## Institute of Letters and Languages

## Department of Letters and English Language

## Using Translation in ESP: Case of 3rd year Students of computing sciences at The University of Ain Temouchent

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Linguistics*

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## *Dedications*

*I dedicate this work with a special feeling of gratitude to my loving parents ; my father **lhaj-Said** and my mother **Hadjria**, whose words of encouragement and push for tenacity ring in my ears, and to my beloved sisters and dear brother **Mohamed Réda**. I am beyond delighted to put forward a very significant dedication to my little family ; my husband, my son **Ilyes Ali** and my daughter **Hadjer Marya** who were my source of inspiration and motivation. To The ones who have always been by my side to support and strenghthen me with their presence and encouragement.*

*Meriem Bnabdelmoula*

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# **Abstract**

English for Specific Purposes (ESP) is a type of language instruction and learning that focuses on a specific subject of study. However, studying ESP involves more than simply learning a collection of technical linguistic words; it is about learning how to use English in a particular situation while also including the necessary skills and language learning objectives. This study employed a case study approach to describe the efficiency of incorporating Translation method in teaching English for Specific Purposes. The current study examines the rationale for employing the translation method to teach ESP to third year computer science students at the University of Belhadj Bouchaib Ain-Temouchent. The reason why, a mixed method was used to obtain significant answers to the research questions in order to confirm the hypotheses. A questionnaire was designed and administered to thirty (30) students,in addition to a semi-structured interview which was held with the teachers of ESP in the department of Science and Technology, and classroom observation on third students of computer science was conducted. The study's findings indicated that students pursuing third year computer science courses at the University of Ain Temouchent experience a range of difficulties while interacting with professional resources. These obstacles exist at the content level, as well as the teaching approach they were exposed to during their studies. The proposed translation method in ESP may be incorporated and adapted as an effective technique for ESP teachers and students to improve learners' language skills related to their academic field.

# List of Acronyms

**EFL**: English as a Foreign Language

**ESP:** English for Specific Purposes

**EGP**: English for General purpose

**MT**: Machine Translation

**SL**: Source language

**L1 :** mother tongue

**L2 :** foreign language

**TL**: Target language

# List of Figures

# List of Tables

# Table of Contents

## **CHAPTER Five: Concluding Chapter**

# CHAPTER ONE

## 1.1 Introduction

The use of English as a medium of foreign communication is constantly expanding. This is especially relevant in the various fields where English is used as a working tool. After World War Two (WWII), English for Specific Purposes (ESP) arose as the United States remained the world's most powerful nation. Over the years, English has developed from a language for general communication to a language for science and technology; it has become the Lingua Franca. The growth of what is now known as ESP resulted from a noticeable increase in the demand for learning English lead most countries, including Algeria, to implement this new concept of language at different levels of education, especially at the university level.

In Algerian universities and in many fields of studies, English is taught in different curricula at different departments where it is introduced as an additional module,this is the case of third year students of computer sciences at Belhadj Bouchaib University Ain Temouchent. These students are required to follow ESP courses depending on their fields of study and their needs as well. At the computer sciences department, most of the teachers' field of expertise is general English rather than English for specific purposes; they are not ESP practitioners.

Furthermore, the methods used to teach ESP are not authentic content of the professional settings, which might be a failure in terms of integrating academic English into the required professional tasks. For this reason, this introductory chapter provides an overview of how the research is conducted and presents three main research questions along with proposing three hypotheses to fit them. Moreover, it gives a thorough understanding of the definition of key terms that are used in this research then it ends with illustrating the delimitations of the scope of the study.

## 1.2 Statement of the Problem

Third year Students in computer sciences have great difficulties understanding ESP courses in general, and ESP computing texts and

terminologies in particular. Due to their law level in English, They use computer translation to decipher terminologies and documents. Most of the time, this machine translation (MT) leads them astray and gets them into trouble. Translation, according to the present research, is deemed to be a solution to learners' problems. Undoubtedly, the majority of students have a tough time comprehending and gaining the most benefit from ESP courses that are important to their needs. This research paper attempts to determine how the use of translation would promote and improve comprehension skills as far as computer sciences students are concerned.

## 1.3  Aim of the Study

Recognizing the relationship between the needs of the students and the objectives of ESP courses is tremendously helpful for ESP teachers as course-designers. Students of different majors in the faculty of computer sciences may need English for several reasons; some students may need the language to help them understand the subject matter effectively while others may need English to successfully pass the semester's examination or to understand written and oral messages. The needs differ from one student to another. Thus, adopting an effective method to facilitate the task for students to reach their objectives is the teachers responsibility.

This research aims to build the attention to one of the keys to developing ESP courses, namely the importance of introducing translation as an effective teaching method and to raise the attention of ESP teachers at the faculty of computer sciences on the importance of this method to fulfill the students' needs.

## 1.4  Research Questions and Hypotheses

Third-year computer science students are unable to work with advanced English-language tools such as special applications and services.

The relationship between English teaching and learning is being increasingly interconnected because, according to Peng (2015), if students develop trust in the

process of learning English and have a sense of success, learning English would be considered an enjoyable and valuable experience.   As a result, Zhou (1988) claims that, in principle, any English teacher understands that students should learn to read academic publications in English and be  able to understand the texts' content.

Rao (2013) observes that using Western modern English teaching methods rather than conventional English teaching ones encourages students' English learning proficiency. He concludes that  adults and children study English in very different ways, which means that university students' English learning is more purposeful. They are also more motivated to study English than younger students (Wu, Wu & Le, 2014). According to Rautenbach, Mann, and Van Ryneveld (2017), the development of ESP curriculum for universities is becoming increasingly important. ESP is a societal need resulting from the accelerated growth of English culture, the advancement of linguistics, and of educational psychology in university education. Since each environment has a different objective, content, and purposes, ESP teaching in each environment should have its own methods and courses (Wang, 2007).

Thus, the learning mechanism may be made more effective by using strategies such as the translation technique. The following research questions are investigated in order to learn more about this subject:

1. What is the impact of translation on facilitating learning and grasping computing terms?

2. How can the use of L1 help in motivating students towards learning English?

3. What are the translation strategies that may be adopted to meet our learners' needs?

In the light of the previous questions, the following hypotheses were formulated:

1.  Translation may serve as an effective teaching method to make students understand the different academic texts and computer terms and messages.

2.  The appropriate implementation of the use of L1 in teaching English might enhance the students' enthusiasm toward learning the language.

3.  Teaching methods should be used for their importance to students' demands rather than language requirements, thus, the use of certain translation strategies could be appropriate.

## 1.5  Definition of Key Terms

**English for Specific Purposes:** ESP has grown to be one of the most active branches of applied linguistics since the 1960s, especially in the field of foreign language teaching (TFL). One of the main factors for English's vitality and accelerated growth is the rise of English as the world's dominant language. As a result of this phenomenon, the need to deal with a wide range of teaching circumstances and requirements emerged, necessitating a clear understanding of the evolution, forms, and various teaching concepts of ESP. Via ESP, students with unique objectives, occupations, or fields of study are taught a specific genre of English, usually scientific or technological English. Adult learners who need to learn a foreign language for specific purposes, such as science, technology, industry, or academic learning, will certainly find that in an ESP class.

However, it is critical to start with linguists' core meanings of ESP: "ESP is commonly used to refer to the teaching of English for a specifically utilitarian reason." Mountford and Mackay (1978: 2). That is, English should be taught to students in order to help them learn basic language skills that will enable them to use English in their future careers, whether spoken or written, and to comprehend

English. Robinson, (1991: 2) claims that students learn English not because they are interested in the English language or culture in general, but because they need it            for            school            or            work. The recurrent theory is that the primary aim of ESP is to help English learners concentrate on the qualities they'll need to excel in a specific field of study, occupation, or workplace. Being able to talk in a comprehensible language allows people to remain in touch no matter where they are, what language they speak, or what country they are from; one of the features of ESP is the ability to fulfill    the    common    needs    of    both    the    speaker    and    the    listener. At this level the language becomes a tool that is used by learners to access a target knowledge or to convey a particular objective.

   **Translation:**   Translation, in general means rendering the meaning of a text into another language in the way that the author intended the text (Newmark, 1988:5).   "*It includes examining the source language text's lexicon, grammatical structure, communication circumstance, and cultural context of the source language text or discourse, to determine its meaning, and then reconstructing that meaning using the lexicon and grammatical structure appropriate to the receptor language and its cultural context*" (Larson,1984,3cited in Winston and Monikoski, 2005:52).

   Both translation and the use of the mother tongue (L1) were relegated to the periphery of language teaching until the Grammar Translation system was widely recognized as outdated and ineffective. However, in recent years, an increasing number of theorists and professionals in the field of language learning have argued for the use of L1 and translation, citing a variety of compelling reasons.

Though much of the critique of the Grammar Translation system was warranted in terms of how it was applied a century ago, all of the philosophies and methodologies established since then have inevitably made their imprint on English teaching today.

Depending on their experience in the classroom and the type of learners, many teachers assume that the use of translation in class today may result in a completely different experience than what the Grammar Translation method used to be.

## 1.6  Research Framework

The current dissertation is divided into five chapters, the first of which is an introductory chapter that focuses on introducing the research problems and hypothesis. The second chapter is dedicated to the description of the key concepts; it emphasizes the importance of translation strategies in ESP. The third, on the other hand, deals with data collection, analysis, and evaluation of conclusions from both teachers' and students' responses to the designed questionnaires. The fourth chapter contains several suggestions for the teacher to include in further teaching. Finally, the fifth summarizes the whole study.

## 1.7  Delimitation of the Study

In both functional and linguistic competence fields, student experiences have a huge impact on their performance. As a result, the aim of this analysis is to look into the impact of incorporating a translation approach in the ESP teaching/ learning process.

Peter Newmark stated that Translation is a two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either as a form of control or to exercise his intelligence in order to develop his competence.

There are several explanations why students use L1 in the classroom. According to Harmer (2001: 131), the choice of tasks has made the use of L1 almost unavoidable for students. In this regard, Eldridge (1996: 210) suggests that another reason students use their native language in the classroom is that it is completely normal; they use translation almost instinctively, particularly at the ESP classes. Harbord (1992: 354) supports and shares the same theories as

Eldridge, stating: When performing pedagogical tasks, students use their L1, particularly when one student is explaining something to another. This is a pattern that would most likely develop without the teacher's guidance.

Translation has not always received favorable coverage. Indeed, at the height of what we may label the "communicative" era, many practitioners strongly discouraged it as a hindrance to second language fluency rather than an aid to language learning. Translation (and the use of the mother tongue in general) came to be viewed as a remnant of the past, a sign of the poor old days of Grammar Translation, an echo of those long lost high school lessons when paragraphs of Literary works were translated into Latin with no obvious reason other than academic exercise. This viewpoint, however, ignores individual learning styles. Any student tends to need the ability to compare lexis and structures in the target language to equivalents in their native language. This also allows them to compare and contrast similarities and variations. Simply put, they need the reassurance of their mother tongue in order to understand how the target language works.

In the case of teachers, the opportunity to translate into the learners' mother tongue will provide a straightforward and quick way out of a sticky situation – why bother spending ten minutes explaining the meaning behind a particular utterance when a clear translation can accomplish the same purpose in seconds?

This research was made with the aim of reaching out to all parties involved in the process of ESP   in computer sciences. It is aimed at both the learners, who are the prime focus of the instructional process, and the ESP teachers. It is also essential for syllabi designers who create content for ESP courses. It can also pave the way for other researchers to shed light on translation and its application to ESP.

# CHAPTER TWO

## 2.1  Introduction

Teaching English for specific purposes was and continues to be a major concern among EFL teachers where the use of translation in ESP teaching and learning is a key problem, but it has received little attention due to the negative connotations associated with the grammar-translation technique. With the increasing demand of ESP courses, they are now extensively available in Algerian higher education, including commercial English, technical English, and major-based courses for specific reasons. This chapter provides fundamental support for ESP teachers developing major-based courses in terms of investigating the learners' needs and assisting them in adjusting their level to further academic study or a future business career, in addition to a review of the literature on English for Specific Purposes and the translation method and strategies.

## 2.2  ESP Definition

Robinson's (1991) definition of ESP is built on two assumptions: that ESP is typically "goal-directed," and that ESP courses are produced in response to a needs analysis. Since the 1960s, ESP has evolved to be one of the most active disciplines of applied linguistics, particularly in the field of foreign language teaching (TFL). The emergence of English as the world's dominant language is one of the primary reasons for English's vitality and rapid expansion. As a result of this phenomena, the need to cope with a broad range of teaching situations and requirements arose, requiring a thorough understanding of the evolution, forms, and varied teaching ideas of ESP. Students with specific goals, professions, or fields of study are taught a specific genre of English, generally science or technology English, using ESP. Adult learners who need to learn a foreign language for specific purposes, such as science, technology, industry, or academic learning, are served by ESP.

However, it is critical to start with linguists' core meanings of ESP: "ESP is commonly used to refer to the teaching of English for a specifically utilitarian

reason." Mountford and Mackay (1978: 2). That is, English should be taught to students in order to help them learn basic language skills that will enable them to use English in their future careers, whether spoken or written, and to comprehend English. Robinson, (1991: 2) claims that students learn English not because they are interested in the English language or culture in general, but because they need it for school or work.

According to common perception, the major goal of ESP is to help English learners in focusing on the traits required to succeed in a given field of study, profession, or workplace.  Being able to communicate in an understandable language helps individuals to stay in contact regardless of where they are, what language they speak, or what country they are from; one of the characteristics of ESP is the capacity to meet the common requirements of both the speaker and the listener.

Nowadays, ESP is an approach to language teaching. Traditional linguists describe the features of language ; however, revolutionary applied linguists such as Widowson (1990) focus on the way language is used in real life.

Mackay and Mountford (1978) underline the importance of English in science by claiming that "success or failure in science is in great part a result of success or failure in English" (p.7). As a result, ESP is typically characterized as teaching English for academic objectives of teaching English for vocational or professional goals. According to Basturkmen (2006), ESP is frequently understood to be about educating students to utilize English in academic, professional, or workplace settings (p.17). English should be taught in an ESP environment to achieve particular language abilities utilizing functional settings, in a way that allows learners to utilize English in their future employment or to understand specific English discourse relating to their area of specialization .

Hutchinson and Waters (1987) define ESP as "an approach to language learning based on learner need." The primary issue that underpins all ESP is: Why does the learner need to learn a foreign language? a style of teaching

languages in which all decisions about content and manner are based on the learner's intention to learn (p.19). This means that the role of ESP is to assist language learners in developing the necessary skills to imply them in a given sector of vocation or job.

All of the above definitions have a common base in that they define ESP as teaching a specific subject to a specific group of learners with the goal of increasing their language abilities in academic or vocational settings.

## 2.3 Characteristics of ESP

ESP is a subsection of Language for Specific Purposes (LSP), which is described as "...the field of study and practice concerned with the creation of language programs for persons who require a language to suit a predetermined range of communicative needs." As a result, communication skill is a critical issue in ESP. ESP has a number of characteristics that set it apart from ordinary English.

In the same perspective, Dudley-Evans and St. Johns (1998, p.4) attempted to summarize the key elements of ESP using a variety of qualities, some absolute and others changeable.

**I. Absolute Characteristics**

- ESP is defined to meet specific needs of the learners;

- ESP makes use of underlying methodology and activities of the discipline it serves;

- ESP is centred on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

**II. Variable Characteristics**

- ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of general English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

- ESP is generally designed for intermediate or advanced students;

- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners

(Dudley-Evans and St. Johns, 1998, p.4)

Clearly, the absolute qualities are unique to ESP since the requirements of the learners are considered while planning language courses. Concerning the variable aspects, ESP courses can be developed for a particular by assuming a certain teaching technique; nonetheless, ESP might be of interest to a variety of disciplines and learners. Therefore, ESP should be considered mainly as an approach to teaching as well as it was indicated by Dudley-Evans and St. John as an 'attitude of mind' (Paran, 2018, p.1).

## 2.4  Origin of ESP

Notably, three factors are similar to the emergence of all ESP: the needs of a Brave New World, a language revolution, and an emphasis on the learner (Hutchinson & Waters, 1987). According to Hutchinson and Waters (1987), ESP was brought into the world at two crucial historical times. First, the end of World War II marked an   " ... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale · for various reasons, most notably the economic power of the United States in the post-war

world, the role [of international language] fell to English". Second, the early 1970s Oil Crisis resulted in Western money and knowledge moving into oil-rich countries.

The language of this knowledge evolved into English. Furthermore, a new generation of learners emerged, a generation with a specific motivation for learning this language. (Paran, 2018, p.1).

The second major factor recognized as having a significant effect on the genesis of ESP was a linguistic revolution. Whereas conventional linguists sought to define the characteristics of language, revolutionary linguists began to focus on how language is utilized in real conversation. Another important finding, according to Hutchinson and Waters (1987), was the distinction between spoken and written English; in other words, the variety of English will change depending on the situation in which it is employed. This concept was developed further. If language varies in different settings, then language education may be adapted to match the requirements of learners in particular contexts.

The third factor mentioned by Hutchinson and Waters (1987) as influencing the development of ESP has little to do with language and everything to do with psychology. Rather than focusing just on the manner of language transmission, greater attention was paid to how learners acquire language and the diversity in how language is acquired. Learners were seen to apply various learning approaches and skills, to engage in a range of learning schemata, and to be motivated by a variety of needs and interests. As a result, focusing on the requirements of the learners became as important as the methodologies used to expand linguistic knowledge. Creating specific courses to better fulfill these individuals' requirements was a natural continuation of this concept.

## 2.5  Definition of translation

The concept of translation has gained popularity among knowledge transfer researchers and practitioners, particularly in specific disciplines such as health

and health care, economy, scientific research and technology.  But what exactly does the term "translation" mean?

Translation has typically been defined as the 'replacement' of textual content in one language with equivalent textual content in another. It might be a new term for an old problem that means nothing more than 'transfer.' ; that is, the transmission of knowledge and evidence 'from bench to bedside.' (Freeman, R. 2009). Translation is described by House (2015) as the substitution of a text in the source language (SL) with a semantically and pragmatically similar text in the target language (TL) (p. 23).

Hari Singh Gour (Central University Sagar (M.P.) India), indicates that translation is the interpretation of a text's meaning and the subsequent creation of an equivalent text that communicates the same message in another language. The source text is the text that is translated, and the target language is the language that it is translated into. The new product is also described as the target text. Furthermore, the more translation studies evolved and included new research tools drawn from other disciplines, the more translation methodologies and literary strategies evolved.

## 2.6  Translation Strategies

Translation strategy, according to Chesterman (2000), is any well-established process of solving a translation issue (Branco, 2012:138). It is defined as well by Krings (1986: 18) as "the translator's potentially conscious intentions for solving concrete translation issues within the context of a particular translation assignment.". In the same perspective,  Loescher (1991: 8) stated that translation strategy is  "a potentially conscious procedure for solving a difficulty encountered while translating a text, or any segment of it."

Schaffner (1998) mentioned that the technique utilized is determined prior to the act of translating and is influenced by a number of factors. Primary norms,

preliminary norms, and procedural norms, which control the act of translating both before and throughout the procedure.

According to Chesterman (1997), translation techniques are classified into three categories: syntactic or grammatical, semantic, and pragmatic. The syntactic techniques include mainly syntactic alterations and are largely concerned with manipulating form. In other words, they are concerned with the organization of textual units rather than their contents. Literal translation, loan/claque, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, coherence change, level shift, and scheme change are the most common. Semantic strategies are types of alterations that primarily affect lexical semantics, but also affect clause meaning and manipulate meaning. Here, the emphasis shifts from the form to the sense of linguistic units. Synonymy, antonymy, hyponymy, converses, abstraction change, distribution change, emphasis change, paraphrase change, trope change, and other forms of modulation are examples of these strategies. The pragmatic techniques are concerned with the selection of content in the target text, which is determined by the translator's understanding of the translation's anticipated readership. (Komňacká, 2009:11)

Cohesion Change strategy as it relates to intra-textual reference, ellipsis, substitute, pronominalisation, and repetition, or the usage of various connectors (Branco, 2011:103) The lexical and grammatical connection that binds a text together is referred to as cohesion. Unlike, cohesion which is concerned with the relationships between surface language forms, coherence is concerned with the relationships between meaning and context.

## 2.7  Types of Translation

Translation is a discipline that is continually growing, and its exponential expansion is swiftly reshaping the Translation Industry. The debate over whether a translation should be literal or free is as ancient as the art of translation itself. At least since the beginning of the first century B.C., there has been an argument

in favor of the spirit and sense above the letter or the word. Word-for-word translation, literal translation, faithful translation, communicative translation, semantic translation, adaptation, and free translation are some of the strategies outlined by Peter Newmark in his 'A Textbook of Translation'.

## 2.7.1 Word-for-word Translation

This sort of translation preserves the source language word order; words are translated out of context based on their most frequent meanings. Such translation can be used as a first stage, but it is not employed in actual translation works. In this method or type of translation the meaning of each word is considered in isolation, independent of variations in syntax, word order, context, or specific use between source and target languages. Furthermore, this translation focuses on the source language, and the target language should follow along with it line by line. Although it appears to be a very simple approach to translate, and it is widely used among students, this strategy is extremely dangerous because it does not take into account the target language but instead relies largely on the source language. Furthermore, it ignores the grammars of both languages, despite the fact that they are descended from two very distinct families ; English, an Indo-European West Germanic language, and Arabic, a Semitic language, are two examples. Furthermore, this method disregards the word order of both languages.This technique also ignores context, which is critical for understanding the meaning of a particular statement. Similarly, it excludes the metaphorical usage of words, which reflects language culture. Finally, this approach is incapable of locating alternatives that do not exist in the target language.

## 2.7.2 Literal Translation

The grammatical structures of the SL are preserved when they are translated into their nearest TL equivalents in this sort of translation. It occurs when the SL and TL have parallel structures. Words are translated out of context without regard for their connotative meanings. The examples below demonstrate this notion.

This type of translation is similar to the first (word-for-word translation) in two ways:

- It takes into consideration the word order in the source language.

- It underlines the importance of using the same number and word category.

However, literal translation differs from word-for- word Translation in two other ways:

- It does not disregard context.

- It searches for metaphorical parallels in the target language for metaphorical terms in the source language.

Consequently, this form of literal translation is far more accepted than the first, which insists on word for word translation.

## 2.7.3 Faithful translation

This strategy bridges the gap between the SL word's literal meaning and the TL syntactic structures. Within the restrictions of the target language's grammatical structures, an accurate translation seeks to preserve the original's precise contextual meaning. It 'transfers' cultural terms while retaining the degree of grammatical and lexical 'abnormality' (difference from source language norms) in the translation. It makes every effort to be totally loyal to the intentions and text realization of the source language writer. It sounds more rational since it considers the context, seeking to provide more exact meaning of the SL sentences.

## 2.7.4 Communicative translation

This form of translation strives to reproduce the original text's exact contextual meaning in such a manner that both content and language are easily accepted and understandable to the reader. It is very useful for translating traditional formulas or proverbs, and it includes some cultural approximations.

Communicative translation seeks to have the same effect on the TL reader that the SL text does. Though not as precise as semantic translation, which adheres to the original language, it transmits the meaning at the devotion of correctness. Many translators prefer it, though, since it uses notions that the TL reader is more familiar with on socio - cultural levels. It is typically employed for culturally unique idioms, proverbs, or clichés in which the translator substitutes an SL phrase or concept with one already existing in the TL. Communicative translation focuses on the message and the primary point of the text, is basic, clear, and concise, and is always done in a natural and resourceful style.

According to some linguists, communicative translation occurs when the ST employs an SL expression standard for that context and the TT applies a TL expression standard for an equivalent target culture circumstance in a given context. Therefore, communicative translation seeks to achieve an impression on its readers that is as near to that gained on the original's readers as reasonably possible.

### 2.7.5 Adaptation

The change of a concept in the source language (SL) in order to discover an acceptable one in the target language is referred to as adaptation . It is required when something particular to one linguistic culture is communicated in a completely different manner that is familiar or suitable to another. It is a change in the cultural environment. In other words, adaptation is a rewriting of the ST to conform it to the norms of the language and, more importantly, the culture of the TL community. It is the most fluid kind of translation and is mostly employed for plays (comedies) and poetry; the ideas, characters, and storylines are typically kept, the SL culture is transformed to the TL culture, and the text is reworked. In this respect, the adaptation method tries to achieve 'equivalence' of circumstances by evaluating a similar context in the TL whenever a cultural difference between source and target translation hinders understanding. Thus, adaptation may be seen as a case of contextual equivalence.

### 2.7.6 Free Translation

This strategy keeps the meaning of the original while using natural forms of the TL, such as regular word order and grammar, to ensure that the translation is understandable. It keeps the content but loses the form, and it gives a longer paraphrase of the original. It is a type of idiomatic translation in which colloquialisms and idioms that do not exist in the SL are chosen.

In other words, this form of translation focuses on translating freely since the translator is not restricted by the text or context or the denotative meaning of a word or phrase, but instead extends beyond words and phrases, out of texts, and into situations. As a result, the only limitation is the translator's comprehension.

### 2.8  Translation as a Language Teaching Tool

Every circumstance is different. So, there is not one methodology prescribed for the ESP teachers. According to Hutchinson and Waters (1987), "the choice of technique will be determined by time and resources available, and the processes of each will be determined by accessibility." That is , translation is one choice of a wide range of approaches and methodologies that may help the teacher in the ESP context.

When the Grammar Translation approach was widely recognized as outdated and ineffective, translation and the usage of L1 were consigned to the periphery of language instruction. However, in recent years, More and more theorists and experts in the area of language education have argued for the use of L1 and translation, presenting several strong arguments in support of this perspective. Though all of the criticism leveled against the Grammar Translation technique was valid in terms of how it was applied a century ago, all of the ideas and techniques established since then have unavoidably made their imprint on the teaching of English today. In fact, depending on their classroom experience and the type of learners, most teachers borrow useful elements from various methods (audio-lingualism, PPP – Presentation, Practice, and Production, CLT

Communicative Language Teaching, TBL – Task-based learning, humanistic approach, lexical approach, or corpus-based approach).

According to Newmark (1998:46), communicative translation is unique in its effective transition from studying translation as a set of skills to using translation as a resource , as a result of this effect, using translation in class nowadays may result in an entirely different experience than the Grammar Translation technique used to be. Teachers at this level are not supposed to deal with the English language as a target in itself, but rather as a teaching tool that will give their pupils access to different documentation, information and knowledge about their field of study.

## 2.8.1 Translation in the EFL class

The most current and thorough study on the usage of L1 and translation in the classroom has repeatedly emphasized the key points of interest, namely that these two ideas have been historically and incorrectly associated to the Grammar Translation technique that L1 is commonly utilized in schools all throughout the globe, even if it is not explicitly recognized, and that translation has numerous benefits when done properly in class.

Originally, the difficulties began with the Grammar Translation method's disappointing outcomes in terms of language learning. Its primary critiques were that it did not focus on oral communication skills, that it lacked interaction, that it was a teacher-centered approach, and so did not foster innovation and spontaneity (Sapargul and Sartor, 2010: 27). This led to a new approach to teaching language in the 1980s known as the Communicative Approach, which effectively restricted the use of L1 and translation in the classroom.

For many years, the Communicative approach, a learner-centered technique, successfully controlled the world of English education. Nonetheless, despite the significant stigma associated with them, both L1 and translation have been often used in EFL classrooms throughout the years, as David Owen notices: 'Why is

there still that lingering sensation of having done something wrong when we employ translation in our classrooms as teachers?' Owen (2003). Relying on L1 or translation has long been viewed as a personal failure of the instructor because of its connection with the Grammar Translation technique, which was dismissed as a historical footnote, even a joke (Atkinson, 1987: 242). However, in the 1990s, a movement began to reintroduce translation into the debate.

## 2.8.2 Translation in the ESP class

A number of academics have highlighted the benefits of utilizing translation in foreign language education since the beginning of the twenty-first century. Leonardi (2009), for example, claims that "Translation is increasingly being viewed as a constructive form of intervention, with the goal of enriching rather than diminishing learners' competence and performance abilities. The use of translation in language classrooms has obvious limits, but there are also benefits that should be studied and considered." Marinov (2016: 229) highlights the evolution of the post-communicative cognitive paradigm as well as potential translation possibilities in the ESP setting. In terms of ESP teaching and learning, each course must be tailored to the unique needs of the student (Dudley-Evans and St. John 2012: 4). These precise requirements guide the selection of resources as well as teaching and learning techniques. Marinov (2016: 227) stated that "translation is an action or a method that is naturally utilized by both language teachers and learners. Consequently, despite certain potential limits, its potential should be researched and utilized since it might assist language learners get a deeper understanding of what they do while shifting between the two languages and therefore highlight areas that may require improvement."

Furthermore, teaching ESP and using translation as a means of teaching and learning do not need in-depth understanding of translation theory from ESP learners, as it does from translation students. As Witte (2009, quoted in Kic-Drgas 2014: 258) points out, "it is not necessary to be an expert in translation and translation theory to employ translation in class." However, translation exercises

and the usage of L1 in ESP classrooms can help to boost comprehension of specialized materials and enhance learners' skills (Avand 2009: 45).

Thus, ESP and translation as a teaching technique are multidimensional issues that continue to be discussed by researchers who regard them as worth of a more analytical examination and re-thinking. Several factors of the efficiency of activities requiring the use of L1 or translation in the ESP classroom are highlighted by researchers. According to Widdowson (1981), needs refer to learners' actual or anticipated requirements, as well as their learning objectives after they complete the language course. Berwick (1989) defines needs as "the gap between the existing condition and the expected future state" (p.52). Needs are frequently defined as deficiencies, such as what learners may or may not know about the language (Robinson, 1991).

ESP teachers must consider the fact that foreign language learners translate mentally when deciding whether and how much translation is required in an ESP context. According to several studies (Weschler 1997; Chirobocea 2018), the choice not to employ L1 and translation in foreign language classrooms is "[...] neither reasonable nor justified for a range of reasons." (Chirobocea 2018: 68). According to Chirobocea (2018, 68-69), "a fundamental argument in this regard is that all students translate mentally, notably at basic levels ;  employing L1 comes naturally in an unconscious way, as Jeremey Harmer points out 'when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate levels' (Harmer, 2001: 131).

The strict prohibition of using L1 in the classroom is not a solution, nor a guarantee of improved language learning, especially when it is the learners' choice to use it (Atkinson, 1987: 242). Furthermore, other researchers argue that translation is especially important at the intermediate and advanced levels due to its social aspect (Januleviien and Kavaliauskien 2015: 39) or because in ESP "[...] merely a solid command of English is not enough" (Chirobocea 2018: 71).

Translation activities are described as "natural" and "instinctive" by researchers studying the use of translation as a teaching approach. Giving the example of Simões, Guincho, and Magalhes (2013: 50) who assert that translation may be regarded as an "[...] instinctive device and resulting useful tool" and that "[...] a translation strategy of referral to the mother tongue could partake one of the methods used in language teaching as it is a natural part of human individuals." . In addition, using translation as a teaching method is a continuum natural inclination that connects the learner's familiar environment (mother tongue) to a new one (target language). Medrea (2012) conveys the idea that ESP learners may be required to translate in their future employment, stating that in the field of Legal English, for instance, learners may confront the problem of translating not words, but legal systems.

Çelik and Topkaya (2016: 326) agree that, though translation as an activity is frequently criticized, their study results show that such a method meets the students' needs.

## 2.9  Objectives of translation activities in the ESP class

Various studies provide a variety of illustrations of how translations may be used in class, with entire course designs built on translation activities (Laviosa and Cleverton, 2006: 7-11). Some suggest consolidation translations (Atkinson, 1993: 62) for grammar subjects such as the progressive aspect, comparatives, or false friends (Ross, 2000), while others propose incorporating translation into school curricula via the use of pre- and post-translation activities (Popovic, 2001).

Another proposal is to translate definitions of terms, using translation in error correction or by comparing different translations of the same text translation as post-reading activity or back translating which consists of one group translating a text from L1 into L2 (Olivia Chirobocea, 2018 :72). Olivia states that her experience in using translation as a teaching method '… over the years, has been largely successful'. She also found that 'students pay special

attention to these exercises compared to other activities'. She confirms that translation activities are particularly useful in the teaching and learning of specialized vocabulary, as they can be helpful in the introduction of new terminology, the thing that represents an important part of ESP.

As for vocabulary, translations can be used to reinforce or consolidate grammar at the end of a lesson or soon after the grammatical issue is presented or faced, depending on the approach. Though some students find even basic translations challenging since the ESP class includes students with various levels of English proficiency, and it is challenging to meet all demands, they do grasp grammatical difficulties better when taught and practiced in contrast to L1.

## 2.10 Conclusion

The background knowledge is covered in the second chapter. A review of the literature on Translation Method and English for Specific Purposes was conducted in addition to a review of the literature on Translation Method and English for Specific Purposes. This chapter provides basic assistance for ESP teachers designing major-based courses in terms of evaluating learners' requirements and assisting them in adjusting their level to further academic study or a future workplace ; in this case, ESL students receive more than four years of English learning process. Nonetheless, there is a substantial difference between the English for Academic Purposes (EAP) and the ESP standards for professional contexts. Furthermore, the resources provided are not authentic materials from professional contexts, which may lead to a failure to integrate academic English into the required specialized English activities.

# CHAPTER THREE

## 2.11 Introduction

The current chapter is devoted to the analysis and interpretation of data gathering instrument outcomes, it states the rationale behind choosing the case study. It also explains why integrating research procedures suitable to both quantitative and qualitative techniques is a good idea. As a result, students of third year computer science at the University of Belhadj Bouchaib Ain-Temouchent are given a questionnaire, as well as their ESP professors and a classroom observation. The information acquired will be transformed into numerical and category data, allowing the researcher to develop related relationships between the questionnaire findings and the hypothesized circumstances.

## 2.12 Research Design

This research is conducted within the descriptive case study research design. The case study approach allows a researcher to explore data in depth within a specific context. In most circumstances, a case study technique chooses a small geographical region or a small number of persons to analyze. Case studies, in its true sense, address contemporary real-life phenomena via extensive contextual examination of a small number of occurrences or conditions, as well as their relationships.

Yin (1984:23) defines the case study research method "*as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.*" Anthony defines an approach as a set of assumptions about the nature of teaching and learning. A method is usually derived from an approach which is according to Anthony a plan for presentation of language material. Therefore, research methodologies reveal the researchers' assumptions about the predicted outcomes. In order to confirm or disprove the research hypotheses by the conclusion of the study, both qualitative and quantitative approaches have been used in this work. The

qualitative technique attempted to investigate the difficulties of a specific population, whereas the quantitative method examined the relationship between variables.

## 2.13. Case Study

According to Sturman (ibid. p.61.1997), "a case study is a general term for the explo-ration of an individual, group or phenomenon". Case study is an empirical investigation that examines a cultural phenomenon within its real-life framework; where the distinctions between a phenomenon and context are not clearly evident; and where various sources of evidence are used (Yin 1984.p.23).

The case study research framework is generally supported by the majority of researchers who use it due to its high level of reliability. It is a detailed analysis of a specific event, which the researcher demonstrates as the application of some recognized general hypothetical principles.The aim of using a case study in this research is to explain the effectiveness of the translation method within an ESP setting, and third year computer science students were chosen as the most suitable target because they are at a tertiary level of education. The choice of participants is based on some standards which make the selection ideal; they are, first and foremost, typical ESP Algerian learners; second, they are students at Belhadj Bouchaib University, and their location is the most convenient for the researcher in terms of survey access and delivery, since the chosen group of students still encounter numerous challenges that affect how they use their education, English language in this case is needed as a practical tool rather than academic comprehension, especially because  they are exposed to a variety of practical settings in which they must use their English knowledge practically.

## 2.14 Sampling

A sample population consists of more than just the people that are involved in the research. However, as William (2007) notes, it has a larger perspective; according to him, it is used to define the total number of examples of the sort that are the topic of your investigation. As a result, a population might be

made up of items, people, or even events. I chose my possible participants using purposive sampling since it allowed me to actively pick individuals while also developing an understanding of the main phenomena. My choice to perform the study with Third year Computer Science students at the University of Belhadj Bouchaib, Ain Temouchent was not random. However, a number of variables may make it difficult for the researcher to collect data from the entire population. Constraints, accessibility, and energy are a few of these issues.

## 2.15 Participants

The population is defined as "the group of persons about whom the study is being conducted." That is, a case study is the ideal strategy for resolving the research questions; its benefits outweigh its shortcomings. The case study provides a well-structured way for determining complex social units composed of several aspects that may be important in comprehending the given phenomena.

When applied to real-life settings, the case study provides a rich and comprehensive analysis of a specific occurrence. It provides a variety of viewpoints that broaden the experiences of its readers. The research includes both students and their teacher from the Science and Technology Department at Belhadj Bouchaib University in Ain-Temouchent. Students of third year computer science speciality are interested in the research since they are the center of the investigation. Thirty (30) students were tested, the majority of them had difficulty working with supplied software. Furthermore, their teachers are concerned with the study because of their professional teaching career; they are language instructors who have been assigned to teach ESP courses despite having no or lack of professional training.

### 2.15.1     Students' profile

This research is being undertaken on third year computer science students at the University of Belhadj Bouchaib. Thirty (30) students from computer science speciality were included in this research investigation. The reason for selecting these pupils is because they seemed to have special language demands

that were not addressed by their ESP course. On the other hand, they are experiencing a variety of issues with their language competency on the practical side of language acquisition.

## 2.15.2    Teacher's profile

In this research study, a teacher of ESP at the department of Science and Technology as well as teachers from Letters and Languages Department University of Belhadj Bouchaib are chosen at random as a sample. The purpose for selecting them is to understand their point of view because their teaching profession is linked to the academic level of the students, which helps in having a precise image of the target situation.

## 2.15.3    Setting

This research is being carried out at the University of Belhadj Bouchaib in Ain Temouchent, Department of Science and Technology, where a questionnaire is sent to Master One Electro-Technical students as well as with their lecturer and English teachers from Letters and Languages Department. The setting was chosen since the researcher may study there and have constant access to the people, making data collection easier.

## 2.16 Data Collection Instruments

Any research project needs a strategy for gathering data. The questionnaire was chosen for this investigation. According to William (2001), the questionnaire is a good method since it allows the researcher to ask questions and obtain responses without having to speak with individuals from the selected sample. Furthermore, it is a very versatile instrument for meeting the requirements of any investigation. Despite the fact that it has a number of problematic qualities and drawbacks, the goal behind the selection of a questionnaire as a data gathering tool is the essential aspects that reflect it. The questionnaire is defined as a set of survey questions sent to a pre-selected sample of respondents in order to elicit particular information about the research. It has four main goals: first, to collect

relevant data, then to make data comparable and manageable for analysis, third to reduce bias in asking and developing questions, and finally to make questions suitable and diverse.

Furthermore, researchers generally agree that a questionnaire is an instrument used to collect and record data about a certain problem, which includes a list of questions. The questionnaire can be completed in one of two fundamental methods to achieve this goal: a) in the absence of the researcher i.e. the respondents answer the questionnaire without reference or assistance from the researcher; (b) with the researcher present. In the case of the present work the questionnaire was sent to the target group of students and teachers via the internet. The main advantage of the questionnaire is that it is relatively simple to analyze. Nonetheless, because it is simple to administer, it allows the researcher to contact a large sample of the target demographic and may be submitted at a cheap cost. Additionally, most respondents are familiar with the questionnaire's style, making it straightforward and quick for them to complete it because they will have enough time to think about their responses and are not expected to react immediately. In addition to the questionnaire, the researcher chose to rely on another tool; class observation. A structured or casual observation of teaching in a classroom or other learning setting is referred to as classroom observation. Classroom observations are frequently used to offer teachers constructive critical feedback aimed at improving their classroom management and teaching skills. They are typically done by fellow teachers, administrators, or instructional experts. According to Marshall and Rossman (1989), "observation is the methodical documentation of the events, behaviors, and artifacts of a social setting." (page 79) Many researchers have used observation as a data collection strategy to examine a sample or items in natural settings or naturally occurring scenarios. It is a major technique that helps the researcher notice significant characteristics and document changes occurring in a particular context. It has been effective in research in a variety of fields of study, including education, sociology, and other social science disciplines.

There are two major sorts of observations. The researcher's participation in the context as both observer and participant is required for participant observation. The researcher does not engage with the items or samples observed in the setting during direct observation. Using observation as a data collection method, Analyses, and Interpretations allows the researcher to gain access to aspects of the social setting that are not visible to the general public, it allows the investigator to provide a detailed description of the setting or phenomenon observed, and it allows the investigator to develop updated experimental questions to be asked of informants.

## 2.17 Students' Questionnaire

A questionnaire has been designed for students of third year computer science enrolled in the department of science and Technology at Ain Temouchent University for the current academic year (2020-2021). Thirty (30) students were given the questionnaire. This latter tries to explore the barriers that prevent learners from gaining the necessary language abilities to be competent in practical contexts.

The students' questionnaire is made up of thirteen (13) questions divided into two sections: Part one is about the student's educational career and comprises seven (7) questions. Part two focuses on students' attitudes regarding translation in ESP courses and includes five (5) separate questions in addition to one (1) open end question. Most of them are yes/no questions, in which respondents must select the proper response (s) from a restricted range of options. And just one question was shared among them to which they had to pick replies followed by an explanation. The researcher made certain that the questions were simple in order to ensure the respondents' cooperation.

### 2.17.1 Data analysis

The data analysis process is a crucial part of the study. Analysis is the actions that the researcher takes to reduce the obtained data in order to extract relevant

information and have an accurate interpretation. According to Patron (1987), data analysis consists of three steps: organizing data, reducing data by summarizing it, and detecting patterns to connect Data Collections, Analyses, and Interpretations to existing themes. The following are the findings of the students' questionnaire.

## 2.17.2     Students' Questionnaire Analysis

This section is devoted to the analysis and interpretation of the data collected from the third year computer science questionnaire; the findings allow the researcher to gain an overview of the learners' English language academic experience as well as their opinion about the use of translation method in the ESP classroom and its efficiency in their learning process

*Q1*. *What is your opinion about your English language proficiency?*

This question tries to determine to which extent are the students satisfied with their English language.
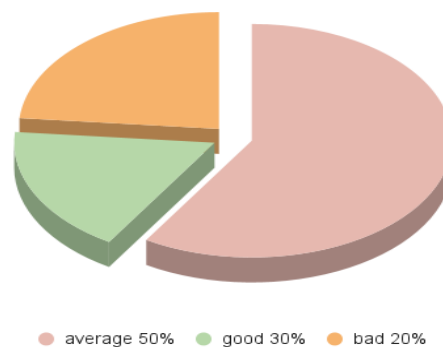


**Figure 3.1:** Students opinion of their language proficiency

This question wishes to know students' opinion about their level in English language regarding that they have been studying English as an additional module for three years. The analysis of the result demonstrates that the majority of students (50%) think having an average level in English while few of them (30%)  claim to have good English whereas (20%) of the students think they have a bad English level.

*Q2*. *Do English language courses meet your needs in your field of study?*

This question tries to determine if students recognize the value of the English language in their studies. Students responded with their opinions, which are depicted in the figure below.



● Yes 56%   ● no 44%
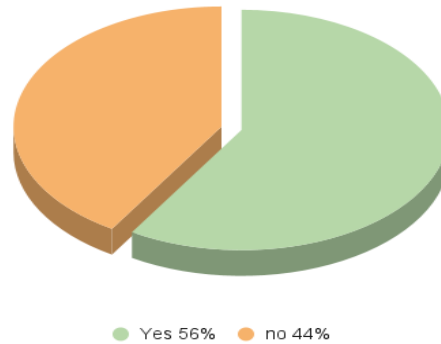
**Figure 3.2:** Students needs according to their speciality

The figure shows that the majority of the students (56 %)  were aware of the importance of the English courses to fulfil their educational needs  in their field of study, while (44%) of the sample, think that ESP lessons  do not cover their educational needs.

*Q3*. *Do you think the English module weekly time table is sufficient for learning the language?*

This question relates to the amount of time set aside for studying English. The figure below illustrates the outcomes of the students' replies to the English module time table.

No 80%    Yes 20%
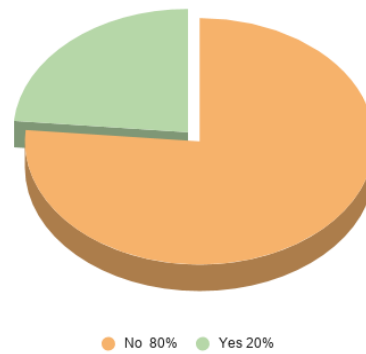
**Figure 3.3:** Students opinion about English module schedule

According to 80% of the students the amount of time set aside for studying English is not enough to study the language while 20% of the sample are satisfied with the English module time table.

*Q4. Are you satisfied with the way you're learning English?*

The basic goal of every level of education is to achieve fundamental change in the student. As a result, learners themselves might be regarded as a key source for determining the efficacy of teaching approach.



no 20%    yes 80%
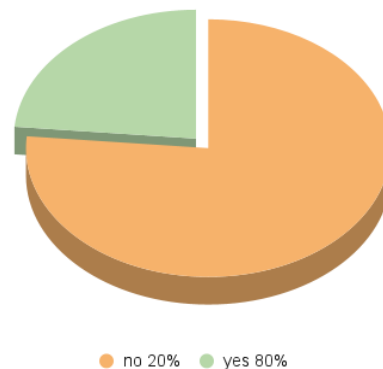
**Figure 3.4:** Students' Satisfaction with the Teaching Methodology

According to figure (3.6), more than half of the participants are dissatisfied with the techniques used by the teacher during the teaching process. However, a considered proportion (20%) of students tend to be satisfied. Students who were

dissatisfied with their convenience expressed their concern ; as lack of communication and motivation.

**Q5**. *Do you consider the English language to be  important in your field of study?*

This question seeks to determine if students recognize the value of the English language in their studies. Students responded with their opinions, which are depicted in the figure below.



● no 7%   ● yes 93%
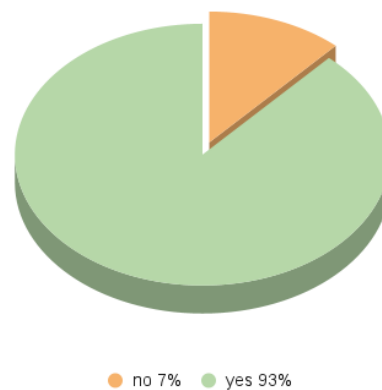
**Figure 3.5:** Importance of English in their speciality

The figure indicates that most of the respondents (93 % ) show  a clear awareness of the importance of English nowadays in education and in their field of study in particular, while (7% ) of the sample agreed on the fact that English language is not really important as far as they are concerned.

**Q6**. *Do you believe you will require English in your future job?*

Even if students are in an academic setting, some of them may require English for professional purposes. This statement  was used to distinguish between those who require English as a tool for employment and those who do not.
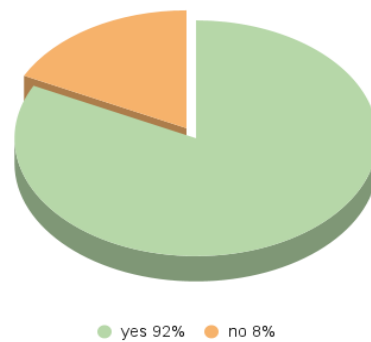
**Figure 3.6:** The Occupational Needs of Students of computer science

The majority of students' responses were positive ; (92%) of them think that English will be an important tool in their career whereas (8%) of them claim that they will need English for their future job.

*Q7*. *Do you make use of English printed documentaries in your field of study?*

Several surveys have found that "half of the 100,000 scientific publications published globally were in English" (TRUCHOT, 2002, p. 10). The current statement investigates the usage of English printed documentations by computer science students for further study, such as books, papers, and reports.
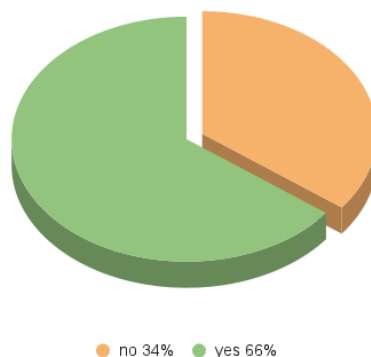


**Figure 3.7:** The Use of English Printed Documentations in computer science

The figure above shows that the majority (66%) of students are familiar with English printed documentaries, but it's not the case for (34%) of them.

*Q8*. *Is it necessary to translate these materials in order to comprehend them?*

This question is designed to elicit the students' opinions on how important it is to translate English documents in order to understand them.



yes 71%    no 29%
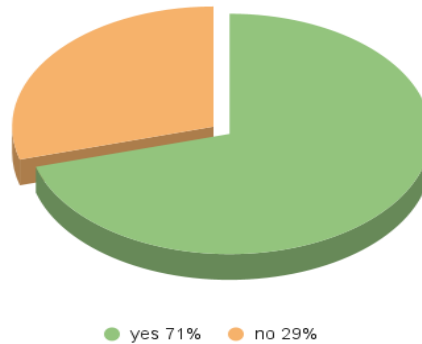
**Figure3.8 :** Translation of the documents

The figure shows that most of the students agree on the importance of translation to comprehend the given documents, on the other hand only (29%) of the sample show disagreement on the necessity of translation in their speciality.

*Q9*. *Does your English teacher use any translation techniques throughout the lesson?*

This question aims at knowing to which extent is the translation used in the class as a teaching method



no 60%    yes 40%
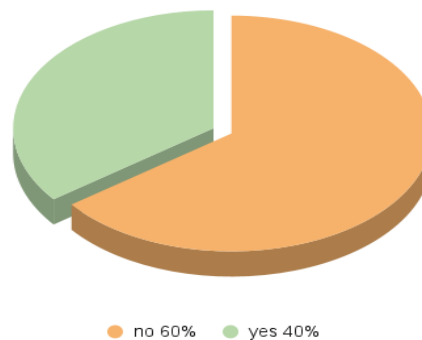
**Figure3.9 :** Use of translation by the teacher in the class

The results presented in the figure above, show that more than half (60%) of the participants claim that their teachers use the translation method in the class while (40%) of them claim teachers do not.

***Q10****. Is* <u>*it motivating when the teacher uses translation during the lecture*</u>*?*

This question was asked in order to determine the impact of translation on students' enthusiasm for language study.



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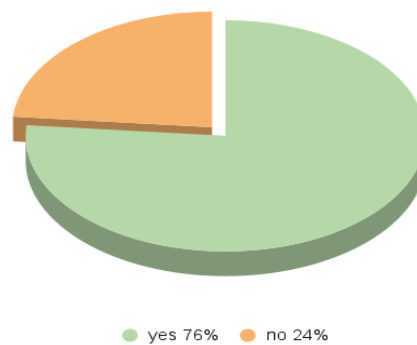
**Figure3.10:**Students' motivation.

The results of this question demonstrate that the majority of students (76%) feel inspired when the teacher employs L1 throughout the class, while a small percentage (24%) report that it does not help with lecture comprehension.

***Q11****.* <u>*Do you think all the content must be translated to understand the lecture*</u>*?*

This question was designed to know the opinion of students about the translation method that may suit their needs

yes 50%  no 50%
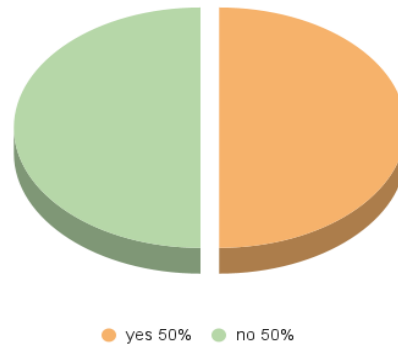
**Figure 3.11:** translation of the whole content

The results reflect that students do not have a consensus on the matter, they are divided into (50%) agreeing on the translation of the whole content of the lecture, for instance, in order to understand the meaning, whereas the other half of the sample don't agree.

*Q12. Does it benefit you when your teacher translates phrases relevant to your field of study?*

The purpose of this question is to get the students' perspectives on the utility of translating terminology related to their field of study in comprehending the documentation material.



Yes 58%  no 42%
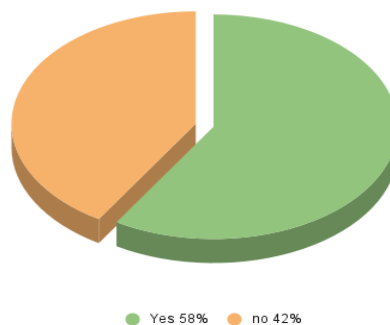
**Figure 3.12:**the translation of terminologies only.

Students responses to this question are presented as follows ; (58%) of the sample assume that translation of the key terms related to their field of study will

guide them toward the general meaning of the studied documents, while (42%) of the participants still think that the translation of the whole document is necessary.

***Q13****. Do you have any suggestions that may help to have an effective learning of English?*

 This question aims to extract students' expectations, impressions, and recommendations on the ESP course. The following are some suggestions:

- 'Teachers must adapt their approaches to meet the needs of their students.'

- 'devoting extra time for learning the English language'

- 'The use of translation is necessary to comprehend the content of lectures and printed documents'

- 'the use of audio visual teaching tools'

## 2.18 Teachers' Semi-structured Interview

 The semi-structured interview is intended for English instructors to third-year computer science students at Belhadj Bouchaib University's Department of Science and Technology. The Instructors' Interview (Appendix II) is an eleven-question survey conducted with four (04) teachers. The interview in which a variety of questions are asked (10 questions) consist of two (2) sections, with a focus on the following areas:

- Teacher's academic profile.

- Teacher's attitude towards ESP teaching and the integration Translation method.

### 2.18.1    Data Analysis

 The teacher interview consists of eleven (11) different questions separated into two parts: the first is devoted to the academic teaching profile, and the second is devoted to the professional teaching profile. The second concerns

instructors' attitudes toward the ESP course and the feasibility of incorporating the translation method in ESP courses. The following are the findings of the teachers' questionnaire:

## 2.18.2    Instrument Analysis

### ❖ Part one: Teacher's academic profile :

This section is designed to learn about teachers' academic backgrounds. In this regard, general questions were asked, mostly about their field of specialization (language teacher or language practitioner) and professional experience. The responses to the questions in this first section are summarized in the tables below.

*Q1. How long have you been teaching English?*

Teachers we interviewed have teaching experience ranging from one to thirty years, indicating that their experience in the field of education is trustworthy. This demonstrates that they are familiar with various instructional methods and strategies.

**Table 3.1:** Years of Experience

| Teacher one | Teacher two | Teacher three | Teacher four |
|---|---|---|---|
| One year | 14 years | 27 years | 30 years |

The table above shows that the teachers involved in the study had a reasonable amount of experience. This demonstrates that they have sufficient knowledge in teaching English in both EGP (English for general purposes) and ESP (English for specific purposes) settings.

*Q2. Are you a language teacher or an ESP practitioner?*

The findings of the question on the type of the teachers are summarized in the figure below, which shows that the teachers' experiences vary as follows ; most teachers (75%) are language teacher while one teacher (25%) is a language teacher and a technical English practitioner.



● A language teacher 75%    ● I teach general English as well as Technical English. 25%
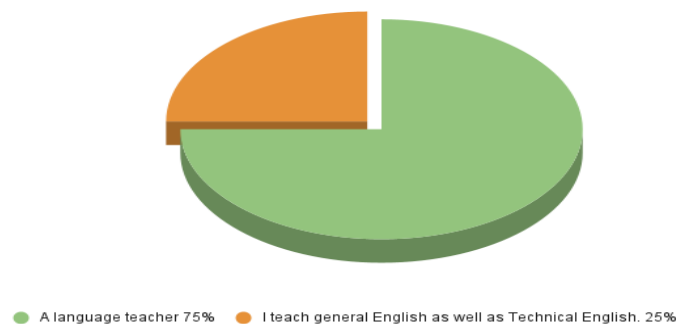
**Figure3.13:**Language teacher or ESP practitioner

*Q3. What words do you think would best characterize your experience?*

In terms of teaching experience, all teachers describe it as a successful phase that allowed them to be creative with their teaching approaches and piqued their interest in learning more about the teaching area. One of the participant teachers claimed that teaching is *'A good and rich experience.it embeds many stations starting from secondary school to university. I have been teaching ESP for 10 years as a part time teacher'*

❖ **Part Two: Teachers' attitude towards ESP teaching and the integration of the translation method:**

This second section is about the ESP course, where more precise questions on the investigation's topic were asked. It attempts to assess instructors' knowledge of teaching methodologies. On the other hand, it tries to learn about teachers' attitudes regarding employing diverse language teaching approaches, such as the translation method, in particular situations such as ESP classrooms.

*Q4. Do you think using translation in ESP teaching can be a facilitating tool for you to convey your lecture's objectives?*

The responses of the teachers to this question vary from one to the other; two of them agree on the fact that translation may be a facilitating tool to convey their lecture objective, whereas, one teacher thinks that it is not an important factor of the success of the teaching learning process. Another teacher has a different point of view; she thinks that the translation method can be useful at the beginning; however,it can block the students' process at further levels of language learning.

*Q5. Do you think that translation suits the ESP students' needs or not?*

The findings summarized below show that from the point of view of two of the teachers (50%) translation may stand as a successful method for ESP students whereas the two others (50%) have a total disagreement.



● yes 50%   ● no 50%
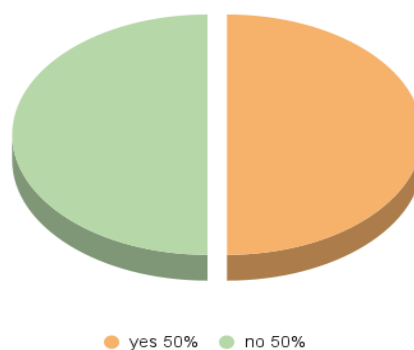
**Figure 3.14:**Translation in ESP settings

*Q6. Do you see that translating the technical terms may be more benificient for the ESP students to understand the whole lecture's content?*

There has been a consensus on this subject, with all professors (100%) agreeing that translating terminology and technical terms pertinent to the students' field of study is more beneficial than translating the entire lecture.

***Q7.*** *Do you agree that using translation in ESP classes is advantageous for both the teacher and the learner?*

The majority (75%) of teachers confirmed that the use of translation in ESP classes is advantageous for both the teacher and the learner, while a teacher (25%) has a different opinion; she believes that translating saves time, but when learning is difficult, you are more likely to achieve your goal. What ESP students require is the ability to reach that goal regardless of the coast. Simply expressed, they are motivated enough to attempt; thus, let them do it the right way.

***Q8.*** *Is it true that by using L1 in an ESP class, students would be more attentive and responsive?*

On general terms, teachers agreed on the statement ; they think that using the translation method as a teaching approach drive students motivated because they have more understanding to the lecture content, in the other hand one teacher does not have a total agreement on using L1 in the teaching learning process.

***Q9.*** *Do you think that the negative connotations associated with translation in ESP classes are changing?*

Teachers confirm that negative connotations associated with translation in ESP classes are gradually changing since using L1 in the foreign language teaching and in ESP in particular becomes an adapted pedagogical option by many educators and proves its success.

***Q10.*** *Based on your professional experience, what specific advice would you provide to your students to help them overcome the challenges they face?*

Teachers were highly collaborative when it came to the last question, providing practical solutions and ideas for students to overcome the obstacles they encounter. Among these are: reading about their technical field in English, to provide more importance to ESP courses, avoiding thinking in their native tongue, developing the habit of autonomy and performing research, group work,

precisely asking for what they want to make their teachers better understand what their students need and adapt the courses accordingly.

## 2.19 Class room Observation

A classroom observation is being conducted in the Science and Technology department of the University of Belhadj Bouchaib in Ain Temouchent, where the researcher attended the ESP course with third year computer science students.

The object of this inquiry is to explain the challenges experienced by Master One Electro-Technical studies students in order to help increase, enrich, and expand their knowledge and language skills, with the hope of making the ESP courses of actual use. The classroom observation is divided into two (2) sections: Part one is on the motivation of students, Part two is about the teacher's attitude towards the ESP course.

## 2.20 Class room Observation Analysis

The observation is being carried out with twenty-three (23) third year computer science students. The researcher is interested in the students' motivation and attitude toward the course content, as well as how teachers deal with the ESP course itself. What strategy they take when delivering the lecture.

The first observation is that the teacher begins the lecture by reviewing the previous lesson to refresh their memory; the student involvement with the presentation was moderate; and the teacher distributes a printed text with questions underneath in addition to the translation of the key terms that make a great difference in the students' comprehension of the text.

The printed information material answered the question, "What is artificial intelligence?" A big part of the students were involved in the exercise where they read and responded to questions. Few students looked very interested on the topic and completed the assigned assignment with success. In the second observation session, the teacher began the session by putting some phrases on the board; it was a grammar lesson; she then distributed a printed paper with the rules written on it; then she began explaining the lesson. After that, the teacher instructed

students to form similar phrases as an activity, however the majority of learners did not participate, the reason why the observer asked one of the pupils about his opinion on the activities supplied by the teacher, the student indicated that they were not the type of activities that they needed and indicated his displeasure with the teacher's method.

The researchers observed that the teacher did not have a guided syllabus to follow or any guidance, that the materials used were not authentic, that they did not provide an experience of a real context of the target language, and that the majority of lectures were not oriented towards the learners' specific needs. In general, what drew the observers' attention in this classroom observation was that students were unmotivated in the course  due to a lack of interest in the topic unless when dealing with subjects related to their field of study. The findings of the classroom observations support the three hypotheses.

## 2.21 Discussion of the Main Results and Interpretation

Following the discussion of the main findings of the current study, the findings from both the students' and teachers' questionnaires provided us with a thorough understanding of the issue of integrating different approaches, such as the translation approach, in special settings, mainly ESP classrooms. In general, the findings show that the vast majority of third year computer science students have a variety of issues that hinder them from participating in the ESP course. The results of both surveys are reviewed in connection to the hypotheses that have previously been raised.

In terms of the first hypothesis, the results show that students  are more likely to comprehend the lecture content when the translation method is implemented in the teaching learning process. For them, the language is a means of getting access to a rich professional material in their specialty.

The second hypothesis is about increasing students' motivation. The discussion and interpretation of the findings highlight the fact that the majority of students are aware of their individual demands. They also place a premium on

translation as an effective tool that helps understanding documents provided to them. However, teachers do not totally agree with the use of translation in the class as a teaching method although they are actually using it especially with ESP classes, but they frequently fail to assess students' requirements, resulting in ambiguous course content that prevents the majority of students from being engaged and motivated.

The last discussion focuses on the third hypothesis concerning the translation strategies that may be adopted to meet our learners' needs. Translation method, as a teaching approach, can provide students with intelligible learning activities, resulting in greater accomplishment in linguistic and subject domains, as well as increased language learning competency. English at this level is looked at as a tool for reaching the students' ultimate objective which is getting access to the knowledge in their field of study using this language. Several assumptions may be drawn based on the data. To begin, teachers should place a greater focus on the ESP course material in order to improve language instruction and students' language development. Furthermore, when the topic is relevant and interesting to students, it may also help in motivation. If teachers aim at reaching an effective teaching process to have successful learners in terms of learning the foreign language and, as a result, their performance in practical circumstances, it is advised that ESP courses be more practical and applied within the students' areas of interest.

Based on the observations and analyses presented above, it is clear that third year computer science students at the University of Ain Temouchent had significant challenges while working with specialized professional resources. At last, the primary findings in both surveys support the results gained through solid evidence. Furthermore, the researcher was helped in reaching the same results through the use of figures.

## 2.22 Conclusion

The methodology employed in this study effort is to reveal the results of each section of the questionnaire, as well as the interview as well as classroom observation analysis. By the conclusion, there is a full description of data interpretation to reflect on the research questions and evaluate the hypotheses. Similarly, the general goal of chapter three is to provide the data analysis and discuss outcomes, covering the processes of each data collecting technique, as well as the analysis of results connected to the research questions and hypotheses established.

# CHAPTER FOUR

## 3.1  Introduction

This chapter discusses various suggestions and recommendations for incorporating the translation method in ESP classes, using the case of third year computer science students at the University of Belhadj Bouchaib Ain-Temouchent as an example. The suggestions focus on ESP teacher training and how to assist language instructors in dealing with an ESP circumstance. In addition, as a review on the research findings, the researcher explores some educational implications of the study.

## 3.2  Features of ESP Courses

ESP is defined as the teaching of English for a particular discipline, it is linked to purpose in the sense that education should be centered on the goal of learning English. English language at this level is not the target in itself ; it rather becomes a tool to convey the learners' particular objective.Thus, the material should be linked to themes and subjects relevant to certain fields and occupations.

When it comes to the features of ESP courses, Carver (1983) claims that there are three that are shared by all ESP courses:

**1-  Authentic materials:** If we accept the idea that ESP courses should be provided at the intermediate or advanced level, we can employ authentic learning resources. The use of such resources, whether modified or unmodified by professors, is widespread in ESP, particularly in self-directed studies or research activities. Students are often encouraged to undertake research utilizing a number of resources, including the Internet.

**2- purpose-related orientation:** Refers to the simulation of communication activities necessary for the target setting. The teacher might assign several activities to students to simulate conference preparation, such as paper

preparation, reading, note-taking, and writing. The English course for third year computer science at Belhadj Bouchaib University, Ain Temouchent should engage students in tasks such as presenting a slide show in English, creating a brand, or conducting phone conversations. They should also develop listening skills, however the implementation is limited because they apply newly acquired abilities with their colleagues and teacher during their ESP lessons.

**3- self-direction :** ESP is focused with developing learners into users. For self-direction, teachers must encourage learners to have some autonomy; the ability to choose when, what, and how they will study.

Teachers who teach ESP courses must play diverse roles and acquire particular information since ESP courses vary in kind and feature based on the scientific field or vocation.

( Milevica Bojović :490)

## 3.3    Authentic Materials in ESP

According to Richards et al. (2002), "materials may be linguistic, visual, audio, or kinaesthetic, and they may be delivered in print, audio, or video form, on CD-ROMs, the Internet, or through live performance or display" (p.322). Learning materials are highly important in ESP, and their role is crucial in the teaching process. According to Hutchinson and Waters, effective resources do not educate, but rather inspire the learner to learn. As a result, ESP materials should be inspired by the subject course or the learners' professional area, and they could include relevant exercises and texts.

Moreover, Hutchinson and Waters (1983) claim that many ESP materials fail to take into account "the reality of the ESP classroom," which causes pupils to lose interest in the course. According to Hutchinson and Waters (1987, p.100), pupils are disinterested in ESP materials because they are "too frequently uncreative." ; The range of the linguistic activities they seek to engage the

student in is restricted, and their knowledge content is generally unexploited', which means that creativity is an essential component in material selection.

### 3.3.1 Roles of Materials in ESP

Materials perform four key functions in the ESP context, according to Dudley-Evans and St John (1998): (1) as a source of language, (2) as a learning support, (3) for motivation and stimulation, and (4) for reference.

### 3.3.1.1. Source of Language

The use of many "genuine" materials in the ESP classroom exposes students to a wide range of language characteristics in their natural context. The more they are exposed to the language, the more they improve their language competence.

### 3.3.1.2 Learning Support

ESP learners, in particular, require significant engagement in material selection in order to improve their learning. Materials are utilized to encourage learners to participate in the learning process by boosting their cognitive and communication abilities. Materials, as 'learning support,' must offer new interesting discussions in order to give correct explanations, practice, and reference while also attracting the learners' attention. They give a broad range of learning aspects in terms of data, skills, and activities.

### 3.3.1.3 Stimulation and Motivation

Motivation is essential for success. Materials, according to Harmer (2007, p.98), should be difficult and interesting. They must be exciting and inspiring in order to develop a strong learning desire that allows learners to actively participate in the learning process. Hutchinson and Waters (1987) argue that motivational materials should 'offer new ideas and information while being established in the learners' experience and knowledge to stimulate enjoyment and creativity' (p.172).

### 3.3.1.4 Reference

ESP students are frequently busy persons with limited time to dedicate to language learning. Autonomy or self-study are the most appropriate options that learners introduce in order to increase their language level. As a result, resources for self-study and "reference" must be properly produced and organized in a way that helps the learning progress. Coherent sections, tasks, and texts, as well as coherence, consistency, and authenticity, may be given for reference materials. Materials must 'create a balanced view that both represents the task's complexity while also making it appear accessible' (Hutchinson and Waters, 1987, p.108).

### 3.3.2 Forms of ESP Materials Adaptation

Language teachers in the ESP context should aim for the best of their courses, according to adaptation. As a result, the forms in the table below will be quite useful when deciding on the materials adaption procedure. First, alter the content by removing or adding sections of the material.Second, reorganizing the material in terms of tasks, either by changing or expanding them to meet the specific demands of the learners.

**Table 4.1:** Material Adaptation Methods Adapted from (Maley, 1998, p.281)

| Way | Description |
|-----|-------------|
| **Omission** | The teacher excludes everything considered improper, disrespectful, unproductive, and so forth for the specific group. |
| **Addition** | Where there appears to be a gap in coverage, teachers may opt to reinforce textbooks with texts or practice material. |
| **Reduction** | Where the teacher shortens an activity to give it less weight or emphasis |

| | |
|---|---|
| **Extension** | When an activity is prolonged in order to add dimension to it. (For example, a vocabulary activity may be expanded to highlight certain grammatical patterns.) |
| **Rewriting** | The teacher may opt for rewriting material some times. |
| **Modification** | Exercise material, in particular, to make it more suitable, more "communicative," more challenging, more accessible to their learners, and so on. |
| **Replacement** | Text or exercise material that is deemed insufficient for whatever reason may be changed with more appropriate content. This is frequently obtained from other sources. |
| **Re-ordering** | Teachers may determine that the sequencing of the textbooks is inappropriate for their students. They can then choose to take a different path through the textbooks than the one given out by the author. |
| **Branching** | Teachers may decide to add choices to an existing activity or offer different itineraries through activities. |

Finally, all of the aforementioned measures are intended to make the job of both students and teachers in an ESP context easier. Based on this, the next section will provide some recommendations.

## 3.4  Teaching of ESP and the ICT

ICT tools have been regarded as crucial in science since their introduction. The methodologies given, as well as the number of implications in the language

education syllabus, have undergone significant changes in parallel with the evolution of technology. The primary benefit that ICT brings to the literature of ESP instruction is increased access to genuine resources, which simplifies the job for instructors and connects the three elements of education, namely teachers, learners, and staff.

## 3.5  Authentic Resources in ESP

According to Nunan and Miller (1995), authentic materials are ones that "were not developed or modified specifically for language learners." To put it another way, the phrase "genuine materials" depicts how native speakers of a certain language use it in its natural context. In the case of English, authenticity denotes that the full context of the target language may be classified as authentic resources and thus used not just for normal English but also for ESP teaching and learning.

There are an infinite number of real materials; it is only a matter of searching for creativity. Yet, ESP teachers confront a difficult challenge on a regular basis: how to attract students' attention and increase their learning motivation. This illustrates that resources generated from real-world settings encourage students in reflecting on actual language use and may add to the overall learning process. In addition to the benefits of accessible websites, ESP instructors and students have a multitude of material at their disposal, including texts, visual materials, articles, journals, recordings, video clips, and many more.

## 3.6  Trainingof ESP Teachers

Most teacher training courses contain four basic elements:

   * Not every human being is capable of becoming an adequate language teacher. Each teacher bears ongoing commitment throughout the course of a thirty-year or longer career. Regardless of this responsibility, it is important that potentially unproductive persons be held back from embarking on the

journey in the educational field by appropriate pre-training or post-training selection process.

* A teacher's personal development is a never ending process ; Teachers should be well-educated individuals. Minimum criteria for instructors differ from one country to the other. There are many ways to improve the trainee's personal education - either simultaneously with his/her professional training; or consecutively, with the first two or three years of study including no components of teacher training.

* General professional training as an educator and teacher. This component includes what all educators have to know, despite which subject they teach, the components are as follows:

> *a)* educational psychology, child development studies, social psychology, and the principles of educational concepts – the component designed to guide the trainee to a better comprehension of the nature of education.

> *b)* an overview of how education is organized in a specific country – The teacher should be conscious of the several types of schools ,of regular and exceptional paths through the educational network, of commitment, management, and financial support, of reform and change sources, and of the key aspects of education history in the country where he will teach.

> *c)* an understanding of the teacher's moral and intellectual function: the establishment of standards, character, and enthusiasm.

> *d)* knowledge and competence in class management, discipline, and dealing with diverse groups of learners.

> *e)* knowledge and skills in fundamental teaching approaches, as well as comprehending teacher-learner relationship.

*f)*    Acceptance of the basic role for lesson planning.

*g)*    comprehending the importance of curriculum, syllabus, and teaching materials

*h)*    A teacher should be devoted to staying up to date with the teaching profession.

* Professional training as a foreign or second language teacher, which is at the basis of most teacher training courses, may be reduced by distinguishing three parts of it.

*a)*    The skills component, which contains three separate abilities that the instructor needs. The first component is  the mastery of the language the teacher is teaching ; this component must guarantee that the teacher's command of the foreign language is at least appropriate for instructional context.In addition, techniques for teaching and classroom activities - Assimilation of a large corpus of successful techniques is a key component of teacher training as well, moreover, classroom management is an important part of a teacher's classroom talents to know how to evaluate each individual in the current class advancement and how to handle classroom activities so that the best learners are not frustrated by being hindered, while the slowest are not demotivated by being left behind.

*b)*    The information component — the required body of data – might be split into three sections ; the first one deals with information about teaching and the learning process where many approaches to teaching language are introduced. Another point to mention is  details about the curriculum and materials the teacher will be utilizing and aids such as flashcards, wallcharts, tape recorders, and language laboratories constitute the teacher's tools. Furthermore, language knowledge  which is related to the

teacher understanding of the nature of the normal stages in the infant's acquisition of his mother tongue, the existence of common speech defects and who is responsible for treating them, the relationship between speech and writing, literacy and education, concepts of 'correctness' and linguistic variation including dialects and accents, artificial language, language and mind, and many more.

*c)*    The theoretical component to which the language teaching profession is closely   linked in a variety of fields, including linguistics, psychology, psycholinguistics, sociolinguistics, social theory, and education. When the trainee has completed a suitable degree of personal education and is ready to instruct high-level learners, theoretical studies are likely to find a place ; nevertheless, they can be included into postgraduate teacher education as an interdisciplinary method of applied linguistics that combines important aspects of the disciplines most relevant to language instruction.

( *Milevica, MA, lecturer Bojović)*

ESP instructors are equipped with the essential information and resources to cope with the specialties of their own students by using skills as a framework of ESP. It should be highlighted that ESP instructors are not subject matter experts; nonetheless, while teaching English, their focus is on English for the profession rather than English for the sake of English ; they assist students who are more informed about their field than their professors in developing the necessary abilities for comprehending, utilizing, and/or presenting authentic information in their career.

## 3.7  Pedagogical Implications

Harbord (1992: 354) promotes and shares the same beliefs as Eldridge, stating that students utilize their L1 when completing educational activities, particularly when one student explains something to another. This is a habit that

will most likely develop without the teacher's support. (Galina, 2010) said in her article titled "New Trends Exploring the Language of Science" performed in Russia that the quantity of local language the students require is determined by their competence and linguistic conditions.

## 3.7.1 Translation as a learning strategy in ESP

Linguists, methodologists, and teachers all have various perspectives on translation. Its application in EFL and ESP education has sparked much debate and criticism. The major reason for this is because a number of studies have been conducted over the years that have either favored or totally disregarded the use of translation as a learning strategy. Many thinkers, linguists, and educators agree on the value of translation in EFL and ESP classrooms. For example, Schaffner (1998) believes that translation and associated activities can help in foreign language learning and so is the case for ESP:

*a)* To enhance verbal agility.

*b)* To develop learners' vocabulary in the foreign language (FL).

*c)* To improve their style.

*d)* To gain a better comprehension of how languages function.

*e)* To reinforce FL structures for active use.

*f)* To develop and improve the understanding of FL.

*(Inga Dagilienė. lecturer, Kaunas University of Technology, Lithuania.)*

The process of translation in EFL and ESP classrooms is currently in progress, becoming a type of "pedagogical translation," which is no longer seen as an unproductive technique, and is regarded as a means of enhancing learners' competencies. According to Ross (2000), translation is considered as the fifth and most essential social skill since it encourages communication and understanding.

Translation, being a kind of communication, requires interaction and collaboration between individuals, making it a highly valuable tool in EFL and ESP,  it also raises the person's awareness of the SL and TL characteristics, similarities and differences ; students while translating are focused on recognizing variations in structure and vocabulary, they may also develop techniques for dealing with these disparities and negotiating the potential of both languages.

Translation, according to Duff (1994), occurs everywhere and at all times. Students translate for other students in class, read signs and notices in the surrounding areas, and translate instructions and letters for friends and family. Furthermore, they cognitively transfer concepts from their native language into English. In addition, translation becomes an appropriate language practice strategy for many learners when it is incorporated intentionally and creatively into a language learning program. When translation is integrated into regular classroom activities, it may assist students grow and enhance their reading, speaking, writing, grammar, and vocabulary abilities.

### 3.7.2 Translation as a teaching method in ESP

Translation as a technique of language teaching is gaining increasing interest and is one of the most often discussed subjects among linguists, methodologists, and instructors. However, the current study indicates that translation activities may be used as an educational tool, mainly in ESP.

Translation in ESP lessons improves students' comprehension of the structures of the two languages as well as their translation abilities. It is an efficient and relevant instrument for EFL as well as ESP teaching and may be utilized in university classrooms to increase the  understanding of English resources. However, translation should not be utilized excessively and should be incorporated into language education at the appropriate moment and with the right students.

There are a variety of activities that help the teacher integrate translation in the ESP course in order to reinforce comprehension or focus on one skill (listening, speaking, reading, and writing). It may be appropriate to note Perkins' (1985) remarks at this point: "To develop in students a linguistic awareness of the contrast between L1 and L2 grammatical structures, and thus to counteract interlingual interference, the teacher can legitimately ask students to translate L1 sentences designed to pinpoint and clarify structures and patterns that the student has yet to assimilate."

The objective of translation activities is not to produce expert translators, but rather to assist students in acquiring and strengthening their understanding of the English language; the content for translation has to be attractive and varied, expressive, and relevant to the learners' expertise. Because students must learn many aspects of the foreign language, the material must be authentic and diversified in terms of structure and function. The teacher's job is to assess students' requirements and choose material to highlight specific features of the language and structure that cause difficulties for ESP learners. Working over these challenges allows students to recognize the relation between the language and its use.

As English computer lectures are integrated into the language learning course, a variety of activities helpful to students' linguistic growth should be carried out once every two weeks in computerized environment classrooms. Usually, the exercises are centered on tasks that promote students' understanding of vocabulary, grammar, writing, and reading. The most frequent activity is article translation. To sound excellent in a foreign language, two factors must be present. The first is to know how to say a lot of things, and the second is to avoid saying things you don't know how to express. Translation exercises that are properly prepared enhance the amount of things a student might say, create circumstances in which a student is driven to speak and must discover or build a means to convey himself. Students are particularly adept

at avoiding contexts in which they will need phrases, words, idioms, or structures that they do not know when speaking. This is when translation enters the picture.

We will take the first example of a translation based activity where the teacher could choose  a suitable text, which might be an article from a newspaper or magazine, or a technical document. The text to be translated must be interesting and pertinent to the learner's needs. The potential for generating debate is also extremely essential when picking the material. Content in translation should spark debate. Pair and group work is beneficial since it allows students to compare and share their thoughts with others. As a result, all learners are equally involved in the task. Pre-translation and post-translation exercises are included in translation tasks. Post Reading, grammar, and vocabulary practical exercises are used in pre-translation activities. And post-translational processes include rewarding, rewriting, revising, and evaluating.

Distributing the text to learners and instructing them to translate it is not an effective method to begin a translation exercise. Each assignment's objective should be explained to students. Students must understand why the task is carried out. In order to connect translation and reading, a conversation about translation is started first. Active words and concepts are defined in English, and then a list of key words from the material in the learners' mother tongue is distributed. Students read the material in groups of two and try to discover English equivalents for the terms on the list. They then compare the outcomes. They read, translate, and examine the most difficult parts of the material. After reading the text provided, students are required to complete comprehension activities such as answering questions, recognizing true or false statements, and formulating broad questions about the text's contents. Finally, the students must write a summary, which is an important task.

Another exercise used in English classrooms is reading a brief essay in Arbic from a magazine or newspaper, followed by one student providing an English short summary of the piece. Other students contribute details or translate. It has

been observed that alternate translations always attract learners' curiosity and stimulate discussion.

Another activity where students are given a text and asked to underline the terms or phrases that they believe should be deleted, simplified, or paraphrased in translation. Students are encouraged to create a simple translation and then enhance it by looking for more exact counterparts for the elements that have been skipped. Students are given the task of translating using a bilingual dictionary.

Correcting translation mistakes is another task for learners which is considered difficult. Students are given some inaccurate word-for-word translations and invited to debate and rectify the mistakes.

In the following task, students are required to select brief articles from the Internet and then translate them into Arabic. Even the most accomplished students are challenged by this, since they suddenly necessitate vocabulary, technical terminology, idioms, and collocations. At the same time, "by translating, students learn better technique in grammatical structural knowledge" (Petrocchi, 2006, p.3). In such an activity, students are going to be able to recognize variations in translation from one language to another.

Back translation is another interesting kind of translation activity for students. When well planned, this exercise is quite effective. Texts chosen for translation should not be excessively long or linguistically complicated, and they should not be too far from the learners' English abilities. Two brief texts or passages, text A and text B, are ready for translation from English into Arabic. The learners work in groups of two. In each pair, one student receives text A and the other receives text B. Each student translates the passage into Arabic separately, then, in each pair, the students exchange their works. Again, each student translates the given Arabic text into English individually. The students in each pair then display each other the original texts A and B. They compare their translations and compare the differences between each two versions of English passages. This exercise boosts students' awareness of language transfer by exposing them to the contrasts between the two

languages and encouraging them to debate and fix errors. This type of activity allows students to improve their grammar, vocabulary, and even their writing style.

The translation of the text is involved in all of the actions described. This is not to say that translation of sentences taken out of context is unimportant for language learning. Sentence translation can be utilized as a warm-up activity. It introduces the pupils to the material they will be working on. Translation, according to Mahmoud (2006), may be beneficial since it may be interactive, student-centered, encourages learner autonomy, and employs genuine resources.

Translation as a pedagogical tool, according to Leonardi (2011), can be successfully used at any level of proficiency, at university, mainly, as a beneficial and innovative teaching aid to support, integrate, and further strengthen the four traditional language skills: reading, writing, speaking, and listening. Translation activities are one possible method for incorporating translation into foreign language education. According to Nolasco and Arthur (1995), translation operations should fulfill these basic criteria:

*a)*    Language is used for a purpose.

*b)*    Translation activities boost the need to communicate.

*c)*    Translation exercises allow students to be creative and share their thoughts.

*d)*    Students are more concerned with what they are saying than with how they are expressing it.

*e)*    Students work without the teacher's supervision.

*f)*    Students choose what they will say or write.

Furthermore, translation exercises should not be utilized in isolation, but rather as an integral component of the language learning course. Implementing the translation method does not rely just on teaching the learners a new language,

but also on inspiring the learners and providing a conducive environment for a positive learning experience.

## 3.8 Conclusion

This chapter provides light on certain educational implications as well as practical ideas for corrective action in the targeted setting. This encompasses the role of ESP teachers, the aims of ESP instruction, as well as the production and implementation of ESP materials. The current study concludes with key ideas and recommendations linked to the selected issue, namely incorporating the translation                 method                in                  ESP                 classes.

# CHAPTER FIVE

## 4.1  Introduction

The present study aimed to explore the probability of implementing a specific methodology such as the translation method in the ESP classroom of computer science students. The primary goal of this study was to contribute to developing students' proficiency in the English language and reflect that in a practical situation, especially with respect to the tool students require to overcome the language challenges they will face and which cannot be ignored. The current situation of ESP at the Faculty of Science and Technology at the University of Ain Temouchent necessitates a massive attention to various angles, most notably the language needs of students. Thus, the present study investigates the language needs of students of computer sciences, their attitudes to the translation method in the teaching learning process, and their perceptions towards the language curriculum. This chapter aims to explain all that has been discussed in previous chapters. It also demonstrates the study's limitations with the students of computer science at Belhaj Bouchaib University, Ain-Temouchent.

## 4.2  Summary of the Study

The aim of this research is to investigate the major issues that third year computer science students face. The study was carried out at the University of Belhadj Bouchaib Ain-Temouchent and aimed to highlight the teaching learning conditions in ESP classrooms to determine whether teachers are aware of their students' needs and provide them with the required materials. Consequently, this investigation is undertaken in order to confirm or reject the research hypothesis:

1. What role does translation play in order to facilitate the learning process?

2. In which way does the use of L1 help in motivating students towards learning English?

**3.** What are the translation strategies that may be adopted to meet our learners needs?

In the light of the preceding questions, the following hypotheses were formulated:

**1.** Our learners might need to learn through translation in order to grasp the  different academic texts and computer terms and messages.

**2.** Translation method would enhance our learners' motivation if ever used appropriately.

**3.** Teaching methods should be used for their importance to students' demands rather than language requirements, thus, the use of certain translation strategies could be appropriate.

The research has been divided into five chapters and aims to discuss the study's questions. The first chapter, which is the introductory chapter, deals with the presentation of the present work. The second chapter is mostly dedicated to a study of literature. The third one is about the dissertation's analysis methodology and procedures. The fourth one has several suggestions for teachers to include in future teaching, and the final one is a review of the whole study.

In order to collect data on the subject, a questionnaire was distributed to third year computer science students. As a result, the study, in addition to what was discovered in the literature review, offered valuable answers to the research questions. On the other hand, moreover, a questionnaire was sent to some teachers to enrich the data and confirm the hypothesis. The findings revealed that the majority of third year computer science students face a variety of challenges

while learning the English language outside of the classroom, in addition to a lack of interest and enthusiasm related to "uninteresting" methods, according to their responses. On the other hand, the failure of the implemented teaching methods is largely due to teachers' lack of training in ESP teaching.

Finally, it was recommended that students can learn the language through useful and interesting knowledge that is important to their potential needs in order to enhance their ability to work with skilled resources in English. A variety of factors, however, can impede the progress of the research in order to gather information.

However, a number of variables could stymie the advancement of the study in order to collect data. The most important one was the one-of-a-kind situation that the university and all education schools have found themselves in this year as a result of the global pandemic of covid 19, which makes it difficult to meet teachers and attend lessons in the respective classes because of the health strong preventions. In addition to some other factors among which are teachers' lack of ESP training and a lack of cooperation between the ESP educators.

## 4.3  Limitation of the study

It is important to highlight the difficulties and objections faced during the research process. Limitations usually manifest as factors for which the researcher has little influence but which can restrict or impair the study's outcome; all studies face limitations, these limitations should be considered as an opening window for further research, the following are certain shortcomings that can influence the understanding of our study findings.

- **Sample size:** The number of analysis units used in the study is essential to the study's outcomes. It will be difficult to find meaningful correlations in the data if the sample size is modest. During this difficult period our country as well as the whole world is facing because of the pandemic 'Covid19', collecting data becomes a

difficult effort; various constraints, such as health precautions, restrict researchers from accessing resources, affecting the scientific research process. since statistical tests often need a larger sample size to ensure that the sample's representation is correct and regarded representative of groups of persons to whom findings are expanded or transmitted

- **Lack of prior research studies on the topic:** Research studies are the cornerstone that helps create the groundwork for comprehending the research topic under investigation. There are some prior studies related to the chosen topic, mainly articles and university short studies that the researchers based on in the actual work.

- **Time restriction and long-term consequences:** The time available to explore the research topic and assess change or stability within the sample is limited by the unusual conditions through which this work was driven, because of the pandemic Covid19, as well as by submission deadline.

- **Measure used to collect data:** After finishing the interpretation of the findings, the researcher frequently learns that the method used to collect data hampered the capacity to perform a complete study of the results. For instance, omitting a specific question from a questionnaire that may have assisted in addressing a specific issue that occurred later in the research.

This research is restricted to a certain population of students and does not go beyond the challenges already listed. Furthermore, generalization of the collected findings and guidelines is not sufficient since the researcher's primary concern is the analysis of an event. Nevertheless, if the findings are replicated and guidelines are tested by other researchers, such generalization is worth the whole trial. These studies must be carried out in an Algerian classroom environment.

## 4.4  New Research Perspective

This allows action researchers to concentrate on the outcomes of integrating the translation method in teaching ESP, with the use of questionnaires as a testing tool, rather than the only one, since questionnaires do not disclose all of the data relevant to the learners' development; thus, classroom observation/teacher interviews may be a suitable way to cross-check the findings. In terms of prospective studies arising from this current analysis, the following questions could be of considerable importance if answered in future research: What are the underlying conditions for dealing with insufficient instructional resources in ESP courses? How do we link theory and experience in the teaching of ESP? How do teachers deal with the necessity to implement translation strategies hand in hand with other teaching strategies for learners of English for Specific Purposes?

## 4.5  Conclusion

This review summarizes all that has been done in the current research by highlighting the main point of each chapter, the purpose of this study, the data collection, analysis, and presentation procedures, and recommendations for a better understanding of the subject. Furthermore, calling the study's shortcomings and opening the way for further studies on this case

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# APPENDICES

**Appendices**

## Appendix A: Questinnaire for students

Dear students,

This questionnaire is related to a master's degree thesis. The study aims at exploring the effectiveness of using translation methods in ESP classrooms. Please read each statement carefully and place a check mark (√) the appropriate box, and make full statements whenever necessary. Your answer to each statement is going to be used for research purposes only, and your valuable feedback will be highly appreciated.

**1.** What is your opinion about your English language proficiency?

Good ☐          Average ☐          Bad ☐

**2.** Do English language courses meet your needs in your field of study?

Yes ☐          No ☐

**3.** Do you think the English module weekly time table is sufficient for learning the language?

Yes ☐          No

**4.** Are you satisfied with the way you're learning English?

Yes ☐          No ☐

**5.** Do you consider the English language to be  important in your field of study?

Yes ☐          No ☐

**6.** Do you believe you will require English in your future job?

Yes ☐                No ☐

**7.** Do you make use of English printed documentaries in your field of study?

Yes ☐                No ☐

**8.** Is it necessary to translate these materials in order to comprehend them?

Yes ☐                No ☐

**9.** Does your English teacher use any translation techniques throughout the lesson?

Yes ☐                No ☐

**10.** Is it motivating when the teacher uses translation during the lecture?

Yes ☐                No ☐

**11.** Do you think all the content must be translated to understand the lecture?

Yes ☐                No ☐

**12.** Does it benefit you when your teacher translates phrases relevant to your field of study?

Yes ☐                No ☐

**13.** Do you have any suggestions that may help to have an effective learning of English ?

………………………………………………………………………
……………...

**Appendices**

## Appendix B: Teachers' Interview

Dear teachers,

The following interview is related to a master's degree thesis. The study aims at exploring the effectiveness of using translation methods in ESP classrooms. Thank you for your time and for your collaboration, your valuable feedback will be highly appreciated.

❖ **Part one: Teacher's academic profile :**

1. How long have you been teaching English?

2. Are you a language teacher or an ESP practitioner?

3. What words do you think would best characterize your experience?

❖ **Part Two: Teachers' attitude towards ESP teaching and the integration of the translation method:**

4. Do you think using translation in ESP teaching can be a facilitating tool for you to convey your lecture's objectives?

5. Do you think that translation suits the ESP students' needs or not?

6. Do you see that translating the technical terms may be more beneficial for the ESP students to understand the whole lecture's content?

7. Do you agree that using translation in ESP classes is advantageous for both the teacher and the learner?

8. Is it true that by using L1 in an ESP class, students would be more attentive and responsive?

9. Do you think that the negative connotations associated with translation in ESP classes are changing?

10. Based on your professional experience, what specific advice would you provide to your students to help them overcome the challenges they face?

**Summary**

The purpose of this research is to highlight the importance of implementing a new teaching approach, such as the 'translation method', in special settings as English for Specific Purposes classrooms, with a focus on computer science students from the University of Belhadj Bouchaib Ain-Temouchent. It investigates the numerous impediments that hinder individuals from applying their linguistic skills in non-theoretical situations that need the usage of English. Some recommendations are made to be considered for future language instruction and learning.

**Résumé**

L'objectif de cette recherche est de souligner l'importance de la mise en œuvre d'une nouvelle approche d'enseignement, telle que la " méthode de traduction ", dans des contextes spéciaux comme les classes d'anglais à des objectifs spécifiques, en mettant l'accent sur les étudiants en informatique de l'Université de Belhadj Bouchaib Ain-Temouchent. L'étude examine les nombreux obstacles qui empêchent les apprenants d'appliquer leurs compétences linguistiques dans des situations non théoriques qui nécessitent l'utilisation de l'anglais. Certaines recommandations sont formulées afin d'être prises en compte pour l'enseignement et l'apprentissage des langues.

ملـــــخص

الغرض من هذه الأطروحة هو تسليط الضوء على أهمية تنفيذ نهج تدريسي جديد ، مثل "طريقة الترجمة" ، في بيئات خاصة مثل الأقسام التي تدرس اللغة الانجليزية لأغراض محددة مع التركيز على طلاب السنة الثالثة علوم الحاسوب من جامعة بلحاج بوشعيب عين تيموشنت. كما تتمحور حول العقبات اللغوية في الحالات غير العديدة التي تحول دون استخدام المتعلمين ومهاراتهم النظرية التي تحتاج إلى استخدام اللغة الإنجليزية. ولهذا الغرض قدمت بعض التوصيات للنظر فيها فيما يتعلق بمواصلة تدريس اللغات و دراستها بشكل أكثر فاعلية.