

English language Instructors' perspectives of Factors that Influence Translation in EFL Classrooms

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Abstract

The study aimed to investigate the use of translation in n EFL classrooms that affects improving teaching process and define the role of the teacher of being aware of factors that influence translation in EFL classrooms. The data was collected from open ended questions survey interviews with (5) English instructors and analyzed qualitatively. The subjects of the study were English language instructors at Gezira university, faculty of education, Hasaheisa, Sudan, in the academic year 2023-2024. The results of the study showed that translation activities place more emphasis on culture to improve learners, translation activities are motivating, enhance many language skills and critical thinking. In addition, translation is affected by different factors such as students' motivation, culture, attitude and willingness towards learning, students' mental abilities and intelligence and lack of focus. It was recommended that translation is to be generalized in different EFL classes.

Keywords: English language Instructors, Factors, Translation. Investigate, learners

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I. Introduction

Communication is important for every aspect of life. English language is becoming a global language. Nowadays, when English is considered as an international language, the activity of teaching and learning English as a foreign or second language is also examined and discussed widely all over the world. Karimian and Talebinejad (2013) assert that translation has long played a controversial role in English teaching and learning. Although, most language educators are completely against the use of translation in language classrooms, nowadays, this perspective is changing and more and more professionals have believed the facilitating role of the first language in ELT.

According Dagilienè (2012) translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. 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 English language teachers' perspectives of Factors Influencing translation in an EFL Classroom.

1.2 Objectives of the Study:

- 1) To clarify that how the use of translation in an EFL classroom affects improving teaching process.

2) To define the role of the teacher of being aware of factors that influence of the factors affected translation in an EFL classroom.

1.3 Questions of the Study:

- 1) How does the use of translation in an EFL classroom affect improving teaching process?
- 2) How can teacher be aware of factors that influence of the factors affected translation in an EFL classroom?

1.4 Hypotheses of the Study:

- 1) As the utilized of translation in an EFL classroom is concerned in a proper manner, then teacher's teaching process will be improved.
- 2) When the teacher cares of the factors that influence translation in an EFL classroom, then a typical conception will be delivered from the source to the target language.

1.5 The 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 in the field of translation in particular, syllabus design and applied linguistics.

1.6 Methodology of the study:

The type of this research is qualitative research. Qualitative research is research with procedures that produces descriptive data in the form of writings. The researcher used one tool for collecting data, an interview for (5) EFL teachers at university level from (Al-Gezira university - Sudan). The data of this study will be analyzed manually with quantitative relative scale in which the percentage was calculated statistically.

1.7 Limits of the Study:

The study is limited to the English language instructors of EFL teachers at university level from (Al-Gezira university - Sudan). The study is concerning with English language Instructors' perspectives of Factors Influencing Translation in an EFL Classrooms 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-Harashseh (2013:108) agreed with the preceding point of view, stating that translation is extremely important in today's world. Also, Alhajeri (2020:141) and Ana (2014:154) claimed that in using Translation in the EFL classroom. 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) stated that 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. 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, social/cultural factors and even culture; they all represented as factors which influence translation inside EFL classes.

III. Research Design

The interviews were directed to qualified experienced English language instructors at (Al-Gezira university - Sudan). The interviews were suitable data gathering tool to get adequate results from the respondents. The purpose of the interviews was to reveal the perspectives of English instructors of factors that influenced translation in an EFL classroom. For the interviewees' selection; the random sampling was followed and (5) interviewees were selected. This study follows the descriptive analytical qualitative approach and was analyzed qualitatively.

IV. Data analysis

4.1 The responses of the interviews

This interview is mainly designed for data collection to fulfill the needs of the study. The open ended recorded interviews which were assigned for EFL university English language instructors. All the oral statements are selected to collect the data of the factors that influence translation in an EFL classroom, and how they affected learners level of understanding and teaching process.

4.1.1 Translation implies that we have the ability to reach to the EFL learners mind and culture, in order to express their thoughts in an accepted way to the target language.

The Interview responses indicate that, translation can be used as a mean to reach to the learner's mind and transfer the culture of the source language to the target language, and students need to learn the new language through culture, some linguists consider culture as a fifth skill for language. In addition to that instructors need to know about students' culture. All of the interviewees (100.%) agree that translation activities that place more emphasis on cultures will improve EFL learners' awareness of different cultural aspects. Also translation activities enable EFL learners to communicate across cultures and minds, and they are extremely essential in bridging cultural boundaries between native English culture and EFL learners. The ideas reflected above were in match with what Koletnik (2019) concluded with a recommendation as to the universal applicability of translation.

4.1.2 The problem of translation is that it cannot fully manage EFL learners' skills.

almost of the interviewees (90.%) believe that, translation is really representing a problem for learners in acquiring EFL, because each and every language has its own system, otherwise some other interviewees think that translation should be used in specific situations with in time limited inside EFL classroom.

4.1.3 EFL motivated learners are more likely to succeed in translation activities than those who are not.

The responses of the interviewees show that, almost of them (90.%) agree with this statement, moreover motivated learners will more likely percolate translation tasks or activities effectively than the unmotivated.

4.1.4 Translation develops EFL learners' language performance through depending on themselves.

Most of interviewees (80.%) argue that, translation promotes many skills for learners such as critical thinking which will help them to gain a better understanding. Another point of view (100.%) believe that with translation EFL learners can develop their language performance via deep comprehensions and clarification benefits of it, and through translation EFL learners can apply what they learned in real life. Moreover, it develops interaction among students. In addition to that it increases the proficiency levels in both source and target languages affect learner's ability to translate effectively and communicate efficiently. The above axes coincided with the ideas of Karimian and Talebinejad (2013) because language learners used a wide variety of learning strategies concerning translation to comprehend and remember as well as produce English. It was also agreed with the ideas of Dagilienė (2012) who suggested that translation is a good tool in the English language learning course aimed at enhancement of students' foreign language skills and Alaboud (2022) who suggested that translation could be an effective instructional strategy in improving learners' skills in reading comprehension in an EFL setting.

4.1.5 What factors affect translation in EFL Classes?

Most of the interviewees (80.%) state that motivation of students will accelerate their learning through translation. Also, students' culture plays a great role in helping them interact inside classes. Their attitude and willingness towards learning, students' mental abilities and intelligence are also important factors which influence translation inside English classes. In addition to that some express their fear of students' distraction and lack of focus while they learn via translation inside EFL classes. The above factors were in match with what Khasinah (2014) suggested such as motivation, attitude, intelligence and aptitude which were all factors which influence translation.

V. Conclusion

In conclusion, English language instructors' perspectives on the factors influencing translation in EFL classrooms reveal a complex interplay of pedagogical, linguistic, and cultural considerations. Instructors recognize translation as a valuable tool for bridging comprehension gaps and facilitating language acquisition, yet they also acknowledge potential challenges such as over-reliance on the native language and the need for careful balance. Understanding these perspectives can guide more effective integration of translation practices, ultimately enhancing the learning experience and linguistic competence of EFL students.

5.1 Findings

1. Translation activities that place more emphasis on cultures will improve EFL learners' awareness of different cultural aspects.
2. Translation activities are challenging to most of the students and to that it motivates them to overcome its complications.
3. Translation promotes many skills for learners such as enhancing language skills and critical thinking which will help them to gain a better understanding. Even it develops interaction among students. In addition to that it increases the proficiency levels in both source and target languages affect learner's ability to translate effectively and communicate efficiently.
4. Translation is really representing a problem for learners in acquiring EFL.
5. Translation is affected by different factors such as students' motivation, culture, attitude and willingness towards learning, students' mental abilities and intelligence, fear of students' distraction and lack of focus.

5.2 Recommendations

1. Translation should enhance EFL learners' interpretation of L2 concepts if it's used carefully.
2. Using translation in the teaching and learning processes have to be generalized.
3. EFL students should practice translation to increase and understand high frequency words.
4. EFL learners' critical thinking skills should be tested while teaching translation.
5. EFL students should Practice translation to enhance learners to improve their writing skills.

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