Available online at **globets.org/journal**
International Journal of Education, Technology and Science
2(3) (2022) 370–379

IJETS
International Journal of Education Technology and Science

THOUGHTS AND ATTITUDES OF INSTRUCTORS AND THE LEARNERS ON THE COURSE BOOK "TRANSLATION FROM TURKISH TO ENGLISH"

Esra Saka [a 1] & Nuray Okumuş Ceylan [b]

[a] *Zonguldak Bülent Ecevit University, School of Foreign Languages, Zonguldak, 67000, Turkey*
[b] *Zonguldak Bülent Ecevit University Eregli Faculty of Education, Ereğli, 67300 Zonguldak, Turkey*

Received: 27.06.2022 Revised version received: 15.08.2022 Accepted: 17.08.2022

Abstract

The purpose of this study is to identify whether Translation from Turkish to English (Türkçe'den İngilizce'ye Çeviri) prepared to meet the needs of the courses given in departments and programs of Zonguldak Bülent Ecevit University helps students acquire language awareness on the differences between Turkish and English, enhance their basic language skills, provide students with useful insights on the differences between cultures, and gain cognitive competence on the use of language, and become aware of language variety of various genres and text types. The course book was used a pilot study in "Translation Practice" courses in the Applied English and Translation program at Devrek Vocational College and in 3-hour- "Translation Practice" in English Language and Literature department in Spring term in 2021-2022 education year. en instructors in Applied English and Translation programs and English Language and Literature Department in Zonguldak Bülent Ecevit University who give translation courses together with the students in their translation course classes took part in the study. This course book evaluation study indicated that the course book is appropriate for classroom teaching in 2-3 hour-Translation courses in English related fields of study such as English Language Teaching, English Language and Literature and Translation.

Keywords: course book evaluation; translation; language awareness

© 2021 IJETS & the Authors. Published by *International Journal of Education Technology and Science (IJETS)*. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (**http://creativecommons.org/licenses/by-nc-nd/4.0/**).

[1]Corresponding author Esra Saka ORCID ID.: https://orcid.org/0000.0002-6494-3871
E-mail: esrasaka@hotmeail.com

1. Introduction

Translation is a way of transmitting messages in one language by rendering them in another. Seleskovitch (1968) and Lederer (1981) identify three interrelated phases of translation process which are namely understanding, de-verbalization and re-expression. The first phase, understanding is using language knowledge, background information and linguistic knowledge to comprehend the source text and the intention of the author. Understanding in translation requires total comprehension of sense so that sense matches the intended meaning of the writer. The final phase of cognitive process in translation is re- expression in which the sense is converted into words. In other words, the reader and the translator receive the intended meaning through the source text which is to be translated. Bell (1991), Kiraly (1995) and Firth (1964) have studied translation from the cognitive perspective and tried to figure out the processing of information which consists of three important steps. First one is the input of information which makes up the beginning of the process; the second one is the processing of the information in the brain which is building up the mental presentation. The final step on the other hand is changing the input into output which results in the product. These stages do not happen step by step but occur simultaneously during the process of translation. Nida (1964), for example, believes the main issue in the process of translation is to convey the meaning of the SL message into TL successfully. In order to be able to preserve the meaning in source text, the message should grammatically and semantically fit into the other language. Metaphors and idioms should also be translated as to match to those of TL culture. Nida (1964) concludes that the most important difference between good translations and bad translations is the dynamic equivalence. According to the rules of Dynamic Equivalence Method, different grammatical structures and vocabulary should be used to be able to give the same meaning in the TL which makes the translation successful. Hence, in bad translations with formal correspondence, the form is preserved by using the same lexis which causes loss or distortion of meaning.

Translation makes a great contribution to language students as it helps them comprehend the contents of the language deeper. Thus, the curriculum in departments of English Studies (English Language Teaching, English Language & Literature, American Culture & Literature, Linguistics) include translation courses. First of all, as Duff (2013) underlines, translation develops three qualities essential to all language learning: accuracy, clarity, and flexibility. It trains the reader to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity) (Duff, 2013). Moreover, translation courses help students realize the differences in structure and vocabulary, foster grammatical competence and increase language awareness (Kövecses, 2002; Hayes & Flower (1980). Translating is “comprehension”, and in comprehension the words are transformed into mental material for the translation process. As Hatim and Mason (1990, 224) point out, the translation unlike ordinary reading is “reading in order to produce, decode in order to re-encode”. The real contribution of translation in foreign

language classes shows itself in comparison of grammar, and vocabulary, word order as students have to come up with strategies to deal with them. While students are contrasting languages, they discuss and correct common mistakes. By working on these difficulties, students are able to see the link between the language and how it is used. Besides the structural differences, they may spot the cultural components like idioms by cognitive processes. These processes, in turn, lead them to improve not only their cognitive competence but also cultural awareness including the acquisition of being able to differentiate various genres such as literary and non-literary texts, which is an asset for students.

By guiding into depths of text, the students learn about cultural and intercultural values, perceptions, behaviors of different cultures which help them understand and apply the communicative conventions. In its cognitive dimension, genre can also help to identify and understand the type of information of the genre in question, distinguish between the main and secondary ideas; evaluate the information in the source text and balance it with that of the target text. Translation is also regarded as an intercultural activity as to do translation one has to master both the language, and the rich and generous knowledge of different cultural background. Cultural untranslatability occurs when a certain feature in the source language does not exist in the target language culture where, such features may include religion and social background elements. Another group of cultural components that causes cultural untranslatability is metaphors. Cultural metaphors enable students to understand the second language as it creates new meanings. Therefore, it is very beneficial for language learners to know cultural metaphors which, in turn, help them to know the deep meaning of expressions.

Translation courses are integrated into departments of language studies such as English and American Language and Literature, English Language Teaching and English Linguistics to help students realize the differences in their mother tongue and English as the target language in structure and vocabulary and increase their language awareness. There is a great number of published translation books as a resource book for classroom usage for teachers and as a guide book for individual study for learners. However, most of them aim to teach learners how to translate based on grammar practice and consist of separate texts to be translated. Thus, the teacher either has to select one of such books or continuously search for classroom materials. The purpose of this study is to identify whether this translation course book help students acquire language awareness on the differences between Turkish and English, enhance their basic language skills, provide students with useful insights on the differences between cultures, and gain cognitive competence on the use of language, and become aware of language variety of various genres and text types. Therefore, the research question has been formulated as "What are the thoughts and attitudes of instructors and the learners on the course book "*Translation from Turkish to English*?"

2. Method

2.1. Research Design

The starting point of this study was the discussion at the annual meeting on the materials to be used by the instructors to give translation courses in Applied English and Translation programs and English Language and Literature Department in Zonguldak Bülent Ecevit University. The decision taken was to prepare a translation book which reflects most characteristic features of the language {-ing forms, compounds, if-clauses, articles, etc.); which gives students practice in translating a variety of styles and registers (colloquial, formal, and idiomatic usages); which provides a basis for writing and discussion. Therefore, in the study survey method based on quantitative data was adopted.

2.2. Participants

Ten volunteer instructors selected purposefully in Applied English and Translation programs and English Language and Literature Department in Zonguldak Bülent Ecevit University who give translation courses together with the students in their translation course classes took part in the study.

2.3. Data Collection Tool

Ten instructors used the course book in their lessons and evaluated the course book via the survey prepared by the researchers. The data gathered from the participant students were collected via a student perception questionnaire which consisted of 18 items, answers ranging from “completely disagree” to “completely agree’’ aiming to identify thoughts and attitudes of learners on the Course Book “Translation from Turkish to English’’.

2.4. Data Collection and Analysis

As a pilot study, it was used as the course book in 2-hour- “Translation Practice” courses in the Applied English and Translation program at Devrek Vocational College in 2021-2022 Fall term. Then, it was used as the course book in 3-hour- “Translation Practice” in English Language and literature department in Spring term in 2021-2022 education year. The items are analyzed under the following headings:

- Becoming aware of the differences between sentence structures, tenses, the types of words, word order of Turkish and English,
- Improving students’ oral and written communication and reading skills,
- Differentiating between the contexts by the help of the contextual clues,
- Spotting the cultural elements of two languages Turkish and English like proverbs and idioms.

3. Results

Items number 1, 7, 8 and 9 focus on the differences between the language items like sentence structures of Turkish and English like tenses, types of words and word order. Items number 2,3,4,5 focus on improvement of students’ oral and written communication and reading skills. Items number 6 concentrates on differentiating between context by the help of contextual clues.

Items number 10,11,12,13,14 concentrate on cultural elements of two languages Turkish and English like proverbs and idioms. Items 15,16,17,18 inquire the thoughts of the students on the content of the Course Book "Translation from Turkish to English' Instructor Survey Results.

Table 1. The findings of the Instructor Survey

	Translation …	**Yes**	**Partly**	**No**
		%		
1.	… provides students with grammar practice.	89	3	8
2.	… provides students opportunity to improve their speaking skills.	88	11	1
3.	… provides students opportunity to improve our writing skills.	93	6	0
4.	… improves students reading skills as they have to read the texts carefully.	90	8	2
5.	… provides students with critical reading skills thoroughly before translating.	100	0	0
6.	… helps students choose words appropriate to the various contexts.	97	3	0
7.	… helps students translate the meaning not the words by translating various contexts.	98	2	0
8.	… helps students notice that the word order changes the meaning.	98	12	0
9.	… helps students translate the idea the sentence expresses by taking the similarities and differences between English and Turkish.	94	1	5
10.	… helps students translate the idea the sentence expresses by taking the concepts and ideas in English and Turkish.	89	7	4
11.	… helps them learn figurative and cultural features English idioms have while translating them to Turkish.	97	3	0
12.	… helps them understand how important it is to have English knowledge, to know about English culture and figurative meanings to understand English idioms.	95	5	0
13.	… helps them learn figurative and cultural features English proverbs have while translating them to Turkish.	96	2	2
14.	… helps them understand how important it is to have English knowledge, to know about English culture and figurative meanings to understand English proverbs.	94	2	4
15.	… the content is grammatically correct.	100	0	0
16.	… the content does not have spelling mistakes.	99	1	0
17.	… the reliability and validity of the resources are scientifically proven.	98	2	0
18.	… the content is suitable to the students' level and knowledge of English.	91	9	0
19.	… has texts that are in order from the easy to the difficult.	82	16	0
20.	… has activities that are suitable for classroom teaching and learning.	96	4	0

The instructors used the course book in 2021-2022 education year Translation Courses and evaluated the course book via the survey prepared by the researchers. They reported that this course book might be used in Translation courses in English Language and Literature Departments and other English related fields of study such as English Language Teaching. The content of the book is in order of ease which makes it suitable for classroom teaching and learning. The content is valid, reliable and appropriate for the level of the first and/or second year students of the English studies.

First of all, students gained insights on the structural differences between Turkish and English such as sentence structures of like tenses, types of words and word order. They realized that the word order changes the meaning of the sentence. Secondly, the book might help to improve students' oral and written communication through individual translation exercises and group discussions. It might develop students' reading skills as it provides them with critical reading practice. Next, the book helped students understand that they have to vary language use in accordance with the context and the type of the text they would translate through translating texts with various contexts. Finally, students realized that the differences between English and Turkish culture could be easily seen in the idioms and proverbs. Although some of English idioms and proverbs were very similar to that of Turkish in terms of structure and the meaning they hold, they became aware of the importance of the cultural elements in the language.

Table 2. The findings of the Student Survey

	This translation book…	**Yes**	**Partly**	**No**
		%		
1.	… provides me with grammar practice.	90	10	0
2.	… provides me opportunity to improve my speaking skills.	86	14	0
3.	… provides me opportunity to improve my writing skills.	94	6	0
4.	… improves my reading skills as I have to read the texts carefully.	97	3	0
5.	… provides me with critical reading skills thoroughly before translating.	90	9	1
6.	… helps me choose words appropriate to the various contexts.	97	3	0
7.	… helps me translate the meaning not the words by translating various contexts.	98	2	0
8.	… helps me notice that the word order changes the meaning.	88	12	0
9.	… helps me translate the idea the sentence expresses by taking the similarities and differences between English and Turkish.	99	1	0
10.	… helps me translate the idea the sentence expresses by taking into consideration the differences between the concepts and ideas in English and Turkish.	99	1	0
11.	… helps me learn figurative and cultural features English idioms have while translating them to Turkish.	98	2	0
12.	… helps me understand how important it is to have English knowledge, to know about English culture and figurative meanings to understand English idioms.	99	1	0
13.	… helps me learn figurative and cultural features English proverbs have while translating them to Turkish.	99	1	0
14.	… helps me understand how important it is to have English knowledge, to know about English culture and figurative meanings to understand English proverbs.	98	2	0
15.	… has various contexts that help me improve my translation skills.	91	7	2
16.	… has group work activities that help me improve my translation skills.	75	21	4
17.	… the content is suitable to the level and knowledge of my English.	96	4	0
18.	…. makes translation courses interesting for me.	98	2	0

Items number 1, 7, 8 and 9 focus on the structural differences between Turkish and English such as sentence structures of like tenses, types of words and word order. The results of the items 7 and 8 imply that most of the students believe that translation not only helps them translate the meaning, not the words by translating various contexts, but also that helps them notice the fact that the word order changes the meaning. % 90 of the students believe that translation provides students with grammar practice (item no 1) and % 99 of the students assume that translation helps them translate the idea the sentence expresses by taking the similarities and differences between English and Turkish.

The items number 2,3,4,5 focus on improvement of students' oral and written communication and reading skills. The highest percentage is 97 which is on item 4 regarding the opportunity to improve their reading skills as they have to read the texts carefully. Item number 2 which inquires about the opportunity translation provides to improve speaking skills holds the percentage of % 86. Item 3 stating that translation provides students with an opportunity to improve writing skills holds % 94. Item number 5 stating that translation provides students with critical reading skills thoroughly before translating holds the percentage of % 90. % 97 of the students approved the statement number 6 which claims that translation helps students choose words appropriate to the various contexts.

Items number 10,11,12,13,14 concentrate on cultural elements of two languages Turkish and English like proverbs and idioms. Among these 5 items; items number 11 which expresses that translation helps students learn figurative and cultural features English idioms have while translating them to Turkish is approved by % 98 of the students which makes up the highest percentage. Finally, items 15,16,17,18 inquire the thoughts of the students on the content of the Course Book "Translation from Turkish to English' and item number 15 asserting "has various contexts that help me improve my translation skills." holds up the percentage % 91 of the participants' answers. Almost all students identified the content of the book covered in their lessons as suitable to the level and knowledge of their English. They stated that the book prepared, Translation from Turkish to English makes translation courses interesting for them.

3. Discussion

The starting point of this study was the necessity of an appropriate course book for the translation courses in Zonguldak Bülent Ecevit University English Language and Literature Department and Vocational College Applied English and Translation Program. Since most of the published translation books, which are based on grammar practice with separate texts to be translated, serve as resource books for teachers or as guide books for individual study for learners, the instructors decided to work on a translation course book suitable for classroom teaching. The study focuses on identifying whether this translation course book help students acquire language awareness on the differences between Turkish and English, enhance their basic

language skills, provide students with useful insights on the differences between cultures, and gain cognitive competence on the use of language, and become aware of language variety of various genres and text types. This course book evaluation study indicated that the course book Translation from Turkish to English (Türkçe'den İngilizce'ye Çeviri) is appropriate for classroom teaching in 2-3 hour-Translation courses in English related fields of study such as English Language Teaching, English Language and Literature and Translation.

Declaration of Conflicting Interests and Ethics

"The authors declare no conflict of interest."

References

Bell, T. R. (1991). *Translation and translating theory and practice*. London and New York: Longman.

Duff, A. (1981). *The Third Language*: Oxford: Pergamon Press.

Duff, A. (1994). *Translation*. London: Oxford University Press.

Duff, A. (1989). *Translation*. Oxford: Oxford University Press.

Firth, J. R. 1964. The tongues of men and Speech. London: Oxford University Press.

Hatim, B. & Mason, I. (1990.). *Discourse and the Translator*. London: Longman

Hayes, J. R., & Flower, L. S. (1980). Identifying the organization of writing processes. In L. Gregg & E. R. Steinberg (Eds.), Cognitive processes in writing (pp. 3-30). Hillsdale, NJ: Lawrence Erlbaum

Király, D. (1995). *Pathways to Translation, Pedagogy and Process.*Kent: The Kent State University Press

Kovecses, Z. (2002) Metaphor: A Practical Introduction Oxford University Press. p.6

Lederer, M. (1981). La Traduction simultanée – fondements théoriques. Paris: Minard Lettres Modernes.

Lederer, Marianne. 1994. La Traduction aujourd'hui – le modèle interprétatif. Paris: Hachette. Nouvelle édition 2006. Caen: Minard Lettres Modernes. Trans. Ninon

Larché. (2003). Translation – Le Interpretive Model. Manchester: St Jerome

Nida, E. A. (1964). *Toward a Science of Translation*. Netherlands: Netherlands Publishing.

Seleskovitch, D. (1968/1978). L'interprète dans lesconférences internationales: problèmes de langage et de communication, Paris: Minard, trans. (1978) as Interpreting for International Conferences, Washington.,DC: Pen and Booth

Lederer, Marianne. (1981). La Traduction simultanée – fondements théoriques. Paris: Minard Lettres Modernes.

Lederer, Marianne. (1994). La Traduction aujourd'hui – le modèle interprétatif. Paris: Hachette.

Nouvelle édition (2006). Caen: Minard Lettres Modernes. Trans. Ninon Larché. 2003. Translation – F Interpretive Model. Manchester: St Jerome

Lederer, Marianne. (1981). La Traduction simultanée – fondements théoriques. Paris: Minard Lettres Modernes.

Lederer, Marianne. (1994). La Traduction aujourd'hui – le modèle interprétatif. Paris: Hachette. Nouvelle édition 2006. Caen: Minard Lettres Modernes. Trans. Ninon Larché. (2003). Translation – The Interpretive Model. Manchester: St Jerome

Lederer, Marianne. (1981). La Traduction simultanée – fondements théoriques. Paris: Minard Lettres Modernes.

Lederer, Marianne. (1994). La Traduction aujourd'hui – le modèle interprétatif. Paris: Hachette.

Nouvelle édition (2006). Caen: Minard Lettres Modernes. Trans. Ninon Larché. 2003. Translation – The Interpretive Model. Manchester: St Jerome

Lederer, Marianne. (1981). La Traduction simultanée – fondements théoriques. Paris: Minard Lettres Modernes.

Lederer, Marianne. (1994). La Traduction aujourd'hui – le modèle interprétatif. Paris: Hachette.

Nouvelle édition (2006). Caen: Minard Lettres Modernes. Trans. Ninon Larché. 2003. Translation – The Interpretive Model. Manchester: St Jerome

Lederer, Marianne. (1981). La Traduction simultanée – fondements théoriques. Paris: Minard Lettres Modernes.

Lederer, Marianne. (1994). La Traduction aujourd'hui – le modèle interprétatif. Paris: Hachette.

Nouvelle édition (2006). Caen: Minard Lettres Modernes. Trans. Ninon Larché. 2003. Translation – The Interpretive Model. Manchester: St Jerome

---

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the Journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (**CC BY-NC-ND) (http://creativecommons.org/licenses/by-nc-nd/4.0/**).