



The Role of Translation in Enhancing EFL Learners' Communication Skills Across the Culture

A Case Study (EFL Learners of Arts at Gezira University of and Al-butana
University- Sudan (2022)

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Abstract

The study aims at investigating the role of translation in enhancing EFL learners' cross-cultural communication skills and developing their translation skills through translation activities. The study adopted the descriptive analytical method. A questionnaire was distributed for data collection. The sample of the study is consisted from hundred (100) EFL learners of Arts who were selected randomly from two Sudanese Universities, namely from University of Gezira fifty (50) learners and from University of Al-botana, fifty (50) learners. Then the collected data were analyzed by using SPSS program. The study reached many results the most important of which were: language and culture are taught together, because language presented as apart from culture of the target language which selected to be learnt, translation enables EFL learners to cross-culturally communicate, practicing translation improves EFL learners' translation skills, a good translation should fulfill the same purpose in L2, EFL learners develop interpretation through translation, practicing translation activities enhances learners' comprehension skills, translation develops EFL learners' communicative skills and EFL learners improve cultural background through translation .Based on the previous results the study recommends: EFL learners should be enabled to cross-culturally

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communicate while learning process and should develop their cultural background through translation.

Key Words: role of translation, cross-cultural communication, communicative skills

مستخلص الدراسة

هدفت الدراسة للتحقق من دور الترجمة في تمكين طلاب اللغة الانجليزية من التواصل عبر الثقافات وتطوير مهارات الترجمة لديهم خلال ممارسة أنشطة الترجمة. أتبعنا الدراسة المنهج الوصفي التحليلي، تكونت عينة الدراسة من مائة (100) من طلاب الآداب بالجامعات السودانية حيث تم توزيع إستبانة لجمع بيانات الدراسة من الجامعات السودانية تحديداً خمسين (50) طالباً وطالبة من طلاب الآداب بجامعة الجزيرة و(50) طالباً وطالبة من جامعة البطانة (2022) تم تحليل البيانات التي تم جمعها ببرنامج الحزم الإحصائية (SPSS) توصلت الدراسة إلى عدة نتائج أهمها: أن اللغة والثقافة تدرسان مع بعض لأن اللغة تعرض كجزء من الثقافة المستهدفة التي تم إختيارها لتدرس، أن الترجمة تمكين الطلاب من التواصل عبر الثقافات أثناء عملية التعلم وأن ممارسة أنشطة الترجمة تطور مهارات الترجمة لدى الدارسين، أن الترجمة الجيدة تحقق نفس الغرض في اللغة الثانية، أن ممارسة أنشطة الترجمة تطور مهارات الفهم لطلاب اللغة الانجليزية كما تطور لديهم مهارات التواصل وتطوير الخلفية الثقافية. يبنى على ماسبق نتائج توصي الدراسة بتمكين طلاب اللغة الانجليزية من التواصل عبر الثقافات وتطوير خلفياتهم الثقافية من خلال ممارسة الترجمة.

1.0 Introduction

Translation as a type of mediation is a means not only of interlingual but also of intercultural communication. Serving as a means of communication between people of various ethnic groups, translation is a means of interlingual and intercultural communication. Ghazala (2008) asserts that translation includes both the processes as well as the methods used by translators to convey the meaning. He rightly states that for an accurate and appropriate translation, translators have to

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fully understand the meaning of source text. According to him, all aspects of language such as meaning, grammar, style and sounds enjoy the same importance in the process of translation where failing to observe any one of them will lead to distorting of meaning. Hassan, (2020), on the other hand, argues that translation is not just about the meaning in both the languages, the source language and the target language, but rather about the culture.

The cultural factor in translation is obvious and undeniable. Not only two languages interact in translation process, but also two cultures having both common features and national specificity. Revealing this specificity is crucial in studying intercultural communication and translation (Baker, 2000)

Statement of the Problem

According to my experience some of EFL learners unable to cross-culturally communication. Many of them are weak in comprehending English language culture, accents and dialects. They need to recognize the link between language and culture. Their interpretation skills need to be improved. So, this study aims at discussing the role of translation in enhancing EFL learners' cross cultural communication.

Objectives of the Study

This study aims at:

1. investigating the role of translation in enhancing EFL learners cross-cultural communication skills.
2. enhancing EFL learners' translation skills through translation activities.

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Questions of the Study

This study attempts to answer the following questions:

1. What is the role of translation in enhancing learners cross- cultural communication?
2. To what extent are translation activities improve EFL learners' translation skills?

Hypotheses of the Study

The study hypothesizes the followings:

1. Translation enhance EFL learners' cross-cultural communication skills.
3. Practicing translation activities enhances EFL learners' translation skills.

Significance of the Study

The study is signified since EFL learners can get benefits from it, also academic expert, academic researchers, curriculum designers, ect. This study explains the role of translation in enhancing EFL learners cross-cultural communication skills. It explain the benefits of translation activities in improving learners translation skills.

The Methodology of the Study

The tool or instrument used in this study a questionnaire which distributed among the sample which selected from the population is both descriptive and analytical. The data for this research will be obtained by using a questionnaire for

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(100)EFL learners at University of Gezira and University of Albotana. Then it will be analyzed statistically with SPSS Program

2. Literature Review

Cross-cultural communication is a field of study that looks at how people from different cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures (Sapir,1956). The notion of culture is essential to considering the implications for translation. Discussing the problems of correspondence in translation, Nida confers equal importance to both linguistic and cultural differences between the SL and the TL and concludes that "differences between cultures may cause more severe complications for the translator than do differences in language structure" (Nida 1964,p. 130). Language and culture may thus be seen as being closely related and both aspects must be considered for translation. When considering the translation of cultural words and notions, Newmark proposes two opposing methods: transference and componential analysis (Newmark 1988: 96). As Newmark mentions, transference gives "local colour", keeping cultural names and concepts. Although placing the emphasis on culture, meaningful to initiated readers, he claims this method may cause problems for the general readership and limit the comprehension of certain aspects.

Being a translator means removing a language barrier and, as much as possible, bridging a cultural gap between people. It means seeing the world through different eyes. As a translator, I work with people from all over the world. All of them have a different interpretation about life and other things. So, have more than two eyes while being a translator. Translators are faced with an alien

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culture that requires that its message be conveyed in anything but an alien way. That culture expresses its idiosyncrasies in a way that is culture-bound: cultural words, proverbs and of course idiomatic expressions, whose origin and use are intrinsically and uniquely bound to the culture concerned. So they are called upon to do a cross cultural translation whose success will depend on their understanding of the culture they are working with (Byram,1989).

A translator is also an expert in intercultural communication, whose task is to create a bridge and aid others to cross cultural and linguistic boundaries. Therefore, a translator should have the mastery of fields like translation, interpretation, work organization, procurement of services, and management of intercultural communication processes. Translations indeed represent the place where cultures, previously separated, come together and establish ongoing relations. So, it is quite obvious why translations have become so important and the translator is not just the person who translate words, but the one who can find the best way to transpose the main ideas, so that the intended audience gets them right.

Understanding the role of culture in communication is an essential foundation for understanding intercultural communication as it occurs interpersonally, in small groups, in public speaking, or in the media, and for appreciating the principles for effective intercultural communication. Discussing the problems of correspondence in translation, Nida confers equal importance to both linguistic and cultural differences between the SL and the TL (Hervey,2002).

Language and Culture

Culture is not only inseparably related to language, but also plays an important role throughout the process of language teaching and learning. The



question is not whether or not to teach culture, but, rather, what kind of teaching can promote students' understanding of the nature of the language, communication and human relations. Tucker and Lambert (1973,p.246) stated that the ability to communicate fully in a second language depends on the degree of non-ethnocentrism of the learner. The successful learner must develop "an awareness of and sensitivity toward the values and traditions of the people whose language is being studied". In a foreign language classroom, when teachers talk about incorporating culture into language teaching, it often means simply introducing typical customs or traditions of the given society. As Hall (1978,p.55) stated, in order to understand the other's culture, "one must transcend one's own culture [which] can be done only by making explicit the rules by which it operates" .

Another problem with teaching language from a cultural perspective is that there is a clear dichotomy between native and non-native speakers of the language. One must decide how much, if at all, the non-native speakers should conform to the native speakers norm of language use or patterns of communication (Bentahila & Davies, 1989). It is especially important to bear this in mind given the reality of English as an international language.

Communication Definitions

Communication is the exchange of ideas, information, etc. between two or more people. In an act of communication there's usually at least one speaker or sender, a message which is transmitted, and a person or persons for whom this message is intended the receiver (Richards,1992). There are three major types of communication: Verbal or dialog, Non-verbal, and visual. Dialog or verbal *communication* is a conversation between two or more entities in which they use



their speech organs to convey a message. It has two subcategories: Interpersonal and public speaking. Nonverbal communication is the process of communicating through sending and receiving wordless messages. Such messages can be communicated through gestures, body language or posture, facial expression, eye contact, object communication such as clothing, and hairstyles, or even architecture or symbols. Visual communication, as the name suggests, is communication through visual aids. It is the transmission of ideas and information in forms that can be read or looked upon. Communication regardless of its kind may happen between people of same culture and language or of different cultures. There are often more problems in cross-cultural communication which happens between people of different cultural backgrounds than in communication between people of the same cultural background. Each participant may interpret the other's speech according to his/her own cultural conventions and expectations. If the cultural conventions of the speaker are widely different, misinterpretations and misunderstandings can easily arise, even result in total breakdown of communication. (Richards, 1992) Cross-cultural communication, also frequently referred to as intercultural communication, is a field of study that looks at how people from different cultural backgrounds communicate, in similar and different ways among themselves , and how they endeavor to communicate across cultures.

Culture is a set of beliefs, ideas, attitude, customs, behavior, festivals, cuisine and clothes style that differ from country to country. People living in same country have some similarities in their culture but, upon closer examination, one can also see differences. Expressions like working class culture, high culture and low culture refer to such differences. Culture of a country changes over time. A person

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traveling from one cultural area to another does not change his or her culture. Therefore, cross-cultural communication requires caution.

Translation as a Cross-Cultural Communication Agent

Translation is not only a linguistic act; it's also a cultural one, an act of communication across cultures. Translation always involves both language and culture simply because the two cannot be separated. Language is culturally embedded: it both expresses and shapes cultural reality, and the meaning of linguistic items can only be understood when considered together with the cultural context in which the linguistic items are used. Translators should pay great attention to differences in kind and degree of conventionalization in the source and target cultures when transferring a text from one culture to another. One of the main characteristics of translation is its 'double-bind situation', where the translator has to link the source text in its cultural context to the target communicative-cultural condition, (House, 2009).

Transference or Componential Analysis?

Transference is the process of transferring a SL word to a TL text as a translation procedure. It is the same as Catford's transference, and includes transliteration, which is representing a text written in a different source-language alphabet in a form readable by the target audience. Transference is brief and concise. It emphasizes the culture and excludes the message and doesn't communicate. It blocks comprehension. (Ketabi and Ordudari, 2008)



3.0 The Current Study: Material and Method

The participants of this study were the EFL students of Arts at Sudanese Universities, Sudan (2022). The sample of the study is consisted from hundred (100) EFL learners of Arts who were selected randomly from two Sudanese Universities, namely from University of Gezira fifty (50) learners and from University of Al-botana fifty (50) learners. Then the collected data were analyzed by using SPSS program. A questionnaire was distributed to them for collecting the required data for the research. Then, the collected data was statistically analyzed with the SPSS program. The statistical analyses were shown in the following tables.

Material: 16 questionnaire statements were given to the sample of the study.

Statement (1) Language and culture are not separated in EFL learning.

Statement (2) Practicing translation improves EFL learners' translation skills.

Statement (3) A good translation should fulfill the same purpose in L2.

Statement (4) EFL learners develop interpretation through translation.

Statement (5) Translation enables EFL learners to cross-culturally communicate.

Statement (6) Using translation helps learners to interact.

Statement (7) Practicing translation enhances learners' comprehension skills.

Statement (8) Translation develops EFL learners' communicative skills.

Statement (9) Translation improves learners' vocabulary knowledge.

Statement (10) learners improve cultural background through translation.

Statement (11) Translation facilitates language learning.

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Statement (12) Using translation in EFL classes enhances learners' critical thinking skills.

Statement (13) Using modern technology in EFL setting enables EFL learners to practice translation easily.

Statement (14) Translation facilitates interpretation between people and hence globalization.

Statement (15) Translation enhance learning sciences and English for specific purposes ESP.

Statement (16) Using translation enables learners to construct and collocate texts in the target language.

4. Data Analysis and Discussion

The study used the SPSS Program for analyzing the questionnaire statements as it is appear below in the following tables;

Tables	agree	Percent	neutral	disagree	Total
Table (1)	80	80	12	8	100
Table (2)	80	80	16	4	100
Table (3)	92	92	4	4	100
Table (4)	92	92	8	0	100
Table (5)	75	76	20	4	100
Table (6)	80	80	15	5	100
Table (7)	85	85	13	2	100
Table (8)	84	84	12	4	100



Table (9)	80	80	16	4	100
Table (10)	88	88	8	4	100
Table (11)	95	85	3	3	100
Table (12)	94	94	3	3	100
Table (13)	90	90	8	2	100
Table (14)	88	88	10	2	100
Table (15)	76	76	20	4	100
Table (16)	80	80	15	5	100

Statement (1) Language and culture are not separated in EFL learning

Table (1) shows that language and culture are taught together. However, most respondents (80%) agree, (8%) are neutral and (12%) disagree with the statement. So, the statement is accepted.

Statement (2) Practicing translation improves EFL learners' translation skills

According to the statistical analysis in table (2), practicing translation improves EFL learners' translation skills. Again most of the sample (80%) agree with the statement, (16%) neutral and (4%) disagree. This statement is accepted.

Statement (3) A good translation should fulfill the same purpose in L2

Table (3) shows that most respondents (92%) agree that a good translation should fulfill the same purpose in the new language as the original did in the source



language. Only (4%) are neutral and (4%) disagree with the statement. Thus, this statement is proved.

Statement (4) EFL learners develop interpretation through translation.

Table (4) shows that most respondents (92%) agree and (8%) are neutral that EFL learners can develop interpretation skills through translation. Therefore, this statement is accepted.

Statement (5) Translation enables EFL learners to cross-culturally communicate

Table (5) shows that most of respondents (76%) agree, (20%) are neutral and (4%) of the sample disagree that translation enables learners to culturally communicate. Therefore, this statement is accepted.

Statement (6) Using translation helps learners to interact

Table (6) shows that (80%) of respondents agree, (16%) neutral and (5%) disagree that, using translation helps learners to interact.

Statement (7) Practicing translation activities enhances learners' comprehension skills

Table (7) shows that most respondents (85%) agree, (13%) are neutral and (2%) disagree that practicing translation activities enhances EFL learners' comprehension skills. Therefore, this statement is accepted.

Statement (8) Translation develops EFL learners' communicative skills.

Table (8) shows that the most of the respondents (84%) agree, (12%) neutral and (4%) disagree that translation develops EFL learners' communicative skills. Thus, this statement is accepted.



Statement (9) Translation improves learners' vocabulary

Table (9) shows that translation improves learners' vocabulary knowledge. According to the statistical analysis of table (9), (80%) of respondents agree, (16%) of the sample are neutral and (4%) of them disagree with the statement. Thus, this statement is justified.

Statement (10) learners improve cultural background through translation.

According to the statistical analysis of table (10) most of the respondents (88%) agree, (8%) of the sample are neutral (4%) of them disagree that EFL learners improve their cultural background through translation. Therefore, this statement is accepted.

Statement (11) Translation facilitates language learning.

According to the statistical analysis of table (11) most of the respondents (95%) agree, (3%) of the sample are neutral (2%) of them disagree that translation facilitates language learning.. Therefore, this statement is accepted.

Statement (12) Using translation in EFL classes enhances learners' critical thinking skills.

According to the statistical analysis of table (12) most of the respondents (94%) agree, (3%) of the sample are neutral (3%) of them disagree that using translation in EFL classes enhances learners' critical thinking skills. Therefore, this statement is accepted.



Statement (13) Using modern technology in EFL setting enables EFL learners to practice translation easily.

Table (13) shows that the most of the respondents (90%) agree, (8%) neutral and (2%) disagree that using modern technology in EFL setting enables EFL learners to practice translation easily. Thus, this statement is accepted

Statement (14) Translation facilitates interpretation between people and hence globalization.

The statistical analysis in table (14) shows that the most of the respondents (88%) agree, (10%) neutral and (2%) disagree that translation facilitates interpretation between people and hence globalization. Thus, this statement is accepted

Statement (15) Translation enhance learning sciences and English for specific purposes ESP.

Table (15) shows that (76%) of respondents agree, (20%) neutral and (4%) disagree that, translation enhance learning sciences and English for specific purposes ESP.

Statement (16) Using translation enables learners to construct and collocate texts in the target language.

The data in table (16) shows that (80%) of respondents agree, (15%) neutral and (5%) disagree that, using translation enables learners to construct and collocate texts in the target language.



5.Conclusion, Findings and Recommendations

Conclusion

Translation contributes significantly to universalism and hence, globalization. Falling trade barriers between nations have led to falling linguistic and cultural barriers, which in turn further promotes globalization. As a language learning strategy, translation has many merits. It invites speculation and discussion, develops clarity, flexibility and accuracy. Translation practice, carefully used in different moments of the language learning process, and especially with advanced students, can contribute to the students' general culture and helps in communicative competence advancement. The aim of the study is improving EFL learners' abilities in cross-cultural communication through the practice of translation. For the purpose of the study, the researcher distributed a questionnaire to (100) EFL learners from Gezira and Al-botana Universities. Then the collected data were analyzed with the SPSS program.

Findings

The following are the findings of the study:

1. Language and culture are taught together, because language as apart from culture of the target language which selected to be learnt.
2. Practicing translation enhances EFL learners' translation skills.
3. A good translation should fulfill the same purpose of the target language EFL..
4. EFL learners develop interpretation through translation.
5. Translation enhances EFL learners' cross-cultural communication skills..

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6. Practicing translation activities enhances learners' comprehension skills.
7. Translation develops EFL learners' communicative skills.
8. EFL learners improve cultural background through translation.
9. Using translation in EFL classes enhances learners' critical thinking skills.
10. Translation enhance learning sciences and English for specific purposes ESP.

Recommendations

The study has the following recommendations

1. EFL learners should be enabled to develop interpretation through translation.
2. Translation should be practiced by EFL learners for enhancing their cross-culturally communication skills.
3. Learners of English language should be encouraged to practice translation activities enhances .
4. EFL learners should develop their cultural background through translation.

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