The Role of Translation Courses on EFL Learners'
Performance:

A Case study of *El Kamleen* locality,Gezira State, Sudan


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Dedication


To my Family , teachers

friends and colleagues

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All my sincere gratitude goes to Allah, the almighty for bestowing on me the ability and patience without which I could have never accomplished this work.

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# Abstract

Translation is the communication of the meaning of a source – language text by means of an equivalent target-language text. Translation has a great value which is considered as the procedure aiming to improve students' linguistic competence. This study investigates the role of translation courses on EFL learners' Performance who graduated from Faculties of Education, and especially those who graduated from  faculty of educational sciences –Kamleen and they studied translation courses  one and two in semester six and seven respectively. It also includes those who study translation in MA studies. The instrument for data collection is a questionnaire for (50)  English language teachers at secondary level. The questionnaire was analyzed by using statistical packages for social sciences (SPSS). The main findings of the study that; the translation courses help discover the potential translators and enrich EFL learners' culture and provide them with multi facets of language. Translation courses are not enough in curriculum in order to enhance the standard of English language. on There are intimate relation between translation and skills .The best use of the dictionary is not well known by most learners most learners are weak at comprehending text ,and this hinders translating .phonetics and phonology or at least the key to pronunciation play an effective role in consolidating consecutive translation. The study recommends that ; translation courses should be imposed immediately in secondary level syllabus and should be doubled in higher education. Those who teach translation courses should have sophisticated knowledge of both source language and the target language. Translation courses should be taught in a good atmosphere which enables EFL learners' to train themselves on this skill.

دور كورسات الترجمة في أداء متعلمي اللغة الإنجليزية كلغة أجنبية

دراسة حالة محلية الكاملين، ولاية الجزيرة ، السودان

محمد عبد الله أحمد محمدين

## ملخص الدراسة

الترجمة هي وسيلة إيصال المعنى من نص اللغة المصدر بوسيلة مكافئة إلى اللغة المستهدفة. للترجمة قيمة عظيمة وتعتبر مهارة تهدف إلى تحسين الكفاءة اللغوية لدى الطلاب. هذه الدراسة تتناول دور كورسات الترجمة في تطوير المهارات الإنتاجية كالمخاطبة والكتابة لدى دارسي اللغة الانجليزية كلغة أجنبية الذين درسوا وتخرجوا من كليات التربية وخصوصا الذين درسوا وتخرجوا من كلية العلوم التربوية – الكاملين. ودرسوا الترجمة في الفصلين الدراسيين السادس والسابع على التوالي. وبالإضافة إلى هؤلاء الذين درسوا الترجمة في الماجستير. الوسيلة التي استخدمت لجمع البيانات كانت الاستبيان مكونا من (17) سؤالاً مع خمس خيارات تم توزيعه على (50) معلماً في المرحلة الثانوية وقد تم تحليل البيانات بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية في تحليل الاستبيان. توصلت الدراسة للنتائج التالية: كورسات الترجمة تساعد في اكتشاف إمكانية المترجمين المحتملين وتغذية ثقافة المتعلمين للغة الأجنبية وتزويدهم بأوجه متعددة في اللغة. إذ أن هناك علاقة وطيدة بين الترجمة والمهارات اللغوية . كما توصلت الدراسة إلي، أن أفضل استخدام للقاموس الإنجليزي ليس معروفاً لدي كثير من الدارسين، وأيضا توصلت الدراسة وأيضا توصلت الدراسة أن معظم الدارسين ضعيفي في فهم النص وهذا مما يعيق الترجمة وأن دراسة الصوتيات أو دراسة مفاتيح النطق على الأقل تلعب دور فعال في تعزيز الترجمة التتبعية و أن التمارين في الترجمة غائبة إجماعا في المنهج الحالي، كما توصي الدراسة بتضمين كورسات الترجمة في المرحلة الثانوية بجرعات بسيطة وتكثيفها في المرحلة الجامعية، وعلى الذين يقومون بتدريس كورسات الترجمة أن يكونوا ذوي معرفة شاملة بكلتي اللغتين، ، وأخيراً يجب أن تدرس هذه الكورسات في بيئة ملائمة حتى تمكن الدارسين من التدريب على هذه المهارة .

# Table of Content

# List of Tables

# List of Figures

# Chapter One

# Introduction

## 1.0   Background

Language is a means of communication connected between two or group . As language is a method by which human beings can communicate , therefore we are in a bad need  for translation so as to enhance the standard of EFL learners in learning English language . Using translation is useful because the aim of translation is to provide a semantic equivalence between the source  language (SL) and the target language (TL). But in translation we should have a good cultural background of (TL) .Translation considered as a process of transferring .

Roger T.bell (1991:298) defines translation as "a process which transform a text originally in one language into an equivalent text in a different language retaining ,as far as possible the content of the message and the formal features and functional roles of the original text ."

From this definition the researcher sees that translation involves practicing the four language skills to a great extent in its  process.

## 1.1 Statement of the problem

Translation is very important to EFL learners because they need to learn about  the language. Most learners find difficulties in speaking and writing in addition to translation. This study investigates the role of translation courses on EFL learners' performance. This study concentrated on two problems encountered EFL learners – speaking and writing Skills.

## 1.2 Objectives of the Research

This study aims to

a. Improve students communicative competence through translation courses

b. Both speaking and writing should be promoted through translation

c. Exploit the interaction created by translation in developing through practicing consecutive and writing though doing .

d. Study the role of translation in consolidating both speaking and writing skills.

e. Encourage university students to promote and develop themselves through translation courses.

f. Develop using dictionaries effectively.

## 1.3 Questions of the study

This study attempts to answer these questions:

a. To what extent do translation courses play a great role in developing EFL learners' productive skills?

b. How does weak comprehension hinder translation?

c. How does translation necessitate' the best used of dictionary

d. How can EFL learners' mistakes be corrected through back translation?

e. What can the students gain if the good translation teacher is available?

## 1.4 Hypotheses of the Study

a. Productive skills can be developed by translation

b. The translation courses help students discover if they are potential translators.

c. Translation can be diagnosed and remedial tool for performance weaknesses.

d. Using dictionary facilitates comprehending texts.

e. Translation courses provide a real English environment both inside and outside the classroom

## 1.5 Significance of the Study

This study concentrates on the role of translation courses in developing speaking and writing skills to the university students particularly at faculty of education who will be teachers of English language to reinforce the ability of communication.

## 1.6 Limits of the Study

This study is limited to the role of translation courses in developing EFL learners' productive skills in Gezira state . Kamleen Locality , English Language Teachers at secondary level

## 1.7 Method of the Study

Questionnaire will be used to collect data required. The sample of the study will be chosen randomly; about (50) English Language teachers in Gezira state – kamleen locality responded to the questionnaire .

## 1.8 Definition of Terms

EFL: English as foreign language.

EFL: English for foreign learners.

ESL: English as the second language

L1: Mother tongue –First Language

L2: Second Language – target language

SL: Source language.

TT: Target text.

# Chapter Two

# Literature Review

## 2.0 Introduction

This chapter will define and explain the term translation. It will also investigate the role of translation courses to EFL learners at university level, and also discuss the types of translation, history of translation, translation and translators. The study also investigates the importance of translation and the relationship between productive skills (speaking and writing) and translation. In this study, an attempt is made to shed some lights on translation which is a multi-faceted skill. So, first of all what is translation?.

## 2.1 Definitions of Translation:

In academic domain definitions are very necessary.

There are many definitions of translation which have been taken from several resources as we shall see.

Baker (1998:273) defines translatability as "the capacity for some kind of meaning to be another without radical changes". When we refer to Oxford word power Dictionary edition (2006) states that, "the act of converting or translating a text from one language to another". From these definitions we notice that translation means to change spoken or written work from one language to another.

For article translation in Wikipedia defines translation the communication of the meaning of arouse language text by means of an equivalent target language text.

([www.ers.translation.com/](www.ers.translation.com/))

Hewson and Martin (1991: 33) define translation

> *" as (...) translation can thus be defined as the individually and interculturally motivated choice according to target language socio-cultural norms of a target text by a mediator among sets of homologically related paraphrasiteoptions "*

Hewson and Martin have referred to the meaning through the culture by shedding lights into homologically related to paraphrase options.

Bell (1991: 13) mentions that translation is *"the expression in another language (or target language). Of what has been expressed in another, source preserving semantic and stylistic equivalence.*

Bell and Baker have shared in defining translation as *"the act of exchanging process from one to another by taking into consideration extra-linguistic factors and not only sees equivalent as a linguistic one.*

> Toury (1995: 24) defines translation as (…) *"a kind of activity which inevitably involves at least twso languages and two cultural traditions, i.e. at least two sets of norms. Systems on each level thus, the "value" behind it may be described as consisting of two major elements: 1) being a text in a certain language, and hence occupying a position or filling in a slot in the appropriate culture, or in a certain section there: 2) constituting a representation in that language / culture of another, pre-existing text in some other language, belonging to some other culture and occupying a definite position within it".*

This definition explains that texts have different representations in different languages it also indicates the importance of translation.

Hassan Hamid in his book ( learn the basis of translation 2010 p 5) defines translation simply "as an attempt to replace a textual material in the source language (SL) by an equivalent textual material in the target language (TL)".

Thus, the writer concentrated on conveying the implication or meaning of a message, but not the text itself.

New Mark in Rudi Hartono (1989:17) states that " *translation is rendering the meaning of a text into another language in the way that the author intended the text"*.

Manttati (1984:17) defines translation as "*intercultural cooperation". The process of producing a certain kind of message transmission, coordinating functional and communicative operation"*.

From the definitions above the translation obviously has the

"equivalence" the meaning , context thought or message of both source of reproducing in the receptor language. Therefore, a translator should be aware of the dimension of speech or texts and that entail a well-qualified translators  so as to transfer correct, useful speech or written works.

Based on the definitions which are mentioned above, the researcher sees that translation means changing meanings, ideas, attitudes and intentions from source language to target language either spoken or written.

## 2.2 The Role of Translations

No doubt, translation plays a very important role in developing the language as a whole. The following quotation Anne D. Cordero(1984:350)    ,supported this when she wrote the role of

translation in second language acquisition. (1995  page 350) "explains the role of translation in second language acquisition mentioned that: the need for  translation is especially acute in our modern world. Not only do nations depend on it to bridge what would otherwise be an impossible communication gap, but it also affords access to a wealth of scientific and technical information as well as to the  ideas that help shape our society. Supersonic jets and telecommunication have "shrunk" our world. Yet, ancient language barriers are still in force and make translation more necessary now than ever before. In fact, our age has been called the age of translation.

As an activity, translation is a specific skill whose practice extends over differing areas with distinct objectives. Darbelnet distinguishes among the following three main areas of translation; educational, professional and linguistic research.

As an educational activity, translation is considered a learning device or a convenient means of verifying comprehension and accuracy. Quite unlike this kind of activity is the work of the professional translator or who no longer translate to understand, but to make other understand. The third area of concern, namely, linguistic research, is based on the notion of translation as an instrument of linguistic analysis. It involves the comparative study of two languages, of how one language functions with respect to the other. Furthermore, translation sheds light on certain linguistic phenomena which otherwise would remain unknown as Darnlent seems to think.

Since my subject focuses on the role of translation in second language acquisition, we must eliminate, to a large degree, this third area. However, I believe that the first two objectives, namely, educational and professional can be met to a certain extent on the

intermediate college level, since there, language acquisition does not stop but is a continuous process during which the educational function can lead to and be combined with the professional objective. How this can be achieved by the subject of my study?.

During the last three decades translation has been controversial element in the teaching of foreign language. It is still associated with the learning and testing process of the grammar-translation approach. Since the prevailing objectives and teaching preferences of earlier decades were based on the audio-lingual approach. (Anne D. Cordero, the role of translation in second language acquisition. page 350)

Receiver, like Stiner, lays stress on hermeneutics. He said that: " the best path to selfhood is through otherness" ( Recoever xviii, 2004)

## 2.3 Types of Translation

There are many types and sub-types of translation(Allami, Amer, Translation section Forum 28\1 \ 2015, and Hamid, Hassan pages 15 -16 and 17). And these are the types they mentioned as follow:

## 2.3.1 Literal Translation

Literal translation is probably the oldest type of translation practice. It involves the conveyance of denotative meaning of phrases and sentences in a text from one language to another. Therefore, literal translation works where there  is correspondence between the two languages in terms of semantic (i.e. meaning) and structure as can be illustrated by the following English sentences and its Arabic.

Translation: Ali went to the market yesterday.

ذهب علي إلى السوق بالأمس.

It should be mentioned that literal translation is different from word-for-word translation, which is often condemned as bad translation practice, especially between languages of remote origins like English and Arabic. Word-for word translation is

recognized as a mature translation practice because it does not take structural mismatches such as word order and modification e.g. I bought a red car. أنا اشتريت حمراء سيارة.

As can be seen, the word-for-word Arabic translation above is ungrammatical and does not make a lot of sense. Consequently, the translation should be for literal translation where structural differences between English and Arabic are taken care of. Thus, the English sentence above should be rendered as اشتريت سيارة حمراء. It should be noted that literal translation often falters especially in the of multi words units like collocation and idioms as can be seen in the following example; To pay a visit. يقوم بزيارة / يدفع زيارة.

## 2.3.2 Metaphorical Translation

Metaphorical translation involves the translation of SL metaphors into TL metaphors. It is inevitable in literary translation, as a serious work of literature abound in in creative metaphor whose formal rendition in the TL is important as the conveyance of the messages they carry. Therefore, in creative metaphors the vehicle (i.e. the form) and the tenor (i.e. the content) become inter twined and subsequently inseparable, as they are indicative of the unique properties of both the author of the work of art and the SL culture.

This being the case, metaphorical translation of such creative metaphors become a necessity, regardless of how hard-going the resulting TL texts will be. e.g.

عيناك غابتا نخيل ساعة السحر     أو شرفتان راح ينأى عنهما القمر

Your eyes  are two palm orchards at day break. Or two balconies where from the moon was receding .

### 2.3.3 Precise Translation

Precise translation is a translation method   whereby translator gives a TL summary of the SL text he\ she dealing with.

Such TL summary translations usually provide the reader with only the points of the SL text, thus ignoring  many fine details that are deemed contextually unimportant or even irrelevant.

### 2.3.4 Free Translation and Adaptation

Free translation is a translation method whereby an SL literary text is relayed into  the TL by reproducing the matter without the form. Therefore, it is usually a paraphrase that is much longer than the original and often wordy and pretentious.

As for adaptation, it is another method whereby the SL text is freely translated into the TL.

### 2.3.5 Intralingual Translation

Intralingual translation means basically rephrasing the items of a message in the same frame of the language itself according to this process, we will be able to translate verbal signals by another sings in the same language, and it is considered a basic process towards making a meaningful theory.

## 2.3.6 Interlingual Translation

Interlingual translation which interested in translating verbal items for one language by verbal signs to another language. It is an important thing in this kind is not merely equaling the symbols which means making a comparison between the words, but it explains the equivalence of the two languages symbols and their order. It entails knowing the whole expression.

Interlingual translation can be distinguished with two basic parts such as:

## 2.3.6.1 Written Translation

Written translation is regarded the easiest type of translation because it is not restricted by certain  time which must accomplish within it. Otherwise it is considered the most difficult type of translation, this type imposes from a translator to be accurate in his style and try hard to avoid criticism when he \ she makes a mistake.

## 2.3.6.2 Oral Interpretation

It is the most difficult one because it is restricted in a certain time which the message has been sent to the audience. Oral interpretation divided up into three types as we shall see below

### a. At Sight Interpreting

At-sight interpreting which occurs and complete by reading the texts  which is written in SL language then a translator began to translate firstly in his/her mind after that starting the translation orally to the TL.

## b. Consecutive Interpreting

Consecutive interpreting takes place when there is a meeting between two groups and each one speaks different languages and this process entails a clever person / speaker to address his/her article or message and the role of the translator here to convey this message to his /her group so as to give him a reply.

This kind come across difficulties such as a good listening and understanding from the perspective of SL itself. Therefore, a translator should refresh his/ her memory so as to retake the information that he/she is listening to.

## c. Simultaneous Interpreting

which takes place during conferences when the speaker or the speakers speak a language of the audience. Then the speaker begins to address his message by SL and the role of the translator is to translate as at the same time by the language of the audience.

## 2.3.7 Intersemiotic Translation

Intersemiotic translation means conveying a message from certain kinds of symbolic systems into another kinds without verbal signs accompanied or went with it and should be understood by the all, e.g. in American navigation for instance changing a verbal message into message through flags. They raise up special flags by the way which is known by the people.

## 2.4 History of Translation

Translation is the communication of the meaning of the source language text by means of an equivalent target language text. Whereas

interpreting undoubtedly antedates writing, translation began only after the appearance of written literature of the Sumerian Epic of Gilgamish ( ca.2000 BCE) into south west Asian language of the second millennium BCE.

The language word 'translation' derives from the Latin ' translatio' which itself comes from Trans and from Fero the supine from ofwhich is latum – together meaning ( a carrying across ' or bringing across'). The modern Romance language use equivalents of the English term 'translation' that are derived from that same Latin source or from the alternative Latin ' traduco' (" to lead across" or " to bring across"). The Slavic and Germanic languages (except in the case of the Dutch equivalent 'vertaling' -are- language –ing) likewise use calques  of these Latin source.

The ancient Greeks term of 'translation' metaphrasis "as speaking across" has supplied English with "metaphrase" ( a literal or 'word-for-word' translation. As contrasted with a "paraphrase" ( " a saying in other word", from paraphrasis"). "metaphrase corresponds in one of the most recent terminology to "formal equivalence"  and " paraphrase" to " dynamic equivalence".

Translation has passed through several phases and went on till Islam spread in the most countries and Islam rose so there was a badly need for translation.

As the time of the first and second world wars and in the era of colonialism and Arab countries were divided between the European countries, it played salientrole in governing and ruling these countries.

In the 21$^{st}$ century, translation has become an international discipline which require much effort and still in progress.

## 2.5 Fidelity versus Transparency

El Mubarak Siddig ( 2013 : 54,55,56 and 57) unpublished PhD research, mentioned that:

Fidelity (or faithfulness) and transparency dual ideals in translation are often at odds. A 17th –century French critic coined the phrase 'less belles infideles' to suggest that translation like women, can be either faithful or beautiful but not both.

Faithfulness is the extent to which translation accurately renders the meaning of the source text, without distortion.

Transparency is the extent to which the translation appears to a native speaker of the target language to have originally been written in that language, and conforms to its grammar, syntax and idioms.

A translation that meets the first criterion is said to be "faithful", a translation that meets the second "idiomatic" the two qualities are not necessarily mutually exclusive.

The criteria for judging the fidelity of translation vary

according to the subject, type and use of the text, its literary qualities, its social and historical context, …etc.

The criteria for judging the transparency of translation appears more straightforward: an unidiomatic translation "sounds wrong", and in the extreme case of word-for-word translation generated by many machine translation systems, often results inpatentnonsense.

Nevertheless, in certain context a translator may consciously seek to produce a literal translation. Translators of literary religious or historic texts often adhere as closely as possible to the source text, stretching the

limits of the target language to produce an unidiomatic text. A translator may adopt expressions from the source language in order to provide "a local colour".

In recent decades, prominent advocates of such 'non-transparent' translation have included the French scholar Antoine Berman who identified twelve deforming tendencies inherent in most prose translation, and the American theorist Lawrence Venuti who has called upon translators to apply "foreignizing" translation strategies instead of domesticating ones. (Venuti:1994)

Many non-transparent-translation theories drawn on concepts from German Romanticism, the most obvious influence being the German theology and philosopher Friedrich Schleiermacher . in this seminal lecture " On the different methods of translation " (1813) he distinguished between translation methods that move "the writer towards ["the reader"], i.e. transparency, and those that move the reader towards "[the author]", i.e. an extreme fidelity to the foreignness of the source text. Schleiermacher favored the latter approach, he was motivated, however, not so much by the desire to embrace the foreignness by a nationalist desire to oppose France's cultural domination and to promote German literature.

Current western translation practice is dominated by the dual concepts of "fidelity" and "transparency" this has not always been the case, however, there have been periods especially in pre-classical Rome and in the 18<sup>th</sup> century, when many translators stopped beyond the bounds of translation proper into the realm of adaptation.

Adapted translation retains currency in some non-western traditions. The Indian epic, the Romanian, appears in many versions in

the various Indian languages and the stories are different in each. Similar examples are to be found in medieval Christian literature, which adjusted the text local customs and mores.

## 2.6 Importance of Translation

It is known that translation is a very important discipline in language field which appears clearly in applied linguistic .

Translation plays a vital role in the performance of international companies and government alike.        The poor

performance of an interpreter   can spoil the proceeding of a whole international conference. Ruskin(2014:19) states;

> *"Translation is one of the most critical jobs in modern society. As the whole globe is  coming together based on information sharing and communicating advances. It is only natural that there has been a constant demand and unprecedented need for the translation of ideas from one language to another".*

From the above quotation we notice that translation is a vivid source in society relation. On the other hand, we will move on the importance of literary stylistic in translation studies. (Danshen :Peking University, Beijing,  China) says:

*"stylistic has made fast progress both in the west and China, but its importance in translation studies has not yet been fully realized by translation scholars"* .

 in terms of the development of China's translation studies, it is now both necessary and desirable to pay more attention to literary stylistic, not only because of its great practical value but also because of its relatively easy to learn. He argued that any problems in fictional translation,

especially the problem of deceptive equivalence can be effectively solved by stylistic analysis. The present paper discusses the role of literary stylistic translation studies by conducting practical analysis of stylistic values pertaining to different level of a text. [keyword ] literary stylistic translation studies deceptive equivalence [category index] HO59.

## 2.7 Translation and Interpreting

Interpreting and translation are two closely related linguistic disciplines. yet, they are rarely performed by the same people. The difference in skills training, aptitude and even language knowledge are so substantial that few people can do both successfully or a professional level.

On the surface, the difference between interpreting and translation is only the difference in the medium. The interpreter translates orally, while a translator interprets written text. Both interpreting and translation presuppose a certain love of language and deep knowledge of more than one language.

The key skill of a good translator is the ability to write well and express oneself clearly in the target language. The key skills of a translator are the ability to understand the source language and the culture of the country where the text originated, and using a good library of dictionaries and reference materials to renders that material into the target language.

An interpreter, on the other hand, has to be able to translate in both directions, without the use of any dictionaries, on the spot. There are two types of interpreting; consecutive and simultaneous

Most people are familiar with simultaneous conference interpreting in which the interpreter sits in  a booth wearing a pair of headphones and speaking into a microphone. However, simultaneous interpreting is also used to interpret speeches or "whisper" into the ear of foreign dignitaries and guests. In simultaneous interpreting the interpreter can't start interpreting until he/she understand the general meaning of the sentence. Depending on where the subject and the verb are located in the sentence. The interpreter may not be able to utter a single word until he/she heard the task of the interpreter really is; he/she needs to translate the sentence into the sentence into the target language while simultaneously listening to and comprehending the next sentence.

During the consecutive interpreting the speaker stops every 1 – 5 minutes (usually at the end of each paragraph or complete thought)  and the interpreter then steps in to render what was said into the target language. A key skill involved in consecutive interpreting is note-taking since few interpreters can memorize a full paragraph at a time without loss of detail.

In spite of the vast differences in the skill of translators and interpreter, besides deep knowledge of both languages, it is crucial that they also understand the subject matter of the text or speech they are translating. Translation and interpretation are not a matter of understanding the thought expressed in one language and then explaining it using the resources and cultural nuances of another language. (www.notatranslators.org)    what is the differences between translation and interpretation. Copyright 2007 by northeast Ohio translators.

## 2.8 Translators

Competent translators show the following attributes.

- Avery good knowledge of the language, written or spoken, from which they are translating (the source language)

- An excellent command of the language into which they are translating (the target language).

- Familiarity with the subject matter of text being translated.

- A profound understanding of the etymological and idiomatic correlations between the two languages.

- A finely tuned sense of when to metaphrase (translate literary) and when to paraphrase so as to assure true rather than spurious equivalents between source and target language text.

A competent translator is not only bilingual but bicultural. A language is not merely a collection of words and rules of grammar and syntax for generating sentences, but also a vast interconnecting system of connections and cultural references whose mastery, writes linguist Mario Pel "comes close to being a life time job;33"

The complexity of translator's task cannot be overstated; one author suggest that becoming accomplished translator after having already acquired a good basic knowledge of both languages and cultures may require a  minimum of ten years. Experience viewed in this light, it is a serious misconception to assume that a person who has fair fluency in two languageswill by virtue of the fact alone be consistently competent to translate between them.

The translator's role in relation to a text has been compared to that of an artist e.g. a musician or an actor who interprets a work of an art. Translation like other arts, inescapably involves choice and choice implies.

## 2.9 Translation Purpose

New Mark (1995 : 91)

> "*Translation activity indeed has many purposes like; pedagogical purpose, humanistic political purpose, technological purpose and cultural purpose and whichever they may be. the main aim of translation is to serve as across cultural bilingual communication vehicle among people.*"

The scopes of translation are very useful methods for different types of texts as it puts the socio-cultural factors of a text into consideration. These factors determine the intended purpose of the TL relationship.

Nord (1997:4) Cites, Reiss and Vermeer by saying that "*it must be the intended purpose of the translated text that determines translation method and strategies, and not the function of the SL*".

Nord (1991:16) added

> "*according to the dynamic view of the text [she has] adopted, a text does not have a function; a function can only be assigned to the text by the recipient in the act of reception (...) it is the reception that completes the communicative situation and defines the function of the text; the text as a communicative act is completed by the recipient*".

A text procedure is not only to translate, but also to make the essential modification to enable the reader to grasp the intended message.

## 2.10 Idioms and Phrasal verbs

It is very necessary to EFL learners to have thoroughly knowledge of idioms and phrasal verbs in target language (TL) and what they mean in his mother tongue, which enables the learner to translate from TL to SL accurately and perfectly. Understanding and learning idioms and phrasal verbs are basic elements in translation.

Michael West dictionary (1985:133) *defines idiom as a group of words which have special meaning when used together, e.g. to cut no ice = produce no result.*

As well oxford word power dictionary (2006 : 377) defines idioms *as an expression with a meaning that you cannot guess from the meaning of the separate words.*

New Mark (1995) states that; *imagery and idiomatic expressions are generally understandable in their true sense. These may include similes, metaphors, proverbs and sayings, colloquialism and English phrasal verbs.*

The following examples are taken from a book written by AkramMoumin , *Every day English idioms(2009;4)*

- Flat knavery          للخداع فقط ( ضحك على الدقون)

- A block head          عنيد (مخه مقفل)

- The last word on          القول الفصل ( في موضوع ما)

- Above ground          علني – غير سري ( لحزب أو ما شابهه)

34

- Above ground  حي أو على قيد الحياة

- The sky is the limit لا حدود على الطموح

Phrasal verbs play a focal role in understanding the meaning. Oxford word power dictionary (2006; 554) defines phrasal verbs; *a verb that combined with an adverb or a preposition to give a new meaning, such as look after, put off and carry on.*

NoirinBruke (2005:6) defines "*phrasal verbs are verbs that consist of a verb an a particle.*

Adrian Doff and Christopher Jones (Language Use: 2007:342) confirmed that phrasal verbs have two parts a verb like (make, go, get) and a small word may be an adverb or a preposition. Some phrasal verbs have two small words.

## 2.11 Types of Phrasal verbs

According to Adrian Doff and Christopher Jones (language in use 2007; 342) there are four types of phrasal verbs and they are;

- Type one = verb + an adverb

  Take off  e.g. The plane takes off at eleven.

  Get up    e.g. I get up at 6 o'clock.

These verbs are intransitive (they have no object)

- Type two  = verb + noun + an adverb

  Take … off e.g. He took his shoes off.

  Give … away e.g. she gave all her money away.

These verbs are transitive (they have an object: shoes, money) if the object is a noun the adverb can come before or after it, so we can say 'He took his shoes off' or ' he took off his shoes.

If the object is a pronoun (him, her, it, them) the adverb must come after it, so we can say 'he took them off'.

Type three = verb + preposition + noun

35

Look for e.g. I am looking for my glasses.

Take after e.g. she takes after her mother.

These are sometimes called "prepositional verbs". The prepositional ( for, after, …etc.) must come before the noun.

Type four = verb + adverb + preposition + noun

Run out of e.g. I have run out of matches.

Get down to e.g. It's time to get down to some work.

These are sometimes called "three words verbs" they are a combination of types one and three. Some phrasal verbs meanings are obvious and others have an idiomatic meaning which cannot easily be guessed from the individual words: e.g.

- They *turnedup* an hour later. = (arrived)

- She *made* the story *up.* = ( invented)

- I am trying to *cut down on* cigarettes. = (smoke less)

## 2.12 Productive Skills

In every language there are four skills are needed to complete the educational process and they are;

Listening

Speaking      receptive skills

Reading      productive skills

Writing
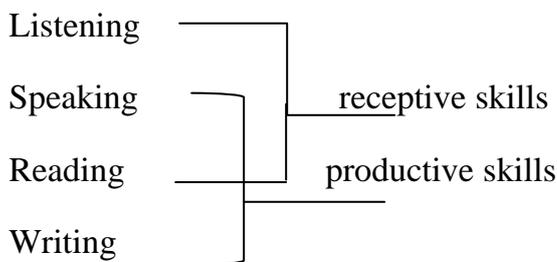
When we say receptive skills here we mean listening and reading which means received the knowledge, information, experiences and skills throughout listening and reading, this is from one hand.

On the other hand, when we say productive skills which means producing the language through speaking and writing. It is the most important issue to know that these skills are integrated and not isolated from each other.

The researcher has taken two of them to explain the connection of productive skills (speaking and writing) with translation as we are going to learn a lot about them.

## 2.13.0 Productive Skills

## 2.13.1 Speaking Skills

Speaking is crucially important for the whole learning process. "speaking makes you a more fluent language user, speaking is a chance to notice the gaps between what you want to say and what you can say".

It is a chance to test hypotheses about language "the terms, speaking" catches much attention of linguistics.

## 2.13.2 Definition of Speaking

Brown (1944) Burn and Jayle (1977:17) define speaking *as*

*"an interactive producing and receiving and processing information, its forms and meaning are dependent on context in which it occurs including the students themselves, their collective experience, physical environment and the purpose of speaking. However, speech is not always unchangeable".*

Speaking requires that learners not only know to produce specific points of language such as grammar, pronunciation or vocabulary (linguistic competence) but also they understand when, why and what ways to produce the language (social linguistic competence).

Burn and Jayle (1997:71) mentioned other skills and knowledge that speaking skill might include the following:

- Producing the sound, stress pattern rhythmic structure and intonation of the target language.

- Selecting vocabulary that is understandable and appropriate for the listener, the topic being discussed and setting in which speech act takes place, it leads to understanding of the speech.

- Using body language and paying attention to the success of interaction and adjusting elements of speech such as

vocabulary rate of speech complexity of grammar and structure.

## 2.14 Writing Skills

The new Encyclopedia Britannia (volume 12 1995) gave this precise about writing by jotting down; writing system of human visual communication using signs or symbols that are associated by conventions with units of language. Meaning or sounds are recorded on the surface of such substances as paper, stone, clay or wood.

## 2.14.1 Definition of Writing:

Macmillan (1986: 17) defines writing.

> "*Writing has been defined both formally and functionally. It is defined formally to show its physical representation as the recording of human communication using symbols or signs to represent the spoken*".

When we contrast writing with speaking this can give best insight into writing. However, the relevant literature does not seem give and equal insight to speaking and writing emphasizing that writing is a record of speech, but every one of us learnt to write first long time. (Palmer, 1999:27)

Byrne (1995:13) states "When we write, we use graphic symbols(letters) or a combination of letters which relates to sounds we make when we speak".

Similarly O'Conner (1996:71) maintains that, "*writing is an opportunity to explore one's inner feeling. Of course spoken language can also described, but it is writing that can be used for communication across time and space.*

## 2.14.2 Ways of Improving Writing Skills

Dan Shewan (August 7,2014) suggested sixteen ways that can start improving writing skills, and here they are:

- Brush upon the basics.

- Write like it's your job.

- Read like it's your job.

- Find a writing partner.

- Join a workshop or take a night class.

- Dissect writing you admire.

- Imitate writers you admire.

- Remember that outlines are your friend.

- Edit your work ruthlessly.

- Accept that first drafts are almost always crap.

- Find a good (patient) editor.

- Eliminate unnecessary words.

- Take a stroll down memory lane.

- Don't be afraid to say what you think.

- Do your research.

- Don't take weeks to finish a post.

(http/www.wordstream.com/blog/danShewan)

## 2.15 The Relationship Between Translation and Productive Skills

Hassan Hamid (2010) There is intimate relationship and productive skills (speaking and writing) as we mentioned and copied so far in defining translation and interpreting and also in writing numerous types of translation which obviously show that translation can be written or spoken. So, translation courses develop both speaking and writing skills.

The researcher has enquired both Dr. Abdulgadir Mohammed Ali and Dr. Al Mubarak El Siddig  Hassan about imposing translation courses in Gezira University, Faculty of Education and they are replied by saying that since establishing the faculty of Education in Medani 1975 and Faculty of Education Hasahisa 1994 in addition to AlKamleen

1994, this course is a basic requirement in the sixth and seventh semesters.

According to the Gezira University Faculty of Education Courses module states the aim of translation course is to teach students how to translate and not to give them any set passages .This involves a study of difference between English and Arabic as regards order of words , Syntax , figures of speech , proverbs , proper nouns , etc .,and showing the students how to deal with such problems , so as to produce passages as near as possible to the source language  , and understood and acceptable in the target language .

No doubt, translation courses play a focal role not only in promoting English standard, but also in developing communicative skills as a whole.

## 2.16 Previous Studies

Previous studies which deal with translation courses at university are most common such as:

## 2-16-1 Abd El Moniem El Hadi Babker M.A

Entitled "The cultured problems encountered by EFL learners in translation" .August 2015 A case study of postgraduates students at faculty of education – Hassahisa – Gezira – Sudan

The study aimed to discover the cultural problems which face EFL learners in translation and how to solve these problems by shedding light on some cultural verities as well as drawing.

EFL learners on how to translate cultures terms. The methodology adopted is the descriptive an analytical method and questionnaire as a tool for collecting  data. The questionnaire involved (14) statement with three options (agree, not sure and disagree ) the questionnaire papers were distributed to (50) EFL postgraduate students and the data was an analyzed by (SPSS) statistical packages for social sciences . The study revealed that the cultural interferences reduces the cultural problems in translation – selecting different  cultural reading passage for EFL learners to deal with cultural problems in translation exchanging visits among multi – cultures reduced cultural problems encountered EF L

learners in translation. The study recommended that: There must be more journeys for EFL learners to different nations out side their countries to solve cultural problems in translation. EFL learners must be taught by foreign teachers beside local teachers to make cultural bridge, It also recommended that EFL learners should have great opportunities in abroad study to overcome cultural problems in translation .

## 2.16.2. Dr.Al Mubarak El Siddig Saeed Hassan

PhD under the title "The role of translation in improving the EFL learners' performance" (July 2013)

It chose the three batches of students at faculty of educational Sciences AlKamleen, University of Gezira. In addition to university lecturers. The methodology consisted of a questionnaire, and examination results for the three batches. The study aimed at studying the role of translation at separate skills in equipping the students with communicative competence, grammatical, conversational and sociolinguistics competence, also studying the role of translation as a pedagogic tool in EFL teaching to see to what extent it is beneficial. The study revealed that, it is obvious that the past two decades have witnessed the accumulation of much literature which supports the feasibility of using translation in language learning. The study recommended that most students who come to Sudanese universities are only false beginners of English. The output of seven years should not be so weak. A fundamental reformation should take place. As well as weaknesses in the four skills hinder the translation teacher's real job- imparting clever intuitive aspects of translation.

## 2.16.3 Ustaza Sara Osman Abdelgadir

MA. Was entitled "teaching translation to EFL students at university level". A case study Gezira State university, Sudan.

The study aimed to teach translation in the best way in EFL classroom. To stress the importance of teaching translation and determined the method of teaching translation. The study also aimed to develop communicative competence through teaching translation. The methodology was a questionnaire consisted of (14) questions distributed

to thirty teachers who teach English language as a foreign language at university of Gezira. This study aimed to teach translation in the best way in EFL classroom and to develop communicative competence through teaching translation. The results obtained are using group work activities can encourage learners to discuss the meaning and language use, as well as translation requires a motivated class. This study recommended that teachers use different techniques for teaching translation and students should be encouraged to enrich their language by practicing translation in and outside.

# Chapter Three

# Methodology

## 3.0 Introduction

This chapter concentrate on the method used in the study as well as presenting the subject being studied, the instrument and the procedures involve in eliciting the research data. The methodology adopted in this study includes descriptive and analytical methods.

## 3.1 Population of the study

The population of this study consists of (50) EFL learners at secondary level in Gezira state who are graduate of faculty of Education either Hasahisa or AlKamleen. Their age average is about (26 – 55) years. Their qualifications are Bachelor and master degrees and they studies translation at the university.

## 3.2 Sample of the study

The sample of this study consists of (50) EFL teachers ( male and female teachers) at the department of English language from Hasahisa and AlKamleen localities. The sample of this study is chosen randomly.

## 3.3 The instrument

The questionnaire was used for collecting data for this study in Hasahisa and AlKamleen localities (secondary schools teachers). The data was collected through a self-administrated distribution. Questionnaire was distributed personally to the subject of the study.

The questionnaire consists of (17) items, each one has five options; strongly agree, agree, not sure, disagree, strongly disagree. The questionnaire paper were distributed and collected. The responders were given enough time to respond to the items.

## 3.4 The Procedure

The questionnaire is the tool for collecting data. It consisted of (50) copies each one has (17) statements, these statements included five options (strongly agree , agree, not sure, disagree and strongly disagree)

## 3.5 Validity and Reliability of the questionnaire

## 3.5.1 Reliability

The common measure of correlation is "Pearson's correlation coefficient" applied with its following formula.

$R_{xy}$ $(N\Sigma XY - \Sigma X \Sigma Y)/\sqrt{([N\Sigma X'2 - (\Sigma X)'2 (N\Sigma Y'2 - (\Sigma Y)'2])}$

Where

r = correlation

R = reliability of the test

N = number of all items in the test

X = odd scores

Y = even scores

$R = \dfrac{2 \times r}{1 + r}$

$Val = \sqrt{reliability}$

Correlation = ,76

$2 \times r =$

$R = \dfrac{\square}{1 + r}$

Reliability = ,83

Based on the this statistical results, it is clear that the questionnaire has adequate reliability.

## 3.5.2 Validity

This statistical results reflect ideal questionnaire validity.

v = r

$v = \sqrt{r}$ = ,91

# Chapter Four

# Data Presentation, Analysis and Discussion

## 4.0 Introduction

This chapter is intended to present, analyze, and discuss the data which have been collected by means of the questionnaire. It is also intended to test the study hypotheses against the study findings. It includes the analysis of the teachers' responses. The data were analyzed statistically by SPSS program (Statistical Package for Social Science).

## 4.1 Results of the Questionnaire

Statement No (1) Translation courses help us in discovering the potential translators.

Table (4-1)

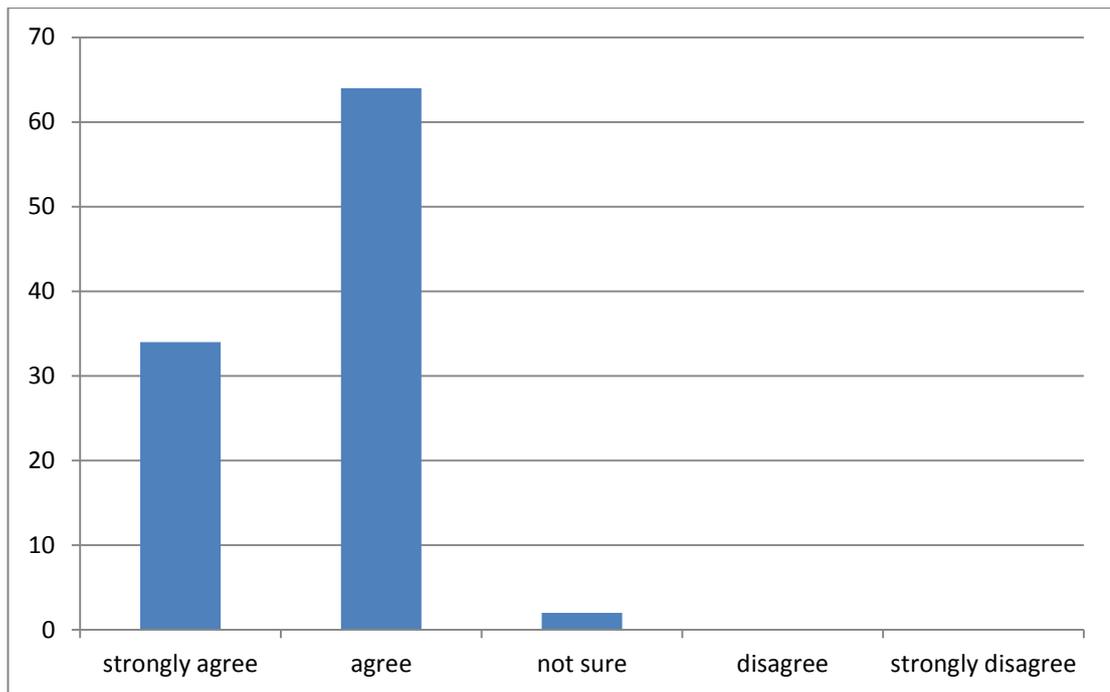| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 17 | 34 |
| Agree | 32 | 64 |
| Not sure | 1 | 2 |
| Disagree | - | 0 |
| Strongly disagree | - | 0 |
| Total | 50 | 100 |



Figure No (4.1)

The table and the figure above have shown that (98%) of participants agree, while (2% )are not sure. This reflects that the majority of respondents agree that translation courses help us in discovering the potential translators.

Statement No (2) Translation courses promotes students competence in productive skills.

Table (4-2)

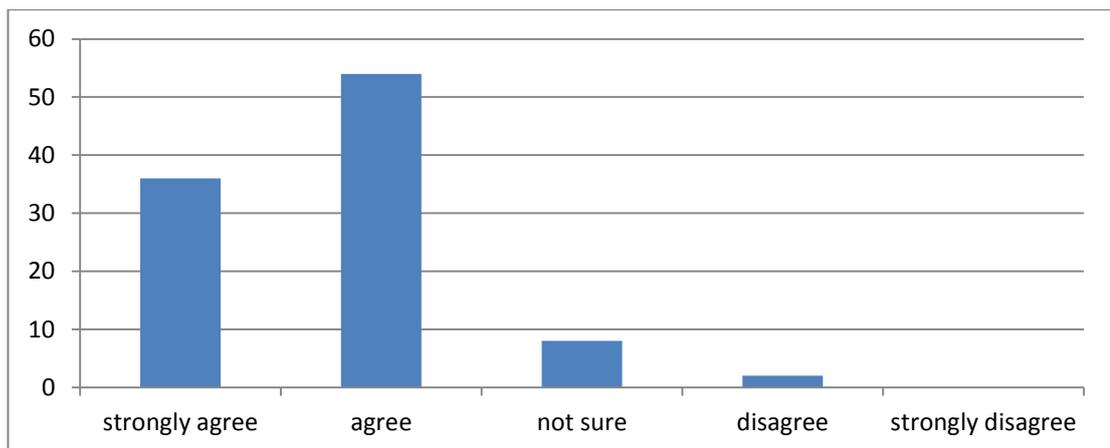| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 18 | 36 |
| Agree | 27 | 54 |
| Not sure | 4 | 8 |
| Disagree | 1 | 2 |
| Strongly disagree | - | 0 |
| Total | 50 | 100 |



Figure No (4.2)

The table and the figure above have proved that (90%) of the respondents agree and (8%) are not sure. While only (2%) disagree. However, (90%) of the respondents agreed that translation courses promote students' competence in productive skills.

Statement No (3) Translation courses create a good atmosphere in the classroom because of the interaction it creates.

Table (4-3)

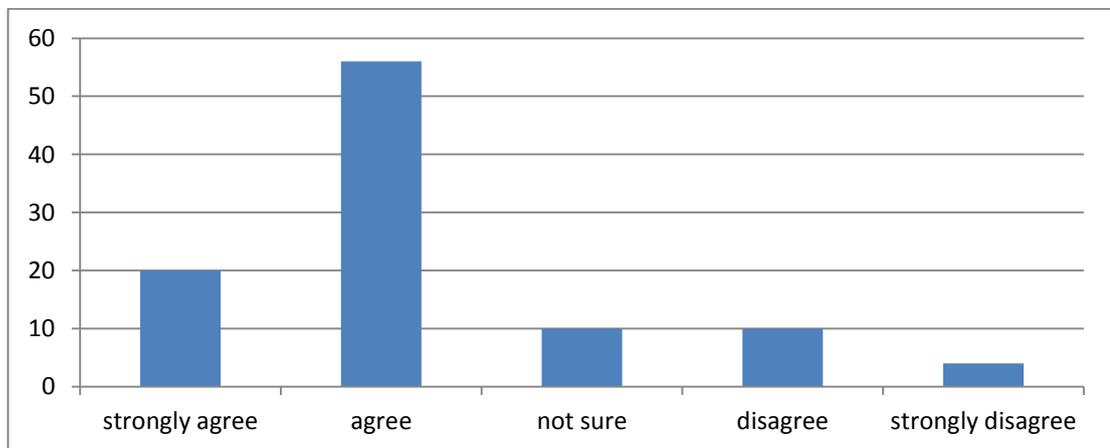| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 10 | 20 |
| Agree | 28 | 56 |
| Not sure | 5 | 10 |
| Disagree | 5 | 10 |
| Strongly disagree | 2 | 4 |
| Total | 50 | 100 |



Figure No (4.3)

From the table and the figure above it has been observed that (76%) of the respondents agree and (10%) percent of them are not sure. While (14%) of the respondents disagree, according to the results (76%) of the respondents agree on the statement; translation courses create a good atmosphere in the classroom because of the interaction it creates.

Statement No (4) Productive skills can be developed throughout intensive courses in translation.

Table (4-4)

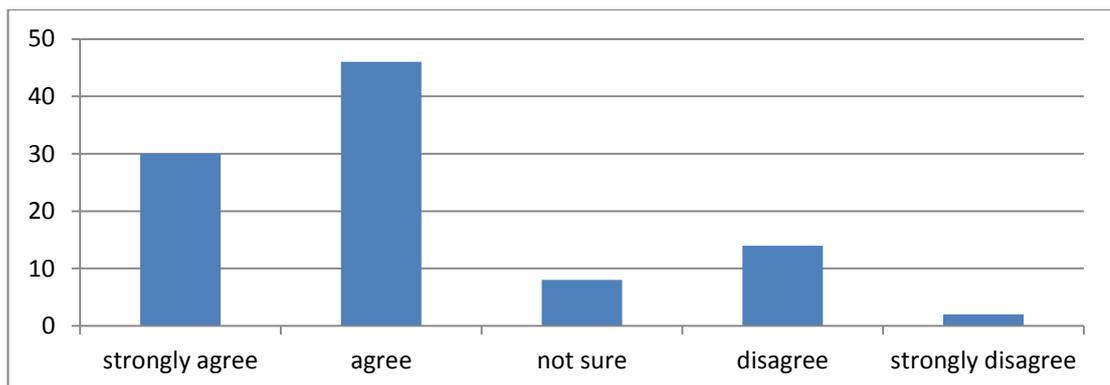| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 15 | 30 |
| Agree | 23 | 46 |
| Not sure | 4 | 8 |
| Disagree | 7 | 14 |
| Strongly disagree | 1 | 2 |
| Total | 50 | 100 |



Figure No (4.4)

The table and the figure above have revealed that (76%) of the respondents agree and (8%) are not sure and (16%) of the respondents disagree on the statement; productive skills can be developed through intensive courses in translation.

Statement No (5) Consecutive translation raises students' listening and speaking skills.

Table (4-5)

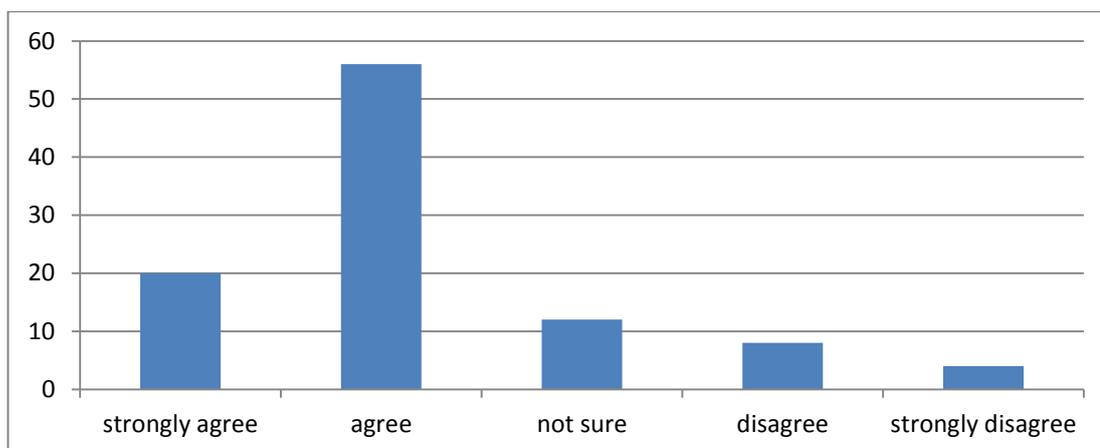| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 10 | 20 |
| Agree | 28 | 56 |
| Not sure | 6 | 12 |
| Disagree | 4 | 8 |
| Strongly disagree | 2 | 4 |
| Total | 50 | 100 |



Figure No (4.5)

The table and the figure above have revealed (76%) of the respondents agree, and (12%) of them are not sure while (12%) of the respondents disagree on the statement; consecutive translation raises students' listening and speaking skill.

Statement No (6) Receptive skills play a weak role in translation.

Table (4-6)

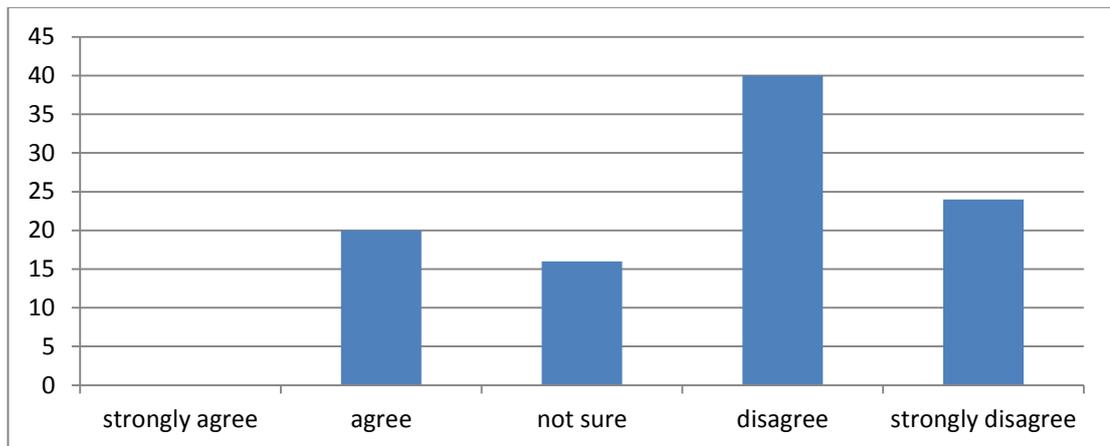| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | - | 0 |
| Agree | 10 | 20 |
| Not sure | 8 | 16 |
| Disagree | 20 | 40 |
| Strongly disagree | 12 | 24 |
| Total | 50 | 100 |



Figure No (4.6)

The table and the figure above have displayed (20%) of the respondents agree and (16%) of them are not sure while (66%) disagree on the statement; receptive skills play a weak role in translation. Which gave us a negative result. Hence, it proves the focal role which receptive skills play in translation. So, without listening and reading it is difficult to translate.

Statement No (7) Translation studies enrich students' culture.

Table No (4-7)

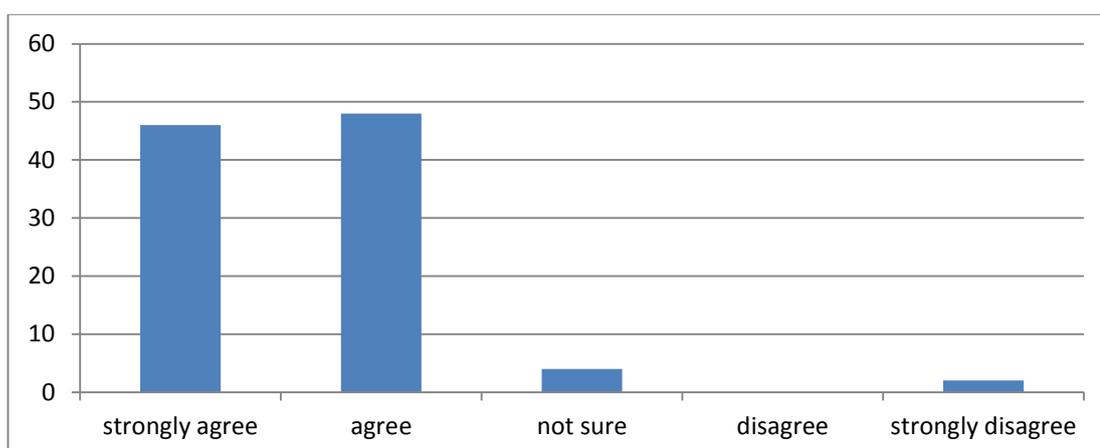| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 23 | 46% |
| Agree | 24 | 48% |
| Not sure | 2 | 4% |
| Disagree | - | 0% |
| Strongly disagree | 1 | 2% |
| Total | 50 | 100% |



Figure No (4.7)

From the table and the figure it is clear that (94%) of the respondents agree, and only (4%) of some of them are not sure, and (2%) of the respondents disagree. This reflects that the majority agreed upon; translation studies enrich students' culture.

Statement No (8) Answering translation drills in the classroom reinforces learners' grammar and vocabulary.

Table (4-8)

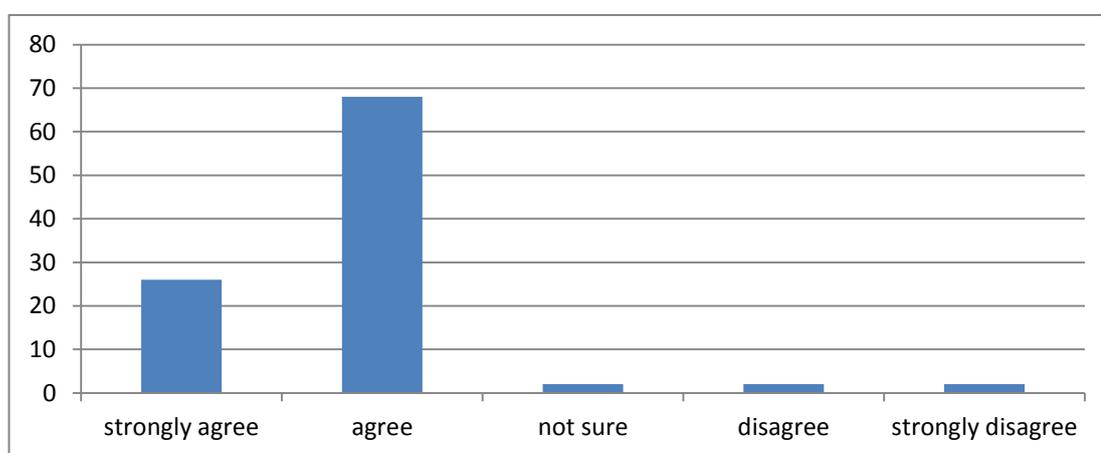| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 13 | 26% |
| Agree | 34 | 68% |
| Not sure | 1 | 2% |
| Disagree | 1 | 2% |
| Strongly disagree | 1 | 2% |
| Total | 50 | 100% |



Figure No (4.8)

The table and the figure above have shown that (94%) of the respondents agree, and only (2%) are not sure, while (4%) of the respondents disagree. This reflects that the majority agreed on the statement; answering translation drills in the classroom reinforces learners' grammar and vocabulary.

Statement No(9)   Translation courses should be taught by trained teachers in the field.

Table (4-9)

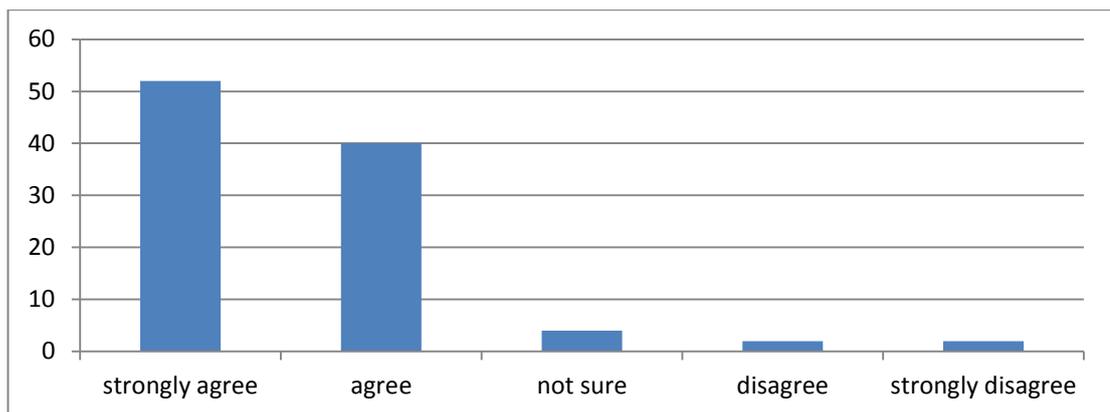| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 26 | 52% |
| Agree | 20 | 40% |
| Not sure | 2 | 4% |
| Disagree | 1 | 2% |
| Strongly disagree | 1 | 2% |
| Total | 50 | 100% |



Figure No (4.9)

The table and the figure above have shown that (92%) of the respondents agree and (4%) of them are not sure, while (4%) of the respondents disagree. This reflects that the majority agreed on  the statement; translation courses should be taught by trained teacher in the field.

Statement No (10) Translation  courses require a well knowledge of both L1 and L2.

Table (4.10)

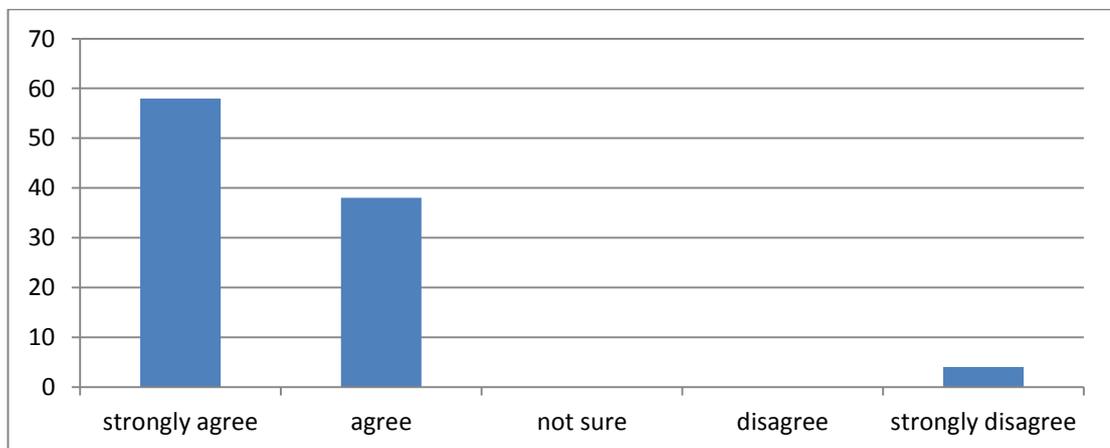| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 29 | 58 |
| Agree | 19 | 38 |
| Not sure | - | 0 |
| Disagree | - | 0 |
| Strongly disagree | 2 | 4 |
| Total | 50 | 100 |

Figure No (4.10)

The figure and the table above have revealed that (96%) of the respondents agree and only (4%) of the respondents disagree and this reflects that the majority of respondents agreed that; translation courses require a well knowledge of both L1 and L2.

Statement No (11) Translation courses help EFL learners to use dictionaries effectively.

Table (4-11)

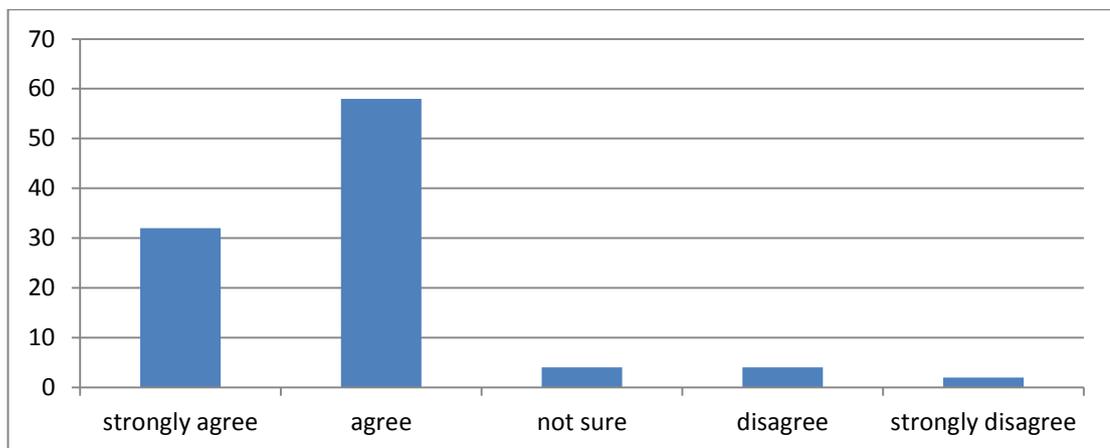| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 16 | 32 |
| Agree | 29 | 58 |
| Not sure | 2 | 4 |
| Disagree | 2 | 4 |
| Strongly disagree | 1 | 2 |
| Total | 50 | 100 |



Figure No (4.11)

The table and the figure above have displayed that (90%) of the respondents agree, and (4%) of some of them are not sure, while (6%) of the respondents disagree. This result supports the idea that translation courses help EFL learners to use dictionaries effectively.

Statement No (12) The field of translation is very limited in the syllabus.

Table ( 4-12)

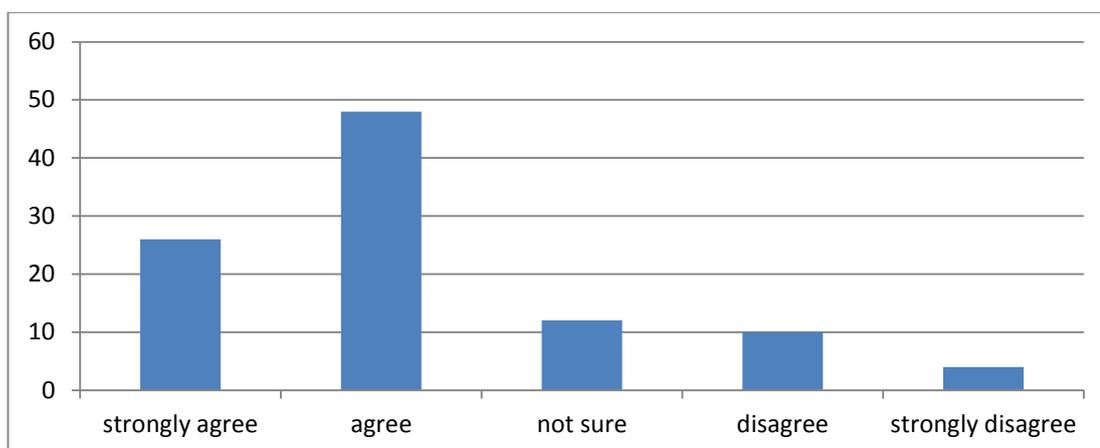| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 13 | 26 |
| Agree | 24 | 48 |
| Not sure | 6 | 12 |
| Disagree | 5 | 10 |
| Strongly disagree | 2 | 4 |
| Total | 50 | 100 |



Figure No (4.12)

As it  has been observed above, (74%) of the respondents approved that the field of translation is very limited in the syllabus, and (12%)  of them are not sure while (14%) of the respondents disagree. From this result the researcher appeals by expanding and imposing the translation courses in the syllabus.

Statement No (13) Translation courses increase EFL learners' motivation in language learning.

Table (4-13)

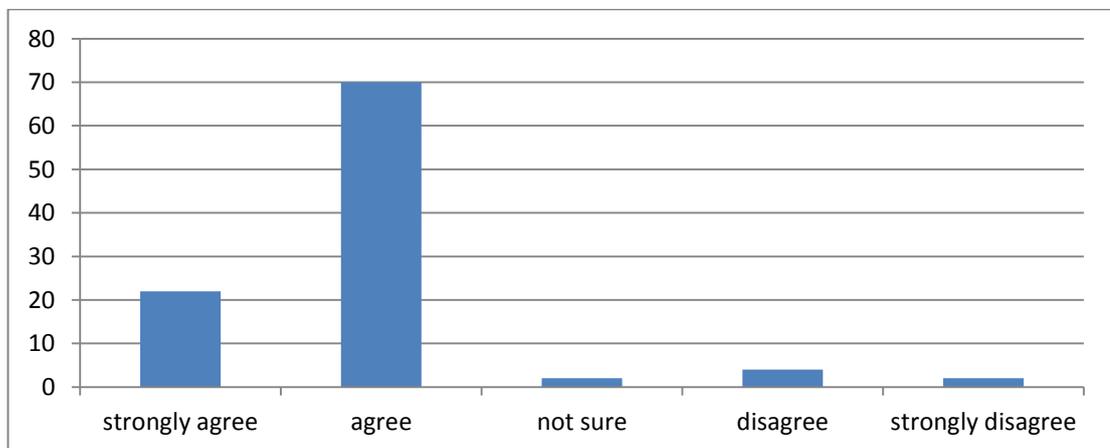| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 11 | 22 |
| Agree | 35 | 70 |
| Not sure | 1 | 2 |
| Disagree | 2 | 4 |
| Strongly disagree | 1 | 2 |
| Total | 50 | 100 |



Figure No (4.13)

The table and the figure above have shown that (92%) of the respondents agree, and (2%) of some of them are not sure, while only (6%) of the respondents disagree. This result reflects (92%) of the respondents agreed that translation courses increase EFL learners' motivation in language learning.

Statement No (14) Teaching translation to weak students give us negative results.

Table (4-14)

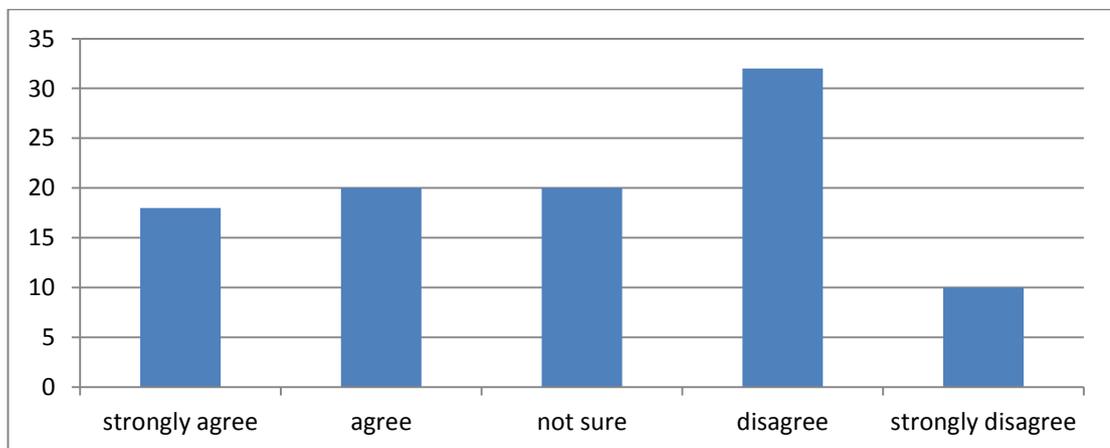| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 9 | 18% |
| Agree | 10 | 20% |
| Not sure | 10 | 20% |
| Disagree | 16 | 32% |
| Strongly disagree | 5 | 10% |
| Total | 50 | 100% |



Figure No (4.14)

The table and the figure above have displayed that (38%) of the respondents agree, and (20%) of some of them are not sure, while (42%) disagree on the statement; teaching translation to weak students give us negative results. Form the percentages above translation courses can strengthen students' standard.

Statement No (15) Translation courses equip EFL learners with multi facets of language.

Table (4.15)

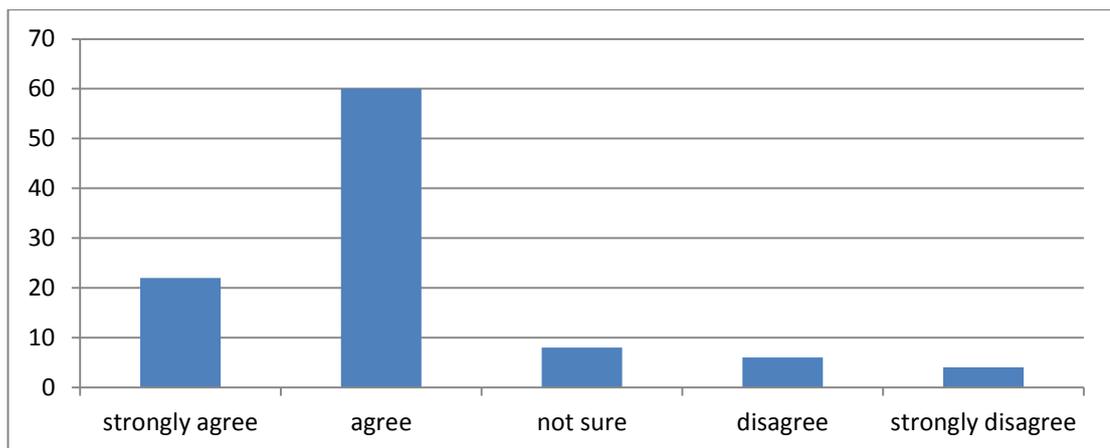| Statement | Frequency | Percentage |
|-----------|-----------|------------|
| Strongly agree | 11 | 22 |
| Agree | 30 | 60 |
| Not sure | 4 | 8 |
| Disagree | 3 | 6 |
| Strongly disagree | 2 | 4 |
| Total | 50 | 100 |



Figure No (4.15)

From the table and the figure above, it is obviously that (82%) of the respondents agree, and (8%) of them are not sure, while (10%) of the respondents disagree. This result reflects the majority agreed that translation courses equip EFL learners with multi facets of language.

Statement No (16) Translation requires the ability to comprehend texts.

Table (4-16)

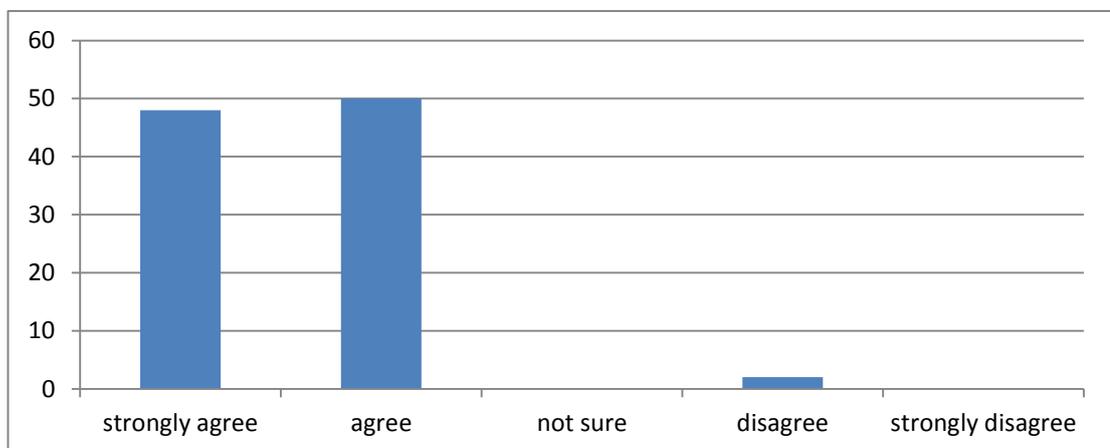| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 24 | 48 |
| Agree | 25 | 50 |
| Not sure | - | 0 |
| Disagree | 1 | 2 |
| Strongly disagree | - | 0 |
| Total | 50 | 100 |



Figure No (4.16)

The table and the figure above have revealed that (98%) of the respondents agree, while only (2%) of the respondents disagree. This reflects the majority indeed agreed on the statement; translation requires the ability to comprehend texts

Statement No (17) Phonetics and phonology, or at least the key to the pronunciation should be taught to the students.

Table (4-17)

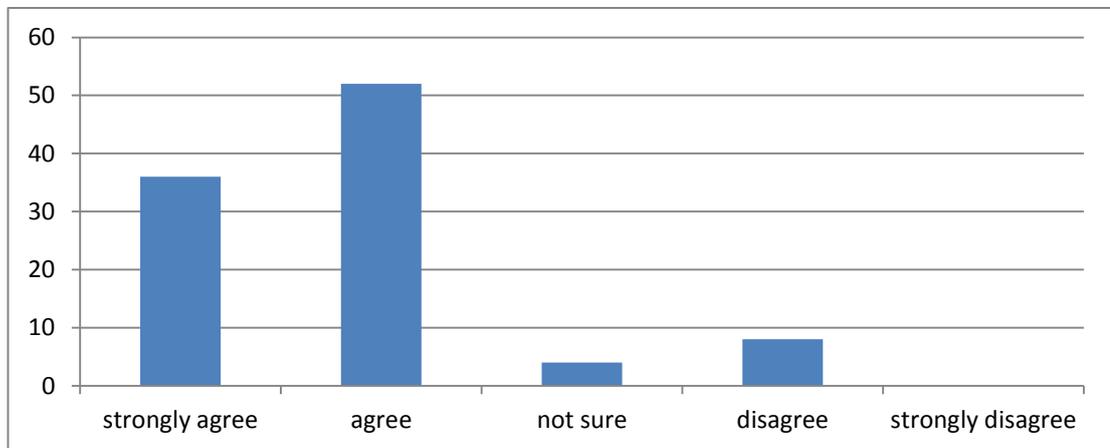| Statement | Frequency | Percentage |
|---|---|---|
| Strongly agree | 18 | 36 |
| Agree | 26 | 52 |
| Not sure | 2 | 4 |
| Disagree | 4 | 8 |
| Strongly disagree | - | 0 |
| Total | 50 | 100 |



Figure No (4.17)

The table and the figure above have shown that (88%) of the respondents agree and (4%) of some of them are not sure, while (8%) of the respondents disagree. This result reflects the majority agreed on the statement; phonetics and phonology, or at least the key to pronunciation should be taught to the students.

## 4.2 Testing the hypotheses

The hypotheses of the study will be presented individually and related to the results attained from the data analysis and discussion.

**Hypothesis One:**

Productive skills can be developed  by translation. According to statistical results in the tables (2 − 4) illustrate that productive skills can be developed through intensive courses of translation becau.ljmnse translation related with writing and interpretation has intimate relation with speaking. This result has strongly supported this hypothesis, therefore, it is accepted.

**Hypothesis Two:**

The translation courses help students discover if they are potential translators , according to the statistical results in the table ( 1 − 8 and 10) discover the assistance that translation provides to EFL learners. This result shows this hypothesis is accepted.

**Hypothesis Three:**

Translation can be diagnosed and remedial tool for performance weaknesses . According to statistical results in table (14) explains that translation help EFL learners to learn a foreign language. And so it is accepted hypothesis.

Hypothesis four :

Using dictionary facilitates comprehending texts . According to statistical in table (11-16) explain that using dictionary play an effective role in comprehending foreign language .and so it is accepted hypothesis

**Hypothesis five:**

Translation courses provide a real English environment inside and outside the classroom. As the statistical results displayed in table (3 − 7 − 8 and 15) the majority of the respondents agreed that translation courses really create competent learners of the language. This result has proved that the hypothesis is accepted too.

# Chapter Five

# Conclusion, Findings and

# Recommendations

## 5.0 Introduction

The main issue of this research is to develop the productive skills through the usage of translation courses. So, in this chapter the researcher will give a brief conclusion for the whole study which followed by the findings and recommendations for further study.

## 5.1 Conclusion

This study has conducted with the significance of the role of translation courses on developing the productive skills to EFL students at university level. The study appeals the syllabus designers to open a quite opportunity to translation courses in secondary schools and in higher education as well, particularly for faculties of education all over the country so as to promote the standard of English language and deal with serious deterioration of it.

## 5.2 Findings

According to data analysis result, the study has come up with the following outcomes.

1- Translation courses help discover the potential translators and enrich EFL learners' culture and provide them with multi facets of language.

2- Translation courses are limited and not enough in curriculum .

3- Most learners are weak at comprehending text , and this hinders translating

4- There are intimate relation between translation and the four skills.

5- Translation courses equip EFL learners with good knowledge and skills of the language, therefore, it needs a comprehensive understanding.

6- Phonetics and phonology or at the least the key to pronunciation play an effective role in consolidating consecutive translation .

7- The best used of the dictionary is not well known by most students

8- Drills in translation are totally absent in the present syllabus.

## 5.3 Recommendations

The researcher recommends that:

1. Translation courses should be incorporated immediately in secondary level syllabus and should be doubled in higher education.

2. Those who teach translation courses should have wide knowledge of both source language and the target language.

3. Translation courses should be taught in a good atmosphere which enables EFL learners to comprehend the course.

4. Those who teach translation courses should draw their students' attention to the cultural, conceptual, idiomatic and grammatical features.

5. learners should be trained on different types of translation, which in, turn create a good practice for the language skills

6. The dictionary is the most necessary tool. Its best exploitation should be taught to EFL Learners.

7. Translation required comprehension through reading and listening . so , these two receptive skills should also be stressed .

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Appendix

University of Gezira

Faculty of Educational Sciences – AlKamleen

Department of Foreign Languages

Questionnaire for Teachers

Dear teachers:

I would be grateful if you respond to the following statements which are intended for collecting data for a study under the title ( The Role of translation Courses in Developing Productive Skills).

Read the following statements carefully then tick your choice.

| Strongly disagree | Disagree | Not sure | agree | Strongly agree | Statements |
|---|---|---|---|---|---|
|  |  |  |  |  | 1\ Translation help us discovering the potential translators. |
|  |  |  |  |  | 2\ Translation courses promote students' competence in productive skills. |
|  |  |  |  |  | 3\ Translation courses create a good atmosphere in the classroom because of the interaction it creates. |
|  |  |  |  |  | 4\ Productive skills can be developed through intensive courses in translation. |
|  |  |  |  |  | 5\ Consecutive translation raises students' listening and speaking skills. |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | 6\ Receptive skills play a weak role in translation. |
| | | | | | 7\ Translation studies enrich students' culture. |
| | | | | | 8\ Answering translation drills in the classroom reinforces learners' grammar and vocabulary. |
| | | | | | 9\ Translation courses should be taught by trained teacher in the field. |
| | | | | | 10\ Translation courses require a well knowledge of both L1 and L2 languages. |
| | | | | | 11\ Translation courses help EFL learners to use dictionaries effectively. |
| | | | | | 12\ The Field of translation is very limited in the syllabus. |
| | | | | | 13\ Translation courses increase the EFL learners' motivation in language learning. |
| | | | | | 14\ Teaching translation to weak translation gives us negative results. |
| | | | | | 15\ Translation courses equip EFL learners with multi –facets of language. |
| | | | | | 16\ Translation requires the ability to comprehend texts. |
| | | | | | 17\ Phonetics of phonology, or at least the key to pronunciation should be taught to the students. |