

USING TASK-BASED TRANSLATION PRACTICE METHOD TO BUILD UP STUDENTS' TRANSLATION SKILLS

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ABSTRACT

This study is an attempt to present the importance of task-based translation practice that can be applied toward effective 'English-Arabic-English' translation of different texts. It intends to present the Sudanese students with some translational strategies on how to produce reasonable translation production. This study is an outline of a model for teaching Sudanese students translation through task-based practice. As such, task-based approach is a vital method for developing translation skills in Sudanese universities if it is adopted by teachers of translation, it strengthens the students' translation competence. However, this approach contains strategies for implementing the practical ways of English-Arabic English translation, and it can be used to meet the students' needs in translation either in written translation or oral translation. More clearly, to achieve the objectives of this study a sample of 50 students (20 from semester eight and 30 from semester six), they were chosen to translate two texts to observe the correlation between practising translation and students' translation production quality, for data analysis, the researcher used SPSS program for data analysis. The main finding is that students of semester eight translate response to the test is better than semester six students and scored higher marks than a semester, six students because they use task-based practice more than third-year students.

Abbreviations

SL	Source Language
TL	Target Language
ELT	English Language Teaching
EFL	English as a Foreign Language
TC	Translation Competence
EAP	English for Academic Purposes
TBPM	Task-Based Practice Method

1.0 INTRODUCTION

In the era of internet, globalization and radical changes, the increase in intercultural communications, science and technology as well as in commercial and political relations between nations, have confronted the humanity with exceptional challenges in the assimilation of useful and necessary knowledge and information. Therefore, in favour of successful communication to take place between any two systems, translation is considered to

be one of the most important factors for transferring knowledge and expertise in politics, economics, commerce, legal, military and other important fields. It has been the most efficient and effective means of communication between nations, peoples, and groups, and through translation the exchange of common interests takes place.

The importance of translation has been growing gradually, particularly in this time of globalization, where people need to communicate with each other more than they used to do in the past as the entire world have been much like a small village. In this regard, Mona (2005: 12) states "The volume of translation conducted worldwide has increased dramatically in the last fifty years". Accordingly, English has been used widely over the world in various fields as a result of increasing globalization, internet, and the growth of international organizations has made a translation from one language into another language a necessity.

The researcher thinks that task-based translation practice as a vital method for developing translation skills in the Sudanese universities in general and Gezira College of Technology in particular. This approach can be adopted by all teachers of translation to develop their students' translation competence, and it can be used to meet their students' needs in translation either in written translation or oral translation. On the basis of the preceding argument, this article is intended to find out the importance of adopting task-based practice translation can develop the students' translation skills.

2.0 STATEMENT OF THE PROBLEM

It has been assumed that EFL learners in general and Sudanese EFL learners, in particular, are accustomed to translating into their habitual language use (i.e. their mother tongue) since they think that is the only way they can translate naturally, accurately and with maximum effectiveness and further appropriateness. In fact, most EFL advanced translators act beyond this translating behaviour and do translate out of their own language and contribute greatly to many people is hilarity in this context.

Generally, the main goal of ELT is to develop EFL learners' competence linguistically and communicatively, as well as to use English in real-world situations and to express themselves in the target language. Furthermore, translation is a part of applied linguistics. However, students do not seem to be aware of this importance and they do not often give it enough attention. Most EFL University students in Sudan have some translation skills, and they often have an idea that their skill is good because they know how to translate simple sentences, but if they are asked to translate a paragraph or an essay into the target language, unluckily it is very often poor and with many grammatical errors, spelling errors, using cohesive devices, using quotation marks because they do not practice translation, the researcher observed that the quality of translation can be developed by practice. All that one the researcher can say, students' translation skills need to be improved by having appropriate methods such as task-based practice approach.

3.0 SIGNIFICANCE OF THE STUDY

This study is an attempt to bring together the importance of task-based practice translation that can be applied in teaching translation towards effective English- Arabic English

translation of various texts although the translation is a vast and rich area for research questions. This study intends to present some translation strategies on how to produce a reasonable translation, towards the full practice of written and oral translation arrival at its intended writer or speaker meaning. Accordingly, this paper suggests that practising translation will help the students to develop their skills in translation and prepare them in order to be professional translators in the future. By adopting a task-based practice method in teaching translation, students are assumed to have reached an appreciable degree of proficiency in translation. Also teachers will be able to solve translation problems and weaknesses by preparing lessons involve a practice which helps the students to enhance their translation competence.

4.0 RESEARCH QUESTIONS

1. What does task-based practice translation mean?
2. Does task-based practice influence students' translation competence?
3. Do students practice translation to develop their translation skills as well as their linguistic competences?
4. In what ways does task-based practice influence the students' translation skills?

5.0 HYPOTHESES OF THE STUDY

1. Task-based practice is important for teaching translation.
2. Task-based practice influences students' translation competence.
3. Students must practice translation to develop their translation skills as well as their linguistic competence.
4. Task-based practice translation influences the student's translation skills.

6.0 METHODOLOGY

6.1 Data Gathering

A. Subject

The subject population of the study are fourth and third students at Gezira College of Technology because fourth-year students are senior in learning English and areas supposed to be a standard model stage, because they have covered the whole planned academic curricula, and they are exposed to a variety of translation courses. In contrast, third-year students are not ready to respond to the test as fourth-year students, because they do not cover all translation courses to practice translation.

B. Instruments

In practice, the method of this study consists of two modes, it comprising an experimental test to be carried out on translation for students and the researcher's observations.

1- A test which is administered by the researcher is the main instrument used in collecting the needed data of this research. The test contains two parts, the first part of the test implies

Arabic statements containing then the respondents were asked to translate them into English, the second part involves English sentences containing different types which were also translated by the students.

2- Observation: The researcher observed the phenomenon and reported the difficulties of translation as they happened therefore, the researcher used certain planning and preparation of time and location, and that was during the lectures.

6.2 Procedures

In so achieving, the subject chosen from the study population are given equal chance to participate in the experimental test, the students are tested during the months of July, and August 2019 in their lecture rooms during their prescribed lecturing times and they are supervised by the researcher.

7.0 TEACHING TRANSLATION

A large majority of teachers have only one objective for their translation classes which is that students should translate better at the end of the class than when they began. It will be difficult to achieve even this objective if they do not understand what translation is? Translation, as Kiraly's study (1995) reveals, is a mixture of controlled and uncontrolled processes. Some translation processes are intuitive, others are consciously applied. To teach translation properly we need to understand the processes of translation and how they work together. Those skills that serve the student best if they are intuitive and applied automatically need to be instilled and encouraged by appropriately designed methods. Skills such as problem-solving that need to be consciously evoked and controlled must be imparted a different way. An assemblage of translation teaching methods must have a contour that matches the contour of the evolution of the translator's competence. So, the main objective of teaching translation should be to build up students' competence.

Teaching translation is a skill profession, and it needs clarification from two points of view: first, it needs distinguishing from teaching translation within language teaching, where it has so long played a dubious role hovering between the aims of literary good style, language enrichment, and avoiding the literal truth; secondly, it needs distinguishing within a conventional university teaching.

Hence, good teaching about translation has to have all the qualities of good teaching, i.e. philosophy or linguistics, indicating the main schools of thought about translation (recently, the impact of reception theory). It also has to leave a residue of details, say, how to deal with a variety of misprints or grammatical metaphors. This might rouse the scorn of philosophers and historians, and be seen as anti-intellectual and pedestrian. In contrast, there are still linguists inventing new theories of translation, with the inevitable mathematical models, flow-charts and boxed acronyms representing abstractions that will soon go 'down the memory hole'.

Under such conditions translation, teachers should help all students to improve their translation competence by using Task-Based Practice Method (TBPM), particularly graduate

students, to support them with enough experiences and skills in translation before going to the field of translation working. It can be as an authentic method to build up students' proficiency in translation. Therefore, translation teachers should steer away from the classical methods of teaching translation which cannot help the students to acquire the translation skills and to be professional translators.

An important point to underline here is that teaching translation can be done at school or at university. These two processes require different techniques and a different preparation concerning the teachers and the students implied.

An important point to underline here is that teaching translation can be done at school or at university. However, this process requires different techniques and a different preparation concerning the teachers and the students implied, i.e. teaching translation should be determined by the level of the students.

8.0 THE IMPORTANCE OF TASK-BASED PRACTICE METHOD

It is clear from the previous discussion that Sudanese university students may need further practice in translation when they study translation courses. Unless they practice both written and oral translation, they will not be able to adapt and survive when they enter the field of translation. This makes task-based practice approach a vital tool and method for many students who wish to be professional translators in their future professions. Accordingly, translation teachers must help the students to achieve their goals.

Teachers of translation must encourage all students in a translation program regularly while they teach translation by preparing suitable materials and using the suitable teaching methodologies which help students to practice translation from the (SL) into the (TL). Therefore, this may guarantee that there is a perfect method for improving students' translation competence. This idea is supported by Albir (1999: 56) who advocates that "A task may engage a variety of language skills and cognitive processes, bridge the gap between theory and practice, it is a process rather than product-oriented, and learners learn by doing".

9.0 LACK OF PRACTISING TRANSLATION

All problems of university students in translation prove that students do not practice oral and written translation during their courses of study, that is why the students of translation studies lack abilities and skills of translating any text (academic, literary, Islamic, economic, etc.) although they have been exposed to some translation courses, perhaps for a few years, they have not achieved the necessary skills for translation. In fact, most Sudanese university students who study translation as part of their BA English or as part of their linguistic studies at governmental or non-governmental university lack the necessary translation skills and practice. Of course, a few numbers of students in these universities may have developed some translation skills and abilities according to their linguistic competence and cultural background.

10.0 DEVELOPING ENGLISH SKILLS THROUGH PRACTISING WRITTEN AND ORAL TRANSLATION

Many Sudanese translation teachers believe that there is only one objective for teaching translation in their classes which is students should translate better at the end of the course. But besides this objective teachers should also look for methods to develop students' language skills (input and output skills). Accordingly, it will be difficult to achieve even this objective if we do not know how we can teach translation. In this regard translation syllabus designers and planners must prepare suitable translation materials in order to help the students not only to achieve translation skills but also language skills, because researches have shown that Sudanese university EFL students who study English for academic purposes (EAP) as a foreign language and they want to be translators in the future are very weak. Hence, their translation skills particularly and language skills in general must be developed. Therefore, preparing translation materials courses with a wide range of practising will enhance students' translation skills and language skills. In this regard, Makay (2006: 20) argues that "Translators need other skills too; probably the most important are excellent writing skills in their target language, in-depth knowledge in one or more areas of specialization, and business management skills".

Under such conditions teachers should make efforts in teaching translation to help students to develop their skills through practising different tasks in translation, as well as, graduates should make the most of their attributes and experiences. Teachers might thus, use task-based practice in teaching translation to build up students' skills (reading, writing, listening, and speaking). This would

be expected to support them with enough translation knowledge and skills that will help them to meet their future needs when they become translators. Thus, translation teachers should keep up with authentic materials to teach translation, and they should steer away from the old methods and materials that will no longer be of benefit for the students to develop their translation skills. However, these goals of developing English language and translation skills cannot be achieved by adopting a task-based practice approach in teaching translation.

To conclude this point, since task-based practice method is used in teaching translation, all students who are in a translation program are assumed to have an appreciable amount of translation skills as well as language skills. In fact, with no practice in translation, EFL university students could do little when they become translators. This means that using task-based practice method in teaching translation should be adopted to provide students with such skills and knowledge and to be more accurate in translation.

11.0 DATA ANALYSIS AND DISCUSSION

The test includes two main parts English part and the Arabic part. According to the analysis of the tests proved to be significant for the study. The table below indicates the numbers of the students, the mean, the standard deviation, maximum and minimum mark. Accordingly, the minimum mark for third-year students is 9 of the total mark 40, it indicates students of this level do not practice translation to develop their translation performance, and for fourth-year students is 14 although they are in the last level they scored low marks this means that also they must practice translation to enhance their translation competences, the highest mark for third-year students is 31 and for fourth-year students is 38 because they have good background knowledge about translation in addition to practising translation. Thus, the mean

and the standard deviation of fourth-year are higher than the third year, this indicates that there is a significant difference between the two groups according to practising translation.

Table (1) Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Third year exam	26	9	31	20.19	5.636
Fourth year exam	19	14	38	28.42	6.923
Valid N (listwise)	19				

After analyzing the data to know the correlation between third and fourth-year students to find out whether fourth-year students are better or third-year students because of practising translation more than third-year students. This has been shown in table (2) because the value amount for the correlation is .297, it is a weak amount which means that there is no correlation between third and fourth-year students.

Table (2) The Correlation

		Fourth year	Third year
Third year	Pearson Correlation	1	.297
	Sig. (2-tailed)		.216
	N	26	19
Fourth year	Pearson Correlation	.297	1
	Sig. (2-tailed)	.216	
	N	19	19

The data received from the participants have been analyzed in order to find the correlation between the variables being studied; the result has shown there is no significant statistic between the variables because it is amount is .216 for fourth and third-year students' result as it is shown in table (2), this shows that there are differences between the variables of this study because they do not share the ideas and experiences of translation.

12.0 TRANSLATION LESSON PLAN BY USING TASK-BASED PRACTICE

This section the writer presents a translation class by using task-based practice as an essential method for teaching translation to develop translation skills and to enhance language skills. This idea should pass through many steps in order to make the role of the students in this process very active rather than being passive. To achieve this goal, the text to be selected for practising translation and developing language skills should be interesting, appealing, and presents the students to the types of translation that will help them to know the kind of terminologies, structures, and concepts such as academic, Islamic, media, etc., that they may encounter will meet at their future translation practices. Also, the text should provide the

students with all translation strategies and patterns that they need to know for future translation studies. The steps below explain the ways of using 'task-based practice method' in teaching translation to develop translation skills and language skills.

Stage one: (select a text either Arabic or English) depending on students' level.

Example:

- Translate the following texts into Arabic

The political conflict between the capitalist countries of the West (the US and Western Europe) and the Communist countries of the East (the Soviet Union and Eastern Europe) that began after World War II. Both sides had large military forces which were kept ready for war and threatened each other with nuclear weapons. They also tried to find out each other's secrets using spies. There was no actual fighting, except where the US and the Soviet Union supported different sides in conflicts such as the Korean War. The Cold War ended in the early 1990s after the Soviet Union had begun to break up.

Stage two: Teachers must give the students a short of background about the text which can be described as a source language (SL).

Stage three: Students should read the text silently for more understanding.

Stage four: students should translate the text into the target language (English or Arabic), and use dictionaries while they translate the text, because they may not be ready to cope with this text type or lack of vocabulary competence. Therefore, using dictionaries is allowed to facilitate the translation process. Accordingly, if translation teachers use 'Task-Based Practice' they would certainly create an appropriate method to develop students' skills, i.e. (reading) as in stage three, writing as in stage four, and speaking as we can see in the coming stage.

Stage five: Students are encouraged to present the text that has been translated in stage four verbally. By using these stages in practising translation, teachers will achieve the following objectives:

- Encourage the students to practice translation.
- Help the students to adopt self-learning processes; this will help them to enhance their confidence to practice translation.
- Improve students' vocabulary and translation competence.
- Enhance students' productive and receptive skills.

13.0 CONCLUSION

According to the findings of this study, the results have shown that students' translation competence can be improved and upgraded by adopting suitable teaching methods as a task-based practice which helps the students to acquire translation skills. Hence, some translation teachers have known this approach however they use traditional methods which are now out of date in the presence of new methods to teach translation accordingly this will not help to

achieve the main objectives of teaching translation. If the task-based practice is well taken in consideration, the outcome will be great which leads to understanding and improving the translation quality. This method shapes the students' translation performance towards translation production quality. Needless to say that, developing and upgrading the methods of teaching translation (task-based practice method) at Sudanese universities and supplement them with good equipment will help to an effective translation teaching.

Furthermore, to provide an accurate translation, translation teachers in the Sudanese universities should have in mind the requirements of translation skills and competence to their students in general and senior students, in particular, to help them to meet their future needs when they become translators. This expected to students to search for any information that they need because for a wide range of knowledge and to strengthen their ability in translation.

Finally, there should be a continuous follow-up comprehensive evaluation for each student's performance after adopting the task-based practice in teaching translation by making portfolios so as to observe their progress.

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