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**TEXTLINGUISTICS AND TRANSLATION
PERFORMANCE: A SAMPLE STUDY IN
TRANSLATION COURSES**

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Başlık: Metindilbilim Ölçütleri ve Çeviri Edimi: Çeviri Derslerinde Örnek Bir Uygulama

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ÖZET

Çeviri diller arası ve kültürler arası bir bildirişim aracı olmakla birlikte aynı zamanda bir dilden –kaynak dil- diğeri dil –erek dil- anlam aktarımı sürecidir. Ancak, çevirmen görevini üstlenen öğrenciler herhangi bir söylem örneğini metnin, bağlamsal özelliklerini göz ardı ederek çevirme eğilimi gösterebilirler. Bu bağlamda, metin bütünlüğü ile ilgilenen ve dilbilimin bir dalı olan metindilbilim, sağladığı ölçütler ile hem biçim ve hem de içerik düzeylerinde, çeviri sürecinde yönlendirici olabilir.

Bu çalışmanın amacı metindilbilimin, çeviri sürecinde metni anlama ve üretme aşamasında öğrencilere yardımcı olup olmayacağını araştırmaktır. Bu amaç dahilinde, çeviri derslerinde bir eylem araştırması uygulanmıştır. 59 öğrencinin katılımcı olduğu araştırma sürecinde, hem nitel hem de nicel veri toplama araçları kullanılmıştır. Söz konusu araçlardan elde edilen veriler tezin verilerini oluşturmaktadır. Anketin sonuçları, vize ve final sınavlarının puanları çalışmanın nicel verileridir; nicel verilerin güvenilirliğini değerlendirmek amacıyla toplanan öz değerlendirme raporları ise nitel verilerdir.

Çalışma bulgularına göre Trakya Üniversitesi İngiliz Dili Eğitimi Bölümünde uygulanan metindilbilim destekli çeviri dersleri, öğrencilerin farkındalıklarını arttırarak, çeviri edimlerinin gelişmesine katkı sağlamıştır.

Anahtar Sözcükler: çeviri, metindilbilim, İngiliz Dili Eğitimi

Title: Textlinguistics and Translation Performance: A Sample Study in Translation Courses

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ABSTRACT

Translation is a tool for interlingual and intercultural communication and is a process of conveying meaning from one language -the source language- into another -the target language-. However, the learner as a translator may tend to translate without regarding the contextual properties of any piece of discourse. In this sense, the criteria of textlinguistics, which is a branch of linguistics dealing with the unity of texts, may be directive both in form and meaning levels.

The aim of this study is to investigate whether textlinguistics assists learners during the text comprehension and text production processes. In the light of this aim, an action research was carried out in translation courses with the assistance of textlinguistics to examine whether the L2 learners get rid of the difficulties they faced during the translation process. During the research process, in which 59 students have participated, both qualitative and quantitative data collection instruments were used: the quantitative data gathered from a questionnaire, the midterm and final exams; and the qualitative data obtained from the students' self evaluation reports were used to assess the reliability of the quantitative data.

The findings of this research reveal that textlinguistics assistance to translation courses would be beneficial for the translation courses in the ELT department at Trakya University as this application raises students' awareness which leads to the development in students' performance levels.

Key Words: translation, textlinguistics, English Language Teaching

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CHAPTER I

THE STUDY

INTRODUCTION

1.1. Background of the Study

Language is a natural phenomenon which is used for communication among human beings. Thus, when a person knows a foreign language, s/he can interact with other people from other cultures, that is, the person can be understood by other people who know that language. One of the tools of being understood or known is translation, an activity in which translators decode a piece of discourse, whether written or oral, from one language and encode it into another language. In a wider concept, translation is the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences (Bell, 1993:5).

But, while the translator decoding a text from one language and encoding it into another language, s/he may have difficulties. For this reason, there is a need for theoretical knowledge. As Çakır (2006:11) states that “translation theory aims at assisting translators by assessing methods and providing a body of principles and rules for the translation all kinds of texts”. In a sense, it can be defined as a tool to solve the problems in translating activity. In other terms, the translator’s first task is to understand the text. Later, s/he analyzes the text and then selects an appropriate translation method. At that point s/he gets help from translation theories for deciding on the criteria and priorities necessary for the analyses.

Translation does not mean replacing a word in a language with a word in other language so the focus is on a larger unit: text. “A text can be defined as a sequence of cohesive and coherent sentences realizing a set of mutually relevant intentions” (Munday, 2009: 231). Since translators’ duty is to provide communication in creating the target text, s/he should know the criteria of textuality; namely cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality standards. In other words, the translator needs to be aware of textlinguistic standards to produce communicative target texts.

Since translation is the actualization of language in a certain field, translation occupies a significant place in language education curricula. As Popovic (2001: 3) puts forward “the role of translation cannot be neglected in language education, as translation is a real life communicative activity – the learners translate in class for peers, decode signs and notices in the environment, translates instructions and letters for friends and relations, etc”. Moreover, Köksal (2008) claims that students’ ability of expressing the learned knowledge in foreign language by using their native language or vice versa is equally important to possessing other communication skills such as listening, speaking, reading and writing. Thus, translation is accepted as the fifth language skill in language teaching.

Owing to the importance of translation in language teaching, compulsory translation courses were included into the teacher training programs of universities in Turkey. In those courses, the main aim is to foster learners’ translation performances. In addition to this basic purpose, the students may also gain linguistic and cultural awareness while dealing with translation. Moreover, students’ lexical knowledge may improve while searching for the equivalent vocabulary items. Therefore, translation courses can be assumed as fostering courses in linguistic, contextual, textual, social, and cultural aspects. In this sense, in this study, it is aimed to present a different perspective for the translation courses in ELT departments for promoting such aspects and encouraging students to participate in the courses actively and autonomously. Depending on this aim, it is assumed that textlinguistic awareness

may assist learners while translating texts and create consciousness. Moreover, it is assumed that the integration of text linguistics to translation studies may lead to critical comprehension among learners during the translation process.

In the literature review part of the study, the definitions of linguistics, translation, and textlinguistics are introduced. Moreover, the relations between those disciplines are presented. Related to this, contemporary translation theories and textlinguistic standards are illuminated. Furthermore, the contributions of translation into language teaching and learning are revealed. Lastly, the importance of textlinguistics for translation is explained in a detailed way. In addition, relevant research carried out related to these fields is mentioned at the end of the chapter.

In the methodology part, the research method used to conduct the study is described. In this study, it is aimed to design an action research so as to investigate whether textlinguistics assists learners during the text comprehension and text production processes. The participants of the study were fifty-nine students attending the English-Turkish Translation Course conducted at the ELT Department of Trakya University. To carry out the research, different text types were selected and a course syllabus was designed by the researcher. In this study, three sets of data collection instruments have been used: a questionnaire, the midterm and final exam scores, and the students' self evaluation reports. The questionnaire, designed and implemented by the researcher, is used for determining students' perceptions towards the course. The questionnaire results are used to determine percentile and frequency values statistically. Additionally, in order to assess the success and the significance between mid-term and final exams, the midterm and final exam scores are used. In this way, it is aimed to determine whether the treatment for translation courses in ELT departments would be supportive for learners. Moreover, the students' self evaluation reports collected each week have been examined so as to assess the reliability of the statistical results gathered from the questionnaire and the midterm and final exam scores.

In the findings and discussion part, the results obtained from the data collection instruments are discussed; and in the conclusion part, the overall view of the study is proposed. In addition, suggestions for further studies and the limitations of the study are also stated in the conclusion part of the thesis.

1.2. Statement of the Problem

Translation may create difficulties for foreign language learners while producing their texts both in language and meaning levels. The learners mostly disregard the formal, cultural, and textual differences of two languages. In other words, without regarding the contextual properties of any piece of discourse, the learner may tend to translate it. To overcome such difficulties, it is assumed that textlinguistic studies may assist learners while translating texts and create awareness.

1.3. Purpose of The Study

In this study, it is aimed at investigating whether text linguistics assists learners during the text comprehension and text production processes. Regarding this aim, at the end of the research carried out in the assistance of text linguistics to translation, the handicaps resulted from decoding a text from a language and encoding it into another language are assumed to be eliminated. Such practice may contribute to the language development of the learners and boost their self-efficacy. In addition to this, by using the relationship between text linguistics and translation, it is assumed that the learners can be able to translate texts in a much more conscious manner by raising awareness on text types and text unity. While implementing the course, the learners are assumed to evaluate and self-criticize their own products, thus they may make self-correction.

In relation to this aim, answers to the following research questions are sought:

1. How can textlinguistics contribute to the translation activities while encoding the source and target texts?
2. Does self-evaluation in translation courses help learners create awareness?

1.4. Significance of the Study

Since a model syllabus for translation courses is designed and implemented in translation courses, the results gathered from the study may be directive for the educators in the field of foreign or second language teaching.

1.5. Assumptions

In this study, it is assumed that:

1. Textlinguistics may assist learners during the translation process and text production process.
2. Findings of the study may highlight foreign language learners during translation process and may direct them to translate in a more conscious way.

1.6. Definitions

Text linguistics: Text linguistics started to develop at the end of 1960s, and directed towards analyzing the relationships among transsentential linguistic structures in forming written texts (Yılmaz and Jahic, 2005). Text linguistics studies spoken or written texts. It is concerned, for instance, with the way the parts of a text are organized and related to one another in order to form a meaningful whole (Richards, Platt, Weber, 1985: 292).

Translation: Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language (Newmark, 1988: 7). Thus, translation can be considered as a transferring act which requires equivalence in terms of meaning and style of the messages between the source and the target language.

Translation Studies: Translation studies is an interdiscipline containing elements of social science and the humanities, dealing with the systematic study of the theory, the description and the application of translation, interpreting or both these activities (http://en.wikipedia.org/wiki/Translation_studies). Translation studies deal with translation problems and evaluate phenomena by a translation theory, try to find solution to problems, benefit from the branches such as semiotics, pragmatics, etc. (Vardar, 2002).

The Relationship between Text Linguistics and Translation: The existence of a relationship between linguistics and translation is a matter of concern. In recent years, some scholars who are in favor of free translation have repeatedly raised this question to the public and appealed for an end to the linguistic approach to translation which includes both surface structure and deep structure characteristics (Luo, 1999, 101).

Translation and Second Language Education: The main reason translation fell out of favor lay in the fact that it was thought to be a kind of tedious exercise which focused on grammar and did not foster communication. However, while the dominant teaching models now focus on communication, in recent years scholars have begun to rethink the role of translation within this framework. For example, Duff (1989) points out that it is possible to make use of translation in a manner which would help students achieve proficiency in English by means of seeing differences between their native language and the target language. (cited in Erer, 2006)

1.7. Limitations of the Study

This study is limited with the classroom applications at English Language Teaching Department of Trakya University and restricted to fifty-nine second year students attending English-Turkish Translation Course in the 2009-2010 Academic Year.

1.8. Abbreviations

L1: First Language

L2: Second Language

FL: Foreign Language

TS: Translation Studies

PT: Polysystem Theory

TOA: Target-Oriented Approach

SkT: Skopos Theory

ELT: English Language Teaching

CHAPTER II

LITERATURE REVIEW

2.1. Language and Language Teaching

Communication, which is an instinctive phenomenon, is so essential in all parts of life and it can be provided only through language. Communication is a necessity for all living things, but language is a much more complex and sophisticated system, which is used by humans in order to communicate; thus it becomes an indispensable component of human beings.

“Throughout history and across the world, people have used language to gossip and chat, flirt and seduce, play games, sing songs, tell stories, teach children, worship gods, insult enemies, pass on information, make deals, remember the past, and lament the dead. Such activities seem to be intrinsic to human life, as natural to us as flight to birds. People do them without conscious analysis. It does not seem that we need to know about language to use it effectively.” (Cook, 2003: 3).

As it is stated, for language use, it in some respects does not require conscious control for its being natural and instinctive. Most of the activities cannot be done without language such as making friends, getting married, finding a job etc.; thus it is clear that language is the backbone of human life. Martinet’s (1960: 114) definition of language is one of the best known one:

“A language is an instrument of communication by means of which human experience is analyzed, differently in each speech community,

into units each of which is endowed with a semantic content and a phonic expression, i.e. monemes. This phonic expression is in turn articulated into distinctive and successive units, i.e. phonemes, which are of a given number in each language, and whose nature and mutual relations too differ from language to language” (cited in Akamatsu, 1992: 4).

Shortly, language is a system that serves for communication by sounds, symbols and words while expressing an idea, thought or feeling. In other words, it is kind of system of encoding and decoding information. This system is the subject area of linguistics, which can be generally defined as the scientific and systematic study of language. It seeks out answers to the main questions ‘What is language?’ and ‘How does language work?’. “Linguistics probes into various aspects of these problems, such as ‘What do all languages have in common?’, ‘What range of variation is found among languages?’, ‘How does human language differ from animal communication?’, ‘How does a child learn to speak?’, ‘How does one write down and analyze an unwritten language?’, ‘Why do languages change?’, ‘To what extent are social class differences reflected in language?’ and so on” (Aitchinson, 1999: 3-4). Considering these questions, linguistics aims at finding language universals, namely the common properties of all languages.

Any science or discipline benefits from other sciences and disciplines or influence them. For this, linguistics is also in interaction with other sciences and disciplines such as sociology, anthropology, psychology, computer science, language science and so on. In this sense, linguistics has an influence on language teaching and the intersection point of these two disciplines is located in the field of applied linguistics. In other terms, the interaction among linguistics and other disciplines results in evolution of applied linguistics which is an interdisciplinary field of study that identifies, investigates, and offers solutions to language-related real-life problems. However, it should be noted that while dealing with language applied linguistics does not isolate itself from other sciences or disciplines. Some of the

academic fields related to applied linguistics are linguistics, education, sociology, psychology, and anthropology. But still, the main focus is on language because it gives the first priority to solve its own problems.

As linguistics is the modern science that studies language, any language teacher becomes familiar with the main concepts in this study area as linguistic knowledge is highly important at all levels of language teaching.

Halliday, et al. (1964:66) claims that:

“He (the language teacher) is not teaching linguistics. But he is teaching something which is the object of study of linguistics, and is described by linguistic methods. It is obviously desirable that the underlying description should be as good as possible, and this means that it should be based on sound linguistic principles” (cited in Widdowson: 2000: 22).

For this reason, courses related to linguistics are involved in the curricula of teacher training programs of universities. Besides, it is important to be able to use this linguistic knowledge in language teaching. As Cook (2003: 9) suggests “linguistics is the academic discipline concerned with the study of language in general. Like any discipline, linguistics looks for generalities underlying actual appearances, and so in some degree is bound to represent an abstract idealization of language rather than the way it is experienced in the real world”. Kocaman (1993) adds that as linguistics is a very technical science by its nature; teachers cannot use information taken from linguistic studies, as such in classroom activities. Considering these ideas it is obvious that linguistics is a discipline lacking practice part and thus, a mediating branch is necessary to convert the theoretical findings of linguistics into language teaching. Cook (2003: 10-1) claims that “applied linguistics is a quest for common ground. It establishes a reciprocal relationship between

experience and expertise, between professional concerns with language problems and linguistics". In this respect, applied linguistics is very much interdisciplinary, has some reasonably well defined research fields, and occupies a middle ground, a mediating position, between basic principles with their associated canons of theory building and research methodology, and the world of professional practice" McDonough (2002: 17). As Corder (1973:4) claims "applied linguistics is the utilization of the knowledge about the nature of language achieved by linguistic research for the improvement of the efficiency of some practical tasks in which language is a central component" (cited in Farhady, 1998: 437).

Wilkins (1972, 217-229) notes that linguistics can be of relevance to language teaching in two other ways:

1. *It provides insights, increases one's understanding of the nature of language and consequently of the nature of language learning. If, i.e., one is familiar with form and meaning distinction, he will realize what is wrong with teaching simply the form or the meaning of a language. It is equally wrong to emphasize one of these levels and ignore the other, a good policy would to teach both aspects of language. Take also the idea of language being a system, this means, for example, that we should not teach lists of words or structures, as they relate to each other. To be more precise, we should teach, i.e., differences and similarities, if any, between 'going to' and 'will', and not to be satisfied simply by saying that they are future markers in English. Thus insights gained through various linguistic concepts create a frame of mind which is conducive to the taking of sound decisions in language teaching.*
2. *Implications*
Implications are to do with the choices we have in the classroom. Suppose we prefer to teach the meaning of new words translating them

into Turkish. This implies that learning a foreign language is learning the native language equivalents. Or we may teach a word using visual aid. This implies that meaning is simply the product of recurring associations, so everything we do in class have implications for language learning. If, as teachers, we think of the significance of what we are doing, our teaching becomes more effective. (Thus, for example, what is the meaning of making the students write a word 20 times if there is a more meaningful way of teaching spelling?) (cited in Kocaman, 1993).

Considering the tie between linguistics and education, the area narrows down where these two disciplines overlap; and a new area emerges under the name of educational linguistics which takes place in the applied linguistics area. Educational linguistics is defined by Hornberger (2001) and Spolsky (1978) as “an area of study that integrates the research tools of linguistics and other related disciplines of the social sciences in order to investigate holistically the broad range of issues related to language and education (cited in Hult, 2008: 10). Thus, educational linguistics is inevitably a sub-branch of applied linguistics offered in the early 1970s. Spolsky (1974: 554) indicates that educational linguistics is a ‘subgroup’ within applied linguistics that “forms a coherent and logically unified field” (cited in Hult, 2008: 15) However, by offering this term, he does not aim to find a new label for applied linguistics, but just to establish a specific field for researches related to language and education. He proposed the term educational linguistics due to the conflicts and problems related to the nature and content of applied linguistics.

In order to be more specific in defining applied linguistics, Cook (2003:7) determines the scope of it under 3 main headings as follows:

1. *Language and education*

- First-language education*

Additional-language education (second-language and foreign-language education)

Clinical linguistics

Language testing

2. *Language, work and law*

Workplace communication

Language planning

Forensic linguistics

3. *Language, information, and effect*

Literary stylistics

Critical Discourse Analysis (CDA)

Translation and interpretation

Information design

Lexicography

Among the scopes of applied linguistics, translation is the core of this thesis study.

2.2. Applied Linguistics and Translation

Applied linguists work in many fields as listed before; and one of them is translation. The main concern of translation theory is to predict and explain all phenomena included in the area of translation. Therefore, it deals with constructing principles, rules and hints for translating texts and criticizing translations. In this way, it suggests appropriate translation methods for different kinds of texts; and in general it provides a background for solving the problems that arise during the process of translation. McDonough (2002: 16) lists the questions that Translation theory tries to answer and illustrates the relationship between applied linguistics and translation:

- *how faithful to the meaning of the original can a translation into another language be;*
- *what is acceptable not only in the case of propositional meaning, but also in the case of metaphor and idiomatic language;*
- *how culture-based meanings may be represented in the other language*
- *how translation may be evaluated;*
- *how translators may be trained;*
- *how the process of translating as a mental activity develops.*

Several of these topics have directed implications for questions in other areas of applied linguistics, for instance in the area of translation as a language learning task; the advocacy and use of translation as a ‘natural’ language learning strategy; and the place of translation in second language competence, that is, as a skill to be expected of all speakers of two languages as a rather special skill only to be expected of specialists.

To conclude; applied linguistics is an interdisciplinary field occupying the middle ground as a mediator between the disciplines. It combines the theoretical bases of these disciplines with professional practices. For this reason, applied linguistics gives way to practice the translation theories in many aspects via different disciplines.

2.3. Translation

In the globalizing world, the benefits of translation cannot be neglected as almost all the nations in the world are in interaction with each other. Especially, owing to the developments in technology, the world becomes smaller and the need to understand each other grows. As translation is a kind of activity which involves at least two languages and two cultures, it has an important role in intercultural

interaction. As Çakır (2006:7) points out, “translation has been the means of sharing the fruits of scientific, philosophic artistic and literary works of different nations with each other. The most important function translation has carried out is its contribution to understanding and tolerance between people of different outlook as well as transmitting useful knowledge, culture, literature and technology.”

Translation is the act of transferring meaning within a set of language signs to another set of language signs. Translation is the act of finding the equivalence of a text, either written or spoken, in another language. It can be regarded as a bridge linking two different languages due to being a means in mediating these languages. “Translations mediate between languages, societies, and literatures, and it is through translations that linguistic and cultural barriers may be overcome” (House J., 2009: 3). The text to be translated-original text-is the source text; the equivalent text-substitute one-is the target text; and translation can be considered as both the product and the process. It is a transfer process of messages in one language (source language) to another language (target language) by providing equivalence in terms of meaning and style; and the product ensued as a result of this process (Vardar B., 2002). Structural linguist Roman Jakobson examined the relationship between linguistics and translation. According to Jakobson (1959/2004: 139), a verbal sign can be interpreted in three ways and; thus he identified three different types of translation:

1. *Intralingual translation or rewording is an interpretation of verbal signs by means of other signs of the same language.*
2. *Interlingual translation or translation proper is an interpretation of verbal signs by means of some other language.*
3. *Intersemiotic translation or transmutation is an interpretation of verbal signs by means of signs of nonverbal sign systems (cited in Munday, 2009: 5).*

The process used in translation courses is categorized under the subtitle of interlingual translation as the message of the source text is expressed by the target text of another language. Shortly, this kind of translation refers to the translation process between the two verbal languages which can be considered as the ordinary sense of translation. For instance when a Turkish novel is translated to English, interlingual translation occurs. Intralingual translation is the rephrasing in the same language, briefly interpreting with the sign systems of the same language. For instance, when a text, such as a literary text is transferred from Ottoman Turkish Language to modern day Turkish, this kind of transfer is called as intralingual translation. Intersemiotic translation occurs between two different sign systems-one verbal and one nonverbal one. In other words, when a verbal sign is interpreted by a non-verbal sign this kind of transfer is accepted as intersemiotic translation. For instance, when a scenario is inspired from a novel, and as a result of this a visual text is created, this transfer is regarded as intersemiotic translation.

2.3.1. Translation Studies

Translation has played an important role in communication throughout the history due to its importance in communication. However, translation studies (TS) before the mid-twentieth century did not have the scope and the structure of the discipline as there is no development of a theory. “Translation practice throughout the history Venti (1997: vii) states that “The growth of translation studies as a separate discipline is a success story of 1980s. The subject has developed in many parts of the world and is clearly destined to continue developing well into the twenty-first century.” Before that time, TS were restricted to the practice of translating and translators’ evaluating their own works. “The term ‘translation studies’ emerged thanks to the Dutch-based scholar James S. Holmes in 1972, and described the then nascent discipline as being concerned with ‘the complex of problems clustered round the phenomenon of translating and translations’ in 1988” (Munday, 2006). Thanks to this definition, translation has become an independent academic discipline, and the

scope of translation studies is determined with a map by Holmes. He divided the discipline into two parts by naming them as ‘pure’ and ‘applied’ and ‘translation theory’ was placed into the theoretical side of TS. Munday (2006: 10) presents Holmes’s map of translation studies (from Toury 1995: 10) in order to illustrate the scope of TS:

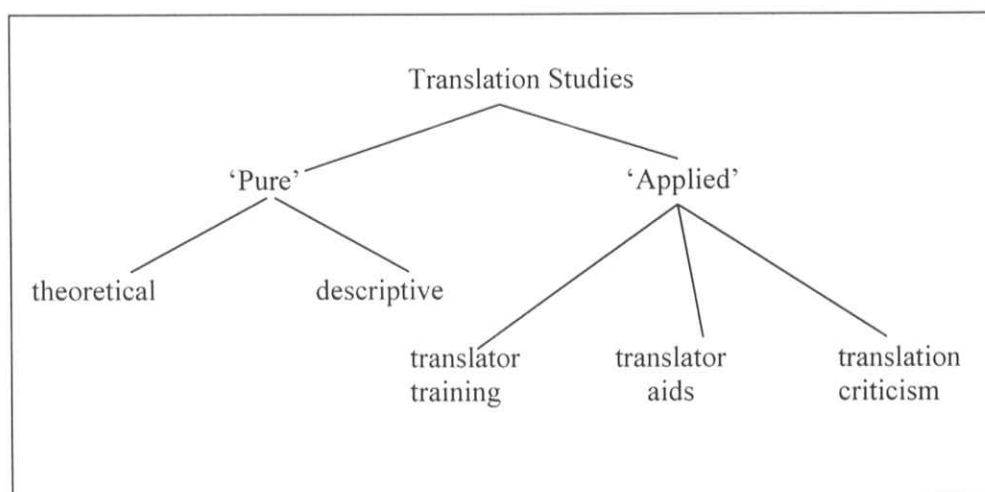


Figure 1: Holmes’s ‘Map’ of Translation Studies

2.3.1.1. Contemporary Translation Theories

Holmes’ idea that TS consists of two research areas-theoretical and applied-likewise other scientific disciplines, carried it onto a scientific platform. Holmes (1988) claims that translation studies can only develop via interaction between theory and application (cited in Yazıcı, 2005). In the light of this, translation theories were developed; and the dominated linguistic approach towards translation in 1950s and 1960s replaced with function-oriented and culture-oriented approaches in 1970s and 1980s.

“Until the end of the 1980s Translation Studies was dominated by the systemic approach pioneered by Itamar Even-Zohar and Gideon Toury. Polysystems theory was a radical development because it shifted the focus of attention away from arid debates about faithfulness and equivalence towards an examination of the role of the translated text in its new context” (Bassnett, 2002: 7).

Until the second half of the 20th century, source text oriented approaches dominate translations, so translation was just like a language transfer which the target text should match with the source text so as to be correct. Therefore, translations of those times are alienated due to the dependency to the source text and its culture. For this reason, it was difficult for the target culture’s readers to understand the translated texts as they have the peculiar characteristics of the source language and culture. Yücel (2007) states that since obedience and dependence to the rules and form is an ethic/aesthetic criterion in source-oriented approach of traditional translation approaches, translation works fell behind the source texts and dependent to them. However, in the second half of the 20th century, target-oriented approaches have emerged as translation theories put emphasis on the place and the meaning of translations in the target culture. In other words, contemporary translation theories examine translations in terms of the target culture and try to reveal their function and the conditions and the reasons give way to them. Briefly, these theories support the idea that translation is a product of target culture, which emerges due to the needs of target culture.

2.3.1.1.1. The Polysystem Theory

Polysystem Theory (PT) was first introduced by Itamar Even-Zohar in 1970s which is influenced by the works of the Russian Formalists of the 1920s. According to this theory, translation and literature should be discussed in a cultural and social context. Although his idea was shaped on the works by the Formalists,

Even-Zohar argued against their mere focus on high literature and put emphasis to other unimportant literary systems, genres and translated literature. According to Zohar, works of translated literature are in relationship with one another in at least two ways: in the way the target language selects works for translation; and in the way translation norms, behavior and policies are influenced by other co-systems (cited in Rifat, 2004).

Even-Zohar focuses on these relationships between all the systems to reach the term 'polysystem'. Shuttleworth and Cowie (1997: 176) put forward that "the polysystem is conceived as a heterogeneous, hierarchized conglomerate (for system) of systems which interact to bring about an ongoing, dynamic process of evolution within the polysystem as a whole (cited in Munday, 2006: 109).

Munday (2009: 215) defines polysystem as follows:

"In this theory, the overall literary (poly)system is considered to be made up of various component systems that interact and evolve dynamically in a hierarchy. Since the polysystem is inherently dynamic, each of its smaller systems may change its position and influence over time, occupying a 'central' or 'peripheral', 'primary' ('innovative') or 'secondary' ('conservative') position."

In the evolution process of the system, translation products have an effect as inasmuch as the members of that culture. Therefore, translation is both a separate system and also an inseparable part of the literary polysystem. House (2009: 24) states that "a polysystem refers to the entire network of literary and extra-literary systems within a society. All kinds of writing within a given culture, from its central canonical texts to the most marginal, to 'imported' translated texts can be situated therein." For this reason, PT deals with literary translation in a cultural context, and gives place to it in the literary system of the target culture. In other words, this theory

does not ignore the place and functional role of literary translation in national literary system. In this sense, translation has an important place in shaping national cultures.

Even-Zohar offers three cases when translated literature occupies the primary position:

1. *when a 'young' literature is being established and looks initially to 'older' literatures for ready-made models;*
2. *when literature is 'peripheral' or 'weak' and imports those literary types which is lacking;*
3. *when there is critical turning point in literary history at which established models are no longer considered sufficient, or when there is a vacuum in the literature of the country (cited in Munday, 2006: 110).*

To sum up, PT has a very important place in TS. Yazıcı (2005) puts forward that this theory has lighted the way for the following theories at three points. First one of these points is the increasing interest in descriptive studies. The second one is that, the focus of the investigation instrument of translation has shifted from source culture and source text towards the target culture and translated literature. Additionally, the third and the last one is that it has played a mediation role by analyzing translation studies as a dynamic system and owing to this, this discipline has gained stillness and get free of stability.

Lastly, the most important contribution of this theory to the translation studies is introducing the concept of 'system' in this discipline and being a pioneer in making it a general theory.

2.3.1.1.2. Translation Norms

Target-Oriented Approaches (TOA) was formulated by Gideon Toury, who inspired from Evan-Zohar's PT. Toury. Until these approaches were put forward, most of the translation theories were source-text oriented. As Özben (1998: 10) states that Gideon Toury, was inspired by the PT and formulated the TOA, an exclusive and comprehensive theory of translation which is a reaction to normative, (exclusively) synchronic, and source system-oriented theoretical frameworks focused on the process of source-text typology and linguistic theories. That is to say, according to Toury, translations belong to the target culture as they have a place in their social and literary systems, so translation strategies should aim to find the relation between source and target text, which is called as 'equivalence'. This equivalence between source and target text is established through norms, which are dynamic facts.

In this sense, Toury focused on the acceptability of the translation in the target culture, so he put forward 'norms'. He defined norms as (2001: 55) "the translation of general values or ideas shared by a community — as to what is right and wrong, adequate and inadequate — into performance instructions appropriate for and applicable to particular situations, specifying what is prescribed and forbidden as well as what is tolerated and permitted in a certain behavioral dimension" (cited in Pei, 2010: 29).

To sum up, TOA places the source text and the source language into the secondary position by considering the translation as a part of the target culture. As Gürçağlar (2005) states that this theory has three important contributions to TS. One of them is it that it expanded the scope of the definition of translation as it defines translation as a part of the target culture. Second contribution is that it presented a new approach to the concept of 'equivalence' as it is not on a stable, but a dynamic position, which is relative and a historical concept. Lastly, the third contribution of

this approach is that it leads to pseudo-translations to become a research subject in TS as they may give information about the target culture translations and expectations about translations.

2.3.1.1.3. Skopos Theory

The word ‘skopos’ comes from Greek, which means ‘purpose’. Skopos Theory (SkT) was first introduced by Hans J. Vermeer. In this theory, knowing why a source text is to be translated and what the function of the target text will be are crucial for the translator. An important advantage of SkT is that it allows the possibility of the same text being translated in different ways according to the purpose of the target text and the commission which is given to the translator. (Munday, 2006: 78-80). That is to say, with this theory the importance is given to the reader and the translator who directs the translation process. To broaden, the purpose of the translation may be adjusted by the translator, if necessary; that is the translator may change the text according to his aim by considering the target reader group. For this reason, as Yücel (2007) states in SkT, the source text and the target text are considered and treated differently from each other.

While the translator decoding a text from one language and encoding it into another language, s/he may have difficulties. For this reason, there is a need for theoretical knowledge. Translation Theories are important for the translator as they assist him/her by presenting principles, methods and rules for translating. By keeping these theories in mind, the translator may put them in use in order to find the best solutions to the problems s/he faces during the translation process.

2.3.2. Translation and English Language Teaching

The role of translation in foreign language education is a controversial issue as while some scholars think that translation is itself a scientific discipline and should

be worked on independently from other disciplines, other scholars and educators support the idea that it utilizes foreign language education. The second view about the role of translation in language education has been spreading around the world and the idea of using translation as an aid in language teaching has undergone a positive change. For instance, Ross (2000) claims that translation is accepted as the fifth language skill:

“Translation is sometimes referred to as the fifth language skill alongside the other four basic skills (listening, speaking, reading, writing): “Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers” (cited in Kavaliauskienė et al, 2010: 36).

In this sense, as a matter of course, the aim of using translation in language classrooms is not to train professional translators, but to develop learners’ language skills and their knowledge of English. While contributing to the development of other skills, it promotes to a higher overall competence accordingly, that is, translation is a means to an end, not an end in itself. Bantas (1989: 22) identifies the importance of translation in foreign language teaching by stating that:

“[Soon it] was understood that translation has so much to give that it should be a part of foreign language teaching. Decreasing mother tongue interference, clarifying problem points, explaining vocabulary more clearly are only a few of many benefits translation has to offer”.

Thus, translation can be assumed a learning device making learner’s use the language. By means of translation, learners can analyze the source and the target

languages, elicit information about their structures, and convey meaning from one to another one by finding the equivalents of them. Therefore, it is possible to state that there is a strong bond between translation and language teaching. Widdowson (1979: 158) defines the usefulness of translation as a mediator in language teaching:

“Our aim is to have learner understand the target language and use it in communicative activities as he/she understands his/her native language. For this reason, it will be reasonable to draw attention to how the learner use his/her native language; namely to enable him/her to utilize translation” (cited in Yalçın, 2003).

From this point of view, translation is the middle point where native and the target language come together, since it is impossible to have learners forget their native language while learning a foreign language. Deller and Rinvoluceri (2002:10) claim that:

“[...] that mother tongue (MT), is indeed the mother of the second, third and fourth languages. It is from this womb that the new languages are born in the student’s mind, so to exclude MT from the English classroom is like trying to wean a baby on day one of their life” (cited in Bravo, 2008: 49).

Even in classrooms, from which the use of native language is eliminated, it is seen that most of the learners make interference errors. The occurrence of interference errors supports the idea that it is impossible to isolate learners from their native language as they initially think in L1 and then find the correspondences of their utterances in L2. Erdei (1970, 1979) states that “according to the research carried out recently, it is seen that the use of native language cannot be prevented as the native tongue is the primary and the most important key of thought and thinking” (cited in Kayra and Aslan, 1996).

Many teachers, mostly native ones, and scholars have a common belief that translation does not belong in the classroom as it doesn't allow making full use of the target language. In other words, according to their point of view, translation is an unnatural activity and should not be used in foreign language teaching. Kavaliauskienė, et al. (2010: 36) claims that:

“The need for some translation in language learning is usually supported by non-native teachers. However, some native teachers of English argue that foreign language learning needs as much exposure to L2 as possible during precious classroom time, and any usage of L1 or translation is a waste of time”.

When the use of translation in language teaching from the learners' perspective is investigated, it is widely accepted that finding the correspondences between the native and the target language makes learning easier for the learners. According to Atkinson (1987:242) “translation techniques form a part of the preferred learning strategies of most learners in most places” (cited in Stibbard, 1994: 10).

Therefore, as translation helps learners to improve their language skills, it may be effective to use it in language teaching in addition to four language skills namely as reading, listening, speaking and writing. According to the results of the research carried by Kern (1994) and Cook (1992), it is revealed that learners use their native language while learning a foreign one:

“Kern (1994) conducted an interesting study whereby he looked at the role of translating as a cognitive strategy in the L2 (second language) reading comprehension process. Kern found that students often used translation to understand the text. Cook (1992) also added that second

language learners use their L1 (first language) while processing an L2. Her idea that an instructor must not separate the L1 from the L2, but instead should make use of the L1 while instructing the student” (cited in Kasmer, 1999:3).

In addition to translation’s contribution to learners’ language knowledge and skills, it also helps to develop their cultural knowledge, self-autonomy and language awareness. According to Duff (1994: 48) “translation develops three qualities essential to all language learning: accuracy, clarity and flexibility. It trains the learner to search (flexibility) for the most appropriate words (accuracy) to convey what is meant (clarity)”. In each translation activity thus, learners involve in reading activity by putting forth many interpretations. For this reason, learners can discuss and negotiate on meaning, language form and use. Hönig and Kußmaul (1982) state that “the translation per se does not exist and neither does the ‘perfect translation’. A translation is directly dependent on its perceived function” (cited in Stibbard, 1994: 12). Therefore, while discussing and criticizing different translations of the same text in a lesson, students’ self-autonomy and fluency may develop, and besides, their language awareness rises. In addition to language diversities, learners learn about the cultural diversities while translating. This enhances their world-knowledge along with making them much more enthusiastic in learning a language.

Koppe & Kremer (2010: 2) list the benefits of the use of translation for learners of foreign language:

- *translation provides learners with the practice and skills necessary to communicate accurately, meaningfully and appropriately;*
- *through translation activities, teachers can promote interaction among learners since they involve the negotiation of multiple possibilities of form and meaning;*

— *translation can help learners to interpret, negotiate and express meaning from different perspectives, according to the context and its different interpretive communities (Fish, 1980/2003);*

— *the practice of translation encourages the reflection on language usage and the exchange of different points of view, raising language awareness.*

When the paradigms of language teaching methods and approaches are investigated, it is soon that many of them have used translation activities for language teaching.

2.3.2.1. Translation and Language Teaching Methods

Translation and language teaching are still associated with Grammar-Translation Method due to its primary focus on translation in practicing language. Although this name is newly given, it has been used by language teachers for many years under different names. “There was little to distinguish Grammar Translation from what had gone in foreign language classrooms for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language” (Brown, 2001: 18). The only difference was that translation of isolated sentences was also given importance in addition to texts in order for grammar learning and learners are graded according to the difficulty of these sentences. “Instead of using whole texts, the so called grammar-translation method used translation of individual sentences specially devised to exemplify certain grammatical features” (Ferreira, 1999: 356). Chastain states that “at one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek” (cited in Larsen-Freeman, 2003: 11). This shows that translation is used as an activity in language teaching long before the emergence of Grammar Translation Method.

Translation has passed through many different phases that are being shaped according to the learning and teaching aims of that age. For instance, it was used as a fundamental learning method and indispensable test technique via Grammar-Translation Method, which As Richards and Rodgers (2002) and Larsen-Freeman (2003) argue, aims to have learners read the literature of the target language. It spreaded Europe as a way to teach modern languages in the same manner as Greek and Latin were taught and dominated language teaching until the 1940s. Stern (1983: 455) claims that “Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language” (cited in Richard and Rodgers, 2002: 5). Thus, to be able to translate is one of the principles in this method because while translating learners both find the native language equivalents of the target language words and learn the grammar of these languages. During the lessons, usually reading texts are given to the learners and they are asked to translate from native to the target language or vice versa. In short, learners have a chance to practice their grammar knowledge via translation. “An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners” (Larsen-Freeman, 2003: 15).

Although translation had been primarily used in language teaching for long years, it lost its importance considering the language teaching theories developed through the late of the 20th century. The primary reason of this is that translation was regarded as a technique that hinders communication due to merely focusing on structure and emphasizing grammatical construction of the language. While Grammar-Translation Method was the most popular language teaching method, translation exercises, particularly, translating isolated sentences, independent from the context, into and out of the target language resulted in neglecting meaning, only for the purpose of understanding and manipulating the morphology and syntax of the

language. “The use of isolated sentences in translation exercises was thought to lead to ‘cross associations’ between the two languages, thus hindering the development of the foreign language” (Ferreira, 1999:356). Therefore, Grammar Translation Method has many defects and the primary defect source from the overuse of grammar and translation in language teaching. Newmark (1988: 183) states that:

“The chief defect was that the method left little or no time for anything else-on the whole, bad grammar and bad translation were all that was thought. The result was that few people learned to speak or write or translate; a few learned to read and appreciate literature, though it was also the wrong kind of literary appreciation. Needless to say, there were exceptions.”

As mentioned, the aim of Grammar-Translation Method is to learn a language in order to read its literature, so reading and writing skills are primarily emphasized. Translation activities and native language are used in order to learn vocabulary and grammatical structure of the foreign language. On the other hand, speaking and listening skills are neglected as communicating with native are not seen as the objectives of language teaching. “In foreign language courses, translation activities do not take part adequately because when the subject is translation, traditional grammar-translation method comes to mind and using native language is found inconvenient for redounding basic communication skills on account of the fact that it is not communicative” (Köksal, 2008). In other words, after a long years study of language, it is seen that learners’ fluency does not improve and they cannot communicate in L2. Considering the outcomes of Grammar Translation Method, translation was accepted as uncommunicative, boring and pointless. Colina (2002:1) claims that:

“Current interaction among second language acquisition (SLA), language teaching and translation studies is not an entirely positive one. Many language teachers often banish translation from their

classrooms as an 'evil' of the past, a reminder of teaching methodologies found to be inadequate at best (e.g. grammar translation)."

The problem occurs due to the method itself rather than translation because with this method, a language learner tries to learn the target language structures by memorization via doing pure translation. Therefore, the method alienates language from its communicative function due to the fact that it hinders the development of learners' self-expression abilities. Another criticism to this method is that it allows learners to make interference errors which results from using the native language. Duff (1989:7) puts forward that:

"The studies that have tackled commonly made criticisms (e.g. translation teaches learners about language, and doesn't really help them learn how to use it, or that it fosters the excessive use of the mother tongue) have demonstrated that these objections are justified only if translation practice amounts to the regular combination of grammar rules with translation into the target language as the principle practice technique. They have also shown that if properly designed, translation activities can be employed to enhance the four skills and develop accuracy, clarity and flexibility" (cited in Popovic, 2001).

2.3.2.2. Translation Courses in Foreign Language Departments

In foreign language departments of the universities, translation courses take place; and in these courses translation is mostly seen not a means, but an aim. To broaden; in these courses the aim is to develop learner's translation skill. Although

the aim of these departments is to train language teachers, the learners may have a chance to work as translators after graduation owing to the basic information and skills they get during the courses. Sönmez (1997) asserts that in the undergraduate and graduate programs of our universities, translation is not only a language learning technique, but at the same time it is basically a professional language teaching approach. That is to say; translation is not restricted to the technical training programs for future professional translators as it involves all translation courses integrated into a foreign language curriculum considering that the learners are not candidate translators. These kinds of courses enrich the foreign language program.

Translation courses carried out in the foreign languages departments without including theoretical bases into the syllabus. Therefore, students are just asked to translate some texts from the beginning to the end of the course. However, learners may be involved in theoretical knowledge (translation theories and translation types) about translation, and then begin practicing. According to Cote (1990) in foreign language education departments, the aim of the translation courses is to acquaint learners with the fundamentals of the translation and to provide opportunity to develop their translation skill through practice. Thus, the two important parts of the translation course, namely theory and practice, should be carried out in a parallel way” (cited in Köksal, 2008).

To sum up, in foreign language departments, translation courses syllabuses should not only include translation practice, but also theory of translation since translation is more than being competent in languages. In order to do good translations, the learners should also be familiar with the theoretical knowledge about translation. If the students are inadequate in that knowledge, it is probable that they will translate without being aware of what they are doing, namely they will translate the given texts unconsciously.

2.3.3. Translation and Language Awareness

Owing to the use of translation in foreign language education, learners' language awareness rises. Language awareness can be defined as explicit knowledge about language, and conscious perception and sensitivity in language learning, language use and language teaching. Van Lier (1995: xi) defines it similarly as 'an understanding of the human faculty of language and its role in thinking, learning and social life' (cited in Lier, 2002: 160). In a way, it can be considered as consciousness-raising about the social aspect of language or shortly 'language understanding'. Carter (2003: 64) defines language awareness as:

"Language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language. The approach has been developed in contexts of both second and foreign language learning, and in mother-tongue language education, where the term 'knowledge about language' has sometimes been preferred."

Such awareness is obviously a major necessity for any foreign language learner. Translation is a cognitive process involving problem solving and decision making. This process extends from source text analysis to the production of the target language text. Therefore, the strategies learners use and decisions they make are important for genuine construction of utterance meanings in the target language. In order to translate well, learners should have both target and source language knowledge, and contrastive knowledge; thus while translating; learners' structural and vocabulary knowledge develop in both the native and the target languages.

As it is known that sentence formations and word orders of the languages are not the same; therefore while translating, learners try to form correct sentences with appropriate words and conjunctions. While searching for the appropriate word,

they use monolingual and mostly bilingual dictionaries because their primary vocabulary may not be enough in some areas. For instance, while translating a law text, most of the time, they would need a dictionary to look up the law terms as they do not know or are unfamiliar with the subject. In that way, they learn the word meanings and/or possible interlinguistic correspondences, and are able to decide the best correspondences. Faber (1998) states that:

“As learners are aimed to learn how to extract conceptual meaning from a source text, and to base their translation on a reformulation of that meaning, not on the words or structures that codify it, they discover the connection between language and thought.”

During the lessons, for instance, the teacher may direct students to produce different structures or words while translating. In other words, she/he may ask them ‘How to translate it in a different way?’, and the learners may produce the same sentences by using different structures and/or words. In this way, both structural and semantic knowledge of the learners will develop and also be tested. Additionally, the learners will practice the surface structures of the native and the target languages. Moreover, due to looking at meaning, the learners, especially in the initial stages of language learning, will gain awareness that some words have multi-meanings.

Thus, contrastive knowledge, i.e. the knowledge from L1 and L2, is an important aspect of linguistic awareness that could be gained through translation. It could be simply defined as learners’ transfer knowledge between the two languages. By gaining contrastive knowledge, learners develop awareness that languages have similarities and differences. For instance, they learn correspondences of the statements, idioms, patterns of meaning in the native and the target language. In translation courses, learners are aimed to gain this type of awareness as just having knowledge about the native and the target language is not always enough to be successful in translation. James & Garrett (1991b: 6) point out that:

“This {language awareness aimed at foreign language learners} suggests scope for a new type of Contrastive Analysis (CA), not CA of the classical sort done by linguists and then made over to textbook writers, but CA done by pupils as FL learners themselves, to gain linguistic awareness of the contrasts and similarities holding between the structures of the MT {mother tongue} and the FL” (cited in Faber, 1998: 10).

In other words, while translation contributes to learners’ structural, lexicographic and semantic knowledge, it also promotes to their contrastive knowledge, which includes pragmatic aspect of the native and the target languages because syntactic and morphological knowledge about languages are only the parts necessary for good translation. In addition to development of learners’ word and grammar knowledge of the two languages, they are aimed to learn how to construct their own definitions dependent on the context after the investigation into the meaning.

Since translation is the replacement of an original text with another text (House, 2009: 3); the learner should be aware of textlinguistics and its criteria. Thus, in translation courses, the learners should be introduced to textlinguistics and especially, Beugrande and Dressler’s seven standards of textuality. In this way, learners can differentiate a text and a non-text. This might contribute to their reading and writing skills as these two skills would probably shape according to the understanding of this concept.

Another important point is that, doing translation let the learners create meaningful texts because while translating, they pay attention to create harmony in each part of the text. For this reason, they link the statements with the previous ones and while doing that, they have a better comprehension of the original text. Thus, in this creation process, their comprehension ability in foreign language develops.

Related to this, paying attention to the unity, they start to produce better texts in terms of semantics.

As the learners are given different types of texts, and are informed that every kind of text is not translated in the same way; they try to identify and analyze the text before translating. Firstly, they identify the intention of the writer in order to reflect it correctly in the translation text although the intention of the writer may change from reader to reader since some factors such as education, sex, age, culture etc. influence text comprehension. However, there are some exceptions in which the aim of the text is clear. For instance, advertisement texts are produced for tempting the people to buy a product and thus; they include attractive slogans, descriptive adjectives and sentences. These slogans, descriptive adjectives and sentences are usually attractive for the people living in that culture. In order to have an attractive advertisement text, learners may need to find cultural motifs and structures. For this reason, they may structurally and semantically analyze the original text and translate the advertisement text by considering the target language structures and the culture. In this way, the learners may learn cultural and social norms of the target language which is directly related with the language.

Considering the aim of the writer of the original text, it could be said that his/her target may be specific to a group of people and so the content is chosen for this target readers. For instance, a scientific article will be meaningful for the academic staff, or a story may be written for children. As the translator is also a writer, he/she determines his/her aim and the target group; and then chooses the structures and vocabulary considering that group. In other words, as the age, gender, or education etc of the target readers are not the same, the complexity of the vocabulary and structures are considered by the learner while translating. In order to determine his/her preferences, they may need to read similar texts to see which structures and words are commonly used for a particular text type. Thus, this will direct them towards a further research and reading about many subjects in many text types. As a result, in addition to the contribution to the reading skills and vocabulary

knowledge, this process will broaden the perspectives and world-knowledge of the learners.

Although it is widely believed that translation hinders the development of learners' speaking and listening skills, in fact it appeals to the four learning skills. After analyzing the native language and make decisions in the target language, the learners create their own texts. Later on, they share their ideas, criticize and comment on each other's translations in terms of the word preferences, shifts, sentence divisions, and so on keeping language diversity, the cultural differences, and the various contexts in their minds. Therefore, in this discussion process, learners' listening and speaking skills may develop due to the communicative flow if they actively participate in the lessons.

2.3.4. Translation and Text Awareness

As the translator is at the same time a text-producer, it's significant for them to identify text types and place the text into one of these types so as to become proficient text-producers, and hence also translators. That is, the awareness of translators about text types affects their proficiency and competency in translation process. Hatim and Munday (2004: 181) establish a correlation between text type and translation methods by stating:

“What the translator must do in the case of informative texts is to focus on semantic relationships within the text and only secondarily on connotative meanings and aesthetic values. In the case of expressive texts, the main concern of the translator should be to try and preserve aesthetic effect alongside relevant aspects of the semantic content. Finally, operative texts require the translator to heed the extra-

linguistic effect which the text is intended to achieve even if this has to be undertaken at the expense of both form and content.”

Considering the statement above, it is clear that translator’s judgment about the text types determines the purpose of translation and translation method. According to Reiss (2008: 171):

“Establishment of the ‘text type’ – a phenomenon going beyond a single linguistic or cultural context, because the following essentially different forms of written communication may be regarded as being present in every speech community with a culture based on the written word and also because every author of a text ought to decide in principle on one of the three forms before beginning to formulate his text.”

Thus, Reiss categorizes texts according to their communicative function. Munday (2006: 74) illustrates the functional characteristics of text types and links to translation methods (adapted from Reiss 1971) in the table below:

Text Type	Informative	Expressive	Operative
Language Function	Informative (representing objects and facts)	Expressive (expressing sender’s attitude)	Appellative (making an appeal to text receiver)
Language Dimension	Logical	Aesthetic	Dialogic
Text Focus	Content-focused	Form-focused	Appellative- focused
TT should	Transmit referential content	Transmit aesthetic form	Elicit desired response
Translation Method	‘Plain prose’, explicitation as required	‘Identifying’ method, adopt perspective of ST author	‘Adaptive’ equivalent effect

Figure 2: Functional Characteristics of Text Types and Links to Translation Methods

The main concern of the informative texts is to inform the readers; thus they convey information. Reports, lectures, manuals, tourist brochures, encyclopedias, articles and etc. belong to this group. They represent facts and readers get new information from them; these texts are constructed on the semantic-syntactic level. For the informative texts, transmitting the content is important for the translators no matter personal views or expressions are added to it. Reiss (1977/1989) states that “If an author of such a text borrows aspects of a literary style, this ‘expressive’ feature is nevertheless only a secondary one-as, for example, in a book and concert reviews, football reports and the like. The text type corresponding to this basic communicative situation is the ‘informative’ type” (cited in Reiss, 2008:183). In other words, as the content or topic is the main focus of communication, translator’s task is merely transmitting the information from the source text to the target text.

Second type of texts is expressive texts. The author uses his creativity and artistic skills to shape the content. Poems, plays, novels, autobiographies and other literary works are the members of this group. “The core of the expressive function is the mind of the speaker, the writer, the originator of the utterance, so the focus is on the author and the form of message” (Newmark, 1988: 39; Munday, 2009: 232). Therefore, the translator should transmit the artistic and aesthetic form of the source text to the target text by identifying method and adopting the perspective of the source text’s author. Newmark (1988: 40) points out that:

“It is essential that you, as translator, should be able to distinguish the personal components of these texts: i.e. unusual (‘infrequent’) collocations; original metaphors; ‘untranslatable’ words, particularly adjectives of ‘quality’ that have to be translated one-to-two or –three; unconventional syntax; neologisms, strange words (archaisms, dialect, odd technical terms) – all that is often character-idioms and metaphors, common collocations, normal syntax, colloquial expressions and ‘phaticisms’ – the usual tramlines of language. The personal

components constitute the 'expressive' element (they are only a part) of an expressive text, and you should not normalize them in a translation."

Comparing these two text types and their translation method, it can be concluded that while translating informative type of texts, the translator should focus on meaning and structure. On the other hand, while translating expressive texts s/he should pay attention to the reflection in the text-writer's mind. "Reiss (1971) feels that it is more important for a metaphor to be retained in the translation of an expressive text than in an informative TT, where translation of its semantic value alone will be sufficient" (cited in Munday, 2006: 75).

The third text type is operative texts. These are also called as vocative, conative, instrumental, and pragmatic texts. Notices, advertisements, polemical writings and etc. take place in this category as these texts are produced for eliciting a desired response. In other words, operative texts can be considered as stimuli that elicit reaction on the reader. Lotmann (1972) asserts that "the text is doubly, or even triply structured: on the syntactic-semantic level, (in some circumstances, but not necessarily, on the level of artistic organization) and on the level of persuasion" (cited in Reiss, 2004: 183). For this reason, the translator's task is to achieve the similar persuasive effect on the target language so adaptive method should be used to translate. Moreover, these texts are reader-centered as they have a psychological function arousing readers' emotions. By doing this, he/she has to pay attention to cultural differences.

Text-types are categorized under different names by different linguists and each text type demands a different translation strategy or translation method. Making distinction is useful among informative, expressive and operative texts, but few texts are purely belonging to one type. Most of the texts are compound including more than one or all the communicative functions, such as a didactic poem (information transmitted via an artistic form), or a satirical novel (behavioral responses aroused via an artistic form) etc. In this occasion according to Reiss, the predominant

function of the text should be considered in translation (cited in Hatim, 2009: 44). Whatsoever the type of any text, each text has its own characteristics designed by its producer. Then, the translator as the receiver of the source text and as the producer of the target text should pay attention to text criteria which is the core of linguistics.

When the reader takes a text in his/her hand his first question is “which type of text is that?” The reader wants to know the text type because he/she wants to know how to approach the text. Put it differently, he determines his/her attitude and expectation before starting to read the text. Ögeyik (2008) puts forward that the reader’s way of reading is determined when s/he gets an answer to the question s/he has asked related to the text type, in short when he recognizes the type of the text. Therefore, text type is the most important factor guiding the reader during the text reading period.

Then, the answer to that question will be an article, a CV, a novel, an advertisement and so on. For instance, a reader does not approach a short story and a scientific article in the same way, so he gets ready for reading by learning the type of the text. In other words, when the reader finds an answer to his/her question of the text type, it becomes easy for him/her to read and understand the text. Moreover, the reading aim of the reader will be determined according to the text type. If the act of reading is a conscious and enthusiastic activity, it can be mentioned about two purposes: having information and taking pleasure; and in this sense the purpose of reading also affects the reading process and reveals the functionality of the text type (Günay, 2007; Ögeyik, 2008). However, according to Günay (2007) the type or sort of text actually does not directly interest the reader. According to some previously accepted general text characteristics, a reader can read and understand a text even if s/he is not aware of its type or sort. Type or sort is a result of a general conditioning. That is to say; someone who wants to read a column in a newspaper is aware of the fact that s/he is not reading an epic or a weather forecast. Nevertheless, it is possible to say that, if a reader is aware of the text type and the characteristics of the type,

he/she can be able to understand the text better. For this reason, it is important to mention about the text types which readers can come across during their daily lives.

Each text is written for a different purpose; and the purpose of a text determines its stylistic features. For instance, a poem, a recipe, a user's manual, or a letter has a different shape and style. These distinctive features are shaped according to the functionality of the expression in the course of time.

Günay (2007) organizes the text types as follows:

- **Narrative texts** (fictional or non-fictional): Novel, short story, memoir, documentary narration about real experiences.
- **Poetic Texts:** Mania, verse, poem, free verse, song, epic.
- **Conversational Texts:** Drama narration, photo-story, cartoon, movies with subtitles
- **Media Texts:** declaration, interview, news comment, column, statements made by the administrations of newspaper, journal or some other written media, comments.
- **Specific Informative Texts:** Articles in scientific journals, scientific books.
- **Functional Texts:** User's manual, warnings, various printed documents used for formal labor.
- **Instructive Texts:** Course books, lesson photocopies.
- **Analyzing Texts:** Studies, essays, research texts.
- **Occupational Texts:** Report, advertisement text, court record, police record, informative texts, lists of authorized signatures in an institution indicating that the official writings are being read, correspondences in an association and informative notes.
- **Communication Texts:** Letters among family members, letters of friends, official correspondences, occupational correspondences

- **Warnings, billboards, placards**
- **Posters, dodgers**

Although Günay categorizes texts in this order, text types can also be sorted out in three main headings. Therefore, it is possible to refer three kinds of texts. These are:

Functional Texts

Informative Texts

Literary Texts

Functional Texts: A reader can encounter functional texts in his/her daily life. This type of texts is useful for everyday information and helps the reader to accomplish an everyday task. Examples of functional text might include a menu from a restaurant, phone numbers or e-mail addresses, directions on a test, a schedule of event times and locations during a seminar, a store's opening time, user's manual etc. For example, if someone wanted to make baked rice pudding, he/she would read a recipe or if he/she wanted to know his/her friend's phone number, he/she would look in a phone book. Moreover, when a teacher gave a test, he/she would need to read the directions before starting to do the test or read the user's manual in order to learn the functions of a tool or electronic machines. Hence, functional texts are beneficial for people in many aspects of their daily lives.

Informative Texts: Informative texts convey information, such as data or knowledge. Thus, these texts are created for people who would like to gain more knowledge in a particular area. They give details about aspects of life in terms of both the historical and the contemporary facts. Historical books, science books, encyclopedias, newspapers, articles, journals etc. can be classified under this category as they contribute to the readers' knowledge by giving information.

Literary Texts:

Literary texts are inspired by real world situations, but mostly are created by the imagination of the author. Examples of literary texts are poetry, plays, drama, screen play, memoir, and epic. In this type of texts, the author uses symbolic meanings and by setting up similarities to the real world so as to make his/her readers be involved in the text deeply. For this reason, the author uses a creative language reflecting his imagination. Çapan (2004) puts forward that language of literary texts is the artist's individual saving of an intentional choice he made from his mother tongue. From this point, language of the literary work promotes to superior language. The most significant component that differentiates the artist's language from that of science and daily life is the symbolic meanings that it attributes to the words. Therefore, while reading the literary text, the reader uses his/her imagination by the linguistic properties of the text and his/her experiences in the society s/he lives in. In this way, s/he fills the blanks in order to reach the meaning. Hence, linguistic, social and cultural backgrounds of the reader affect the comprehension of literary texts.

2.4. The Notion of Text

All texts are created by a sender, for e.g. an author. The sender creates his/her text and for a receiver. The text is similar to an iceberg as an image. Coşkun (1997) visualizes this figure as follows:

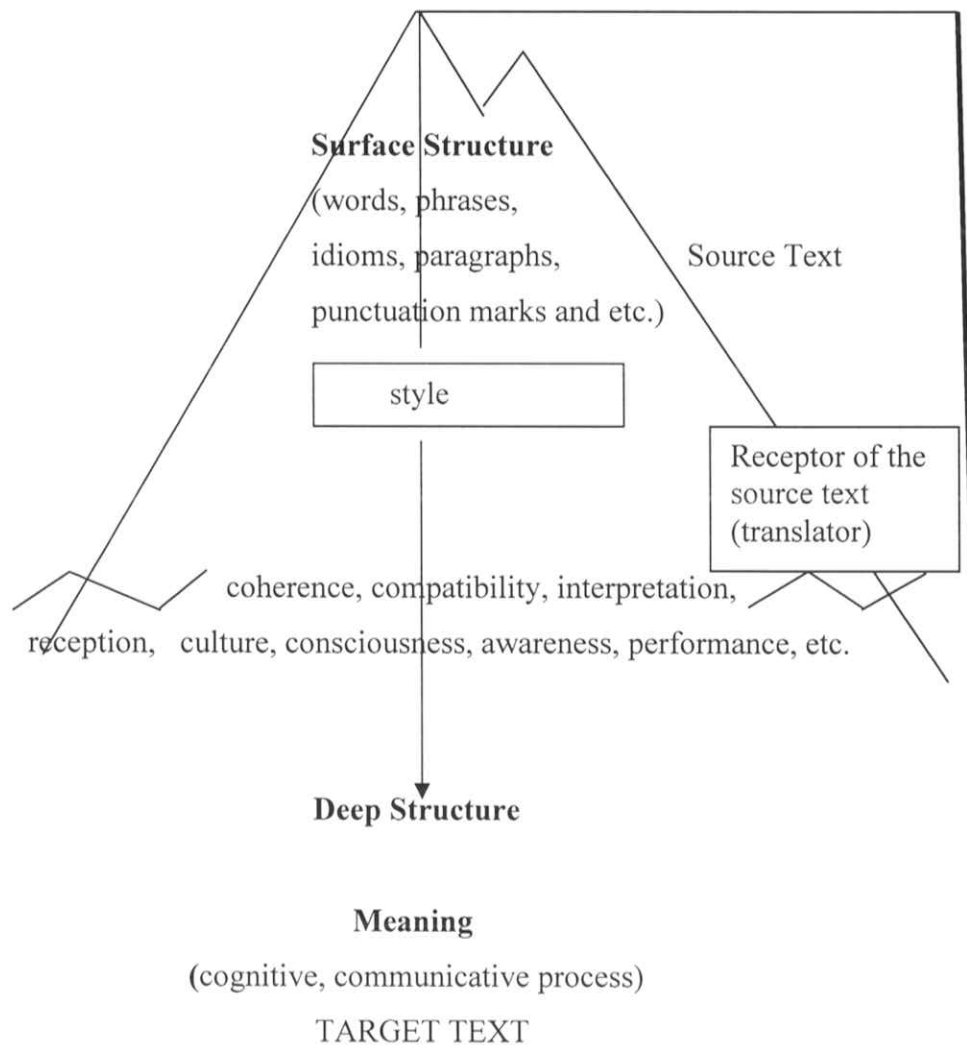


Figure 3: Iceberg Model (Reading Source Text)

In this context, the reader (the receiver) analyzes the features of surface structure of the source text and then, goes through the deep structure. The translator then creates his/her own text by focusing on the meaning of the source text in the target language. Therefore, the translation process is a combination of text comprehension and production processes. In this process, the norms of textuality, i.e. textlinguistics are directive for the translator.

2.4.1. Text and Textlinguistics

Text can be defined as “a sequence of cohesive and coherent sentences realizing a set of mutual relevant intentions” (Munday, 2009: 231). The notion of text is the primary concern of textlinguistics, which is primarily concerned with the analysis of written texts and provides standards for identifying and evaluating textuality. In this sense, it deals with understanding both how texts function as internally coherent systems and how certain kinds of texts function in relation to their larger sociological contexts. In text comprehension process, the reader perceives the surface structure of the text by going through associative, cognitive and communicative process. Understanding the surface and the deep structure of the text is necessary in structure analyses during the translation process and textlinguistic knowledge enables to comprehend and analyze the text structure. Coşkun (1997) visualizes all these steps through the two figures below:

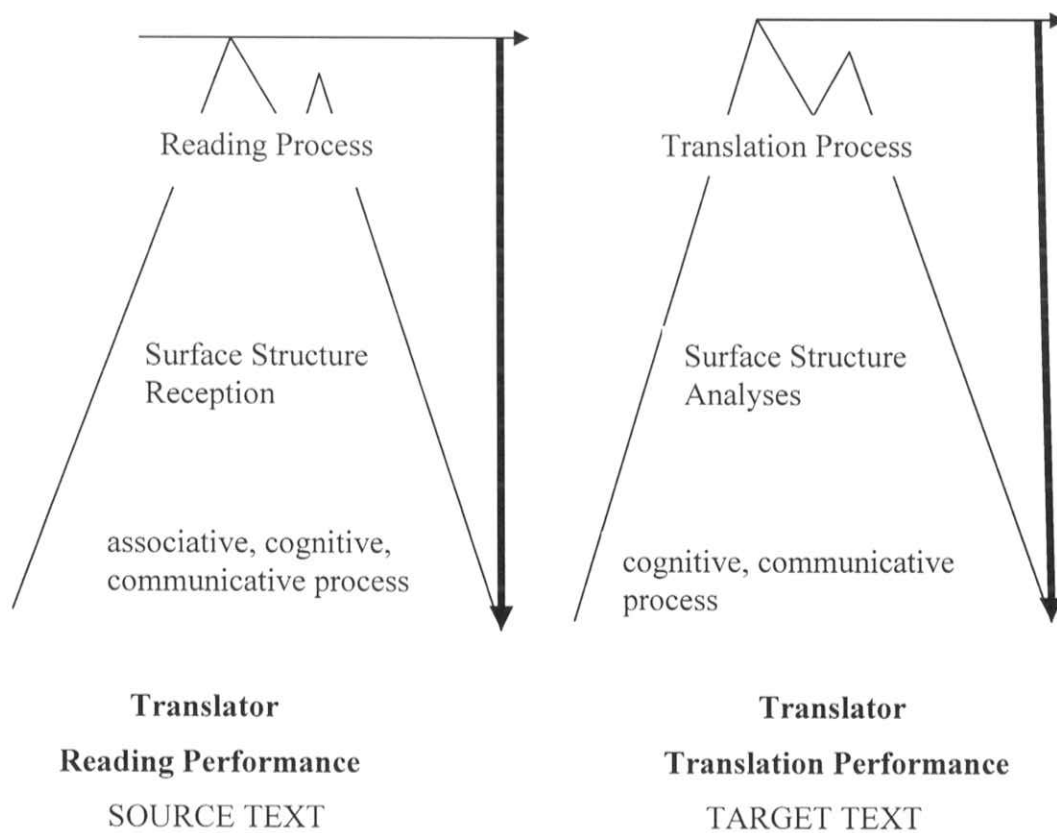


Figure 4: Iceberg Model (Producing Target Text)

2.4.2. Textlinguistics

Until the 20th century, language was analyzed historically, namely diachronically. From the beginning of the 20th century, with the studies of Swiss structural linguist Ferdinand de Saussure, language was regarded as a “structure” and it was tried to be explained by analyzing and as a result evaluating it. In this way, diachronic linguistic study gave its place to synchronic linguistic study because of the fact that linguists tried to present various features and rules of a language within a certain time rather than concerning with its historical development. Later on, American linguist Noam Chomsky directed linguistic studies from surface to deep structure. He is interested in generating new types of sentences after defining the core sentences of a language. As it is a fact that infinite number of sentences could be generated, according to Chomsky language is an infinite set and thus, he emphasized on describing the items of this infinite set. Considering these studies, it is certain that sentence previously was regarded as the larger linguistic unit by structuralism and generative-transformational grammar trends. However, textlinguists had the idea that starting out from sentence is insufficient in solving many linguistic problems, and proposed that it should be started out from text due to the fact that text is the larger linguistic unit, not the sentence. Related to this, Günay (2007) defines the study area of textlinguistics as it investigates the organization of a text including social, intellectual, imaginary and many other constructions in it. Textlinguistics deals with the process and development of written communication and the positions of reader and writer in mutual interaction.

The smallest units of language are interwoven and become a whole which is named as text. Hence, as textlinguistics which is the scientific study of texts, deals with texts, it is connected with human interrelations. Thus, at this point context becomes important for textlinguistics since it is described as the connection

determining the comprehension of a statement, an idea, a work, and a doctrine in linguistics, and especially in communications theory (Balcı, 2009). Thus, context influences the way human understands the expressions and for this reason, textlinguistics is directly related to social interactions. Considering this, textlinguistics is affected by pragmatics, another study area of linguistics, in terms of studying contextual meaning, and dealing with the meaning beyond the sentence level. The evolution of textlinguistics as a linguistic theory is strongly connected with the pragmatic turning point which began towards the end of 1960s (Şenöz-Ayata, 2005). Pragmatics directed the linguistic studies from single units into larger units, namely the context; and this new trend shaped the linguistics in terms of considering the situational contexts rather than studying the isolated units. In other words, the necessity of a unit beyond sentence became important in linguistic studies as only form or meaning is insufficient in explaining human language. In other terms, exploring the pragmatic aspect of language and the use of language by taking sociological categories into consideration led up to the evolution of pragmatics. “Pragmatics deals with how people mean in a particular context and how the context influences what is said; it is the study of contextual meaning” (Yule, 2000: 3). This means that pragmatics is also concerned with the unsaid part of the speech as people can only determine the intention of the speaker if there is a context since one word, phrase or sentence can mean totally different in different contexts. In short, sociological aspect of language, its being dependent on various situations and purposes gained importance in linguistic studies.

Likewise other sciences, textlinguistics has many different insights and analysis methods. While some researchers focus on the communicative aspect of texts, others depart from the grammatical relations. Although there are different text analyses methods, the analyzing unit of all is “text”. These analyses mainly base on the whole text, not the single sentences in it. In other words, it considers the structure and the function of the text as a whole and the connections and relations among the units composing the text. As Özkan (2004) states textlinguistics, which investigates

through this insight, determines the standards and rules that turn out all kinds of linguistic phenomena into text.

As Şenöz-Ayata (2005) summarizes that the purpose of textlinguistics is to reveal the forms of texts, namely grammatical and contextual constructions, and communicative functions; and demonstrate them by practical samples. In this way textlinguistics describes the general conditions and rules of creating a text and tries to explain their importance in terms of comprehending the text. Additionally, one of the primary purposes of textlinguistics is to distinguish the text and non-text and build up standards for classifying texts. For this aim, textlinguistics tries to describe the standards that a text should have along with searching the common and the distinctive properties of texts.

Considering these, textlinguistics tries to answer these questions: ‘What is a text?’ ‘What makes us to accept a linguistic phenomenon as a text?’ In order to answer these questions it is beneficial to analyze the origins of the meaning of a text.

According to Günay (2007) text (Lat. Textus (cloth) > texere: weave) is a whole linguistic system created orally or in written by a person or more than a person as a part of a particular communication. A written or an oral document without a communication function is not a text. Being functional means, able to fulfill a purpose or a function; thus a text should be able to perform a work which isolated words and sentences cannot. This means that the text should have a function in a situational context by possessing a communicative value. Text, in its broad sense, can be considered as a functional language whole. As Halliday and Hassan (1989) states that text, as a functional language whole, functions in the context consisting of words and sentences, but in an isolated way (cited in Ögeyik, 2008). Hence, it is possible to say that communication is the most important function of a text. As we have seen, text is composed of sentences, but cannot be considered as a sum of them. That is to say, it is a unique structure having a communicative value. Günay (2007) puts forward that text is a meaningful structure that is shaped by sentences rather

than composing of them. While sentence is a theoretical ground that can be used as a keystone of formal grammar; text is a unit that can be comprehended by non-linguistic elements. In other words, while sentence can be regarded as a unit of grammar; text is considered as a dynamic process that requires taking the communicative function into account. Sentence merely includes a linguistic organization and has a linguistic purpose; however text includes a context-oriented organization.

Moreover, De Beaugrande and Dressler (1981:3) define text as “a communicative occurrence which meets seven standards of textuality”. If any of these standards is not considered to have been satisfied, the text will not be communicative. Hence, non-communicative texts are treated as non-texts”. In that sense, it is impossible to label a text as ‘true’ or ‘false’, but possible to question its textuality. Hence, if a text does not have one of these standards, it will not be communicative; and related to this ‘a non-communicative text’ will be considered as ‘a non-text’. In this sense, it is true to say that the standards of textuality are the general characteristics of texts. “Each of the seven is essential and failure to comply with any of them constitutes failure overall; the ‘text’ which lacks any one of these characteristics is not a text but merely an aggregate of words, sounds or letters” (Bell, 1993: 163).

The iceberg image presented by Coşkun (1997) is also applied to the textlinguistics criteria by another figure presented below:

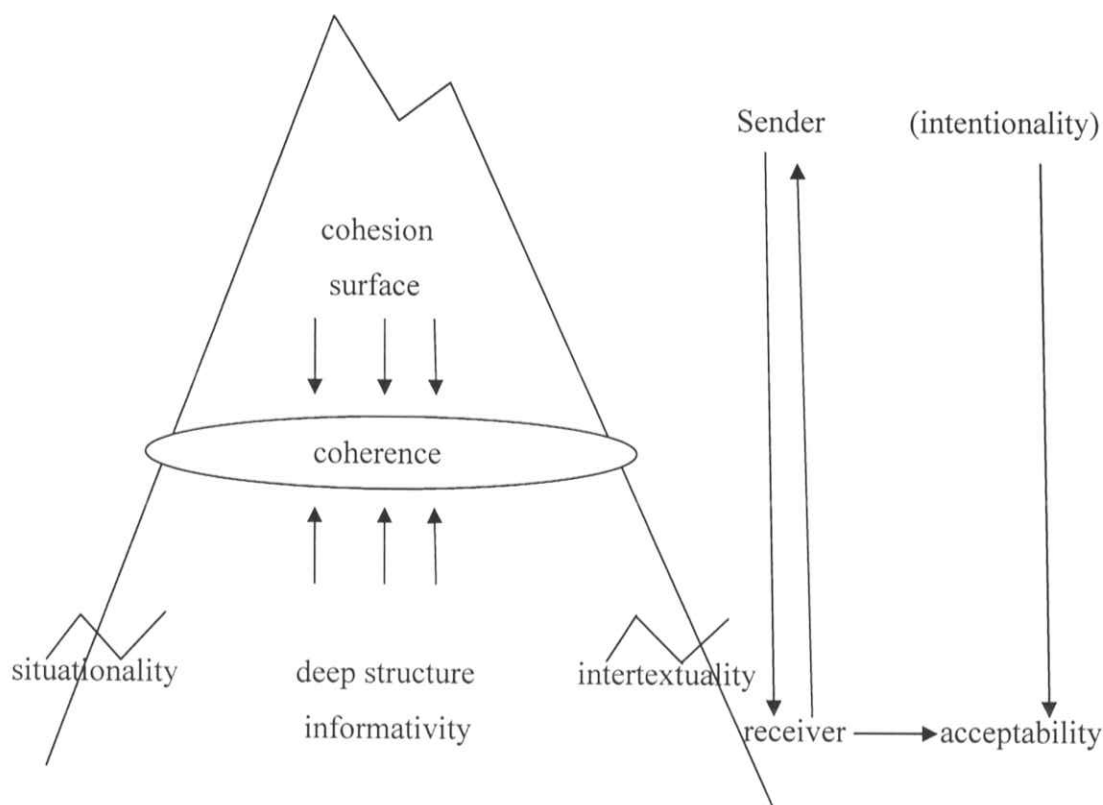


Figure 5: Iceberg Model (Textlinguistics criteria)

2.4.2.1. Cohesion

Cohesion is related with the connections of the components of the surface text in a meaningful way and a sequenced order. Cohesion concerns the ways in which the components of the surface text (the actual words we hear or see) are mutually connected within a sequence (de Beaugrande & Dressler, 1981:3). As it is understood from the statement, cohesion is the grammatical and lexical harmony and unity in a text and it is related to semantic relations or meaningful connections. It is certain that a text is not a structure composing of a sequence of sentences since there has to be links that hold a text together and make it meaningful. “Within text, if a previously mentioned item is referred to again and is dependent upon another element, it is considered a tie. Without semantic ties, sentences or utterances would

seem to lack any type of relationship to each other and might not be considered text” (Crane, 2006: 133). Considering this, it can be said that some kind of information and units should be repeated so as to become a text rather than simple sentence combinations. In other words, each text can be considered as a bridge between the previous information and the new ones as each statement is supported by the information carried by the previous statements.

While studying a text from the point of cohesion, one should take these aspects into consideration: First of all, the key units are repeated throughout the text. Secondly, some information is expressed implicitly. Stated in other words, everything is not told clearly and directly. In this way, the reader tries to deduce from the text by tracing the clues. Hence, by examining a text in terms of cohesion, “recurrence”, “parallelism”, “paraphrasing” “references”, “substitution”, “ellipsis”, “conjunction”, “tenses”, “comparison” “lexical cohesion”, “intonation”, “inferences” and “motifs and themes” are highly concentrated on.

a) **Recurrence**

Nothing is isolated or independent in a text and each linguistic structure gain a meaning by interacting with one another. Recurrence is the straightforward repetition of elements or patterns. These recurrences are the names of the people, mentioning similar events in a different way, togetherness of the units composing the same theme, character doing the action or a subject, location or something else. Recurrence of the people, location, subject, situation or another subject taking place in a text when appropriate is considered as a connective (or a relation element) (Günay, 2007). For instance, in Edgar Allan Poe’s *The Pit and the Pendulum*, the word “down” is repeated several times throughout the story.

- These shadows of memory tell indistinctly of tall figures that lifted and bore me in silence down -- down -- still down -- till a hideous dizziness oppressed me at the mere idea of the interminableness of the descent.

— Inch by inch -- line by line -- with a descent only appreciable at intervals that seemed ages -- down and still down it came!

— Down -- steadily down it crept. To the right -- to the left -- far and wide -- with the shriek of a damned spirit! to my heart with the stealthy pace of the tiger! I alternately laughed and howled, as the one or the other idea grew predominant.

— Down -- certainly, relentlessly down! It vibrated within three inches of my bosom! I struggled violently -- furiously -- to free my left arm. This was free only from the elbow to the hand. I could reach the latter, from the platter beside me to my mouth with great effort, but no farther. Could I have broken the fastenings above the elbow, I would have seized and attempted to arrest the pendulum. I might as well have attempted to arrest an avalanche!

— Down -- still unceasingly -- still inevitably down! I gasped and struggled at each vibration. I shrank convulsively at its very sweep. My eyes followed its outward or upward whirls with the eagerness of the most unmeaning despair; they closed themselves spasmodically at the descent, although death would have been a relief, O, how unspeakable! Still I quivered in every nerve to think how slight a sinking of the machinery would precipitate that keen glistening axe upon my bosom. It was hope that prompted the nerve to quiver -- the frame to shrink. It was HOPE -- the hope that triumphs on the rack -- that whispers to the death-condemned even in the dungeons of the Inquisition. (<http://www.online-literature.com/poe/40/>)

The narrator in the story is a prisoner and he expresses his feelings and the torture being experienced. The recurrence of the word 'down' in different parts of the text enables reader to focus on the narrator's fear by focusing on senses, mostly by sounds and in this way, the writer tries to emphasize the reality.

b) Parallelism

Parallelism is repeating a structure but filling it in with new elements in a text. “Parallelism is a device frequently used in literary and related discourses, in which the repetition of form suggests a connection to the reader, through isomorphism (the principle whereby similarity of form suggests or reflects similarity of meaning” (Cook, 1995: 29). In other words, the term can be described as re-using surface formats but filling them with different expressions. This means that the writer can choose different expressions in order to repeat the common expression. However, this expression supports the common view and is in parallel direction with it. For instance:

“The ancient Egyptians were masters of preserving dead people's bodies by making mummies of them. In short, mummification consisted of removing the internal organs, applying natural preservatives inside and out, and then wrapping the body in layers of bandages. And the process was remarkably effective. Indeed, mummies several thousand years old have been discovered nearly intact. Their skin, hair, teeth, fingernails and toenails, and facial features are still evident. Their diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are still diagnosable. Even their fatal afflictions are still apparent: a middle-aged king died from a blow on the head; a child king died from polio”

(http://ell.phil.tu-chemnitz.de/eap/presentations/cohesion_and_coherence.ppt).

In this quotation, the ancient Egyptians' being highly proficient in preserving dead bodies is in the centre of the text subject. With the other statements, the writer widens his first statement by giving parallel examples. All the expressions are in harmony and in a parallel direction with each other.

c) Paraphrasing

By paraphrasing, the writer repeats the content, but conveys it with different expressions. For example while carrying out a research, a student uses the ideas of Harden (Harden, 1996, *Enlightenment, empowerment and emancipation: the case for critical pedagogy in nurse education*), and she paraphrases the expressions and repeats the same content.

Original material:

‘...nurses can be viewed as an oppressed group, a view supported by the fact that nurses lack autonomy, accountability and control over their own profession. Yet nursing is by far the largest occupational group within the sphere of healthcare, so why is it so powerless? For me the history of the domination of nursing is inextricably linked to that of the domination and oppression of women’

(http://www.dlsweb.rmit.edu.au/lsu/content/4_WritingSkills/writing_pdf/PG%20Academic%20Writing%20Alison%20.pdf).

Student version:

Nursing is by far the largest occupation group in healthcare. Yet, nurses can be seen as an oppressed group. This view is supported by the fact that nurses lack control over their own profession. They do not have autonomy or accountability. The history of the domination and oppression of women is the link to explaining the domination of nursing (http://www.dlsweb.rmit.edu.au/lsu/content/4_WritingSkills/writing_pdf/PG%20Academic%20Writing%20Alison%20.pdf).

d) References

References are the words which do not have meaning in their own right; that is they gain meaning when they refer to something else and are important in creating coherence in texts. About references Cook (1989: 16) asserts that “these are words whose meaning can only be discovered by referring to other words or to elements of the context which are clear to both sender and receiver. The most obvious example of them is third person pronouns (she/her/hers/herself; he/him/his/himself; it/its itself; they/them/their/theirs/themselves)”. Moreover McCarthy (1991: 35) indicates that “reference items in English include pronouns (e.g. *he, she, it, him, they*, etc.), demonstratives (*this, that, these, those*), the article *the*, and the items like such *a*”.

In a coherence of text, the same word, concept, idea or theme can be used in the same or different way afore and thereafter. All texts include references and these references can be examined in two groups: anaphora and cataphora. These kinds of structures are related to a contextual situation and are done on behalf of ensuring language economics (Günay, 2007). Consider the following sentences:

Example 1: ‘The lady bought an umbrella and put up it.’

Example 2: “Nobody seemed to know where they came from, but there they were in the Forest: Kanga and Baby Roo” (Milne, *Winnie-the-Pooh*, Chapter 7; cited in Cook, 1989: 18).

d.1. Anaphora

Anaphora is an instance of an expression referring to preceding utterances. “Anaphora is coreference of one expression with its antecedent. The antecedent provides the information necessary for the expression’s interpretation. This is often understood as an expression ‘referring’ back to the antecedent”

(<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsAnaphora.htm>).

As Balçı (2009) states by this means, elements provide re-discussing the information forming the subject of the text and generates its linearity and continuity.

In the light of these descriptions on anaphora, ‘example 1’, under the heading of references, includes anaphoric reference:

“The lady bought an umbrella and put up it.”

As seen, the umbrella is the referred expression and the word ‘it’ refers to umbrella.

Here is a paragraph including anaphoric uses:

“Nathaniel Hawthorne (1804-64) was born in Salem, Massachusetts, the son (: Hawthorne) of a sea captain and a descendant (: Hawthorne) of a judge who had persecuted Quakers and of another judge who had served at the Salem witch trials. After graduating from Bowdoin College in Maine, he (: Hawthorne) returned to Salem, Massachusetts, in order to write in relative seclusion. In 1835 he (: Hawthorne) published “Young Goodman Brown” in a magazine. In his (: Hawthorne) stories and novels Hawthorne keeps returning to the Puritan past, studying guilt, sin, and isolation” (*Barnet et al.*, 1993: 73-4).

In the paragraph above, the writer refers to Nathaniel Hawthorne, thus the name of Nathaniel Hawthorne is the referred expression. In the following sentences, pronoun ‘he’ and possessive ‘his’ are used for stating Nathaniel Hawthorne. Moreover, the nouns ‘son’ and ‘descendant’ refer to Nathaniel Hawthorne.

d.2. Cataphora

Cataphora is pre-using of an element which is placed for another meaningful unit (Vardar, 2002). “It is the coreference of one expression with another expression which follows it. The following expression provides the information necessary for interpretation of the preceding one. This is often understood as an expression ‘referring’ forward to another expression”

(<http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsCataphora.htm>).

Considering these definitions, ‘example 2’, under the heading of references, includes cataphoric reference:

“Nobody seemed to know where they came from, but there they were in the Forest: Kanga and Baby Roo.”

As it is seen that the names of Kanga and Baby Roo are not mentioned beforehand, but explained at the end of the sentence. Instead of the names Kanga and Baby Roo, the pronoun ‘they’ is used. Owing to the use of cataphora, the writer may aim to keep the readers in suspense. Furthermore, cataphora is also used for providing description such as:

“The old lady, Mrs. Smith, was having a breakfast with her husband.”

e) Substitution

In the case of substitution a substitute word is used ‘in the place’ of another word or phrase to prevent repetition of the same word or phrase. Furthermore, it

enables the text to be shortened. However, substitution should be carefully done in order not to cause loss of meaning. Consider the example sentences below:

- “Do you like ice cream?”
- Yes, I do.”

In this example do is a substitute for like ice cream.

In the following examples taken from *Crime and Punishment*, many substitutions take place.

- “What! You know Vakrouchin? cried Razoumikhin. What have you there?”
- The book, sir!
- Give it me. Now, Rodia, raise yourself and sign, take the pen. Money is the honey of humanity” (Dostoevsky, 1993: 88).

In this quotation, the writer shortens the sentence by saying ‘the book’ instead of saying “I have the book here”. Then another substitution is used by saying “give it me” instead of saying “give me the book”.

- “Bravo! And now, my friend, you want something to eat. What shall it be? Some soup?”
- I have some over from yesterday, said Nastasia, who had been standing near all the time.
- With potatoes and rice, eh?”
- Yes, I will bring some” (Dostoevsky, 1993: 89).

Rather than saying “I have some soup over from yesterday”, the writer only says, “I have some over from yesterday”. Furthermore, looking at the last sentence, it is clear that the sentence is shortened by using the word ‘some’ instead of ‘some potatoes and rice’.

In the following example from *Silas Marner* one sentence is completely substituted.

- “You’ll take the child to the parish tomorrow? asked Godfrey speaking as indifferently as he could.
- Who says so? said Marner, sharply. ‘Will they make me take her?’” (Eliot, 1999: 102).

Rather than saying ‘who says that I’ll take the child to the parish tomorrow?’ the writer shortens the sentence by using the connective ‘so’. Thus, the connective ‘so’ replaces the whole sentence.

f) Motifs and Themes

Themes are the basic and often universal ideas searched in a literary work and motifs are recurring structures, contrasts, or literary devices that can help to develop and enlighten the text’s major themes. Thus, each theme is composed of several motifs.

“The theme of a work is the large idea or concept it is dealing with. In order to grasp the theme of a work we have to stand back from the text and see what sort of general experience or subject links all its details together. A motif is much smaller: it is a type of incident or image that occurs frequently in texts” (Peck & Coyle, 2002: 165).

There is a hierarchical relationship between the theme and the motif and the motif is a subunit of the theme. Furthermore, from a different perspective, a theme can be likened to a set and a motif is a subset. For instance, love, hate, passion, lust, anger can be the motifs of the theme 'human being'. On the other hand, in another text 'human being' can be the motif of the theme 'nature'.

Themes vary from ages to ages and levels to levels of their readers since themes should appeal to the readers' interests. Moreover, factors such as social background and nationality of the target group are taken into consideration in choosing the themes of the text.

2.4.2.2. Coherence

Analyzing a text in terms of coherence is evaluating the whole text semantically in terms of macro structure within the text frame. While cohesion is concerned with the grammatical aspect of the text, coherence is associated with the acceptability. Dealing with the order of the sentences and their relationship is a kind of relational research; whereas approaching the text as a whole is an evaluation related to coherence (Günay, 2007). Coherence and cohesion are not irrelevant terms since anaphoric and cataphoric references, development of events around a definite theme, recurrence of words, expressions, characters and so on are necessary in order to construct coherence. Moreover, coherence of a text occurs when the new information is connected with the other previous information; and this information should be well-organized along with the consistent ideas throughout the text. For this, coherence is the underlying logical structure of the text that makes it as a semantic unit.

In the following paragraph, the writer mentions about the omission of apostrophes and deals with the intelligibility of non-using apostrophes. By doing this, he supports his views by giving examples which makes the text coherent.

“The use of apostrophes is interesting, because it involves more than just a matter of maintaining intelligibility. There are actually very few cases in English where the omission of an apostrophe causes genuine misunderstanding (the apostrophe is a quiet recent innovation in the writing system). The contracted form *we’re* is a case in point: typed without the apostrophe, it could be misread as *were*. But there is no ambiguity with *Im*, *shes*, or *theyre*, for example; and the context, along with the place of the word in the sentence, invariably makes it clear whether a texter means *we’d* or *wed*, *can’t* or *cant*, *we’ll* or *well*, and so on. Similarly, context usually helps us decide whether we mean *cats* or *cat’s* or *cats’*. So, if there is no strict need most of the time to have apostrophes in order to guarantee comprehension, the only reason texters put them in must be as an aid to clarity, to maintain the familiar appearance of the orthography so that it becomes easier to read. It would certainly take fractionally longer for the brain to process and interpret & *shes african*” (Crystal, 2008: 18-9).

In this paragraph, the main concern of the writer is the omission of apostrophes by e-mail and mobile phone users which he names as ‘texters’ since he labels this activity as ‘texting’ throughout the book. In the paragraph it is clear that the writer sees no harm in omitting apostrophes in most cases. He puts forward that ‘There are actually few cases in English where the omission of an apostrophe causes genuine misunderstanding’ and adds that ‘the apostrophe is a quiet recent innovation in the writing system’. This extra information is used to support the main idea and contributes the coherence of the text. Then, he exemplifies this statement by saying: ‘The contracted form *we’re* is a case in point: typed without the apostrophe, it could be misread as *were*’. This example makes former statement more vivid and plays a part in the formation of coherent unity. Later, he begins to explain why he sees no harm in omitting apostrophes by saying “‘*Im*, *shes*, or *theyre*, for example; and the context, along with the place of the word in the sentence, invariably makes it clear

whether a texter means *we'd* or *wed*, *can't* or *cant*, *we'll* or *well*, and so on. Similarly, context usually helps us decide whether we mean *cats* or *cat's* or *cats'*". With these further examples, the writer supports his idea by emphasizing using or non-using apostrophes does not lead to any difference as the reader understands the same in both cases. Lastly, he draws attention to the reason why the texters use apostrophes most of the time and suggests that the only reason can be that it becomes easier to read: "So, if there is no strict need most of the time to have apostrophes in order to guarantee comprehension, the only reason texters put them in must be as an aid to clarity, to maintain the familiar appearance of the orthography so that it becomes easier to read. It would certainly take fractionally longer for the brain to process and interpret *& shes african*". This explanation also strengthens the former ideas and makes the text coherent. Considering the text as a whole, the main idea is clear, the examples are meaningful and linked to each other. For this reason, this sample paragraph can be considered as coherent.

2.4.2.3. Intentionality

Each writer has a particular aim in composing his/her work, so any text has an intention. While creating a cohesive and coherent text, the writer tries to communicate with his/her readers. During this communication process the message of the text is conveyed to the receiver of the text and communication begins between the receiver and the text (Ögeyik, 2008: 19). In general terms, the aim of the writer is to reach his/her target readers. Thus, intentionality deals with the producer's (sender's) attitude. "The third standard is intentionality, concerning the text producer's attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions, which indicates that the producer's purpose should be conceived as the priority" (Guo, 2009: 20). This means that in order to have a communicative text, the primary necessity is that the writer should have a clear purpose. In a text the aim of the writer should be comprehended easily. Hence, the writer should express his/her opinions within a definite plan by following a coherent logical order. If the writer cannot organize such

criteria, his/her aim will become uncertain. Shortly, neither the aim of the text will be expressed nor the fluency will occur if what is mentioned in the text is not understood” (Balci, 2009).

In the following news article the writer aims to inform the readers about the Turkish students’ photo exhibition opened in Rome. The first two paragraphs are the introduction parts of the news article titled as “Turkish School Opens Photo Exhibit in Rome”.

“Istanbul’s Vehbi Koç Foundation affiliates, Koç Private Elementary and High School, have opened a photography exhibition in Rome. Featuring photos of Istanbul taken by the school’s Archaeology and Cultural Interaction Club students, the exhibition has drawn great interest from art lovers.

The exhibition, titled “the Sound of Istanbul,” displays 16 photos by 16 high school students. During the opening ceremony, students made speeches, performed a mini recital and sang songs”

(<http://www.hurriyetdailynews.com/n.php?n=0127080841568-2010-01-27>).

In the first paragraph, the writer aims to give information about the exhibitors. From this paragraph, the readers learn that the owners of the exhibition are the students of Archaeology and Cultural Interaction Club of Istanbul’s Vehbi Koç Foundation affiliates, Koç Private Elementary and High School. In the second paragraph the writer moves on to the exhibition and mentions about its name, the content of it and the opening ceremony. After the introduction part, he narrates the speeches of the schoolteachers in the following three paragraphs and shares the information he obtained from them.

“Speaking to the Anatolia News Agency, schoolteachers Arzu Yetkin and Özlem Baltalı said the interest of students during the opening became a great source of motivation for them. Baltalı said they organized a similar exhibition to promote Istanbul as the 2010 European Capital of Culture in the Hungarian city Pecs in 2008 and the Spanish city Toledo in 2009.

“Following Rome, we will open an exhibit in the German city of Essen. Our students are volunteer cultural ambassadors in this project. The project will continue with various events organized in Istanbul in October with guest students from Hungary, Spain, Italy, Germany and Poland,” Baltalı said.

Yetkin said: “This project is a team work. We think that the exhibition in Rome will contribute to the Turkish-Italian friendship. We are planning to organize new activities to improve mutual relations between Istanbul and Rome, the meeting points of cultures”

(<http://www.hurriyetdailynews.com/n.php?n=0127080841568-2010-01-27>).

In these three paragraphs given above, the writer shares the information about the following exhibitions and activities planning to be organized, and at the same time he gives evidence to his news through the information obtained from the interviews with the schoolteachers. Shortly, in this way he makes the readers believe in the trustworthiness of the news.

In the last paragraph, the writer informs the readers about the time and the place of the exhibition. By giving this information, he invites the readers to visit this organization.

The exhibition at the Turkish Culture Office in Rome will continue through Feb. 12. It can be visited every week day between 10 a.m. and 6 p.m. (<http://www.hurriyetdailynews.com/n.php?n=0127080841568-2010-01-27>).

Concerning this text, the readers may realize the intention of the writer which is mainly about announcing a successful exhibition. This text can be categorized as a news article. As it is clear that, every writer composes his text with a particular intention and thus, every text has a certain aim. In order a text to have the intentionality standard, the writer should have an aim and this aim should match up with the content of the text. In this way, the aim of the writer becomes clear for the readers and intentionality standard is fulfilled.

2.4.2.4. Acceptability

Acceptability is the receiver's (reader's) evaluation that whether the text is cohesive and coherent and is relevant with him/her or useful for himself/herself. Shortly, acceptability is related to the receiver's attitude towards the text. Thus it can be said that 'acceptability' and 'intentionality' overlap each other because while acceptability is concerned with the receptor's attitude, intentionality is related with the sender's attitude.

"These two principles are generally regarded as a 'pair' of principles. In any text there always is a producer who has the intention to produce a sound piece of information to a receptor (cf. De Beaugrande & Dressler 1981: 137-138; Carstens 1997: 352-385). The receptor on his/her part needs to be willing to accept the proffered text as a communicative text" (Carstens, 2003: 30).

Each writer produces his work by encoding social and cultural codes to it. If the reader does not share the same social and cultural codes with the writer, he/she may not comprehend the text since a reader can comprehend and interpret a text according to his world-view which is shaped by his/her social and cultural background knowledge. Any text is a reflection of its writer's social and cultural background. Therefore, if the writer and the reader have distinct backgrounds, the reader may not be able to comprehend the text. According to Günay (2007) the reader can comprehend and interpret a text which is related to his/her own world. In this regard, external factors such as culture, society, place and time may help to make sense of the text. On the other hand, with the influence of globalization, cultures and societies have started to become integrated as a result of the rapid technological developments such as in the field of communication and transportation. As a consequence of these interactions, people have a chance to recognize other societies, cultures and life-styles. Therefore, universal acceptability criteria increase day by day and people do not have much difficulty in comprehending texts written by foreign writers. However, some cultural phenomena, rituals, habits or language differences can only be learned in its society.

2.4.2.5. Informativity

A text has to contain some new information, that is, a text is informative if it transfers new information, or information that was unknown before. Informativity refers to the level of information which is given in the texts, so it deals with the issue about which parts of the text have communicative value. De Beaugrande and Dressler (1981) put forward that:

“The processing of highly informative occurrences is more demanding than otherwise, but correspondingly more interesting as well. Caution must be exercised lest the receivers' processing become overloaded to the point of endangering communication. Every text is at least somewhat

informative: no matter how predictable form and content may be, there will always be a few variable occurrences that cannot be entirely foreseen. Particularly low informativity is likely to be disturbing, causing boredom or even rejection of the text.”

2.4.2.6. Situationality

Situationality refers to time and place in the text. These two concepts are important for the reader in order to place the text in terms of communication. Günay (2007) states that all expressions such as ‘I, NOW, HERE’ are meaningful in their places within a sentence. Understanding the sentence ‘today the weather is hot’ is probable only when he/she knows the speaker’s time of speaking. In other words, if we do not know the situation in which it occurs, we cannot understand what it is. Consider the example below:

“CHINESE TAKE AWAY FOOD”

Found in a newspaper above an item of news, the text is clearly a headline. Conversely, if the text is seen outside a shop, it is, equally clearly, a sign for a fast-food outlet” (Bell, 1993: 170).

2.4.2.7. Intertextuality

Neither text is produced in an isolated way as it is influenced by some other previously written ones. “The theory of intertextuality insists that a text cannot exist as a hermetic or self-sufficient whole, and so does not function as a closed system” (Worton & Still, 1991:1). The concept of intertextuality simply indicates the implicit or explicit relations of a text with other texts. These relations can be about the theme, form, style or so on. For instance, while reading a text, a reader usually comes across

texts previously read by him/her. Kristeva (1986: 37) suggests that “any text is constructed as a mosaic of quotations; any text is the absorption and transformation of another” (cited in Umunç, 1998: 1). This means that, any text is not totally original, but a ‘mosaic’ of other texts which the reader has read and reflected his own cultural background. Therefore, it can be concluded that a text is not a creation of one writer; it is produced by many writers.

“Whether in the order of spoken or written discourse, no element can function as a sign without referring to another element which itself is not simply present. This interviewing results in each “element” ... being constituted on the basis of the trace within it of the other elements of the chain or system. This interweaving, this textile, is the text produced only in the transformation of another text. Nothing, ... is anywhere ever simply present or absent. There are only, everywhere, differences and traces of traces” (Derrida, 2004: 23-24).

Intertextuality is a dynamic process and occurs naturally in every aspects of life because no element in life stands alone. As the writer is also a reader and the text is shaped by the previous experiences and knowledge of the writer, the text is a trace of the previous texts. Thus, each text is a footprint of previously written ones and in that sense, the act of writing is a repetitious process which engenders the process of reading. While reading the reader traces other related texts in order to understand the reading text so, reading a text is not reading one text, but reading many texts.

Ögeyik (2008) suggests that intertextuality can be observed in one of the poems of John Milton: Paradise Lost. In this poem, how the Satan seduced Eve and deceived her to eat the holy fruit is entreated. At the end of the poem Eve is expelled from the paradise with Adam because of eating the apple. This poem has an intertextual characteristic because this story is quoted from the Bible. The aforementioned intertextuality takes part in the poem Metaphors by Sylvia Plath:

METAPHORS

I'm a riddle in nine syllables,
 An elephant, a ponderous house,
 A melon strolling on two tendrils.
 O red fruit, ivory, fine timbers!
 This loaf's big with its yeasty rising.
 Money's new-minted in this fat purse.
 I'm a means, a stage, a cow in calf.
 I've eaten a bag of green apples,
 Boarded the train there's no getting off.

In this poem, Eve's eating the forbidden fruit is expressed in the form of person's eating green apple and also a bag of green apples (Ögeyik, 2008).

Until now, seven standards of textuality have been defined, deeply described, and exemplified. Therefore, as Hatim and Mason (1997: 41) suggests it is true to say that all well-formed texts, oral and written, possess all of the following characteristics listed below:

1. *They are cohesive in texture.*
2. *They are coherent and exhibit a particular structure.*
3. *They serve a clear rhetorical purpose as texts.*
4. *They rely specific attitudinal meanings as discourse.*
5. *They are in keeping with the requirements of certain conventional formats as genres.*
6. *They serve a set of mutually relevant communicative intentions pragmatically.*
7. *They stand out as members of distinct registers.*

2.4.3. Textlinguistics and Foreign Language Education

Textlinguistics has an important effect on foreign language education as the most important aim of learning a foreign language is to be able to communicate. No matter its being a spoken or a written document, text carries communicative value; as while writing or talking to each other, texts consisting of sentences relevant to each other are used. Therefore, many texts are created, and related to this many text types emerge due to the fact that each created text is a sample of a text type.

From the point of foreign language text studies, it is quite important to be informed of functional, structural, semantic and stylistic features of text types appearing in that language due to the fact that difficulties encountered during text reading-writing and text creating processes stem from not only the deficiency in foreign grammar, but also not being familiar with the text types of that language. For this reason it is important to learn the constructive manners and characteristic features of text types used very often in foreign language (cited in Şenöz-Ayata, 2005)

As text types are shaped by the historical, cultural and social developments of the society, language learners should have information about the characteristic of text types in both the native language and the foreign one. In this way, learners are able to produce well-created texts in both languages. If a text in a foreign language is constructed differently from a learner's native language and he does not have enough knowledge about this issue, he would be under the influence of his native tongue, and probably would not be able to create a successful text. Therefore, it is necessary to attract attention to the functional, structural, semantic and stylistic features of texts belonging to different text types (Şenöz-Ayata, 2005:62).

2.4.4. The Importance of Textlinguistics in Translation Process

Translation is an act of transferring from one language to another; therefore if there is translation, then there are at least two languages and two cultures. Due to its mediating role on languages and cultures, translation is a communication process that involves the transfer of a message from a source language to a target language. As the words gain meaning in a context, the translator should take contextual norms into consideration while decoding the text from one language and encoding it into another one. For this reason, context, which can be defined as the surroundings, circumstances, environment, background, or settings in the text; is important for the translator so as to determine, specify, or clarify the meaning of an event. Nida (1969: 152) states that:

“... average person naively thinks that language is words, the common tacit assumption results that translation involves replacing a word in language A with a word in language B. And the more “conscientious” this sort of translation is, the more acute. In other words, the traditional focus of attention in translation was on the word. It was recognized that that was not a sufficiently large unit, and therefore the focus shifted to the sentence. But again, expert translators and linguists have been able to demonstrate that individual sentences, in turn, are not enough. The focus should be on the paragraph, and to some extent on the total discourse” (cited in Luo, 1999: 104).

Textlinguistics, which is concerned with the way the parts of text are organized and related to one another in order to form a meaningful whole. Therefore, both textlinguistics and translation studies deal with the structured whole, instead of isolated linguistic units, i.e. words.

“Snell-Hornby (1988: 69) argues vehemently that both text linguistics and translation are basically concerned with the text, not as a chain of separate sentences but as a complex, structured whole, whereby coherence, cohesion, focus and progression are of primary importance” (cited in Azadmanesh, 2007: 1).

In order to question the textuality of a text, the text is analyzed considering the seven standards of textuality. Therefore, as De Beaugrande and Dressler (1981) states that “a stretch of language has to meet in order to be regarded as a text, so a text will be defined as a communicative occurrence which meets seven standards of textuality” (cited in Dickins, 1998). In the light of textuality standards, the text should be cohesive and coherent.

These seven standards are important for translation because the translator is also the reader. Before translating, he needs to comprehend the surface structure of the text, namely cohesion; and then enter in associative, cognitive and communicative processes. During his cognitive process, he analyzes coherence, which is the outcome of this process. Moreover, also other standards, namely intentionality, acceptability, informativity, situationality and intertextuality of the text are perceived during the writer was going through these three processes. After these processes, s/he analyzes the surface structure of the source text and succeeds in meaning transfer by going through the deep structure from the surface structure during the translation process.

The standards of textuality pave the way for emerging a number of typologies. There are many text type typologies offered which determining the function of the texts which lead the translator in choosing the appropriate translation method. An example of these text typologies put forward by a translation theorist Katherina Reiss. In her typology, aforementioned, she classifies texts as informative, expressive and operative texts, which determines the method of which the translator will use in the translation process. As Hatim (2009: 44) asserts that:

“In Reiss’s Typology, informative, expressive and operative intentions (or rhetorical purposes) and functions (or the uses to which texts are put), are said to have a direct consequence for the kind of semantic, syntactic and stylistics features used and for the way texts are structured, both in their original form and in the translation. Furthermore, Reiss posits a correlation between a given text type and translation method, to ensure that the predominant function of the text is preserved in translation”.

To sum up; textlinguistics and translation is closely related to each other because both of the disciplines consider text as the minimal unit of communication. For this reason, textlinguistics can be assumed as a guide to the translators in translation process in terms of offering standards for textuality and classification of text types. Owing to the assistance of textlinguistics, the translators analyze the source text, choose the best method for translation, initiate the translation process regarding the function of the source text and create a communicative target text.

2.5. RELEVANT RESEARCH

The relevant research carried out to focus on the use of textlinguistics in ELT or translation in ELT is both descriptive and experimental.

✓ Medina (2002/2003) in the study titled “The Role of Textlinguistics in the Foreign Language Class” aims to emphasize the importance of textlinguistics in foreign language teaching. The study is assumed to provide an outline of the structure of a foreign language class based on text linguistics. The application of the outline has been shown in relation to two kinds of texts: diaries / journals and descriptive texts. As the conclusion of the research, it has been stated that a session based on the study of a specific type of text is mainly practical and the students

continuously play an active role in the development of the class. Moreover, for some students, a class on text linguistics provides them with an opportunity to take the first steps in research when they try to find a sample of the text type studied in class.

✓ Another research by Yalçın (2003) titled “Çeviri Dersinde Öğrencilerin Karşılaştıkları Belli Başlı Problemler” which considers the basic problems that students have in translation classes. The aim of the study was to help students in translation classes by indicating the multidimensional aspect of translation, and thus, to help students by teaching how to make correct translations. Sample translations on which the study is based were taken from translation exam papers by only aiming at investigating the source of translation problems. At the end of the study, it has been concluded that the problems that students face in translation classes originate from the students’ lack of fluency and inability to use their mother tongue properly, and lack of grammar and vocabulary knowledge in the foreign language. Yalçın in his study suggests that text types need to be focused on in translation courses to evoke linguistic awareness.

✓ Köse (2010) conducts a study named “A Study on the Correlation between Reading Comprehension and Translation Skills of ELT Students”. In this paper an experimental research was conducted to find out the correlation between the learners’ translation skills and reading comprehension. The reading skills and translation skills were compared in the translation course in which form and meaning focused translation instruction treatment was given. The correlations between these two skills were investigated. The results of the study reveals that the meaning focused translation instruction improves the reading and the translation scores of the students are better than that of the form focused translation instruction.

✓ In her master thesis study, Erer (2006) investigates the problematic areas in paragraph translation from Turkish into English and to examine the effect of interaction on group work while students translated from Turkish into English in translation courses. At the end of the study, considering the observation of errors

reveals that students produced errors in the areas grammar, semantics and discourse. Also, it is found out that the students were also observed to perform translation work better when working in groups rather than when working individually.

✓ Aly (2004) carries out a study with the title “Translation Strategies of EFL Student Teachers: A Think Aloud Protocol-Based Case Study”. The main concern of the study is to investigate the strategies followed by the EFL students in the translation process. This problem has been dealt with through answering the following two questions: 1- What are the strategies followed by the EFL student teachers in the translation process? 2- What are the educational implications for enhancing the teaching of translation at faculties of education? To carry out the research, data is collected through a translation test was developed consisted of a sheet and a cassette recorder. The test subjects produced the translations on their own and alone, one by one separately, as they preferred. They were also asked to verbalize everything that came into their minds while performing the translation task. As a result, the students’ strategies for the solving translation problems are illuminated and also it was also found out that the problems in the translation into Arabic were less serious and difficult than those in the translation into English because, in the former, the subjects had to use correct English grammar and spelling but in the latter they already mastered them.

✓ Ögeyik (2010) in her study titled as “Metindilbilim Ölçütleriyle Yabancı Dil Sınavlarının Değerlendirilmesi: ÜDS Sınavından Örnek Bir Betimleme Çalışması” makes an evaluation according to textlinguistic criteria by having a descriptive analyses on a sample ÜDS exam. At the end of this evaluation, it was found out that ÜDS exam includes textlinguistic criteria although it is a multiple choice type of exam. Therefore, she offers the educators to design ÜDS courses by taking textlinguistic criteria into account to get better results.

CHAPTER III

METHODOLOGY

3.1. Research Method

In this study, action research was designed in order to gather data about the benefits of applying textlinguistics criteria in translation process in a classroom environment. Avison, et al. (1999: 94) describes action research as follows:

“Action research combines theory and practice (and researchers and practitioners) through change and reflection in an immediate problematic situation within a mutually acceptable ethical framework. Action research is an iterative process involving researchers and practitioners acting together on a particular cycle of activities, including problem diagnosis, action intervention, and reflective learning.”

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions:

- *Teachers and principals work best on problems they have identified for themselves*

- *Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently*
- *Teachers and principals help each other by working collaboratively*
- *Working with colleagues helps teachers and principals in their professional development (Watts, 1985: 118).*

For this reason, action research is assumed to be useful for translation courses in ELT departments in order for yielding promising results. Due to the systematic controlled action research, the students are taught to become more interested in translation and be more professional in translating.

3.2. Participants

The study was conducted in the English-Turkish Translation Course of ELT Department at Trakya University. The participants of this research are fifty-nine students. In this study, the students' characteristics such as educational background, age, gender and so forth were not taken into consideration since they did not have any relation to the study.

The translation course is a three-hour course in which students are expected to translate various types of texts from English to Turkish. In ELT departments, the students are enrolled in the translation courses after taking advanced reading and writing, speaking and listening courses. Therefore, the students who take this course are assumed to be C1 Advanced Level (Effective Operational Proficiency); and thus they are accepted as proficient speakers according to the language proficiency levels division of The Common European Framework. The learners at this level can understand a wide range of demanding, longer texts, and recognize implicit meaning, express him/herself fluently and spontaneously without much obvious searching for

expressions, use language flexibly and effectively for social, academic and professional purposes, can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices (http://www.coe.int/T/DG4/Portfolio/?M=/main_pages/levels.html).

3.3. Data Collection

Both qualitative and quantitative research methods were used in the study. Therefore, the data gathered from the questionnaire investigating students' perceptions, and midterm and final exam scores were analyzed statistically.

During the research process, the course was designed by the researcher, and different types of texts were integrated in the course syllabus. In the selection of the texts and the implementation of English-Turkish translation during the course sessions, the linguistic level of the learners and their developmental stages were taken into consideration. During the implementation of the courses, the students were asked to prepare self-evaluation reports after translating each week's texts. Moreover, the students' achievement levels were evaluated through mid-term and final exams. Besides, after the implementation of the courses which lasted for 11 weeks in a term, the students were given a questionnaire to find out their perceptions about the translation course in ELT.

3.4. Data Collection Instruments

In this study, three kinds of data collection instruments were used in order to assess the efficiency of the treatment. These data collection instruments are:

- students' self-evaluation reports

- questionnaire designed by the researcher in order to get students' views about the translation course and their general views on translation in many aspects
- students' midterm and final exam scores

3.4.1. The Students' Self-evaluation Reports

Qualitative data of the research are gathered through the students' self-evaluation reports. According to Seliger and Shohamy (1989:126) "self-reports are used with increasing frequency in second language research, especially where the immediate goal of the research is to describe the state of the learner during particular language learning activities". After the students are informed about translation theories and textlinguistic criteria in the first week of the course, they translated the texts that were presented in their course packs in the following weeks and wrote reports in order to evaluate their own translation process from the second week to the twelfth week of the course by analyzing their weak and strong points in translation process. Students were asked to translate the following weeks and write a report before coming to class next week. Moreover, they were informed about writing their reports by taking the following criteria presented by the researcher.

- Evaluation of the source text on word level (Surface structure features)
- Evaluation of the source text on meaning level (Deep structure features)
- Problems (Both on surface and deep structures, dictionary use etc.)
- Solutions
- Evaluation of the target text

The criteria above were determined regarding the translation norms. The principle aim for designing such tasks was to make students question the theoretical background and synthesize the theories in order to develop their own point of views. Moreover, by learning the standards of textuality, they were assumed to be competent enough to create well-organized texts in the target language. In this sense, the aim and the process of English-Turkish translation course designed in this study is not just to make students translate the given texts, but to have students to be aware of translation criticism by creating metadiscourse, which is a result of combining theory and practice; and thus they would be conscious translators. Karadağ (1997: 102) defines being a conscious ‘translator-critic’ as “knowing what translation really is, being aware of translation theories, being conscious of translation criticism approaches, and forming a definite point of view after questioning, internalizing and synthesizing different translation theories”. In this sense, by means of self-evaluation reports, the students would evaluate their own translation processes and their own products in many aspects consciously.

Since each student translated a text each week, their products were evaluated as the part of polysystem created by the class. Each week, the students discussed on their translations and reports during the lessons, and the best translation was placed into the centre of this polysystem while the others occupy the peripheral positions. The texts occupying the central and peripheral positions changed as a dynamic system each week. Thus, they could evaluate both their own products and the other products by their classmates.

3.4.2. The Questionnaire

The questionnaire was designed in order to get the students’ ideas about translation in general, and whether the aims of the course is fulfilled or not, shortly to evaluate the effectiveness of the course. “Questionnaires can yield three types of data about the respondent: factual questions, behavioral questions, attitudinal questions.

Attitudinal questions are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values” (Dörnyei, 2007: 102). In this sense, attitudinal questions were used in the questionnaire conducted to gather data for gathering large amount of information and highlighting the outcome of research.

In this study, the questionnaire was designed by the researcher with the help of an expert on statistics. The questionnaire consisted of totally 37 statements with close-ended items for which three options “agree”, “undecided”, “disagree” were expected to reveal frequency and percentage scores for each individual statement (see Appendix A). Of 37 items, 6 items pertain to the participants’ general perceptions on translation, 7 items pertain to the participants’ positive perceptions towards the use of translation in language learning and teaching, 20 items pertain to the participants’ positive perceptions towards the translation course they enrolled in taken and 4 items seek out their negative perceptions towards translation courses.

3.4.3. The Midterm and the Final Exams

The midterm and final exams were designed by the researcher in order to assess the students’ performance levels during and after the process. In these exams, the students translated the given passages and answered the questions likewise they did each week. In both exams, an extract was given and three questions were asked. The students translated the extract given, determined their skopos (aim) and wrote a report.

3.5. Research Procedure

This study was carried for 11 weeks in the first semester of 2009-2010 Academic year and the course design, presented below, was implemented three hours a week in compulsory English-Turkish course. Furthermore, while designing the

syllabus, different types of English texts were selected in order to make students be familiar with text types and practice translation on them.

Table 1: The Implementation Procedure

Week	Time-Table	Subject and Target Texts
1 st week	08.10.2009	Theoretical Course Instruction
2 nd week	15.10.2009	Sentences & Passages
3 rd week	22.10.2009	Report
4 th week	05.11.2009	News
5 th week	12.11.2009	Advertisements
6 th week	18.11.2009	<i>Midterm Exam</i>
7 th week	03.12.2009	Job advertisement
8 th week	10.12.2009	Food Recipe & User's Manual
9 th week	17.12.2009	Scientific Article
10 th week	24.12.2009	Law Text
11 th week	31.12.2009	Short Story
12 th week	07.01.2010	Biography-Literary Letter
13 th week	11.01.2010	<i>Final Exam</i>

3.5.1. Syllabus Design

The course syllabus design is displayed weekly in detail in Table 2 below:

Table 2: The Course Syllabus

Target Text Types and Dates	Purpose	Description
<p>Course I: Introduction to Textlinguistics and Translation Studies (Theoretical Course Instruction)</p> <p>08.10.2009</p>	<p>To provide background information about text, text types, textlinguistics, translation, translation studies.</p> <p>To make the students grasp the given information and discover the relationship between textlinguistics and translation.</p>	<p>Before starting the course, the learners were asked to brainstorm what they knew about translation. Definition of text, textlinguistics, text types, and seven standards of textuality were studied. Moreover, contemporary translation theories (PT, translation norms by Toury, and SkT) were examined. The lecture was given via using PowerPoint; and while listening to the lecture students followed the handouts of this week; and at the same time took notes and asked questions to the instructor. Lastly, the relationship between textlinguistics and translation was the discussion part of the lesson as the students tried to discover the relationship between these two disciplines. They tried to call forth why textlinguistics is important for translation and in what way they may benefit from this discipline in their translation practices. After the course session, the students were able to</p>

		comprehend the definition and the scope of translation, textlinguistics and certain linguistic terms related to the subject.
<p>Course II: Sentence and Passage Translation 15.10.2009</p>	<p>To have the students translate independent sentences and paragraphs as an introduction to translation practices.</p> <p>To make the students practice translation. This week is a warm-up and to have them discover the importance of context in translation.</p>	<p>For the first week, the students were asked to translate sentences and passages taken from somewhere in different texts so they were independent and non-contextual. Therefore, they were lack of coherence. The students read their reports in the lesson and most of them complained about the difficulty in understanding; thus, they told that it was hard to translate. They criticized each other while reading reports and tried to find out the best translation of this week.</p>
<p>Course III: Report Translation 22.10.2009</p>	<p>To make the students recognize analyzing texts with a report on social security.</p> <p>To make the learners comprehend the function and the language use of reports.</p>	<p>The learners were asked to translate a report titled 'A Report on American Economics in English Includes Social Security'. During the course, the students read their reports by referring to their translations. They discussed the language used in reports and talked about the cohesiveness and the coherency of the text. The</p>

		learners were instructed about the function of reports and the points to be considered in translating the analyzing texts, e.g. reports.
<p>Course IV: Translation of News 05.11.2009</p>	<p>To make the students learn informative texts which represent facts and have students translate the text by attaching importance to the content.</p>	<p>The students had been asked to translate a news text titled “Missile Sale May Worsen Turkey, Iran Ties”. During the course, the students read their reports and showed their solutions to the problems they had encountered. As news texts include many references to other texts, intertextuality was attached importance. Related to this, the role and the importance of reading in translation were discussed. Moreover, what to pay attention in translating news texts was focused.</p>
<p>Course V: Translation of Advertisements 12.11.2009</p>	<p>To introduce the students with vocative (operative) texts and create their texts appealing to the receiver. To be able to do this, to teach them adaptive equivalent effect by focusing on target culture.</p>	<p>The students read their reports and evaluated their translations of this week. The language used in the field of advertisements texts was discussed. Moreover, the place of creativeness used in news was also dealt. The learners were instructed about the function and the style of advertisement texts. Finally, the role of the target culture in</p>

		translation was attached importance.
<p>Course VI: Translation of Job advertisement 03.12.2009</p>	<p>To introduce the students with job advertisements in order to make them familiar with their function and the language use.</p>	<p>After the students had translated the job advertisement text, they read their reports at the course. Although the category is advertisements, it is different from the previous week's advertisements, as job advertisements have informative function due to the fact that they give information about the job and the requirements necessary for application. The language and the style of this type of texts are focused.</p>
<p>Course VII: Translation of Food Recipe & User's Manual 10.12.2009</p>	<p>To make the students be familiar with functional texts and their formats and characteristics.</p> <p>To make the learners notice the language and the style of these texts.</p>	<p>Food Recipes and User's Manuals are in the functional text category and they have a format. How to translate this kind of texts is explained to the learners and they expressed their ideas about the language use and the points to which they paid attention while translating.</p>
<p>Course VIII: Scientific Article Translation 17.12.2009</p>	<p>To introduce the students with scientific articles and make them learn their formats.</p> <p>To make the learners</p>	<p>For this course, the students were asked to translate a scientific article titled "The Role of Paragraphs in Construction of Coherence in Textlinguistics and translation studies". This article</p>

	<p>recognize the characteristics of scientific articles (the language, the function etc.)</p> <p>To make the students comprehend the importance of field information in translation.</p>	<p>was selected for this week because it was also desired to make the students learn about a subject important for them which support the theoretical background information they had in the first week. Moreover, it was assumed that as the students were interested in this subject, they might translate the text much more eagerly. In this context, the students were tried to recognize the importance of field information. Furthermore, the format of scientific texts was focused and the language use in this type of texts was attached importance.</p>
<p>Course IX: Law Text Translation 24.12.2009</p>	<p>To make the students be familiar with occupational texts, and have them translate these type of text by focusing on its language which is formal and including occupational terms.</p>	<p>The text of this week was about the Higher Education in Turkey. The students were directed to recognize the language, and the characteristics of this kind of texts. This subject was chosen because it was also aimed to make the students learn about the laws and regulations about Higher Education System as it is assumed to be important for them. Moreover, it was also aimed to show that occupational text included occupational words and a translator should have</p>

		known the words related to that occupation.
<p>Course X: Short Story Translation 31.12.2009</p>	<p>To introduce students with literary texts-narrative texts- that are full of descriptions, symbols, feelings and imagination and to make them translate the text by attaching importance to transmit aesthetic form.</p>	<p>This was the first week that literary texts were introduced to the students. They mentioned about the difficulties they had and the points to which they paid attention in translating. The students were informed that it was important to express the author's style, creativity and aesthetic skills in translation.</p>
<p>Course XI: Biography Translation & Literary Letter Translation 07.01.2010</p>	<p>To make the students be aware of biography texts which introduces famous people and have them learn to translate this type of discourse.</p> <p>To make the students learn what a literary letter is, shortly the aim of it.</p> <p>To make the learners discover the style and discourse of literary letters.</p>	<p>After the students had translated the biography and a literary letter for this week, they read their reports by referring to their translations in the course. Firstly, the bibliography text translation started to be discussed. As the bibliography texts aimed to introduce a person's life, it also included the historical events of those times. Therefore, the students informed that the translator might need to search for the time and the events in order to make a good translation. Moreover, the language and the discourse used in those texts were emphasized. After examining the bibliography text, the students were asked to</p>

		<p>discuss the function of literary letters. Moreover, they were asked to brainstorm why these letters were published. Literary letters include information only known by two people since they are personal letters. Therefore, the role of shared knowledge in translation was attached importance.</p>
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All the texts included into the syllabus were chosen from several books and the internet; and they were assumed to be appropriate to the students' age, linguistic level and interests. A course pack was organized consisting of different text types divided into weeks. The course session was designed and implemented by the researcher.

3.6. Data Analysis

The qualitative data gathered from students' self evaluation reports were analyzed by the researcher.

The questionnaire and exam results were analyzed statistically. For the statistical analysis of the data gathered from the questionnaire and mid-term and final exam results, SPSS (Statistical Package for Social Sciences) 16.0 for Windows was used.

Questionnaire results were analyzed statistically by using frequency analysis.

Frequency analysis was used

- to determine the rate of individual response given to the statements on the notion of ‘translation’ by the participants.
- to assess the frequency distribution of the number of the scores that fall within each response category.

Mid-term and final exam results were analyzed statistically by using paired sample t-test.

Paired sample t-test was used

- to assess the success and the significance between mid-term and final exams
- to determine whether the treatment for translation courses in ELT departments would be supportive for learners.

Data analyses were carried out by the help of an expert on statistics.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter includes qualitative and statistical analysis of data and the discussion.

4.1. Results

The results of this study are presented mainly in two parts; the results of the students' reports and the statistical analyses results.

4.1.1. The Results of the Students' Self Evaluation Reports

The course syllabus was designed by including various text types each week into the syllabus. The students translated the given texts out of the class and then, wrote self-evaluation reports on their translation products by using their knowledge about textlinguistics. In this context, departing from the product, a process begins between the source text and the target text.

The students were given different text types because in this way, it was aimed to help students develop text awareness. They got familiarized with different kinds of texts and they learned about the characteristics of several text types in terms of linguistic, meaning, functional dimensions. Hence, owing to the translation course, the students gained awareness for distinguishing different text types and classifying texts.

In this course, the students translated the given texts, evaluated their translations, specified their problems, found solutions to these problems, revised their translations and wrote reports in order to show all these efforts. Therefore, the students evaluated their translation products before coming to the class. In other terms, they had a chance to see their mistakes and problems and gain self-awareness about offering solutions to their problems they faced during the translation process. Hence, they observed and shaped their own translational development. In this way, the reports were used as self-assessment tools which help students to create translational awareness.

Moreover, with self-evaluation reports, the students' self-esteems were developed because they became conscious about their own developments in the translation process. They wrote drafts, they faced problems, they offered solutions, they translated, they evaluated, and in short they followed all the process. Accordingly, they became much more autonomous in developing their own translation skill because they behaved as conscious translators. Additionally, students' self-efficacy developed as they played a part in each step, shortly as they did everything, which is recorded in their reports.

While writing the reports, the students considered the criteria below in order to evaluate their translation products.

- Evaluation of the source text on word level (Surface structure features)
- Evaluation of the source text on meaning level (Deep structure features)
- Problems (Both on surface and deep structures, dictionary use etc.)
- Solutions
- Evaluation of the target text (its scale, language used etc.)

The 2nd week's task was to translate sentences and extracts taken from different texts. They were presented as an introduction to translation activities so as to make the students get accustomed to translation. They indicated that it was difficult to understand the sentences as they are isolated, but they could translate the paragraphs more easily. In other words, they implied that although the sentences were cohesive, they were not coherent due to being non-contextual. In translating the paragraphs, the students had difficulty in finding some words in the dictionary or their word-for-word translation does not sound good in the target language, so they tried to guess their meanings of the unknown words from the context. They reported such difficulty in their reports:

“In the first sentence of the third paragraph, I didn't understand the meaning of the phrase 'first ten or a dozen people' and could not find it in the dictionary so I tried to guess its meaning by looking at the following sentences. The next sentence was this: “They, lived, or rather swarmed, in a biggish house, very dark and shabby, and the way they ran in an out, and crowded together in the rooms, it was just like a rabbit warren.” Thus, I Then, I translated it as 'çok sayıda insan' and in this way I made a shift because I thought that the writer wanted to emphasize the crowd living in the house. If I had not made a shift, I would have translated it as 'on tane ya da bir düzine insan'. This expression does not sound good in Turkish, so I think this was an obligatory shifting.”

In addition, the students had difficulty mostly in translating pronouns because while the third person singular is gender-specific in English, it is signified with one pronoun in Turkish. To broaden, 'she' is a feminine, 'he' is a masculine, and 'it' is a 'neuter' pronouns. However, the 3rd person pronoun 'o' is used for all feminine, masculine and neuter categories in Turkish. For this reason, although the person's gender is obvious in English, it caused ambiguity in Turkish translation. To solve this problem, students used gender-specific words to prevent this ambiguity in their translations:

“I added the word ‘adam’ and the pronoun ‘kendisine’ instead of the personal pronoun ‘he’ and ‘kadın’ instead of the pronoun ‘she’ because while these pronouns (he-she) are gender-specific in English; the 3rd person singular pronoun is ‘o’ for both males and females. Moreover, there are two people-one is a male-and the other one is a female-mentioned in the paragraph which causes ambiguity in translation. In other words it’s hard to decide ‘which O?’ had carried out the action. The English text was: As to the question of what business he had to be following Miss Farmond like this, he troubled his head about it not at all. If she needed him, here he was. If she didn’t, he would clear out. But very strong and urgent was the conviction that she required a friend of some sort.” And the Turkish translation was: “Bayan Farmond’un bunun gibi hangi işini takip etmesi gerektiği sorusuna gelince, adam bu konuda kafasını hiç de meşgul etmedi. Eğer kendisine ihtiyacı olursa, oradaydı.Olduğunda da ortadan kaybolurdu. Fakat, kadının bir arkadaşına ihtiyaç duyduğu kanısı çok kuvvetliydi.”

The students mostly indicated that they had difficulty in translating reductions. Moreover, when the students had difficulty in understanding some phrases, they stated that they turned to word-for-word translation although they are aware of the fact that it sounded meaningless. Additionally, the meanings of some words didn’t fit the context so they made shifts. Moreover, while writing reports, the students discovered their mistakes due to their developing consciousness:

“The sentences are comprised of many reductions and I had difficulty while understanding. For instance, reduction of ‘awakening’ was a great trouble for me. Additionally, I didn’t understand what ‘ghostly hour’ meant, so I translated it again word-for-word. Also, after translated I realized a mistake of mine. I translated ‘effort trembling all the train’s length’ as ‘tren boyunca titreyen çaba’, but then I realized that it should be ‘treni boylu boyunca sarsan bir güç’.”

“In the first paragraph I translated ‘a little secretive’ as ‘mütevazi because although but the meaning of secretive is ‘gizli’, it does not fit my translation. So, I made a shift.”

The 3rd week’s task was translating a report about Social Security in U.S. The students reported that the language of the source text was formal and included many terms related to economics. For this reason, they stated that they had difficulty in translating, as the translator should have background knowledge in order to make a good translation.

The 4th week’s task was translation of news. The students were given a text chosen from a newspaper’s web-site. They added that the text includes long sentences combined by conjunctions, the words were explicit, and the meaning was clear. The students reported that they did not have any knowledge about the subject and stated that they had read these types of texts in order to understand the style of political texts before they started to translate the text:

“In the text, it says ‘open its soil’. Although it means ‘topraklarını açarsa’, I translated it as ‘kapılarını açarsa’ because I tried to use political discourse which I learned from other political texts I had read.”

Moreover, they reported that there were lots of explanations about possible events, recent situations and some programs; so intertextual items took place in the text. They also reported that the text had informativity as it was clear and detailed along with including many quotations used to give evidence to the news.

The 5th week’s task was translating two advertisements. The students reported that the text was created to arouse readers’ interests in order to stimulate and convince them to buy the presented product. According to the reports, the students agreed that the language was not formal, the sentences were short, and adjectives,

imperatives and questions were used abundantly which made the text catchy. They stated that they were familiar with such language because they were exposed to advertisements each day. Additionally, they reported that they mostly added exclamations as they came across such a usage in Turkish advertisements. Moreover, they reported that translation of advertisements was different from the previous texts as they attached importance to use advertisement jargon and tried to be creative in their texts:

“While translating the statement “Don’t use ordinary washday soaps...”, I said “Artık sıradan deterjanları kullanmaya son!” because I heard such expressions from advertisements. I think this was more attractive.”

“The title of the advertisement was ‘A Wrinkle! I’m Getting Old!’ and I added a Turkish exclamation word ‘Eyvah!’ to the beginning of the title in my translation in order to make an attractive title because I come across such expressions on TV, radio or in newspaper advertisements.”

They also reported that they tried to use the jargon used in advertisements by taking culture into consideration as this language differs according to cultures. They mostly reported that they created their texts according to Turkish culture because their aims were to influence Turkish women so if they translated equally, it would not make sense to their readers. Furthermore, they pointed out that the translated text they had created was almost totally different than the original one. Thus, they used acceptability scales:

“I was undecided about how to translate ‘five or ten cent store’ because it is culture-specific so I tried to find its Turkish equivalent and I thought that ‘bir milyoncu’ was the best for it. I was not loyal to the source text, but influenced by the Turkish advertisements so my scale was acceptability.”

The 6th week's task was translating job advertisements. The students reported that the text included words belonging to business world, and it was informative. Also, they stated that the text consisted of phrases instead of full sentences. Moreover, they stated that they searched for job advertisements from the related internet sites in order to be familiar to the terms used and the style of the text:

"I added the word 'istenilen' in front of the word 'nitelikler' while translating the title 'qualifications' because it is used like this in Turkish job advertisements."

The 7th week's task was translating a food recipe and a user's manual. The students reported that both these texts were informative mostly consisting of instructions and orders and the sentences were short and clear. They also reported that imperatives were used in such texts. They stated that they made some shifts related to culture differences:

"I used 'gram' instead of 'ounces' as 1 ounce equals to approximately 0, 28 gram and '° C' instead of 'F' as 1F equals to approximately -17 ° C. I made these changes because ounce and Fahrenheit are not used in Turkey. As the text gives information, I aimed to have my translation clear for our culture."

The female students reported that translating the recipe was easier for them as they had been accustomed to the subject, and preparing food was in their area of interest. They stated that they could translate easily when they felt close to the subject:

"It was not a difficult translation for me because of my gender. As I'm a female, I always read food recipes and I like reading them. For this reason, I was accustomed to the language use of recipes and I liked translating it."

The students reported that they omitted some words and phrases due to the problems resulted from cultural differences. For instance, most of them stated that they had a problem in translating ‘a melon baller’ because such a tool did not exist in Turkish kitchens so they preferred omitting.

The 8th week’s task was translating a scientific article. The students reported that the text was informative, the language was very formal; the sentences were formed with simple present tense; and the meaning was clear. In terms of cohesion, they stated that sentences were long with full of relative clauses, quotations and extra information within parenthesis. Moreover, they reported that the translator should have background information as the text included many terms so they indicated that they did not have much difficulty as the text was about the role of paragraphs in construction of coherence in textlinguistics and translation studies.

The 9th week’s task was to translate a law text. Students reported that the text was informative and the sentences were formed with using simple present tense. They asserted that the text was formal; the sentences were clear.

The 10th week’s task was to translate a short story. The students reported that the story was written in past tense and the sentences were ambiguous as it reflected the author’s imagination. They stated that the text was expressive so they had to be careful while translating the text in order to reflect the author’s creativity, personal expression and artistic skills. In terms of meaning, the students reported that there were many images such as glass representing death, and the meaning was not clear. They asserted that there was a narrator and while he/she was describing the places, event etc., he/she was quoting the characters’ voices. Moreover, they reported that the author did not use conjunctions, but rather preferred to divide sentences with commas; and thus the sentences seem isolated and they had difficulty in combining them.

The students reported that they wrote many drafts in translating this week's task because this was the first time that they translated a literary work and it was difficult for them. Moreover, they stated that they had not heard about the short story's author and they wanted to learn about her and searched about it:

“After my first draft, I searched Virginia Woolf on the internet and found some information. She was writing her stories as a style of ‘Stream of Consciousness’, which is named as ‘Bilinç Akışı’ in Turkish. A Stream of Consciousness is a narrative mode that seeks to portray an individual's point of view by giving the written equivalent of the character's thought process. Learning Woolf's style helped me to reflect her style in my translation.”

Moreover, the students reported that they had difficulty in understanding what the pronoun ‘it’ refers to. They stated that as they learned ‘cataphora’ and ‘anaphora’, they tried to understand whether the pronoun refers to back or forward.

“The 4th paragraph starts with this sentence: ‘But they had found it in the drawing room.’ The pronoun ‘it’ is usually used if there is a noun in the preceding sentence so it becomes clear to understand what it refers to. However, even the last sentences of the previous paragraph there was nothing like that. When I read the text carefully, I understood that there was a couple searching for something, which is unknown. Therefore I added the word ‘aradıklarını’ to this sentence and translated the sentence as I “Ama onlar aradıklarını misafir odasında buldular”.

Moreover, the students reported that as some sentences were not completed, and mostly absence of subject and verb, they needed to add these elements in translating in order to make the text cohesive:

“The sentences were: “Look,” he breathes. “Sound asleep. Love upon their lips.” As the subject and verb were not existed I added them to my translation and

said: “Bak” diyor nefesini bırakırken. “(Onlar) derin bir uykudalar. Dudaklarında sevgi var.”

The 11th week’s task was to translate a biography and a literary letter. Firstly, the students started to read their reports on their biography translations. The students reported that it was an informative text about Hemingway’s life, but at the same time it gave information about the historical and political events of those times, so the past tense was used. They stated that they noticed that negative meaning was given with positive structures in English. However, they preferred to translate them into Turkish with forming negative sentences:

“John Bone, however, permitted him little time to enjoy a Paris autumn.

Ancak, John Bone, Paris sonbaharının tadını çıkarması için Hemingway’a fazla bir zaman tanımadı.

...; his Paris office merely rewrote the English and French dispatches and cabled this version back to New York.

Paris’teki bürosu İngilizce ve Fransızca haberleri yeniden yazarak bunları New York’a telgrafla geri göndermekten başka bir şey yapmıyordu.”

“After I read the sentences I tried to translate them to Turkish in the same way, but ‘little’ in the first sentence and ‘merely’ in the second sentence gave a totally negative meaning. I could not find such equivalents which gave a negative meaning in Turkish so I used negative structures in my translation.”

While reporting the translation process of letter, the students reported that the conversation was among two people; and thus the literary letter included shared information. Therefore, they stated that they had difficulties due to the fact that the text was lack of intertextual items, but as they knew that Hemingway is a writer they could translate the text easily. They also reported that they did not have any

difficulties in translation because their translation awareness was developed. They asserted that they became aware of the text types, their functions, and the language use.

4.1.2. The Statistical Analyses Results

In this study, in order to assess the success rate of the students and to determine the significance between mid-term and final exams, Repeated Measures Design of Paired Sample t-test was applied. Heiman (1996) states that “t-test is used for the paired (related) samples when two compared means are related to two sets of scores which are correlated. In short, paired sample t-test is a parametric technique which is used to examine the significance of the difference between two means of samples, which are: Paired Samples Design and Repeated Measures Design” (cited in Büyüköztürk et al, 2008: 165).

4.1.2.1. The Results of the Midterm and Final Exams

The data gathered from mid-term and final exams results was used in order to figure out whether or not the course increased the students’ awareness in terms of text types and translation activities.

The midterm and final exams results are displayed in Table 3.

Table 3: T-test Results for Midterm and Final Exams

Measurement	N	Mean	S	Sd	t	p
Mid-term	59	66,18	9,30	58	3,8	.000
Final	59	70,13	6,46	58		

In the table 3, p value is shown for the pair midterm and final exams and their probability value is .000, which is smaller than the significance level at .05 [$t(59) = 3.8, p < .05$]. The results show that there is a significant difference between the students' midterm and final exams scores ($t=3,80; p<.05$). While the mean of the students' midterm exam scores is $X=66,18$; after the treatment the mean of their final exam scores increased to $X=70,30$. Thus, the students were more successful in the final exam ($X=70,30$) than in midterm exam ($X=66,18$).

4.1.2.2. The Results of the Questionnaire

Frequency analysis was applied in order to assess the frequency distribution of the number of scores that fall within each response category and to determine the students' views on each item. In this way, the students' general ideas about translation were evaluated.

The questionnaire was analyzed and displayed in four tables separately.

Table 4: Frequency and Percentage Rate of Students' General Perceptions on Translation

	disagree		undecided		agree	
	f	%	f	%	f	%
I gain cultural competence through translation.	1	1,82	17	30,91	37	67,27
I determine my aim before starting translation and use words and sentences accordingly.	1	1,82	3	5,45	51	92,73
I usually make word-for-word translation as I feel that I can translate better when I stay loyal to the source	17	30,91	20	36,36	18	32,73

text.						
I read many texts related to the text to be translated before translation process in order to be familiar to the subject matter.	27	49,09	9	16,36	19	34,55
The aim of the translator can be different than the aim of the writer or the author.	7	12,73	20	36,36	28	50,91
Cultural values and images of the source language should be transferred regarding the norms of target culture.	1	1,82	6	10,91	48	87,27

The students' general perceptions on translation are displayed in Table 4. Most of the students (67,27%) gain cultural competence through translation and 87,27 of them think that cultural values and images of the source language should be transferred regarding the norms of target culture. Moreover, nearly half of the students (49,09) do not read many texts related to the text to be translated before translation process in order to be familiar to the subject matter. While, nearly all of the students (92,73%) determine their aims before starting translation and use words and sentences accordingly; 50,91% of them consider that the aim of the translator can be different than the aim of the writer or the author. In addition, most of the students (36,36%) are undecided about whether or not they usually make word-for-word translation as they feel that they can translate better when they stay loyal to the source text.

Table 5: Frequency and Percentage Rate of Students' Positive Perceptions towards the Use of Translation in Language Learning and Teaching

	disagree		undecided		agree	
	f	%	f	%	f	%
Translation activities reinforce my linguistic knowledge.	3	5,45	7	12,73	45	81,82
Translation courses are beneficial in ELT departments.	0	0,00	4	7,27	51	92,73

I can distinguish linguistic differences between L1 and L2 while translating the texts.	4	7,27	12	21,82	39	70,91
Translation helps me distinguish the style and language of the target text.	3	5,45	11	20,00	41	74,55
Translation is important for language learning.	0	0,00	5	9,09	50	90,91
Translation courses should take place in language teaching curriculum at all levels.	13	23,64	14	25,45	28	50,91
I will use translation in my classes and have my students practice English by making translation.	2	3,64	15	27,27	38	69,09

In Table 5, the findings of the students' positive perceptions towards the use of translation in language learning and teaching are displayed. As seen, nearly all of the students (90,91%) agree that translation is important for language learning, and they state that translation courses are beneficial in ELT departments (92,73%); more than half of the students have the idea that translation courses should take place in language teaching curriculum at all levels (50,91%). Most of the students (81,82%) think that translation activities reinforce their linguistic knowledge; and most of them consider that translation helps them distinguish the style and language of the target text and can distinguish linguistic differences between L1 and L2 while translating the texts (74,55% and 70,91% respectively). Moreover, most of the students (69,09%) agree that they will use translation in their classes and have their students practice English by making translation.

Table 6: Frequency and Percentage Rate of Students' Positive Perceptions towards the Translation Course They Have Taken

	disagree		undecided		agree	
	f	%	f	%	f	%
The outcome of this course is beneficial for my teaching profession.	2	3,64	7	12,73	46	83,64

Through translation course, I have gained awareness for distinguishing text types.	0	0,00	7	12,73	48	87,27
Translation course helps me raise awareness for different text types in my daily life.	1	1,82	17	30,91	37	67,27
I feel more competent in translation after I have taken the translation course.	1	1,82	14	25,45	40	72,73
Through translation course, I have gained awareness about textlinguistics.	5	9,09	19	34,55	31	56,36
Through the translation course, I can evaluate my translation by drawing up a report taking the criteria into consideration.	1	1,82	10	18,18	44	80,00
Through the translation course, I am be able to evaluate my translation progress.	0	0,00	8	14,55	47	85,45
By writing reports, I have had a chance to notice my weaknesses and strengths while doing translation.	1	1,82	5	9,09	49	89,09
Through translation course I have translated many texts and in this way, my translation ability is improved.	1	1,82	4	7,27	50	90,91
In translation course I have written many drafts for each task and thus I could be able to evaluate myself.	4	7,27	10	18,18	41	74,55
Through the translation course I learned what to pay attention before translating a text.	1	1,82	4	7,27	50	90,91
Through the translation course I learned what to pay attention during translation.	0	0,00	4	7,27	51	92,73
After I have involved translation activities, I am able to evaluate other translation products.	2	3,64	19	34,55	34	61,82
After I have taken the translation course I think I am more competent to produce in English.	1	1,82	11	20,00	43	78,18
The translation course I have taken helps me enrich my grammar knowledge.	2	3,64	10	18,18	43	78,18
The translation course I have taken helps me enrich my vocabulary knowledge.	0	0,00	4	7,27	51	92,73
The translation course I have taken helps me enrich my structure knowledge.	3	5,45	10	18,18	42	76,36
I attach importance to the standards of textlinguistics while making	2	3,64	10	18,18	43	78,18

translation throughout the course.						
Through the translation course, I have gained awareness about text analysis.	0	0,00	8	14,55	47	85,45
Text analysis process has directed me to produce appropriate text.	0	0,00	12	21,82	43	78,18

The students' positive perceptions towards the translation course are displayed in Table 6. Most of the students (83,64%) have the opinion that the outcome of this course is beneficial for their teaching profession, and 72,73% feel more competent in translation after taken translation course. Among those, 90,91% think that they translated many texts through the translation course, and this has resulted in improvement in their translation ability. The students agreed that they have learned what to pay attention before translating a text (90,91%) and during translation (92,73%) through the translation course. Most of the students (78,18%) think they have been more competent to produce in English after taken the translation course. Most of the students have the opinion that translation course they have taken helps them enrich their grammar knowledge 78,18%, structure knowledge 76,36%, and vocabulary knowledge 92,73%. Moreover, most of the students agree that through the translation course, they have gained awareness for distinguishing text types (87,27%), for different text types in their daily lives (67,27%) and for text linguistics in terms of seven standards of textuality (56,36%). And, 78,18% attach importance to the standards of textlinguistics while making translation throughout the course. In addition, through translation course, most of the students (85,45%) consider that they could be able to evaluate their translation progress. 80,00% evaluate their translation by drawing up a report taking the criteria into consideration and by writing reports 89,09% have had a chance to notice their weaknesses and strengths while doing translation. Moreover, in translation course most of them (74,55%) wrote many drafts for each task, and thus they could be able to evaluate their own and other translation products (61,82%). 85,45% have stated that they gained awareness about text analysis through translation course and this text analysis process has directed 78,18% of the students to produce appropriate text.

Table 7. Frequency and Percentage Rate of Students' Negative Perceptions towards Translation Courses

	disagree		undecided		agree	
	f	%	f	%	f	%
Translation course is a time consuming process in ELT departments.	43	78,18	8	14,55	4	7,27
Translation course is boring and useless.	50	90,91	4	7,27	1	1,82
Translation course is not beneficial for my teaching profession.	49	89,09	6	10,91	0	0,00
Translation course does not contribute to language development.	48	87,27	3	5,45	4	7,27

The students' negative perceptions towards translation courses are shown in Table 7. 78,18% of the students do not agree that translation course is a time consuming process in ELT departments, and most of them (89,09%) think that translation is beneficial for their teaching profession. Moreover, only 1,82% find it boring and useless, and a small amount of students (7,27%) have the opinion that the translation course does not contribute to language development.

4.2. Discussion

This thesis study, in which a model syllabus was designed for translation courses at the ELT Department of Trakya University, investigates how textlinguistics criteria assist learners during translation process. For creating textlinguistic awareness, the participants were given some tasks each week. To carry out the study, an 11-week course syllabus composing of different text types which were selected by regarding the linguistic level and the developmental stage characteristics of the

learners was prepared by the researcher. The purpose of choosing different texts was to enable the students create text type awareness. Thus it was assumed that textlinguistics criteria could assist the students while dealing with both the surface and deep structure features of texts in decoding and coding processes. For this purpose, theoretical information and practice were carried out simultaneously in order to make the students conscious of what they were doing. As mentioned in the previous chapters, at the onset of the course they were informed about the course design and their tasks. The students would decode the source text regarding the textlinguistic criteria and code the target text depending on those norms. After translating the source text, i.e. coding the target text, they would write self-assessment reports to evaluate their translation process by focusing on the problems they encountered and the solutions they found. The data gathered from the students' self-evaluation reports were discussed in the classroom so as to examine the students' translation strategies.

To find out whether the course design affected the students' achievement levels positively, the scores of mid-term exam and final exam were statistically analyzed. Lastly, related with the research questions of the study, a questionnaire was administered on the students to get the students' views towards the course.

Thus, three set of data collection instruments were used in the study, namely self-evaluation reports, mid-term and final exam scores, and the questionnaire. The midterm and the final exams compromised of three questions. These questions were based on the tasks they carried out in the process. Namely, they were given a piece of extract to translate by determining an aim (skopos) for their translation and to write a self-evaluative report by focusing on the translation problems related to both surface and deep structures. Considering the mean rank and sum of rank, it was found out that the difference scores were in favor of positive ranks (see Appendix B). There was a statistically significant difference between the students' mid-term and final exams scores ($t=3,80$; $p<.05$). The findings were displayed in Table 3. The results proved that the students were more successful in the final exam than in the midterm

exam. Basing upon these results, such a model course in which textlinguistic awareness was had a significant contribution to the development of the students' performance levels while dealing with translation.

The questionnaire which was used as another data collection instrument in the study supports the positive results gathered from the midterm and final exams (see Appendix A). The results of the questionnaire were analyzed in terms of frequency and percentile values so as to determine the students' perceptions towards the course. The results of the questionnaire showed that the students could evaluate their translation progress through writing reports, thus they had a chance to notice their weak and strength points. Moreover, they could evaluate their own and other translation products by writing many drafts for each task. All these show that the students may have gained self-efficacy, self-awareness, self-autonomy and self-esteem. To broaden, they read the source text, translated it, created the target text, and evaluated their translations which may have led them to gain self-efficacy and self autonomy. Therefore, the students had an active role in all steps of translation process. This might result in the development of their self-esteem, as they stated they felt more competent after taken the translation course. As Koppe & Kremer (2010) put forward that "there is always a context, an audience, and language and culture diversity involved any time we resort to translation. Thus, we should use translation in the classroom to promote language learning, to raise language awareness, and to develop students' autonomy".

Moreover, the students agreed that through the translation course, they gained awareness for distinguishing text types by regarding the language properties of different texts. Such an agreement is consistent with the results of the previous research conducted to evaluate the importance of teaching text types. For instance, Chung-ling (2007) puts forward that "the purpose of teaching text types is to help students to obtain generalization of language features and pragmatic functions with respect to certain text type and to consider how to retain the same function in the target language text".

Additionally, the course has helped the students gain cultural competence, and most of them indicated that cultural values and images of the source language should be transferred regarding the norms of target culture (see Table 4). As House (2009: 12) puts forward that “the conventionalization of meaning through language within a particular culture is of crucial importance for translation: it is precisely these similarities and differences in kind and degree of conventionalization in the source and target cultures which a translator must be aware of when moving a text from one culture to another”. As consistent with House’s ideas, the translation courses helped the students develop cultural awareness and competence by translating cultural values and images included into the texts.

Moreover, the students stated that when they determined their aims before the translation process, they could use words and sentences accordingly. Thus, it might be deduced that the students have been aware of the importance of determining an aim -the *skopos*- which is said to enable the translator to embrace the receiver by fulfilling the purpose of functional relevance. Vermeer (1989) highlights the translator’s *skopos* or aim as a decisive factor in a translation project. “He conceives of the *skopos* as a complexly defined intention whose textual realization may diverge widely from the source text so as to reach a “set of addressees” in the target culture” (Venuti, 2008: 223). Hence, it may be asserted that the success of a translation depends on its coherence with the addressees’ situation.

Table 5 displayed that nearly all of the students agreed that the translation course has also been important for their language learning process. The results also demonstrated that translation activities reinforced the students’ linguistic knowledge, and they became able to distinguish linguistic differences between L1 and L2 while translating the texts. Furthermore, most of the students considered that translation course they had taken helped them enrich their grammar, structure and vocabulary knowledge (see Table 6). These results show that translation contributed to the students’ linguistic development and raised their linguistic awareness.

In the present study, apart from the midterm and final exam scores and the questionnaire, the students' self-evaluation reports were also evaluated. The data gathered from the reports provided qualitative data for the study. Thus, comparison of the quantitative data with the qualitative one highlights the reliability of the quantitative data, namely gathered from the exams and the questionnaire. When the students evaluated their translation process and products each week via their reports, they actively participated in both translating and evaluating processes, thus they learnt how to evaluate their own products and find solutions the problems they encountered as translator-critics during the course period. As consistent with the statistical results, writing reports had a positive effect on the students' success in translation process, because they observed their self-developments in the translation process throughout the course, and thus they could evaluate their achievement and failure in translation process by attaching importance to the linguistic, cultural and functional dimensions of the source and the target texts. Therefore, self-evaluation reports would be useful while dealing with translation activities in learner-centered environment.

In conclusion, all of the results mentioned above indicate that applying textlinguistics into translation would be beneficial in ELT departments. It is apparent from the results that introducing textlinguistics for both noticing text structure and for differentiating text types and integrating self-criticism into the scope of translation courses enable students to raise consciousness towards translation activities.

Additionally, their reading skills were boosted because they had to read many texts before translating the given one in order to be familiar with the topic and to understand the style and the language use of it. Additionally, the students' writing skills were also developed as they produced and evaluated their translations considering the textlinguistic criteria which helped them to produce cohesive and coherent texts. In addition, the students' self-efficacy is developed in speaking skill.

As Štulajterova (2008) asserts that “translation is an eminently communicative activity, as it naturally invites speculation and discussion; thus it provides a basis for discussion and thus contributes to the improvement of speaking skills”.

CHAPTER V

CONCLUSION & SUGGESTIONS

5.1. Conclusion

In this thesis study, it was aimed to propose a model syllabus for the translation courses in ELT departments and in order to carry out the study an action research was designed. By this way, it was aimed to examine whether textlinguistics criteria assist learners during text comprehension and text production processes by creating awareness.

In Chapter 1, the problem statement, the purpose, the significance, the assumptions, and the restrictions of the study were specified. The problem of this study arose from the common tendency of second language -L2- learners that while translating texts, they disregard the formal, cultural, and textual differences of two languages. The learner may tend to translate any word without paying attention to the contextual meaning of the word and ignore the text type. However, translation is not a simple or a mechanical process because it is not enough for transmitting the message in one language to the other in a clear and a comprehensible way. For this reason, translation can be described as a channel in which the text is decoded from one language and encoded into another one by taking contextual and cultural norms as well as text types into consideration. With this study, it is aimed to eliminate the handicaps resulted from decoding a text from a language and encoding it into another language in assistance of textlinguistics. Considering the aim of the study, it was assumed that this study may be a guide for language teachers of foreign language due to the integration of textlinguistics into translation studies. Moreover, as the study was implemented in teacher training departments, it is supposed that the results of

the study would be directive for such courses in teacher training departments of foreign language education.

In Chapter 2, the main concern was the language which was described in detail in order to mention its relation with linguistics and applied linguistics. In order to focus on the notion “how translation can be best taught and put into practice” theoretical aspects on translation were examined. Then, the role of translation in language teaching was identified and its place in language teaching methods was discussed by referring to mainly Grammar-Translation Method. Then, the place of translation courses in foreign language departments was mentioned as the study was carried out in the translation course of the ELT department at Trakya University. After this, the contribution of translation into text awareness and text classifications from different point of views were viewed. Such views were discussed within the framework of textuality that is textlinguistics. In the study, Beaugrande and Dressler’s seven criteria of linguistics, namely, cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality were taken as guiding principles in translation process by referring to the relevance of textlinguistics and translation in foreign language education.

In Chapter 3, the research method, participants, data collection, data collection instruments, the research procedure, the syllabus design and data analyses were described. In this study, action research was designed in order to gather the relevant data used to investigate the benefits of applying textlinguistics criteria in translation process in a classroom environment. The study was carried for 11 weeks in the first semester of 2009-2010 Academic year. The participants of this research were fifty-nine students attending the ELT Department at Trakya University. To carry out the research, a syllabus was designed by the researcher and different types of texts was selected by the researcher in order to raise students’ text type awareness and all the texts included into the syllabus were assumed to be appropriate to the students’ age, linguistic level and interests. The course was implemented three hours a week in compulsory English-Turkish course in which the students were mostly

directed to involve in critical evaluations of their own translation products. By this way, it was aimed to raise students' translation awareness.

Three data collection instruments- the questionnaire, the midterm and final exam scores and the students' self-evaluation reports, were used in order to find answers to the research questions of this study: "How can textlinguistics contribute to the translation activities while decoding and encoding the source and target texts?" and "Does self-evaluation in translation courses help learners create awareness?" The questionnaire was designed and implemented by the researcher at the end of the course session to evaluate the students' attitudes to the translation course they participated in (see Appendix A). In addition, the midterm and final exam scores were analyzed statistically by using paired sample t-test in order to assess the success and the significance between midterm and final exams (see Appendix B). By using the questionnaire and exam results, it was aimed to determine whether the treatment for translation courses in ELT departments would be supportive for learners. Moreover, the students' self evaluation reports collected each week were examined in order to assess the reliability of the statistical results gathered from the questionnaire and the midterm and final exam scores.

In Chapter 4, the research findings were presented. The statistical analyses demonstrated that the model syllabus designed for translation courses in which the students' textlinguistic awareness was improved, had contribution to the development of the students' performance levels while dealing with translation. Considering the mean rank and sum of rank, it was found out there was a statistically significant difference between the students' mid-term and final exams scores ($t=3,80$; $p<.05$) (see Table 3). The results proved that the students were more successful in the final exam than in the midterm exam. Moreover, the qualitative data gathered from the students' self-evaluation reports in order to compare with the quantitative data gathered from the questionnaire and the midterm and final exams scores supported the quantitative data positively.

In Chapter 5, the results gathered from the questionnaire, the midterm and the final exam scores and the student's reports were discussed in terms of the treatment's contributions to translation courses. In the light of the discussions that based on the obtained results, it was discovered that textlinguistics assistance to translation courses would be beneficial for the translation courses in ELT departments as this application raises students' awareness which leads to the development in students' performance levels. Moreover, considering the results it may be put forward that the students have gained self-awareness, self-esteem, self-efficacy and autonomy by writing self-evaluation reports.

5.2. Suggestions for Further Studies

With respect to the findings and conclusion of the study mentioned so far, the following suggestions can be made for students, language teachers, academicians and translators in Applied Linguistics:

✓ In the study, the findings proved some positive contributions of the implementation of textlinguistics to the translation and foreign language learning. But, for generalizing these findings, more studies with further point of views are required.

✓ This study was conducted with 59 participants from the same group. However, it would be better to conduct such studies with more participants in two different groups: experimental and control groups in order to investigate the efficiency of the implementation.

✓ In this study, the action research was carried out for 11 weeks can be repeated. In this sense, further studies may reveal whether students' performance levels in dealing with different texts types during translation will differ or not.

✓ This study may offer a different perspective to the educators instructing translation courses in ELT departments, as it raises students' translation awareness owing to textlinguistics assistance and their self-autonomy via criticizing their own process and products by self-evaluation reports.

✓ Language teachers may benefit from this study as it contributes to students' development of their language awareness and language skills.

5.3. Limitations of the Study

The following limitations may be suggested in order to clarify the restrictions of the study:

✓ The number of the participants of this study was restricted to fifty-nine students studying at the ELT Department, Faculty of Education, Trakya University. Conducting; however, a study with a larger sample size would provide a greater certainty about the findings.

✓ The study was conducted without taking the participants' age, gender, social and educational backgrounds into consideration. Incorporating each of these characteristics into the study may provide richer data which may lead to generate different ideas and develop different point of views for the study.

✓ The duration of this study is restricted to 11 weeks in one term and only three hours in a week. However, the duration should be longer for the purpose of observing long-lasting effects of the study.

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APPENDICES

Appendix A

STUDENTS' PERCEPTIONS TOWARDS ENGLISH-TURKISH TRANSLATION COURSE

Dear participant,

The purpose of this survey is to understand more about your perceptions towards English-Turkish Translation Course, which you took in the first semester.

I sincerely appreciate your help in filling out this survey.

Thanks for your contribution.

Res. Assist. Esin AKYAY

	DISAGREE	UNDECIDED	AGREE
Translation activities reinforce my linguistic knowledge.			
Translation courses are beneficial in ELT departments.			
The outcome of this course is beneficial for my teaching profession.			
Through translation course, I have gained awareness for distinguishing text types.			
Translation course helps me raise awareness for different text types in my daily life.			
Translation course is a time consuming process in ELT departments.			
Translation course is boring and useless.			
I feel more competent in translation after I have taken the translation course.			
Through translation course, I have gained awareness about textlinguistics.			
I gain cultural competence through translation.			
I can distinguish linguistic differences between L1 and L2 while translating the texts.			
I determine my aim (skopos) before starting translation and use words and sentences accordingly.			
Through the translation course, I can evaluate my translation by drawing up a report taking the criteria into consideration.			
Through translation course, I am able to evaluate my translation progress.			

By writing reports, I have had a chance to notice my weaknesses and strengths while doing translation.			
Through translation course I have translated many texts and in this way, my translation ability is improved.			
In translation courses I have written many drafts for each task and thus I could be able to evaluate myself.			
Through the translation course I have learned what to pay attention before translating a text.			
Through the translation course I have learned what to pay attention during translation.			
Translation helps me distinguish the style and language of the target text.			
I usually make word-for-word translation as I feel that I can translate better when I stay loyal to the source text.			
I read many texts related to the text to be translated before translation process in order to be familiar to the subject matter.			
After I have involved translation activities, I am able to evaluate other translation products.			
After I have taken translation course I think I am more competent to produce in English.			
Translation is important for language learning.			
Translation courses should take place in language teaching curriculum at all levels.			
Translation course is not beneficial for my teaching profession.			
I will use translation in my classes and have my students practice English by making translation.			
The translation course I have taken helps me enrich my grammar knowledge.			
The translation course I have taken helps me enrich my vocabulary knowledge.			
The translation course I have taken helps me enrich my structure knowledge.			
Translation course does not contribute to language development.			
The aim of the translator can be different than the aim of the writer or the author.			
Cultural values and images of the source language should be transferred regarding the norms of target culture.			
I attach importance to the standards of textlinguistics while making translation throughout the course.			
Through the translation course, I have gained awareness about text analysis.			
Text analysis process has directed me to produce appropriate text.			

Appendix B:

Table 3: T-test Results for Midterm and Final Exams

Table I

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	66,1864	59	9,30049	1,21082
	POSTTEST	70,3051	59	6,46544	,84173

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	59	,491	,000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Upper	Lower			
Pair 1 Pretest- Posttest	-4,1186	8,31924	1,08307	-6,2867	-1,9506	-3,803	58	,000