

**Teaching English through the Method of Translation**

(A Practical Approach to Teaching Saudis Non-Teaching Staff)

**Mohd Imran Khan**

PhD in Applied Linguistics

Assistant Professor

Department of English Language & Translation

Al-Mithnib College of Arts and Sciences

Al Qassim University, K.S.A.

**Abstract**

Instructing English to no-native is continuously respected as an overwhelming errand, to which instructing Saudis Non-Teaching Staff (NTS) are no exemption. In spite of the fact that Kingdom of Saudi Arabia is to a great extent famous for its Islamic culture, convention and vast desert. Now the globalization time, Saudis are going shoulder to shoulder to compete other people of the world. As of late, Qassim University organized a three-month preparing program for Saudis Non-Teaching Staff (NTS) within the field of English language. Amid the preparing sessions, it was experienced that Saudis are exceptionally sound in their specialized technical skills but loads of things to be done to improve and tone the abilities of their English language. Hence, the present study aims to highlight the challenges and issues concerning from English to Arabic translation program for Saudis professionals.

Key words: ELT, SL, Translation, TL

**Introduction**

Arabic is the national language of the nation of Kingdom of Saudi Arabia where it is spoken by more or less 34.14 million individuals. But after the impacts of amendment (after 2000), intrigued for English has developed colossally. English is entering Saudi Arabia by the broadcasting: bilingual Saudis Web sites, bilingual messages on mobiles, satellite programs on television (news in English language) and movies channels and English talk shows on Saudi radio. Due to the rise in the number of users and learners relentlessly, since 2005 the foremost broadly learned language in KSA is English. Instructors were nearly nonexistent, when English started to spread all through the nation after the 2000 due to previously English was once in a while studied in Saudi. Sometime recently 1991, the study of English was entirely limited to few students within some universities and less than a dozen number of qualified teachers of the language were there. The English language teaching curriculum was reviewed in 2003 and was formally founded in 2005.

## Literature Review

Translation could be an important means to learn grammar, sentence structure and lexis in both source language L1 and target language L2. Translation as an "utopian operation" states by Ortega Y Gasset (1945). A reliable translation of word for word will not convey the collective sense as characterizes by Walter Benjamin (1970). Gem (1998) demonstrated that translators will got to create certain items which looks as common as practical. Therefore, it seems that translation could be an inventive endeavor and a translator contains a palatable accountability on his/her bear to create higher figuring out amongst people. Instructors to utilize the local language in programs to effect the deliberate room energy, offer a security sense and verify the novices' encounters as marked by W. Schweers (1999). The veritable convenience of interpretation in English lessons lie in manipulating it with a view to assess language structure, lexicon, express arrange and distinctive language viewpoints in student's mother- tongue and in English. A research is conducted by him on this setting and established how students themselves think about it.

## Rationale of the Study

1. Know the linguistic and socio- cultural features of Saudi.
2. Use of translation in ELT: advantages and disadvantages.
3. Discover the skills which reckon via translation in ELT.
4. Highlight and evaluate zones of trouble for Saudis NTS in English.
5. Observe challenges and issues in ELT via translation.

## Translation in ELT

Translation in ELT is essential, if that is taken as a method. In keeping with Jumpelt (1984), "the twentieth century is the age of translation." As stated by David Crystal (1998) translation is "the neutral term used for all tasks where the meaning of expressions in one language -the source language (SL) is turned into the meaning of another, the target language (TL), whether the medium is spoken, written, or signed."

## Advantages and Restrictions by the means of translation in Teaching of English

### Advantages

As said by Howatt (1984, Macau) translation isn't as awful as it shows up to be and Duff (1992, Macau) provides explanations for considering translation exceptionally useful:

1. The impact of the mother tongue is at a better level. L1 shapes the considering, and translation helps in way better understanding.
2. Translation could be a natural and essential action that's going on all the time, which will continuously be needed.
3. Competence of the language may be the two-way system.
4. Language reality is another vital feature.
5. Utilities:
  - a) Invites hypothesis and discussion.
  - b) Qualities development; that are basic to all language: precision, clarity and flexibility.
  - c) The instructor can select material to demonstrate specific perspectives of language, and learner can see the connections between language utilization and grammar.
  - d) Let's learner do practice a variety of styles and registers.

### Restrictions

Dennis Newson (1998) uncovers restrictions as follows:

1. Stimulates rational in one language and transfer into another with intervention.
2. Dispossesses from learning within only one language.
3. Provides deceitful credibility of word to word sameness.
4. Stress on oral fluency.
5. Activity is time-taking.
6. Because it uses the mother-tongue so does not anticipate.

### The Skills that works out in ELT through Transalation

#### For Teachers

In view of Peter Newmark (1981), the following skills are expected from teachers:

1. Be organized and illuminate the understudies approximately the syllabus
2. Be certain, concede botches, instruct understudies more skilled than the educator much obliged to experience
3. Have translator's skills
4. Have a great command of educational techniques
5. Be arranged to try with modern methods
6. Listen to students' suggestions
7. Consider interpretation as a frame of etymological exploration
8. Have a great command of the two languages.

For Students

Peter Newmark (1981) mentions following skills:

1. Language sensitive.
2. Able to write neat, plain and nice.
3. Beware of cultural background.
4. Command over the text being translated.
5. Reading comprehension.
6. Common sense.
7. Judgmental.
8. Quick in work.
9. Multi-thinking capability.
10. Diligence.

The Grammar Translation Method (GTM) in ELT

In line with Prator and Celce-Murcia (1979), the following are the most highpoints of the Grammar Translation Method:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
6. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
7. Little or no attention is given to pronunciation.

Diane Larsen-Freeman (2000) offers few shared/usual practices closely associated with the Grammar Translation Method (GTM).

1. Literary Passage Translation
2. Comprehensive Questions in Reading
3. Search of synonyms and antonyms
4. Equivalents
5. Comprehension and application of the grammar rules and their exceptions with examples
6. Fill in the blanks
7. Cramming the word list and rules of grammar
8. Use words to make Sentences
9. Writing about the topic in TL

## Issues and Challenges in ELT through Translation: An Applied Methodology in Teaching Saudis NTS

From the time when English is introduced late in Saudi Arabia, and the instruction framework and nation isn't however completely modernized, it may still be very recently English gets to be as broadly utilized, and the familiarity of its populace gets to be as solid, likewise in other countries. Anything the case may be, one basic reality remains for long term era of Saudis: English may be a must. Instructing of Saudis NTS under such fundamental circumstances isn't only curiously but additionally requires abilities for teaching English for particular purposes. To this setting, translation of information and data in their Arabic language appears up to be a Hobson's choice. But it isn't so basic, since it requires great command over SL and TL from a translator. Suddenly, the trainers, in this case, are completely unaware of the Arabic dialect/language, but able inside the utilize of the English Language. So how to begin the strategy of translation inside the classroom gets to be really tough call. The work of the translator isn't everybody's piece of a cake, since the translator has ought to strike a balance between over- and under-translation. Also, one has ought to make a "significant internal language made external." In the midst of the communication the trainers go up against the taking after fundamental challenges:

### 1) Arabic Case Suffixes

The following table displays each case with its equivalent English meaning:

Cases	Meaning	Transliteration
Nominative	Who	Meen
Genitive	Whose	Azzeen
Dative-Locative	To Whom	Ila-Mann
Accusative	Whom	Mann
Instrumental	By whom	Boo Istata Mann
Comitative	With Whom	Ma Mann
Directive	Towards Whom	Nahu Mann

As a result of this, Saudis NTS face a high level of intervention of their basic L1 case structure in their English.

### 2) Determiners and Articles

The Arabic language contains too much articles. In Arabic the definite article is (ال)"al", which is the equivalent to "the" in English. It is added on to the front of the word.

(البننت) al-bint The girl

(العين) al-ayn The eye

(الكتاب) al-kitab The book

The definite article is always written as (ال), however the "ل" is not always pronounced. This happens when the article precedes 14 of the 28 arabic letters. Known as (حروف شمسية) huruf shamsiyyah, or The Solar Letters.

The Solar Letters:

ت, ث, د, ذ, ر, ز, س, ش, ص, ض, ط, ظ, ل, ن

With the other 14 letters the article is pronounced as written. They are known as (حروف قمرية) huruf qamariyyah or The Lunar Letters.

The Moon Letters:

أ, ب, ج, ح, خ, ع, غ, ف, ق, ك, م, ه, و, ي A determiner is a word, a marker or an affixation that comes with a noun to distinguish it from other parts of speech. This is quite the same as with noun determiners in English but of course these determiners are different from those in English.

Noun Determiners (Markers) علامات الاسم:

There are five determiners or markers to distinguish Arabic nouns. If a word accepts one or more of these determiners, then the word is a noun:

1- The Genitive or Idaafa Construction (Majrou): We have already learnt about the different Arabic Prepositions. So, if a noun comes after these particles, then it is in the genitive case and it automatically has a Kas'rah on its ending. We define this noun as "genitive" or as (a Majrou Noun اسم مجرور) by the preposition (particle) because this preposition was the real cause of this genitive case. In the same way, if the word comes as a part of an Idaafa, it is a Mudaaf Majrou (genitive) noun. These posts about Idaafa and Modaaf structures and definite nouns may help.

Eg.

The train arrived at station. (Majrou by a preposition) وَصَلَ الْقِطَارُ إِلَى الْمَحَطَّةِ

Working hard is the origin of success. (Majrou by Idaafa) الإِجْتِهَادُ أَسَاسُ النِّجَاحِ

In the above two examples, the words المحطة (station) and النجاح (success) are both in the genitive case (End in a Kasrah) because the first word is preceded by the preposition إلى and the second comes in the Idaafa construction.

2- The Tanween التنوين: Tanween is one form of the Arabic Diacritics. It is a long vowel of (a, e, o) that ends in /n/. Only nouns accept the Tanween. The noun with Tanween can be in any of the three cases and this depends on context.

Eg.

A huge rocket was launched. (Nominative case and subject) انطلق صاروخ ضخم

I bought a car. (Accusative case and object) اشتريت سيارة

The rocket went in astonishing speed. (Genitive case and Majrour) انطلق الصاروخ  
بسرعة مذهلة

3- The Definite Article (Al-): As we studied earlier in the post about Definite Nouns with (Al-), we already know that the article (Al-) makes the noun definite. Consequently, the definite article (Al-) in Arabic is a noun determiner. The definite noun with (Al-) can be in any case.

Eg.

The book is interesting. (Nominative Case and subject/Mubtada) الكتاب مثير

I bought the house. (Accusative Case and object) اشتريت المنزل

I went to the market. (Genitive Case and Majrour) ذهبت إلى السوق

4- The Vocative Case النداء: If a word is followed by one of the vocative particles e.g. (Ya يا), then this word is a noun and is in the vocative case. Here Arabic is different from English.

Eg.

Hurry up, guys! أسرعوا يا رجال

5- Attribution (Isnad) الإسناد: The Arabic word Isnad means to allocate or to attribute something or someone to another. It is a grammatical term. So, the predicate is an attribute of the subject in the nominative sentence and the subject is an attribute of the verb in the verbal sentence. Isnad is a noun that gives more information or defines another word (noun or verb).

Eg.

Knowledge is light. العلم نور

Science has developed تطوّر العلم

### 3) Verb Tenses

It was noticed that all the Saudis members (NTS) had trouble in securing the all three perfect tenses i.e. present, past and future tenses. These three tenses caused major issues and botches

than any of the other verb tenses combined. The present, past and future perfect tenses are non-existing in Arabic language at all.

#### 4) Voices

It was also noticed that Saudis NTS have issues in taking care of passive voices of Imperative and Interrogative sentences. For illustration, they are incapable to unravel and get it /"Do it"/ If it's not too much trouble bring a cup of tea, "Who broke the table? etc. A few students also have trouble in distinguishing the tenses.

#### 5) Punctuation Marks

During the preparing program, it too got to be apparent that the members have issues in putting punctuation marks accurately. A few of the members have troubles in utilizing twofold rearranged capital letters, commas, hyphens, and exclamation marks. Learners don't capitalize the first letter of word in the sentences.

#### Conclusion

To conclude, it was chosen that out of their selected group whoever has normal command over the target language L2 was asked to perform the vital part of a translator. As a suggestion at this level, the subsequent skills are anticipated from a translator within the classroom circumstances:

1. Have good listening skills.
2. Recognize and get it non-verbal cues.
3. Be recognizable with equivalent words of source and target language.
4. Stay reliable and unbiased.
5. Defend oneself from being simply an imitator or interpreters.
6. Have great clarification skills.
7. Oversee time amid the method of translation.
8. Have specialized abilities of utilizing computer program and devices for advanced-level translation.
9. Maintain a strategic distance from over- or under-translation.
10. Ensure oneself from getting to be an insignificant casualty of entropy.

Finally, it has been found that translation could be a valuable instrument to memorize syntax, grammar and words in both SL and TL. A word-for-word back-translation empowers Saudis NTS to highlight and get it the relationship between the two languages.

#### References

- Benjamin, W. (1992) "The Task of the Translator," *Illuminations*. Trans. Harry Zohn, Fontana Press.
- Crystal David, "Encyclopaedia of Language," 1998.



Harmer J (2001), "The Practice of English Language Teaching" Oxford: Longman

Jumplelt in "Approaches to Translation" by Peter Newmark, Oxford: Pergamom Press, 1984, p.3.

Kullman,Rita and D. Tserenpil, "Saudis Grammar." Hong Kong. Jenso Ltd., 1996.p.78.

Larsen-Freeman, Dianne, 2000: "Techniques and Principles in Language Teaching" (2nd Edition), New York: Oxford University Press.

Ortega Y Gasset (1992), J., 'Misery and Splendor of Translation' in Schulte, R., Biguenet, J., Theories of Translation: an Anthology of Essays from Dryden to Derrida, Chicago: University of Chicago Press, Translated by Elizabeth Gamble Miller.

Macau Cristina Mallol, " Teaching Foreign Languages Through Translator : Consideration Multiple Intelligences" Doctoral Thesis, 2003-03.

Mahmoud A. (2006) Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure. English Teaching Forum, 44 (4).

Mattioli G. (2004),"On Native Language Intrusions and Making Do with Words: Linguistically Homogeneous Classrooms and Native Language Use",English Teaching Forum, 42(4).

Newson Dennis,"Translation and Language Teaching. Language Teaching and Translation" (Malkmjaer, 1998:63-67)

Newmark, Approaches to translation .,rpt. Oxford: Pergamom Press, 1981,p. 42-59.

Prator, Clifford H. & Celce-Murcia, Marianne, 1979: "An outline of language teaching approaches." In Celce-Murcia, Marianne & McIntosh, Lois (Ed.), "Teaching English as a Second or Foreign Language," Newbury House.

Ross N. J. (2000), "Interference and Intervention: Using Translation in the EFL Classroom", Modern English Teacher, No 9 (3).

Schweers William C. Jr. (1999),"Using L1 in the L2 Classroom",. English Teaching Forum, 37(2).