teachers' and students' attitudes towards the use of L1 as regards the teaching of EFL in Morocco as a whole. Had there been more teachers involved, this may have provided more convincing results.

However, the fact that the present investigation shows common research limitations in terms of participants and context does not deny its potential in the field of English language teaching methodology. This study, within its very specific context, could be used as a guide to investigate this topic in Morocco or any other country wherein the use of L1 is officially still marginalized or banned knowing that teachers of English might disagree with the one language policy adopted in Morocco or elsewhere. Besides, the above-mentioned limitations provide lines of future research which can offer the chance to shedding more light on more aspects which were not approached or less thoroughly examined in this study.

7.4.2. Lines for future research

Teachers' positive attitude towards incorporating L1 in the EFL class in the form of translation activities along with teachers' and students' very welcoming stances of using translation exercises in the teaching of reading comprehension to beginners generally shows that the reconsideration of using L1 in EFL classes should be in the heart of current and future pedagogical research. Also, this study indicated that teachers'

and students' perceptions need to be largely investigated, especially in Morocco.

More specifically, the future lines presented in this section are related to the teaching of EFL in the Moroccan context. The study, within this thesis, targeted teachers of English in Moroccan middle schools. That is, teachers who instruct English as a second foreign language to young beginners. In this case, an interesting line of future research would be to investigate attitudes and perspectives of teachers of English in high schools. It would be interesting to find out the extent to which EFL teachers in such schools agree with the idea of including translation exercises in their classes given that they teach intermediate and post-intermediate students.

Additionally, interviewees in the present study are male and female teachers whose teaching experience exceeds ten years in middle schools. Accordingly, another line of research could be linked to comparative studies in this field. Differently put, it would be interesting to compare views of novice EFL teachers to the perspectives of the experienced ones in the same contexts. This suggestion for a future line of research may lead to fruitful discussion among novice and experienced teachers about the use of L1 in EFL classes.

Much focus in the present study was placed on the possibility of incorporating translation-related exercises as a teaching strategy in reading comprehension classes of beginners. Along a school year, young learners of English were given the chance to experience translation exercises in reading lessons. It would be, then, significant to allow students in high schools to go through the same experience and observe their reactions. It would really be of good interest to discover their attitudes towards incorporating their L1 through translation-related exercises in reading comprehension lessons.

Within this investigation, only teachers of English working in the public sector

were explored. Besides, all the 63 students who were observed and invited to complete the questionnaire belonged to a public middle school. In the private sector in the Moroccan context, the same category of students, beginners, take English as a second foreign language; however, the textbooks used and the content normally differ. In this very specific regard, it would be very motivating to compare teachers' views and attitudes towards making use of L1 in EFL classes in the two contexts. A comparison of teachers' attitudes would draw attention to the similarities and differences which may mark teachers' perspectives regarding the teaching of EFL in the public and private sector in Morocco. This would also provide understanding of the necessity or lack of necessity as regards using L1 in EFL classes in general. Similarly, it would be promising to investigate private school students' attitudes about the topic under investigation.

Within this study, the observation period was in a middle school which is located in a urban area. With this in mind, suggesting the investigation of students' reactions in rural areas remains an interesting line for future research. It would be worth examining beginners' attitudes towards using L1 exercises in EFL classes in middle schools located in villages. Moreover, it would be important to draw a comparison between teachers' perspectives in this specific regard. This would provide an indication as to how the teaching of English as a foreign language to beginners may differ in urban and rural areas.

In the light of the study findings, it is clear that the methodological inclusion of L1 in the form of translation-related exercises in L2 reading comprehension classes can be important in that it may be of good support for young beginners in EFL classes in middle schools in Morocco. In addition, such an innovative suggestion of including students' L1 may encourage teachers of English to try this strategy. Besides, this study

also puts forward a different way of perceiving and using L1 with beginners for the author. However, it should be noted that what has been achieved in this thesis is not the ultimate goal but a starting point of reflection on L1 in EFL teaching. It mainly aims at suggesting new ways of investing students' own language more creatively and effectively. All this is supposed to be carried out beyond the principles of the grammar translation method which have made the use of the mother tongue in FL classes a sin not to be committed.

8. REFERENCES

Ahmed, S. H. A. (2015). Exploring Sudanese secondary schools teachers'
    attitudes towards the use of Arabic language in EFL classroom. *IOSR
    Journal of Humanities and Social Science*, *20*(6), 72–77.

Ahmed, W. (2005). *General teaching methods, planning and educational
    applications*. (2nd ed.). Amman: Dar Al Fikr.

Al-alawi, T. M. (2008). Teachers' beliefs and practices about the use of the L1
    [PDF file]. Retrieved from https://www.academia.edu/2473394/1

Alami, A. (2016). The education reform in Morocco through the emergency plan
    (2009-2012) and its impact on schooling. *International Journal of
    Education, Learning and Development*. *4*(5), 48-76.

Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a
    language problem? In J.C. Alderson, & A.H. Urquhart (Eds.), *Reading in
    a foreign language* (pp. 1-27). New York: Longman.

Al fassi, M. (2004). Reading to learn: Effects of combined strategy instruction
    on high school students. *The Journal of Educational Research*, *97*(4),
    171-185.

Almusharraf, A. (2021). Bridging the gap: Saudi Arabian faculty and learners'
    attitudes towards first language use in EFL classes. *Issues in Educational
    Research, 31*(3), 679-698.

Al-Nofaie, H. (2010). The attitudes of teachers and students towards using
    Arabic in EFL classrooms in Saudi public schools- A case study.
    Novitas-ROYAL, *4*(1), 64-95.

Ambele, E. A. (2020). Variations in language patterns in Cameroon Pidgin
    English. (Unpublished doctoral thesis, King Mongkut's University of

Technology Thonburi, Thailand). Retrieved from

  http://www.iier.org.au/iier32/ambele.pdf

Ambele, E. A. (2022). Supporting English teaching in Thailand by accepting

    translanguaging: Views from Thai university teachers. *Issues in*

    Educational Research, *32*(3), 871-886.

Ambele, E. A., & Boonsuk, Y. (2020). Voices of learners in Thai ELT

    classrooms: A wake up call towards teaching English as a lingua franca.

    Asian Englishes, *23*, 1-17.

 Ambele, E. A., & Watson Todd, R. (2021). Translanguaging in everyday urban

    conversations in Cameroon. *International Journal of the Sociology of*

    Language, *2022*(273), 181-197.

Annandale, K., Bindon, R., Handley, K., Johnston, A., Lockett, L., & Lynch, L.

    (2004). *First steps: Reading map of development.* (2nd ed.). Melbourne:

    Rigby Heinemann.

Anthony, H. M., Pearson, P. D., & Raphael, T. E. (1993). *Reading*

    comprehension: A selected review. Linguistics for teachers. New York:

    McGraw-Hill.

Armour-Thomas, E., & Gopaul-McNicol, S. A. (1998). *Assessing intelligence:*

    Applying a bio-cultural model. California: Sage Publications, INC.

Arnett, K., & Turnbull, M. (2007). Teacher beliefs in second and foreign

    language teaching: A state-of-the-art review. In H. Jay Siskin (Ed.),

    From thought to action: Exploring beliefs and outcomes in the foreign

    language program (pp. 9-24). Boston: Thomson.

Atkinson, D. (1987). The mother tongue in the classroom: A neglected

    resource? *ELT Journal*, *41*(4), 241-247.

Atkinson, D. (1993). *Teaching monolingual classes*. London: Longman.

Atkins, L., & Wallace, S. (2012). *Qualitative research in education*. London:
Sage Publications.

Auerbach, E.R. (1993). Reexamining English only in the ESL
classroom. *TESOL Quarterly*, *27*(1), 9-32.

Baddeley, A. (1990). *Human memory: Theory and practice*. Needham
Heights. MA: Allyn and Bacon.

Baker, C. (1993). *Foundations of bilingual education and bilingualism*.
Clevedon: Multilingual Matters.

Balabakgil, B., & Mede, E. (2016). The use of L1 as a teaching strategy by
native and non-native EFL instructors at a language preparatory program
in Turkey. *Advances in Language and Literary Studies, 7,* 15-35.

Bassey, M. (1999). *Case study research in educational settings*. Buckingham,
Philadelphia: Open University Press.

Beeby-Lonsdale, A. (1996). *Teaching translation from Spanish to English:
Worlds beyond words*. Ottawa: University of Ottawa Press/Les Presses
de l'Université d'Ottawa.

Berg, B. L. (2007). *Qualitative research methods for the social sciences*. (6th
ed). Boston: Pearson Educational Inc.

Berg, B. L., & Howard, L. (2012). *Qualitative research methods for the social
sciences*. (8th ed). Boston: Pearson Educational Inc.

Bernal, M., & Bernal, P. (2020). Using reading to teach English as a foreign
language. *Maskana*, *11*(2), 18-26.

Bezci, E. Ö. (1998). *An investigation of the cognitive reading strategy needs of
the freshman students at Hacettepe University* (Doctoral dissertation,

Bilkent University). Retrieved from

https://www.proquest.com/openview/0538bd45e6520e44293260e63bc33

b15/

Blachowicz, C., & Ogle, D. (2001). *Learning about comprehension from good readers*. New York: Guilford Publications.

Bonyadi, A. (2003). Translation: Back from Siberia [Online]. *Translation Journal, 7*(3). Retrieved from http://accurapid.com/journal/25edu.htm

Bloomfield, L. (1942). *Outline guide for the practical study of foreign languages*. Baltimore: Linguistic Society of America.

Boonsuk, Y., Ambele, E. A., & McKinley, J. (2021). Developing awareness of global Englishes: Moving away from 'native standards' for Thai university ELT. *System*, *99*, 3.

Boran, G. (2010). *Methods and approaches in language teaching in Brief*. Retrieved From

http://w3.gazi.edu.tr/~gboran/Boran%20Yeni%20WebEnglish/eltmethod s.htm

Bowen, T., & Marks, J. (1994). *Inside teaching*. Oxford: Heinemann.

Brar, G.P.S. (2014). Research methodology. *International Journal of Humanities Social Sciences and Education, 1*(8), 63-67.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*, 77-101.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Brooks-Lewis, K. A. (2009). Adult learners' perceptions of the incorporation of their L1 in foreign language teaching and learning. *Applied*

243

Linguistics, *30*(2), 216-235.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Addison Wesley Longman.

Brown, H. D. (2007). *Teaching by principles: an interactive approach to language pedagogy* (3rd ed.). White Plains, NY: Pearson Longman.

Browne, A. (1998). *A practical guide to teaching reading in the early years*. London: Paul Chapman Publishing Ltd.

Bryman, A. (2001). *Social research methods*. New York: Oxford University Press.

Bryman, A. (2008). *Social research methods*. (3rd ed). New York: Oxford University Press Inc.

Bryman, A. (2012). *Social research methods*. (4th ed). New York: Oxford University Press Inc.

Buckmaster, R. (2000). Using L1: What kind of sin? [Online]. *IATEFL Poland Newsletter*, *18*. Retrieved from http://www.iatefl .org.pl/nletter/nletter18/nlet18_2.html

Burlings, R. (1968). Some outlandish proposals for the teaching of foreign languages. *Language Learning*, *17*, 61-75.

Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: Death of a dogma. *Language Learning Journal*, *28*, 29-39.

Butzkamm, W., & Caldwell, J. A. W. (2009). *The bilingual reform: A paradigm shift in foreign language teaching*. Tubingen: Narr.

Byram, M., & Morgan, C. (1994). *Teaching and learning language and culture*.

Clevedon: Multilingual Matters.

Byram, M. (2004). *Routledge encyclopedia of language teaching and learning*.

London and New York: Routledge.

Cameron, L. (2010). *Teaching languages to young learners*. Cambridge, UK:

Cambridge University Press.

Carreres, A. (2006). *Strange bedfellows: Translation and language teaching.*

The teaching of translation into L2 in modern languages degrees; uses

and limitations. Paper presented at the 6th Symposium on Translation,

Terminology and Interpretation in Cuba and Canada. Retrieved from

https://www.academia.edu/27650215/Strange_Bedfellows_Translation_a

nd_Language_teaching

Carrell, P. (1998). Interactive text processing: Implications for ESL/second

language reading classrooms. In P. Carrell, J. Devine & D. Eskey,

(Eds.*), Interactive approaches to second language reading* (pp. 73-92).

Cambridge: Cambridge University Press.

Carroll, K. S., & van den Hoven, M. (2016). Translanguaging within higher

education in the United Arab Emirates. In, C. M. Mazak & K, S.

Carroll. (Eds.), *Translanguaging in higher education: Beyond*

monolingual ideologies. (pp. 141-156). Bristol: Channel View

Publications.

Carroll, T. J. (1970). *Standards for production of reading materials for the blind*

and visually handicapped. Retrieved from

https://files.eric.ed.gov/fulltext/ED056709.pdf

Cartin, R. (2023, August 11). Beyond the page: Exploring the socio-cultural

perspective of Literacy [Web log comment]. Retrieved from

https://www.edpsyched.co.uk/blog/exploring-socio-cultural-perspective-of-literacy.

Catford, J. C. (1965). *A linguistic theory of translation: An essay in applied linguistics*. Oxford: Oxford University Press.

ChalkyPapers. (2022, February 12). *Reading Models for Effective Teaching of Reading*. Retrieved from https://chalkypapers.com/reading-models-for-effective-teaching-of-reading/

Chamot, A., & Kupper, U. (1989). The learning strategies of ESL students, In A. L. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 71-83). Englewood Cliffs, NJ: Prentice-Hall.

Chamot, A. U., & Kupper, L. (1989). Learning Strategies in Foreign Language Instruction, *Foreign Language Annals, 22*, 13-24.

Chellappan, K. (1991). The role of translation in learning English as a second language. *International Journal of Translation*, 3, 61-72.

China Scholarship Council. (2019). *Explanatory research* [Online]. Retrieved from https://www.chinesescholarshipcouncil.com/explanatory-research.html

Chomsky, N. (1959). A review of BF Skinner's verbal behavior. *Language*, *35*(1), 26-58.

Chomsky, N. (1966). *Linguistic theory*. London: Oxford University Press.

Chomsky, N. (2006). *Language and mind*. New York: Cambridge University Press.

Clanfield, L., & Foord, D. (2000). Using L1 in the classroom: In defense of L1 in the classroom, secondary and adults [Online]. *It's for Teachers*, *3*. Retrieved from http://www.hltmag.co.uk/jan03/mart2.htm

Coady, J. (1979). A psycholinguistic model of the ESL reader. In R. Mackay et
al. (Eds.), *Reading in a second language* (pp. 5-12). Rowley,
Massachusetts: Newbury House Publishers.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education.*
(7th ed). London: Routledge.

Connolly, P. (2007). *Qualitative data analysis in education: A critical
introduction using SPSS*. London: Routledge.

Colosi, L. (2006). *Designing an effective questionnaire*. Retrieved
from https://docplayer.net/26024939-Designing-an-effective-
questionnaire.html

Cook, G. (1998). Translation and language teaching. In M. Baker (Ed.).
Routledge encyclopedia of translation studies (pp. 117-120). London
and New York: Routledge.

Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL
quarterly*, *33*(2), 185-209.

Cook, V. (2001). Using the first language in the classroom. *The Canadian
Modern Language Review*, *57*(3), 402-423.

Cook, G. (2007). A thing of the future: Translation in language
learning. *International Journal of Applied Linguistics*, *17*(3), 396-401.

Cook, G. (2010). *Translation in language teaching*. Oxford: Oxford University
Press.

Corder, S. P. (1981). *Error analysis and interlanguage*. London: Oxford
University Press.

Creswell, J. W. (2009). *Research design qualitative, quantitative and mixed
methods approach*. (3rd ed). London: Sage Publication.

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education, Inc.

Dagilienĕ, I. (2012). Translation as a learning method in English language teaching. *Studies about Languages*, (*21*), 124-129.

Danchev, A. (1983). *Translation in the system of foreign languages training*. Paris: Round Table FIT-UNESCO.

Day, R. R. (1994, January). Selecting a passage for the EFL reading class. *English Teaching Forum 32*(1), 20-23.

De Arriba, C. (1996). *Introducción a la traducción pedagógica*. Barcelona: Universidad de Barcelona.

Dechant, E. (1991). *Understanding and teaching reading: An interactive model*. New Jersey: Lawrence Erlbaum.

Decker, S. M. (2007). *Academic literacy instruction*. Portsmouth, NH: RMC research corporation, center on Instruction.

Deller, S., & Rinvolucri, M. (2008). *Using the mother tongue: Making the most of the learner's language*. Delta Publishing

DeMarrais, K., & Lapan, S. (Eds.). (2004). *Foundations for research: Methods of inquiry in education and the social sciences.* Retrieved form https://thenigerianprofessionalaccountant.files.wordpress.com/2013/04/foundations-for-research-methods-of-inquiry-in-education-and-the-social-sciences.pdf

De Vaus, D. A. (1996). *Surveys in social research*. (4th ed). London: University College of London Press.

De Vaus, D. A. (2014). *Surveys in social research*. (6th ed). London: Routledge.

Doyle, L., Brady, A. M., & Byrne, G. (2009). An overview of mixed methods research. *Journal of Research in Nursing, 14*(2), 175-185.

Duff, A. (1989). *Translation*. Oxford: Oxford University Press.

Duff, A. (1994). *Translation: Resource books for teachers*. Oxford: Oxford University Press.

Dujmović, M. (2007). The use of Croatian in the EFL classroom. *Metodički obzori: časopis za odgojno-obrazovnu teoriju i praksu*, *2*(3), 91-101.

Dunsmore, L. (2018, August 21). ESA methodology - What is it and why should you use it in the classroom [Web log comment]? Retrieved from https://www.teflcourse.net/blog/esa-methodology-what-is-it-and-why-should-you-use-it-in-the-classroom-ittt-tefl-blog/

Eadie, J. (1999). A Translation Technique. *ELT Forum 37*(1), 2-9.

Edge, J. (1986). Acquisition disappears in adultery: Interaction in the translation class. *ELT Journal 40*(2), 121-124.

Ellis, N. C. (2008). The dynamics of second language emergence: Cycles of language use, language change, and language acquisition. *The Modern Language Journal*, *92*(2), 232-249.

Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.

Ellis, R. (1992). Learning to communicate in the classroom: A study of two language learners' requests. *Studies in Second Language Acquisition*, *14*(1), 1-23.

Ellis, R. (2005). Principles of instructed language learning. *System*, *33*(2), 209-224.

Elmetwally, E. E. (2012). Students' and teachers' attitudes toward the use of

learners' mother tongue in English language classrooms in UAE public

high schools (MA dissertation, The British University in Dubai, Dubai,

UAE). Retrieved from

https://bspace.buid.ac.ae/bitstream/1234/182/1/90034.pdf

Elwer, A. (2014). *Early predictors of reading comprehension difficulties*.

Linkoping, Sweden: Linkoping University.

Erten, İ. H., & Razi, S. (2009). The effects of cultural familiarity on reading

comprehension. *Reading in a Foreign Language*, *21*(1), 60-77.

Eskey, D. (1998). Holding in the bottom: An interactive approach to the

language problems of second language readers. In P. Carrell, J. Devine,

& D. Eskey, (Eds.), *Interactive approaches to second language reading*

(pp. 93-100).Cambridge: Cambridge University Press.

Eskildsen, S. W. (2009). Constructing another language-Usage-based

linguistics in second language acquisition. *Applied Linguistics*, *30*(3),

335-357.

Evans, D. (1999). A review of PPP [PDF file]. Retrieved from

https://www.birmingham.ac.uk/Documents/college

artslaw/cels/essays/secondlanguage/evanssla.pdf

Fernández Dobao, A. (2012). Collaborative writing tasks in the L2 classroom:

Comparing group, pair, and individual work. *Journal of Second

Language Writing*, *21*, 40-58.

Fernández-Guerra, A. (2014). The usefulness of translation in foreign language

learning: Students' attitudes. *International Journal of English Language

& Translation Studies 2*(1), 153-170.

Florez, M. C. (2000). Native language in the beginning adult ESL classroom: To

use or not to use [PDF file]. Retrieved from

https://files.eric.ed.gov/fulltext/ED442312.pdf

French. F.G. (1966). *Teaching English as an international language*. London: Oxford University Press.

Gao, F. (2006). Language is culture–on intercultural communication. *Journal of Language and Linguistics*, *5*(1), 58-67.

García, O., & Otheguy, R. (2020). Plurilingualism and translanguaging: Commonalities and divergences. *International Journal of Bilingual Education and Bilingualism*, *23*(1), 17-35.

Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course* (3rd ed.). New York and London: Routledge Taylor & Francis Group.

Gattegno, C. (1972). *Teaching foreign languages in schools: The silent way.* (2nd ed). New York: Educational Solutions.

Gattegno, C. (1976). *The common sense of teaching foreign languages*. New York: Educational Solution.

Gattis, V, M. (2018). *Bullied: Coping with workplace bullying*. Irvine, Boca Raton, USA: Dessertation.com.

Gile, D. (1995). *Basic concepts and models for interpreter and translator training*. Amsterdam: John Benjamins.

González-Davies, M. (2020). The multilingual instructor. *ELT Journal*, *74*(2), 226-228.

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, *6*, 126-135.

Goodman, K. (1982). *Language and literacy*. Boston: Routledge & Kegan Paul.

Grabe, W. and Stoller, F. (1997) Reading and vocabulary development in a

second language: A case study In J. Coady, & T. Huckin, (Eds.),

Second language vocabulary acquisition (pp. 98-122). Cambridge:

Cambridge University Press.

Graddol, D., & Boyd-Barrett, O. (Eds.). (1994). *Media texts, authors and*

readers: A reader. Clevedon: Multilingual matters.

Grellet, F. (1984). *Developing reading skills.* Cambridge: Cambridge University

Press.

Hall, G., & Cook, G. (2012). Own-language use in language teaching and

learning: State of the art**.** *Language Teaching***,** *45*(3), 271-308.

Halliday, M. A. K. (1994). Spoken and written modes of meaning. In D. Graddol

& O. Boyd-Barrett (Eds.), *Media texts, authors and readers: A reader*

(pp. 51-73). Clevedon: Multilingual Matters.

Han, S. A. (2005). Good teachers know where to scratch when learners feel

itchy: Korean learners' views of native-speaking teachers of

English. *Australian Journal of Education*, *49*(2), 197-213.

Harmer, J. (1991). *The practice of English language teaching.* London:

Longman.

Harmer, J. (2001). *The practice of English language teaching.* England: Pearson

Education Limited.

Harmer, J. (2007). *The practice of English language teaching.* (4th ed.). Essex:

Pearson and Longman.

Harris, P. (2006). *Reading in the primary school years.* (2nd ed). South

Australia: Hardshell Publishing.

Hawks, Phil. (2001). Making distinctions: A discussion of the mother tongue in

the foreign language classroom. *Hwa Kang Journal of TEFL 7*, 47-55.

Hayes, D.A., & Tierney, R. J. (1982). Developing readers' knowledge through

analogy. *Reading Research Quarterly*, *27*, 256-280.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford:

Oxford University Press.

Hervey, S. G., Higgins, I., & Haywood, L. M. (1995). *Thinking Spanish*

translation: Teachers' handbook. New York: Taylor & Francis US.

Hitchcock, G., & D. Hughes. (1989). *Research and the teacher: A qualitative*

introduction to school-based research. London: Routledge.

Hoepfl, M. (1997). Choosing qualitative research: A primer for technology

education researchers. *Journal of Technology Education*, *9*(1), 47-63.

Hojeij, Z., Dillon, A. M., Perkins, A., & Grey, I. (2019). Selecting high quality

dual language texts for young children in multicultural contexts: A UAE

case. *Issues in Educational Research*, *29*(4), 1201-1222.

Howatt, A. P. R., & Widdowson, H. G. (2004). *A history of English language*

teaching. (2nd ed). Oxford: Oxford University Press.

Howatt, A. P. R., & Richard, S. (2014). The history of teaching English as a

foreign language, from a British and European perspective. *Language &*

History, *57*(1), 75-95.

Hsieh, L. - T. (2000*). The effects of translation on English vocabulary and*

reading learning. Paper presented at the 9th International Symposium on

English Teaching, Taipei, Taiwan, ROC.

Hsieh, E. (2002). Necessary changes in translation ideology. *Studies of*

Translation and Interpretation, *7*, 399-435.

Hughes, A. (2003). *Testing for language teachers*. (2nd ed.). Cambridge:

Cambridge University Press.

Husain, K. (1995). Assessing the role of translation as a learning strategy in
ESL. *International Journal of Translation*, *1*(2), 59-84.

Husain, K. (1996). Translation in the history of language teaching. *International
Journal of Translation*, *8*(1-2), 111-120.

Hymes, D. (1972). On communicative competence. In J, B. Pride, & J.
Holmes, (Eds.), *Sociolinguistics*, (pp. 269-293). Harmondsworth:
Penguin Books.

Jolliffe, I. T., & J. Cadima, J. (2016). Principal component analysis: A review
and recent developments [PDF file]. Retrieved from
https://royalsocietypublishing.org/doi/10.1098/rsta.2015.0202

Johnson, B., & Christensen, L. (2012). *Educational research, qualitative,
quantitative and mixed approach*. (4th ed). California: SAGE
Publication.

Kabir, S.M.S. (2016). *Basic Guidelines for Research*: *An introductory approach
for all disciplines*. Chittagong, Bangladesh: Book Zone Publication.

Kandel, S., Peereman, R., Grosjacques, G., & Fayol, M. (2011). A
psycholinguistic model of reading. *Journal of Experimental Psychology:
Human Perception and Performance, 37*(4), 1310-1322.

Kelly, L. G. (1969). *25 Centuries of language teaching*. Rowley: Newbury
House Publishers.

Kern, R. G. (1994). The role of mental translation in second language
reading. *Studies in Second Language Acquisition*, *16*(4), 441-461.

Kolawole, C. O. O. (2009). The state of reading in selected secondary schools in
Oyo State, Nigeria. *An International Multi-Disciplinary Journal*,

3(1), 388-398.

Koletnik, M. (2012). *The role of translation in the ESL/EFL and ESP*

classroom. Paper presented at the 5th International Conference on The

Importance of Learning Professional Foreign Languages for

Communication between Cultures 2012, Celje, Slovenia.

Koppe, C. T., & Kremer, L. M. S. (2007). Translation in the EFL classroom:

How and what to work. *Curso de Letras*, *15*(15).

Kothari, C.R. (2008). *Research methodology: Methods and techniques*.

Retrieved from https://ccsuniversity.ac.in/bridge-library/pdf/Research-

Methodology-CR-Kothari.pdf

Klaudy, K. (2003). *Languages in translation*. Budapest: Scholastica.

Kleyn, T., & García, O. (2019). Translanguaging as an act of transformation:

Restructuring teaching and learning for emergent bilingual students. *The*

Handbook of TESOL in K-12, 69-82.

Krashen, S. (2004). *The Power of Reading* (2nd ed.). Englewood, CO: Libraries

Unlimited.

Lafayette, R. C. (1988). Integrating the teaching of culture into the foreign

language classroom. In A. J. Singerman (Ed.), *Toward a new integration*

of language and culture (pp. 47-62). Middlebury, VT: Northeast

Conference on the Teaching of Foreign Languages, New York, USA.

Lado, R. (1957). Linguistics across cultures: Applied linguistics for language

teachers [PDF file]. Retrieved from

http://scholar.worldlib.site:8000/upload/202202/15/20220215153857272

3.pdf

Laghmam, M. Z. (2016). The use of mother tongue in Moroccan classes of

English. *Linguistics and Literature Studies, 4*(6), 383-391.

Laličić, A., & Dubravac, V. (2021). The role of reading in English language

classrooms. *MAP Social Sciences*, *1*(1), 24-36.

Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*.

Cambridge: Cambridge University Press.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching.*

(2nd ed.). Oxford and New York: Oxford University Press.

Lasagabaster, D. (2013). The use of the L1 in CLIL classes: The teachers'

perspective. *Latin American Journal of Content and Language Integrated*

Learning, *6*(2), 1-21.

Lavault, E. (1985). *Fonctions de la traduction en didactique des langues:*

Apprendre une langue en apprenant à traduire. Paris: Didier érudition.

Laviosa, S., & Davies, M. G. (Eds.). (2020). *The Routledge handbook of*

translation and education. London: Routledge.

Lavrakas, P. (2008). *Encyclopedia of survey research methods*. Thousand Oaks:

Sage Publications, Inc.

Leedy, P., & Ormrod, J. E. (2014). *Practical research planning and design*.

(10th ed). Edinburgh: Pearson Educational Inc.

Leonardi, V. (2009). Teaching business English through translation. *Journal of*

Universal Language, *10*(1), 139-153.

Leonardi, V. (2010). *The role of pedagogical translation in second language*

acquisition: From theory to practice. Bern: Peter Lang.

Leonardi, V. (2011). Pedagogical translation as a naturally-occuring cognitive

and linguistic activity in foreign language learning. *Sezione di*

Lettere, *6*(1-2), 17-28.

Lewis, M. P. (Ed.) (2009). *Ethnologue: Languages of the world* (16th ed.).

    Dallas, Texas: SIL International.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and

    development from school to street and beyond. *Educational Research*

    and Evaluation, *18*(7), 641-654.

Liao, P. (2006). EFL learners' beliefs about and strategy use of translation in

    English learning. *RELC*, *37*(2), 191-215.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned* (3rd ed).

    Oxford: Oxford University Press.

Lin, C. C. (2008). *Lectures*. Taipei: Tamkang University.

Ling, S. (2011). *Investigating Chinese English majors' use of reading*

    strategies. Sweden: School of Teacher Education Kristianstad University.

Littlewood, W., & Yu, B. (2011). First language and target language in the

    foreign language classroom. *Language Teaching*, *44*(1), 64-77.

Lo, S. W. (2016). *Using translation in L2 classrooms: An empirical study on*

    non-language major students' engagement in class discussions and

    improvement in language usage (Doctoral dissertation, The University of

    Leicester, Leicester, England). Retrieved from

    file:///C:/Users/ACH/Downloads/2016loswphd.pdf

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S.

    (2017). *Descriptive analysis in education: A guide for researchers.*

    (NCEE 2017–4023). Washington, DC: U.S. Department of Education,

    Institute of Education Sciences, National Center for Education

    Evaluation and Regional Assistance.

Loutfi, A. (2020). The status of mother tongues and language policy in

Morocco. *The International Journal of Applied Language Studies and Culture, 3*(2), 3-7.

Luke, A., & Freebody, P. (1999). A Map of possible practices: Further notes on the four resources model. *Practically Primary 4*(2), 5-8.

Mahmoud, A. (2006). Translation and foreign language reading comprehension: A neglected didactic procedure. *English Teaching Forum*, *44*(4), 28-33.

Malmkjær, K. (Ed.). (1998). *Translation and language teaching: Language teaching and translation*. Manchester: St. Jerome Publishing.

Malmkjaer, K. (2010). Language learning and translation, In G. Yves & D. Luc Van (Eds.), *Handbook of translation studies* (pp. 185-190). Amsterdam: John Benjamins.

Mansour, D. (2020). The competency-based approach to English language teaching in Algerian secondary schools: Palpable myths or disheartening realities [PDF file]. Retrieved from http://www.inst.at/trans/23/the-competency-based-approach-to-english-language-teaching-in-algerian-secondary-schools-palpable-myths-or-disheartening-realities/

Maphalala, M. C., & Mpofu, N. (2020). Examining first-year students' experience of being tutored: A South African case study. *Issues in Educational Research*, *30*(3), 1025-1039.

Mbeudeu, D. C. (2017). Introducing translation-based activities in teaching English as a foreign language: A step towards the improvement of learners' accurate use of words and expressions in writing. [Abstract]. *Research in Pedagogy*, *7*(1), 76-89.

McMillan, J. H., & Gogia, L. P. (2017). Data collection in educational research [PDF file]. Retrieved from

https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0087.xml

Menon, T. K. N., & Patel, M. S. (1971). *The teaching of English as a foreign language: Structural approach*. California: Acharya Book Depot.

Ministry of National and Higher Education, Training and Scientific Research. (2009). *Middle school pedagogical guidelines*. Rabat: Directorate of Curriculums. Retrieved from https://drive.google.com/file/d/1XmQodviSbYWNNry3k2MeqgtQl1TmzZOt/view?pli=1

Miles, M., & Huberman, A.M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). London: Sage.

Mitchell, R., & Myles, F. (2004). *Second language learning theories* (2nd ed.). London: Arnold.

Moorjani, A., & Field, T. T. (1988). Semiotic and sociolinguistic paths to understanding culture. In A. J. Singerman, (Ed.), *Toward a new integration of language and culture* (pp. 25-45). Middlebmy, V.T.: Northeast Conference on the Teaching of Foreign Language. New York, USA.

Mouhana, M. (2010). Re-examining the use of L1 in the classroom. Presentation Given at the Department of Linguistics, UAE University. Al-Ain, United Arab Emirates.

Moulton, W. G. (1961). Applied linguistics in the classroom. *PMLA*, *76*(2), 1-6.

Muranoi, H. (2000). Focus on form through interaction enhancement: Integrating formal instruction into a communicative task in EFL classrooms. *Language Learning*, *50*(4), 617-673.

Nadstroga, Z. (1988). A Communicative use of translation in the classroom. *ELT Forum, 30*(4), 12-14.

Najduchowski, P. (2008). *Polish in the EFL classroom*. Paper presented at 17th International IATEFL Poland Conference, Łódź, Poland.

Nation, P. (2003). The role of the first language in foreign language learning [PDF file]. Retrieved from file:///C:/Users/ACH/Downloads/2003-Role-of-L1-Asian-EFL.pdf

Nida, E. A. (1982). *The theory and practice of translation*. Leiden: E.J. Brill.

Nolasco, R., & Arthur, L. (1995). *Large classes*. Hemel Hempstead: Phoenix ELT.

Nordin, M. N., Rashid, M. S., Zubir, S. S. I. S., & Sadjirin, R. (2012). Differences in reading strategies: How ESL learners really read. *Procedia - Social and Behavioral Sciences, 90*, 468-477.

Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Bath: Heinemann.

O'Sullivan, N., & Bruce, A. (2014). *Teaching and learning in competency-based education*. Paper presented at The 5th International Conference on e-Learning (eLearning-2014), Belgrade, Serbia.

Owen, D. (2003). Where's the treason in translation. *Humanising Language Teaching*, *5*(1), 28-33.

Oxford, R. L. (2003, October). *Language learning styles and strategies: An overview*. Oxford: Gala.

Ozek, Y., & Civelek, M. (2006). A study on the use of cognitive reading strategies by ELT students. *The Asian EFL Journal, 14,* 1-26.

Pacek, D. (2003). *Should EFL give up on translation*? Talk given at the 11th

Annual Korea TESOL International Conference, Korea, Seoul.

Palani, K. K. (2012). Promising reading habits are creating literate society. *International Reference Research Journal, 2(1)*, 91-98.

Palmer, H. E. (1917). *The scientific study and teaching of languages*. London: Oxford University Press.

Pastushenkov, D., Camp, C., Zhuchenko, I., & Pavlenko, O. (2021). Shared and different L1 background, L1 use, and peer familiarity as factors in ESL pair interaction. *TESOL Journal, 12*(2), *538*.

Patrikis, P. (1988). Language and culture at the crossroads. In R. C. Williamson (Ed.), *Toward a new integration of language and culture* (pp. 13-24). Middlebury, VT: The Northeast Conference on the Teaching of Foreign Languages. New York, USA.

Pavón, V., & Gaustad, M. (2013). Designing bilingual programmes for higher education in Spain: Organizational, curricular and methodological decisions. *International CLIL Research Journal*, *2*(1), 82-94.

Pavón, V,. & Ramos, M. C. (2019). Describing the use of the L1 in CLIL: Analysing students' L1 communication strategies in classroom interaction. *International Journal of Bilingual Education and Bilingualism*, *22*(1), 35-48.

Pennycook, A. (1994). *The cultural politics of English as an international language*. London & New York: Longman.

Petrocchi, V. (2006). Translation as an aid in teaching English as a second Language [Online]. *Translation Journal*, *10*(4). Retrieved from http://accurapid.com/journal/38teaching.htm

Phillips, J. K. (1985). *Proficiency-based instruction in reading: A teacher*

education module. Sample materials--Chinese (Mandarin), English as a second language (Beginning and Advanced), French, German, Japanese, Russian, Spanish, and Thai. Washington D.C: ERIC Clearinghouse.

Phillipson, R. (2014). *Linguistic imperialism*. Oxford: Oxford University Press.

Piaget, J. (1981). *Intelligence and affectivity: Their relationship during child development*. (Trans & Ed TA Brown & CE Kaegi). Annual Reviews. Retrieved from https://psycnet.apa.org/record/1982-05421-000

Poole, A. (2005). Gender differences in reading strategy use among ESL college students. *Journal of College Reading and Learning, 36*(1), 7-20.

Popovic, R. (2001). The place of translation in language teaching. *Bridges*, *5*, 3-8.

Poza, L. (2017). Translanguaging: Definitions, implications, and further needs in burgeoning inquiry. *Berkeley Review of Education, 6(2),* 101-128.

Prince, P. (1996). Second language vocabulary learning: The role of context versus translation as a function of proficiency. *The Modern Language Journal*, *80*, 478-493.

Rahman, M. M., Islam, M. S., Hasan, M. K., & Singh, M. K. M. (2021). English medium instruction: Beliefs and attitudes of university lecturers in Bangladesh and Malaysia. *Issues in Educational Research, 31*(4)*, 1213-1230.*

Rambe, S. (2019). Total physical response. *English Journal for Teaching and Learning*, *7*(1), 45-58.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching* .Cambridge: Cambridge University Press.

Richards, J. C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching* (2nd ed). Cambridge: Cambridge University Press.

Rivers, W.M. (1981). *Teaching foreign-language skills*. Chicago: University of Chicago Press.

Robson, C. (2002). *Real world research: A resource for social scientists and practitioner-researchers*. (2nd ed). Oxford: Blackwell Publishing Ltd.

Robinson, D. (1997). *What is translation? Centrifugal theories, critical interventions* (No. 4). Kent: Kent State University Press.

Robinson, P. (1991). *ESP today: A practitioner's guide*. Hertfordshire: Prentice Hall.

Ross, N. J. (2000). Interference and intervention: Using translation in the EFL classroom. *Modern English Teacher*, *9*(3), 61-66.

Khodabakhsh, M. R., Sadeghi, B., & Bakhshi, H. (2013). The effects of translation activities on reading comprehension of Iranian EFL students. *International Journal of Language Learning and Applied Linguistics World*, *3*(4), 243-253.

Salataci, R. (2002). Possible effects of strategy instruction on L1 and L2 reading. *Reading in a Foreign Language*, *14*(1), 1-17.

Saricoban, A. (2002). Reading strategies of successful readers through the three phase approach. *The Reading Matrix*, *2*(3), 1-16.

Schäffner, C. (1998). Qualification for professional translators. Translation in language teaching versus teaching translation. In K. Malmkjær (Ed.), *Translation and language teaching* (pp. 117-134). Manchester: St. Jerome publishing.

Scott, W. A., & Lisbeth, H. Y. (1992). *Teaching English to children*. London:

Longman.

Setiyadi, A. B., Sukirlan, M., & Mahpul, M. (2018). *Teaching language
skills: Preparing materials and selecting techniques*. Graha Ilmu:
Yogyakarta.

Sewell, P. (1996). Hidden merits of the translation classroom. In M. Fay (Ed.),
Learning from languages. Preston: Trans Lang/University of Central
Lancashire.

Shorten, A., & Smith, J. (2017). Mixed methods research: Expanding the
evidence base. *Evidence-Based Nursing*, *20*(3), 74-75.

Siegle, D. (2015). *Introduction to correlation research* [PowerPoint slides].
Retrieved from https://researchbasics.education.uconn.edu/correlation/

Smith, F. (1978). *Reading.* Cambridge: Cambridge University Press.

Soto, G. L. F. (2021). The use of PDP framework by using video, audio, and text
to enhance 9th B graders' listening comprehension in English classes at
Complejo Educativo Católico Juan xxiii in 2020 (BA dissertation, The
University of El Salvador, Santa Ana, El Salvador). Retrieved from
https://ri.ues.edu.sv/id/eprint/25169/1/

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, California:
Sage.

Stern, H.H. (1992). *Issues and options in language teaching*. Oxford: Oxford
University Press.

Sweet, H. (1900). *The practical study of languages: A guide for teachers and
learners*. New York: H. Holt and Company.

Swift, S. (2006). Using the L1 in the EFL classroom. An ELT notebook
(Online). Retrieved from http://eltnotebook.blogspot.com/2006/11/using-

l1-in-efl -classroom.html

Tirira, C. E. M. (2013). ECRIF in the English classroom: Students' perceptions

   regarding its implementation (MA dissertation, Pontificia Universidad

   Católica del Ecuador, Ibarra, Ecuador). Retrieved from

   https://www.ecrif.com/uploads/3/1/6/3/3163972/ernesto_santos_thesis_e

   crif.pdf

Titford, C. (1985). *Translation: A post-communicative activity*. In C. Titford &

   A. E. Hieke (Eds.), *Translation in foreign language teaching and testing*

   (pp. 73-86). Tübingen: Narr.

Trawinski, M. (2005). *An outline of second language acquisition theories*.

   Krakow: WydawnictwoNaukoweAkademiiPedagogiznej.

Turnbull, M. (2001).There is a role for the L1 in second and foreign language

   teaching, but…. *Canadian Modern Language Review*, *57*(4), 531-540.

Van Els, T., Bongaerts, T., Extra, G., Van Os, C., & Janssen-van Dieten, A. (1984).

   Applied linguistics and the learning and teaching of foreign languages.

   London: Edward Arnold.

Varaprasad, C. (1997). Some classroom strategies: Developing critical literacy

   awareness. *English Teaching Forum*, *35*(3), 24-29.

Vermes, A. (2010). Translation in foreign language teaching: A brief overview

   of pros and cons. *Eger Journal of English Studies*, (*10)*, 83-93.

Von Meidinger, J. F. F., & Stahl, J. G. (1783). *Die Richtigkeit der Verwandlung*

   derer Metalle aus der wahrhaften Begebenheit welche sich im Jahr 1761

   auf der kürfurstl. trierischen Münzstatt zu Koblenz mit einem Adepten

   Namens Georg Stahl zugetragen hat. AF Böhme. Retrieved from

   https://archive.org/details/b28766623/page/16/mode/2up?view=theater

Wahyuni, T. (2012). The effectiveness of using observe-hypothesize-experiment (OHE) as a teaching method to improve the students' mastery in language functions to the eighth-grade students of SMP n 33 purworejo in the academic year 2011/ 2012 [Online]. *Journal of English Language Education*, *1*(1). Retrieved from http://ejournal.umpwr.ac.id/index.php/scripta/article/view/178

Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.

Walsh, M. (2011). *Multimodal literacy: Researching classroom practice*. Sydney: Primary English Teachers' Association of Australia (PETAA).

Wei, L. (2018) Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9-30.

Widdowson, H. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

Widdowson, H. G. (2003). *Defining issues in English language teaching*. Oxford: Oxford University Press.

Williams, R. (1986). Top ten principles for teaching reading. *ELT Journal*, *40*(1), 42-45.

Willis, C. N. S. (2008). *Children's understanding of teaching and learning: Links between knowledge and practice*. California: Berkeley ProQuest Dissertations Publishing.

Willis, D. and Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.

Willis, J. (1981). *Teaching English through English*. Harlow: Longman.

Winch, G., Johnston, R., March, P. Ljungdahl, L., & Holliday, M. (2006). *Literacy: Reading, writing and children's literature.* (3rd ed.). South

Melbourne: Oxford University Press.

Witte, A., Harden, T., & Ramos de Oliveira Harden, A. (Eds.) (2009).

Translation in second language learning and teaching. New York: Peter

Lang.

Wringe, C. (1989). *The effective teaching of modern languages*. Harlow and

New York: Longman.

Yan, T. (2017). Close reading: The historical trends and application to English

learners. *TexTESOL IV - Spring*, *33*(1), 38-41.

Yin, R. K. (2009). *Case study research design and methods*. (4th ed). London:

Sage.

Yin, R. K. (2013). *Case study research design and methods*. London: Sage.

9. APPENDICES

9.1. Appendix.1 Lesson plans of translation-based reading exercises

9.1.1. Lesson plan sample. 1

Allal Ben Abdellah Middle School	2020-2021
Level: 3rd grade	Class: Reading comprehension Time: 30 minutes

OBJECTIVES: By the end of the class students will be able to:

- read for specific information.

- skim and scan the text for specific linguistic items.

- follow a sample to produce a short personal letter.

The text:

26, Edward Street

palm Square

Liverpool

Dear Mouna,

Hello!

My name is Lisa. My family name is frost. I am 12 years old. The name of my school is Shakespeare secondary. My city is Liverpool. It is very nice. My favourite subject is geography and my favourite sport is tennis. What about yours? What are your favourites?

Best wishes,

Lisa,

Time	Stages	Mode of work and material
2 minutes 3 minutes	**PRE-READING** **Task 1: Underline the right Arabic word for the following English words** | **Street**	قرية حي شارع
Square	حديقة ساحة مسجد
Receiver	مستقبل عالم حاسوب
Sender	رسالة علم مرسل | **Task 2: Answer the pre-reading questions orally** What is the text? How do you know? Who is the sender?	**Students' textbook** **And notebooks** **White Board** **T-S** **S-T**
6 minutes 4 minutes	**WHILE-READING** **Task 1: Read the text then write true or false. Justify from the text** Lisa lives in England. Lisa is a student. Lisa likes football. **Task 2:Find in the text the English words for**	**Students' textbook and notebooks** **White Board**

جميلة جدا	....
ثانوية	....
مدينة	....
اجمل المتمنيات	....

Task 3: answer these questions from the text

How old is Lisa?

Where is Lisa from?

Does she go to primary school?

POST-READING

Task 1: Read the text well then put the translation in the correct order

ماذا عن مادتك ورياضتك المفضلة-......

اسمي ليزا واسمي العائلي فروست-......

تعجبني الجغرافيا ورياضتي المفضلة كرة المضرب-......

مدينتي هي ليفربول انها جميلة جدا-......

Task 2: Use Lisa's letter to write a letter to her

KEY:

PRE-READING

Task 1:

Street	قرية حي <u>شارع</u>
Square	<u>حديقة</u> ساحة مسجد

Students'

textbook

And

notebooks

White

Board

T-S

S-T

Receiver	مُستَقبِل عالم حاسوب
Sender	رسالة علم مُرسِل

Task 2: Answer the pre-reading questions orally

What is the text? *It is a letter*

How do you know? *There is an address, sender and receiver*

Who is the sender? *She is Lisa*

WHILE-READING

Task 1: Read the text then write true or false. Justify from the text

Lisa lives in England. *False. She lives in Liverpool*

Lisa is a student. *True*

Lisa likes football. *False. She likes tennis.*

Task 2:Find in the text the English words for

Very nice	جميلة جدا
Secondary	ثانوية
City	مدينة
Best wishes	اجمل المتمنيات

Task 3: answer these questions from the text

How old is Lisa? *She is 12*.

Where is Lisa from? *She is from England*

Does she go to primary school? *No. She goes to a secondary school.*

POST-READING

Task 1

-4 **ماذا عن مادتك ورياضتك المفضلة**

-1 **اسمي ليزا واسمي العائلي فروست**

-3 **تعجبني الجغرافيا ورياضتي المفضلة كرة المضرب**

-2 **مدينتي هي ليفربول انها جميلة جدا**

Task 2:

Students will write different versions based on their personal information

9.1.2. Lesson plan sample.2

Allal Ben Abdellah Middle School	2020-2021
Level: 3rd grade	Class: Reading comprehension Time: 30 minutes

OBJECTIVES: By the end of the class students will be able to: • read for specific information. • scan the text for specific linguistic items. • speak about eating habits.

The text:

Jude is from London. He lives with his small family, a father and one sister. For breakfast, he has toast and cheese and coffee. For lunch, Jude eats a sandwich or chips and drinks juice. He likes orange juice. <u>For dinner, Jude and his father prepare pasta because they like it very much. Before he sleeps, Jude drinks a cup of tea.</u>

Time	Stages	Mode of work and material
5 minutes	**PRE-READING** **Task 1: Brainstorm food and drink items**	**White Board** **T-S** **S-T**

4 minutes	**WHILE-READING** **Task 1: Tick the right translation of the underlined part of the text** | في العشاء يحضر جود واخته لمع نات انهما يحبانه وقبل النوم يشرب فنجان قهوة	
في العشاء يحضر جود و ابيه المعجنات لانهما يحبانها وقبل النوم يشرب كاسا من الشاي	
في العشاء يحضر جود و ابيه المعجنات لانهما يحبانها جدا وقبل النوم يشرب جود فنجان قهوة			
5 minutes	**Task 2: Write true or false then correct the false statements from the text** Jude is English. He drinks tea for lunch. Jude and his sister cook pasta for dinner.	
5 minutes	**Task 3: Read the text carefully then complete the translation of the first part of the text with the right Arabic word** | يعيش جود في لندن مع اسرته الصغيرة المكونة من ابيه و .... خلال وجبة الفطور يتناول جود الخبز المحمص مع .... و القهوة وفي الغذاء شطيرة او .... ويشرب العصير فهو يحب ....…………			
4 minutes	**POST -READING** **Task 1: Read the text and the translations above then complete**	

274

فطور	…………	Sandwich	………
………	**Dinner**	………	فنجان
………	**يحب**	………	المعجنات

7 minutes

Task 2: Speaking

Rely on the exercises above to speak about your eating habits

---

KEY:

WHILE-READING

Task 1:

في العشاء يحضر جود واخته المعجنات لانهما يحبانها وقبل النوم يشرب فنجان قهوة	
في العشاء يحضر جود و ابيه المعجنات لانهما يحبانها وقبل النوم يشرب كاسا من الشاي	✖
في العشاء يحضر جود و ابيه المعجنات لانهما يحبانها جدا وقبل النوم يشرب جود فنجان قهوة	

Task 2:

Jude is English. *True. He is from London*.

He drinks tea for lunch. *False. He drinks juice*.

Jude and his sister cook pasta for dinner. *False. Jude cooks pasta with his father.*

Task 3:

Students' notebooks and White Board

T-S

S-T

يعيش جود في لندن مع اسرته الصغيرة المكونة من ابيه و....... اختَه....... خلال

وجبة الفطور يتناول جود الخبز المحمص مع ......الجبن....... و القهوة وفي

الغذاء شطيرة او ....البطاطس المقلية ويشرب العصير فهو يحب

...............عصير البرتقال................

POST-READING

Task 1:

فطور	Breakfast	**Sandwich**	شطيرة
عشاء	**Dinner**	cup	فنجان
Likes	يحب	pasta	المعجنات

Task 2:

Students will speak about what they eat and drink for the three

meals using the verbs eat, drink, like, dislike

9.1.3. Lesson plan sample.3

Allal Ben Abdellah Middle School	2020-2021
Level: 3rd grade	Class: Reading comprehension Time: 30 minutes

OBJECTIVES: By the end of the class students will be able to:

- read for specific information

- skim and scan the text for specific linguistic items

The text:

I am Ahmed. My house is a small villa out of the city. There are two bedrooms, one for me and my brother and of course one for my parents. We eat in the kitchen because it is very big. I like my mom's cooking a lot. There are three living rooms. One is for the guests, so I never use it. We have got a big bathroom with a toilet. I like having showers there after playing football. Also there is a big garden with flowers and trees. I like my house a lot but my favorite place is my room. There, I sleep, relax, eat, drink, play and do many other things.

Time	Stages	Mode of work and material
4 minutes	**PRE-READING** **Task 1: Invite students to describe a picture about rooms in**	Students'

277

3 minutes	**the house.** **Task 2: Rewrite the English sentences based on the Arabic translations** يعيش جمال في شقة بمدينة الرباط Jamal/ in/ an apartment/ lives/ Rabat/ in: ………………………………………………… بيت احلام امل عبارة عن فيلا بمراكش a villa/ Amal's/ in/ dream house/ is/ Marrakesh: ……………………………………………..	notebooks White Board T-S S-T
6 minutes 4 minutes	**WHILE-READING** **Task 1: Read the text then answer with yes or no.** Does Ahmed live in a flat? Are there two living rooms in his house? Does Ahmed like football? **Task 2: Scan the text for the opposites of the Arabic words** 	Arabic words	English opposites from the text	 |---|---| 	صغير	…………………	 	لايحب	…………………	 	يستيقظ	…………………	 	قبل	…………………		Handout And White Board T-S S-T T-S S-T

3 minutes	**Task 3: Complete the sentences with the write words from the text** • In the garden there are …………… and …………… • Ahmed ……………….. plays or eats in the guest room.	
10 minutes	**POST-READING** **Check the translation of the part in italics then work with your partner to rewrite it correctly.** منزلي عبارة عن شقة صغيرة داخل المدينة. هناك ثلاث غرف نوم. واحدة لي واخرى لأخي والثالثة لوالدي طبعا. ناكل في الحديقة لأنها كبيرة كما انني احب طبخ امي. لدينا ثلاث غرف معيشة واحدة للضيوف لا استخدمها ابدا كما ان هناك حمام صغير جدا ليس به مرحاض. --- **KEY :** **PRE-READING** **Task 2:** يعيش جمال في شقة بمدينة الرباط Jamal/ in/ an apartment/ lives/ Rabat/ in: *Jamal lives in an apartment in Rabat* بيت احلام امل عبارة عن فيلا بمراكش a villa/ Amal's/ in/ dream house/ is/ Marrakesh: *Amal's dream house is a villa in Marrakesh*	Handout and White Board T-S S-T

WHILE-READING

Task 1:

Does Ahmed live in a flat? *Yes*.

Are there two living rooms in his house? *No*.

Does Ahmed like football? *Yes*.

Task 2:

Arabic words	English opposites from the text
صغير	*Big*
لايحب	*Likes*
يستيقظ	*Sleep*
قبل	*After*

Task 3:

In the garden there are *flowers* and *trees*

- Ahmed *never* plays or eats in the guest room.

POST-READING

Check the translation of the part in italics then work with your partner to rewrite it correctly.

منزلي عبارة عن شقة صغيرة داخل المدينة. هناك ثلاث غرف نوم. واحدة لي واخرى لأخي والثالثة لوالدي طبعا. ناكل في الحديقة لأنها كبيرة كما انني احب طبخ امي. لدينا ثلاث غرف معيشة واحدة للضيوف لا استخدمها ابدا كما ان هناك حمام صغير جدا ليس به مرحاض.

منزلي عبارة عن فيلا صغيرة خارج المدينة. هناك غرفتي نوم. واحدة لي و

| | اخي الثانية لوالدي طبعا. ناكل في المطبخ لأنه كبير جدا كما انني احب طبخ امي. لدينا ثلاث غرف معيشة واحدة للضيوف لا استخدمها ابدا كما ان هناك حمام كبير جدا به مرحاض. | |

9.1.4. Lesson plan sample.4

Allal Ben Abdellah Middle School	2020-2021
Level: 3rd grade	Class: Reading comprehension Time: 30 minutes

OBJECTIVES: By the end of the class students will be able to:

- read and extract specific information

- scan the text for synonyms

The text:

I am Linda. On Sundays **I** sometimes go to the cinema with my friends but I watch film in my house, too. I like watching movies about scientific discoveries on national geographic channel or on YouTube. I also like scary movies, but I sometimes can't sleep at night. My sister is totally different. **She** likes films based on love stories. She is very emotional. My two little brothers Jad and amine watch cartoons every morning **they** love them, especially Sponge Bob.

Time	Stages	Mode of work and material
3 minutes 3	**PRE-READING** **Task 1: Brainstorm students' favourite films.** What's the name of your favourite movie? **Task 2: Match each film type with the right definition in**	**Handout** **And**

	Arabic	White Board
minutes	Science-fiction, Romantic, Action, Horror, Cartoon, Documentary	T-S S-T

Film type	Arabic definition
……………	يعرض مشاهد مخيفة ومرعبة
……………	يحبه الاطفال كثيرا
……………	يعرض مشاهد القتال و فنون الحرب
……………	مبني على قصص عاطفية
……………	يعرض البحوث الاكتشافات العلمية
……………	احداثه غير واقعية ويغلب عليها الخيال

WHILE-READING

Task 1: Say true/false then correct these statements from the text

Linda goes to the cinema on Fridays with her friends.

She dislikes documentaries.

Linda has one sister and two brothers.

Task 2: Find in the text the English translation to these Arabic sentences

…………………	تعجبني الأفلام المثيرة للخوف
…………………	انها شخص عاطفي جدا

Task 3: Find in the text synonyms to:

- Horror=………………… ;   - Like very much = ………………

(Right column markings: Handout and White Board — T-S S-T — T-S S-T)

2 minutes	**Task 4: What do the words in bold refer to** She: ……………………… ; They: ………………………	
9 minutes	**POST-READING** **Task 1:Whole class sight translation activity** **Task 2: Homework (Write the final translated version at home)** **KEY:** **PRE-READING** **Task 2:** Science-fiction, Romantic, Action, Horror, Cartoon, Documentary <table><tr><th>Film type</th><th>Arabic definition</th></tr><tr><td>*Horror*</td><td>يعرض مشاهد مخيفة ومرعبة</td></tr><tr><td>*Cartoon*</td><td>يحبه الاطفال كثيرا</td></tr><tr><td>*Action*</td><td>يعرض مشاهد القتال و فنون الحرب</td></tr><tr><td>*Romantic*</td><td>مبني على قصص عاطفية</td></tr><tr><td>*Documentary*</td><td>يعرض البحوث الاكتشافات العلمية</td></tr><tr><td>*Science fiction*</td><td>احداثه غير واقعية ويغلب عليها الخيال</td></tr></table> **WHILE-READING** **Task 1:** Linda goes to the cinema on Fridays with her friends.	**T-S** **S-T**

False. She goes on Sundays.

She dislikes documentaries. *True*

Linda has one sister and two brothers. *False. She has two*

brothers

Task 2:

I also like scary movies	تعجبني الأفلام المثيرة للخوف
She is very emotional	انها شخص عاطفي جدا

Task 3:

- Horror= *Scary*   ;   - Like very much = *Love*

Task 4:

- **She:** *sister* ;   **- They:** brothers

POST-READING

Task 1: *Students, prompted by the teacher, give the*

Arabic version of the text.

9.2. Appendix. 2 Teaching material and activities

9.2.1. Examples of reading comprehension texts

Text 1:

Taken from students' text book (Focus, p.13)

26, Edward Street

Palm Square

Liverpool

Dear Mouna,

Hello!

My name is Lisa. My family name is frost. I am 12 years old. The name of my school is Shakespeare secondary. My city is Liverpool. It is very nice. My favourite subject is geography and my favourite sport is tennis. What about yours? What are your favourites?

Best wishes,

Lisa,

Text 2:

Adapted to students' level and textbook content (Unit 4 'Food and Drink', p. 39)

Jude is from London. He lives with his small family, a father and one sister. For breakfast, he has toast and cheese and coffee. For lunch, Jude eats a sandwich or chips and drinks juice. He likes orange juice. For dinner, Jude and his father prepare pasta because they like it very much. Before he sleeps, Jude drinks a cup of tea.

Text 3:

Adapted to students' level and textbook content (Unit 5 'House', p. 50)

I am Ahmed. My house is a small villa out of the city. There are two bedrooms, one for me and my brother and of course one for my parents. We eat in the kitchen because it is very big. I like my mom's cooking a lot. There are three living rooms. One is for the guests, so I never use it. We have got a big bathroom with a toilet. I like having showers there after playing football. Also there is a big garden with flowers and trees. I like my house a lot but my favorite place is my room. There, I sleep, relax, eat, drink, play and do many other things.

Text 4:

Adapted to students' level and textbook content (Unit 7 'Entertainment', p. 50)

*I am Linda. On Sundays **I** sometimes go to the cinema with my friends but I watch film in my house, too. I like watching movies about scientific discoveries on national geographic channel or on YouTube. I also like scary movies, but I sometimes can't sleep at night. My sister is totally different. **She** likes films based on love stories. She is very emotional. My two little brothers Jad and amine watch cartoons every morning **they** love them, especially Sponge Bob.*

9.2.2. Examples of translation-related activities

Translation-related pre-reading activities

Underline the right Arabic word for the following English words

Street	قرية حي شارع
Square	حديقة ساحة مسجد
Receiver	مستقبل عالم حاسوب
Sender	رسالة علم مرسل

Rewrite the English sentences based on the Arabic translations

يعيش جمال في شقة بمدينة الرباط
Jamal/ in/ an apartment/ lives/ Rabat/ in:
……………………………………………………

بيت احلام امل عبارة عن فيلا بمراكش
a villa/ Amal's/ in/ dream house/ is/ Marrakesh:
……………………………………………..

Match each film type with the right definition in Arabic

Science-fiction, Romantic, Action, Horror, Cartoon, Documentary

Film type	Arabic definition
……………	يعرض مشاهد مخيفة ومرعبة
……………	يحبه الاطفال كثيرا
……………	يعرض مشاهد القتال و فنون الحرب
……………	مبني على قصص عاطفية

288

....	يعرض البحوث الاكتشافات العلمية
....	احداثه غير واقعية ويغلب عليها الخيال

Translation-related while-reading activities

Find in the text the English words for:

…………………………..	جميلة جدا
………………………….	ثانوية
………………………….	مدينة
………………………….	اجمل المتمنيات

Tick the right translation of the underlined part of the text

في العشاء يحضر جود واخته   لمعجنات لانهما يحبانها وقبل النوم يشرب فنجان قهوة
في العشاء يحضر جود و ابيه المعجنات لانهما يحبانها وقبل النوم يشرب كاسا من الشاي
في العشاء يحضر جود و ابيه المعجنات لانهما يحبانها جدا وقبل النوم يشرب جود فنجان قهوة

Read the text carefully then complete the translation of the first part of the text with the right Arabic word

يعيش جود في لندن مع اسرته الصغيرة المكونة من ابيه و ……….. خلال وجبة الفطور يتناول جود الخبز المحمص مع …………. و القهوة وفي الغذاء شطيرة او ………. …………. ويشرب العصير فهو يحب ……………….…………..

Scan the text for the opposites of the Arabic words

Arabic words	English opposites from the text
صغير	…………………
لا يحب	…………………
يستيقظ	…………………
قبل	…………………

Find in the text the English translation to these Arabic sentences

……………………………………	تعجبني الأفلام المثيرة للخوف
…………………………………...	انها شخص عاطفي جدا

Translation-related post-reading activities

Read the text well then put the translation in the correct order

ماذا عن مادتك ورياضتك المفضلة-……

اسمي ليزا واسمي العائلي فروست-……

تعجبني الجغرافيا ورياضتي المفضلة كرة المضرب-……

مدينتي هي ليفربول انها جميلة جدا-……

Read the text and the translations above then complete the following table

فطور	…………	Sandwich	………
………	Dinner	………	فنجان
………	يحب	………	المعجنات

Check the translation of the part in italics then work with your partner to rewrite it correctly.

منزلي عبارة عن شقة صغيرة داخل المدينة. هناك ثلاث غرف نوم. واحدة لي واخرى

290

<div dir="rtl">

لأخي والثالثة لوالدي طبعا. ناكل في الحديقة لأنها كبيرة كما انني احب طبخ امي. لدينا

ثلاث غرف معيشة واحدة للضيوف لا استخدمها ابدا كما ان هناك حمام صغير جدا ليس

به مرحاض.

</div>

Whole class sight-translation activity

I am Linda. On Sundays, **I** sometimes go to the cinema with my friends but I watch film in my house, too. I like watching movies about scientific discoveries on national geographic channel or on YouTube. I also like scary movies, but I sometimes can't sleep at night. My sister is totally different. **She** likes films based on love stories. She is very emotional. My two little brothers Jad and amine watch cartoons every morning **they** love them, especially Sponge Bob.

Homework (Write the final translated version at home)

<div dir="rtl">

لأخي والثالثة لوالدي طبعا. ناكل في الحديقة لأنها كبيرة كما انني احب طبخ امي. لدينا

ثلاث غرف معيشة واحدة للضيوف لا استخدمها ابدا كما ان هناك حمام صغير جدا ليس

به مرحاض.

</div>

9.3. Appendix.3 : Class observation checklist

Aspects observed	Weak	Ok	Strong	Comments
1. Students show interest in doing translation exercises.				
2. Students are motivated to do reading comprehension translation exercises.				
3. Students show confidence while doing translation exercises.				
4. Students are enthusiastic to share their answers with class				
5. Students ask for the teacher's help while doing the exercises.				
6. Students participate in the lesson.				
7. Students use their friends' help to do the exercises.				
8. Students are engaged in correcting translation exercises.				
9. Students resort to their classmates to understand the instructions.				
10. Students do better in other comprehension exercises.				
11. Use of L1 encourages and motivates students to perform better in reading comprehension class.				

12. Use of students' mother tongue optimises the teaching of reading comprehension to beginners.	293			

9.4. Appendix. 4 Semi-structured questionnaire

QUESTIONNAIRE

This questionnaire aims at investigating students' reactions and their viewpoints towards the use of translation exercises in the teaching of reading comprehension to beginner learners in the EFL classroom. You are kindly requested to fill in the questionnaire. Your contribution is essential to the completion of this study.

Respondent's profile

1. SCHOOL: …………………………….……………….

2. AGE: □ 13 □ 14 □ 15 □ 16 □ 17

3. SEX: □ Male □ Female

Please indicate how far you agree with the following aspects related to the use of translation exercises in the teaching of reading comprehension to beginners.

Note: Numbers from 1 to 5 are used to show your extent of agreement as follows:

1= Total disagreement

2= Disagreement

3= Indifferent

4= Agreement

5= Total agreement

Section one: The experience of doing translation activities

Aspects	Total disagreement	disagreement	Indifferent	Agreement	Full Agreement
1.I liked to do translation exercises in reading comprehension class.	1	2	3	4	5
2.The translation exercises were useful and interesting.	1	2	3	4	5
3.The exercises helped with me to do other reading comprehension activities.	1	2	3	4	5
4.I performed well while doing translation exercises.	1	2	3	4	5
5.I needed help from classmates while doing the translation exercises.	1	2	3	4	5
6.My participation was good in the reading comprehension class.	1	2	3	4	5
7.I had enough confidence in					

the reading comprehension class;	1	2	3	4	5

Section two: Inclusion of translation exercises in reading comprehension classes

Aspects	Total disagreement	disagreement	Indifferent	Agreement	Full Agreement
1. I will like doing translation exercises in the coming reading comprehension classes.	1	2	3	4	5
2.Translation exercises in reading comprehension classes are beneficial to students.	1	2	3	4	5
3.Incorporating translation exercises in reading comprehension classes is a very good strategy.	1	2	3	4	5
4. Translation exercises help					

students understand the reading material well.	1	2	3	4	5
5. Translation exercises can facilitate doing other reading comprehension tasks.	1	2	3	4	5
6. My participation in reading comprehension classes becomes better thanks to doing translation exercises.	1	2	3	4	5
7. Translation exercises increase students' self-confidence in reading comprehension classes.	1	2	3	4	5

9.5. Appendix. 5 : Semi-structured questionnaire (translated version)

<div dir="rtl">

الشق الأول: تجربة القيام بأنشطة او تمارين الترجمة

موافق بشدة	موافق	غير مهتم	غير موافق	غير موافق بشدة	المظاهر
5	4	3	2	1	1- أحببت انجاز تمارين الترجمة في حصة القراءة.
5	4	3	2	1	2- كانت تمارين الترجمة مفيدة وممتعة.
5	4	3	2	1	3- ساعدتني التمارين في القيام بأنشطة القراءة الأخرى.
5	4	3	2	1	4- كان أدائي جيدًا أثناء انجاز تمارين الترجمة.
					5-احتجت إلى

</div>

مساعدة من زملائي في الفصل أثناء القيام بتمارين الترجمة.	1	2	3	4	5
6ـكانت مشاركتي جيدة في حصة القراءة.	1	2	3	4	5
7ـكانت لدي ثقة كافية في حصة القراءة.	1	2	3	4	5

الشق الثاني: إدراج تمارين الترجمة في فصول القراءة

المظاهر	غير موافق بشدة	غير موافق	غير مهتم	موافق	موافق بشدة
1. أرغب في القيام بتمارين الترجمة في فصول القراءة القادمة	1	2	3	4	5
2ـ تمارين الترجمة في فصول القراءة مفيدة للمتعلمين.	1	2	3	4	5
3ـ يعتبر دمج تمارين الترجمة في فصول الفهم المقروء استراتيجية جيدة للغاية.	1	2	3	4	5
4ـ تساعد تمارين الترجمة المتعلمين على الفهم الجيد في	1	2	3	4	5

حصة القراءة.					
5- تسهل تمارين الترجمة انجاز تمارين القراءة الأخرى.	1	2	3	4	5
6- أصبحت مشاركتي في فصول القراءة أفضل بفضل القيام بتمارين الترجمة.	1	2	3	4	5
7- تمارين الترجمة تزيد من ثقة المتعلمين بأنفسهم في فصول القراءة.	1	2	3	4	5

9.6. Appendix .6: Interview question-guide

The opening:

My name is Abdellah Badda. I am a teacher of English. I am doing a research which investigates a topic firmly related to the teaching of English as foreign language and I thought it would be very useful to this study to interview you. First, let me briefly put you in the general context of this study. This research investigates the use of translation exercises in the EFL classroom. More specifically, it throws light on the incorporation of translation exercises in the teaching of reading comprehension to beginner learners in Moroccan middle schools. Accordingly, I would like to ask you questions related to the topic of the study. Your participation is deemed very significant to deeply investigate the topic.

The body:

Let us start this interview by asking you questions about the first point.

Questions about translation in the EFL classroom

1. Do your students ask for translations in your class?
2. When was the last time you provided translations which your students asked for?
3. Why did students ask for translating words?
4. How do they react to providing translations in class?
5. In which class or type of lesson do you notice students' need for translations?
6. How do you see students' need for translations in your classes?

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension

1. How do your students deal with reading comprehension tasks in your class?

2. Do they find difficulties in doing the tasks you assign for reading?

3. What type of difficulties do they face?

4. How do you try to ease the tasks for them?

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes

1. Have you ever tried translation exercises while teaching reading comprehension to beginners?
   - If yes: What type of exercises did you assign?
   - During which phase of the lesson did you use the translation exercises?
   - If no: Why not?

2. How will students react to doing translation exercises in reading comprehension class?

3. During which stage of the reading comprehension class can translation exercises be used?

4. To what extent can translation activities benefit students in reading comprehension lessons?

5. How should translation exercises be included in reading comprehension classes?

6. Is there anything you think would be helpful in investigating the topic of this research?

The closing:

I appreciate the time you took for this interview. Your participation in this interview is regarded very significant and your answers will provide quality data for the investigation

9.7. Appendix.7: Interview Transcriptions

9.7.1. Transcription.1

AGE: 42

SEX: ✖ Male ☐ Female

EDUCATIONAL BACKGROUND

✖ BA

☐ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐   Less than 1 year

☐ 1-10 years

✖   11-20 years

☐ 21-30 years

☐   Over 30 years

- ***Questions about translation in the EFL classroom.***

Do your students ask for translations in your class?

> *"Well. I think that my students all the time ask for translations from English language into their mother tongue and I think this would be important for them for their understanding of the English language."*

When was the last time you provided translations which your students asked for?

> *"Honestly speaking just its almost every time I work with my students, I use translation. I have to translate some difficult words from English into Arabic."*

Why did students ask for translating words?

> *"Well. it's mainly for more understanding for insight of the English*

language."

How do they react to providing translations in class?

"They like it very much I mean they find. They feel at ease when translating words from English into their language. They feel more comfortable."

In which class or type of lesson do you notice students' need for translations?

"Mainly in reading comprehension and when introducing vocabulary."

How do you see students' need for translations in your classes?

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

> *"I should say that that most of my students find it difficult to deal with reading comprehension, especially when they are faced to difficult texts."*

Do they find difficulties in doing the tasks you assign for reading?

> *"Sure. They find real difficulties, especially in sentence completion and answering direct questions."*

What type of difficulties do they face?

> *"I should say that they face problem in first of all understanding the text. Second, to understand the questions and the meaning of questions."*

How do you try to ease the tasks for them?

> *"By doing a variety of tasks, so I try to move from difficult tasks*

306

to easy tasks like giving synonyms and antonyms to ensure that

my students understand the text fully."

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

"Honestly speaking I have never tried this before but I think it would

be a great idea to try this kind of... for me it would be a new method

in teaching English via using translation that would be great, I

think."

If yes: What type of exercises did you assign?

During which phase of the lesson did you use the translation exercises?

If no: Why not?

How will students react to doing translation exercises in reading comprehension class?

"I think students will like this idea of using translation because

Translation will give them a chance to understand more and more."

During which stage of the reading comprehension class can translation exercises be used?

"Alright. So, I think it would...it would be good for all stages, I think.

It could be good for pre reading tasks and it could also be used in

post reading tasks.so I think it depends on the teacher, ho w he/she

would use this... these exercises and choose the right tasks to ensure

that his students understand the reading comprehension."

To what extent can translation activities benefit students in reading comprehension lessons?

"It gives them a great insight, good insight for English. Translation is good for them to translate or to understand texts in English in their mother tongue language so this can make that equilibrium or that how should I say I don't find the word, the right word. They can make that balance between English and Arabic."

How should translation exercises be included in reading comprehension classes?

"I think it should be used within a limit. I mean it shouldn't be used more but it should be used in a logical and a more rational way for students."

Is there anything you think would be helpful in investigating the topic of this research?

"Excuse me. Could you please repeat the question? "

Is there anything you think would be helpful in investigating the topic of this research?

"Sure. I think this is a new idea a new thinking of using translation to teach reading comprehension. It would be good for students."

9.7.2. Transcription.2

AGE: 26

SEX: ✖Male ☐ Female

EDUCATIONAL BACKGROUND

☐ BA

✖ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐ Less than 1 year

✖ 1-10 years

☐ 11-20 years

☐ 21-30 years

☐ Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

> *"First of all, I would like to thank you for involving me in this research and I wish you the best of luck in your research and intellectual endeavours. Ummm. Of course in any EFL classroom students would ...will always ask for translation and this is very natural because we are teaching by...Ok students who are have the first exposure to English which is a foreign language to them so students always ok have this tendency to ask for the use and of translation which their mother tongue."*

When was the last time you provided translations which your students asked for?

> *"I think in each and every session there are some students who are*

waiting for the teacher to use or to fall back on their mother tongue and I think this is very natural as bilinguals ok I see this to be very natural for bilinguals to do to always switch to the mother tongue."

Why did students ask for translating words?

"Ummm. I think the main reason is to clarify some abstract concepts that students usually have difficulty understanding. Ok, That's the main reason. For vocabulary."

How do they react to providing translations in class?

"Ummm. I think most of the students like the idea of using translation ok. It's clear from their facial expressions they say that "yes, I got. I got the meaning."

In which class or type of lesson do you notice students' need for translations?

"Ummmm.so I think that the main lesson that students tend to like the idea of using translation is vocabulary lesson, Ok, especially when they are first exposed to new items, ok, especially abstract ones that's the teacher. it's hard for the teacher to elicit the meaning from the students."

How do you see students' need for translations in your classes?

Now I will move to asking you questions about the second point in this interview.

"Ummm. So as beginners' students will always try to switch to their mother tongue. And they will always try to wait for the teacher to use the mother tongue but I think as a teacher or as teachers we should always try to use the target language as much as possible and to train the students on thinking in English instead of the mother

310

tongue, but still the mother tongue is very natural and I have no

problem using it."

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

"Umm. So, I think that students generally tend to have some

problems understanding, especially beginners, ok. They don't

have that much understanding of the text that's why there are

some blocking words for the students that need to be clarified and

I think that translation here plays a role."

Do they find difficulties in doing the tasks you assign for reading?

"Of course, ok students. Ok Reading comprehension is one of the

most essential skills and ok the students always find difficulty

doing the exercises that's why we always try to train them on

skills and subskills that they can use to find the answers and

approach the text, ok, effectively."

What type of difficulties do they face?

"So, I think that the main difficulty with vocabulary. Students

always ask you for the meaning of some words and as teachers

though we try to encourage, ok, guessing from the context but

sometimes we find ourselves obliged to use translation, ok, to

make it clear for students so that they can answer the questions

and it's also time saving."

How do you try to ease the tasks for them?

"Yes. So I think that translation is very effective here, ok, in

trying to ease understanding for especially those words that are

311

labelled as blocking for understanding."

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

> *"Of course. Ok as I said beginners who haven't been exposed to English before it's hard for them to understand the text in an effective way so in the pre reading stage we always try to clarify or pre-teach the main or the key vocabulary that would block understanding so among the strategies that we use is translation ok so that we can help students read the text effectively."*

- If yes: What type of exercises did you assign?
- During which phase of the lesson did you use the translation exercises?
- If no: Why not?

How will students react to doing translation exercises in reading comprehension class?

> *"U*mmm*. I think that students always welcome the idea of translation exercises and this is very natural. Psychologically students like it when they hear their mother tongue used in the EFL classroom."*

During which stage of the reading comprehension class can translation exercises be used?

> *"I think the pre-teaching stage. It's where translating can have a place."*

> *"I think the pre-reading stage, ok, it's the main stage I think where translation should be used so that students can understand the text*

better."

To what extent can translation activities benefit students in reading comprehension lessons?

> *"Ummm. I think as I said before translation activities can foster student's understanding of the text especially when talking about the key words that can hinder students' understanding so that's why translation here can be very effective and useful."*

How should translation exercises be included in reading comprehension classes?

> *"So, I think that translation exercises can be used. They can be used as leading activities in the first stage, ok, to teach. It can be used as matching activities for the new items just to give students time and the opportunity to guess the meaning of the words."*

Is there anything you think would be helpful in investigating the topic of this research?

> *"I think that the issue of using translation, especially when teaching reading is very ...ok, has become the subject of debating in among EFL classrooms and here I think you should try to use other means ok to try to gather teachers as a focused group just so that discussion can be rich enough to elicit in depth data on how translation is used and how it can be used to help students learn or understand the text effectively."*

9.7.3. Transcription.3

AGE: <u>25 years old</u>

SEX: ✖<u>Male</u>   ☐ Female

EDUCATIONAL BACKGROUND

   ✖ <u>BA</u>

   ☐ MA

   ☐ PhD

OVERALL TEACHING EXPERIENCE:

   ☐   Less than 1 year

   ✖ <u>1-10 years</u>

   ☐   11-20 years

   ☐ 21-30 years

   ☐   Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

> *In my class I will say they need and they ask for translation a lot because most of the times they don't understand a lot of things so they they need and ask for translation of course.*

When was the last time you provided translations which your students asked for?

> *Today in my class so I had class before one hour and my students ask for a translation of a work and a sentence*

Why did students ask for translating words?

> *Mainly for...because they didn't understand .they haven't heard this word before that's why so it is … .that is their first time hearing this word so that's why they ask for translation*

314

How do they react to providing translations in class?

Of course, they will react happy. Because you know you give them the easy way so they react good… so in a good reaction.

In which class or type of lesson do you notice students' need for translations?

Sometimes. I think sometimes for reading and sometimes for grammar. reading and grammar most of the times in these topics

How do you see students' need for translations in your classes?

So they need it a lot because this is their first time you know learning English a language they did not know before so they need it a lot so I think every time I see my students ask for translation. They need it so that they can understand the lesson

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

So students have to read the text and answer some questions and the problem is when reading the text they don't understand many words, many sentences so that this will make them not good to answer these questions.

Do they find difficulties in doing the tasks you assign for reading?

Yes. Mainly most of the time they find a lot of difficulties to assign these exercises.

What type of difficulties do they face?

Sometimes they face the meaning of the words, the meaning of the exercise in general, and what should they do. And the understanding of the questions in general they don't understand

this.

How do you try to ease the tasks for them?

> *First, in reading I try hard to make them understand the text. I want them to understand the text very good so that we move to… when we move to they find a little bit easy to answer.*

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

> *No. for me I haven't. I haven't tried this exercise type.*

- If yes: What type of exercises did you assign?
- During which phase of the lesson did you use the translation exercises?
- If no: Why not?

> *Because maybe I don't have the … a good way or a good lanner to teach them in this way. This is I am not used to it.*

How will students react to doing translation exercises in reading comprehension class?

> *How they will react. Of course, they will be surprised or maybe this is their first time they will be. With question mark how can we do this to understand the reading lesson?*

During which stage of the reading comprehension class can translation exercises be used?

> I think in pre reading it's gonna be more useful in the pre reading stage. translation exercises will be more useful so that students will understand the lesson easy.

316

To what extent can translation activities benefit students in reading comprehension lessons?

Ok. first, I have to try this to answer and I think that this will make the lesson or the task in general easy for them because this is their first time learning English or learning a language so they need translation of course and this will make it easy and will make or help them understand the lesson and the task.

How should translation exercises be included in reading comprehension classes?

How should this be included. Ok I think should we. if there is a word student don't understand this word so or if there is a difficult word for this word I should stop and ask for this work or I should make a translation for it so that will students can understand this word.

Ok so the extent shouldn't be free as free. No, it should be controlled so that to give them a specific time and not let it like that just translation and translation so this should be controlled by me and students should do this in a specific amount of time.

Is there anything you think would be helpful in investigating the topic of this research?

Ok. So this is about your research.

Ok I think you have to try doing this not only your students but to other students and to other levels. And for example, students of the city are not students of the country side So you have to try teaching and doing this type of exercises translation I mean with different type of students and to some of them you have to test it again. test it. Do the exercise and try mixing with students try mixing the exercises so you can come up with the good sample of this type of teaching.

9.7.4. Transcription.4

AGE: 25 years old

SEX: ☐ Male ✖Female

EDUCATIONAL BACKGROUND

☐ BA

✖ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐ Less than 1 year

✖ 1-10 years

☐ 11-20 years

☐ 21-30 years

☐ Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

> *Good morning, I hope my collaboration will add to your work to answer your first question yes students in my class do insist on using translation and not necessarily using translation but sometimes they opt for the use of the mother tongue because I don't deal with beginners. I deal with intermediate students*

When was the last time you provided translations which your students asked for?

> *The last time I provided translations we were dealing with a communication lesson where some idiomatic expressions interfered in the lesson so we had to provide exact translation because here we talk about the cultural context, for the context we don't talk about*

word-to-word translation so they have to know the exact meaning so they have to know the exact meaning by translating the idiomatic expressions.

Why did students ask for translating words?

They ask for translations because they have difficulties with the language, with the target language. Specifically, they have problems with comprehension of the language

In which class or type of lesson do you notice students' need for translations?

I think there is the need there is a need for translation when we are teaching communication

How do you see students' need for translations in your classes?

Sometimes students' needs are different. As they there is…we have to to to be aware of students' needs, and students' likes and dislikes. Sometimes it's not a need but it's just a like for translation. You see? When there is a need for translation there must be some exercises for translation but as a cognitive skill. Students translate themselves to see how there is what we call interlanguage. How the target language relates to the native language. But not as translating for translating.

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

Well generally speaking there is a difference between what we call advanced or high fliers and low achievers. For low achievers

319

they don't like and they are not interested, they are not motivated when it comes to reading comprehension, they don't make efforts to read texts they don't make efforts even when the question deals with just skimming just having the general idea but when we talk about high achievers, they like reading comprehension because they think that they will enrich their vocabulary and so on and so forth.

Do they find difficulties in doing the tasks you assign for reading?

Sometimes yes. They do.

What type of difficulties do they face?

Sometimes they face difficulties when the questions are related to inferencing and sometimes to referring because they are not used to such questions within their mother native language

How do you try to ease the tasks for them?

Sometimes I work with strategies. There are some students who don't need translation they just need examples using the target language and no problem sometimes you have to work individually with the student who has difficulties with the target language itself and you have to try to make a relationship between the target language and the native language via using some translating words.

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

I have never taught beginners that's why I have never used exercises related to reading but I used exercises related to other skills and sometimes they are very beneficial.

- If yes: What type of exercises did you assign?
- During which phase of the lesson did you use the translation exercises?
- If no: Why not?

How will students react to doing translation exercises in reading comprehension class?

Sometimes when you deal with students who don't know that there is an objective behind using translating translation exercises related to reading comprehension, they end up making fun and sometimes when they are aware of the objective, they feel that they are really interested and they do relate their native language expressions with the target language ones.

During which stage of the reading comprehension class can translation exercises be used?

Sometimes, I guess it can be used in the pre-reading and in the post reading. Example for the pre reading activity I can give them for example some expressions that are in the text and they don't have really some word-to-word explanation or translation and I can give to bridge the gap between the native language and the target language they can use translation as a tool. Sometimes we have some proverbs or sayings at the pre-reading stage and they don't know exactly the meaning so they can use translation as a cognitive strategy to understand the context or the general context of the

321

reading comprehension text. For the post reading stage they can use translation when they have difficulty interpreting the the for example or reacting or reflecting on the text they can use translation as a strategy to facilitate communication and speaking or to have their opinion a clear opinion about the subject.

To what extent can translation activities benefit students in reading comprehension lessons?

Translation to facilitate reading comprehension in the classroom. Ok. So for translation it can facilitate by bridging the gap between the target language and the native language so sometimes they have difficulties understanding the language and not understanding the tasks.so that to bridge the gap for example between Moroccan Arabic and English they can use translation as a strategy and sometimes translation can be beneficial to enrich their idiomatic repertoire of the target language.

How should translation exercises be included in reading comprehension classes?

They could be included when sometimes we have cultural meanings or cultural concepts. They can be included when we don't have exact synonymy or antonymy you can include translation and when we can do nothing but resort to the native language we can incorporate translation tasks

Is there anything you think would be helpful in investigating the topic of this research?

Yes, yes I got the question. I would suggest that there should be some classroom observation and especially when there is translation exercises are incorporated and I would suggest that you would

322

design some exercises, translation exercises, and try to use them in your classroom and try to reflect on these, on the results, on the outcome.

9.7.5. Transcription.5

AGE: 36 years old

SEX:　　　☒Male　　　　　　☐ Female

EDUCATIONAL BACKGROUND

☒ BA

☐ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐　Less than 1 year

☐ 1-10 years

☒　11-20 years

☐ 21-30 years

☐　　Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

First, thank you for having me to answer your questions. Personally.

Ummm I have never met a student asking me a question about

translation.

When was the last time you provided translations which your students asked for?

Normally or more often students ask about words, the equivalent of

words from Arabic to English. Sometimes they ask about expressions

ok sometimes about ideas or sentences ok its more often it's from

time to time.

Why did students ask for translating words?

Ok. Of course, we are teaching beginners, elementary level. maybe

324

they don't have much background knowledge, especially vocabulary so they find a bit difficult to find the appropriate words that would express their ideas that's why they ask teachers ok for translation ok and I think this is a question related to transfer ok from L1 to L2.

How do they react to providing translation in class?

Ok they are very very delighted very very happy because you as a teacher it's like you solve a problem for them to fulfil a task, they feel a gain that they would they are able to express something in English.

In which class or type of lesson do you notice students' need for translations?

Ahh! I think that all levels, beginners or maybe high school students ask about translations. Sometimes it depends on whether students are encouraged to ask questions be it about grammar or even translation ok. If students feel that you have got no problem with answering them translation, they would do it more more often but if you just sometimes ask them to review their lessons or well, we did this last time or did it in half an hour before ok maybe they would be reticent to it.

How do you see students' need for translations in your classes?

Ok. Umm of course translation questions for students fill a gap for them umm a gap of understanding a gap of expressing themselves a gap to fulfil a task ok and a gap to learn

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

Sometimes I feel that ummmmm students ummmm are

encouraged, can do well with reading expressions rather than grammar or sometimes writing because it's a matter of vocabulary it's a matter of context ok, they can discuss the meaning in pairs or maybe in groups sometimes so for them it's a bit easier than grammar or writing.

Do they find difficulties in doing the tasks you assign for reading?

Maybe for me personally the only problem for students about reading comprehension the teacher should check that students have really understood the instruction or the rubrics ok. If they understand well the questions or the task assigned to them, they will do it perfectly.

What type of difficulties do they face?

Umm sometimes students I mean miss the track or the coherence of the text in question if they miss something, I don't know a sentence or an idea or they luck concentration for a moment then they feel a bit lost

How do you try to ease the tasks for them?

As I said Ummm the teacher should focus on the instruction ok first you need to bring texts that are suitable for their levels or for their level first and then check if they have really understood the instruction otherwise you can paraphrase ok and you can jot down some vocabulary on the board whether they are synonyms or opposites or you can explain a word with a gesture or you mime this or that word;

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

> *Frankly speaking I have never tried this one;*
>
> - If yes: What type of exercises did you assign?
>
> - During which phase of the lesson did you use the translation exercises?
>
> - If no: Why not?
>
> *Well, I guess that we know that to teach the four skills we have got steps to follow pre for example while and after ok. These steps should be followed ok but ok you it sometimes it depends on the nature of the text ok and maybe sometimes if I feel is that there is in the text a word difficult word that students have never encountered in the class I can explain this word or jot it down on the board.*

How will students react to doing translation exercises in reading comprehension class?

> *Well, if the student is a high flier ok then the task is enjoyable is easier because they, high flier students, have got passion to learn they love the subject which is English of course the other students make an effort but they need the help of the teacher.*

During which stage of the reading comprehension class can translation exercises be used?

> *Ok I think that if we know that translation itself as a task or as an exercise requires rich jargon a rich wide variety of vocabulary then I guess it should be in the last stage, after, yeah post.*

To what extent can translation activities benefit students in reading comprehension lessons?

> *In addition to make reading comprehension tasks available, easier, enjoyable I think that translation in general helps students to master the language.*

How should translation exercises be included in reading comprehension classes?

> *For example, Ummmm if you are dealing with a text tackling for example cultural heritage of a country and you are to focus on a specific point for example you want to highlight the cultural aspects of morocco in comparison to other countries or other nations ok example when it comes to celebrations for example for us as Moroccans we have Ramadan ok then I think it's gonna be a golden opportunity to teach students those cultural aspects of the society, of the language itself we know that when you learn a language you indirectly learn a part of its culture*

Is there anything you think would be helpful in investigating the topic of this research?

> *I think. It's ahh for me it's a new way to tackle reading comprehension by trying to include translation exercises in reading as you said in pre reading phase ok if it helps to make the reading comprehension more efficient as you said more effective, I think that it would be welcome, especially if it is on a research basis.*

9.7.6. Transcription.6

AGE:33 years old

SEX: ✖Male ☐ Female

EDUCATIONAL BACKGROUND

✖ BA

☐ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐ Less than 1 year

✖ 1-10 years

☐ 11-20 years

☐ 21-30 years

☐ Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

> *"Ok. Yeah they do. They keep always doing that. They ask for translation of words sentences. They they try to use their mother tongue all the time. I think translation in the classroom will be helpful for them."*

When was the last time you provided translations which your students asked for?

> *"Every class. Every class I use it. I don't use it much but I use it."*

Why did students ask for translating words?

> *"Because it's new for them. Because the language is a new for them. I think translation is a natural thing. It's in their subconscious mind they think that languages are the same, every word has an equivalent*

329

in the other language. I mean the second language. I think that what

they think."

How do they react to providing translations in class?

> *"They feel motivated. You know that just English is for them is new*
> *and it is overwhelming when they hear for example a word translated*
> *in their mother tongue. They feel happy. They get motivated. I think I*
> *see I see I see it through their faces and I like that they always ask*
> *for that."*

In which class or type of lesson do you notice students' need for translations?

> *"Reading of course."*

How do you see students' need for translations in your classes?

> "*Ok, I think that they need it because they don't know the language,*
> *they are not proficient. I mean just they need it. I think that just they*
> *need it."*

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

> *"Ok. Just I from experience just students I give them a text for*
> *reading. I don't try to use translation. I try to encourage them to*
> *understand words from context. That's what I try and sometimes*
> *students don't get the passage or the text understood they just ask*
> *for some words."*

Do they find difficulties in doing the tasks you assign for reading?

> *"Do you mean in understanding the text or passage? They find it*
> *difficult. Yes of course they find it difficult."*

What type of difficulties do they face?

How do you try to ease the tasks for them?

> *"I just first to make it easy I just do some pre-reading, just some discussion just some questions about some words about some about the topic just to create some context to generate interest in the topic so when they read, they find it just a little bit familiar."*

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

> *"Ok, to be honest I have never tried it."*

- If yes: What type of exercises did you assign?
- During which phase of the lesson did you use the translation exercises?
- If no: Why not?

  "I don't know but just I think it's forbidden. I think its forbidden. isn't it? Because its I think they the inspectors they think it's detrimental to the language learning. I think they say it interferes with the learning process."

How will students react to doing translation exercises in reading comprehension class?

> *"They will feel good they will like that I think because just we don't encourage it, they will like it. I think. I have never tried it but I think they will like it."*

During which stage of the reading comprehension class can translation exercises be used?

"I think in while reading especially when I explain instructions of an exercise for example, we you explain instructions you make sure that all students understand what is supposed from them to do. I think explain translation using the mother tongue is helpful just to guarantee that all students understand what is supposed from them to do."

To what extent can translation activities benefit students in reading comprehension lessons?

"It will help them for example to understand the passage. For example if you explain some words in Arabic, explain some idioms if there are if you explain some expressions of course it will help them understand the reading task."

How should translation exercises be included in reading comprehension classes?

"I think it should be included as a post reading when you finish everything just as something extra it's not an objective perse just something extra just to motivate students and that's all I think."

Is there anything you think would be helpful in investigating the topic of this research?

"I think you should ask students. Teachers all time are discouraged to use their mother tongue in class if you ask students, you will get some points to help you just enrich your project and your research, I think."

9.7.7. Transcription.7

AGE: 26 years old

SEX: ☐ Male ✖Female

EDUCATIONAL BACKGROUND

✖ BA

☐ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐ Less than 1 year

✖ 1-10 years

☐ 11-20 years

☐ 21-30 years

☐ Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

Yes, they do.

When was the last time you provided translations which your students asked for?

I think the last time was on a reading text related to celebrations.

They asked me about a word it's called fortunes.

Why did students ask for translating words?

I think maybe to have a general idea about the text or maybe to

specific words, specific difficult words about the text or maybe to

have a broader comprehension of the text.

How do they react to providing translations in class?

They like translation but the problem is that when you translate

333

words for them. You don't have to translate words for them. For example, you should ask others to translate it for them because you are a teacher of English and you are not allowed to translate in Arabic ok otherwise, they will take it for granted and they will keep asking you the same question 'translate this word for us'. They will consider you like google translator.

In which class or type of lesson do you notice students' need for translations?

Reading and also writing. For vocabulary they don't ask because we present it with demonstration so the meaning is clear.

How do you see students' need for translations in your classes?

I think if they are going just to know the meaning and the story ends there it's something good ok but the problem is that when you ask them about the word another time in English they don't know it. They know it just in Arabic. They don't store it in English in their minds.

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

Most of the time it's a boring session for them. They are not motivated at all because they think it's difficult. It's among the hardest tasks to do in class but for others not for all the students. For others it is exciting.

Do they find difficulties in doing the tasks you assign for reading?

Yes, sometimes especially when speaking about synonyms, finding synonyms in the text.

What type of difficulties do they face?

The meaning. Yes, the meaning.

How do you try to ease the tasks for them?

For example, if it is a task like in synonyms, I try to teach them techniques how to spot the words. For example, they have to identify the nature of the word if it is an adjective or verb and so on and so forth and if it is in the past or the present then they have to find the same word that is conjugated for example in the past or the present or something like that.

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

I do it just in pre-reading just in very few cases when for example like the example I gave you about conflict resolution just to save time. I did it just once in reading.

- If yes: What type of exercises did you assign?
- During which phase of the lesson did you use the translation exercises?
- If no: Why not?

How will students react to doing translation exercises in reading comprehension class?

I think so this could be positive and negative at the same time because some will take it for granted because they will consider the class as translation and they will not care about English. In other words, they will be transferred into bilingual students ok so they will lose track for English but for others it will be a good technique you

know to establish a good repertoire in vocabulary in their minds.

During which stage of the reading comprehension class can translation exercises be used?

> *I think pre-reading. So because in pre-reading normally the teacher focuses on different words and so we focus on key terms so I think pre-reading.*

To what extent can translation activities benefit students in reading comprehension lessons?

> *They can use it in the production stage ok so if they can know the meaning of words, they will use in writing so if they know the meaning of the words, I think maybe they can use them in writing.*

How should translation exercises be included in reading comprehension classes?

> *They should be very small and the teacher should be just a guider he shouldn't interfere in using Arabic. So, yes he should be just a guide. The other students they know Arabic so no need for you to speak Arabic so they grasp the meaning and then you just monitor the task.*
>
> *I think we should opt for translation in the production stage of reading because normally when we do reading as a production most of the time it is writing.so I think we should think of including translation exercises as a production of reading.*

Is there anything you think would be helpful in investigating the topic of this research?

> *Yes, you can assign a lesson. You can do it and you ask for peer observation. The other will tell whether it is successful or not.*

9.7.8. Transcription.8

AGE: 37 years old

SEX: ✖ Male ☐ Female

EDUCATIONAL BACKGROUND

✖ BA

☐ MA

☐ PhD

OVERALL TEACHING EXPERIENCE:

☐ Less than 1 year

☐ 1-10 years

✖ 11-20 years

☐ 21-30 years

☐ Over 30 years .

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

Yes, a lot. A lot of students ask for translating vocabularies from

English to Arabic especially in comprehension and in the writing

When was the last time you provided translations which your students asked for?

During the last test.

Why did students ask for translating words?

Because of their lack of vocabulary

How do they react to providing translations in class?

Normally. They don't … I don't know how explain it.

Do they like it?

Yes of course, especially when explaining words in Arabic.

337

In which class or type of lesson do you notice students' need for translations?

Grammar no, but comprehension of course. When introducing new vocabulary.

How do you see students' need for translations in your classes?

I think it's a way to explain easily, to make it easy for them to learn but the new vocabulary but it does not help because they find it easier than using dictionaries, searching and other ways and other methods it becomes easier for them when giving them the vocabulary in Arabic for example

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

Most of them find difficulties with some vocabulary not all however the majority find it easier

Do they find difficulties in doing the tasks you assign for reading?

What type of difficulties do they face?

Producing, production stage they find difficulties in forming sentences with new vocabulary about new unit when dealing with new units.

How do you try to ease the tasks for them?

In the introduction stage. Introducing the new vocabulary using aids, pictures, drawings on the blackboard, giving examples and the last resort is translation.

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

No. Never.

- If yes: What type of exercises did you assign?
- During which phase of the lesson did you use the translation exercises?
- If no: Why not?

Because it is prohibited to use Arabic in teaching, even in testing.

How will students react to doing translation exercises in reading comprehension class?

It will be great. Great, I think.

During which stage of the reading comprehension class can translation exercises be used?

I think in the post reading. Yes, in the production stage we can offer them exercises to find synonyms in Arabic, to translate the translation of the text for example.

No, just words not paragraphs or some sentences. Just find from the text the synonyms in Arabic, in the post reading stage?

To what extent can translation activities benefit students in reading comprehension lessons?

It can help in learning new vocabulary and it also in forming sentences however the difficulty is between the grammatical forms between Arabic and … it will be an obstacle.

How should translation exercises be included in reading comprehension classes?

As I said before giving them short words. Small exercises you mean?

Yes, an exercise, one or two to find synonym in Arabic from the text.

Some words not all the text just words.

Is there anything you think would be helpful in investigating the topic of this research?

I think you should ask students. They can give you more information about this issue, better than the teachers

9.7.9. Transcription.9

AGE: 33 years old

SEX: ☐ Male   ✖Female

EDUCATIONAL BACKGROUND

✖   BA

☐   MA

☐   PhD

OVERALL TEACHING EXPERIENCE:

☐   Less than 1 year

☐ 1-10 years

✖   11-20 years

☐ 21-30 years

☐   Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

Well sometimes they ask especially if they face a new vocabulary or a new word that cannot be understood.

When was the last time you provided translations which your students asked for?

Hhhh! Every time just this the previous session

Why did students ask for translating words?

In order to understand the target structure for example or to understand the passage or to understand any activity we were going to be through

How do they react to providing translations in class?

They react positively sometimes especially if they understand

341

In which class or type of lesson do you notice students' need for translations?

> *Sometimes most of the time reading because you know students, they find themselves in front of a text the text sometimes it cannot be easy for them so reading usually reading*

How do you see students' need for translations in your classes?

> *Well frankly speaking sometimes it is it should be sometimes from time to time not all the time*

Now I will move to asking you questions about the second point in this interview.

> ***Questions about the teaching of reading comprehension.***

How do your students deal with reading comprehension tasks in your class?

> *Most of the time I observe that students feel bored while doing this activity especially if the text is a little bit longer but for other classes if they are advanced, they are fine*

Do they find difficulties in doing the tasks you assign for reading?

> *yes*

What type of difficulties do they face?

> *Questions concerning the text, Questions concerning vocabulary especially in post and while stages students face difficulties frankly*

How do you try to ease the tasks for them?

> *Well, Sometimes I go for pictures, sometimes I go for translating a word sometimes I go for giving examples in order to make the task easier for them*

Let us move to the last set of questions in this interview.

> ***Questions on translation exercises in reading comprehension classes.***

Have you ever tried translation exercises while teaching reading comprehension to beginners?

> *No*

> - If yes: What type of exercises did you assign?
> - During which phase of the lesson did you use the translation exercises?
> - If no: Why not?
>
>   *I try to avoid the use of Arabic thinking that it is not useful for students who are learning a foreign language I go to or I choose pictures examples body language this what I do usually I do*

How will students react to doing translation exercises in reading comprehension class?

> *I think they will be happy they will be fine if it is integrated in this comprehension task*

During which stage of the reading comprehension class can translation exercises be used?

> *Well for me I will do it in while I am sorry in pre-reading stage and post-reading stage*

To what extent can translation activities benefit students in reading comprehension lessons?

> *Well, it can be beneficial if well I have only one I don't know maybe I will be frightened if they get used to it and then they will lose the new vocabulary they will lose the language but there is no harm to use it why not*

How should translation exercises be included in reading comprehension classes?

Well maybe I told you in pre-teaching some new vocabulary it can be

used or in summarizing a passage it will be useful

Is there anything you think would be helpful in investigating the topic of this research?

Well! if I were you I would contact the students themselves so it will

be helpful if you hear from them this is what I can advise you.

9.7.10. Transcription.10

AGE: 30 years old

SEX:　　　　　✖ Male　　　　　　　☐ Female

EDUCATIONAL BACKGROUND

　　☐　BA

　　✖　MA

　　☐　PhD

OVERALL TEACHING EXPERIENCE:

　　☐　Less than 1 year

　　✖　1-10 years

　　☐　11-20 years

　　☐　21-30 years

　　☐　　Over 30 years

Questions about translation in the EFL classroom.

Do your students ask for translations in your class?

> *Hello. Thank you for your research. Well, my students always ask for translations because they don't understand what I am saying. I fell very you know I feel that I have to give them translation so that they understand what I am talking about especially main lessons I mean titles or something like themes not specific staff but just I mean big issues like for examples themes I don't know food something like that*

When was the last time you provided translations which your students asked for?

> *I think the last time, the last session I always provide translation I don't remember myself not giving them translations*

Why did students ask for translating words?

Because they feel that those words may give them the understanding of the whole thing, of the whole lesson sometimes it's like the key term which will make them understand what is going on in the lesson

How do they react to providing translations in class?

Of course, they have I feel they really appreciate it because they understand because students hate when they don't understand and they feel what they don't understand that's why when I give them translation of a word they feel at ease and they feel that they are you know engaged in the lesson alright

In which class or type of lesson do you notice students' need for translations?

In my opinion I provide translation mostly in reading and grammar because in reading I focus on understanding in grammar I focus more on the structure they understand structure more than they understand the words. Alright

How do you see students' need for translations in your classes?

Uuuum! I feel that they really need translation most of the time. We don't use it directly, but indirectly all of teachers in my opinion use it even if they deny it because we cannot just explain a lesson from a to z without using Arabic. That's from my experience of course.

Now I will move to asking you questions about the second point in this interview.

Questions about the teaching of reading comprehension.

How do your students deal with reading comprehension tasks in your class?

Well, most students they have problem in understanding the reading questions because they don't understand key terms and key terms need translation. I try at first to explain the words via

346

other techniques apart from translation but sometimes translation is very beneficial is more useful and is very fast which means they can understand very fast without wasting a lot of time.

Do they find difficulties in doing the tasks you assign for reading?

What type of difficulties do they face?

Most of the time in understanding. They understand most of the words but the key words that they need they don't understand.

How do you try to ease the tasks for them?

By for example by just you know visual aids if I have some but some words are very abstract to explain just an example if you want to explain I don't know sustainable development or something that's very you know you can't just explain it in you can just they know it in Arabic for example sustainable development "tan-mi-ya mus-ta-da-ma" they say ahhhhhhh "tan-mi-ya mus-ta-da-ma"

Let us move to the last set of questions in this interview.

Questions on translation exercises in reading comprehension classes.

Have you ever tried translation exercises while teaching reading comprehension to beginners?

Yes. Always

- If yes: What type of exercises did you assign?

  For example, I try to give them for example "yes or no" questions "true or false" questions. Most of the time they know "true or false" but sometimes they don't know what are they going to answer for. For example but you have to make it

easy for example: what does Mohamed do after he comes back from school? Sh-nou ka-ydir? So this is just to give them the main theme of the question.

- During which phase of the lesson did you use the translation exercises?

  Mostly in pre-reading and post-reading. In Pre-reading because I need them to understand what we are talking about. What is the theme what is the general idea. In post reading sometimes I want to question if they understood the message behind or the meaning behind the text or I try to give to know their opinions about certain subject of course I don't care a lot about the language but I care if they understood so using Arabic make it and understand it. They understand the meaning. It makes sense. Using Arabic or in English doesn't make a difference.

How will students react to doing translation exercises in reading comprehension class?

  Of course, they really as I said before they really appreciate translating things they don't understand and when explaining questions especially comprehension questions in Arabic sometimes you explain just one question in Arabic and they understand the whole thing. you don't need to explain other questions because they understand what is going on sometimes one word can hinder them from understanding the whole text

During which stage of the reading comprehension class can translation exercises be used?

For me it's pre-reading because that's the beginning. If you just talk in English and start to try to explain everything in English and wait until the post-reading and try to make it in Arabic it's too late I think it's better to use it I mean in the pre-reading I mean at first.

To what extent can translation activities benefit students in reading comprehension lessons?

Of course students sometimes they are shy sometimes they feel that when they speak English they don't speak it well so they have to keep shut or just keep quiet so that's why when you give them opportunities to speak in Arabic or their native language they feel more at ease to express their ideas, their opinions everything sometimes a student knows the exact answer but sometimes he just feels he shouldn't answer because maybe the students would laugh or something so that's why if you give them the opportunity to speak in Arabic you will see you will be amazed by your students' level because their understanding has nothing to do with their language. It doesn't mean that if they don't speak English, they don't understand English they understand it but the way they express it makes them feel I mean so not comfortable in doing so I mean.

How should translation exercises be included in reading comprehension classes?

Alright, for me I think that each stage needs a question that is to be that you need the teacher needs to explain in Arabic one question at least because in each stage we shouldn't just ignore using Arabic because sometimes they understand in pre-reading sometimes, they understand in while-reading or in post-reading so I think one

349

question in each stage is idol I think it's great.

Is there anything you think would be helpful in investigating the topic of this research?

Yes. I believe in my humble opinion I suggest why not having translation phrases, words in our textbook why everything should be in English in our textbooks sometimes when student seems something in English like a big title something like that he or she doesn't feel at ease he or she does not understand what is going on there so once you give him or her a translation for that theme or something maybe he feels at ease and he understands what is going to be in that theme and maybe he will participate he will go and prepare something you know and the second thing is that this idea should be I mean the teachers should talk to supervisors, talk to responsibles, talk to them and tell them they should integrate Arabic in the syllabus so that students can benefit more in this area.