Translation as a Means of Improving Learners' Productive Skills
A case study of fourth year students of Arts, University of Khartoum.

Isra Elhussein Mohammed Idris[1]& Abdul-Gadir M.Ali Adam [2]&Ahmed Gasm Elseed Ahmed[3]
[1]. Department of English Language ،Faculty of Education –Hasahisa . University of Gezira.
[2].[3]. Lecturer at National Ribat University.

Abstract :
The purpose of this paper is to investigate to what extent translation has a role in developing language productive skills (speaking and writing) and language learning in general. The results prove that the students' performance in the second written test is better than in the first one, moreover, students' performance in the oral test is also better than in the two written tests. According to these results, the paper proves that translation has an effective role in developing language productive skills , communicative competence and English language learning in general.
Language productive skills have a complementary role in developing language learning. Success in language learning is measured in terms of learning how to speak the language and the ability to write it. But students feel that classroom –based speaking and writing practice does not prepare them for real world (even at university level).
One of the possible solutions of this problem is translation; Newmark (1993: 58) supports this view adding that, translation has a role in developing the four language skills, as a component of a language learning course .
Key Words: *SL : Source Language* ،*TL :Target Language*

المستخلص:

تهدف هذه الدراسة لبحث دور الترجمة في تنمية مهارتي الخطابة والكتابة وتعلم اللغة الإنجليزية بوجه عام . خلصت النتائج إلى تحسن أداء الطلاب في الإمتحان الكتابي الثانى مقارنة بالإمتحان الأول وكان أدائهم في الأمتحان الشفهي أفضل منه عن أدائهم في الأمتحان الكتابي . وعلى ضوء هذه النتائج، فإن هذه الورقة توصلت أن للترجمة دوراً هاماً في تنمية مهارتى الكتاب والخطابة والمقدرة على التواصل وتعلم اللغة الإنجليزية بوجه عام . فمهارتي الخطابة والكتابة لهما دور تكميلي في تحسن تعلم . إنّ النجاح في تعلم اللغة يقاس بالمقدرة على التخاطب باللغة وكتابتها. لكن الطلاب يشعرون بأن التدريبات الأساسية للخطابة والكتابة لا تؤهلهم للعالم الحقيقي حتى على المستوي الجامعي . وأحد هذه الحلول هو الترجمة، نيومارك (1993:58) دَعَم هذا الرأي مضيفا بأن للترجمة دور في تحسن المهارات الأربعة و أيضا دورا مساعدا كمكون في ترقية عملية تعلم اللغة.

الكلمات: *اللغة الأصل، اللغة المستهدفة بالترجمة.*

Introduction :
There are many different definitions for the word 'translation' ; all of them are almost the same to a great extent. Translation , as defined by Catford (1965: 20) is the act of "replacing text material in the source language (SL) by an equivalent text material

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in the target language (TL) "where not only superficial semantic equivalent are sought but also a maximum of implied meanings and emotional and aesthetic effects are transferred. Translation as defined by Bell (1991: 6) "is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language."

Art or Science

Specialists differ in classifying the nature of translation: Abdellah (2000: 2) stressed that : "In the final analysis , translation is a science , an art , and a skill. It is a science in the sense that it necessitates complete knowledge of the structure and make-up of the two languages concerned .It is an art since it requires artistic talent to reconstruct the original text in the form of a product that is presentable to the reader who is not supposed to be familiar with the original . It is also a skill because it entails the ability to smooth over any difficulty in the translation, and the ability to provide the translation of something that has no equal in the target language .

The Translation Process

The translation processes is to a small degree parallel by translation as a science ,a skill and an art. Newmark (1981: 144) suggested that : There are three basic translation processes :

(a)The interpretation and analysis of the (SL) text.

(b) The translation procedures, which may be direct , or on the basis of (SL) and(TL) corresponding syntactic structures .

(c)The reformulation of the text in relation to the writer's intention, the reader's expectation, and the appropriate norms of the (TL) …etc.

Principles of Translation:

There are general principles which are relevant to all translations. Duff (1989:10-11) mentioned theses general principles as follows:

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

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

c) Register: languages often differ greatly in their levels of formality in given context. To resolve these differences; the translator must distinguish between formal or fixed expressions and personal expressions; in which the writer or speaker sets the tone.

d) Source Language Influence: one of the most frequent criticisms of translation is that, "it doesn't sound natural". This is because the translator's thoughts and choice of words are two strongly moulded by the original text. A good way of shaking off the source language (SL) influence is to set the text aside and translate few sentences aloud, from memory. This will suggest natural patterns of thoughts in the first language, which may not come to mind when the eye is fixed and the (SL) text.

e) Style & Clarity: the translators should not change the style of the original, but if the text is full of boring repetitions, the translators may; for the reader's sake, correct the defects.

f) Idiom: idiomatic expressions are notoriously understandable. These include similes, metaphors, proverbs and sayings (as good as gold), jargon, slang and colloquiums and phrasal verbs.

Translation and Language Teaching

For the past two decades or more, translation has been generally out of favour with language teaching community; yet for

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thousands of years this ancient craft had been right at the heart of language learning .Stressing the above introduction , Newmark (1993:59) said that, the four language skills are practiced in foreign language, and therefore translation plays a supportive role only. Translation can be introduced, purposefully and imaginatively , into the language learning programme. Duff (1989 : 6-7) maintained the following reasons for using translation in the classroom:

1.Mother Tongue Influence:
Translation helps the students to understand better the influence of the one language on the other hand; and to correct errors of habit that creep in unnoticed (such as the misuse of particular words or structures). And, because translation involves contrast, it helps to explore the potential of both languages-their strengths and weaknesses.

2.Naturalness of the Activity:
Translation is a natural and necessary activity. More so, indeed, than many of the fashionable activities for language learners.

3.The Skills Aspect:
Language competence is a two –way , not a one –way system. There is an important need to be able to communicate both ways ; into and from the foreign language . Textbooks , understandably , place great emphasis on competence in the foreign language. Yet, little guidance is given on how to communicate back into the mother tongue . Translation is ideally suited for practicing this vital skill.

4.The Reality of Language:
The proper material of translation is authentic , not 'made up' language .And all language is relevant to translation – all styles and registers of both speech and writing.

5.Usefulness:

As a language learning activity , translation has many advantages .Chief among these are:
a.It is an activity which, by its very nature , invites speculation and discussion. It is not necessary for all the work in class to be done alone in writing. Students can work in groups for oral discussion. The texts, which can be very short, serves as material both for reading and discussion.
b.Translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity) .
c.Depending on the student's needs, and on the syllabus, the teacher can select material to illustrate particular aspects of language and structure with which the students have difficulty in English (for instance , preposition, articles , if – clauses …etc). By working through these difficulties in the mother tongue , the students come to see the link between language (grammar) and usage.
d.Translators will always be needed . Either the professionals themselves or the students of language. Only translation can give them the training they need.

Communicative Competence
Canale (1983: 1) defined the communicative competence as 'The underlying knowledge of the rules of communication' and actual communication (the use of this knowledge in real acts of communication).

Components of Communicative Competence
The theoretical framework for communicative competence proposed minimally includes four areas of knowledge and skills:

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a.Grammatical Competence: Including knowledge of vocabulary, rules of word and sentence formation, linguistics, semantics, pronunciation and spelling.

b. Sociolinguistics Competence: This component included both socio – cultural rules of use and rules of discourse sociolinguistic competence thus addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of interaction, and norms or conventions of interaction.

c.Discourse Competence: This type of competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres (the type of text oral and written narrative, an argumentative essay, a scientific report…etc).

d. Strategic Competence: Knowledge of verbal and non-verbal communication strategies that may be called upon to compensate for limitations in one or more of the other areas of communicative competence.

In conclusion, communicative competence is an essential teaching objective within the teaching of translation; therefore, it helps the students to become proficient in communication.

Language Productive Skills

The four basic language skills are :speaking, listening, reading , and writing. Speaking and writing involve language production and are therefore, often to as productive skills

Teaching the Productive Skills

Work on the productive skills can be divided into three major stages. Harmer, (1991 : 50-51) divided it as follows: introducing new language, practice, and communicative activities . He added that :the introduction of new language is frequently an activity that falls at the non- communicative end of the continuum .Often here, the teacher will work with controlled techniques, asking students to repeat and perform in drills. Correcting where students make mistakes. Practice activities, and then often have some features of both non-communicative and communicative activities . Communicative activities are those which exhibit the characteristics at the communicative end of the continuum. Students are some how involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Such activities are vital in a language classroom since here the students can do their best to use the language as individuals, arriving at a degree of language autonomy.

Moreover, Harmer explains the relationship between the different stages, he stated that if teachers introduce new language , they will often want to practice it in a controlled way. After an introduction stage, therefore, they may use the practice techniques to give the students a chance to use the new language in a controlled environment. However, the practice stage will often not follow the introduction stage immediately; other activities might intervene before students again work on the same language. Two points can be made, through: Firstly, teachers listening to a communicative activity may notice that a majority of students find it difficult to use the same language. By noting this fact the teacher is in a position to design a subsequent class in which the language the students could not use is focused on .There is, therefore , a natural

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progression from communicative activity to the introduction of new language .

Translation and Language Teaching Approaches

Translation as a technique has long been a part of general language learning courses, Costa (1988 :307) stated that :

…*until the 50s was, indeed , the fundamental method used for teaching a foreign language (the grammar –translation method).With the introduction of the audio- lingual – method the use of native language was either banned from the foreign –language classroom or was highly restricted.*

In the direct method there is no way to use translation or the mother tongue in the lesson. While in reading approach translation reappears as a respectable classroom procedure, also in cognitive approach the use of the mother tongue and translation are permitted. Lipson's Stylized Mnemonics, in this method translation utilizes at the outset of instruction, a corpus of sentence is learned through choral repetition and translation .Also in Suggestopedia translation is used. In counseling –learning method the knower provides translation only when someone signals by raising hand. Also in Community Language Learning Translation, is used, and it remains the same for the "Total physical Response Method"; students are permitted to use their native language along with the target language as they respond to the teacher. In the Eclectic Approach; translation has not been entirely eliminated. In Communicative Approach there is no use of translation.

The Problem:

Students feel that classroom –based speaking and writing practice does not prepare them for real world even at university level .The researcher carries out this study in order to investigate to what extent translation has a role in developing language productive skills at university level , and whether translation can throw interesting light on the fortunes of the English language .

The Research Questions:

a.To what extent can translation be used to teach speaking and writing skills?

b.To what extent can communicative competence be developed through teaching translation?

c.What is the importance of teaching translation in an English language classes?

The Research Hypotheses:

a.Language productive skills (speaking and writing) can be taught effectively through translation.

b.Communicative competence can be developed through teaching translation.

c.Using translation in an English classes promotes language learning.

Objectives of the Study

This study aims to:

a.Highlight the importance of translation in the English language teaching.

b.Help teachers to be aware of the materials of improving learners' productive skills through translation.

c.Enable syllabus designers to cater for the needs of the learners through translation.

d.Put some recommendations to help teachers improve their teaching style and help students overcome errors.

Methodology of the Study:

Two types of instruments were used as tools for collecting data in this study are written and oral test.

Research Methodology

This is a descriptive, analytical study to investigate the role of translation in

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improving language productive skills(speaking and writing).

Instruments:

a.Written Tests

Since the purpose of this study is to prove that translation had an impact on developing English Language Learning via improving learners' productive skills, therefore, two written translation tests were given to the fourth year English language students of Arts, University of Khartoum, in order to compare their performance in the two tests, and to analyze their errors. The test was an essay examination consisted of one question in which the students were asked to translate in English language.

$$C= \sqrt{\frac{n \Sigma xy - \Sigma x. \Sigma y}{(n \Sigma x^2 - (\Sigma x)^2)\{n\Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

N=number of samples

X=odd degrees

Y=even degrees

Σ=sum

C=correlation

$$C= \sqrt{\frac{(37 \times 43019) - 1483900}{(37 \times 33383) - 1092025\} \{37 \times 57962) - 2016400)}}$$

C= 0.711

Reliability=$\frac{2 C}{1+C}$ =0. 83

This proves that the test is reliable.

b)The Validity In order to make sure that the both tests (written and oral) were valid; the researcher showed them to three teachers who specialized in translation .

The validity = $\sqrt{\text{Reliability}}$

The validity of the written test= $\sqrt{0.83}$ =0.91

Subjects

Fourth year English language students of Arts at Khartoum University were chosen as a population to generalize the study results

b. Oral Test

The oral test was recorded in a cassette recorder and after each students listen to the dialogue their translation was recorded in another cassette recorder. It also consists of one question (dialogue) in which the students were asked to translate in English language.

Testing the Written and the Oral Tests

a.The Reliability of the Written Test

After the answer books were marked by the researcher, the Pearson Product -moment correlation coefficient was used to used to establish the split –half reliability for this research. Using the formula:

on them. These students have translation as one of their semester's courses, in order to examine their real progress, the first test was given to them at the middle of the course,

while the second one was given when the translation course came to the end.

The Study Sample

For the selection of a corpus of language, a sample of written and oral work was collected from (142) students girls and boys. Those English language students were in fourth levels, at Faculty of Arts , Khartoum University. They had been studying translation at semester 7 as one of their semester's courses .These students were given two written translation tests and oral one .

The sample of the written test was forty, and for oral test was fourteen girls and boys , which had been taken randomly. The results can be generalized for all the population.

Error Analysis

A taxonomy for error analysis is in this paper includes the following categories and sub –categories: grammatical (prepositions, articles, verbs), syntactic (word order) (incorrect sentence structures), nouns), lexicon (word choice), semantic, and substance (mechanics: punctuation, capitalization, and spelling), sentence fragments (incomplete sentences).

Results

The Analysis of the Written Test

The total number of errors in the written test was 2250, which were listed in the table (1) below as follows:

Table No. (1) Total Errors in Writing

Source: Statistical Analysis

Written mistakes	Frequencies	Percentage
Spelling	437	19.42
Syntax	140	6.22
Verbs	272	12.09
Sentence Fragment	95	4.22
Lexicon	646	28.71
Articles	127	5.64
Capitalization	124	5.51
Punctuation	145	6.44
Preposition	176	7.82
Nouns	88	3.91
Total	**2250**	**100.00**

Table No. (1) can be summarized in the following figure

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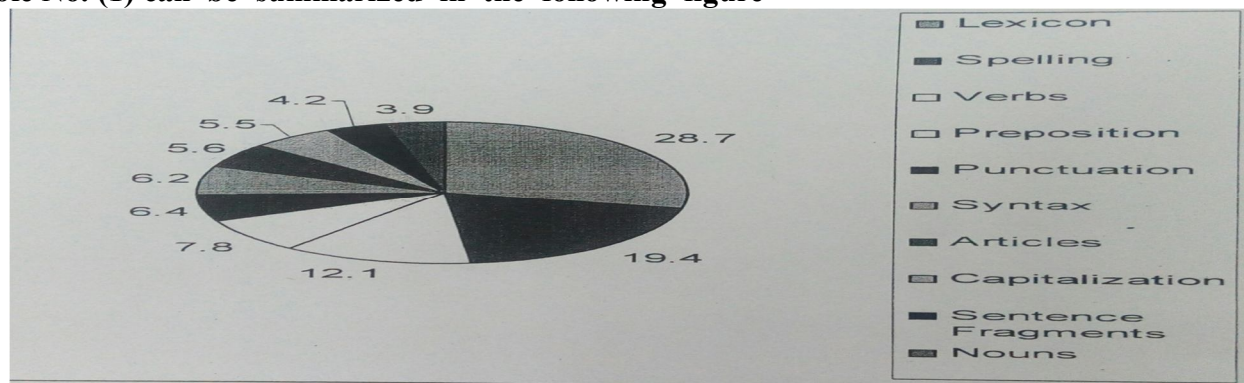**Journal of Linguistic and Literay Studies**

Figure No. (1) – Source: Statistical Analysis
In figure no. (1); the highest error rates in this research occurred within the error category of lexicon, with 646 errors, an error rates of (28.7), correct word choice is based on a better understanding of the SL, TL and culture. In line with this argument , Chen (2006 : 14-15) insists that the incorrect word choice could be due to the lack of consideration of the context in which a word is used; the more learners understand the lexicon, the more appropriately the use vocabulary. The wrong use of dictionaries constitute another areas of errors that students were supposed to make unless, when translating, the students have to learn how to work out the various meanings of a word, considering the total setting in which the word is used. For example:

a. The six African **Peak** (القمة)
b. The Sudan **Popular** Liberation Army(الشعبي)
Spelling is the second highest error category with a total of (437) errors or an error rate of (19.4). The problem of spelling , has nothing to do with L1 transfer since Arabic is extremely different from English. Abisamra (2003 :15) mentioned that " Hence, we can say that our students are not the only ones to make so many spelling mistakes. However, this does not mean that we should not train them to write properly."
Verb is the third highest error category, with (272) errors; an error rate of (12.1) . The major errors in this area the wrong use of the tense, and comes after that the wrong use of the auxiliaries. Since the perspective of tense and time is very different from English, also there is no equivalent of auxiliary do and no modal verbs, the researcher due these errors for those differences.

Preposition, the fourth highest error occurrence in this research, with (176) errors, an error rates of (7.8). The errors involved omitting prepositions or using wrong prepositions. The following are examples :
a)……….,and not the Sudan only,…………
b)……….,for July ,they…………………………
Abisamra (2003: 12) suggested that prepositions pose a great difficulty for an English as second language learner since there are various prepositions in English that have the same function .As a result; when students are not sure which preposition to use in a certain sentence , they often compare that sentence with its Arabic equivalence, giving a literal translation of that Arabic preposition in English.
The fifth highest error, errors in punctuation, occurred (145), at an error rate of (6.4).The misuse of the conjunction 'and' was prevalent in the students' written translation. For example:
a)……..in peace and settlement and development.
In English, items in a series are separated by commas, and the coordinate conjunction 'and' is used just before the last word. On the other hand, in Arabic, each item in a series is preceded by the conjunction 'wa' which is equivalent to 'and' .
Syntax, the six highest error, occurred (140), at an error rate of (6.2), were primarily based on the inappropriate transfer of L1 syntax or word order. For example :
a) The African six summit,………
Articles, the seventh highest error, occurred (127), at an error rate of (5.6), the errors in articles involved the omitting of the article 'the' , or using the article 'a' instead of 'the'. For examples :
a)……………to became Vice at President.

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b)…………..to end a longest civil war in Africa .

Due to the differences between the two languages, the errors came. In Arabic there is no indefinite article, and the definite article is used for days of the week, some months, some place names, and in many idiomatic expressions. Bataineh (2005:9) stressed that Arabic does not have a distinct marker for indefiniteness the way English does, "is probably the cause of the learners' deviation from the target language rule."

The eight highest error, errors in capitalization, occurred (124), at an error of (5.5). In addition to capitalization for proper nouns, the primary capitalization errors were that the students forgot capitalize the first letter of a sentence. For examples :

a)……..in the end of last january.

b) The sixth african Summit…………

c)………of this sign. she added that…………

d)………….international changes . inspite of ………..

However, in Arabic alphabet there is no capitalization.

The ninth highest error, errors in sentence fragments, occurred (95), at an error rate (4.2),

errors in sentence fragments (incomplete sentences), the researcher thinks that students when they are translating avoid to complete the sentences which were difficult for them in order to avoid making errors. For example:

و تأتي اتفاقية السلام في نيروبي ، في أعقاب توقيع اتفاقية على هدنة دائمة عشية العام الميلادي الجديد.

Most of the students gave an incomplete translation for this sentence. for example:

a)The Peace agreement in niyropi came after a signing a permanent agreement.

The last errors are nouns, occurred (88), at an error rate of (3.9), the researcher noticed that the students had written the adjectives instead of writing the nouns so there was a confusion between adjectives and nouns .

For examples:

a)………..international changeable.

b)…………for successful of this long negotiation……….

The Analysis of the Oral Test

The total number of errors of the oral test was (95), which were listed in table No. (2) as follow :

Table No. (2) Total Errors for the Oral Test – Source: Statistical Analysis

Error Categories	Frequencies	Percentage
Pronunciation	24	25. 26
Lexicon	35	36. 84
Intonation	36	37. 89
Total	**95**	**100**

The above table can be summarized in the following figure - Source: Statistical Analysis:

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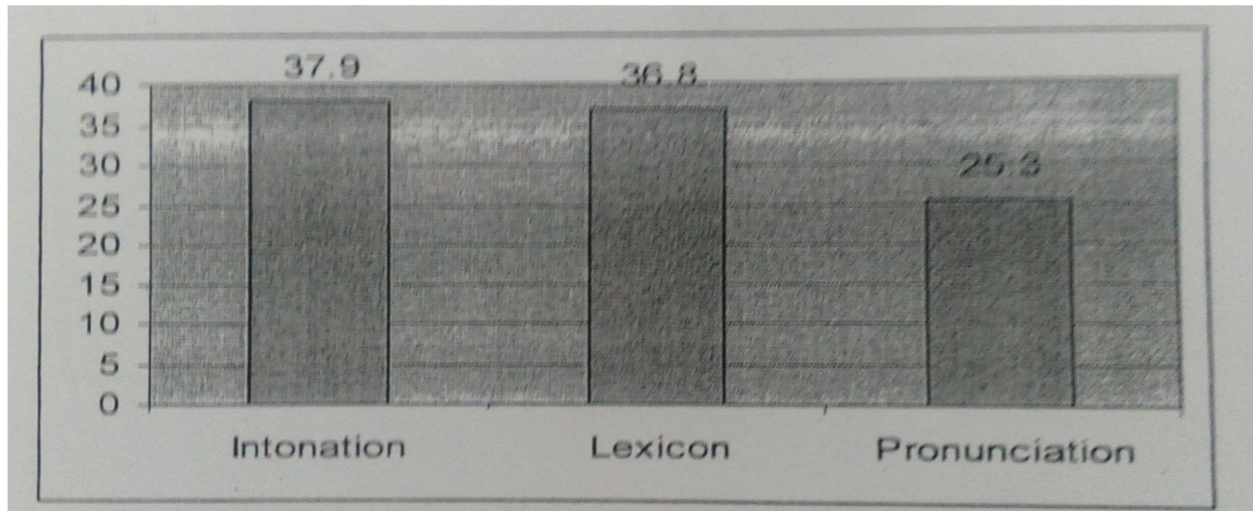**e-ISSN (online): 1858-8565**

Figure No. (2)

The highest errors rates in oral test occurred within the errors categories of intonation, lexicon, and pronunciation successively. Students of Faculty of Arts have no courses in spoken language or communication; therefore, there are not language laboratories in order that students can listen to the native speakers of the language so as to realize that how wrong intonation can change the meaning of a sentence. So the researcher attributes the errors in intonation for these reasons, and it remains the same for pronunciation. Also translation is studied as one course in the final year "fourth year'', when students studying more than one translation's courses, this can lead to enrich their vocabulary, and overcome errors in lexicon for both written and spoken communication.

The Results of Independent T- test

Table No. (3) shows the results of independent T-test to compare between groups according to the time of exam.

Table No. (3) shows the result of independent T-test to compare between groups according to the time of exam. Source: Statistical Analysis

Compared Groups	Mean	STD. deviation	T-test value	DF	Sig.	Interpretation	Result
First exam	29.65	7.905	8. 178	78	.000	Significance	There is a difference of the second exam

The above table shows that there are statistically highly significant differences between the two means of the first and second written test and that is for the second test. This indicates that students performed well in the second test after they had been do more practice through translation course .

Table No. (4) shows the results of independent T-test to compare between groups according to the sort of exam.

Table No. (4) shows the result of independent T-test to compare between groups according to the sort of exam - Source: Statistical Analysis

Compared Groups	Mean	STD. deviation	T-test value	DF	Sig.	Interpretation	Result
Oral exam	42. 86	3. 900	5. 168	52	.000	Significance	There is a difference for the oral exam
Written Exam	35. 13	5. 087					

The table above shows that there are statistically highly significant differences between the two means of the written and oral test and is for oral test.

Conclusion

The results of the study proved that the students' performance in the second written test had been better than in the first one, and students' performance in the oral test is also better than the two written tests. According to these results, the researcher concludes that translation has an effective role in developing language productive skills, communicative competence and English language learning in general .

Teaching translation differs from the other aspects of linguistics since it requires skillful teachers who have sufficient training in it . Through this paper the researcher recommends the idea of the oral translation in order to improve the speaking ability, since the oral translation was not taught in the universities, so teachers are expected to face difficulties when teaching oral translation. Therefore , to help teachers improve their teaching style in translation and help students overcome errors, here are some recommendations in hoping that they will be useful for both teachers and learners of English at the university level:

a) In order to improve the language productive skills, students should translate both written and oral text .

b) One translation course, and even two are not enough, it will be useful to introduce translation courses as a stable course from the third year until the graduation.

c) Language laboratories would be useful, since it enables the students to listen to authentic material in which the real language is used.

d) In order to facilitate the oral translation, spoken and communication courses with the aid of language laboratories, should be included in the syllabus from the first year until the second year.

e) It would be very useful to increase the number of assignments for the sake of which the students would be reading a lot of English material and thinking in English, especially if they have to make oral presentation for these works.

f) It would be very useful to encourage students to work in groups , in order to practice together for their oral presentations , to speak English with each other and hopefully correct each other's errors.

g) Students should be provided with the writing rules, and some samples of their writings need to be transcribed and distributed to them for correction and analysis . They would be learning from their errors.

h) Understanding linguistic differences between L1 and English may help the

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learners reduce interference from their first language.

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APPENDIX (1)
WRITTEN TEST:

الأتحاد الأفريقي ....الحاضر وتحديات المستقبل :

القمة الأفريقية السادسة ، والتي استضافتها الخرطوم نهاية يناير الماضي ركزت اهتمامها على مستقبل القادة، ودور الأتحاد الأفريقي خلال المرحلة القادمة لمواكبة المتغيرات

APPENDIX (2):

African Union ….Present and Future Challenges
The 6th African Union Summit , which was hosted by Khartoum at the end of last January focused on the future of the continent , and the role of the Union in the coming stage in order to keep up with the new changes. Despite of many summits meetings held at the same period with the African Union Summit, but all discussion

الدولية. ورغم انعقاد العديد من القمم التي تزامنت مع القمة الأفريقية ،إلا أن مستقبل الاتحاد ظل محورا للنقاش و التداول،و تبادل الرؤي حول دور الإتحاد في تلبية تطلعات شعوب القارة في السلم والإستقرار و التقدم

and deliberation concentrated on the future of the union, and exchanged views about the union role to meet aspiration of the African people to achieve peace , stability and development in the continent .

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APPENDIX (3)
WRITTEN TEST:

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توقيع اتفاق تاريخي للسلام في السودان

وقعت الحكومة السودانية والمتمردين الجنوبيين اتفاقية سلام لإنهاء أطول حرب أهلية في أفريقيا .

ووقع جارانج الذى من المنتظر ان يصبح نائباً للرئيس اتفاقية السلام نيابة عن الجيش الشعبي لتحرير السودان ومثَّل جانب الحكومة نائب الرئيس على عثمان محمد طه.

وتقول مراسلة بي بي سي في نيروبي أيزابيل ماثيسون أن الحكومة الكينية سعيدة للغاية بنجاح هذه المفاوضات الطويلة والصعبة التي فتحت الباب أمام مشاركة العامة بحضور الآلاف. وتضيف أيزابيل أن المنطقة كلها ستشهد إحتفالات و ليس السودان وحده وبين السودانيين الذى يعيشون في المنفي في مختلف أنحاء العالم.

وبداية من شهر يوليو (تموز) القادم سيحصل جنوب السودان على حكم ذاتي لمدة 6 أعوام ذلك على إستفتاء لتقرير ما إذا كان سيبقي جزءاً من السودان أو أنه سيحصل على الإستقلال . ومن المنتظر أن يتم إقتسام ثروة السودان الجديد من النفط التي تصل نحو 320 ألف برميل يومياً بين الجنوب و الشمال .

منذ العام 1972م وحتي عام 1983م ظل جنوب السودان في حرب مستمرة و بعيداً عن فترة الأحد عشر عاماً منذ عام 1962 م .وبدأت محادثات السلام النهائية في عام 2002م. وتأتي اتفاقية السلام في نيروبي في أعقاب توقيع اتفاقية على هدنة دائمة عشية العام الميلادي الجديد.

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APPENDIX (4)
WRITTEN TEST:

HISTORIC PEACE AGREEMENT SIGNED IN SUDAN

Government of Sudan and the southern rebels signed a Comprehensive Peace Agreement to end a long civil war in Africa .

Dr. John Garang, who expected to be the Vice President , signed the agreement on behalf of the Sudan Peoples' Liberation Army SPLA, and Ali Osman , Sudan Vice President, signed for the Government of Sudan. The BBC correspondent , Isabel Mathieu, mentioned that the Kenyan Government is very satisfied with the success of the long and difficult negotiation , and allows for thousands of people to attend the ceremony. The area witnesses festivals not only in Sudan , but also among the Sudanese people who live as refugees all over the world , Isabel added.

By the beginning of next July, South Sudan will obtain itself –autonomy for 6 years. After that there will be a referendum in the South to decide whether to be a part of Sudan or gets its independence. The oil wealth of the new Sudan ; (320) thousand barrels per day, will expect to be distributed between the south and the north. Beyond the eleven years from 1972 to 1983, there was a nonstop war in south Sudan since 1962, and the terminal peace negotiation has started in 2002. Signing the Peace Agreement in Nairobi is a sequence for the permanent truce that was signed in the evening of the first day of the New Year .

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APPENDIX (5)
ORAL TEST

المكتوبة على البطاقة .

المدير : حقاً لم يحدث شئ كهذا من قبل وحقاً لا أدري ما يمكن أن أفعله.

المرأة : معذرة ولكن ماذا عن تلك الملصقة هنالك.

المدير :نعم . ماذا عنها ؟

المرأة : إنها تقول نحن نرضي زبائننا تحت كل الظروف .

المدير : نعم إنني اعلم ما تقول .

المرأة : إذا هذا المكان عله أن يرضي زبائنه ولكني غير راضية.

المدير :هنالك شائبة في هذا الفستان كما أراه . أحد ألوان خيوطه تختلف عن الأخريات .

المرأة: حقا ؟ لا أرى ذلك .

المدير : نعم بالتأكيد هنالك شائبة أراها أمامى الآن حسناً سيدتي سنقوم بتغيير الفستان ولكن فقط بسبب هذه الشائبة.

إمرأة تذهب إلى أحد مراكز بيع الملابس

البائعة : نعم سيدتي هل لي أن أساعدك؟

المرأة : نعم من فضلك هذا الفستان اشتريته من هنا في الشهر السابق وبعد أيام قليلة غسلته فذهب لونه وانكمش.

البائعة : لابد أنك غسلته بماء ساخن.

المرأة : لا لم أفعل ذلك، لقد طبقت كل التعليمات المتعلقة بغسله وقد غسلته في ماء فاتر تماماً كما تقول بطاقة التعليمات .

البائعة :لا أستطيع استبداله لك.

المرأة: ماذا! لا تستطيعين إستبداله؟ حسناً هل لي أن أتحدث إلى مدير المحل ؟

البائعة : لا تستطعين ذلك إنه مشغول .

المرأة : أسفة ولكن لابد ان أقابله.

البائعة: حسناً إذا كنت مصرة على ذلك .لحظة واحدة (تذهب البائعة إلى المدير).

المدير : نعم سيدتي هل لي أن أساعدك؟

المرأة : إن الأمر يتعلق بهذا الفستان عندما غسلته ذهب لونه و انكمش رغم أنني قد إتبعت كل الإرشادات

APPENDIX (6)
ORAL TEST:
WOMAN GOES TO A CLOTH SHOP
Sells –girl :Yes, madam can I help you ?
Woman : Yes, please it is about this dress I bought it here last month and a few days later I washed it and the colour ran out and the dress shrank.
Sells –girl: You must have washed it in hot water.
W : No, I didn't . I fellow the instruction I washed it in tepid water; exactly as the label says .

S : I'm afraid I can't exchange it for you.
W : You can't exchange it ? Can I see the manager ?
S : I'm afraid he's busy .
W : Sorry but I must see him .
S: Yes , if you insist. One moment (she goes to manager).
M : Yes, madam how can I help you ?
W: It is about this dress, when I washed it the colour ran out and the dress shrank

although I followed the instructions exactly as the label says .

M : Really! This have never happened before and really don't see what we can do.

W: Excuse me, but what about that poster over there.

M: Yes, what about it.

W : It's says we give our customers satisfaction, but I'm not satisfied.

M : Well, there is a flaw in this dress. One of it's thread has a different colour .

W : Really! I can't see it .

M: Yes, there is definitely a flaw, all right madam we will exchange the dress but only because of the flaw.