The Role of Translation Courses in improving EFL Leaners' Performance:

A Case Study of Faculty of Education, University of Sinnar, Sinaar State, Sudan (2018)

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Date of Examination 22/ 9 / 2018
DEDICATION

I dictate this humble work to

My Parents

My Brothers and Sisters

All the extended Family and Friends
Acknowledgements

I wish to express my sincere gratitude and thanks to my main supervisor Dr. Elhaj Ali Adam for his assistance, guidance, great advice and good supervision throughout this study, special thanks to Dr. Mubark Elseddig for his valuable advice, precious suggestions and valuable advice. My special gratitude is to my family for their support during this study.
The Role of Translation Courses in Improving EFL Leaners' Performance: 
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Abstract

Translation is to provide a semantic equivalence between the source language (SL) and the target (TL), but in translation considered as a process of transferring. This study aims to improve students communicative competence through translation courses, promoted writing through translation activities, encourage the university students to face many problems while the practices the process of translation, cast light on the important translation roles that facilitate the process of learning EFL. The data for the study were collected by means of test which was distributed to (30) in faculty of education- university of Sinnar. The data were analyzed by the (SPSS) program. This study has found out: Most of students do not practice translation intensively for the lack of activities, the lack of translation is due to the lack of motivation, techniques and strategies help students in developing their translation. learners need to be exposed to context to infer the everyday vocabulary, integrating translation into the syllabus will help to solve translation problem, EFL learners show problems of translation, translation writing facilitates students’ acquisition of the basic study skills needed for writing English texts, EFL learners are not able to produce expressive, coherent and logically sequenced ideas in writing translation, translation material broaden learners’ knowledge and they help them become familiar with other culture. The study recommends that Students should be using modern technology in class to help students to improve their translation, teachers should develop their techniques of teaching to facilitate the process of learning translation, encouraging students vocabulary to write essays of different style of translation, providing more time for pedagogical translation process is strongly needed, EFL learners should practice translation in and out the classroom, teachers should use different effective techniques to enhance writing skills, learners should be given home works translation to write, collaborative writing activities should be used to encourage learners write translation.
دور الترجمة في أداء طلاب اللغة الإنجليزية:
دراسة حاله كلية التربية، جامعه سنار، ولاية سنار، السودان. (2018)
إسلام حمدالنيل محمد الزين

الملخص

الترجمة هي تقديم المعاني المتساوية والمتكافئة بين مصدر اللغة واللغة المستهدفة، والترجمة تراعي عملية نقل المعاني لمختلف الثقافات لدى طلاب اللغة الإنجليزية. تهدف الدراسة إلى تحسين التواصل بين الطلاب من خلال دراسة مناهج الترجمة، وتعزيز تطوير الكتابة من خلال نشاطات الترجمة التي تقدم الي الطلاب، تشجع طلاب الجامعات الذين يدرسون اللغة الإنجليزية حل المشكلات التي تواجههم من خلال ممارسه الترجمة داخل الفصول، وتوضيح أهميه دور الترجمة من خلال التسهيلات التي تقدم الي الطلاب اللغة الإنجليزية. اتبعت الدراسة المنهج التحليلي الوصفي. وتم جمع البيانات عن طريق اختبار وزع عليه (30) طالبا من طلاب اللغة الإنجليزية بكلية التربية جامعه سنار، قدم الاختبار على مرحلتين قبل وكأنديهدف منه قياس مدى معرفة الطلاب بعملية الترجمة، ثم بعدي قدم بعد ان خضع الطلاب الي كورس تدريبي. وتتم تحليل الاختبار بواسطة برنامج الحزم الاجتماعية لعلوم الاحصائيه (SPSS).

ومستقبل التحليل الي العديد من النتائج منها: معظم طلاب اللغة الإنجليزية لا يمارسون الترجمة بصورة مكثفة وذلك لضعف النشاطات التي تقدم لهم، ضعف الترجمة يؤدي الي ضعف دافعية الطلاب لتعليم اللغة الإنجليزية، التقنيات والاستراتيجيات تساعد الطلاب في تطوير تعليم الترجمة، في تطوير اللغة الإنجليزية يحتاجون الي نصوص تساعدهم من معرفة واستنتاج المعاني، دمج الترجمة في المناهج تساعد الطلاب من حل المشكلات الترجمة التي تواجههم، وان الطلاب اللغة الإنجليزية يواجهون العديد من المشاكل من حيث القواعد وفهم المعاني والنصوص، وان كتابة الترجمة تسهل على الطلاب من اكتساب معرفة المهارات الأساسية التي يحتاجون اليها في كتابة ترجمة اللغة الإنجليزية، وان الطلاب اللغة الإنجليزية غير قادرين علي ربط كلمات متسلسلة عبر عن أفكارهم في كتابه الترجمة، وأمن منهج الترجمه يمكن الطلاب من توسيع معرفتهم باللغه ومعرفتهم من تقنيات أخرى. وعلى ضوء هذه النتائج توحي الدراسة بالاتي: يجب علي طالب اللغة الإنجليزية استخدام التقنيات الحديثة داخل فصول التساعده من خلال مختلف النصوص في عملية الترجمه، يجب علي معلمي اللغة الإنجليزية استخدام التقنيات لتطوير طلاب اللغة الإنجليزية تسهل عليهم عملية الترجمه، تشجع الطلاب علي كتابه المعاني البسيطة من خلال مختلف النصوص في عملية الترجمه، وأن يجب علي معلمين الطلاب اللغة الإنجليزية ممارسه الترجمه خارج الفصول، يجب علي المعلمين استخدام مختلف الطرق في تعليم الترجمه، وتزويد الطلاب بنشاطات مكثفة حتى يسهل عليهم التعليم، العمل المجتمعي يشجع الطلاب علي كتابه الترجمه.
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CHAPTER ONE

INTRODUCTION

1.0 Background

Language is a main of communication that use interaction between two or group of people. As language is method by which human beings can communicate, therefore people strongly need the process of translation to in hence the standard of EFL leaner's.

Using translation is useful because the aim of translation is to provide a semantic equivalence between the source language (SL) and the target (TL). But in translation considered as a process of transferring. Mounim wrote that the translation cannot simply produce or be original and see this is so, the base of the translator is translate. Common sense tell us that this ought to be simple as one ought to be able to say something as well as in one language as in another.

Roger(1991:298) defines translation as a process which transform text originally in one language into an qualities text a different language retaining as far as possible the content of the massage and the formal factional roles of the original text for this definition the researcher sees that translation involves practicing the four language skill to a great extent in its process.

1.1 Statement of the Study

Translation is very important to EFL learners because they need to learn about the language. Most students' find difficulties in writing. This study investigates the role of translation courses in EFL learners performance. This study concentrated on one problem encountered EFL learners writing skill.

1.2 Objectives of the Study

This study aims:

a. To improve students communicative competence through translation courses.
b. To promote writing through translation activities.
c. To encourage the universities students to work actively in translation activities.
d. To cast light on the important translation roles that facilitate the process of learning EFL.

1.3 Questions of the Study

This study tries to find answers to the following questions:

a. What is role of EFL teachers in improving students translation?

b. To what extent translation course affect the process of meaning achievement?

c. How could translation course can be consider as a remedial tool of student weakness in performance?

d. To what translation course necessitate the best use of dictionaries?

1.4 Hypotheses of the Study

In this study, the following hypothesis will be tested:

a. Teacher have a remarkable role in improving students translation skills.

b. Translation courses help students in potential achievement of meaning in translation.

b. Translation courses is a remedial for solving the problems of weakness in language performance.

d. Translation courses necessitate the best use of dictionaries

1.5 Significance of the Study

This study concentrates on the role of translation courses in developing writing skills to the university students particularly who will be student of English language to reinforce the ability.

1.6 Methods of the Study

The descriptive, analytical methods will be adopt for the purpose of this study the data will be collected by mean the test. The statistical package for social sciences "SPSS" will be used for data analysis.

1.7 The Limits of the Study

This study is limited to the role of translation courses in developing EFL learners productive skill in sinnar university, (2018).
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

English teachers often neglect or reject incorporating translation into language classrooms because of its close association with the grammar translation method, certain researchers Whyatt et.al (2009) have proven that it is promising to apply translation tasks to improve L2 learner proficiency in language control and reading skills. Translation has mostly been recognized and used as a cognitive strategy in reading O’Malley and Chamot (1990), and considered a convenient method to verify comprehension of the source text Vinay and Darbelnet (1995).

Although abundant literature exists in the professional translation field, studies on using translation as a reading assessment task remain scant and only two were found. Hence, it is much necessary to investigate the relationship between translation and reading comprehension. Among the relevant studies, Buck (1992) examined the reliability and validity of a translation-reading test in two studies. The satisfactory reports of both studies showed that translation tests had acceptable construct validity without nearly any method effect.

However, translation as assessment should be used with extreme care to avoid any undesirable washback effect, referring to the degree to which the use of a test influences language teachers and learners to do things they would do to promote language learning Messick (1996), in classroom practice. In another study, Chang (2006) applied both the immediate written recall task and a translation task to explore the effect of memory on reader recall, and found that the translation task provided considerably more comprehension evidence than did the immediate written recall task.

The translation task in Chang’s study was based on word-by-word grading, which is understandable as language translation assessment, because Chang elicited the best reader comprehension from the original. In contrast to language translation assessment Chang (2006), we use professional translation assessment, an assessment method applied to translation courses. The assessment, different from the one language teachers usually use to
score student translations, focuses on both accuracy and students’ L1 expression which is important for the researcher in analyzing students’ reading comprehension. It is expected that the use of professional assessment could provide useful teaching implications for language teachers. But the use of professional assessment is not the only aim of the study. More importantly, we attempt to investigate whether the use of translation could have any effects on student language learning, particularly on their reading comprehension competence.

2.1 Definition of Translation

There is no general agreement on the definition of translation, but basically, to translate is to transfer meaning from SL text into a corresponding meaning in the TL text. So, in the process of translating, two languages are involved, the SL or the language of departure and the TL which is the language of arrival or the language which is being translated into.

In recent researches that are related to translation, many definitions have been given on what a translation is and what happens in the translating task. Catford, (1965) for example defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). What is important for him is to maintain a kind of "equivalence" between the source text (ST) and the target text (TT).

Newmark (1981:7) defined translation as "a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". According to Nida and Taber (1982:12), "Translation consists in reproducing in the receptor language the closest natural equivalence of the source language (SL) message firstly, in terms of meaning and secondly, in terms of style". In their definition, Nida and Taber concentrated on the fundamentals of translation. Translation involves two languages, the source language (SL) and the target one (TL). Translation is highly dependent on meaning and equivalence should be transferred according to the target language norms. In this regard, Bell (1991: xv), stated that the goal of translation is "the transformation of 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." Farghal and Shunnaq (1999:2) defined translation as “a project of transferring meaning from one language to another.” Transferring in this definition includes working with two languages: The source language (SL) is the language that a translator
wants to translate from while the language translated into is usually called the target language (TL). In his turn, Ghazala,(2008) defines translation as "Translation is generally used to refer to all the processes and methods used to convey the meaning of the SL into the TL" So, for Ghazala the main aim of translation is to transmit the meaning of the SL into the TL.

2.2 Theories of Translation

The translation theory enlightens the students with all what is involved in the translation process and provides them with the guide lines that enable them to make their decisions and choices. Newmark (1986) it also stops them making haulers like translating the title of periodical or mistakes of usages like translating alay man's term by a technical term." Newmark (1995:9) thinks that a good theory of translation is the one that "It is concerned with the translation method appropriately used for certain type of text and is therefore dependent on a functional theory of language. ..."

Translation theory is pointless if it does not arise from the problem of translation practice, from the need stand back and reflect, to consider all the factors within the text and outside it, before coming to a decision. However, in a wider sense, translation theory is the body of knowledge about translation extending from general principles to wide lines, suggestions and hints. Newmark (1995:9) states the most important theories of translation as follows:

- **a) Linguistic theory of translation:** it is a translation theory which derives from comparative linguistics. It is mainly an aspect of semantics i.e. all questions of semantics relate to semantic theory.
- **b) Philological theory of translation:** it is concerned with literary texts, which are culturally and historically important. They require a special study and interpretation before they can be transferred satisfactorily into the TL.
- **c) Sociolinguistic theory of translation:** the translator must be aware of the linguistic factors and the interpretation of the text. This approach takes into account the social setting, the author and receptors along with the syntactic structures.
- **d) Theory of Meaning:** it was introduced in Paris 1962, the focus of translation studies would be shifted away from the linguistic aspects of language towards cultural and communicative factors shared by languages.
The main concern of translation theory is to provide appropriate method for translating a text considering its functions. Catford (1974:21) states that the translation fundamental task is to define the condition and nature of equivalence which represents the central problem of translation.

2.3 Principles of Translation

There are general principles which are relevant to translation. Duff (1989:10-11) mentions these principles as follows:

i. Meaning: the translation should reflect accurately the meaning of the original text.

ii. Form: The ordering of words and ideas in translation should match the original as closely as possible.

iii. Register: Languages often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal or fixed expressions in which the writer or speaker sets the tone.

iv. Source language influence: One of the most frequent criticisms of translation is that 'it does not sound natural'. This is because the translator's thoughts and choice of words are too strongly molded by the original text.

v. Style and clarity: The translator should not change the style of the original, but if the text is full of boring repetitions, the translator may correct the defects for the reader's sake.

vi. Idioms: Idiomatic expressions are not understandable, these include similes, metaphors, proverbs and sayings, jargon, slang, colloquialism and phrasal verbs.

The fact that English and Arabic are belong to a different cultures makes English/Arabic translation a very difficult task for the translator. For example, there are lexical units or words that are very peculiar to either of the two cultures. Certain names that are common in the English culture do not exist in the Arabic one. The translator is required to study the foreign language together with its culture bearing in mind that language and culture are very closely related.

2.4 Translation Process

The process of translation describes how to translate something in practice? In the case of translating sentence or long text, translation can be word by word or phrase by phrase, clause by clause or sentence by sentence, of course, sunit by unit. The unit of
translation is any word or group of words taken together and understands independently to give either a small or large part of the meaning of a sentence.

This means that the unit can be one word: like; thus, therefore, actually and the other adverbs at the beginning of the sentence. A phrase e.g. collocation “pass a law” or idioms such as “tall order” or clause as “she did not come to work yesterday, because she was sick.”

2.5 Function of Translation

According to Oxford Advanced Learner’s Dictionary (2000), Function is a special activity or purpose of a person or thing. Basically, the special purpose or function of translation is as a medium of communications. As Duff (1989:5) says, “As a process of communication, translation functions as the medium ‘across the linguistic and cultural barriers’ in conveying the message written in the foreign languages.” In other words, the function of translation is a medium or a means to carry the message from the SL to TL. And it is very helpful for people which come from around the world in communication to each other. As Nida (1981:2) states;

“Translation means communication because it has three essential elements to form a process of communication. The three essential elements are source, message, and receptor, and these elements must be found in all communication activities”.

In brief that, translation is a means in communication, that has source, message, and receptor which must be found in all communication activities.

2.6 Types of Translation

Brislin (1976: 3-4) states that: according to the purpose, translation can be divided into four types:
a) pragmatic: Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form. Belonging to such translation is the translation of technical information, such as repairing instructions.

b) aesthetic-poetic: The second type is aesthetic-poetic translation that does not only focus on the information, but also the emotion, feeling, beauty involved in the original writing.

c) ethnographic: The third is ethnographic translation that explicates the cultural context of the source and second language versions.

d) linguistic translation: The last type is linguistic translation, the one that is concerned with equivalent meanings of the constituent morphemes of the second language and with grammatical form. Seen from this classification, the translation of literary work should be the aesthetic-poetic one.

Otherwise, Jakobson (1969) in Venuti (2000:114) states that the kind of translation is divided into three differently labeled:

1. Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language. For instance: Charles dickens’ Animal Farm is rewording into children language version but still in English.

2. Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language. For instance: a text in Indonesian language is translated into English. A novel by Andrea Hirata, Laskar Pelangi has been translated into English become “The Rainbow Troops”.

3. Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems. For instance: if we see one symbol on the road, which picture is a spoon and a fork, it means that we will find a restaurant not too far from the road.

2.7 Reasons for Using Translation in the Classroom

Translation is an activity comprising the interpretation of the meaning of a text in one language and the production of a new equivalent text in another language. Translation can be introduced purposefully into the language learning process. Duff (1989) maintains the following reasons for using translation in the classroom:
a. Mother tongue influence: Translation helps students to understand better the influence of one language on the other, and to correct errors of habits. And because translation involves contrast, it enables learners to explore the potential of both languages – their strength and weakness.

b. Naturalness of the activity: Translation is a natural and necessary activity so, the learner needs to ensure that his/her translation makes sense and is written in ordinary language.

c. The skills aspect: Language competence is a two-way and not one-way system. Thus, it is necessary to be able to communicate both ways into and from the foreign language. Translation can play a vital role in practicing this skill.

d. The Reality of language: The proper material of translation is authentic and all language is relevant to translation.

e. Usefulness: As a language learning activity, translation has many advantages. Among those are:

i. it is an activity for discussion, the text which can be very short, serves as a material both for reading and for discussion.

ii. it develops accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

iii. Depending on students' need, the teacher can select a material to illustrate a particular aspect of language and which students have difficulty in.

2.8 Writing and Translation

"Writing is the most difficult of the language abilities to acquire". Allen and Corder (1974). Its level of difficulty varies between native speakers who think in the language used and non-native speakers who think on their own native language. Writing demands producing a sequence of sentences in certain order to form coherent texts. Writing plays a vital role in any translation. It is an important skill since it is an active and important means of communication. However, it is complex and sometimes difficult for it requires the mastery of grammatical rules and devices for linking words. In importance of writing lies in the fact that, it is evidence of the students' performance in developing both fluency and accuracy.

Writing is a product that has unity of thought in all sentences. It must be coherent and logically ordered involving careful use of vocabulary, correct spelling, and correct usage of grammatical rules. Writing is more than the production of graphic symbols, it is a production
of a sequence of sentences arranged in a particular order and linked together in a coherent way. According to Araboff (1970:31);

"Writing is much more than an orthographic symbolization of speech. It is most important, purposeful collection and organization of experience. Writing is known as curiously solitary form of communication addressed to an absent and often unknown reader".

Writing is the process of creative expressions; it is an important way which trains students to use the language in order to communicate. White (1980:17) points out that;

"Writing is a comprehensive reflection of the language literacy. Through language courses of study, enabling students to have a certain degree of writing ability is an important task of teaching language courses and goals".

In general, writing has been defined both formally and functionally. It is defined formally in Mac Millan Encyclopedia (1986) to shows its physical representation as the recording of human communication or using symbols to represent spoken words. This definition represents writing as the only visible representation of human language. The functional definition sets up writing as a communication events. Writing helps to communicate without facial expressions, writing gives time to think, to try out ideas in papers, to choose words, to read what is written, to rethink, revise, rearrange and most important to consider effects on readers.

Harmer(1999:263), states that "interest is a primary ingredient of motivation". So, if teachers of English aim to improve students; writing, it is better to choose topics of interest for writing". Kral (1999), supported the same idea that it is much more difficult for students to write if they are required to write about something they have no interest in it. Traditionally, English is taught through four skills: listening, speaking, writing, and reading which are often grouped into productive speaking and writing) and receptive (listening and reading).

2.9 Translation in Second/ Foreign Language Teaching: Pros and Cons

When talking about the application of translation or the act of translation in language teaching, it will be important to make distinction between two types of translation, which are called pedagogical translation and real translation. Pedagogical and real translation differ from each other on three counts: the function, the object, and the addressee of the translation
The first voice to cry out against the use of translation in foreign language teaching came from the Reform Movement of the late 19th century, and it was followed by a wave of renewed attacks by proponents of the Audio-Lingual, the Direct, the Natural, and the Communicative Language Teaching Methods throughout the 20th century.

Bloomfield (1933) blames “the eighteenth-century scheme of pseudo-grammatical doctrine and puzzle-solving translation” and also the teachers “who talked about the foreign language instead of using it”. This point of view of language learning had roots in behaviorist points of view that skinner introduced to language learning in his book verbal behavior. He considered language as a behavior that was acquired by the infant through stimulus–response–reinforcement cycle. In fact in such a view point from which methods like audio–lingual were developed, translation could not have a role to play. But people devoted to various other methodologies have also protested against school translation. Newson (1998) provides a summary of the main objections in the following way. Translation, he writes, does not allow or make easy the achievement of such generally accepted foreign language teaching aims as:

1. fluency in spoken language;
2. the controlled introduction of selected and graded structures and lexical items
3. the controlled introduction of communicative strategies. Translation leads to no observable learning effect, either of new vocabulary or structural items, and does not foster communicative language use. Newson (1998) proposes classroom activities to eliminate the second objection. The first one is a simultaneous oral translation exercise in which the teacher reads out the source language sentences whose translations by the learners will provide them with examples of selected target language patterns. The other activity uses, instead of isolated sentences, examples of a few sentences long, where the task is not to translate the whole text, but only certain expressions in it which exemplify selected language features.
4. Translation is independent of the four skills which define language competence: reading, writing, speaking and listening;
5. It is radically different from the four skills;
6. it takes up valuable time which could be used to teach these four skills;
7. is unnatural;
8. it misleads students into thinking that expressions in two languages correspond one-to-one;
9. it produces interference;
10. it prevents students from thinking in the foreign language; and
11. it is a bad test for language skills.

In form on the contrary, as Lengyel and Navracsics (1996) show, there is some neurolinguistic evidence to suggest that the human brain is predisposed to acquire more than one language, and in this context the role of translation must also be re-examined. In their study, Lengyel and Navracsics look at the question whether translation is as natural a language activity as are speaking, listening, writing and reading, and whether translation also has inherited elements. Similarly Ross in Kavaliauskienė (2007: 133) asserted:

"Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers”.

Howatt (1984:161) says "the practice of translation has been condemned, so strenuously for so long without any really convincing reasons that it is perhaps time the profession took another look at it". Butzkamm and Caldwell in their book The Bilingual Reform: A Paradigm shift in Foreign Language Teaching (2009) stated the old taboo on mother tongue will be swept away. Their advocacy of mother tongue is not just another plea for a flexible and a less rigid attitude, but a systematic program in which mother-tongue use is seen as essential cited in Cook (2010).

2.10 Translation as a Reading Comprehension Strategy

Models of the reading process can generally be placed across a continuum of two opposing approaches as well as a fusion of them in understanding the reading process, namely, bottom-up, top-down and interactive approaches Seng and Hashim (2006). As defined by Nunan (2003) bottom-up models consist of lower level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences and longer texts. Top-down models, on the other hand, begin with the idea that comprehension resides with the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. The third type are interactive models that combines elements of
bottom-up and top-down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge resources.

From this point of view, translation can be considered as an interactional approach of reading comprehension. It has characteristics of bottom-up model in identifying letters and words of foreign language as well as those of top-down model in using the previous knowledge and life experiences or content schemata to help the learner to understand a text. In a study investigating the language of thought used in comprehending L2 texts among fifty one students of French, Kern (1994) found that mental translation during L2 reading played "an important and multidimensional role in the L2 reading comprehension processes" of the students (cited in Seng and Hashim 2006).

Translation itself has some pre-requisites that without them one may not be able to do it well. Newmark (1995) distinguishes some essential characteristics that any good translator should have:

a) reading comprehension ability in a foreign language,
b) knowledge of the subject,
c) sensitivity to language (both mother tongue and foreign language) and
d) competence to write the target language dexterously, clearly, economically and resourcefully (cited in Gerding-Salas 2000).

Due to lack of mastery on target text, beginner learners try to utilize a word for word style in reading and comprehending it. On the other hand, adult beginners who heavily rely on translation may face difficulty when they encounter some unknown words or some set of ideas different from those they had in their own culture. Here this question arises that whether a given translation by the teacher, mainly a translation of the gist, can be effective in increasing the students’ achievement on comprehension questions or not.

2.11 Translation as the Fifth Skill

According to Owen (2002: 2) “The use of translation, as a moment’s reflection will confirm, has been a fundamental part of language teaching since the very beginning. Indeed, it must be the oldest language-teaching tool of all.”

Nevertheless, the Communicative Approach has rejected translation altogether because it was seen as an impediment to the maximum exposure to L2 advocated by the
method, complicating the learning process by bringing transference errors in language production. Generally, translation was over identified with the Grammar Translation Method and as a result was apprehended as text-bound, uncommunicative, limited to only two skills out of four, non-interactive and remote from learners’ real needs Bowen, Carreres (2006, Owen 2002).

A new, different perspective on translation has been proposed in recent times by a number of authors such as Alan Duff, Angeles Carreres or Zenon Weigt. According to Carreres translation can be taught in a way that resembles the real life activity of translating. Then it makes use of the four basic language skills and it yields benefits in L2 acquisition. He claims that “The problem was not translation as such, but a teaching methodology that abstracted language from its communicative function. Indeed, translation itself as it takes place in the real world is intrinsically and inextricably linked to a communicative purpose. “…there is no reason why translation should be restricted to literary passages and it certainly can be taught in more stimulating ways than has traditionally been the case”. (Carreres 2006).

It seems to me that alongside changes in academic stance, the status of translation has been enhanced by the reality of contemporary life. With the development of new communication technologies (especially the Internet) and changes in world tourism (travelling made easier as never before) and the political situation (the European Union, migration, globalization), today’s language learners have become members of a multinational community in which they have to be able to function as translators and/or interpreters. The growth of globalization of business has made it vital for people from different cultural backgrounds to work together. That is why cross-cultural communication competence and cultural sensitivity are highly demanded in today’s marketplace. Since the ability to translate is fundamental to both, it is needed by language learners who work as leaders, mediators or team members in international companies. Language learners also travel abroad as tourists, receive foreign visitors, and live in multiethnic cities around the world. Translation takes place in all these situations, being communicative and interactive and making use of all four skills, and Duff’s oft-quoted comment is still applicable in ELT: “translation happens everywhere, all the time, so why not in the classroom?” Duff (1989).

Duff (1989) and Petrocchi (2006) draw a clear line between translation teaching and language teaching by means of translation. Teaching translation on a non-vocational level is different from training professional translators. The point is that translation can be a useful

Firstly, he says that we all have a mother tongue which shapes our way of thinking and our use of the foreign language to some extent. We cannot ignore it. It is translation which helps students to understand better the influence of the one language on the other, to correct errors of habit, like the misuse of particular words or structures, and to explore the strengths and weaknesses of both languages. Secondly, he states that “translation is a natural and necessary activity. More so, indeed, than many of the fashionable activities invented for language learners” Duff (1989).

Thirdly, he describes language competence as a two-way system. Students need to be able to communicate both ways: into and from the foreign language. Translation is a perfect means for practising this vital skill.

Fourthly, the proper material for translation is authentic and wide-ranging, including both speech and writing so that the learner is brought into contact with the whole language, not just the parts isolated by textbooks.

And finally, as a language learning activity, translation has a lot of merits: it invites speculation and discussion when done in pairs or groups; develops three qualities essential to all language learning: accuracy, clarity and flexibility; and can be used to work through particular difficult structures in L2 using the mother tongue. Other authors only add to Duff’s list of merits of translation activities in the EFL classroom. The most obvious benefit is that translation can help learners become aware of and reflect on similarities and differences between L1 and L2 (idiosyncracies, registers, collocations, compounds, cultural connotations, etc). Translation teaches students that there is not always a one-to-one correspondence between items in the two cultures/languages and that ways of thinking and expression are influenced (or even constrained) by culture Gabrielatos (1998).

Translation can also play a role in the development of communicative abilities since speakers are often engaged in the work of sharing and negotiating meaning depending on the interpretative community and context. Thus, through translation activities, teachers can promote interaction among learners Koppe and Kremer (2007). Finally, translation can be extremely creative: it is not only the translation of words from one language to another but
the translation of ideas, concepts and images. A truly eye-opening argument, however, is that translation is a skill in its own right and, as has been argued above, a skill quite indispensable to learners of English in the present-day world Carreres et.al (2006). Having a knowledge of two languages does not mean being automatically able to translate from one to another. We can do this by providing translation activities in the EFL classroom, allowing the use of both mono- and bilingual dictionaries and respecting our students’ demands to know the L1 equivalents of the L2 words/phrases/chunks if they feel they need them.

2.12 Chosen Translation Activities for the EFL Classroom

Alan Duff’s Translation (1989) is a recommendable resource book for any teacher interested in the issue. It consists of 157 pages of ready-made tasks and activities for the classroom, each suited to a specific purpose and containing material for 30–45-minute work with students at intermediate level and above. The section below is a compilation of 22 translation activities proposed in different articles and papers by other ELT professionals. The description of activities and their aim (if stated) are fully quoted from the original sources in Clanfield and Foord (2000):

1. Activity Conversation Starters Using mother tongue newspapers for conversation practice. Choose or get students to choose an article from today’s newspaper and explain what it is about in English. 15-minute activity, pre-intermediate + Aim Depending on the difficulty of the text this may generate vocabulary work as students work on communicating key points of the text to the teacher. This is similar to (but usually more effective than) just using pictures. The L1 text, like the picture is a fast way of stimulating ideas for conversation.

2. Activity Dubbing Show students a clip of a popular mother tongue TV programme (e.g. a soap) and tell them they have been commissioned to dub it into English for the BBC. With larger classes get students to work in teams. The best version gets the contract! Students can work on translating the script and taking on the roles of the actors and literally dubbing with TV sound off.

3. Activity False Friends Wordsearch/Crossword Puzzle Prepare a series of sentences with a false friend in them. Write the sentence in English. Prepare a crossword puzzle with the correct words in English. Give the puzzle to the students and let them figure it out. 15-minute activity, intermediate
4. Activity Shadow And Doubt Have students rehearse a communicative activity (shadow) in their mother tongue before attempting it in English and then afterwards compare. This can be a very effective way of challenging Advanced learners, as it helps to raise specific awareness of the difference between their ability to express themselves in English and in the mother tongue (doubt).

5. Activity Sight Translation Prepare a series of interesting quotations (for example, 10) on a piece of paper. Show them to the students one by one (using an overhead projector would work nicely, otherwise write them on the board or prepare a piece of paper that students look at little by little). Give the students 30 seconds to read it, then take it away. They must each individually write what they understood but in their own language. Compare translations afterwards. Variation: Take quotes from the news and ask them to imagine who said it.

6. Activity Reverse Translations Group A are given a short text in their mother tongue to translate into English. Group B a similar length of text in English to translate into their mother tongue. Groups then give their translations to each other to be translated back into the original. Finally groups compare the originals with the translated version. Variation: Correcting translations. Prepare some literal and inaccurate translations for your students to correct. Ready-made examples can also be found in your local tourist office.

7. Activity Interpreters This can be adapted to any oral pair work situation. It works best with interviews. Students work in groups of three (minimum). One person is the interviewer, and speaks only in English. The interviewee speaks only in L1. The interpreter works as a go-between, translating the interviewer’s questions into L1 and the interviewee’s answers back into English. Variation: Arrange a press conference, with several interviewers. The interviewee plays the role of a famous film star, politician etc. Just like on TV! Teenagers especially like this activity and recognise the scenario from TV interviews with pop stars and sports personalities. 10-minute activity, all levels.

8. Activity Restaurant Role play Use a mother tongue menu so that natives have to explain the dishes to English speaking guests. This is, after all, a more likely scenario than the “Olde Englishe Restaurante” favoured by course books.

9. Activity Translating Pop Songs Students translate the lyrics (or small sections of the lyrics) of their favourite songs into their mother tongue. Teenage magazines
sometimes include songs with mother tongue translations, so you can use these to do it the other way round as well.

10. **Activity Broken Telephone/Telegram** Devise a sentence that might cause translation problems into your students’ L1. Whisper it to the first student in English. The first student translates it into L1 and whispers it to the second student, who translates it back into English and whispers it to the third. Go round the class in the same way. At the end, compare the final English version with the original. Variation: Do the same exercise, but in writing. 5-minute activity, all levels Source Clanfield and Foord (2000).

### 2.13 ESL/EFL Learners' Perspectives about Translation into their L1

Despite the recent criticism, translation in language learning still exists Chamot, Naiman et al. (1978). Naiman et al. (1978) tried to figure out strategies used by “Good Language Learners” (GLLs), and found that one of the strategies often used by GLLs was to “refer back to their native language(s) judiciously "translate into L1" and make effective cross-lingual comparisons at different stages of language learning”. Increasingly, studies suggest a facilitative role of translation or L1 transfer in students’ language learning Byram and Morgan (1994). During the past decades, there has been a growing awareness of, and concern in strategies as language educators collectively agree that strategy use develops language learning. Chamot (1989:77) defined the translation strategy as "using the first language as a base for understanding and/or producing the second language". A number of theoretical works in ELT shows that the use of translation as a strategy in L2 learning should be banned Hawks and et.al (2001). However, some scholars do think that translation has excessively been used by EFL learners as a strategy of learning a second language. Almost all L2 learners resort to their L1 while processing L2 Husain (1994). Thus, some scholars may argue that translation can be a source of transfer and conveying meaning which would lead to interference.

But Weschler (1997) considered that maintaining and enhancing one's native language does not inhibit the development of the second language acquisition. The use of students' source language, as Eslami and Fatahi (2008) stated, may also increase their aptitude to learning by minimizing the amount of language and culture content and shock they encounter. In fact, the language professionals should not reject using any of the two languages in balanced ways. In line with this, Turnbull (2001) summed up that when EFL
teachers switch to L1 usage, they have to make sure that FL learners have mastered difficult grammatical structures or newly encountered vocabulary words. Thus, it is necessary for teachers to use the target language as possible and as much as they can, especially that in this context students have limited access to the foreign language they are trying to learn with regard to their outside classroom environment. Moreover, Cook (2001) in reinforcing of the role of L1 mentions that "bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology".

Furthermore, Brooks and Donato (1994, cited in Cook, 2001) argue that the use of mother tongue is a normal psycholinguistic procedure that can promote L2 development and enables the learners to communicate with one another in the target language. Additionally, It is crucial to affirm that source language in translation should not be excessively used at the expense of L2 learning and production. It is favorable in situations where it is important, necessary and where otherwise classroom time would be wasted. That's to say EFL teacher is not recommended to use the mother-tongue automatically to translate everything to the learners. The overuse of L1 in English classrooms is detrimental to foreign language learning that it

i. discourages the learners from thinking in English (the language they are learning) and so it will not be taken seriously as a means of communication. "Word by word translation can be a hindrance to the learning process by discouraging the student from thinking in English". Kavaliauskienë and Kaminskienë, (2007). Students in most cases think in their L1 and depend too much on it. This makes them

ii. acquire and develop the habit of mental translation of the passages and short sentences they work on. They interfere their L1 between thought and communication and expression developing a three-way process in production and expressing their ideas.

So, all their attempts to communicate in the target language are screened and filtered through their source one: "The mother-tongue is not relinquished, but it continues to accompany - and of course to dominate the whole complex fabric of language behavior.... all referent- whether linguistic or semantic - are through the Mother tongue" Liao (2006). In connection with this, Fernández (2012) in her study made clear that numerous scholars have contended that translation is not a helpful tool when learning a second or foreign language; since it offers a simple one-to-one relationship between the source and the target language, it
can cause interference between them, and it is an artificial exercise that has conform with the principles of the communicative approach to language teaching.

2.14 Problems of Teaching Translation

It has been observed that there are many problems in translation teaching. Nunan (1988:69) states that;

"Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among people. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities and the expansion of the mass media and technology. For this reasons, the translator plays an important role as a bilingual or multilingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts as faithfully and accurately as possible."

Most translation theorists agree that translation is understood as a transfer process from a foreign language-or a second language- to the mother tongue. Nunan (1988:72) states that;

"There is always a way of approaching an SL text, whether the translator chooses the author-centered traditional model, the text-centered structuralistic model, or the cognitive reader-centered model."

This models of translation contains three types: author–centered traditional model, this means the author's speech of the first language before the translation process if focused on. The text-centered structuralistic model. this model focused on the text and not the author. And the cognitive reader-centered model in this model the focus is on the reader to put in mind before translation takes place. This fact makes the translating process a harder task, sometimes resulting in a mediocre output that should undoubtedly be revised and post-edited before delivery to the client.

Through experience which is learned that the consequences of wrong translations can be catastrophic—especially if done by laypersons—and mistakes made in the performance of this activity can obviously be irreparable. Just think of what could happen in cases of serious inadequacy in knowledge areas such as science, medicine, legal matters, or technology. There must be thousands of examples, here is an anecdote worth mentioning is: Lily,
Chilean exile who had been granted refugee status in a non-Spanish-speaking country, was going to undergo surgery for the simple removal of a skin blemish from her face.

However, because of a misunderstanding by the translator on duty in the hospital at the moment she was going to be anesthetized, she was about to undergo breast surgery. It is quite clear that a poor translation can not only lead to hilarity or to minor confusion, but also be a matter of life and death. Hence the importance of training translators, not only in the acquisition and command of languages and translation strategies and procedures, but also in specific knowledge areas and, what is equally important, in professional ethics. Whatever the difficulty in the translation process, procedures must aim at the essence of the message and faithfulness to the meaning of the source language text being transferred to the target text. In the words of Nida and Taber (1974)

"Translation consists of reproducing, in the target language, the nearest equivalent to the message in the source language, in the first place in the semantic aspect and, in the second place, in the stylistic aspect".

This point show that it is better to interpret than to translate, finding the equivalent expressions is very important, if not approximation is used. To a great extent, the quality of translation will depend on the experience of the translator, i.e. on her/his knowledge, skills, training, cultural background, expertise and even mood. New mark Brinton (1995) distinguishes some essential characteristics that any good translator should have.

i. Reading comprehension ability in a foreign language.

ii. Knowledge of the subject.

iii. Sensitivity to language (both mother tongue and foreign language).

iv. Competence to write the target language dexterously, clearly, economically and resourcefully.

In addition, Mercedes Tricas refers to intuition, or common sense as the most common of all senses; in other words, making use of that sixth sense, a combination of intelligence, sensitivity and intuition. This phenomenon works very well if handled cautiously: The transfer process is a difficult and complex approach mechanism, one in which one must make use of all one's intellectual capacity, intuition and skill. Zuchridin (1989:228) states that;
"Apart from previously mentioned aspects, it is relevant to emphasize the necessity for sound linguistic knowledge of both SL and the TL, an essential condition, yet not the only one, to begin swimming up the streams of professional translation. However, neither knowing languages nor being efficiently bilingual is enough to become a translator."

For more than twenty years, translation theorists have been pointing this out, and yet many people believe and claim that knowing two or more languages is identical to knowing how to translate properly. We must banish this idea. It is clear that Linguistic competence is a necessary condition, but not yet sufficient for the professional practice of translation. This discipline being so new, little has been done in terms of academic training in higher education in Chile to devise didactic methods and procedures to teach or learn how to translate. William Weaver mentions that the translator of "The name of the Rose", who claims that "Translation is something you learn only by doing". Nonetheless, we teachers may facilitate our own task and that of our students if we take advantage of the appropriate tools and strategies.

Cognition sciences have provided us with simple, but very useful ideas about meaningful learning, i.e. a positive approach to learning that comes from the relationship between previous knowledge and new knowledge. This cognitive approach perfectly applies to the transfer process of ideas from one language to another, which obviously implies a lot more than the simple reproduction model. In the preparatory phase of self-confidence, plays a very important role, in as much as this period implies conscious mental activities, where translating problems are detected and analyzed, and information and knowledge are accumulated.

2.15 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.

2.16 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 at 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.

2.17 Method of Translation

The theorists discussed types of translation methods they might be very useful in pedagogical translation process. Some of them are:

1. Literal Translation: In this type, the text is usually translated sentence by sentence. The T.L text conforms to its grammar style.
2. Faithful translation: It is an attempt to reproduce contextual material in terms of meaning within the constraints of the TL grammatical structures.
3. Smart translation: In smart or (intelligent) translation the translator studies the style of the SL text’s author. Then he impersonates him/her and tries to rewrite the SL text on his/her behalf.
4. Creative (a free) translation): In this method equivalents shift freely up and down looking for the appropriate content message.
5. Adaptation: This kind of translation is very common in the translation of literary works, the translator has the complete freedom to convert the SL cultural situation to the TL culture.
6. Idiomatic translation: This is considered a lively form of translation where a reproduction of the content of the original occurs but colloquial expressions which are
not found in the SL are incorporated in the TL text to create natural situation in the translation.

7. Full translation: In full translation, every part of the SL text is replaced by TL equivalent material, in case there is no equivalence, approximation of a like TL concepts are applicable.

8. Partial translation: in this type of translation some part of the text are left un translated in literary translation.

9. Word-for word-translation: in this type, the text is translated word by word with the same structure of the SL, the final product is bad or wrong.

10. Summary translation: The translator summarizes the topic of the SL text, then he decides which parts of that text need.

11. Literary Arabicization: This type should not be confused with Arabicization as a method of translating new signified words, it is an Arabicization of the literary text itself.

12. Semantic translation: It is a more flexible method of translating, it makes some kind of comparison over the SL text in order to achieve the aesthetic value in the TL text.

13. Communicative Translation: This attempts to render the exact contextual material or meaning, of the original text, both content and language are acceptable to the reader using metaphors, slang, technical terms and ordinary language.

2.18 Culture of Translation

As will become evident, the role of cultural learning in the foreign language classroom has been the concern of many teachers and scholars and has sparked considerable controversy, yet its validity as an equal complement to language learning has often been overlooked. Zuchridin (1989:234) states that;

"Up to now, two main perspectives have influenced the teaching of culture, One pertains to the transmission of the factual, cultural information, which consists in statistical information, that is, institutional structures and other aspects of the target civilization, highbrow information, i.e. immersion in literature and the arts, and lowbrow information, which may focus on the customs, habits and folklore of everyday life."

This preoccupation with facts rather than meanings, though, leaves much to be desired as far as an understanding of foreign attitudes and values is concerned, and virtually blindfolds learners significant aspects of their own as well as the target group's identity that
are not easily divined and appropriated. All that it offers is 'mere book knowledge learned by rote'. The other perspective, drawing upon cross-cultural psychology or anthropology, has been to embed culture within an interpretive framework and establish connections, namely, points of reference or departure, between one's own and the target country. This approach, however, has certain limitations, since it can only furnish learners with cultural knowledge, while leaving them to their own devices to integrate that knowledge with the assumptions, beliefs, and mindsets already obtaining in their society. Prior to considering a third perspective, it is of consequence to briefly sift through the relevant literature and see what the teaching of culture has come to be associated with. Clouston (1997:339) notes that: "In the past, people learned a foreign language to study its literature, and this was the main medium of culture. 'It was through reading that students learned of the civilization associated with the target language'.

In the 1960s and 1970s, such experience scholars as Hall (1959), Nostrand (1974), Seelye (1974, 1984), and Brooks (1975) made an endeavor to base foreign language learning on a universal ground of emotional and physical needs, so that 'the foreign culture would appear less threatening and more accessible to the language learner' (Kramsch,1993: 224). In the heyday of the audio-lingual era in language teaching, Brooks (1968) emphasized the importance of culture not for the study of literature but for language learning, as Steele (1989:55) has observed. Earlier on, Brooks (1960) in his seminal work Language Learning had offered sixty-four topics regarding culture interspersed with questions covering several pages. Clouston (1997) states that;

"In a sense, his groundbreaking work was conducive to a shift of focus from teaching geography and history as part of language learning to an anthropological approach to the study of culture. What is important is that, by making the distinction between "Culture with a Capital C" – art, music, literature, politics and so on— and "culture with a small c"—the behavioral patterns and lifestyles of everyday people – he helped dispel the myth that culture or civilization, or what other name it is known by is an intellectual gift bestowed only upon the elite."

Admittedly, the main thrust of this work was to make people aware that culture resides in the very fabric of their lives, their beliefs, assumptions, and attitudes rather than in a preoccupation with aesthetic reflections or high-faulting ideas. As Weaver insightfully remarks, the commonly held notion of culture is largely concerned with its insignificant aspects, where as our actual interaction with it takes place at a subconscious level. Many, if
not most, people think of culture as what is often called "high culture"—art, literature, music, and the like. This culture is set in the framework of history and of social, political and economic structures, actually, the most important part of culture for the sojourner is that which is internal and hidden, but which governs the behavior they encounter. This dimension of culture can be seen as an iceberg with the tip sticking above the water level of conscious awareness. By far the most significant part, however, is unconscious or below the water level of awareness and includes values and thought patterns.

Following Brooks, Nostrand (1974) developed the Emergent Model scheme, which comprised four main categories. The first, culture, regarded value systems and habits of thought; society included organizations and familial, religious, and other institutions. The second category of conflict was comprised of interpersonal as well as interpersonnel conflict, ecology and technology included knowledge of plants and animals, health care and travel, while the third category, individuals, was about intra/interpersonal variation. Finally, cross-cultural environment had to do with attitudes towards other cultures. As Singhal (1998) observes "it is evident that one would have to be quite knowledgeable in the culture under study to be able to present all of these aspects accurately to second language learners."

Since the 1960s, a great many educators have concerned themselves with the importance of the cultural aspect in foreign language learning, with Hammerly (1982), Seelye (1984) and Damen (1987) being among those who have considered ways of incorporating culture into language teaching. In the 1970s, an emphasis on sociolinguistics led to greater emphasis on the situational context of the foreign language. Saviagnon's (1972) study on communicative competence, for example, suggested the value of training in communicative skills from the very beginning of the FL program. As a result, the role of culture in the foreign language curriculum was enhanced, and influential works by Seelye (1974) and Lafayette (1975) appeared. The audio-lingual method was replaced by the communicative approach, Canale and Swain (1980) claimed that 'a more natural integration' of language and culture takes place 'through a more communicative approach than through a more grammatically based approach. In addition, teacher-oriented texts (Hammerly, 1982; Higgs, 1984; Omaggio, 1986; Rivers, 1981) now included detailed chapters on culture teaching for the foreign language classroom, attesting to the predominant goal communication within the cultural context of the target language. Denmark (1991:92) mentions that "on the assumption
that communication is not only an exchange of information but also a highly cognitive as well as affective and value-laden a activity”.

Melde (1987) holds that foreign language teaching should foster 'critical awareness 'of social life—a view commensurate with Fairclough's (1989 and 1995) critical theory. More specifically, when the learner understands the perspectives of others and is offered opportunity to reflect on his own perspectives, 'through a process of decentering and a level of reciprocity, there arises a moral dimension, a judgmental tendency, which is not defined purely on formal, logical grounds' Byram, Morgan et. al, (1994). To this end learner needs to take the role of the foreigner, so that he may gain insights into the values and meanings that the latter has internalized and unconsciously negotiates with the members of the society to which he belongs.

Beside Melde, Baumgratz- Gangl (1990) asserts that the integration of values and meanings of the foreign culture with those one's "native culture" can bring about a shift of perspective or the ' recognition of cognitive dissonance' Byram, Morgan et al(1994), both conducive to reciprocity and empathy. What is more, Swaffar (1992) acknowledges the contribution of culture when he says that, in order to combat, as it were, 'cultural distance', students must be exposed to foreign literature with a view to developing the ability to put into question and evaluate the cultural elements L2 texts are suffused with. Kramsch (1993,1987),also believes that culture should be taught as an interpersonal process and, rather than presenting cultural facts, teachers should assist language learners in coming to grips with the 'other culture. Denmark (1991:99) says that;

"Virtue of the increasing multiculturalists of various societies, learners should be made aware of certain cultural factors at work, such as age, gender, and social class, provided that the former usually have little or no systematic knowledge about their membership in a given society and culture, nor do they have enough knowledge about the target culture to be able to interpret and synthesize the cultural phenomena presented”.

From all the above, it is evident that, much as element of culture has gained momentum in foreign language learning, most educators have seen it as yet another skill at the disposal of those who aspire to become conversant with the history and life of the target community rather than as an integral part of communicative competence and intercultural awareness at which every "educated individual" should aim. As has been intimated above, which takes a third perspective, in claiming that cultural knowledge is not only an aspect of
communicative competence, but an educational objective in its own right. Laurel (1995: 21) mentions that;

"Cultural knowledge is unlike, say, knowledge of mathematics or Ancient Greek, in the sense that it is an all-encompassing kind of knowledge which, to a certain extent, has determined- facilitated or precluded- all other types of "knowledge." Rather than viewing cultural knowledge as a prerequisite for language proficiency, it is more important to view it as 'the community's store of established knowledge'.

Which comprises 'structures of expectation' with which everyone belonging to a certain group is expected to unconsciously and unerringly comply. A corollary of this third perspective is to view the teaching of culture as a means of 'developing an awareness of, and sensitivity towards, the values and traditions of the people whose language is being studied' Tucker and Lambert, (1972:26). It goes without saying that to foster cultural awareness by dint of teaching culture means to bring to our learners' conscious the latent assumptions and premises underlying their belief and value systems (Humphrey,1997: 242) the most importantly, to show that our own culture predisposes us to a certain worldview by creating a cognitive framework which is made up of a number of unquantifiable embracing assumptions about how the world is constructed, But this cognitive framework is, to a great extent, maintained and sanctioned through the very use of language, which is arguably 'the most visible and available expression of culture. Micheal (2003: 327) claims that:

"As will be shown, though, language and culture are so intricately related that their boundaries', if any, are extremely blurred and it is difficult to become aware of- let alone question- the assumptions and expectations that we hold. It should be reiterated that language teaching is culture teaching, and what to show is that, (by teaching a language one is inevitably already teaching culture implicitly, and gaining insights into the foreign language should automatically presuppose immersion in the foreign culture, in so far as these two, language and culture go hand in hand."

2.19 Previous Studies

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

Dr.Al Mubarak El Siddig Saeed Hassan (2013)Ph D under the title "The role of translation in improving the EFL learners' performance".
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.


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 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 EFL learners in translation. The study recommended that: There must be more journeys for EFL learners to different nations outside 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.


Journalistic translation is very important as it conveys our vision to other countries. This study examines the problem of not conveying the meaning in news translation from Arabic into English. The translated texts into English were examined by using the critical discourse analysis method combined with Darwish translation strategies. The findings of this
study are: distortions of translation stemmed from the type of training in translation per se. Moreover, modern standard Arabic is originally translated from English and French, the meaning of words in modern standard Arabic are not static. They acquire new meaning and this creates translation errors in the translation of those who opt for the first meaning. Many errors are due to this complicated relation between Arabic and English. Furthermore, cultures have a paramount impact on languages as cultures determine what aspects of cultures or what part of the reality are focused on ignoring this fact by translators produces stilted translation.

The study recommends that new courses should be designed for students in our departments of translation. These courses should comprise a course in recent translation theory, news writing theory and a course that enables the students to conceive the changing nature of Arabic in its transitional process from classical Arabic to modern standard Arabic.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter describes the methodology which the study used for collecting and analyzing the data. The study used the descriptive analytical method. This chapter provides a description of the sample of the study, how data collected, analyzed, and statistical procedures were used to find the validity, reliability of the test.

3.1 Population of the Study
The populations of this study were the students of faculty of education at Sinnar University.

3.2 Sample of the Study
The respondents chosen from Sinnar university faculty of education were 30.

3.3 Tool of the Study
The data of this study has been elicited through a pre-test and post-test to the students Sinnar university. A test is used for collecting the data for this study. The test design pre and post test.

3.4 Procedure
The data obtained by means of a test which had been analyzed by using calculation statistical procedures. The collected data is analyzed by computing percentages and tables were used to convey statistical information.

3.5 Design of the Test
The test was designed to evaluate students translation, it was designed to examine students (University of Sinnar). Two reading tests were conducted to the students from which students took the pre-test after the conventional way of teaching. The two groups of the study were given the same pre/posttest because both were studied the same course. The first question was designed to measure translation in to Arabic, second question was
designed to measure translation to English. The purpose of making a comparison of how the students' performance is different in the pre and the post test.

3.6 Reliability of Test

The study uses the SPSS programme for statistical and analytical operation. The research use present correction and the results options of followers.

3.7 Validity of Test

The test is said to be valid if it measures what it is intended to measure. They confirm every question separately. Based on their comments, the test was put in its final draft. Thus the test is valid and reliable.

\[
\begin{align*}
    r_{xy} &= \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}} \\
    \text{Where} & \\
    r &= \text{correlation} \\
    R &= \text{Reliability of the test} \\
    N &= \text{number of all items in the test} \\
    X &= \text{odd scores} \\
    Y &= \text{even scores} \\
    \Sigma &= \text{Sum} \\
    R &= \frac{2 \times r}{1 + r} \\
    \text{Val} &= \sqrt{\text{reliability}} \\
    \text{Correlation} &= 0.75 \\
    \text{Reliability} &= 0.86 \\
    \text{Validity} &= 0.93
\end{align*}
\]
CHAPTER FOUR
ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is confined to the analysis of the test and to the discussion the hypotheses in relation to them. In this test each question was analyzed and displayed by means of tabulation and part chart.

4.1 The Analysis of the Result of the Test

Table (4.1) analysis of Arabic text

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Failures</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.1)

From the above table and diagram (4.1) show that, (43.3%) of the success that students are failure translate into Arabic (56.7%) of the sample "Failures". According to this result the students can't know translation to Arabic.
Table (4.2) analysis of English text

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Failures</td>
<td>18</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.2)

From the above table and diagram (4.2) show that, (40 %) of the success that students are failure translate into English (60%) of the sample "Failures". According to this result the students can't know translation to English.
From the above table and diagram (4.3) show that, (16.7 %) of the success that students are failure translate into English (83.3%) of the sample "Failures". According to this result the students can't know meaning vocabulary.
From the above table and diagram (4.4) show that, (40%) of the success that students are failure translate into English (60%) of the sample "Failures". According to this result the students can’t know using grammar.
Table (4.5) analysis of Arabic text

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>21</td>
<td>70.0</td>
</tr>
<tr>
<td>Failures</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.5)

From the above table and diagram (4.5) show that, (70.0 %) of the success that some students are better post translate into Arabic (30%) of the sample " Failures ". According to this result the students can be best transition to Arabic .
Table (4.6) analysis of English text

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Failures</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.6)

From the above table and diagram (4.6) show that, (66.7%) of the success that some students are better post translate into English (33.3%) of the sample "Failures". According to this result the students can be best transition to English.
From the above table and diagram (4.7) show that, (56.7%) of the success that students are failure translate into English (43.3%) of the sample "Failures". According to this result the students can be best using vocabulary.
Table (4.8) analysis of grammar

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>Failures</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table and diagram (4.8) show that, (73.3 %) of the success that students are failure translate into English (26.7%) of the sample "Failures". According to this result the students can be best using vocabulary grammar.
Table (4.9) Comparison of students’ performance on the pre-test and post-test

<table>
<thead>
<tr>
<th></th>
<th>Test</th>
<th>Means scores</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qestion1</td>
<td>Pre</td>
<td>1.10</td>
<td>.74</td>
<td>3.24</td>
<td>0.03</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>1.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qestion2</td>
<td>Pre</td>
<td>1.08</td>
<td>.79</td>
<td>3.24</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>1.23</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to table (4.9), t-test was used to translate into Arabic and English in the pretest and posttest.

A comparison between the pre and post results was held to check if there are differences noticed after using translation. As the table (4.1) above shown the mean score of the pre-test for the question1 mean is (1.10), while for the question2 mean is (1.08). The post-test tests the students are better question1 mean is (1.20), while for the question2 mean is (1.23).
Testing Hypotheses

Hypothesis One: Teacher have a remarkable role in improving students translation skills.

Table (4.7) shows that (56.7%) of the student success, which means that the majority of the respondents agree with this hypothesis therefore, this hypothesis is accepted.

Hypothesis: Translation courses help students in potential achievement of meaning in translation.

Table (4.8) indicates that all the respondents (73.3%) supported this hypothesis. This emphasizes success, so this hypothesis is accepted.

Hypothesis Three: Translation courses is a remedial for solving the problems of weakness in language performance.

Table (4.5) indicates that the majority of the respondents (70%) supported this hypothesis. This emphasizes translation courses is a remedial for solving the problems of weakness in language performance, so this hypothesis is accepted.

Hypothesis Four: Translation courses necessitate the best use of dictionaries

Table (4.6) shows that (66.7%) of the students which means the majority of the success with this hypothesis therefore, this hypothesis is accepted.
CHAPTER FIVE
CONCLUSION, FINDINGS AND RECOMMENDATIONS

5.0 Introduction

This chapter starts with a very brief introduction to explore the components of the chapter, thus it is mainly concerned with the conclusion, finding, of the study and recommendations.

5.1 Conclusion

Translation is an art that enables the users of the language to reflect the performance of the nations, and reflect the elements of translation which enable the students to practice this art regularly. It discusses the role of translation. The study investigates the importance of translation in learning the language the purpose of the study is to identify the problems of translation and the suitable solutions to the problems that could enable the students to practice translation correctly.

5.2 Findings

According to analysis many finding

1. Most of students do not practice translation intensively for the lack of activities.
2. The lack of translation is due to the lack of motivation.
3. Techniques and strategies help students in developing their translation.
4. Learners need to be exposed to context to infer the everyday vocabulary.
5. Integrating translation into the syllabus will help to solve translation problem
6. EFL learners show problems of translation
7. Translation writing facilitates students’ acquisition of the basic study skills needed for writing English texts
8. EFL learners are not able to produce expressive, coherent and logically sequenced ideas in writing translation.
9. Translation material broaden learners' knowledge and they help them become familiar with other culture.
5.3 Recommendations

After the finding the study recommended

1. Students should be using modern technology in class to help students to improve their translation.
2. Teachers should develop their techniques of teaching to facilitate the process of learning translation.
3. Encouraging students vocabulary to write essays of different style of translation.
4. Providing more time for pedagogical translation process is strongly needed.
5. EFL learners should practice translation in and out the classroom.
6. Teachers should use different effective techniques to enhance writing skills.
7. Learners should be given home works translation to write.
8. Collaborative writing activities should be used to encourage learners write translation.
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Appendix (1)

(pre-test)

Faculty of Educational Science – El Kamleen

Translation exam  time: 3 hrs

Q. 1 Translate into Arabic

Dickens’ story, Oliver Twist, takes place in London in the 1830s at this time Great Britain was a very rich country and London was the largest city in Europe. Many rich people lived in London. They had expensive house and they had the very best food and drink. They travelled in fine carriages pulled by horses and they wore beautiful and fashionable clothes.

When he lived in London Charles Dickens saw the rich people living in beautiful house, however most people England at this time did not have much money. Thousands of poor people lived London. They lived in small dirty houses and did not have enough to eat. They had no work and many men, women and children became criminals at this time a criminal could be hanged for murdering somebody or for stealing.

England is divided into counties and each county is divided into parishes. In the nineteenth century, the officials of the parish had to look after the poor people who did not have homes to live in and food to eat.

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Q 2. Translate into English

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5) لما تركت النواخذ مغلفه رغم أن الجو معتدل
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Appendix(2)

Translation Course

Definition of Translation

There is no general agreement on the definition of translation, but basically, to translate is to transfer meaning from SL text into a corresponding meaning in the TL text. So, in the process of translating, two languages are involved, the SL or the language of departure and the TL which is the language of arrival or the language which is being translated into.

In recent researches that are related to translation, many definitions have been given on what a translation is and what happens in the translating task. Catford, (1965:20) for example defines translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). What is important for him is to maintain a kind of "equivalence" between the source text (ST) and the target text (TT).

Newmark (1981:7) defined translation as "a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". According to Nida and Taber (1982:12), "Translation consists in reproducing in the receptor language the closest natural equivalence of the source language (SL) message firstly, in terms of meaning and secondly, in terms of style". In their definition, Nida and Taber concentrated on the fundamentals of translation. Translation involves two languages, the source language (SL) and the target one (TL). Translation is highly dependent on meaning and equivalence should be transferred according to the target language norms. In this regard, Bell (1991: xv), stated that the goal of translation is "the transformation of 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." Farghal and Shunnaq (1999:2) defined translation as “a project of transferring meaning from one language to another.” Transferring in this definition includes working with two languages: The source language (SL) is the language that a translator wants to translate from while the language translated into is usually called the target language (TL). In his turn, Ghazala,(2008:1) defines translation as "Translation is generally used to refer to all the
processes and methods used to convey the meaning of the SL into the TL. So, for Ghazala the main aim of translation is to transmit the meaning of the SL into the TL.

**Principles of Translation**

There are general principles which are relevant to translation. Duff (1989:10-11) mentions these principles as follows:

vii. Meaning: the translation should reflect accurately the meaning of the original text.
viii. Form: The ordering of words and ideas in translation should match the original as closely as possible.
ix. Register: Languages often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal or fixed expressions in which the writer or speaker sets the tone.
x. Source language influence: One of the most frequent criticisms of translation is that 'it does not sound natural'. This is because the translator's thoughts and choice of words are too strongly molded by the original text.
xi. Style and clarity: The translator should not change the style of the original, but if the text is full of boring repetitions, the translator may correct the defects for the reader's sake.
xii. Idioms: Idiomatic expressions are not understandable, these include similes, metaphors, proverbs and sayings, jargon, slang, colloquialism and phrasal verbs.

The fact that English and Arabic are belong to a different cultures makes English/Arabic translation a very difficult task for the translator. For example, there are lexical units or words that are very peculiar to either of the two cultures. Certain names that are common in the English culture do not exist in the Arabic one. The translator is required to study the foreign language together with its culture bearing in mind that language and culture are very closely related.

**Translation Process**

The process of translation describes how to translate something in practice? In the case of translating sentence or long text, translation can be word by word or phrase by phrase, clause by clause or sentence by sentence, of course, unit by unit. The unit of
translation is any word or group of words taken together and understands independently to give either a small or large part of the meaning of a sentence.

This means that the unit can be one word: like; thus, therefore, actually and the other adverbs at the beginning of the sentence. A phrase e.g. collocation “pass a law” or idioms such as “tall order” or clause as “she did not come to work yesterday, because she was sick.”

Types of Translation

Brislin (1976: 3-4) states that: according to the purpose, translation can be divided into four types:

e) pragmatic: Pragmatic translation is the translation of a message with an interest in accuracy of the information meant to be communicated in the target language form. Belonging to such translation is the translation of technical information, such as repairing instructions.
f) aesthetic-poetic: The second type is aesthetic-poetic translation that does not only focus on the information, but also the emotion, feeling, beauty involved in the original writing.
g) ethnographic: The third is ethnographic translation that explicates the cultural context of the source and second language versions.
h) linguistic translation: The last type is linguistic translation, the one that is concerned with equivalent meanings of the constituent morphemes of the second language and with grammatical form. Seen from this classification, the translation of literary work should be the aesthetic-poetic one.

Otherwise, Jakobson (1969) in Venuti (2000:114) states that the kind of translation is divided into three differently labeled:
4. Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language. For instance: Charles dickens’ Animal Farm is rewording into children language version but still in English.

5. Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language. For instance: a text in Indonesian language is translated into English. A novel by Andrea Hirata, Laskar Pelangi has been translated into English become “The Rainbow Troops”.

6. Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems. For instance: if we see one symbol on the road, which picture is a spoon and a fork, it means that we will find a restaurant not too far from the road.

**Reasons for using Translation in the Classroom**

Translation is an activity comprising the interpretation of the meaning of a text in one language and the production of a new equivalent text in another language. Translation can be introduced purposefully into the language learning process. Duff (1989:6-7) maintains the following reasons for using translation in the classroom:

f. Mother tongue influence: Translation helps students to understand better the influence of one language on the other, and to correct errors of habits. And because translation involves contrast, it enables learners to explore the potential of both languages – their strength and weakness.

g. Naturalness of the activity: Translation is a natural and necessary activity so, the learner needs to ensure that his/her translation makes sense and is written in ordinary language.

h. The skills aspect: Language competence is a two-way and not one-way system. Thus, it is necessary to be able to communicate both ways into and from the foreign language. Translation can play a vital role in practicing this skill.

i. The Reality of language: The proper material of translation is authentic and all language is relevant to translation.

j. Usefulness: As a language learning activity, translation has many advantages. Among those are:

iv. it is an activity for discussion, the text which can be very short, serves as a material both for reading and for discussion.
v. it develops accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity).

vi. Depending on students' need, the teacher can select a material to illustrate a particular aspect of language and which students have difficulty in.

**English Texts**

**Arab Bank**

Arab Bank is one of the largest financial in the Middle East founded in 1930 in Jerusalem Palestine as the first private sector financial institution in Arab world. Headquartered today in Amman, Jordan, it serves clients in more than 600 branches in 30 countries on five continents.

**Qatar Petroleum**

Qatar Petroleum (Q P) establish in 1974 in responsible for all phases of the oil and gas industry in Qatar. The principle activities of Qatar Petroleum and its subsidiaries and joint ventures cover exploration, drilling and production operations, transport, storage, marketing and sale of crude oil, natural gas liquids, liquefied natural gas, gas to liquids, refined products, petrochemicals and fertilizers and helicopter services.

Qatar Petroleum strategy of conducting hydrocarbon exploration and new projects is through Exploration and Production Sharing Agreement (EPSA) and Development Production Sharing Agreement (DPSA). Concluded with major international oil and gas companies.

**The Cold War**

The political conflict between the capitalist countries of the west (the US and western Europe) and the communist countries of the East (the Soviet Union and eastern Europe) that began after World War II. Both side had large military forces which were kept ready of war, and threatened each other with nuclear weapons. They also tried to find out each other's secrets using spies. There was no actual fighting, except where the US and the Soviet Union supported different sides in conflicts such as the Korean War.

**The United Nations**

The United Nations an international organization, based in New York which aims to preserve peace around the world and solve international problems. It was formed in 1954 and
replaced the league of Nations. Most of the worlds independent states are numbers and each has one vote in the general assembly.

The United Nations security council has the power to take military or economic action to settle international disputes. Other branches of the United Nations include the world bank the international court of justice in the Netherlands and the United Nations Children's Fund (UNICEF). The secretly General of the United Nations is Ban-Ki Moon.
Appendix (3)
(post-test)
Faculty of Educational Science –El Kamleen
Translation exam time: 3 hrs

Q.1 Translate into Arabic

Dickens’ story, Oliver Twist, takes place in London in the 1830s at this time Great Britain was a very rich country and London was the largest city in Europe. Many rich people lived in London. They had expensive house and they had the very best food and drink. They travelled in fine carriages pulled by horses and they wore beautiful and fashionable clothes.

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