Using Translation as Effective Strategy in EFL Classroom

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Abstract

This paper focus on using translation as effective strategy in EFL classroom. The study aims to shed light on the translation problems in EFL classroom, the results show that English learners' use of translation as a learning strategy to learn English. It is also to find out the strategies involving translation for students use in the process of learning. Does translation help to build close relation between different cultures? using translation rules is an area of confusion because of difficulties that , the learners face when deal with it . The paper discusses it and It's problems for ELT learners , and analyzes the difficulties of it . The paper followed the descriptive analytical method . The data was collected by a questionnaire . The sample was distributed to (100) secondary school teachers at Wad Madani city . The data has been analyzed by SPSS method . As a result of the analysis many findings were reached ; there are some untrained teachers who , ignore teaching using translation rules furthermore the learners commit errors as result of practice , model and interference . According to the findings ; the paper recommended that ; the learners should be encourage to participate in the classroom discussion and outside the classroom , schools should also have English laboratories so as to help the learners listening to authentic materials from the native speakers moreover , teachers should explain the syllabus's items which , consist of teaching using translation rules activities . The syllabuses should have sufficient items in using translation rules activates .

Keywords: Effective Strategy, Translation, EFL classroom**.**

المستخلص:

ركزت هذه الورقة على استخدام الترجمة كإستراتيجية فعالة في فصل اللغة الإنجليزية كلغة أجنبية. هدفت هذه الدراسة لإلقاء الضوء على مشاكل الترجمة في فصول اللغة الإنجليزي كلغة أجنبية . أظهرت النتائج أن طلاب اللغة الإنجليزي يستخدمون الترجمة كإستراتيجية لتعلم اللغة الإنجليزي. كما وجدت أيضاً أن الترجمة تساعد على بناء علاقة بين الثقافات المختلفة. يعتبر موضوع دراسة استخدام الترجمة في اللغة الإنجليزية منطقة لبس وذلك للصعوبات التي تواجه الدارسين عند إخراجها ، ناقشت الدراسة المشاكل وهدفت إلى مناقشة التطبيق الصحيح لدارسي اللغة الإنجليزي كلغة أجنبية وحللت الصعوبات التي تواجهها. اتبعت الدراسة الطريقة الوصفية التحليلية وجمعت المعلومات عن طريق الاستبيان. ووزعت العينة على (100) من المعلمين بالمرحلة الثانوية بمدينة ود مدني، وحللت المعلومات عن طريق برنامج حزم البيانات الإحصائية للعلوم الاجتماعية SPSS، ونتيجة للتحليل توصلت الدراسة إلى النتائج الآتية : وجود عدد من المعلمين غير مدربين و يتجاهلون تدريس عناصر المنهج التي تحتوي تدريس قواعد استخدام الترجمة ، وأكثر من ذلك الأخطاء التي يرتكبها الدارسون في الممارسة الصحيحة لها ناتجة عن الممارسة الخاطئة ، النموذج والتداخل اللغوي . وتبعاً لهذه النتائج أوصت الدراسة بالآتي : يجب أن يشجع الدراسيين على المشاركة في النقاش داخل الفصل وخارجه ، ويجب أن تحتوي المدارس على معامل للغة لمساعدة الدارسين على سماع مواد حقيقية من الناطقين الأصليين للغة زيادة على ذلك يجب على

المعلمين تدريس عناصر المنهج التي تحتوي على قواعد استخدام الترجمة ، كما يجب أن تحتوي المناهج على عناصر نشاطات كافية من قواعد استخدام الترجمة الصحيحة .

Background

Translation is the most important and linguistically relevant components in a general course of learning of a foreign language. It helps the learner acquire or improve practical language skills because it is linguistic activity. Translation is not merely a language learning technique, it is mainly a personal training, and thus importance should be given to the tools used in achieving its purposes as well as to the person who uses such tools. It is important to provide learners with tools such as dictionary and practical resource. Translation plays an important role in translation massages across language and cultural barriers. Teaching translation is very important to EFL students and because it is enable them to cope with problems of understanding translation. Teachers and learners are partners in learning process. learning process is the facilitation of language in which teachers and lecturers teach a foreign language successfully.

1.2 Objectives of the Study

1- Clarifying good benefits of using translation rules in enhancing linguistic communication.

2- Investigate for translation rules study in enhancing practicing, developing and promoting English language acquisition and formulate learners' language style.

3. To discover the importance of translation as teaching strategy in EFL classroom.

1.3 Questions of the Study

This research attempts to answer these questions

1- What strategies involving translation rules study do students in Sudan need to practice English four skills well ?

2- What are the translation rules that encountered EFL students in practicing English in use?

3.To what extant does using translation as a teaching strategy is an important in EFL classrooms?

1.4 Hypotheses of the Study

1- There are strategies involving translation rules study do students in Sudan need to practice English four skills well.

2- There are translation rules that encountered EFL students in practicing English in use.

3.Using translation as a teaching strategy is affect positively in EFL classrooms.

1.5 Significance of the Study

This study is important, because it is going to focus on investigating how teach English through translating to EFL students through effective techniques to provide with a clear ideas and detailed information that may improve their method of learning process to EFL students.

LITERATURE REVIEW

2.0 Definition of Translation

It means using one language as a base for understanding, remembering, or producing another language, both at the lexical level and the syntactic level, and also in either direction from the target or the source language into the other language. In addition to its usual definition in transferring meanings and conveying messages, Baker, (1992:(1) states that:

' It will often be convenient to refer to one of a pair of documents as the original and the other as the translation. However, unless we clearly state otherwise, we will be thinking of translation as a symmetrical relationship. From the point of view of the translator, which document serves as the source makes many and crucial differences,

A natural first requirement to put on a translation is that it tells the same story as the original. So two texts tell the same story if they provide the same information. The following are definitions of translation: Newmark (1988: (7)) describes translation as "*a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language*. He also (Ibid:.(8) defines translation as "*in a narrow sense, translation theory is concerned with the translation method appropriately used for a certain type of text, and it is therefore dependant on the functional theory of language.* In this point also Gattegno (1990:(46) defined translating as '*converting the target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language'.* Likewise (1987:(77) described the translation strategy as '*using the first language as a base for understanding and/or producing the second language'.* Newmark in Rudi Hartono(1989:15) states that:" *translation is rendering the meaning of a text into another language in the way that the author intended the text.*

From the definitions above the translation has the same term "equivalence". The meaning, context, though, or message of both source of reproducing in the receptor language, the closest natural are equivalent

to the message of source language. The first is meaning and secondly is style. The message of source language must equivalent. The reader of translation who knows the target language only will be confused if the target language is influenced by the source language.

2.1 Purposes of Translation

Translation activity has many (Newmark ,1995(6)) purposes like: pedagogical purpose, Humanistic political purpose, Technological purpose and Cultural purpose and whichever they may be, the main aim of translation is to: serve as 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 reason, the translator plays an important role as a bilingual or multi-lingual cross-cultural transmitter of culture and truths by attempting to interpret concepts and speech in a variety of texts. Most translation theorists agree that translation is understood as a transfer process from a foreign language—or a second language—to the mother tongue. However, market requirements are increasingly demanding that translators transfer texts to a target language that is not their mother tongue, but a foreign language this is what Newmark calls "service translation".

Many literary and translation critics have written books dealing with the literary translation and translated literature; particularly, the difficulties of "translating well" and being "faithful" either in message or in form, especially in poetry, were the main concern of them Lianeri and Zajko, (2008).

The clash has always been between the beauty of form and fidelity to the message. It is obvious that our definition and identification of translation differs depending on whether we have the product or the process of translation in mind. When the translational stylistics is at issue, then, the stylistic elements of source and target texts are considered more closely.

2.3 Importance of Translation

It is necessary to attach greater importance to teaching translation to English. Colina (2005:((12) climes *"translations is the gateway for understanding others and their civilizations, Translators will play an important role in globalization and therefore it is necessary train enough qualified translators.* The adequacy of the training content heavily depends on the clarity of the relevant teaching objectives. Therefore; universities are interested a lot in the courses of translation just to train and graduate competent and efficient translators in knowledge areas such as science, medicine, legal matters, or technology. The Qur'ānic translation needs to be done in the light of translation principles, so this will add to the reliability both of translator and the translation, since, mistakes in this field may be disastrous. The needs arise for professional translators, to be able to translate various texts. To understand and apply translation models, . to become interpreters, to have reading comprehension ability in a foreign language , to have Sensitivity to language (both mother tongue and foreign language) and competence to write the target language correctly, clearly, economically and resourcefully. That is, translation errors on the job may very well lead to disasters Delisle,(1988: (56)) " *In chemical texts they can cause fatal poisoning or terrible explosion. In legal translation they can unlawfully make a defendant lose a crazily expensive law-suit. In aeronautics they may bring a plane down from the sky on people's heads.* "The poor performance of an interpreter can spoil the proceedings 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 communicative advances, it is only natural that there has been a constant demand and an unprecedented need for translation of ideas from one language to another.*

Translation plays a vital role in the performance of international companies and governments alike. We have had incidences in human history, where entire wars were initiated just because of misinterpretations and business relations severed due to failure of communications. Translation is no longer just the process of translating words, but has evolved into the transformation of meaning and intentions. Here we have listed some points relating to importance of translation. Ruskin (2014: (22)) points out some significance of translation as follows:

a-Vital For Multinationals

For companies which operate in multiple countries, translation is inevitable. Sometimes they need to pass information or collect data from all the employees or branches across the world. In this scenario, it is necessary that they translate the information to and fro. Moreover, in scenarios where they need to negotiate terms with international governments or other local companies for tie-ups, they need to have proper translation of proposals and demands.

b- External Affairs of a Nation

In today's world, international diplomacy is the most important of all external affairs. Many times the world leaders are expected to present their ideas on situations arising in other parts of the world. It is important that those ideas are translated properly when expressed; else they can result in major catastrophes. Moreover, international dialogues on different matters rest heavily on successful translation

c- Cultural Interchange

Translation of various art forms like music, films and literature from a region is necessary for global understanding of a region and its life. The fight of Palestine refugees, the poverty in Brazilian streets, the colorful life in Spanish cities and the myths and legends of ancient India are spreading across the world, riding on the shoulder of good translation. Translated films and subtitled films generate more revenue for global film industry, while translated music and literature provides added royalties to the artists. Recognition from the world stage and international fame is an added bonus.

d- Transfer of News

World events can only be transmitted accurately if the correct information is received by news agencies. (Lifestyl ,2014 (3)This involves proper translation of news coming from local bodies and regional centers. Unless proper translation is done, the news will be ambiguous and unreliable. An example for this can be seen when the government of China recently banned international news agencies from entering local regions for covering a major problem. However, information was still passed on to the world. Insiders covered all the important news, which was later translated and presented to the world.

E -For The Realization Of Global Village

The global citizenship can only be achieved through sharing and caring. We need to be able to communicate our ideas and thoughts without delay or ambiguity. (Lifestyl, 2014 (23)Different people around the world use different languages and are most comfortable handling their online activities in their own regional languages, but they translate their thoughts in English, so that global friends can understand them.

F- To Boost Tourism

Tourists around the world complain of being short-changed and tricked, as they are unfamiliar with the destinations. (Lifestyl ,2014 (36) The primary reason for such negative experiences is the absence of proper translation. When we can offer proper translation to tourists along with genuine guidance, we assure the quality of our region as a tourist friendly destination and ensure success. This not only makes the country as a popular tourist destination, but also helps in increasing the revenue of the country men and the country as a whole.

2.3 Translation Procedures

Translation procedures or translation shifts are defined as "the smallest linguistic changes occurring in translation of ST (source text) to TT (target text). Translation is a field of various procedures. Newmark (1989(14) Translation procedures are use to get equivalence between source language and target language in translation process.

There are many kinds of translation procedures, but the writer want to explore some procedures that must be used by translator to conform to the stylistic demands and grammatical conventions of the target language. These possibilities are expanded below.

1.Additional information

The change can take the form of adding to the target text information which is not expressed in the source language, Newmark (1989(15)if the target language has the grammatical category which the source language lacks. Information which is not present in the source language text may be added to the target language text.

2.Deletion Information

Baker (1974:(12) refers to deletion as "*omission of a lexical item due to grammatical or semantic patterns of the receptor language"*. In the process of translating, the change of information content of message can be done in the form of omitting information in the source language, if the target language lacks a grammatical category.

3.Structural Adjustment

Structural adjustment is another important strategy for getting equivalence between source language and target language. Structural adjustment is also called shift, or transposition, or alteration. Newmark(1989:((9) states that "*A 'shift' (Catford's term) or 'transposition'*." Vinay and Darbelnet (1995:((23) states "is *a translation procedure involving a change in the grammar from SL to TL"*.

2.4 Techniques for Teaching Translation

Teacher can use different techniques to teach translation to students in EFL classroom. The following are techniques for teaching translations point by Admin, (2009(19)*:*

1.Learner groups work on translating different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language.

2.Learners bring in examples of L1 language (in their own country) or L2 (in another country) for discussion and translation. Signs can be particularly interesting. This can also be done by sharing material via group e-mails.

3.Learners bring in short texts/proverbs/poems and present them to the class, explaining why they like them. These are then used for translation.

Comparisons

4.Learners work in groups on short texts then regroup and compare their versions, before producing a final text. This can then be compared with an 'official' published version.

5.Learners translate and then other learners back translate, then compare versions and discuss why there are differences.

6.Learners look at 'bad' translations and discuss the causes of errors. Translation software programmers and web pages are good sources of these (see below).

7.Ask learners to find different kinds of texts for comparison and translation, for example recipes, e-mails, technical texts, post-its, etc.

Project work Learners translate the script of a scene from a film, and then dub over the scene itself with their new version in the L2.

8.Learners develop a webpage or with their own translated work.

9.Learners participate in live online forums such as Word Reference (see below).

10.   Learners research and then present their findings on the translations of a particular group of words, such as those of their own professional field.

11. Learners evaluate translation software/web pages and then report back to the group.

12. As we know, improvement of translation skills must be based on translation practice. In translation practice, students can put the translation theories they learn (Baker, 1992 (22) from translation teacher into use. nowadays, lack of translation practice is the biggest problem in teaching translation. Students will do scarcely other translation practice except for the translation homework assigned by translation teachers. Because of limit of time and energy, teachers usually assign a few translation homework to the students.

2.6 Students' Use of Translation as a Learning Strategy in EFL

Translation is an activity that aims to facilitate the communication process by interpreting the information received in one language (L1) into another language (L2), and vice versa. The basic function of translation is to transmit appropriate meaning of a word or a sentence linguistically semantically and pragmatically. If this complex process is carried out on a professional level, then, it is possible to say that translation has reached its ultimate goal.

Since translation studies basically rely on a concept of meaning, different approaches in these studies refer to different types of meaning: while some researchers study lexical patterns in source texts and their translations (Malahat, 2010 (21), other scholars put emphasis on how the text utterances function within their immediate contexts (Nord, 1997(22). Some researchers, however, examine the effect of the text as a whole on its audience or society (Venuti, 1998(23), while other researchers consider philosophy of language as a means to look at meaning in translation (Malmkjær, 1993(24).

Foreign language learners frequently use translation to facilitate language learning and to acquire the new language. Despite the fact that translation has played different roles in various methods of language teaching accommodated for students from different social backgrounds, most educators agree that translation is a powerful tool to help the student more confidently understand foreign words and expressions and express ideas in the target language. Nevertheless, some educators argue against using the native language in the class, considering it as a serious barrier to effective language learning.

As a form of literary experimentation, translation can be seen as a form of writing under constraint. This implies that the translator has to rewrite the original text, e.g., the text in one's native language, in the target language, which is different from the original language. Within this context, translation is not just a mechanical reproduction of the text but also a creative process, in which the text is "re-localized," so to speak, within the boundaries and specific features of the target culture.

As a strategy for language learning, translation can be used as an effective medium for developing the learners' communicative competence and for teaching properties and types of meaning underlying semantic relationships, communicative language functions, sentential information structure, and discourse values.

Seen from this perspective, translation is a cognitive activity that assists students in learning new phrases and expressions in the target language, and using them to communicate meaning to others, on the one hand, and a problem-solving exercise, in which the students develop their capabilities in data analysis and processing, on the other hand. Within this framework, O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985(25) identified 11 cognitive strategies to learn English, and found that translation constituted 11.3% of all strategy uses by beginner and intermediate ESL learners, preceded only by well-known strategies, such as repetition (19.6%), note-taking (18.7%), and imagery (12.5%). Moreover, Horwitz (1988(26) investigated the students' views about translation and concluded that 70% of students learning German and 75% of students learning Spanish largely perceived learning a foreign language as a matter of learning to translate from English. Drawing upon the role of mental translation in reading texts in second language (L2), Kern (1994(27) emphasized that language instructors and learners consider translation as an undesirable supporting pillar for learning the target language.

As translation contributes to the formation of a global identity and shared understandings between people worldwide, translation from English into another language, say Arabic, and vice versa, of valuable sources of modern knowledge in all fields of inquiry is considered as a pressing task that needs to be seriously addressed. Based on this understanding, some Arab bilingual educators (e.g., Al-Jarf, 2008(28) argue that Arabic is facing a serious threat by the dominance of English at higher education institutions in Arab world. Hence, they suggest that a consortium of translation centers in Arab countries be established and made available on the internet, and that university students' "ability to translate Arabic technical terms need to be developed" (p. 207). Translation from English into Arabic, however, is an exhausting enterprise due to the "right-to-left orientation, multiplicity of scripts, frequent omission of vowels, and complex morphological structure" of the Arabic language, not to mention that "the number of different characters in use is close to 100" (Abu-Salem & Chan, 2006,(22).

Despite the advantages of translation as a means of communication using the foreign language (Cook, 2010(30), it is, however, considered as a poor learning strategy when it comes to the communicative language teaching (CLT) approach, where the best way for the learner to gain aptitude in the target language is to think, particularly, in that language, an act that can increase proficiency in the target language (Husain, 1995(31). Many studies, however, showed that the extent to which the students are fluent in the target language (L2) and are able to prevent possible interference from the native language (L1) is largely influenced by the strategy use of translation to learn the target foreign language (Chamot, 1987; Omura, 1996(32).

3. Methodology:

In this study the author used (40) EFL teachers as a sample of the study to give responses about using translation as strategies in EFL classroom, to identify the strategies of translation that students employ to learn English. To achieve these goals, survey questionnaires was used.

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Data Analysis:

Table (4-1)

1.Selection of method of teaching translation depends on the teachers and students interests.

Phrase	Frequency	Percent
Agree	29	94.5
Disagree	1	5.5
To some extent	0	0
Total	30	100

Table shows that (94.5%) of participants agree, while (5.5%) disagree. This reflects that the majority of respondents agree that selection of method of teaching translation depends on the teacher and students interests.

Table (2)

2.Discussion of differences and similarities helps learners to understand the aspect of the two languages

Phrase	Frequency	Percent
Agree	29	93.5
to some extent	1	6.5
Disagree	0	0
Total	30	100

Table proves that (93.5%) agree, while (6.5%) to some extent. This reflects that the majority of respondents are strongly agreed with the statement. Discussion of differences and similarities helps learners to understand the aspects of the two languages.

Table (3)

3.Practicing translation can encourage learners to discuss the meanings and language use

Phrase	Frequency	Percent
Agree	30	100
Disagreed	0	0
To some extent	0	0
Total	30	100

According to statistical results, it is proved that, (100%) replied positively to the statement. So, this result shows that all of respondents agreed that practicing translation in groups can encourage learners to discuss the meaning and use of language.

Table (4)

4.using translation as teaching strategies on EFL class helps students understand the language in context.

Phrase	Frequency	Percent
Agree	29	95.5
Disagree	1	4.5
To some extent	0	0
Total	30	96.8

indicates that, (95.5%) answered agree, (4.5%) disagree. According to the results the majority of the teachers (95.5%) agreed that teaching translation helps students understand the language in context.

Table (5)

5.communicative competences can be developed through teaching translation

Phrase	Frequency	Percent
Agree	29	96.5
to some extent	1	3.5
Total	30	100

The above table and fig (4-11) shows that (96.5%) of participants agree, while (3.5%) to some extent.. This reflects that, the majority of respondents agree that communicative competences can be develop through teaching translation.

Table (6)

6.EFL teachers should be aware of translation strategies and theories

Phrase	Frequency	Percent
Agree	23	80.5
to some extent	2	4.5
Disagree	5	16.
Total	30	100

shows that (80.5%) agree, while (16%) disagree and (4.5%) accepted it to some extent. This means that the majority of respondents agree that EFL teachers should be aware of translation strategies and theories.

The discussion of the Result:

4.2 Verification of the Paper Hypotheses

In this section the results of the questionnaire are discussed in relation to hypotheses of the paper.

Hypothesis One: There are strategies involving translation rules which students in Sudan need to practice English four skills well in an EFL classroom .The result has proved that this hypothesis is accepted.

Hypothesis Two: There are translation rules that encountered EFL students. The result has proved that this hypothesis is accepted.

Hypothesis Three: Using translation as a teaching strategy is affect positively in EFL classrooms . The result has proved that this hypothesis is accepted.

5.0 Introduction

This part concludes the paper summering through the findings, conclusion and recommendations.

5.1 The Main Findings of the Study

The results have proved that:

1. Translation rules with good linguistic background considers as a helpful, a useful, a meaningful medium and a natural communicative activity for both teachers and students.

2. Not only teachers but also students should have various linguistic commands and translation rules aspects of the languages to facilitate second language acquisition.

3. Translation rules with good linguistic background motivates students to participate and interact in the lesson effectively.

5.2 Conclusion and Recommendations :

According to data analysis result, the study has come up with the following outcomes: Teachers can focus on translation activities on highly specific learning aims. The teacher draws the learner's attention to cultural, conceptual, idiomatic and grammatical features. students use translation for memorizing and retrieving English, language comprehension, self-assessment, and as a social strategy to interact with other people in English. The authors found that referring to English dictionary helped the students understand the teacher and allowed them to ask questions in EFL classes and increased their sense of ssecurity to learn what they did not know in English. Using translation as teaching strategies on EFL class helps students understand the language in context. students use translation to learn English vocabulary words, phrases, idioms, and grammar, to read, and to write. They also use translation to clarify differences and similarities between English and their mother-tongue language. Also, students tend to use mental translation to recall the meaning of English words, to understand English texts, and to verify whether they correctly comprehend the articles and reading materials in English in an EFL context. The study recommended that :Students should be encouraged to enrich their language by practicing translation in and outside. Teachers draw the learners' attention to cultural conceptual, idiomatic and grammatical features. The selection of the materials should be based on learners' linguistic competence and interest.

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<u>**The Appendix**</u>
Sudan University of Science and Technology
College of Graduate Studies
College of Education

Department of Foreign languages
Questionnaire for teachers

Dear teachers:
Indeed, I would be grateful if you response for the statements which are used for collecting data under the title : (Using Translation as Effective S)
Read the following statements then tick (   ) on your choice.

No	Statements		agree	To some extent	disagree	
1	Selection of method of teaching Translation depends on teachers and students interests					
2	Discussion of differences and similarities of two languages helps students to understand their aspects					
3	Practicing Translation can encourage students to discuss meanings and language use					
4	Using Translation as teaching strategies helps learners to understand language in context					
5	Communicative competences can be developed through Translation					
6	EFL teachers should be aware of translation strategies and theories					

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