

ATILIM UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF TRANSLATION AND INTERPRETATION
TRANSLATION STUDIES MASTER'S PROGRAMME

**CONTRIBUTION OF TRANSLATION COURSES TO ENGLISH
LANGUAGE TEACHING CURRICULUM AT GAZI UNIVERSITY**

Master's Thesis

Nuri Oğuz Özdoğan

Ankara- 2017

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Supervisor

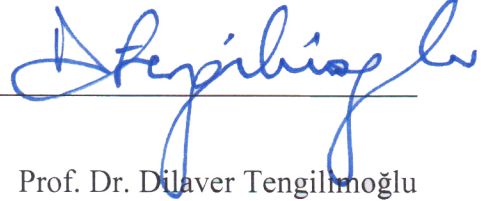
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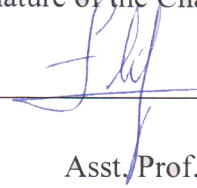
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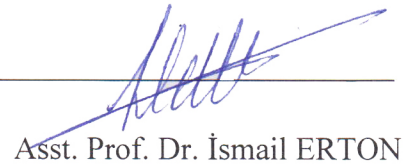
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Asst. Prof. Dr. Özlem ŞAHİN SOY

ETHICS DECLARATION

I hereby declare that;

- I prepared this thesis in accordance with Atılım University Graduate School of Social Sciences Thesis Writing Directive,
- I prepared this thesis within the framework of academic and ethics rules,
- I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,
- I cited all sources to which I made reference in my thesis,
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Nuri Oğuz Özdoğan

ÖZ

ÖZDOĞAN, Nuri Oğuz. Gazi Üniversitesi İngiliz Dili Eğitimi Bölümü Müfredatına Çeviri Derslerinin Katkısı, Yüksek Lisans Tezi, Ankara, 2017.

Yabancı dil öğrenimi ve eğitiminde çevirinin rolü her zaman geniş çerçevede tartışılan bir konu olmuştur. Araştırmacılar yıllardır bu konuya çeşitli açılardan yaklaşmış ve dil öğretmenleri derslerinde çeviriyi bir araç olarak kullanma konusunda farklı görüşlere sahip olmuşlardır. Bu çalışma, Gazi Üniversitesi İngiliz Dili Öğretimi öğrencilerinin kendilerini gerek akademik gerek mesleki anlamda geliştirmelerinde çeviri derslerinden nasıl fayda sağladıklarını ortaya çıkarmayı amaçlamıştır. Ayrıca, sahip oldukları görüşleri mesleklerinde öğretmenliklerini şekillendireceği ve gelecekteki derslerinin kalitesini etkileyeceğinden, öğrencilerin çevirinin kullanımını konusundaki düşünceleri de değerlendirilmiştir. Dolayısıyla bu araştırma çevirinin İngiliz Dili Eğitimi öğrencilerine faydasını anlama ve öğrencilerin çeviriye yaklaşımı konularına eğilmiştir. Beceri ediniminin ve öğrencilerin düşüncelerinin belirlenmesi ve değerlendirilmesi için nicel bir araştırma gerçekleştirilmiş, ve veriler 5'li Likert Ölçeği doğrultusunda hazırlanmış bir anket yordamıyla toplanmıştır. Anket Gazi Üniversitesi İngiliz Dili Eğitimi bölümünde öğrenimlerini sürdüren son sınıf öğrencilerine uygulanmıştır. Bulgular, çeviri kullanımıyla, öğrencilerin gerek akademik hayatlarında gerek gelecekteki mesleki yaşamlarında kullanabilecekleri çeşitli beceriler arasında var olan bir bağlantıyı ortaya çıkarmıştır. Bulgular ayrıca öğrencilerin kendilerini İngiliz Dili Öğretimi alanında geliştirme bağlamında çeviriden faydalandığını ve alanlarındaki müfredatlarında çeviriyi kullanma konusuna olumlu yaklaşıtlarını göstermektedir.

Anahtar kelimler:

Çeviri Dersleri, İngiliz Dili Eğitimi, Yabancı Dil Öğrenimi, Beceri Edinimi, İnanışlar

ABSTRACT

ÖZDOĞAN, Nuri Oğuz. Contribution of Translation Courses to ELT Curriculum at Gazi University, M.A. Thesis, Ankara, 2017.

The role of translation in foreign language learning and teaching has always been a widely debated topic. Scholars have approached this issue from different angles for years and language teachers have different views about utilizing translation as an assisting tool in their lessons. This study aimed to reveal how ELT students at Gazi University benefit from their translation courses in terms of developing themselves in both academic and professional terms. Moreover, the students' beliefs regarding the use of translation were also analyzed as the beliefs they hold will help shape their teaching in their professional lives and affect the quality of their lessons in the future. Thus, understanding the benefits of translation courses to ELT students and their beliefs about translation were the areas this research aimed to look into. In order to identify and analyze the acquisition of skills and students' beliefs, a quantitative research was carried out and data was collected through the use of a questionnaire designed on a 5-point Likert Scale. The questionnaire was distributed to senior students studying English Language Teaching at Gazi University. Findings reveal that there is a link between practicing translation and the development of a variety of skills that the students can utilize both in their academic and future professional lives. The findings also show that the students benefit from translation in terms of developing themselves in the field of ELT and are positive about practicing translation as a part of their curriculum in their departments.

Keywords:

Translation Courses, English Language Teaching, Foreign Language Learning, Acquisition of Skills, Beliefs

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INTRODUCTION

Acquiring competency in any language is a challenging task which necessitates students to improve a variety of sub-skills at the same time. These skills are either academic or linguistic and need hard work and commitment on the part of the language learners. Translation, widely accepted as an interdisciplinary field of study, is in the center of any foreign language related work as it gives a chance to language learners to work on these academic and linguistic skills to achieve perfection. In addition to this, students studying a foreign language at university level should improve their translation skills in order to increase their success at different lessons. For instance, academic skills such as using time effectively, learning how to organize one's responsibilities in the most effective way, improving creative thinking skills and finding out ways to solve problems can be supported with the practice of translation. The development of these academic skills is necessary for any student no matter what his/her department is.

Developing linguistic skills at university level, on the other hand, is more challenging than improving academic skills in language learning and depends on both the learner's commitment and his/her motivation level. For example, improving lexical knowledge is a challenging work on the part of the language learner. Studying regularly, doing revision activities and active practice opportunities are necessary to develop this skill. The practice of translation, at this point, can provide the learner with all these opportunities as it encompasses the active use of various linguistic sub-skills at the same time.

Hence, being competent in a foreign language, studying it as a major at university and doing a job using it necessitate the active use of translation skills at various degrees. There is an indispensable need for translation courses integrated into the curricula of English departments in order to better cater for students' needs and provide them with an opportunity to succeed more both in their undergraduate education and work life.

FIRST CHAPTER

BACKGROUND OF THE STUDY

1. Background of the study

People are living in a globalized world in which interacting with different cultures and communicating with people from different nations is a necessity. There is a close connection and interaction between different nations in various areas such as politics, science, literature, arts, etc. which necessitates the need for translation more than ever. As Cordero (1984) points out the need for translation is acute in our modern world:

Not only do nations depend on it to bridge what would otherwise be an impossible communication gap, but it also affords access to a wealth of scientific and technical information, as well as to the ideas that help shape our society. Supersonic jets and telecommunication have 'shrunk' our world. Yet, ancient language barriers are still in force and make translation more necessary now than ever before. In fact, our age has been called the age of translation (p. 350).

As the practice of translation is integrated into our lives in various ways, there has been a growing demand for translators or people with the necessary linguistic skills who can translate different works in different fields and help us to eliminate the existing communication gap. In countries such as Turkey which have close relationships with especially English speaking countries training such skilled people as a part of the workforce is not a luxury but a necessity. As House (2013, p. 60) stresses at present English is without doubt the most important lingua franca in the world –a new and truly global phenomenon. The dominant political and economic statuses of both British Empire and the United States have paved the way for English to spread globally. In line with this situation, like in other countries there are many students at universities in Turkey who are doing a major in various departments in English such as English Language and Teaching, English Language and Literature or English Linguistics. As interesting as it can sound, the number of non-native English speakers is more than native English speakers all around the world (House, 2013, p. 60). For this reason, translation has been inevitably integrated into every area of people's lives and it plays a more indispensable role in education in Turkey. Students at different departments either translate various sources themselves if they know the target language to do research or resort to translations done by professionals.

Especially students studying English Language Teaching need to acquire some basic skills that can mostly be practiced through translation to form a solid background of any work they want to do in their fields or do the tasks required in their departments such as understanding and analyzing a literary work or working on the grammatical structures of both L1 and L2 comparatively. In order for a student to achieve these, not only competency in both languages but also improved translation skills is necessary. Thus, this study mainly aims to point out that in English Language Teaching in order to achieve academic success and become a qualified teacher, students during their undergraduate years need to undertake the practice of translation as a part of their curriculum in order to develop certain language specific skills such as improved reading comprehension skills, writing skills and the use of correct grammar and vocabulary in the target language. One of the best tools that can contribute to the development of these skills is the practice of translation as it requires students to use all of these skills simultaneously. Moreover, there are other academic skills such as thinking creatively, using time effectively, raising cultural awareness and achieving perfectionism that are highly beneficial for optimizing ELT students' academic success. These skills can also be practiced through translation as well. Thus, the study also aims to reveal the unique advantages that the practice of translation brings to ELT students in terms of the acquisition of these highly necessary academic skills.

1.1.Statement of the Problem

Students who are studying at the department of English Language Teaching have to develop themselves not only in English but also in various skills such as creative thinking, time management, problem solving and collaborative learning to become qualified teachers after they graduate. ELT students take various courses in their curriculum during their university education to learn not only the structure of English but also to improve themselves as advanced speakers. However, they still have difficulty in coping with the aforementioned skills, which are highly necessary to become successful in their academic lives. The courses they take in their curriculum help them to learn and practice using language accurately but they also need different tools such as translation to improve their cultural awareness of English. Such an

endeavor also encourages them to improve and practice certain issues such as rapid decision making, perfectionism in the use of correct grammar and achieving sensitivity in choosing adequate lexical items in their written and oral products. Bearing this problem in mind, this research aims to investigate the contributions of translation to students studying at the department of English Language Teaching. The study will also throw light upon the skills the students taking translation courses are equipped with in their university education life. It will also help to reveal whether taking these courses put these students in a more advantageous position than any other student not taking any translation courses throughout his/her undergraduate education. Additionally, it is among the aims of the study to find out how improving the skill of translation helps students to become more competent both in their native language and English as it helps students to master their mother tongue as well.

1.2.Purpose of the Study

In this study, the researcher aims to investigate whether taking translation courses helps students studying at the department of English Language Teaching to acquire certain skills which make them more equipped and competent in both English and Turkish. If these students are enrolled in translation courses during their undergraduate years, they become more advantageous in terms of their productive ability and the improvement of certain skills compared to those not being enrolled in such courses. Another aim of this study is to investigate which skills and competencies the students taking translation courses in their undergraduate years are acquiring and how improving those skills helps them in their studies at university. The study will also shed light on students' perspectives regarding the usefulness of translation courses they take during their university education. Whether students see being enrolled in translation courses as something relevant to their educational or future professional lives will be explored with this study as well.

1.3. Hypotheses

In this research, it is hypothesized that students taking translation courses at undergraduate level acquire certain skills which make them successful in their academic lives. More specifically, it is hypothesized that translation courses ELT

students take during their undergraduate education contribute to their both academic and professional development as practicing translation enables them to improve themselves ,for example, in reading comprehension, writing, achieving perfectionism in the use of grammar, learning about the use of different assessment methods and grasping the scope of ELT. It is also assumed that during their undergraduate education and after they start their professional lives because of not being well-equipped with these skills, these students struggle a lot. Therefore, it is hypothesized that taking translation courses during undergraduate years helps ELT students in their literary, linguistic and English Language Teaching studies they undertake as a part of their departmental curricula. Lastly, it is also assumed that students being enrolled in translation courses regard the practice of translation relevant to their contexts and find these courses useful for both their educational and future work lives.

1.4. Scope of the Study

There are several aspects of translation in terms of theory and application and it is closely linked to language teaching, literary, linguistic and cultural studies. However, the research questions formulated for this study are:

- Do the students studying English Language Teaching acquire any skills by taking translation courses during their higher education years?
- Does taking translation courses during undergraduate years contribute to students' language teaching, literary and linguistic studies?
- Do students see translation courses relevant to their contexts and find them useful in their educational and future work lives?

With reference to these questions, the scope of the study has been limited to the department of English Language Teaching in one university under the Council of Higher Education, which is Gazi University. The questionnaire will be administered to the randomly selected students in their senior years to collect data in terms of the skills they acquire with translation courses and the attitudes they have towards these courses. The main focus will be on the differences and similarities between the responses. Other variables that may affect the way they regard translation studies such as personal interest and curiosity will not be taken into consideration.

1.5. Method

Quantitative Method will be used in the study in order to investigate the contribution of translation courses given in the curricula of English Language Teaching department in the selected university. More specifically, in the study, the focus will be on the department of English Language Teaching at Gazi University. The research will be conducted by using a questionnaire to identify the academic achievements the senior students have made after taking the translation courses and also their attitudes towards the usefulness and necessity of these courses in the curricula to improve their further academic skills in their departmental studies. At the selected university, ELT students take their first translation course in their sophomore year, and the second one in their junior year. That's why, the questionnaire will only be administered among senior students at the university. The data will be analyzed in a comparative manner to investigate how useful and effective a translation course is for students studying ELT. The results of the questionnaire will be discussed comparatively with the hypotheses formulated at the beginning of the study, and finally in the conclusion chapter the implications for further research will be given as well as the pedagogical implications.

1.6. Assumptions and Limitations

In this research, since the questionnaire will only be administered among senior students at the chosen university, it is logical to assume that English proficiency level of all the participants is the same. In addition to this, as it is mentioned in section 3.3., students studying ELT at Gazi University take their first translation course in the fall semester of their 2nd year of education. Therefore, it is assumed that the translation course they take in the fall semester of the sophomore year has contributions to three courses they have to take in the coming semester of the same academic year, which are English literature, linguistics and language acquisition. Moreover, students take their second translation course offered in their curriculum in the spring semester of their 3rd year of education. That's why, it is also assumed that the second translation course students take in their 3rd year has contributions to five courses they have to take in the next academic year, which are English-Turkish comparative grammar, history of English culture, advanced writing skills, material

development and discourse analysis and language teaching. Lastly, it is assumed that the instrument used to collect and analyze the data is valid and reliable and all the participants supply sincere and true information.

The main limitation of the study is related to the selected university and the qualification of their academic personnel. The study will focus only on one university located in Ankara without taking into consideration how old the university is, the qualification of their academic personnel and how many hours their students take the translation course a week. It is assumed that the academic staff of the chosen university is capable enough to offer such translation courses. As another limitation, the questionnaire will be administered among students studying at a single university, which is Gazi University. Therefore, it is difficult to generalize the results to all students studying English Language Teaching at universities all around Turkey. In addition to this, only the curricula of the ELT department of the chosen university at undergraduate level will be analyzed and the students of this university will be given the questionnaire. Additionally, the senior students participating in the study will be chosen among the volunteers therefore the number of the participants may not be enough to enable the results to be generalized to all students studying English. Lastly, the students' family and social backgrounds won't be taken into consideration as the subject selection process will be random and voluntary.

CHAPTER TWO

REVIEW OF LITERATURE

Becoming a competent user of a foreign language is really a challenging task which needs hard work and the development of a variety of skills, one of which is translation. Undoubtedly, students who choose to study a foreign language at university need to improve the skill of translation to achieve academic success in their departments. Throughout their university education, they constantly resort to the practice of translation to complete a variety of tasks given in their courses. Additionally, some of the graduates also choose to have a career in the field of translation as well. That's why, translation is both necessary and beneficial in the study of languages. Although the necessity of translation seems to be obvious at first sight, in order to truly understand both the structure of English departments at universities in Turkey and the real place and use of translation studies in these departments, it is necessary to take a look at the studies done by the experts in the fields of language and translation.

2.1. The Definition of Translation

Translation in its simplest terms can be defined as 'the transfer of meaning between languages (Steiner, 1998, p. 287) or 'the action or process of turning from one language into another (Oxford English Dictionary). In its nature, the act of translating from one language to another is quite complicated as it necessitates both linguistic and non-linguistic effort. The process of translation which transforms "a text originally in one language into an equivalent text in a different language should retain, as far as possible, the content of the message and the formal features and functional roles of the original text" (Bell, 1991, p. 248). Therefore, the practice of translation is a wonderful learning tool for people who want to learn a foreign language and gain competence in a wide range of skills. Producing an equivalent text in the target language which carries not only the same message but also the same effect and emotion is a highly challenging task. In order to achieve the perfect equivalence in the target language, the translator has to use both linguistic and non-linguistic skills simultaneously in a balanced way. This effort is really invaluable and

necessary in today's world in which there is close interaction and communication at a global scale.

As Judith Woodsworth (2013) points out, the practice of translation is not new, on the contrary it has a long history. The practice of translation has existed for thousands of years as a result of the need of people belonging to different cultures and having different languages to communicate and interact with each other. Considering humans as 'social creatures' always in interaction and communication with 'other species of their kind' and their endless curiosity for learning about different cultures and civilizations make the practice of translation even more necessary than ever.

Similar to any other study area, translation is not isolated as well; rather it is an interdisciplinary field which coexists with other areas such as language teaching, linguistics, cultural studies and literature. As Freeman (2009) suggests research necessitates translation from one language to another especially if the researcher is working with more than one ethnic group having different languages or if the language of the researcher is different from that of the research subject. Translation enables the researcher to access information which is otherwise impossible and provides him with the opportunity to conduct research. Different scholars and academicians all over the world inevitably resort to the practice of translation while they are doing research in their study areas. To understand the works of other scholars in the other parts of the world and to be able to follow the developments in any field, a person dedicated his life to academic work should one way or another step into the field of translation.

As J.P. Vinay and J. Darbelnet point out there are three main areas in which translation plays a more indispensable role which are educational, professional and linguistic research (1958, p. 24). Translation in education is regarded as both a learning device and a cognitive strategy which enhances learning of a foreign language in general and makes deep comprehension possible by providing the user with a chance to conceptualize the exact meaning of the words and phrases he is translating:

Translation enables the student to get at the exact meaning of the words or phrases he is translating; it teaches him to be accurate in his diction and careful in his

expression, and gives him thereby a better mastery of his own mother tongue (Goggio, 1925, p. 172).

Not only acquiring skills that make deep comprehension of the source text possible but also developing a sense of perfection in the use of grammar and vocabulary in the source and target languages become achievable with the practice of translation. It can be a wonderful learning tool for students studying a foreign language that enables them to understand the power of the words they produce and the benefits of being accurate in their expressions both in their academic and professional lives. Therefore, translation is useful and necessary in order to develop these vital skills especially for people studying a foreign language.

As a strategy, translation involves using the first language as a base for understanding and/or producing the second language both at lexical and syntactic levels (Chamot, 1987, p. 77). This functioning at dual level, especially when advanced level of language users are taken into consideration, helps them to gain insight into points of L1 and L2 differences and conflict on a syntactic, semantic and stylistic level, resulting in a great improvement in the competency level of L2 (Perkins, 1985, p. 53). Such an improved competency at various levels is especially necessary for people who are studying a language with the purpose of teaching it in the future. For example, once they start their teaching career, if they are aware of the structural differences that exist between L1 and L2, they can better explain the target structures in their lessons. They can also deal with the problems their students might have arising not only from the differences between the grammatical structures of L1 and L2 but also the lexical and phonological features of both languages. Such qualified teachers with an improved language awareness can easily address their students' needs and guide them in the best way so that their students can achieve near native competency which is the sole aim of foreign language learning:

When seriously learning a foreign language, we work on our accents, memorise grammatical patterns, try to learn as many words as possible, try not to fall for false friends and to avoid interferences. Taken together, this clearly means that bilingual competence is what we ultimately aim for in foreign language learning (Hentschel, 2009, p. 16).

When the role translation plays in professional area is taken into consideration, the situation of the person translating any piece of material changes a little bit as in such situations a professional translator doesn't translate the text to understand, but

to make others understand (Cordero, 1984, p. 350). This area is especially important to form a platform of knowledge accessible to people all around the world. According to Woodsworth (2013), translators and their work function as a bridge enabling people having different cultural heritages and thus speaking different languages to understand and respect each other. Any piece of translated material is a kind of mosaic full of different cultural aspects. While trying to transfer the message of the source text, the translator also tries to clarify or curb certain elements which are culture specific and can interfere with understanding. This is a very challenging task and needs the simultaneous use of both linguistic and non-linguistic skills on the part of the translator.

The third area, namely linguistic research, encompasses translation as an instrument of linguistic study mostly in the form of studying languages comparatively and comparing how one language functions with respect to the other (Cordero, 1984, p. 350). Linguistics and translation are interdependent and help each other by forming new bases and insights. Especially, the developments in the area of linguistics help translation studies to be re-shaped both in theoretical and practical terms:

Developments in linguistic theory have shed important light upon the theory and practice of translation, resulting in the recognition that translating is basically not a process of matching surface forms by rules of correspondence, but rather a more complex procedure involving analysis, transfer, and restructuring (Nida, 1969, p. 483).

These complex processes involved in translation enable the development of a variety of thinking skills especially at a deeper level. Translation does not just involve reading and understanding the surface structure of a text. It rather entails first analyzing and digesting both linguistic and non-linguistic features of the source text and then restructuring it with an aim of making others understand the new text in the target language with the same meaning, effect and emotion. Thus, in this respect, the practice of translation is an invaluable learning tool for people who want to become competent in a foreign language and improve a variety of skills.

Taking the multi-facet world of translation into consideration, a thorough review of literature under some specific sections will be presented in this chapter. Firstly, the link between translation and English Language Teaching will be examined. Secondly, the place of translation in literature will be analyzed. Thirdly, translation

studies in relation to linguistics will be explained. Lastly, the practice of translation will be examined with respect to cultural studies.

2.2. Translation and Language Teaching

Translation in language teaching has a history with ups and downs that can be traced back to the end of the 18th century. Especially after the middle of the 19th century, as an essential component of the grammar-translation method, the use of translation became one of the most important tools for teaching and assessing language competence across various educational contexts and countries (Tsagari and Floros, 2013). As this method is originally developed to teach classical languages, its primary focus is on formal accuracy in writing with a complete disregard of language use in communication (Bratož and Kocbek, 2013, p. 135). In the grammar-translation approach, instruction is given in the native language of the students with almost no use of the target language for communicative purposes:

There is little use of target language for communication. Focus is on grammatical parsing, that is, the forms and inflections of words. There is early reading of difficult texts. A typical exercise is to translate sentences from the target language into the mother tongue (or vice versa). The result of this approach is usually an inability on the part of students to use the language for communication (Celce-Murcia, 2014, p. 5).

Deductive learning of grammar rules with a focus on grammatical parsing using de-contextualized materials is common in this approach. Having been provided with the examples of the grammar rules, students are first asked to memorize these rules and then told to use them in other examples. As Zhou and Niu (2015, p. 799) point out, since the students are not exposed to authentic materials with contextualized examples of the target language use, they fail to learn the authentic varieties in a functional context. Such an emphasis on de-contextualized materials results in having poor communicative competence of the target language on the part of the students. Although they can read and understand difficult texts, they struggle a lot with oral production. Even producing a simple sentence with the correct function to achieve a certain communicative aim becomes very challenging for those students who are trained with this approach. Overemphasizing written work over oral production and failing to develop students' ability to communicate in the target language have made the grammar-translation method lose its importance both as a teaching and an assessment tool. According to Korošec (2013, p. 24) throughout the

20th century, approaches having a communicative focus and favoring monolingual teaching dominated the area of language teaching. These approaches considered translation as a detrimental or an ill-suited aid in language teaching and methodology mainly because it was thought to promote interferences between L1 and L2 and negative transfer from L1, thus hindering successful learning. The main goal of language teaching in communicative approaches is developing students' ability to communicate in the target language so that they can achieve native-like authenticity. The use of authentic materials is preferred in communicative approaches as they reflect real-life situations and introduce students with a variety of social contexts in which they can practice using certain linguistic structures to achieve real communication. According to Celce-Murcia (2001, p. 8) the focus on communicative use of the target language has changed the role of the teacher dramatically from being an authority in the classroom correcting each and every mistake students make to a facilitator of communication only secondarily correcting errors. Such a change in the role of the teacher has created a more comfortable and fruitful learning environment for the students as they have started to feel less pressure on themselves to make up grammatically correct utterances. It was expressing ideas that was given more importance, not the accuracy of the written or oral product. Therefore, it can be said that this approach affected students' motivation to use the target language in lessons positively.

Communicative approaches to language teaching which arose in reaction to grammar-translation method and its focus on teaching grammar has caused translation to be abandoned and outlawed in language teaching for a period of time (Cook, 2010 as cited in Calfoglou, 2013, p. 93). However, this situation didn't last long as educators have started to criticize the communicative methods for causing an increase in inaccuracies in students' language use. Especially within the framework of "Bilingual Reform", translation made a comeback in language teaching acknowledging the necessity of taking the learner's first language seriously into account in the teaching process (Calfoglou, 2013, p. 93). It is essential and should be regarded as a core element in the foreign language learning process as its use can facilitate learning. Especially in advanced language teaching in an academic context translation is combined with explicit grammar instruction utilizing meta-linguistic

knowledge and acquisition (Korošec, 2013, p. 28). Analyzing different grammatical structures comparatively through translation helps especially students at various levels to understand the logic behind the use of complex structures, which greatly promotes their linguistic competence. Language learners intuitively resort to translation as they develop their bilingual competence. It is a natural tendency among learners as they begin to negotiate meaning. It helps learners a lot especially if it is combined with skills-based learning (Guerra, 2016, p. 155). If the practice of translation is combined with the use of skills-based learning, not only the accurate use of the target language but also the importance of using the target language actively to achieve certain communicative functions can be emphasized. That's why, the practice of translation should be incorporated into the teaching process effectively by the teacher to facilitate language learning.

2.3. Translation and Literature

Any artistic work done in the field of literature reflects not only the cultural norms and values but also certain linguistic features dominant at the time in which they are produced:

... the classic authors cannot be understood without some knowledge of the popular feeling and colloquial idiom with which their minds have been nourished, and of which their works are full; for the characteristic peculiarities and essential beauty and power of their gifted minds are concealed in those idiomatic phrases" (George Ticknor, 1832 as cited in Goggio, 1925, p. 171).

Hence, studying a foreign language and dealing with translation open new domains to us as it enables us to learn more about not only the socio-cultural features but also the literature of the country we are studying. The effort of translating certain idiomatic expressions and information ingrained in the culture the work is originally produced provides us with an opportunity to understand the cultural features surrounding the target language. It also helps us improve our social and cultural awareness and better understand certain national and international aspects. Translation enables different literary works, wonderful pieces with great artistic value, to circulate among people speaking different languages and belonging to different cultures. It also helps people to understand the sociocultural factors specific to languages and the need to analyze every piece of utterance in a language within its context and culture. Every culture has certain norms and values

which are unique and specific to that culture and in order to understand these in a better way and improve our social and cultural awareness, we can resort to the practice of translation as a perfect learning tool. As Judith Woodsworth (2013, p. 72) points out, literature migrates through translation triggering innovation and the growth of national literatures. As people become more knowledgeable about the literary works produced in different languages and by the people of different nationalities, they inevitably learn more about the cultural features ingrained in different countries and languages. That's why, in the curricula of both undergraduate and graduate levels translations are indispensable in numerous disciplines including comparative literature, philosophy, history, political science, anthropology and sociology (Venuti, 1996, p. 328). This is also true for students studying a foreign language at university as well. Especially undergraduate and graduate students studying language teaching in Turkey devote most of their time to working on either the original or the translated versions of various sources. Either working on translations or practicing translation as a part of their academic work is something expected from the students in their educational lives as 'language' is in the core of their academic studies.

In its nature, literary translation is regarded as the most difficult of any other type of translation as it involves high level of cognitive complexity at different stages such as decoding a high amount of abstract information in the form of personal thoughts and opinions and re-encoding it in a creative way which is as personal and subjective as the source language. In this sense, the translator becomes a co-author:

The literary translation is the object of a specific concern since it is considered the most difficult of all. Its purpose is not to verify understanding, as in the case of pedagogical exercise, but, on the contrary, to provide it; nor is its goal simply to pass information, as is the case in a scientific or commercial translation. A more complex operation is involved (Cordero, 1984, p. 352).

In this framework, the practice of translation can be thought to provide a wonderful opportunity for the translator to use his creativity and critical thinking skills at a maximum level. Using translation as a tool, people can push the limits of their creativity and improve their problem solving and strategy developing skills especially when they are working on materials which are the hardest to translate, more specifically when they are dealing with literary translation. That's why,

scholars and experts have used different terms to describe translation for years such as Theodore Savory and his definition of translation as an ‘art’, or Eric Jacobsen defining the very same practice as a ‘craft’ (cited in Bassnett, 2002, p. 15). As Freeman (2009, p. 4) points out, no matter how the practice of translation is defined, it is a challenging practice; a bounded or constrained innovation which necessitates the functioning of complex cognitive skills both in linguistic and non-linguistic levels.

2.3.1. Translation and Creativity in Literature

Although there are different views regarding creativity in the field of translation, it is widely accepted that in certain types such as literary translation, poetry translation and the translation of wordplay creativity is more important. Reading and understanding literary works belonging to a different culture necessitate certain level of cultural knowledge with a degree of creativity. Especially translators use this skill in order to bridge the gap between SL and TL and make the translated work meaningful to the expected reader. Such an effort necessitates the active use of not only creativity but also problem solving skills and strategy developing skills. With the aim of making the translated work more meaningful and appealing to the reader, the translator needs to push the limits of his creativity. Additionally, s/he also needs to come up with certain strategies to tackle the problems s/he faces during translation that can affect the reader’s understanding or the pleasure s/he gets from reading the translated version. Therefore, if language learners practice translation, they can improve these skills which are highly necessary to make them successful in their academic and professional lives.

Creativity in translation is also manifested when translators make the necessary changes to compensate and account for cross-cultural differences pertaining to genre (Ulrych, 2003, p. 137). In this framework, it wouldn’t be a mistake to say that one of the main roles of the translator in translation is creating a novel piece of writing out of its original in line with the expectations of its expected readers. In order to meet the readers’ expectations from the translated version of a text, the translator has to first analyze the source text using his critical thinking skills and then carefully restructure the translated version using his creativity at a maximum level. As

Hermans (2000, p. 14) stresses, ‘the ‘other’ to which a translated text refers is never simply the source text... It is at best an image of it. Because the image is always slanted, colored, performed, overdetermined, but never innocent, we can say that translation constructs or produces or... ‘invents’ its original. Inventing something new from its original is the most challenging task of the translator. That’s why, people being involved in translation as a part of their academic studies inevitably improve a lot of skills such as thinking critically, using creativity and problem solving skills that are vital to achieve success both in their academic and professional lives.

2.4. Translation and Linguistic Studies

Although translation and linguistics have always been mutually dependent on each other it is the theory and practice of translation that benefits from the developments of linguistic theory the most in terms of the recognition of the complex procedures involved in it. According to Nida (1969, p. 483), translation is not just a process of matching surface forms by rules of correspondence but rather a complex process which involves analysis, transfer and restructuring. It is one of the best tools that can be used to improve especially linguistic skills. For example, a person practicing translation has to understand and analyze the source text at a deeper level the first. After only that s/he can start actually translating the text. Only grasping the main idea of the source text or understanding it superficially is not enough to achieve equivalence in translation. The underlying meanings that the sentences have in the original text or what is intended by the original writer should be reflected in the translated version as well, which requires highly developed reading skills on the part of the translator. Linguistics, on the other hand, has found in translation an excellent source of examples for language teaching and the contrastive study of languages (Rojo & Ibarretxe-Antuñano, 2013, p. 1). Especially in language teaching the practice of translation has always been used by language teachers from time to time as a learning tool to help students become more competent in the target language. Not only the lexical items but also the grammatical structures of especially the target language can be studied better through the use of translation as it provides learners with an opportunity to compare and contrast the features of both languages, thus

helping them to understand and spot better the differences between them. As Newmark suggests 'any translation is an exercise in applied linguistics' (1988, p. 39). Armstrong (2005, p. 4) interprets Newmark's words as 'the application of knowledge of linguistics to aid translation.' Linguistic analysis, especially at lexical and syntactic levels, is inevitably done during translation. Such an analysis provides useful frameworks for the translator and helps him to identify the problems the text poses. Hence, it is logical to assume that a person practicing translation needs not only good knowledge of the two languages and their associated cultures but also improved linguistic skills.

In this framework, the complex processes that a translator goes through while translating a text should also be explained further. Especially in the case of source and target languages having quite different grammatical and semantic structures, the translation process becomes more complex involving three different cognitive stages, each is unique in itself. The process formed is also roundabout in its nature and involves analysis, transfer and restructuring:

The translator first analyses the message of the source language into its simplest and structurally clearest forms, transfers it at this level, and then restructures it to the level in the receptor language which is most appropriate for the audience which he intends to reach (Nida, 1969, p. 484).

The acknowledgment of the role of 'audience' in translation was brought into the field of translation with Nida's work in biblical translation in 1969. Before moving from contrastive to text linguistics and accepting the role of audience in translation, the earliest linguistic approaches had focused on the contrast of the language system overlooking questions related to language use (Rojo & Ibarretxe-Antuñano, 2013, p. 4). The scholars' efforts had only revolved around equivalence at word or sentence level. Their use of sentences regardless of the contexts in which they appear and not paying attention to communicative factors made these approaches move away from the focus of any translation theory. Approaches based on text linguistics, on the other hand, share a common interest for the textual factors which take part in the translation process including the role of context, discourse and pragmatic factors in the translation process. Despite these developments, this dependency on text still undervalued the primary role of cultural context in literary translation. That's why, in 1980s and 1990s socio-cultural and function-based

models of translation have been developed to bridge the gap in between (Rojo & Ibarretxe-Antuñano, 2013, p. 5). It was rather an important improvement in the area of translation because taking cultural and functional features of not only the source language but also the target language into account while practicing translation enabled translators to produce better translated versions of the source texts which are more understandable and appealing to the reader.

Functionalist approach in translation studies mainly considered the purpose and function of the translation, researched the intention of purpose and form during the procedure of translation and the function of the translated text in receptor-language environment (Zeng, 2010, p. 131). The role of the receptor and the communicative situation in which the text is translated are important elements in this approach. It is the function rather than the language equivalence that is emphasized more. Vermeer, one of the critical representatives of this approach, created *skopos* theory, meaning every translation had its own unique purpose and function which decided the method to translate it (Yan & Huang, 2014, p. 489). That is, any given text could be translated in a variety of different ways in line with different functions and purposes. Such an approach was quite useful especially in the world of literature as, for example, a poem could be translated into a drama and screened into a theater to color people's life (Yan & Huang, 2014, p. 489). This approach to translation also highlights the importance of some of the linguistic and non-linguistic skills that a person practicing translation has to have as well. For instance, translating a novel written for children is completely different from translating an article in the area of medicine. While translating these materials translators have to be quite meticulous in their vocabulary choice. They need to be quite knowledgeable in vocabulary use and have improved terminological knowledge in order to choose the most suitable vocabulary items to use in the translated versions. Additionally, while translating children's books, for example, the translator has to push the limits of his creativity in order to come up with a translated version that is as interesting and appealing as the original text.

Cultural approaches define translation as a socio-cultural activity. It is the cultural aspect of translation which is emphasized more. Every translated text is an

innovation shaped in line with the cultural features of the target language; not just a mere copy of its original. Different from the traditional approaches which aimed at conveying message or function, cultural approaches put translation into the wide cultural environment, focusing on the cultural contexts, history and the norms (Zeng, 2006, p. 45). Cultural approaches regard the source text as a mosaic full of different socio-cultural and historical elements ingrained in it. Therefore, translating a novel written by an author belonging to a different culture requires developed vocabulary use, cultural awareness and creativity on the part of the translator. Understanding the socio-cultural features and norms surrounding the source text and translating them in a way that is understandable to the reader necessitates a high level of creativity as well.

The issue of the notion of context remained to be one of the problematic areas in translation studies despite the recognition of the context in translation and cultural aspect of the process of translation. The notion of context still had a secondary status which was either tightly bound to text analysis or to the reception situation in literary translation (Rojo & Ibarretxe-Antuñano, 2013, p. 7). Although the role of context was acknowledged, the practice of translation was limited to conveying a foreign message by taking the contextual features of the target community into account based on textual analysis.

In the 1990s, studies in cognitive linguistics have brought a new dimension to the practice of translation by introducing the 'experiential notion' of meaning which highlights the central role of human experience and understanding (Rojo & Ibarretxe-Antuñano, 2013, p. 7). In this perspective, Gutt (1991) defines translation as a communicative process which depends on the interplay between the psychological context, i.e. the cognitive environment of an utterance (an individual's store of knowledge, values and beliefs) and the processing effort required to derive contextual effects. Hence, it is the cognitive approach to translation that explains the role of human cognitive abilities including perception, reasoning, processing and decoding in the practice of translation.

At this point, works done in the field of psycholinguistics contributed to translation studies as they provided the description of a series of translation strategies

which help understand the translation process better (Rojo & Ibarretxe-Antuñano, 2013, p. 9). The starting point of these studies was the effort scholars working in the field of psycholinguistics put to reveal what is going on in the translator's mind as s/he comes up with a new text out of its original in another language. The processes that the translator goes through while practicing translation are complex and shaped by the use of a variety of cognitive abilities.

In the 1990s, attention is paid increasingly to the mental activity of translation. Lörcher and Fraser collected empirical data through think-aloud protocols, as well as interviews and questionnaires where translators are asked to verbalize their thinking during or immediately after the translation process (Naudé, 2002, p. 49). The data collected through think-aloud protocols provided scholars with useful information regarding the processes that go through in the translators' minds during translation and helped them better understand the strategies that they use while translating any piece of material. After the 1990s, corpus-based methods have started to gain popularity among scholars. These methods are used to investigate the processes specific to translation, to validate theoretical principles and claims or even with teaching purposes (Rojo & Iraide Ibarretxe-Antunano, 2013, p. 9). As for the field of language teaching, for example, linguistics deals with some aspects such as phones, phonemes, morphemes, words and meanings, which are also used in language teaching as well. By studying linguistics, a language teacher can enhance his knowledge of language in general and the specific language s/he is teaching which enable him to better cater for his students' academic needs.

The interdisciplinary nature of translation studies has enabled scholars to benefit from notions accumulated throughout history as a result of the joint studies done in various subfields of linguistics. Today, although linguistic models have been relegated because of the efforts made to grant power to cultural approaches in Translation Studies, the search for new empirical methods based on real usage data have been initiated. This means a future packed with challenges awaiting to be achieved with the works of scholars in the field (Rojo & Ibarretxe-Antuñano, 2013, p. 10).

2.5. Translation and Cultural Studies

Culture, which is tightly integrated into a variety of human related activities and concepts including our values, mentalities and experiences, becomes more visible when the language of a group of individuals is taken into consideration. According to Badoiu (2015, p. 113), although it is difficult to define what culture is as it is much more complex than we think, it can be said that language which is one of the most important products of a culture supports and shapes it in many ways. This mutual dependence makes any language, enriched with the cultural features it is integrated with, an indispensable part of human development and a unique guide to social reality:

No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached (Sapir, 1956, p. 69).

It is the practice of translation that enables not only individuals but also societies to share their cultural values and practices with each other to encourage a deeper understanding of our world and, with this, an ability to imagine (and re-imagine) our varied human situations (Bermann, 2009, p. 232). In this framework, defining culture not as a single separate unit but as a complex combination of a set of human activities including their beliefs, values, habitual actions and mentalities within the context of specific societies makes not only the task of the translator but also the importance of cultural dimension in the practice of translation clearer. Any kind of translation involves the cultural background of the source text. That's why, the primary task of a translator is to keep the cultural background as it is which is crucial to get a clear understanding of a text. This task of the translator is far from being easy. On the contrary, it is quite challenging as languages are full of cultural elements integrated in themselves and while translating any given text, translators should take their decisions always keeping these elements in mind:

Cultural elements are everywhere in language and translators have to be very conscious of it; they exist at every level, from words (but also phonemes) to whole texts. It is not a matter of whether culture has or does not have any presence in a certain linguistic element, but to what degree is culture visible and identifiable in any element (Bernárdez, 2013, p. 333).

Especially the use of metaphor, metonymy and other rhetoric figures are solely cultural and when translating them, the cultural values they carry should be taken

into consideration. As Bernárdez (2013) states, this is because certain linguistically and conceptually equivalent forms of figurative meaning in SL and TL can be dramatically different in terms of their individual cultures, values and preferences.

In short, language, culture and translation are all linked to each other. Anyone studying a foreign language inevitably has to practice translation from or into that language and deals with the cultural features attached to it. Especially students who are studying to become language teachers of the future has to become knowledgeable about the culture the language of which they will teach. Although at university level, in the curriculum of language teaching departments there are some courses which aim to familiarize students with the culture of the target language, without resorting to certain activities such as translation, they are not enough. Translation, at this point, can be regarded as a useful tool that teaches these students the features and elements of the target culture they will teach in the future. For that reason, the practice of translation is vital to undergraduate curricula in various disciplines such as language teaching, literature, sociology and history.

CHAPTER THREE

METHOD OF THE STUDY

This study aims to explore the benefits translation courses provide ELT students with in terms of the acquisition of certain skills they need to develop to be more equipped and competent in both English and Turkish. These skills involve raising cultural awareness, advanced reading and writing skills, achieving perfectionism in the use of grammar, achieving critical and creative thinking skills, improving problem solving skills, acquiring a different professional vision, grasping the scope and vision of the field of ELT, understanding the responsibilities of the ELT profession, improved vocabulary knowledge, using time effectively and advanced etymological knowledge. In addition to this, students' perspectives regarding the usefulness of translation courses they take during their undergraduate education and whether they see these courses relevant to their educational or future professional lives are other areas that the study will shed light on.

In this chapter, the methodological procedures for this study will be presented. Initially, the participants of the study and the setting in which the study was conducted will be described. Then, the data collection instruments and the ways the data were collected and analyzed will be presented.

3.1.Setting and Participants

This study was conducted at a single university, which is Gazi University. This university is a leading educational institution and well-known among students at university level as it has more than 10 faculties, vocational schools and many research centers. Each year thousands of students graduate from the departments of this university ready to contribute to the social and intellectual development of Turkish nation in various fields such as technology, science and art.

The questionnaire was distributed among the 4th year students of English Language and Teaching Department of Gazi University. In total, 106 senior ELT students all having taken translation courses in their second and third years of undergraduate education completed the questionnaire.

3.2. Curriculum of Gazi University ELT Department

Gazi University offers translation courses to their students studying at the department of English Language and Teaching. In the university, translation courses are offered to 2nd year students in the fall semester and 3rd year students in the spring semester of their undergraduate education.

The translation course students take in their 2nd year of education at Gazi University is a compulsory course with three contact hours a week. It is a compulsory course focusing on English to Turkish translation. The main aims of the course are to raise students' awareness on certain issues related to translation studies and to provide students with an opportunity to translate English texts with different genres into Turkish. Additionally, through the practice of translating various texts with different genres it is also aimed to develop students' awareness of the similarities and differences between Turkish and English. Certain issues such as different styles in translation, the importance of word choice, the dimension of meaning and use in translation and contributions of translation in language learning are presented to the students in this course.

With this background in view, Table 1 shows how the translation course offered to 2nd year ELT students progresses each week and their contents.

Table 1: Weekly course content

Weeks	Subjects
Week 1	Introduction to course
Week 2	Basic approaches to translation, activities
Week 3	Translation of academic and semi-academic texts
Week 4	Translation of newspaper and/or magazine articles
Week 5	Translating essays
Week 6	Translation of children's books
Week 7	Translation of children's books
Week 8	Mid-term Exam
Week 9	Translating plays
Week 10	Translating plays
Week 11	Translating stories
Week 12	Translating stories

Week 13	Translating stories
Week 14	Translating movie scripts
Week 15	Translating poetry
Week 16	Revision

The learning outcomes of this course can be categorized under two areas one of which focuses on social and professional development of the students by raising their awareness on certain issues such as professional responsibility, self-awareness, democracy, human rights and ethics in teaching, Students also develop themselves in language and translation specific areas by understanding different genres, using different language strategies effectively, analyzing language specific concepts and the relations among them. With this background in view, Table 2 shows the list of the learning outcomes of the course offered to the students in the fall semester of their 2nd year.

Table 2: Learning outcomes of the translation course

Number	Learning outcomes
1	Having the knowledge to evaluate the nature, resource, limits, reliability, trustworthiness and validity of knowledge.
2	The skill of understanding the methods regarding the production of scientific knowledge.
3	Having the consciousness of social and occupational responsibility.
4	The skill of self-awareness as an individual and using creative and strong qualities.
5	The skill of acting in accordance with democracy, human rights, social, scientific and occupational ethical values.
6	The skill of using language learning strategies effectively.
7	The skill of understanding, interpreting and evaluating various essays they will encounter in their daily and professional lives.
8	The skill of understanding, interpreting and evaluating various spoken inputs they will encounter in their daily and professional lives.
9	The skill of establishing verbal communication in various environments in

	daily and professional life
10	The skill of producing texts of various kinds by using the writing process effectively
11	The skill of understanding language concepts and the relations between various concepts
12	The skill of having and using the knowledge concerning understanding and analyzing the feature, structure and functioning of human language
13	The skill of using English close to being a native speaker
14	The skill of having and using the knowledge concerning understanding and analyzing the concepts and processes of language learning
15	The skill of having and using the knowledge concerning understanding and analyzing the concepts and processes of language teaching

Students do a variety of activities such as doing research on and analyzing the main theories of and approaches to translation studies, translating English texts written on various topics with different genres into Turkish and critically analyzing different translations of the same source text through the use of error analysis method. In addition to these, the cultural dimension of translation, the role of translation in language acquisition, the role of style in translation and the importance of word choice in achieving good translation are other concepts that are studied as a part of the course.

Apart from the English to Turkish translation, 2nd year ELT students have in total six more courses in the fall semester and seven courses in the spring semester in their curriculum. Tables 3 and 4 show the list of both compulsory and selective courses ELT students need to take in their 2nd year of undergraduate education as a part of their curriculum.

Table 3: Compulsory and Selective Courses for 2nd Year Students in the Fall Semester

Course Code	Course Title
Yİ201A	English Literature I
Yİ203A	Linguistics I

Yİ205A	Approaches in English Language Teaching I
Yİ207A	English to Turkish Translation
Yİ209A	Discourse Skills
Yİ211MB	The Principles and Methods of Education
Yİ213GK	History of Turkish Education

Table 4: Compulsory and Selective Courses for 2nd Year Students in the Spring Semester

Course Code	Course Title
Yİ202A	English Literature II
Yİ204A	Linguistics II
Yİ206A	Approaches in English Language Teaching II
Yİ208A	Language Acquisition
Yİ210MB	Special Teaching Methods I
Yİ212MB	Instructional Technologies and Material Development
Yİ214GK	Scientific Research Methods

Students take their second course on translation in the spring semester of their 3rd year of undergraduate education in Gazi University. It is also a compulsory course with three contact hours a week. Unlike the one they take in their sophomore year, this course focuses on Turkish to English translation. Students taking this course continue expanding their knowledge in translation theories and approaches to the practice of translation. They also practice translating Turkish texts with different genres to English. Throughout the course students have a chance to discuss certain issues important in the field of translation such as suitability in translation, the role of style and word choice, the importance of culture in translation and the role of translation in language acquisition.

With this background in view, Table 5 shows how the translation course offered to ELT students in the spring semester of their 3rd year of education progresses each week.

Table 5: Weekly course content

Weeks	Subjects
Week 1	Introduction, Translation theories, basic translation concepts
Week 2	Features of the source text, the concepts of source and target language
Week 3	Basic sentence translation from Turkish into English
Week 4	Paragraph translation from Turkish into English, a sample CV translation
Week 5	Translation of business letters, reference letters and contracts
Week 6	Comparative translation examples
Week 7	Mid-term Exam
Week 8	Press language, newspaper headings, rules about newspaper reports
Week 9	Examining translation questions in KPDS and ÜDS
Week 10	Translation of advertisements, commercials and invitation
Week 11	Translation of special texts and literature texts
Week 12	Translation of idioms and proverbs
Week 13	Translation of texts on social sciences
Week 14	Translation of articles and poems
Week 15	Examining different texts and translating them
Week 16	Examining different texts and translating them

As it is shown in Table 5, the learning outcomes of the course are the same with the ones offered in the fall semester of the 2nd year. Students continue working on different genres with the focus of identifying and analyzing the language specific concepts in them. They also continue improving both their verbal and written communicative skills using English not only fluently but also accurately. As a part of the students' professional development, the activities they do throughout the course foster their understanding of social and occupational responsibility.

3rd year ELT students at Gazi University have seven courses offered in the fall semester and six more courses apart from Turkish to English Translation in the spring semester in their curriculum. Tables 6 and 7 show the list of courses these

students need to take as a part of their curriculum in their 3rd year of undergraduate education.

Table 6: Compulsory and Selective Courses for 3rd Year Students in the Fall Semester

Course Code	Course Title
Yİ301A	Teaching Foreign Language to Children I
Yİ303A	Special Teaching Methods II
Yİ305A	Teaching Language Skills I
Yİ307A	Literature and Language Teaching I
Yİ309A	Second Foreign Language I
Yİ311MB	Classroom Management
Yİ313GK	Drama

Table 7: Compulsory and Selective Courses for 3rd Year Students in the Spring Semester

Course Code	Course Title
Yİ302A	Teaching Foreign Language to Children II
Yİ304A	Second Foreign Language II
Yİ306A	Teaching of Language Skills II
Yİ308A	Literature and Language Teaching II
Yİ310A	Turkish to English Translation
Yİ312MB	Assessment and Evaluation
Yİ314GK	Social Service Applications

4th year students at Gazi University have in total of 8 courses offered in their curriculum in the fall semester. Table 8 shows the list of courses offered to senior students.

Table 8: Compulsory and Selective Courses for 4th Year Students in the Fall Semester

Course Code	Course Title
Yİ401GK	History of Atatürk's Principles and Reforms I

Yİ403A	Material Analysis and Development in Foreign Language Teaching
Yİ405MB	School Experience
Yİ407MB	Counseling
Yİ409MB	Special Education
Yİ411A	Second Foreign Language III
Yİ413A	Selective I (Cognitive Strategies)
Yİ415A	Selective II (The use of English in Mass Communication)

4th year students in the spring semester have in total of 9 courses offered in their curriculum, four of which are selective. Table 9 shows the list of both compulsory and selective courses offered to senior students in the last semester of their undergraduate education at Gazi University.

Table 9: Compulsory and Selective Courses for 4th Year Students in the Spring Semester

Course Code	Course Title
Yİ402GK	History of Atatürk's Principles and Reforms II
Yİ404A	Assessment and Evaluation in Foreign Language Teaching
Yİ406MB	Teaching Practice
Yİ408MB	Comparative Education
Yİ410MB	Turkish Education System and School Management
Yİ412A	Selective II (Semantics and Language Teaching)
Yİ414A	Selective II (Pragmatics and Language Teaching)
Yİ420A	Selective III (Sociolinguistics and Language Teaching)
Yİ422A	Selective III (Discourse Analysis and Language Teaching)

3.3. Instruments

The translation courses students take in their 2nd and 3rd years of education in Gazi University have been used as the source of the study. The instrument used for revealing the skills students develop by taking the offered translation courses was a survey prepared specifically for this purpose. Questionnaire was prepared to reveal and evaluate the contributions translation courses make to the academic and professional development of students in their 4th year.

The instruments were originally designed by an assistant professor, İsmail Erton, at the Department of Translation, Atılım University. The instruments aim to test the skills to be improved with the completion of the translation courses offered in the 2nd and 3rd year of undergraduate education.

Each questionnaire contains the descriptions of specific skills assumed to develop on a 5-point Likert Scale.

5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

15 different skills, each of which help ELT students become more successful in terms of both academic and professional terms, were rated in the questionnaire. These skills are crucial for students to help them become successful in their academic lives and improve themselves for their future professional lives. Some of the skills in the questionnaire such as advanced reading comprehension, improved writing skills, accuracy in the use of grammar and vocabulary use are linguistic skills that can be supported and enhanced with the practice of translation as a learning tool. The others in the questionnaire are academic skills that can help students to achieve success in their studies. These skills such as using time effectively, strategy development, thinking critically and creatively can also be improved with the practice of translation. Additionally, the development of the skills given in the questionnaire is closely linked with the study and practice of translation as they are within the immediate scope of translation studies. These skills are listed as follows:

1. Understanding the national and international cultural aspects.
2. Improving reading-comprehension skills.
3. Improving writing skills.
4. Achieving perfectionism in terms of the correct use of grammar.
5. Developing critical and creative thinking skills.
6. Improving problem solving and strategy developing skills.

7. Developing a different professional vision as a result of using different assessment and evaluation methods in translation courses.
8. Grasping the scope and vision of the field of English Language Teaching
9. Understanding the duties and responsibilities necessary in the English Language Teaching profession.
10. Improving vocabulary knowledge with the addition of new terminologies.
11. Improving social and cultural awareness.
12. Developing better in-class applications as a result of understanding the balance between the target language and the source language in translation courses.
13. Learning the strategies to use the time more efficiently and effectively.
14. Improving skills in relation with personal characteristics via personal studies done in translation courses
15. Improving knowledge regarding etymology and the use of dictionary.

CHAPTER FOUR

ANALYSIS OF DATA

The aim of the study was to investigate the acquisition of certain skills through taking translation courses and how improving skills helps the students in their studies at university. The participants of this study were senior ELT students who have taken translation courses in their second and third years of undergraduate education at Gazi University. 106 ELT students completed the questionnaire which was composed of 15 items describing specific skills assumed to develop on a 5-point Likert Scale. The means and standard deviations were computed and presented in Table 1.

Table 1: Descriptive Statistics

	Mean	Std. Deviation
q1	4,3491	,66250
q2	4,3585	,66460
q3	3,9906	,91021
q4	4,0566	,84887
q5	3,8962	,90427
q6	3,7642	,90028
q7	3,5094	,64800
q8	3,9717	,89929
q9	3,8585	,88843
q10	4,4717	,70653
q11	4,2642	,77216
q12	4,0000	,83950
q13	3,8208	,96409
q14	3,9340	,93878
q15	4,2358	,91080

All the participants denoted that translation plays a positive role in their departmental studies as they provide them with a variety of skills they can make use of in their academic and professional lives. The findings also show that the lowest and highest levels of attitude among the participants were observed in question 13 (learning time management) and question 7 (developing a different professional vision) respectively. The attitudes were the most homogenous ($sd=0,648$) in question 7 (developing a different professional vision) and the most heterogeneous ($sd=0,964$)

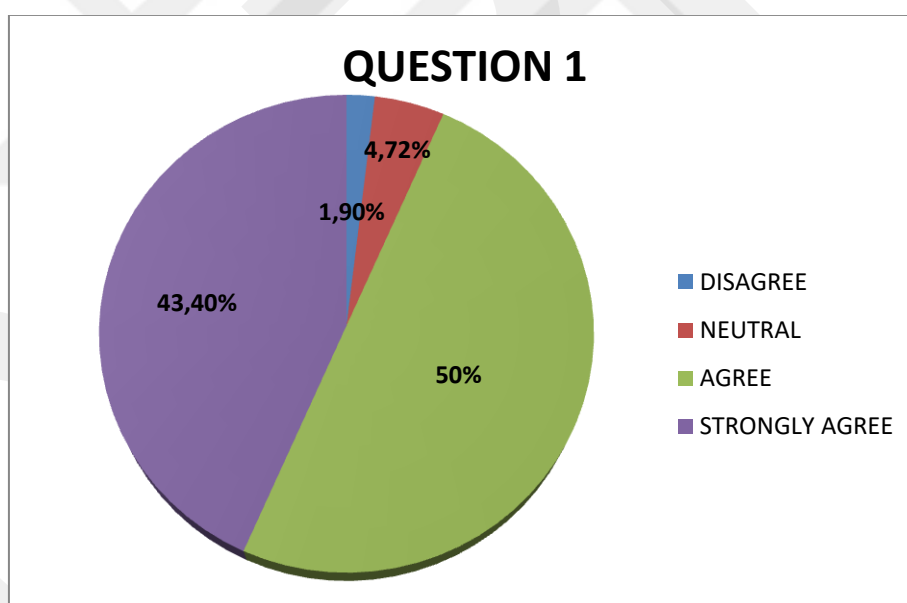
in question 13 (learning time management). In the rest of the chapter, the results of the data collected will be analyzed and the findings related to each item will be discussed.

4.1. Analysis of Question 1

The question aimed to discover whether translation courses helped students better understand the national and international cultural aspects. Learning a language encompasses not only developing an understanding of the rules governing the language itself but it also necessitates learning about its cultural features. The question revealed the students' point of view regarding the benefit of taking translation courses in this respect.

Figure 1 Graphical Results of Question 1

Question 1: Translation courses helped me better understand the national and international cultural aspects.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	3	1,9	1,9	1,9
NEUTRAL	5	4,7	4,7	6,6
AGREE	53	50,0	50,0	56,6
STRONGLY AGREE	46	43,3	43,4	
AGREE	106	100,0	100,0	100,0
TOTAL				

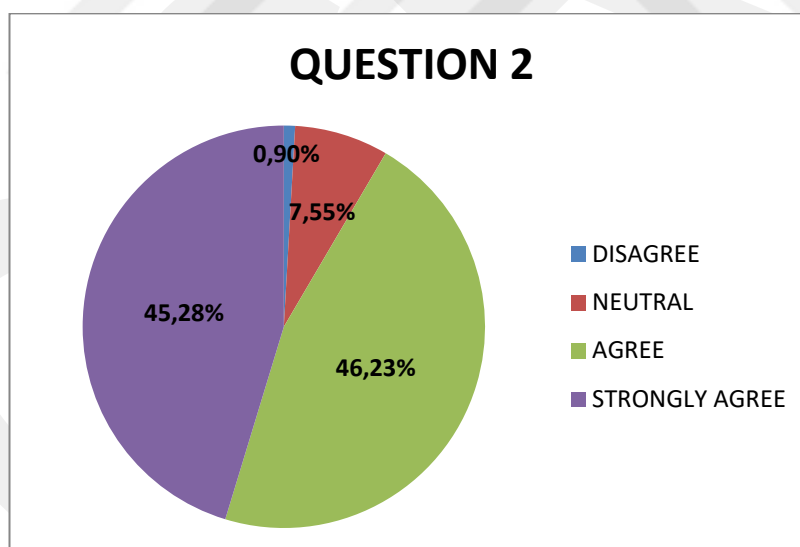
Over 90% of the students believe that translation courses helped them better understand the cultural and international cultural aspects. They seem to acknowledge the importance of developing an understanding of the basic features of cultural values surrounding English as they are specializing in that language. Furthermore, it is also obvious that they believe in the benefit of enhancing their knowledge on the two cultures as they think it would help them encode the meaning of what they read and listen to in English at a deeper level.

4.2. Analysis of Question 2

The second question of the questionnaire required the participants to indicate how beneficial they think the translation courses have been in terms of developing their reading comprehension skills. This item is important as the skill of reading is crucial in language learning. Improving this skill is one of the aims of any student studying another language at an advanced level.

Figure 2 Graphical Results of Question 2

Question 2: Translation courses helped me improve my reading-comprehension skills.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	1	,9	,9	,9
NEUTRAL	8	7,5	7,5	8,5
AGREE	49	46,2	46,2	54,7
STRONGLY AGREE	48	45,3	45,3	
AGREE	106	100,0	100,0	100,0
TOTAL				

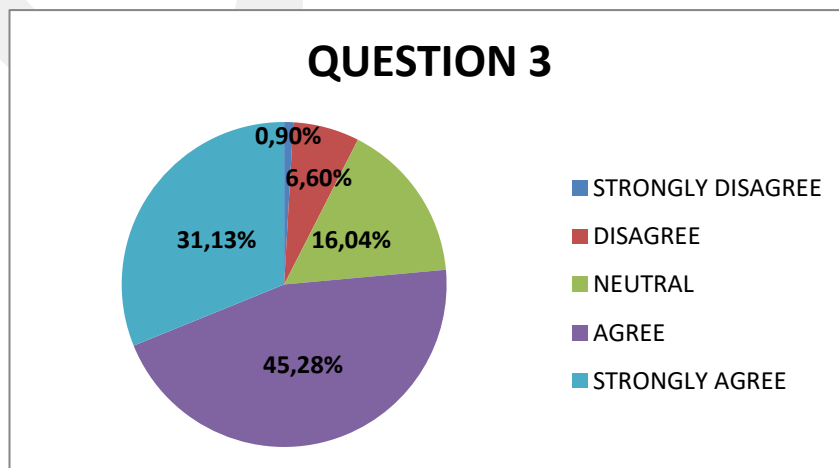
More than 90% of the participants either agreed or strongly agreed with this item in the questionnaire. It is obvious that they think they benefited from the translation courses in terms of improving their reading skills. Acknowledging the fact that improving this skill is especially important for ELT students as the sources they use throughout their university education are mostly in the form of written material. They need to develop the skills necessary not only to encode the written information but also understand the hidden or underlying meanings of what they read. The results show that most of the students are aware of the benefit of practicing translation in developing themselves in this area as it requires the use of a variety of thinking skills at different levels. Only 7,55% of them seem to be neutral about the benefit of translation courses in their reading skill. The reason for this might be the other courses, more specifically the advanced reading course they take in both semesters in their freshman year. Because this course is specifically designed to improve the reading skill of ELT students, they might have thought to have benefited from it more than the translation courses.

4.3. Analysis of Question 3

The question aimed to discover how beneficial the participants found the translation courses in terms of developing their writing skills. Because improving the skill of writing is quite difficult for language learners, they need to have ample practice opportunities in different lessons throughout their university education. Translation courses in the curriculum provide students with such an opportunity in this respect.

Figure 3 Graphical Results of Question 3

Question 3: Translation studies helped me improve my writing skills.



	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	1	,9	,9	,9
DISAGREE	7	6,6	6,6	7,5
DISAGREE	17	16,0	16,0	23,6
NEUTRAL	48	45,3	45,3	68,9
AGREE	33	31,1	31,1	
STRONGLY AGREE	106	100,0	100,0	100,0
TOTAL				

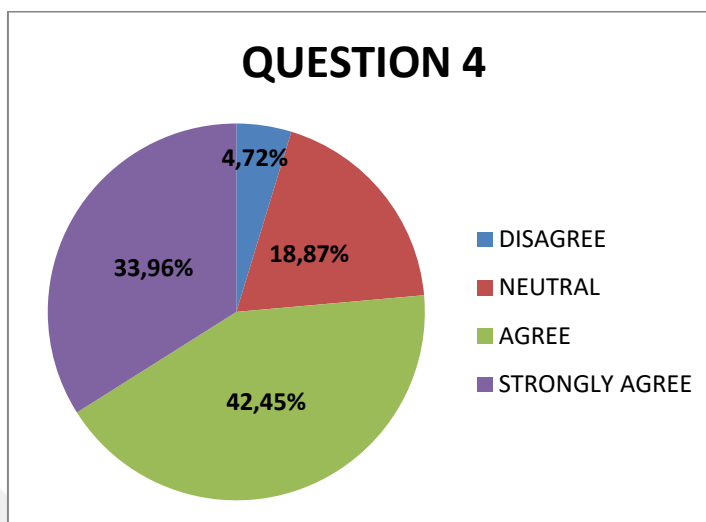
More than 70% of the participants believe that they benefited from the translation courses they took in their university education in terms of improving their writing skills. As translation is mostly done in written form in lessons, students have the chance to practice writing in different genres, comparing written features of the two languages and producing various texts in different structures. Although most of the students acknowledge the benefits of practicing translation in this respect, around 16% of the participants are neutral about the link between translation and improving writing. Additionally, another 6% of the participants disagree with the item, which might stem from perceiving the skills as hardly transferable to each other and entirely distinct.

4.4. Analysis of Question 4

The fourth item in the questionnaire revealed whether students made use of translation courses to improve their structural knowledge in terms of the use of grammar correctly in their oral and written production in English. Especially improving their productive skills is a big challenge for ELT students in terms of both fluency and accuracy. Although achieving native like fluency mostly depends on how often a person practices using English and the amount of exposure to it, developing accuracy necessitates students to consciously learn about and practice using the grammatical structures of English. Translation, as it requires the active use of structural knowledge regarding both languages, helps students to develop their grammatical knowledge.

Figure 4 Graphical Results of Question 4

Question 4: Translation courses have directed me into perfectionism in terms of the correct use of grammar.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	5	4,7	4,7	4,7
NEUTRAL	20	18,9	18,9	23,6
AGREE	45	42,5	42,5	66,0
STRONGLY AGREE	36	34,0	34,0	
AGREE	106	100,0	100,0	100,0
TOTAL				

Over 70% of the participants believe in the advantage of practicing translation in terms of maximizing the development of their grammatical knowledge. Using a variety of especially advanced level grammatical structures accurately in either written or oral production is a demanding task for students as the syntactic structure of English is quite distinct and there are a lot of differences between Turkish and English. However, translation enables students to practice producing sentences with different grammatical structures. It also helps them to raise their awareness on the rules governing English and the differences between the syntactic features of Turkish and English. Although the percentage of participants acknowledging the benefit of translation in their knowledge of grammar is quite high, around 18% of the participants are not sure whether they benefited from translation courses in this respect. This might stem from students' dependence on deductive learning, which

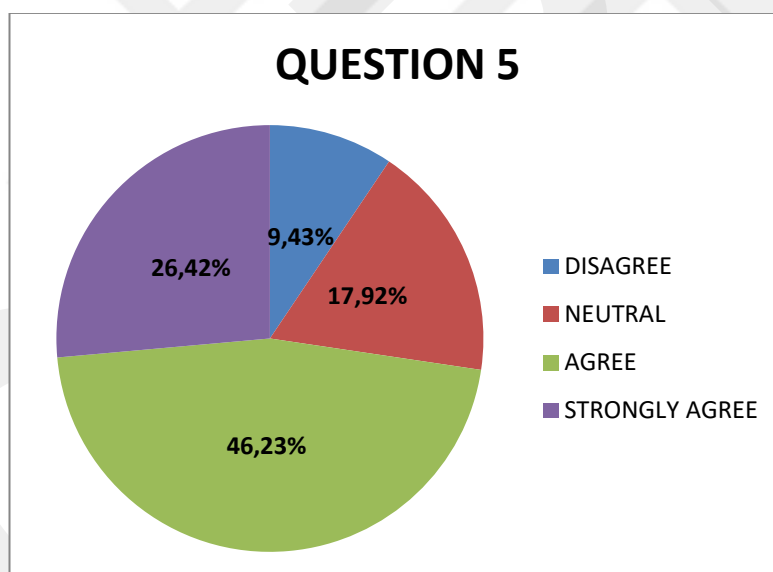
characterizes our education system. As another reason, those participants might have thought that they have benefited more from the grammar and linguistics courses in their curriculum which explicitly focus on studying the grammatical rules of English.

4.5. Analysis of Question 5

The item in the questionnaire aimed to discover how effective translation courses were in terms of developing students' critical and creative thinking skills. Improving creativity is necessary not only in foreign language teaching but also in any field of study as it enables people to stand out among others in their professional and academic lives. Especially the practice of translation feeds people's creativity in the sense that every piece of translated material is a novel creation shaped with certain cross-cultural differences.

Figure 5 Graphical Results of Question 5

Question 5: Translation courses helped me to achieve critical and creative thinking skills.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	10	9,4	9,4	9,4
NEUTRAL	19	17,9	17,9	27,4
AGREE	49	46,2	46,2	73,6
STRONGLY AGREE	28	26,4	26,4	
AGREE	106	100,0	100,0	100,0
TOTAL				

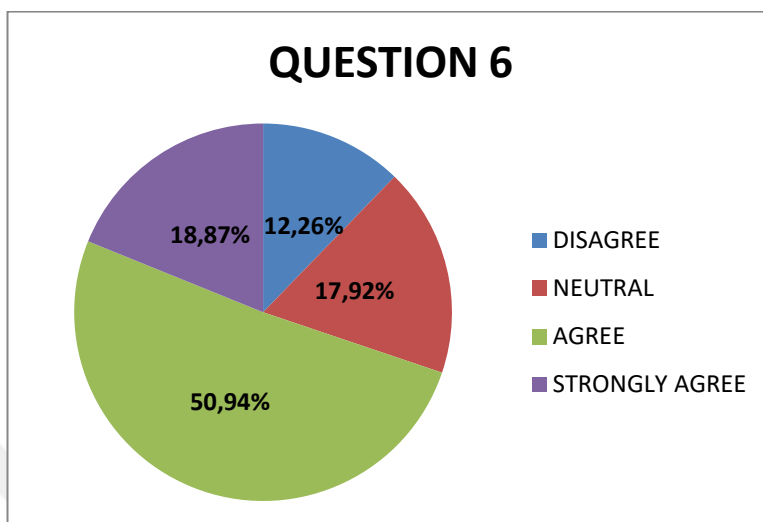
The results obtained from the analysis of the item in the questionnaire revealed that more than 70% of the participants acknowledged the link between the practice of translation and improving critical thinking and creativity. Translating any piece of material necessitates the active use of critical thinking skills as the translator needs to approach the source text with a critical eye and decide on the best structures and vocabulary items that can express the same ideas in the target language. Practicing translation of different genres develops students in this respect and enables them to boost their creativity in the search of finding the best way to express certain concepts which are usually either culture or language specific. Around 18% of the participants are neutral about the benefit of translation in developing creativity and another 9% of the participants do not think that the practice of translation they did in their translation courses has developed them in this respect. These results can be explained by the approach students might have towards the act of translation. They might have the belief that translation is simply the act of translating words and structures from one language to another without any act of interpretation on the part of the translator. Students with such an attitude regard the source text as a piece of material that can be converted into another piece of material in a different language without taking all the other deeper level components into account.

4.6. Analysis of Question 6

The sixth item in the questionnaire revealed the link between taking translation courses and improving problem solving and strategy developing skills. Each source text is just like a puzzle that awaits the translator to come up with certain solutions to produce the best interpretation which is meaningful to the reader. In this sense, practicing translation helps students to develop their problem solving skills and become more qualified language teachers who can generate effective ideas to deal with the problems they face in their academic and professional lives.

Figure 6 Graphical Results of Question 6

Question 6: Translation courses helped me improve my problem solving and strategy developing skills.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	13	12,3	12,3	12,3
NEUTRAL	19	17,9	17,9	30,2
AGREE	54	50,9	50,9	81,1
STRONGLY AGREE	20	18,9	18,9	
AGREE	106	100,0	100,0	100,0
TOTAL				

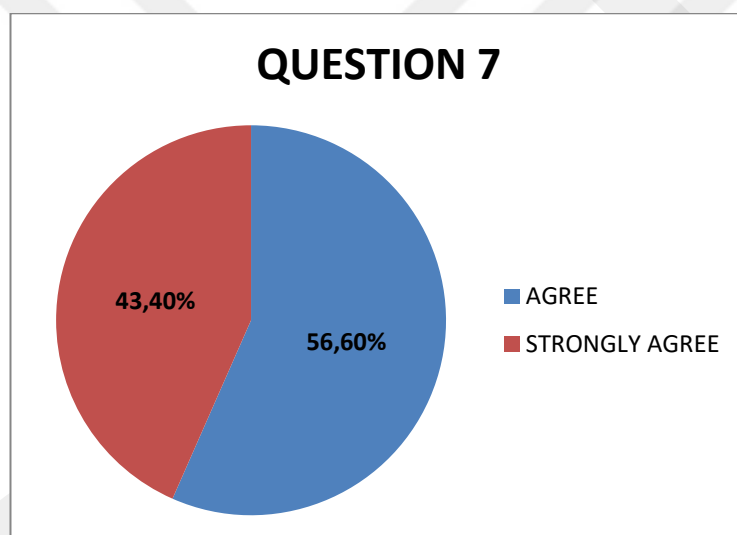
Almost 70% of the participants believe in the benefit of taking translation courses in terms of developing problem solving and strategy developing skills. Translation of especially literary texts and culture-specific materials pose great challenges to the students and encourage them to develop certain strategies that ease the translation process without affecting the quality of the end product. Students who either agreed or strongly agreed with the item might have thought about the processes they go through while translating the source texts they used in their translation courses and the strategies they have developed to give the same meaning in the target text. Around 12% of the participants disagreed with the item which can stem from the belief that problem solving and strategy development are innate skills that develop independent of certain activities such as translation.

4.7. Analysis of Question 7

The item aimed to discover students' perspectives regarding the benefit of using various assessment and evaluation methods in translation courses in terms of providing them with a different professional vision. The availability of different assessment methods in the form of oral or written production can be a great asset for English teachers of the future who want to get away from the traditional methods used in language classrooms and add variety to their lessons in their professional lives.

Figure 7 Graphical Results of Question 7

Question 7: Different assessment and evaluation methods used in translation courses provided me with a different professional vision.



	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	60	56,6	56,6	56,6
STRONGLY AGREE	46	43,4	43,4	
AGREE	106	100,0	100,0	100,0
TOTAL				

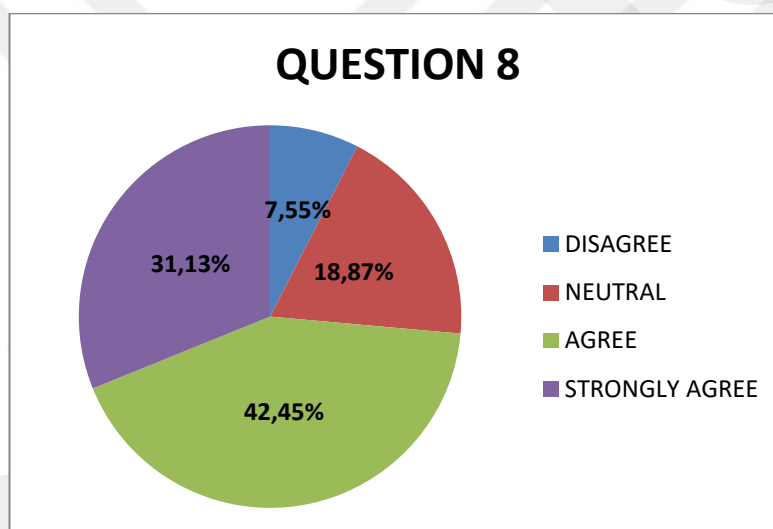
The analysis has revealed that 56,6% of the participants agreed and 43,4% of them strongly agreed with the item, which is quite interesting. It is obvious that majority of the ELT students want to use a variety of assessment tools in their professional lives after they graduate from university instead of using traditional pen and paper tests. They clearly want to replace the most commonly used assessment and evaluation tools with the newer and more effective ones.

4.8. Analysis of Question 8

The item in the questionnaire aimed to discover students' perspectives regarding the usefulness of translation courses in terms of acting as a tool to help them grasp the scope and vision of the field of English Language Teaching. How students perceive translation courses they take during their undergraduate years and whether they benefit from these courses are important as they shape students' vision in terms of developing both their knowledge of English and repertoire of possible activities that they can integrate into their teaching in the future.

Figure 8 Graphical Results of Question 8

Question 8: Translation courses acted as a tool for me to grasp the scope and vision of the field of English Language Teaching.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	8	7,5	7,5	7,5
NEUTRAL	20	18,9	18,9	26,4
AGREE	45	42,5	42,5	68,9
STRONGLY AGREE	33	31,1	31,1	
AGREE	106	100,0	100,0	100,0
TOTAL				

Over 70% of the participants either agreed or strongly agreed with the item. They seem to acknowledge the importance of practicing translation and improving their vision of the field of English Language Teaching. Especially the syntactic and lexical analyses students have to carry out during translation provide them with invaluable information regarding how to teach a variety of grammatical structures of

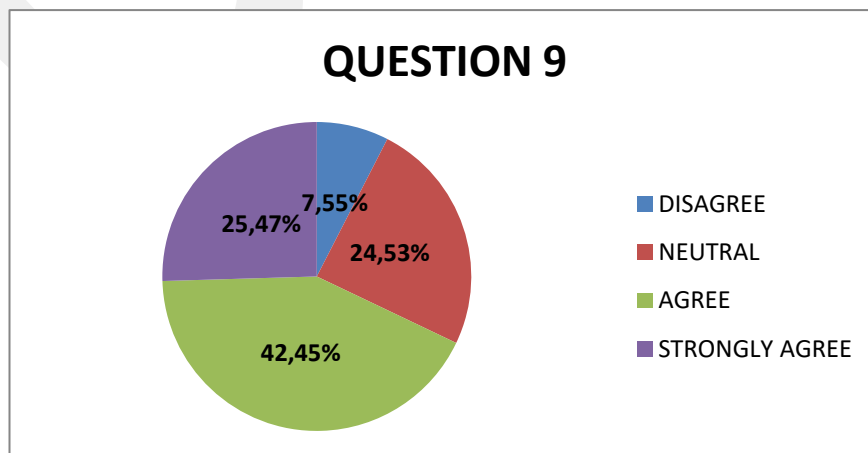
English. For instance, the processes they go through during translation help them pinpoint both the differences and the similarities between the syntactic features of Turkish and English. With this information, they can shape their grammar lessons accordingly and be better prepared for the teaching of especially problematic structures as they know which structures their students can have difficulty in understanding. Although the majority of the participants seem to be positive about the link between translation and improving their vision in the field of ELT, around 18% of them are neutral about this link. Another 7,55% of the participants seem to disagree with the item, the reason for which might be related to their awareness level of the subskills they are using during the act of translation.

4.9. Analysis of Question 9

The item in the questionnaire revealed whether students see a link between the practice of translation and gaining a better understanding of the duties and responsibilities of the English Language Teaching profession as the practice of translation leaves no space for mistakes. Translation is a challenging task as the translator should be vigilant all the time about even the slightest meaning differences that the translated version they produce might have which can affect the understanding of the reader. In this sense, dealing with translation provides students with a better understanding of how important fulfilling the duty of teaching English in the most accurate way.

Figure 9 Graphical Results of Question 9

Question 9: The translation process which leaves no space for mistakes has ensured a better understanding of the duties and responsibilities of the English Language Teaching profession.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	8	7,5	7,5	7,5
NEUTRAL	26	24,5	24,5	32,1
AGREE	45	42,5	42,5	74,5
STRONGLY AGREE	37	25,5	25,5	
TOTAL	106	100,0	100,0	100,0

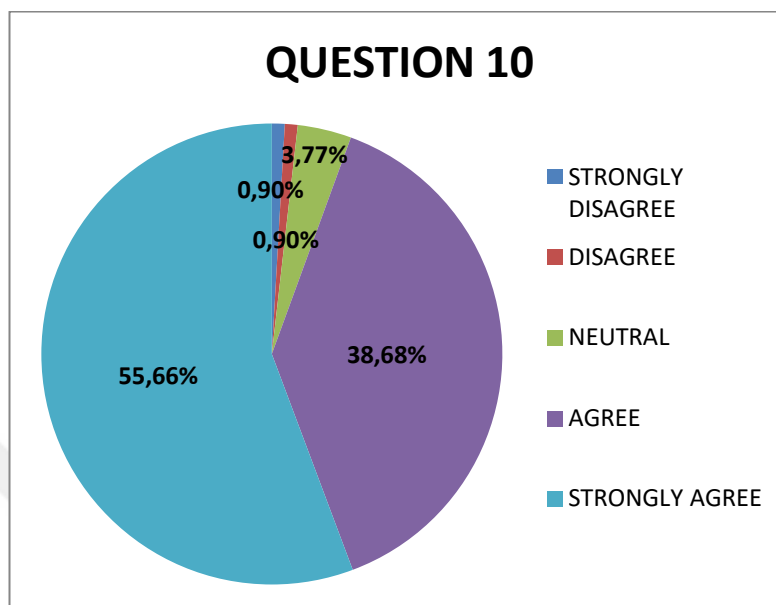
Nearly 70% of the participants seem to think in line with the item in the questionnaire. It is worth noting that these students acknowledge the importance of accuracy in language teaching and are well aware of the link between practicing translation and improving a better understanding of the skills a qualified English language teacher needs to have in terms of fulfilling their responsibilities and duties in the most effective way. A relatively significant percentage of participants (24,53%) are neutral about this link which might stem from their approach to teaching English as a separate area without any interaction with other practices such as translation. Furthermore, around 8% of the participants disagreed with the item which may suggest that accuracy is not their priority. Most probably, they attach more importance to other issues such as gaining fluency, raising awareness and exposure to the target language over accuracy in language learning.

4.10. Analysis of Question 10

The item in the questionnaire investigated participants' feelings and beliefs regarding the benefits of the translation courses they have taken in terms of developing their vocabulary knowledge. Students translate a variety of different genres such as newspaper articles, poems, resumes, movie scripts and essays in the lessons. While they are translating these materials, they inevitably come across various vocabulary items specific to the genres. That's why, they improve their lexical knowledge with the help of the translation courses they take.

Figure 10 Graphical Results of Question 10

Question 10: My translation studies in various fields have introduced me with new terminologies and helped me improve my vocabulary.



	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	1	,9	,9	,9
DISAGREE	1	,9	,9	1,9
NEUTRAL	4	3,8	3,8	5,7
AGREE	41	38,7	38,7	44,3
STRONGLY AGREE	59	55,7	55,7	
AGREE	106	100,0	100,0	100,0
TOTAL				

The results obtained from the analysis of the item in the questionnaire revealed that more than 90% of the participants regard translation courses beneficial to their vocabulary development. The percentage is quite high in this item because there is a direct relation between developing lexical knowledge and practicing translating sources of different genres. The syllabus of the translation courses students take during their undergraduate years is quite loaded in this respect. Every week students work on a different genre and practice translating a variety of materials by analyzing their features and structures. Such an activity helps students to develop their understanding of language concepts and the relations among them. It also provides

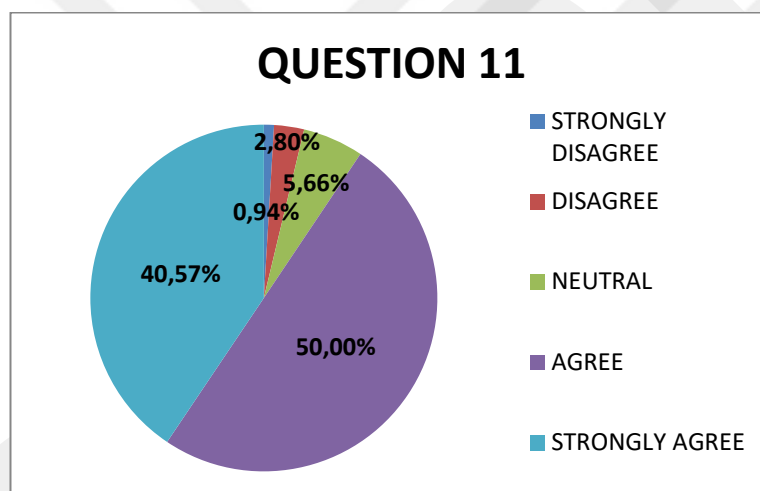
an opportunity for students to learn a lot of genre specific vocabulary items that they normally wouldn't be able to come across in their ELT profession.

4.11. Analysis of Question 11

The item aimed to discover whether translation courses helped students to improve their social and cultural awareness. Translation and culture are two concepts that are closely intertwined. Students who practice translation also deal with the cultural features ingrained in both languages. While they are trying to translate culture specific concepts from one language to another, they inevitably expand their worldly knowledge, which greatly enhances their vision as an individual.

Figure 11 Graphical Results of Question 11

Question 11: Translation courses helped me improve my social and cultural awareness.



	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	1	,9	,9	,9
DISAGREE	3	2,8	2,8	3,8
NEUTRAL	6	5,7	5,7	9,4
AGREE	53	50,0	50,0	59,4
STRONGLY AGREE	43	40,6	40,6	
AGREE	106	100,0	100,0	100,0
TOTAL				

90% of the participants acknowledge the benefit of practicing translation on enhancing their cultural knowledge. The analysis of the results shows that most of the participants acknowledge the fact that languages are full of cultural elements and

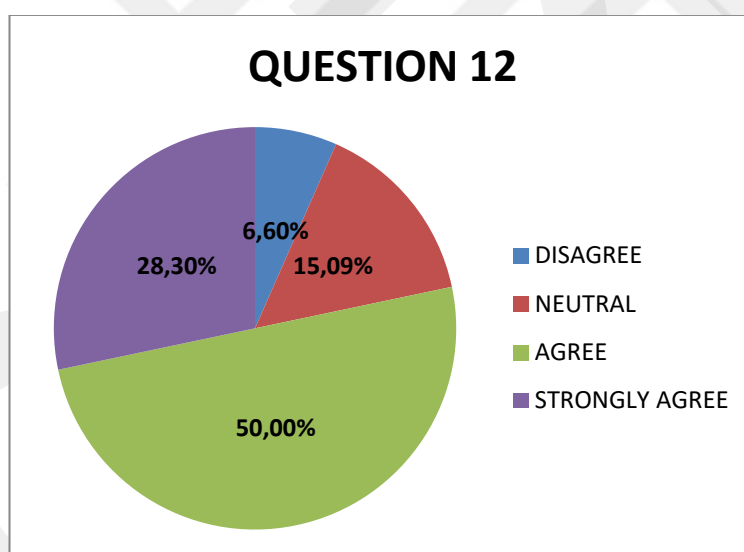
the act of translation helps them to raise their awareness in terms of how people live, their values, beliefs and habitual actions. Students who are preparing to teach English as a profession cannot disregard the importance of teaching the cultural dimension of the language as well.

4.12. Analysis of Question 12

The item in the questionnaire revealed how beneficial the participants have found the use of both the source language and the target language within a balance in their translation courses. It also aimed to discover whether the participants have taken this approach of using the languages in a balanced way as an example for their further in-class applications.

Figure 12 Graphical Results of Question 12

Question 12: The balance achieved between the target language and the source language in translation courses constituted a fine example for my future in-class applications.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	7	6,6	6,6	6,6
NEUTRAL	16	15,1	15,1	21,7
AGREE	53	50,0	50,0	71,7
STRONGLY AGREE	30	28,3	28,3	
AGREE	106	100,0	100,0	100,0
TOTAL				

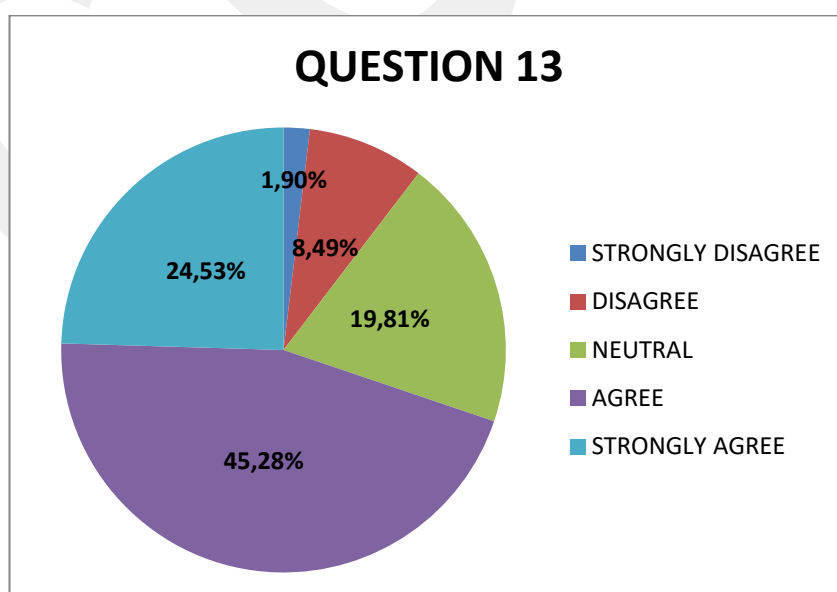
More than 70% of the participants acknowledged the benefit of using the source language and the target language within a balance in their translation courses on expanding their vision in terms of their future in-class applications. They also believe that practicing translation in their translation courses and the activities they do as a part of the curriculum set them an example for their further in-class applications. In this respect, it can be concluded that the practice of translation enables ELT students to learn about when and how they can resort to Turkish in their lessons to optimize the use of in-class materials and cater for their students' academic needs. Around 20% of the participants were either neutral about or disagreed with the item which can stem from their methodological beliefs. More specifically, those participants might be advocating using only the target language in teaching; thus benefiting from creating an English only zone in their lessons.

4.13. Analysis of Question 13

The item aimed to discover the participants' perspectives regarding the usefulness of the translation courses they have taken in terms of improving their time-management skills. The rapid decision making process involved in the act of translation can be beneficial for students as they learn to practice using their time more effectively and making momentary decisions in their future ELT profession.

Figure 13 Graphical Results of Question 13

Question 13: The rapid decision making and application process in translation courses encouraged me to use my time more effectively in my ELT profession.



	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	2	1,9	1,9	1,9
DISAGREE	9	8,5	8,5	10,4
NEUTRAL	21	19,8	19,8	30,2
AGREE	48	45,3	45,3	75,5
STRONGLY AGREE	26	24,5	24,5	
TOTAL	106	100,0	100,0	100,0

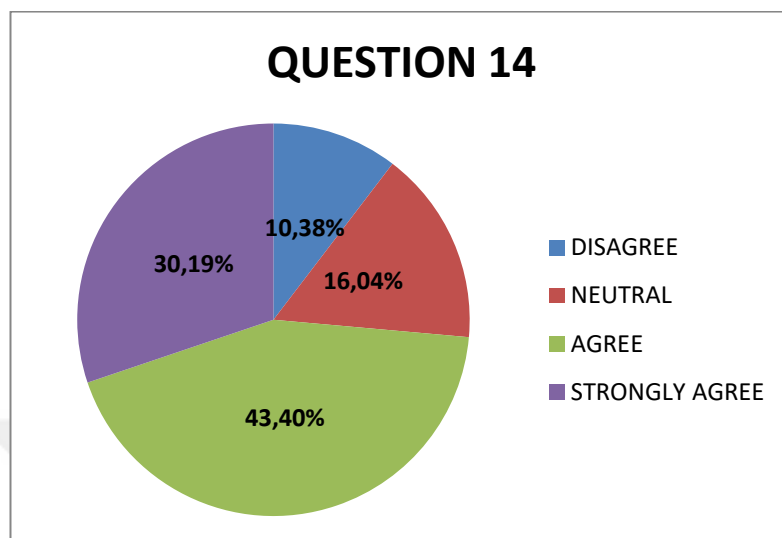
Almost 70% of the participants think in line with the item. They regard translation courses to be beneficial for the improvement of their rapid decision-making skills, which they have to use to become more qualified in the area of teaching. Once they start their professional life, they will come across with many incidences in which they need to make momentary decisions. If they improve themselves in this respect and learn to make important decisions quickly especially during their lessons, they can easily stand out among other teachers in the field. The analysis of the results of the item also revealed that around 20% of the participants seem to be neutral about the benefit of practicing translation on improving time-management skills. Moreover, another roughly 10% of the participants seem to disagree with the item. The reason why the participants have such an attitude towards this issue might be because of their changing priorities. They might have prioritized other things such as the effective use of methodological knowledge, improved classroom management skills, and good knowledge of the target language to be more important in the ELT profession.

4.14. Analysis of Question 14

The item aimed to discover the participants' attitudes regarding the benefits of individual work they do in translation courses on improving their skills in line with their personal characteristics. The act of translation involves complex cognitive processes which encourage students to make use of a variety of strategies to be able to produce a good piece of work. In this sense, dealing with translation can help them to improve themselves.

Figure 14 Graphical Results of Question 14

Question 14: In translation courses students have found the opportunity to improve skills in relation with their personal characteristics via personal studies.



	Frequency	Percent	Valid Percent	Cumulative Percent
DISAGREE	11	10,4	10,4	10,4
NEUTRAL	17	16,0	16,0	26,4
AGREE	46	43,4	43,4	69,8
STRONGLY AGREE	32	30,2	30,2	
AGREE	106	100,0	100,0	100,0
TOTAL				

Over 70% of the participants seem to agree with the item. They acknowledge the benefit of doing individual work in terms of developing their skills. The practice of translation necessitates the use of various cognitive skills such as deciphering the syntactic structure of the sentence to be translated, choosing the best lexical items to express the intended meaning and coming up with an equivalent sentence in the target language. In this sense, it can be reasonable to conclude that while practicing translation, students' personal characteristics inevitably affect the effective use of these cognitive skills. For instance, students who struggle to make quick decisions alone and get stuck with the details improve themselves in this area with the help of translation. They not only improve their time-management skills but also learn how to work individually without being dependent on others. Around 10% of the participants seem to disagree with the item maybe because of their understanding of

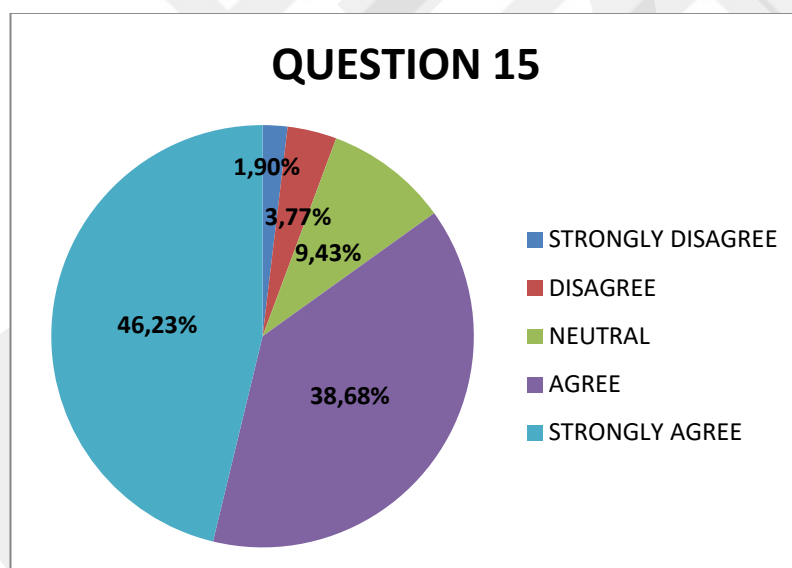
the term personal characteristics. They might have been unable to establish a link between improving skills and personal characteristics. Most probably, those students regard these concepts to be distinct from each other.

4.15. Analysis of Question 15

The item in the questionnaire revealed how beneficial the participants have found their translation courses in terms of their contribution to students' morphological studies by improving their dictionary skills and etymological knowledge. Improving their vocabulary knowledge is a challenging task for ELT students as the language of English is rather complex in this sense. Morphological rules governing lexical items in English are quite distinct from Turkish and this poses a great difficulty for the language learner.

Figure 15 Graphical Results of Question 15

Question 15: Morphology studies and the use of dictionary in translation courses had a significant contribution to me in terms of etymology.



	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	2	1,9	1,9	1,9
DISAGREE	4	3,8	3,8	5,7
NEUTRAL	10	9,4	9,4	15,1
AGREE	41	38,7	38,7	53,8
STRONGLY AGREE	49	46,2	46,2	
TOTAL	106	100,0	100,0	100,0

84,91% of the participants seem to think in line with the item and acknowledge the benefit of translation on improving their lexical knowledge. The practice of translation involves the use of dictionary to a great extent. While translating any piece of material, students need to use their dictionaries to be sure about the meanings of the words they need to translate, their correct affixations and collocations. Such an activity improves students' not only dictionary skills but also morphological knowledge, which greatly helps them in their future profession. Around 15% of the participants seem to be either neutral about or disagreed with the item, which can stem from their changing attitudes towards improving lexical knowledge. They might have found other activities such as reading or listening in English or writing essays on different topics more beneficial in this respect.

CHAPTER FIVE

CONCLUSION

Although the use of translation as a learning tool in foreign language classes has been accepted and utilized by language teachers for years, the exact benefit this practice provides the language learners with in terms of the acquisition of certain linguistic and non-linguistic skills is an area that can be studied further. Therefore, this study aims to find out the skills that the practice of translation enables language learners to develop and make them more successful both in their academic and future professional lives. The benefits of practicing translation becomes quite important when students studying language teaching at undergraduate level is taken into consideration as these students are prepared to teach the language including its structure, use, function and culture in their professional lives after they graduate. Therefore, understanding the skills that the practice of translation enables language learners to acquire and the attitudes the students have towards practicing translation as a part of their curriculum are the primary areas that this study concerns about. In order to find out the benefits of practicing translation as a part of their departmental studies, the study surveyed 106 ELT students' perceptions of translation courses in terms of their academic and professional improvement at Gazi University.

Briefly, the results of the study in terms of the skills to be achieved by ELT students reveal that:

Understanding the national and international cultural aspects and improving social and cultural awareness: Learning about the national and international cultural aspects and raising cultural awareness are the areas majority of the ELT students think they have improved themselves the most by practicing translation as a part of their curriculum in their undergraduate education according to the results of the survey. Over 90% of the participants either agreed or strongly agreed with these questions which reveal the strong link between language and culture. Majority of the participants believe the connection between practicing translation and improving social and cultural awareness is the strongest compared to the other items in the questionnaire. The results are in line with what Goggio (1925, p. 171) points out in his article; “translation is the best means of approach to an appreciative knowledge of the culture and civilization of the country whose language is under study”. The

analysis of the results confirms the creation of such “an appreciative knowledge” on the part of the students. It is an indisputable fact that the more language learners practice translation, the more they learn about the target language and its culture. As a result, through translation ELT students can improve their awareness of the English culture whose language they are preparing to teach in the future.

Improving reading-comprehension skills: Among the linguistic skills listed in the questionnaire, improving reading-comprehension skills has the highest percentage. More than 90% of the participants believe they have benefitted from the practice of translation in terms of improving their reading-comprehension skills. The complex processes that go through in the minds of students practicing translation both necessitate and boost the improvement of their reading skills. Understanding the source text superficially is not enough to produce a quality translated version. It is the deep level of analysis and understanding of the source text that is necessary to achieve perfection in translation. This benefit of practicing translation has been confirmed with the results of the questionnaire.

Improving writing skills: According to the analysis of the results, the participants attach a facilitative role to translation in the development of writing skills. Over 75% of the participants believe they have benefitted from the practice of translation in this respect. Undoubtedly, writing is an important skill that ELT students have to develop during their university education. It is also challenging as it has numerous genres, each of which has different structural features and functions. At this point, translation can be regarded as a wonderful tool in the acquisition of the basics of each genre, thus improving the students’ skill of writing.

Achieving perfectionism in terms of the correct use of grammar: There have been different approaches to the use of correct grammar in the target language in the history of language teaching. Still, in the area of language teaching, while some language teachers attach a lot of importance to the accuracy of their students’ oral and written products, some others believe correcting grammar mistakes is not necessary as long as the students achieve expressing themselves and their ideas. No matter which approach a language teacher holds, improving oneself in the use of grammar boosts a language learner’s command of the target language dramatically. Especially this situation is valid in the case of students studying another language for

the purpose of teaching it in the future. In line with this, the results of the questionnaire reveal that most of the participants have benefitted from their translation courses in this respect as more than 70% of them either agreed or strongly agreed with this item. They believe translation is a useful learning tool to understand the rules governing both the source and the target language.

Achieving critical and creative thinking skills: Translation in its basic sense is an interpretive use of language which can be defined as the use of different utterances to express the same meaning, while the same meaning can be expressed in different ways (Xiumei & Qinyan, 2012, p. 411). Taking this definition into account, it is reasonable to conclude that students practicing translation should have the aim of creating a translated version of maximum quality by retaining the same meanings, ideas and emotions given in the original text as much as possible. Especially with regard to linguistic or socio-cultural elements, students dealing with translation push the limits of their creativity and critical thinking skills while deciding what is to be kept or shifted and how the ideas in the source text can be communicated with the expected reader in the best way. The results of the analysis of this question in the survey show that most of the participants (more than 70%) acknowledge this fact and believe they use their critical and creative thinking skills while practicing translation.

Improving problem solving and strategy developing skills: The percentage of the participants either agreeing or strongly agreeing with this item is around 70%. The use of these skills in translation becomes more obvious when culture specific uses are taken into account in the source text. ELT students practicing translation have to make choices regarding how to express such culture specific uses the best without affecting the quality of the translated version. For instance, while dealing with translation, they continuously practice the skill of strategy development. As they are working on especially pragmatic texts such as brochures or user manuals, students have to first identify a number of things such as the socio-cultural features of both the source and the target texts and the differences between their users so that they can establish an appropriate translational strategy while adapting their translated version to the specific audience of the target language and meet the purpose of the translation. If they can be successful in transferring these skills to their professional lives, they can meet the needs and expectations of their students better in the future.

Acquisition of a different professional vision through using different assessment and evaluation methods in translation courses: The results of this item are quite interesting as the participants either agreed or strongly agreed with it in the survey. It is clear that they believe translation can provide them with different and more effective assessment and evaluation methods that they can use in their future professional lives. Because of the nature of translation, its practice can be integrated into or used with different assessment methods. Using it as a part of the assessment scheme in language classes can add variety to the assessment and evaluation tools already being used in language education, which will definitely be appreciated by the language learners.

Grasping the scope and vision of the field of English Language Teaching and understanding the responsibilities of the ELT profession better: The results of these items are similar in the sense that while majority of the participants acknowledge the benefits of their translation courses in terms of enhancing their vision of English Language Teaching and equipping them with a better understanding of the ELT profession, a relatively significant number of participants seem to be either neutral about these links or disagree with them. The reasons behind this issue might be related to either their perception of each field to be distinct from each other without any interaction between them or their lack of awareness on the use of skills the practice of translation provides them with. Translation, which happens at multiple levels, requires the students to become knowledgeable about various areas some of which are also in the field of English Language Teaching. For instance, while doing oral translation, students inevitably practice using the phonological features of English which also helps them to become better equipped when they start teaching the sound system of English to their own students in their professional lives. In this sense, practicing translation enables ELT students to improve their theoretical knowledge and become better language teachers in the future.

Improving vocabulary knowledge by familiarizing oneself with new terminologies and enhancing etymological knowledge as a result of morphology studies and the use of dictionary: The percentages of participants agreeing with these items are significantly high (94,34% for improving vocabulary and 84,91% for improving morphological knowledge) which reveal that improving vocabulary is one

of the leading skills that the participants think practicing translation provides them with. In each lesson, ELT students practice translating a text with a different genre ranging from children's books to movie scripts in their translation courses at Gazi University. The dominant lexical items and the terminology structures differ in each genre, which provide a perfect opportunity for ELT students to improve their vocabulary knowledge of English. Additionally, the dictionary work they do while translating a text enables them to learn about the morphological structures of different lexical items and even their etymological backgrounds. Thus, the results clearly demonstrate that the participants are well aware of these benefits and acknowledge the facilitative role of translation in the development of their vocabulary knowledge.

The contribution of the balance achieved between the target language and the source language in translation courses to students' future in-class applications: Nearly 80% of the participants think in line with the item and acknowledge the contribution of translation to their further in-class applications as the act of translation allows them to use both the target and the source languages in a balanced way. The use of mother tongue in language classes has been a controversial issue for years. Throughout the development of language teaching, while some scholars have advocated the benefits of using language learners' mother tongue to facilitate learning, some others have strongly disagreed with this issue. No matter what the dominant methodological belief is when the actual classroom settings are observed, the teachers' resorting to the use of their mother tongue to facilitate learning or help their students overcome certain cognitive problems they face during the lessons can easily be seen. For instance, the benefit of using learners' mother tongue is mostly seen in vocabulary teaching in language classes. In some lessons, although teachers try to explain the meanings of especially abstract concepts again and again, because of the nature of these words, some students have a difficulty in grasping the meanings. This situation affects both the motivation of the students and the pace of the lessons negatively. In such a case, providing the students with the native language equivalent helps both the teacher to eliminate the problem of communication and the students to be able to focus on the core of the activity. In line with this, ELT students practicing translation inevitably observe the necessity of

using both the target and the source languages in a balanced way. This can help them shape their further in-class applications to cater for their own students' language related needs better.

Using time more effectively in ELT profession as a result of practicing the rapid decision making and application process in translation courses: Nearly 70% of the participants seem to acknowledge the benefit of their translation courses in terms of developing their time management skills. Using time effectively is an important skill necessary in every field in professional life, not just in language teaching. However, developing this skill is quite challenging on the part of the students. At this point, translation becomes a perfect tool that can help ELT students to learn about and practice how to use their time in the most effective way to facilitate learning. Because of the nature of translation, while translating a text, students sometimes need to make momentary decisions such as choosing certain vocabulary items over the others or a specific layout that suits the genre better and apply their decisions rapidly. Such an endeavor also helps them to become better language teachers in the future. If ELT students can improve this skill, they can meet their own students' academic and linguistic needs more quickly and effectively by making the right decisions and applying them rapidly in their lessons. Although most of the participants think in line with the item in the questionnaire, around 20% of them are neutral about the link between practicing translation and improving time management skills. There is also another 10% who disagree with the item. The participants' changing attitudes towards the improvement of time management skills through practicing translation might have several reasons such as their changing priorities and not regarding translation as a tool that can help them to use their time more effectively.

Improving skills in relation with personal characteristics via personal studies: Although translation as an in-class activity can be done in various forms, it is one of the best ways of practicing individual work. The results of the questionnaire also confirm this as more than 70% of the participants either agreed or strongly agreed with this item. While ELT students are working on a text to be translated, they can easily focus on practicing the skills such as word choice, accuracy in the use of grammar and effective time management that they think they are weak at. In this

way, they can improve themselves in their weakest areas and become more successful in their academic lives. In this respect, the practice of translation has a wonderful helping role in developing skills specific to each individual.

To summarize, as revealed by the results, a great majority of the participants think that translation plays a positive role both in their English learning process and in the development of certain skills that can make them more successful in their academic and future professional lives. The results of the items also show that most of the participants utilize translation as a learning strategy to improve a variety of skills in their English learning experiences. Specifically, majority of the participants (over 90%) believe that translation is an important assisting tool especially in the development of a deep cultural awareness with an understanding of both national and international cultural aspects and improving a different professional vision through learning various assessment and evaluation methods. When it comes to their English learning process, majority of the participants (over 90%) regard translation as an assisting tool in the development of both their reading skills and vocabulary knowledge. In this framework, it can be inferred that it is the development of 'reading' as a receptive skill that most of the participants believe to achieve through practicing translation. Most of the participants (almost 85%) also seem to benefit from working with a dictionary while practicing translation and believe that such an activity improves their morphological and etymological knowledge. It is obvious from the results that students like working with a dictionary in their lessons and believe that learning new lexical items through dictionary work is more effective. As another point, the participants also attach a facilitative role to translation in the development of their writing skills and grammatical knowledge with a percentage of over 75. While translating a text, identifying the syntactic structures of the sentences given in the source language helps students to raise their awareness on the rules, functions and uses of various grammatical structures. As they produce the translated version in the target language, they also have a chance to make a contrastive analysis of the two languages. Choosing the best structure to give the same meaning in the target language necessitates students to have a good grammatical knowledge in both languages. Additionally, the results indicate that writing is the productive skill that the participants seem to develop the most through practicing translation. Because

written translation can be done more easily in classroom atmosphere considering the class sizes and time constraints, most of the teachers make use of different activities revolving around this type of translation. Therefore, students inevitably develop writing more easily than other productive skills. Lastly, more than 70% of the participants seem to consider translation as a positive learning tool to improve their critical and creative thinking skills. This is because practicing translation not only helps students to strengthen their knowledge of English but it also helps them to become more creative in the use of the language.

Although the participants acknowledge the facilitative role of translation in their learning experiences, the results also demonstrate that some of the participants feel relatively less dependent on translation to improve some of the skills given in the questionnaire. More specifically, some students seem to be doubtful about the benefit of translation in terms of understanding the responsibilities of the English Language Teaching profession. The percentage of the participants who are either neutral about the question or disagree with it is over 30. Although most of the participants (over 70%) consider translation as a positive learning tool to grasp the scope and vision of the field of ELT, it is obvious that some of them can't establish a clear link between the practice of translation and enhancing their understanding of what the English Language Teaching profession necessitates in their minds. Lastly, the results also reveal that some of the participants don't necessarily depend on translation in terms of developing their problem solving and time management skills as the percentage of those who are either neutral about or disagree with the question is around 30. Such an attitude might stem from the type of activities they do in translation courses. More specifically, in this respect, students' perceptions can change depending on two things: whether the assessment is done through projects or whether in-class activities are timed.

At the beginning of the research it was hypothesized that ELT students who take translation courses at undergraduate level acquire some skills that make them successful in their both academic and professional lives. Additionally, these students also regard the practice of translation to be relevant to their context of English Language Teaching and benefit from these courses in both their educational and future work lives. The findings of this study have shown that majority of the ELT

students who took translation courses as a part of their curriculum in their 2nd and 3rd years of undergraduate education have indeed improved some specific skills using translation as an assistive tool in their English language learning experiences. Moreover, the findings have also shown that majority of the ELT students have benefitted from the practice of translation in terms of enhancing their understanding of the vision and scope of English Language Teaching and find it relevant to their future professional lives. Thus, it can be concluded that the findings of the study has justified the contribution of translation courses to English Language Teaching curriculum and the benefits the practice of translation provides the students with who are going to teach English in their future professional lives.

CHAPTER SIX

RECOMMENDATIONS

This study provided data on the skills ELT students develop by practicing translation as a part of their curriculum and how relevant they regard translation to the context of English Language Teaching. The analysis of the results of the questions in the questionnaire implied that the students think they have not only developed their knowledge of English in terms of especially grammar and vocabulary but they also acquired a variety of skills such as creative thinking and time management skills by practicing translation. However, there are some ways to extend this research.

In this study, the relationship between students' motivational level and the acquisition of skills was not compared. That is, in a future study the relationship between the students' motivational level of practicing translation and the acquisition of certain skills can be analyzed.

Moreover, in this study the students' personal beliefs on particular issues like the view of language learning and language teaching were not taken into account. Hence, in another study, the relationship between the students' beliefs and the development of skills can be investigated.

Finally, the effectiveness of taking translation courses in ELT students' language learning experiences could be investigated by comparing two groups of participants one of which take translation courses as a part of their curriculum and the other do not. Such a study can also provide valuable information in terms of identifying the skills the practice of translation enables students to develop.

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ANNEX

January, 2017

Dear participant,

This questionnaire is a part of a thesis study by Nuri Oğuz Özdoğan, a Master's student in Atılım University, Ankara. The aim is to identify the role of translation courses offered in the curriculum of English Language Teaching Departments and the acquisition of necessary skills which would help the students in their academic lives.

As you answer the 15 questions fully, we kindly request that you take into account your own learning and academic experiences.

Thank you for your co-operation.

Nuri Oğuz Özdoğan

Sayın katılımcı,

Bu anket Atılım Üniversitesi Çeviribilim Yüksek Lisans öğrencisi Nuri Oğuz Özdoğan'ın tez çalışması için yapılmaktadır. Anketin amacı, müfredatta sunulan çeviri derslerinin öğrencileri akademik alanda başarıya ulaştırmak için gerekli olan becerilerin edinimindeki rolünü saptamaktır.

Anket 15 sorudan oluşmaktadır. Lütfen soruları eksiksiz bir şekilde doldurunuz ve yalnızca kendi öğrenme ve akademik deneyimlerinizi dikkate alarak cevaplayınız.

Katkılarınız için teşekkür ederim.

Nuri Oğuz Özdoğan

THE ROLE OF TRANSLATION COURSES IN THE ACQUISITION OF SPECIFIC SKILLS IN
ACADEMIC LIFE FOR THE STUDENTS OF GAZİ UNIVERSITY

Date:

➤ Please Tick the most appropriate box.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
	Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Çekimser (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
<p>1. Translation courses helped me better understand the national and international cultural aspects. (Çeviri dersleri benim ulusal ve uluslararası kültürel unsurları daha iyi tanımama yardımcı olmuştur.)</p>					
<p>2. Translation courses helped me improve my reading-comprehension skills. (Çeviri dersleri okuma-anlama becerilerimin gelişmesine yardımcı olmuştur.)</p>					
<p>3. Translation studies helped me improve my writing skills. (Çeviri dersleri yazma becerilerimin gelişmesine yardımcı olmuştur.)</p>					
<p>4. Translation courses have directed me into perfectionism in terms of the correct use of grammar. (Çeviri dersleri beni dil bilgisini doğru kullanma anlamında mükemmeliyetçiliğe yöneltmiştir.)</p>					

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree
	Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Çekimser (3)	Katılmıyorum (2)	(1) Kesinlikle Katılmıyorum (1)
<p>5. Translation courses helped me to achieve critical and creative thinking skills. (Çeviri dersleri benim daha yaratıcı ve eleştirel düşünce sahibi olmama yardımcı olmuştur.)</p>					
<p>6. Translation courses helped me improve my problem solving and strategy developing skills. (Çeviri dersleri problem çözmeye ve strateji geliştirme becerilerimin gelişmesine yardımcı olmuştur.)</p>					
<p>7. Different assessment and evaluation methods used in translation courses provided me with a different professional vision. (Çeviri derslerinde kullanılan farklı ölçme ve değerlendirme yöntemleri bana farklı bir mesleki vizyon kazandırmıştır.)</p>					
<p>8. Translation courses acted as a tool for me to grasp the scope and vision of the field of English Language Teaching. (Çeviri dersleri İngilizce Öğretmenliği alanının kapsam ve vizyonunu anlayabilmem için iyi bir vesile olmuştur.)</p>					

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
	Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Çekimser (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
<p>9. The translation process which leaves no space for mistakes has ensured a better understanding of the duties and responsibilities of the English Language Teaching profession.</p> <p><i>(Herhangi bir hataya yer bırakmayan çeviri süreci İngilizce Öğretmenliği mesleğindeki görev ve sorumlulukları daha iyi idrak edebilmemi sağlamıştır.)</i></p>					
<p>10. My translation studies in various fields have introduced me with new terminologies and helped me improve my vocabulary.</p> <p><i>(Farklı alanlarda yapmış olduğum çeviri çalışmaları beni yeni terminolojiler ile tanıştırmış ve kelime hazinemini geliştirmesine yardımcı olmuştur.)</i></p>					
<p>11. Translation courses helped me improve my social and cultural awareness.</p> <p><i>(Çeviri dersleri benim sosyal ve kültürel farkındalığımı geliştirmesine yardımcı olmuştur.)</i></p>					

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
	Kesinlikle Katılıyorum (5)	Katılıyorum (4)	Çekimser (3)	Katılmıyorum (2)	Kesinlikle Katılmıyorum (1)
<p>12. The balance achieved between the target language and the source language in translation courses constituted a fine example for my further in-class applications.</p> <p><i>(Çeviri derslerinde hedef dil ve ana dil kullanımı arasında kurulan denge gelecekteki sınıf içi uygulamalarım için bana iyi örnek olmuştur.)</i></p>					
<p>13. The rapid decision making and application process in translation courses encouraged me to use my time more effectively in my ELT profession.</p> <p><i>(Çeviri derslerindeki hızlı karar verme ve uygulama süreci İngilizce öğretmenliği mesleğinde zamanı etkili kullanma konusunda beni teşvik etmiştir.)</i></p>					
<p>14. In translation courses students have found the opportunity to improve skills in relation with their personal characteristics via personal studies.</p> <p><i>(Çeviri derslerinde öğrenciler daha fazla bireysel çalışma yaparak kişilik özelliklerine bağlı becerilerini geliştirme fırsatı bulmuşlardır.)</i></p>					
<p>15. Morphology studies and the use of dictionary in translation courses had a significant contribution to me in terms of etymology.</p> <p><i>(Çeviri derslerinde yapılan morfoloji çalışmaları ve sözlük kullanımı etimolojik anlamda büyük katkı sağlamıştır.)</i></p>					

CURRICULUM VITAE

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Secretariat General For European Union Affairs	Translator and Interpreter	2002
Indian Embassy, Ankara	Translator and Interpreter	2003
Ministry of Interior	Translator and Interpreter	2003-2005
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Turnitin Orijinallik Raporu

Tez Oğuz Özdoğan tarafından

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