

Investigating the Influence of Teaching English through Translation in EFL Classrooms: Students Views

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Abstract

The present study aims to find out the impact of teaching English through translation in an EFL classroom in order to develop competence among students by investigating the factors that lead to such a change in language learning and suggesting suitable solutions for increasing the positive effects of teaching via translation and bettering learning competency skills. Findings indicate that, translation enhanced EFL learning to master the skills of English language. Translation eases EFL classroom interaction and communication and makes EFL learners perform the language confidently. Also, using translation enables learners to compare and contrast many aspects in both L1 and EFL. In view of the findings the study recommends that: Teaching English through translation should be generalized and EFL learners' critical thinking skills should be measured while teaching translation.

Keywords: *influence, Teaching EFL English, Translation, Students, Views.*

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I. INTRODUCTION

Communication is important for everyone's life, and the language involved is influenced by variety of factors. Translation is invented to solve the problem of the language as a barrier of communication, where these factors affect the use of language according to different backgrounds such as socio-cultural, historical factors, and psychological factors. Translation activities make students communicate in both ways: into and from the foreign language. Translation is considered as a reasonable educational device in an EFL domain since it plays a role of exchanging the meaning between two languages (target and source). Language learning and acquisition requires much time and effort from not only the learners, but from the teachers and learners as well. Nguyen & Fehring (2014: 94). Alrabai (2016:2) establishes that the low English language achievement can be attributed to a variety of interrelated factors ranging from learner related variables such as gender, motivation, and anxiety to sociocultural variables like the influence of L1, society, culture, and religion. Therefore, the present study aims to show how these factors set up the main source of translation difficulties, and also how the influence of these factors affect an EFL classroom translation process.

1.1 Statement of the Problem

The concern of the translated text is depending on the language use through the characteristics of clarity and concise an understandability. Language plays a role of facilitating communication among the users, where they come from, and what social class they belong to. Hence, language helps users to express their ideas, wishes, needs, and experiences and also to achieve the level of understanding. So, translation plays a vital role in achieving the level of equivalence between two different languages; target and source where it is influenced by a number of factors include linguistic factors, cultural factors, social factors, phonological factors, lexical, and textual factors. The present paper tends to shed light on the EFL learners' views on the Influence of Teaching English through Translation in EFL Classrooms.

1.2 Objective of the Study

The objective of this study is as follows:

To investigate the influence of teaching English through translation in an EFL classroom in order to develop learners' competence.

1.3 Significance of the Study

The study is very significant for those who work in the field of languages study in general, and English language teaching and learning in the field of translation in particular, syllabus design and applied linguistics.

1.4 Question of the Study

This study attempts to answer the following question:

How factors that influence translation in an EFL classroom develop learners' competence?

1.5 Hypothesis of the Study

The following is the hypothesis to be tested in this study:

If the factors that influence translation in EFL classrooms are applied to develop learners' competence, then a best result will be acquired.

1.6 Methodology of the Study

The type of this research is qualitative research. Qualitative research is a research with procedures that produces descriptive data in the form of writings. The researcher used one tool for collecting data, which is a questionnaire for (50) EFL learners at university level from (Al-Gezira University, Faculty of Education, Hasaheisa, Sudan). This study is concerning with Investigating the Influence of Teaching English through Translation in EFL Classrooms, and how it affects learners level of understanding. SPSS program will be used to analyze the data.

1.7 Limits of the Study:

The study is limited to the EFL learners at university level from (Al-Gezira University, Faculty of Education, Hasaheisa, Sudan). The study is concerning with investigating the influence of teaching English through Translation in EFL classrooms: Students Views, and how it affects learners level of understanding, during the academic year (2023- 2024).

II. Literature Review and Previous Studies

Lihua (2014:39) asserted that as contact between many nations has increased recently, translation is essential and crucial to play a part in closing the communication gap. He also confirmed that translation is thus one of the methods frequently employed to speed up language learning. The goal of translation is to first understand the meaning of the text. Pinar (2017:17) defined translation as the act of replacing text in one language with a text in another. He also claimed that, while this is a common definition of translation, emphasizing its linguistic function, the translating process is also a cultural one, an act of communication across cultures. The addition of that translation may sometimes act as a means of learning about other cultures, a vehicle for the transfer of not only meaning but also cultural values and experiences.

Al-Harashsheh (2013:108) agreed with the preceding point of view, stating that translation is extremely important in today's world. Koksal and Yuruk (2020:329) explained that the goal of translation is to serve as a substitute for the original, making it understandable to people who cannot read the original language. The importance of translation, depending on Engin and Ogeyik (2022:271) could be viewed as a bridge connecting two different languages, as it is a means of mediating these languages. Saroukhil et al. (2018:101) human beings live in a social world, and interaction is at the heart of human society, so language is the tool for this interaction and communication. Saroukhil et al. (2018) added that many people nowadays believe that anyone who knows more than one language can become a translator or interpreter.

Ningsih (2018:12) explained the process of translation and meaning the translator should first understand the overall meaning of the source text during the translation process. She also mentioned that there are three types of meaning that can be determined in the meaning analysis of the source text: grammatical meaning, referential meaning, and connotation meaning. Sulaimaan (2012:7) also proposed that in semantic translation, the concentration is on the message rather than its effect or force, Literal Translation/Word-for-Word Translation by McDonald (2020:24) demonstrated that literal translation is performed in the same manner as word or word translation, but the translator adjusts the word order in the translated sentence to match the word order in the TL sentence, Faithful Translation.

McDonald (2020:4) defined faithful translation as attempting to produce contextual meanings of the source language text while remaining constrained by its grammatical structure, Idiomatic Translation. McDonald (2020:23) showed that this method aims to reproduce messages in the SL text, Communicative Translation. Sulaimaan (2012:7) discussed that in the communicative translation, the focus is on reproducing the same effect on the TL receiver as that of the original text on the SL receiver. Factors that influence translation in

EFL classes are according to Pariyanto and Pradipta (2020:89) many EFL learners find it difficult to acquire English language skills. As a result, Khasinah (2014:256) identified several factors that influence second language acquisition in general, but the researcher will focus on them specifically in ESL. So, as a return to Khasinah (2014:258) he detailed the following factors: Motivation, Attitude which were classified to: perceptions of the community and people who speak L2, the second section is concerned with attitudes toward learning and language and attitudes toward languages and language learning in general. In addition to that age, intelligence, aptitude, personality, socialcultural factors and even culture; they all represented as factors which influence translation inside EFL classes.

2.1 Previous studies

Five related previous studies were reviewed in relevant field of the present study: Karimian and Talebinejad (2012) revealed that language learners used a wide variety of learning strategies concerning translation to comprehend and remember as well as produce English whether or not they are discouraged to do so by their teachers. Koletnik (2019) concluded with a recommendation as to the universal applicability of translation, especially in the context of languages for specific purposes and translator training. Dagilienė (2012) suggested that translation is a good tool in the English language learning course aimed at enhancement of students’ foreign language skills. Samardali and Ismael (2017). showed that most instructors using translation as it is effective in some situations; mainly in clarifying new vocabulary, discussing grammatical issues, teaching idiomatic expressions, explaining reading passages, comparing and contrasting between L1 and L2 as well as checking the students' reading and listening comprehension. Alaboud (2022) demonstrated that the experimental group scored significantly higher than the control group at the end of the intervention, although there was not a statistically significant difference between the two groups at the outset. The results suggested that translation could be an effective instructional strategy in improving learners' skills in reading comprehension in an EFL setting.

III. Research Design

The questionnaire was directed to EFL learners at (Al-Gezira university - faculty of education, Hasaheisa, Sudan). It was a suitable data get adequate results from the respondents. The purpose of the questionnaire was to Investigate the Influence of Teaching English through Translation in EFL classrooms. The questionnaire was randomly selected sampling of (50) learners. The collected data will be analyzed with the SPSS program and displayed in tables.

IV. Data analysis

4.1 Translation facilitates understanding of L2 concepts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral	6	12.0	12.0	18.0
	Agree	41	82.0	82.0	100.0
	Total	50	100.0	100.0	

Most respondents in the above table (82%) agree with the statement and (12%) are neutral and (6%) disagree. The above data proved that the factors that influence translation in an EFL classroom are applied to develop learners’ competence.

4.2 Translation plays a vital role in achieving the level of equivalence between the source and the target language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral	2	4.0	4.0	6.0
	Agree	47	94.0	94.0	100.0
	Total	50	100.0	100.0	

The table indicates that (94%) of the sample agree with the statement, (4%) are neutral and (2%) disagree. The data above ensures the Translation plays a vital role in achieving the level of equivalence between the source and the target language.

4.3 Through best translation techniques in the classroom, EFL learners will understand the factors of the target language that influence the process of teaching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	3	6.0	6.0	10.0
	Agree	45	90.0	90.0	100.0
	Total	50	100.0	100.0	

The statistical analysis of the abovetable shows most respondents (90%) agree, (6%) are neutral and (4%) disagree that, through best translation techniques, EFL learners will understand the factors of the target language that influence the process of teaching.

4.4 Using translation in EFL classes enhances learners’ critical thinking skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	12.0	12.0	12.0
	Agree	44	88.0	88.0	100.0
	Total	50	100.0	100.0	

Most of the respondents (88%) agree and (12%) neutral with the statement. So, the statement is accepted. It’s clear that translation has a big role in improving critical thinking.

4.5 Practicing translation in the classroom improves learners’ four skills (reading, writing, listening and speaking).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral	2	4.0	4.0	10.0
	Agree	45	90.0	90.0	100.0
	Total	50	100.0	100.0	

The table shows that practicing translation improves learners’ four skills. Again, most of the samples(90%) agree with the statement, (4%) neutral and (6%) disagree.

4.6 EFL Sudanese teachers have different attitudes towards using translation in EFL classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	8.0	8.0	8.0
	Neutral	2	4.0	4.0	12.0
	Agree	44	88.0	88.0	100.0
	Total	50	100.0	100.0	

The table shows that most respondents (88%) agree that, EFL Sudanese teachers have different attitudes towards using translation in EFL classes Only (4%) are neutral with the statement and (8%) disagree with the statement.

4.7 Translation eases interaction in EFL classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral	6	12.0	12.0	14.0
	Agree	43	86.0	86.0	100.0
	Total	50	100.0	100.0	

Most of the respondents (86%) agree, (12%) are neutral, where only (2%) disagree that, translation eases interaction in EFL class room.

4.8 Translation facilitates the global communication and reflects the target language culture and some other factors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	3	6.0	6.0	10.0
	Agree	45	90.0	90.0	100.0
	Total	50	100.0	100.0	

The above table indicated that most of respondents (90%) agree, (6%) are neutral and (4%) of the sample disagree that, translation facilitates the global communication.

4.9 Using translation enables learners to know language collocation in both L1 and L2.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral	4	8.0	8.0	14.0
	Agree	43	86.0	86.0	100.0
	Total	50	100.0	100.0	

The table shows that (86%) of respondents agree, (8%) neutral and (6%) disagree that, using translation enables learners to know language collocation in both L1 and L2.

4.10 Translation is a process of transferring messages from one language (the source language) to another (the target language) by providing equivalent terms of meaning and style.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	10.0	10.0	10.0
	Neutral	4	8.0	8.0	18.0
	Agree	41	82.0	82.0	100.0
	Total	50	100.0	100.0	

The table indicates that most respondents (82%) agree with the statement, (8%) neutral and (10%) disagree that, translation is a process of transferring messages from one language to another.

4.11 Translation does not make EFL learners depend more on themselves in language performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	2	4.0	4.0	8.0
	Agree	46	92.0	92.0	100.0
	Total	50	100.0	100.0	

The table shows that the whole respondents (92%) agree, (4%) neutral and (4%) disagree that, translation does not help EFL learners to depend on themselves in language performance.

4.12 Translation improves learners' vocabulary knowledge.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	6.0	6.0	6.0
	Neutral	3	6.0	6.0	12.0
	Agree	44	88.0	88.0	100.0
	Total	50	100.0	100.0	

According to the statistical analysis of table (88%) of respondents agree, (6%) of the sample are neutral and (6%) disagree with the statement.

4.13 Translation entails not only understanding of both languages but also the situations and cultures associated with both languages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	3	6.0	6.0	10.0
	Agree	45	90.0	90.0	100.0
	Total	50	100.0	100.0	

The table indicates that most respondents (90%) agree, (6%) of the sample are neutral, (4%) disagree that, Translation entails not only understanding of both languages but also the situations and cultures associated with both languages.

4.14 Using translation improves EFL learners' cross-cultural communication skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral	6	12.0	12.0	14.0
	Agree	43	86.0	86.0	100.0
	Total	50	100.0	100.0	

The table shows that (86%) of the sample agree, (12%) neutral and (2%) of the sample disagree that, using translation improves EFL learners' cross-cultural communication skills.

4.15 Translation plays a vital role in achieving the level of equivalence between the source and the target language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	10.0	10.0	10.0
	Neutral	2	4.0	4.0	14.0
	Agree	43	86.0	86.0	100.0
	Total	50	100.0	100.0	

The table indicates that (86%) of the sample agree, (4%) are neutral and (10%) disagree that, translation plays a vital role in achieving the level of equivalence between the source and the target language.

4.16 The English language teachers are very helpful in using translation in an EFL classroom.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	16.0	16.0	16.0
	Agree	42	84.0	84.0	100.0
	Total	50	100.0	100.0	

According to the statistical analysis of table (84%) of the sample agree and (16%) are neutral that, teachers are very helpful in using translation in an EFL classroom.

4.17 Translation is essential and crucial in closing the communication gap between L1 and L2.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	4	8.0	8.0	12.0
	Agree	44	88.0	88.0	100.0
	Total	50	100.0	100.0	

The statistical analysis of the table shows that (88%) of the sample agree, (8%) are neutral and (4%) disagree that, Translation is essential and crucial in closing the communication gap between L1 and L2.

4.18 The purpose of translation is to ensure that the source text and the target text are similar in a sociocultural sense.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	6	12.0	12.0	12.0
	Agree	44	88.0	88.0	100.0
	Total	50	100.0	100.0	

According to the statistical analysis of table (88%) of the sample agree and (12%) are neutral that, the purpose of translation is to ensure that the source text and the target text are similar in a sociocultural sense.

4.19 Through translation EFL learners develop linguistic competence.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral	2	4.0	4.0	6.0
	Agree	47	94.0	94.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	2.0	2.0	2.0
	Neutral	2	4.0	4.0	6.0
	Agree	47	94.0	94.0	100.0
	Total	50	100.0	100.0	

The statistical analysis of table indicates that (94%) of the sample agree, (4%) are neutral and (%) disagree that through translation EFL learners develop linguistic competence.

4.20 Translation may sometimes act as a means of learning about other cultures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	4.0	4.0	4.0
	Neutral	5	10.0	10.0	14.0
	Agree	43	86.0	86.0	100.0
	Total	50	100.0	100.0	

According to the statistical analysis of table (86%) of the sample agree, (10%) are neutral and (4%) disagree that, Translation may sometimes act as a means of learning about other cultures.

V. Conclusion

In conclusion, investigating the influence of teaching English through translation in EFL classrooms reveals a nuanced perspective from students. While some appreciate the clarity and comprehension it brings, others express concerns about over-reliance on their native language. This method appears to offer valuable support in understanding complex concepts and vocabulary, particularly for beginners. However, for optimal language acquisition, it is essential to balance translation with immersive, context-rich activities that promote direct engagement with English. Future research and classroom practice should aim to refine this balance, ensuring that translation serves as a helpful tool rather than a crutch, ultimately fostering greater language proficiency and confidence among EFL learners.

Findings

1. Translation enhances EFL Learning to master the skills of English language such as listening, reading, speaking, learning grammar and vocabulary.
2. Using mother tongue in EFL classes eases the teaching and learning processes.
3. EFL Sudanese teachers have different attitudes towards using Arabic in EFL classes.
4. Translation eases EFL classroom interaction and communication.
5. Translation makes EFL learners perform the language confidently.
6. Translation enables EFL learners to master the fifth language skill.
7. Using translation enables learners to compare and contrast many aspects in both L1 and EFL.
8. Translation enhances EFL learners' motivation to learn English language.

Recommendations

1. Using translation in the teaching and learning processes have to be generalized.
2. EFL learners' critical thinking skills should be tested while teaching translation.
3. Using translation in the teaching and learning processes have to be generalized.
4. EFL students should practice translation to increase and understand high frequency words.
5. EFL students should Practice translation to enhance learners to improve their writing skills.

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