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Improving Writing skills Through Translation

A Case Study of second year English Students at the University

of Ibn Khaldoun, Tiaret

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DEDICATION

    I dedicate this modest work to my parents for all what they done and gave to me , God bless them for me . to my two families ABAS and HAKEM .

    To my husband, the person whom I share with every moment and the one who believed in me and my success. Thank you for support.

    To my brothers Zoubir and SidAhmed , my sisters Chourouk, Hadjer , Amira and my beloved darling children Naya and Lina .

    To all the teachers and students of English department at Tiaret university .

    Thank you all

    Amel

To my beloved family,

My dearest parents, Your sacrifices and tireless efforts have been instrumental in my pursuit of knowledge, and I am eternally grateful for the countless opportunities you have provided me.

To my siblings, you have been my closest confidants, celebrating my triumphs as if they were your own.

To my fiancé ,your unconditional support have given me the courage to face challenges .

To my dearest bestie, Ikram your friendship has been a constant source of inspiration. Thank you for being my rock ,my motivation, and my source of love. This achievement is as much yours as it is mine.

    Thank you all

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ABSTRACT

Using translation become an effective factor in enhancing students skills, and it has long played a big role in teaching and learning EFL learners. Many scholars have argued that translation is not a useful tool for learning a foreign language when other show that from being useless translation can be a great aid to foreign language learning. The current study investigates the impact of translation on second year English Students writing skills at University of Ibn khaldoun .The study aims to address the research problem of enhancing students writing proficiency by incorporating translation exercises into their language learning process. The basic design of the study employs a questionnaire as a research tool with sample of 44 second year English Students .Results showed a significant improvement in writing skills in the experimental group, with students expressing increased confidence and acknowledging the benefits of translation in vocabulary expansion, grammar usage, and fluency. Integrating translation exercises into language learning curricula can enhance writing proficiency and student engagement, providing valuable opportunities to refine writing abilities and foster a deeper understanding of language structures and conventions.

Keywords: Students Skill, EFL Learners, Foreign Language, Writing Proficiency

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LIST OF ABBREVIATION

EFL: **E**nglish as a **F**oreign **L**anguage

ELT: **E**nglish **L**anguage **T**eaching

FLL: **F**oreign **L**anguage **L**earning

ELT: **E**nglish **L**anguage **T**eaching

TEFL: **T**eaching **E**nglish as a **F**oreign **L**anguage

FL: **F**oreign **L**anguage

SL: **S**ource **L**anguage

TL: **T**arget **L**anguage

MT: **M**other **T**ongue

GTM: **G**rammar **T**ransition **M**ethod

DM: **D**irect **M**ethod

L1: **F**irst **l**anguage

L2: **S**econd **l**anguage

GENERAL INTRODUCTION

Background of the study

Improving writing skills is an important part of learning a second language, especially in an academic context. Writing skills enable students to effectively express their thoughts and participate in scientific discussion. However, many second language learners face challenges in producing well-structured and coherent text.

Translation is considered a valuable tool in language learning and has been studied in various language learning contexts. By analyzing and transferring meanings between languages, Translation exercises offer students the opportunity to deepen their understanding of language structure, vocabulary and cultural nuances. Integrating translation into writing instruction can improve students writing skills by creating a bridge between the mother tongue and the target language.

Previous research has explored the use of translation in language learning, but its specific focus on writing skills remains relatively rare. A number of studies have highlighted the benefits of translation activities in improving vocabulary, grammatical accuracy and general language skills. However, more empirical research is needed that specifically examines the effectiveness of translation-based approaches in improving writing skills. Therefore, this study aims to add to the existing knowledge by investigating the effect of translation on the writing skills of second-year English students at Ibn Khaldoun University.

The problem addressed in this research is the challenges faced by second-year English students at the University of Ibn khaldoun in developing strong writing skills in English. Many students struggle with aspects such as organization, coherence, vocabulary choice, and grammatical accuracy, hindering their ability to express themselves effectively in writing. This study aims to explore the potential of translation as a pedagogical tool to address these writing challenges and enhance the writing proficiency of the students.

The primary aim of this research is to investigate the impact of using translation as a pedagogical approach on the writing skills of second-year English students at the University of Ibn Khaldoun. Specifically, the study aims to:

-Identify the specific writing challenges faced by second-year English students.

-Assess the effectiveness of translation exercises in improving students writing proficiency.

-Explore students perceptions of the benefits and limitations of translation as a pedagogical approach for writing improvement.

Multiple questions have been raised in order to define the nature of the relation between translation and writing in the learning process. In our study, we focus on its didactic aspect when learning English. To achieve the research aims, the present study generates the following questions to guide the investigation:

What are the specific writing challenges faced by second-year English students at the University of Ibn Khaldoun?

How does the integration of translation exercises into the curriculum impact students writing proficiency?

What are the students perceptions regarding the benefits and limitations of translation as a pedagogical approach for improving writing skills?

Based on the research questions, we propose the following research hypotheses:

Integrating translation exercises into the curriculum will positively impact the writing proficiency of second-year English students at the University of Ibn Khaldoun also we hypothesize that translation is an effective tool when learning EFL and it could be used as a means of developing the writing skill amongst learners.

This study has implications for multiple stakeholders. First, it contributes to existing knowledge in language pedagogy by exploring the possibilities of translation as a tool to improve writing skills. The results provide valuable insights into the effectiveness of translation-based teaching and provide practical recommendations for educators and curriculum developers. Second, the study will benefit second-year English students at Ibnkhaldoun University by providing them with a pedagogical approach that can improve their writing skills. By responding to their specific writing problems in translation exercises, it aims to improve their academic performance and future career prospects. In addition, the research has implications for other educational institutions and language programs seeking innovative approaches to promote effective writing instruction. It encourages teachers to consider adding translation exercises as part of their pedagogical repertoire and broadens the understanding of how translation can be used effectively in language teaching contexts.

To achieve the research objectives ,a quantitative data collection and analysis will be employed ,providing a comprehensive understanding of the effectiveness of translation in improving writing skills. The quantitative aspect of the study will involve the analysis

of writing samples collected from second year English Students at the University of Ibn khaldoun .a questionnaire will be administered to measure the students writing proficiency before and after the integration of translation exercises into the curriculum.it will be include measures of organization , coherence and grammatical accuracy to determine the statistical significance of any improvements in the students writing skills.

The study will involve second-year English students at the University of Ibn khaldoun. A purposive sampling technique will be employed to select a representative sample of participants. The sample will comprise students who have already completed their first-year English courses and are currently enrolled in second-year English courses at the university. We choose 44 students aiming to gather sufficient data to address the research questions comprehensively

The dissertation will be composed of three main chapters the first two chapters is categorized under the theoretical part , where there is an overview of each variable about writing skills and translation ,at the same time the third chapter represents the practical part through which we intend to present ,describe, analyze and discuss the obtained data this last chapter also contains some recommendations and suggestions.
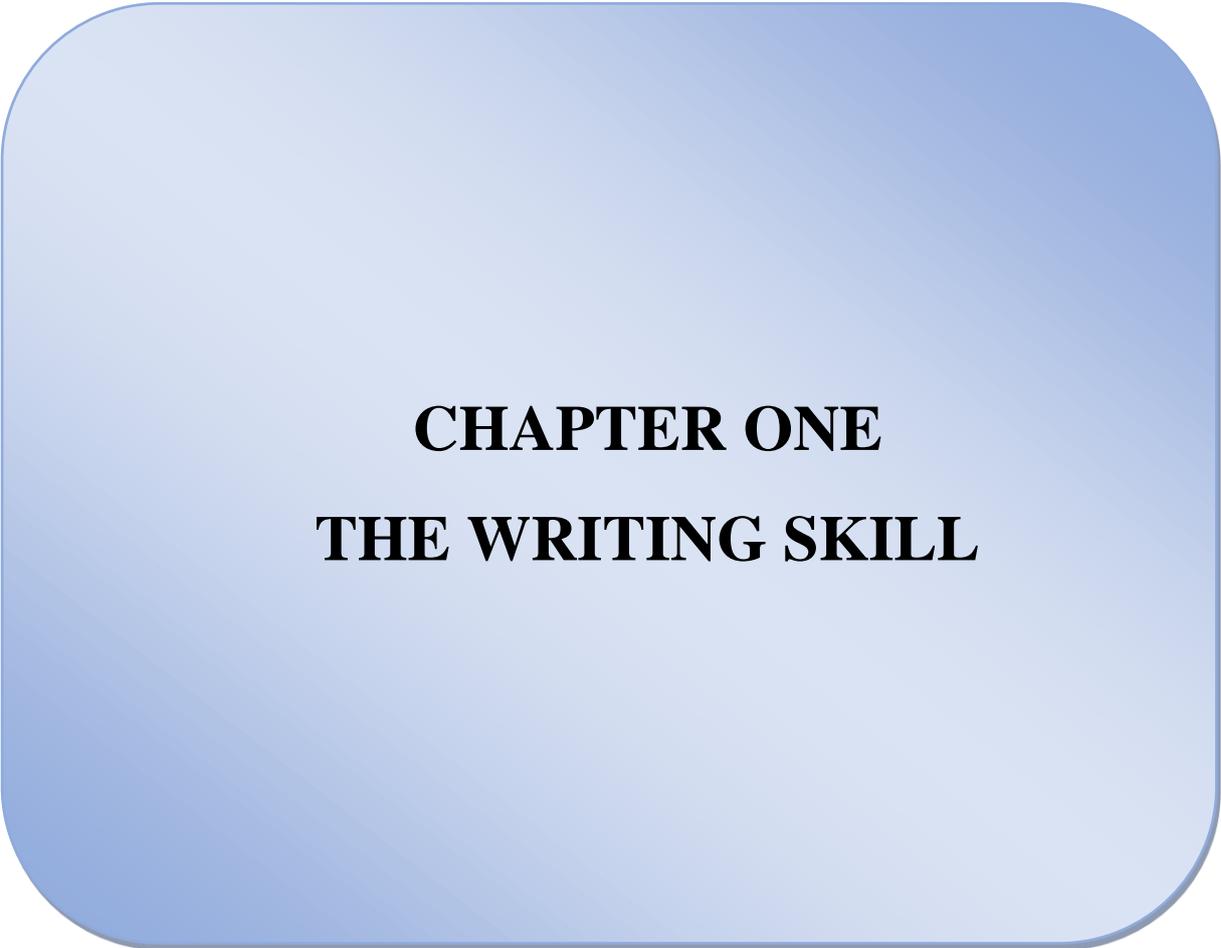
CHAPTER ONE

THE WRITING SKILL

Introduction

Writing is considered the most complex of the four language skills, and the ability to master it is a major goal of learning a foreign language. The skill of writing requires mental processes and sensory-motor coordination that are very similar to what is needed for the skill of speaking. In the case of writing, the writer and speaker must translate their ideas into uttered symbols in order to provide the listener or reader with a means of communication that helps him understand what they mean. Both the speaker and the writer must retrieve the linguistic competence they have observed while listening and reading and use this competence in a written or audio linguistic performance. Therefore, writing is considered positive and productive, requiring knowledge of the elements of language such as grammar and vocabulary and complete control over the proper selection of what is appropriate for those who practice it with the ideas the writer wants to express.

1.1 Nature of writing:

Writing is a means of communication between people. It should follow some unique conventions that relate letters to words and words to sentences, which must be well organized to have a coherent whole called text (Bader, 2007). This skill is based on its use in social situations, as it is considered a manifestation of this communication; therefore, the writer does not write for himself but for his reader. The writer must clearly state his ideas to make himself understood.Byrne (1991) explains that writing is a difficult activity because it is neither natural nor spontaneous, and that writing problems are typically classified into three categories that overlap to some extent: psychological, linguistic, and cognitive.

Writing is a complex process. It is now seen as a mental process, in addition to being a final product. In order for a writer to write, he must think about the topic on which he will write and its meaning, then present this written work, and also think about the relationships that link ideas. According to Collins and Gentner (1982), the learner or writer should consider the four structural levels of writing, starting with the word structure, sentence structure, paragraph structure, and overall text structure. Coordination of all these aspects is a staggering job that is definitely more than a simple activity of putting symbols together.

Writing is a process of encoding the linguistic message. It aims to encode the language in a linear form, and this is done by interconnecting a group of letters with the

aim of presenting a message from the sender, who is the writer, to the receiver, who is the reader, in order to achieve good communication between them. Kress (1989:in Tribble 1996) emphasizes that learning to write is not just a question of developing a set of mechanical orthographic skills; it also involves learning a new set of cognitive skills. According to Bloomfield (cited in Crystal, 1994), "writing is not language but merely a way of recording language by means of visible marks". In the same way, Olshtain (1991) states, "Writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study". So the idea we draw from the previous definitions is that writing is the most complex skill because of its complexity in grammatical structure, vocabulary, spelling, and punctuation. Because of this, it needs more practice to get mastery over it in a perfect way.

1-2 Reasons for Teaching Writing:

The majority of the writing we do in daily life is manual; for example, as part of our routine, we might not write down a phone message, grocery list, or invitation. In light of this, Harmer (2007) claims that because writing is used for a wide variety of purposes, it is produced in many different forms. Shopping lists and telephone messages are two types of writing that many people do as a matter of course. Additionally, we frequently address our writing to friends, family, and co-workers. People utilize writing to describe their worlds in their heads, convey knowledge, discover themselves, deal with loneliness, and record their experiences. Janet Emig (1977), in her article "Writing as a Mode of Learning," recognized writing as a unique mode of learning (p. 122).

Writing is a very flexible tool that may be applied to many different tasks, and writing about one's thoughts and experiences can actually be healthy both physiologically and psychologically. Because writing is so prevalent in both industry and higher education, it is crucial. Students won't be able to communicate effectively if they lack the writing skills necessary to communicate clearly with peers, instructors, bosses, and just about everyone else.

Harmer (2004) agrees that writing should be learned because it cannot be acquired. Naturally, he likes to speak; however, he provides additional reasons to teach writing to EFL learners. which include reinforcement, language development, learning style, and, most importantly, writing as an independent skill. Harmer (1998) illustrates the reasons for teaching writing as follows:

- Reinforcement: Some learners acquire languages in a purely oral or aural way, but Most of them greatly benefit from seeing the language written down.

- Language development: the mental activity learners go through in order to Constructing properly written texts is all part of the ongoing learning experience.

- Learning style: For many learners, producing language in a slower way something they appreciate. Writing provides more time and ease for learners than Face-to-face communication does.

- Writing as a skill: learners need to know how to write essays and how to put written reports together and how the writing system operates (for example, in terms of conventions (such as punctuation and paragraph construction), just as they need to know how to pronounce languages appropriately.

1.3 Effective writing

Writing is a productive skill that requires the transmission of messages and contextual meanings in the form of written communication in academia and many other fields. Readers should be given information that is appropriate, effective, and accurate. Furthermore, the author has to express his ideas clearly in his writing, and the language he uses must be understandable with no ambiguity. Readers should be at ease while reading. Good writers know that very few sentences come out right the first time, or even the third or fifth time. For them, the word processor was a rare gift, enabling them to fuss endlessly with their sentences, cutting, revising, and reshaping without the drudgery of retyping. William Zinsser(p.12)

According to Wildbers (2021), the elements of effective writing are divided into organization, clarity, word choice, and ideas.

1.3.1 Organization:

Organization in writing is the way in which ideas are arranged and presented in a clear and logical manner to achieve a desired effect on the reader. Good organization helps the reader follow the writer's ideas and understand the message being conveyed.In this context, Byrne (1989) states that writers should pay attention to organization in their writing because it will help them communicate. Effective organization in writing can be achieved by following some basic principles.

Determine the purpose: Before writing, it is important to identify the purpose of the writing. This helps to select the appropriate organization method and ensure that the content aligns with the purpose.

Develop an outline: An outline helps organize the writing into a logical sequence. It is like a roadmap that guides the writer to develop and present their ideas effectively.

Use an appropriate organization method: The choice of the organization method depends on the purpose and audience of the writing. The most common methods include chronological order, spatial order, order of importance, and cause-and-effect order.

Use transitional words and phrases: Transitional words and phrases connect the ideas in the writing and help to create a smooth flow of thoughts.

Review and revise: After completing the writing, it is important to review and revise the content to ensure that it is well organized and achieves the desired effect on the reader. This may involve adding, deleting, or rearranging content to improve the overall organization.

1.3.2 Clarity

Clarity is an important aspect of writing because it allows the reader to understand what the writer has written. A piece of writing is clear when your ideas are presented in a precise and concise manner so they can be easily understood.

Milliman (2019) states that when our writing is unclear, our meaning is muddled, and when our meaning is muddled, our readers cannot properly engage with our work (paraClarity in writing means expressing your ideas in a clear, concise, and easy-to-understand manner. It involves using simple language, organizing your thoughts in a logical way, and being mindful of your audience's needs and expectations. Here are some tips to improve clarity in your writing:

Use simple language. Avoid using complex words, jargon, or technical terms that your readers may not understand. Use plain language and keep your sentences short and concise. Be organized: Organize your ideas in a logical and coherent way. Use headings, subheadings, and bullet points to make your writing easier to follow.

Use active voice: Use active voice instead of passive voice to make your writing more clear and direct. For example, instead of writing The book was written by Jane, write Jane wrote the book.

Edit your work: Edit your writing carefully to eliminate any unnecessary words or phrases. This will make your writing more concise and easier to understand.

Consider your audience. Keep your audience in mind when writing. Write in a way that they will understand and appreciate. Avoid using technical terms or jargon that may be unfamiliar to them.

1.3.3 Coherence.

Coherence in writing refers to the logical and clear presentation of ideas and information within a piece of writing. It involves ensuring that the ideas and arguments presented are logically connected and flow smoothly from one sentence to another, making it easy for the reader to follow and understand.

According to Kane (2000), coherence is an important characteristic of effective writing. He adds that coherence is a matter of excellently relating ideas in a way that allows readers to easily understand texts. Here are some strategies that can help improve coherence in writing: Organize your ideas: Start by organizing your ideas before you begin writing. Create an outline or a mind map to help you identify the main ideas and how they relate to one another. Use transitional words and phrases: Use transitional words and phrases such as however, in addition, moreover, and therefore to connect ideas and make the flow of your writing smoother.

Use topic sentences: Begin each paragraph with a clear and concise topic sentence that introduces the main idea of the paragraph. Avoid repetition: Avoid using the same words and phrases repeatedly. Instead, use synonyms or rephrase the sentence to avoid sounding repetitive.

Check for consistency: Ensure that your writing is consistent in terms of verb tense, voice, and point of view.

Read aloud: Read your writing aloud to yourself to check for coherence. If you find yourself stumped over a sentence or paragraph, it may be a sign that the writing needs to be revised for clarity.

1.3.4 Mechanics

The mechanics of writing refer to the technical aspects of writing, such as grammar, spelling, punctuation, capitalization, and formatting. These elements are essential for effective communication and are often considered the building blocks of good writing. According to Nordquist (2019), writing mechanics includes various aspects of writing such as abbreviations, punctuation, and grammar. Writing subskills such as handwriting, spelling, punctuation, and layout must go hand in hand with the writing

process; they serve as cues to teach paragraph or longer composition organization. Learners must be made aware of the significance of writing subskills and how to manage them.

Here are some key mechanics of writing:

Grammar: Grammar refers to the rules governing the structure of language, including how words are arranged in sentences, the proper use of tenses, and the correct use of modifiers.

Spelling: Spelling refers to the correct arrangement of letters in a word. It is essential to ensure that words are spelled correctly to avoid misunderstandings and misinterpretations.

Punctuation: Punctuation refers to the use of marks such as commas, periods, and quotation marks to clarify meaning, indicate pauses, and indicate emphasis.

Capitalization: Capitalization refers to the use of capital letters in words or sentences. For example, proper nouns and the first word of a sentence are typically capitalized.

Formatting: Formatting refers to the presentation of written work, including the use of headings, font styles, line spacing, and margins Proper formatting can make a piece of writing more visually appealing and easier to read.

It is important to understand and apply the mechanics of writing when creating any written work. In addition to ensuring clarity and accuracy, following these rules can make writing more polished and professional.

1.4. Writing and Other Language Skills

Language skills are essential for effective communication in various aspects of life. Writing is one of the most important language skills, as it is used to communicate ideas, thoughts, thoughts and feelings through text. It is an essential skill in academic and professional settings and also plays a crucial role in personal communication. Writing is just one aspect of language skills, which also include speaking, listening, and reading. Developing all four language skills is important for effective communication, and they work together to create a cohesive and comprehensive language experience. Effective communication requires a combination of these skills, and developing proficiency in each skill can improve your overall language ability. Johnson (2008) mentioned that the development of individual language skills enhances the improvement of others. For

example, one's capacity to speak is improved by hearing other people use language. Writing aids in phonics development, and reading helps students become authors.

1.4.1 Writing and Reading

Writing and reading are two skills that are closely related and can be said to mirror each other in many ways. They both involve the use of language to communicate ideas and information, and they require similar cognitive processes, such as decoding symbols and making meaning from them.

In terms of the relationship between writing and reading, one can improve the other. Reading widely can improve writing skills by exposing writers to a range of writing styles, vocabulary, and ideas. Reading can also help writers develop their understanding of grammar and syntax, as well as their ability to make inferences and connections based on prior knowledge and context. Likewise, one study found that the reading-writing relationship could best be characterized as being about decoding spelling connections early on, but that later they were more bound up in issues of reading comprehension and text structure (Shanahan, 1984, p. 219).

Writing can improve reading skills by helping readers better understand the structure and function of written language. When individuals write, they must consider their audience and purpose, organize their thoughts and ideas, and use language effectively to convey their message. Through the process of writing, individuals can develop a deeper understanding of the conventions of written language, which can improve their ability to comprehend and interpret written texts. According to Geoffrey (1944), we learn to read and write by reading, and a healthy diet of self-motivated, recreational reading—reading because one wants to—is the key to the development of skill in writing and language in general.

Overall, writing and reading are two skills that are closely interconnected and can be said to mirror each other in many ways. By improving skills in both areas, Individuals can enhance their ability to communicate effectively and succeed in a wide range of academic and professional settings.

Reading from another perspective is an important tool for evaluating written production. In this type of reading, the writer reads his text critically to identify his own problems. grammar,vocabulary choices, structures,structures et cetera. In his model, the process approaches

Hayes (1996) proposed three important readings in the compositional process. One of these types is considered evaluation. This type is a crucial step in this construction process because it enables the writer to produce a good written product because it helps to identify the differences and problems in writing them. Weigle (2002:27) argues that evaluative reading is the first Hayes type of reading, in which the author reads his text critically to find his own mistakes and improve his language. Reading for assessment requires focus and expertise in literacy so that the writer can review and evaluate content, organization, importance, etc. and does not focus only on detecting surface defects. So the writer here needs literacy.

1.4.2 Writing and Speaking

Writing and speaking are two closely related modes of communication. Both require using language to communicate concepts, ideas, and emotions to other people. Writing and speaking share many similarities, but they also vary significantly in some key ways. The formality of writing and communicating is one important distinction. As it is frequently used in more formal or scholarly contexts, writing has a tendency to be more formal than speaking. Writing gives us more time to consider our words and allows us to edit and refine our work before submitting it to others. Conversely, speaking is frequently more casual and spontaneous, and it may also entail more emotion and nonverbal communication. Kress (1989; in Tribble, 1996:12) views writing and speaking as complementary skills and confirms that "the person who commands both forms of writing and speech is therefore constructed in a fundamentally different way from the person who commands the form of speech alone".

According to White (1981), "writing is not a natural occupation. Every physically and A psychologically healthy person picks up a language. However, everyone must be trained on how to write." The process that writers and speakers go through is one of the most common differences between writing and speaking. Speaking of which, there is little time between production and job reception; in other words, our thoughts immediately become words, and what is said cannot remain unsaid. In addition, speakers must quickly decide what to say and modify their speech as they speak using different tools, such as reception, paraphrasing, and time-buying expressions.

Conversely, when writing, our final output is not immediately read, and we have enough time to plan, edit,edit ,write and rewrite. In addition, we can edit and correct our mistakes at any point in the writing process before handing it over to the reader. Brown

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puts it this way: Writers usually have more time to plan, evaluate, and revise their words before finishing them, while speakers must plan, formulate, and submit applications within a certain period of time when they want to continue the conversation. (Brown, 1994; cited in Weigle, 2002:15–16)

1.5 Approaches to Teaching Writing

In recent decades, the teaching of writing has been a central element and an important aspect of education. This interest in writing as a skill leads to the appearance of various contradictory opinions on the best way to teach writing. Writing was taught there in the 1940s–1960s for years, which is based on the concept of controlled or directed composition. In the 1960s, teachers and researchers in the field began to question the effectiveness of controlled composition. This doubt resulted in a "rhetorical function," in which the focus shifted from the sentence level to the discourse level. Focusing on the level of discourse is the primary interest in a type of discourse development such as storytelling, argumentationing as a skill leads to the appearance of various contradictory opinions on the best way to teach writing. Writing was taught there in the 1940s–1960s for years, which is based on the concept of controlled or directed composition. In the 1960s, teachers and researchers in the field began to question the effectiveness of controlled composition. This doubt resulted in a "rhetorical function," in which the focus shifted from the sentence level to the discourse level. Focusing on the level of discourse is the primary interest in a type of discourse development such as storytelling, argumentation, and presentation, and soon after, in the 1970s, the most influential process for teaching writing in both L1 and L2 appeared. Following a process approach, the field of writing has a newcomer who approaches the genre. Teaching writing can take many different directions, each emphasizing a different aspect.The emphasis can be on the final product, the process the writers went through, or a specific point-based approach.

1.5.1 Product Approach

A production approach related to grammar and syntactic structure makes it possible for students to produce good writing. As Jordan (1997) states, "in a product approach, a model is given and various exercises are done to draw attention to its important features. Students must then create a similar or parallel text "(page 165). However, this approach concerns grammar and syntactic structure and is based on imitation and correctness. It allows students to write to avoid mistakes. The functions implemented in this approach

are discussed in sentence-level writing and paragraph-level organization. But students are often provided with some exercises that contain a framework showing the type of rhetorical organization, and students are expected to fit their ideas into this framework. This approach consists of four steps. The first is dating; if students wanted to learn how to recognize the linguistic features used, Checked and guided writing: in this stage, students are given exercises in which they must fill in the blank in the same way as in the template letter. These two steps help students by both guiding them and giving them freedom from their habits. The last step is free writing, where pupils are offered the freedom to write their own application letter by copying the previous sample letter. (Maltesers ,1976,p.3,4).

1.5.2 Process Approach

As a reaction to the product-based approach comes the so-called process approach, which has a major impact on the teaching of writing worldwide. A process-based approach to writing emphasizes the creativity of the individual writer and sees writing as a very complex activity. This orientation places more emphasis on developing good writing than imitating sample texts. Thus, the focus shifted from the final product itself to the various stages through which the author goes through the creation of this product. The process approach emphasized that writing is an activity that consists of various activities and that their different functions are usually recursive. The teacher of the approach to the process becomes a helper.

The process approach according to (Brown2001), entails prewriting,drafting ,revising and editing**.** He claims that the subsequent steps list and describe the stages a writer experiences when they write.

Pre-writing: students start by brainstorming and then collect and arrange their ideas using free writing maps,clustering , and branching. The teacher serves only as a supporter at this point.

Drafting: students write paragraphs that help the reader comprehend their ideas and thoughts after outlining and organizing them throughout the pre-writing phase. Students may focus, leave out, or add material.

Revising: students can go back and edit their texts at this step. To ensure that their word choice and sentence structure are suitable, they reorganize their ideas, add, remove, or change sentences. Additionally, input is very significant and can be provided either by the teacher or the student.

Editing: students finish their writing by proofreading and editing their sentences for proper grammar, punctuation, and spelling. The process technique stands in contrast to the product approach, which is the conventional method and is focused on providing students with a sample and asking them to copy the model text. The process approach, on the other hand, places a greater focus on the creative process by allowing pupils more latitude within the job.

1.5.3 The Genre Approach

A new perspective on writing has recently emerged, one that views writing as an effort to engage the reader. The genre approach places greater importance on the text's rhetorical goals than it does on form and textual rules, a part of the text that aids in the completion of that process. "The central belief here is that we don't just write; we write something to achieve some purposes; it is a way of getting something done." Richards (2003:18)

The genre approach arose as a result of the two criticisms mentioned above: product-based and process-based approaches. This is an approach that uses text as a language teaching tool, and its basic principle is that language is functional, which means that we achieve certain things with the help of language goals. Furthermore, language is a context-based communication tool; it has always occurred in certain social and cultural contexts, so it cannot be understood out of context. This approach emphasizes that language works to serve functional purposes. According to Painter (1989:21), language is a resource that works in a language system. It is urgent that the needs of language students involve the language system itself.

1.6 Translation as the Fundamental Writing Process

Translation can indeed be considered a fundamental process of writing because it involves the transfer of meaning from one language to another. In translation, the writer must carefully analyze the source text, interpret its meaning, and then recreate it in the target language. This process requires a deep understanding of both languages as well as an awareness of the cultural context in which the original text was written. Besides being a writing process in its own right, translation can also be used as a tool to improve writing skills. Translating texts from one language to another helps writers better understand the nuances of language and different ways of expressing meaning. It can also help writers develop their writing style by learning techniques from other writers in different

languages. In general, translation is an important process for communicating ideas between languages and cultures, and it can be a valuable tool for writers who want to improve their skills and expand their knowledge of language and culture. According to Hatim and Mason (1990), social translators tend to choose one particular field to translate such texts and continue work only in this field; for example, a translator can only translate literary works, scientific or journalistic books, or book subtitles. Even when translating literature works, some compilers may choose to just translate poetry, short stories, or novels. Even more accurate than that, some translators choose a specific author and translate his works. The reason is that the more of them translate the works of a specific author, the more they know each other, his mind, his way of thinking, and his writing style, and the more familiar the author-style translator, the better the translation. It is necessary to practice translation work in an academic environment where trainees work in both practice positions and under the supervision of their teachers, as well as theoretical aspects, to improve their knowledge in an academic setting. Recently published articles, magazines, and translation books are available for interns who get to know each other that way. Good translators read them and then compare them with original texts. Anyway, trainees develop their own strengths in observation, understanding, and judgment, which in turn guides them to improve their motivation and their translation skills.

Conclusion

From what has been said before, we come to the conclusion that writing skills are an important part of communication and play an essential role in our personal and professional lives. Writing allows us to express ourselves clearly, communicate our thoughts and ideas effectively, and connect with others on a deeper level. Whether you are a student, a professional, or someone who just wants to improve their writing skills, there are many resources available to help you develop your talents. Practice, feedback, and constructive criticism are important for improving writing skills, and extensive reading can reveal different writing styles and approaches. Ultimately, writing is a valuable tool that helps us achieve our goals, influence others, and make meaningful connections with people. By constantly honing our writing skills, we can become more effective communicators and more confident in expressing ideas and opinions. This chapter included a description of writing and tried to shed light on the relationship between writing and other language skills, including speaking and reading. After that, we explored different writing teaching methods.
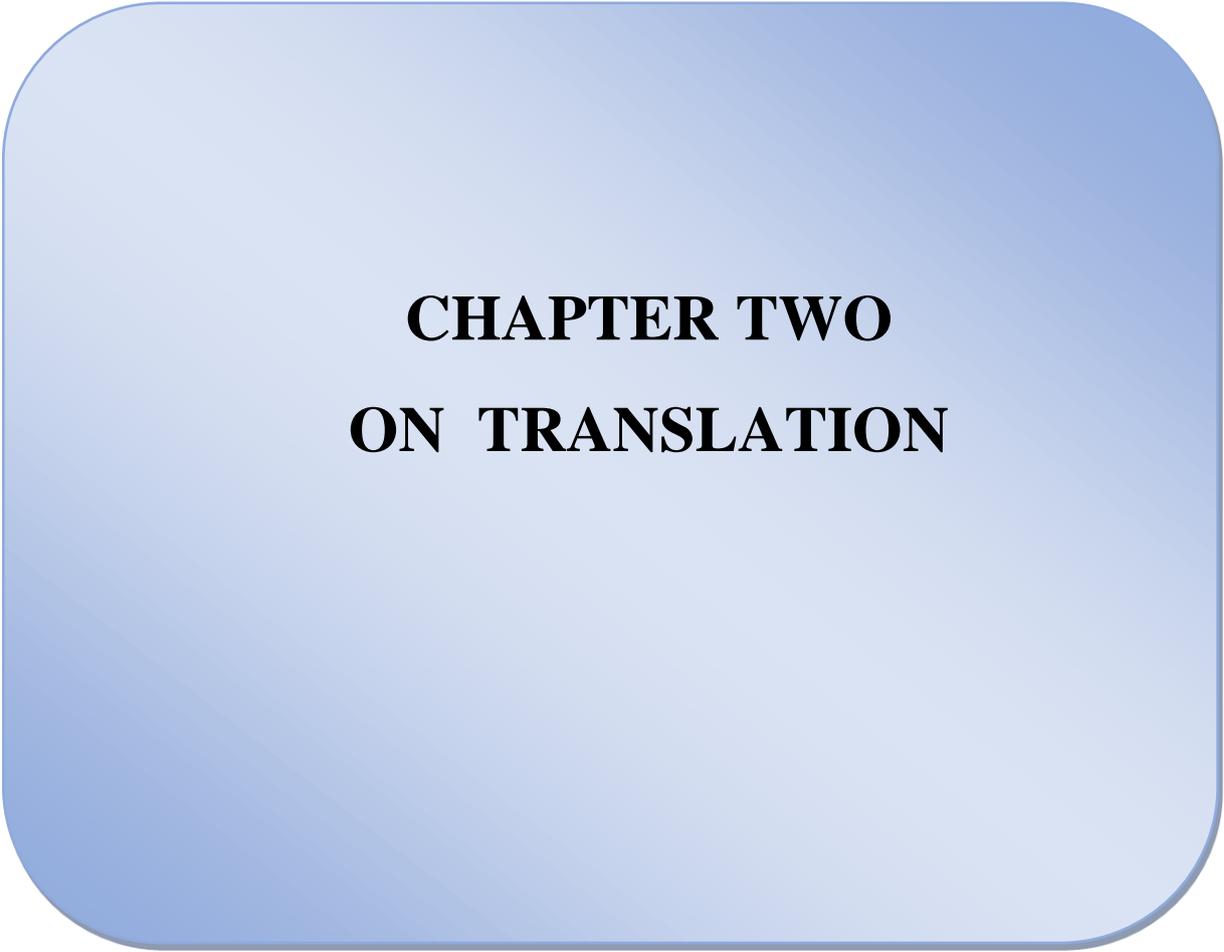
CHAPTER TWO
ON TRANSLATION

Introduction

Translation is an important means of achieving communication between one society and another, and a most important arts that must be learned, especially in the field of learning FL. Translation has long played a big role in teaching and learning EFL; at best, it is considered an effective exercise in language practice and improvement. In this chapter, we will present the definitions of translation with a brief history about translation as a EFL teaching technique, and we will present the different methods of translation. We will also make a comparison between pedagogical and professional translation while mentioning the main reasons for its incorporation in EFL classes.

2.1 Definition of Translation

This title attempts to shed light on the definition of translation and explain: "What is translation?" Every scholar has a different idea about what is meant by "translation." We use some of the expert definitions as a reference for understanding the meaning of translation.

In general, translation is the process of changing the meaning, ideas, or messages of text from language to another. According to Foster (1958), "translation is an act through which the content of a text is transferred from the source language into the target language," and Newmark (1988) said that "translation is rendering the meaning of a text into another language in the way that another intended the text.While, Catford explains, "Translation is a language operation: a process of swapping one language′s text for another. In addition, Translation is a product since it provides us with information about other cultures, ancient societies, and civilizations when the translated text reaches us .Yowell and Muftan (1999)

When we talk about translation, there is always a place for "source language SL," which means the original language that takes part in the process, and "target language TL," which means the language into which the SL is translated. This is why we define translation as the process of changing the linguistic entities from one language into their equivalents in another language. according to Ghazala (1995) translation is generally utilized to indicate the strategies and methods used to transfer the meaning of the SL into the TL , from this definition we understand the meaning of the (SL).

Another proposed definition of translation by Nida and Taber (2004) said that "translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style″. From Nida and Taber's definition, it can be said that translation is the operation of transferring messages from SL into TL, but this definition has some pitfalls because not everything in one language has an exact equivalent in another. So, translation is not only a transfer of meaning but also a transfer of cultural knowledge, and translating is not a simple task. For example, if there is no equivalent for one concept, translation must work with oblique strategies like adaptation or equivalence.

In the translation process, a translator must have knowledge about both SL and TL and also understand the style of the target language. The translator has to master several languages in terms of linguistic aspects and writing style and must have the ability to integrate those various masteries. So, she\ he is able to deliver the message of his translation Nidas' rationalization looks to be increased through:

Translation breaks down the message of the linguistic beginning neighborhood into its most quintessential and structurally clear form at this stage and then restructures it at the receptor language stage that is most relevant for the intended target market he is addressing. According to Nida′s, a translator desires to first be in a position to in actuality appear to beat the message written in SL, then alternate it into TL truly at the same time as conserving its equivalence, and then apprehend the facts in TL in such a way that they are rightly understood at the reader stage. Nida appears to have compelled now not solely that the translator must recognize the author′s message, but additionally that the translator should understand how to transmit the message in the translation. Notably, adherence to the TL is additionally imperative, and it needs to be more true to the target tongue.

A translator who knows the author's message properly is not always able to produce great translations that are easy to study. The translator should master TL in order to furnish gorgeous translation. The translator should also be conscious of the reader′s comprehension level in order to generate a readable translation; ignoring this problem will result in uninspiring and boring translation. Now it is not sufficient for a translator to just use a dictionary to elevate their job due to the fact that there are many extraordinary phrase meanings recorded in it and only one appropriate, which means to talk the supply language text message. In actuality, gaining knowledge of just two languages is not always sufficient for a translator.

It is important to know that when translation takes place, there is a language, because language is the most important component of human symbolic action and is a complicated substance, even an "interconnected system of systems." The most popular definition of language is that it is an arbitrary system based on communication consisting of symbols like words, gestures, signs, and written text. It is also a complex communication system that humans adopt depending on their cultural backgrounds. The relationship between translation and language lies in the function that helps people who speak other languages understand one another; it helps connect cultures and eradicate any cultural difference that may be present.

The most famous and properly understood definition of translation is the practice of translating or copying from one phrase to another; dictionaries have normally noted this because its substance only reaches its surface intent. This definition is glaringly inadequate if the term is constrained to sense-to-sense translation. It may be appropriate, but take into consideration that translation is differ from copying.

2.2 A brief history of translation as an FL technique

Translation as a technique in EFL teaching has a long and varied history . its usage as a teaching tool has evolved over time , influenced by different approaches to language teaching and changes in educational philosophies. Although the history of translation has been of interest to historians and scholars since ancient times, they agreed that translation dates back to before the Bible since the interaction between human beings began, but translation has continued its development in our time more than ever before. this development helped in the process of communication and interaction between cultures , trade, globalization, economy and knowledge exchange over time . Translation made the world a single mass and contributed to the rapprochement of societies and their fusion with each other; this is what increased the importance of translation and made it a more necessary service than before. Many theories related to translation and its history explain to us how, where, and when translation was used. The word translation is derived from a Latin phrase that means "to transfer." There is another phrase that means "metaphases, which is derived from the ancient Greek language and means "to speak through. Through the word metaphrasis, the word metaphrase was created, which means translation word for word.

The historical study of translation and its development over time did not depend on translating religious texts and clerics only, but it kept changing over the years according

to several reasons that contributed to this development, including the methods and curricula that were used in learning and teaching any FL to society. For this reason, doing a historical overview about the development of these methods and techniques and their role in the translation process is necessary to know what the different stages are, the main methods followed by translation during its development, and its role in FLT and FLL.

In the nineteenth century, grammatical translation began to be used with modern languages, which were based on teaching deductive rules. Despite all the differences that can be obtained between L1 and FL in contrast to GTM, According to Martin Sanchez (2009), "the direct method was based on a set of assumptions arising from the way children acquire the first language and was not based on any linguistic theory, so languages were considered oral rather than written; they cannot use it until they master it orally first, and it is taught through the direct connection between words and things within a specific subject. Words were of great importance in it, so the rules were left aside, and reliance on inductive education and practice, not grammatical translation, But later, it was proven that the direct method of translation is difficult to implement, especially in secondary education, because there is no congruence between L1 learning and FLL learning within the classroom Richards and Rodgers (2001), and there are many criticisms of this method that object to its development and spread.

After the participation of the U.S. in World War II, its government put in every American university a law interested in developing an FL program for military personnel so that students can achieve proficiency in conversation in many foreign languages. Richard and Rodgers (2010).. This method of teaching languages by the audio-lingual method, which came after both the grammatical and direct translation methods, was criticized because these two methods were not effective in the field of translation due to the learners 'need for a scope similar to the original language and the lack of educational materials Marques-Agaudo and Solis-Becerra,(2014). The audio-lingual method is a method that relies heavily on the structural and behavioral linguistic models; this means that the second language occurs through the repetition of sounds and grammatical structures in order to obtain certain structures, so that most activities depend on direct memorization and repetition, Sinchez(2009).Lado (1994) mentioned some of the reasons why the audio-lingual method does not perform any translation from L2, that is, because translation is not a substitute for practicing the language because of the lack of equivalent words in any two languages, if they exist at all. The student believes that words are

equivalent, and he translates on this basis. This leads to errors such as what happens when translating word for word, which in turn results in incorrect structures.

After all these methods, the communicative approach appeared, which is a group of methods in FLT that depend on communication as a means and an end for learning languages. It came with new concepts in language teaching. This approach is related to the theoretical functional approach that focuses on a group of functions such as location, travel, and time, and it aims to recreate different situations within the classroom in order to motivate the learner to achieve communicative competence. The communicative approach should be participatory and interactive, based on conveying content relevant to the speakers. Translation in this approach got its real place as it was considered a communicative activity that works to convey messages across linguistic and cultural barriers.

Today, translation has become an easy process for translators, and they have many tools at their disposal that help them in the translation process, such as the Internet, computers, and some translation applications. Technology is what made translation necessary and has great importance in all societies. By studying the development that translation has gone through over the years, We can give real appreciation for translation, the work that translators have done throughout history, and their role in obtaining the accurate translation that we work with today.

2.3 Translation as a Teaching Tool

The process of learning a language begins as soon as we are born and continues throughout our lives. Language learning allows learners to convey their ideas and problems. As an essential issue that teachers have to take into consideration is that each learner learns in a different learning style, Newmark (1991) remarks that the place of translation in FLT will continually be based on the function that learner and teacher assign to the native language in the learning process. Participants in this process include both teachers and students. Cook, in an interview about translation in language teaching and learning, said that translation is a natural and apparent capacity for teaching any person a new language. It has a lot of good effects. It can be used to aid learning, practice what has been learned, or analyze problems. Translation is such a fundamental basis for language learning that teachers cannot stop students from translating. Cook also said that translation is a beneficial skill in teaching EFL, and this method allows learners to relate new knowledge to existing knowledge and promotes language awareness. Translation

makes a comparison to highlight the differences and similarities between the new and existing languages. With this, it helps to create a good relationship between teachers and their learners, and translation as a didactic tool facilitates classroom management and allows learners to manipulate their own sense of L1.

Liao (2006) mentioned that "students use translation to learn English vocabulary words, idioms, phrases, and grammar to read, write, and speak English to check their reading and listening comprehension (cited in RELC Journal). Therefore, translation as a teaching tool gives learners an academic meta-language and a deeper understanding of the nature of language and language use. Teachers can center their attention on specific learning ambitions such as grammar points, vocabulary, style, register, etc .

For integrating translation within the program of teaching EFL through the use of translation activities, we can use translation as an effective practice to evaluate their process of gaining knowledge. For example, in reading and comprehension activities, we give learners a text and ask them to translate a part of this text into their L1 to make sure their perception of the FL textual content and grasping the meaning are clear. This practice helps learners improve their four skills of learning. Also, translation can be an effective bilingual didactic tool based upon the assumption that since it is not viable for learners to not use their mother tongue, they must learn from an early age how to manage it in terms of interference and how to get the most out of it. Even when a course is completely taught in L2, learners are unconsciously processing and filtering the information mentally through a collection of cognitive methods before returning it to their L1. Vanessa Leonardi (2011) explained how the pedagogical translation framework can be successfully used at any stage of skill ability and in any academic context in school or university as a valuable and creative educational resource to support, combine, and further strengthen the four language skills. From this, it is really worth applying Leonardis (2010) currently devised framework, which is called PTF. This application takes into consideration a range of factors, such as:

- learners' proficiency level.
- Direction of translation that goes from L1 to L2 or vice versa.
- Focus on one of the four language competencies (reading, writing, speaking, and listing).
- Small vs. large classes; general vs. specialized language requirements

- School vs. university or professional courses instructing requirements and time availability

The PTF is made up of three essential types of translation activities, which are in addition divided into the pre-translation activity, the translation activity, and the post-translation activity. There are some ideas for classroom activities:

- It is obligatory to plan carefully and fully to discover the right types of aims.
- Teachers must ensure that his source material really focuses on these and has not been introduced simply because he likes it.
- He has additionally to integrate translation with different skills' systems activities where possible.
- He needs to make certain that he has dictionaries and usage sources available.
- It is essential to recognize the troubles associated with typical approaches to translation and to discover solutions to these, such as ensuring these tasks are short and not easy, always working in groups, and retaining the element of a communication gap where possible.

According to Phillip Kerr in an interview concerning "Translation in ELT," intercultural awareness plays a vital factor in many instructing contexts; it is a curricular objective where, though limited, the L1 will be essential, requiring discipline and delicate moments in any other criterion where his L1 should be used. According to Kerr's point of view, some important administration information needs to be discussed in the students' mother tongue for better understanding. He also mentioned an important thing, which is the disciplinary talk, where the teacher uses the student's L1 for higher interaction. When other researchers justify the use of translation in ELT by citing those criteria as "need assessment," which means you reach your needs through the use of pure L2, what are your needs? and how well do you speak in the target language? Some concepts may additionally be beyond some learners comprehension, so the only way to clarify those aspects is through the use of their own mother tongue language, and the use of L1in some difficult grammar rules can facilitate the course and help learners to understand better and, in many cases, to attain the exact meaning of any specific expression.

Teachers and learners need to use their first language to get the real meaning of this expression. This process is called discussion of cross-cultural issues.It would be better to

use translation as a teaching tool to explain the concept in L1 because it reduces wasting precious class time and ensures that all learners understand, especially lower-level learners, rather than wasting time by explaining difficult concepts and giving misleading examples to lower-level learners. Atkinson said "teachers should use English where possible and L1 where necessary." So the use of the mother tongue may additionally fulfill the standards where translation is considered a teaching tool.

2.4 The main reasons for incorporating translation in EFL classes

It is translation that helps students to better understand the influence of one language on the other, to correct errors of habit like the misuse of particular words or structures, and to explore the strengths and weaknesses of both languages. According to Piner Antar (2017), the most important reasons for incorporating translation in EFL classes are cognitive, technical, humanistic, and practical.

2.4.1: The cognitive reasons

Several attempts have been made to ban translation in the classroom, as most teachers forbid using and thinking about the mother tongue (L1) when learning any second language (L2). In this regard, Turnbull (2001) claims that instructors should use L2 where possible and not use L1 in FL classes from that learners can practice L2 as their primary language. In addition, Cook (2003) introduces the "separation model," which emphasizes the fact that each language has its own system. This model supports the idea that L2 should be thought entirely in L2, with no traces of L1, so that learners can form their own L2 system.

All attempts aimed at banning translation within the classroom failed in the end because it is impossible to interfere with the mind of the learner and prevent him from doing the translation in his head. When we learn new things, the first thing we rely on is our prior gains and what we had learned before. We use it as a basis for building what is now and receiving new information without canceling our initial knowledge because this is an involuntary act related to the mind that cannot be controlled. Students' use of their mother tongue has been excluded from the EFL classroom. It is regarded as counter-productive in this process of acquiring a new language, holding students back from expressing themselves freely in L2, and doing more harm than good (Carreres, 2006). A learner while learning a new FL cannot act as if he does not have any initial linguistic knowledge; on the contrary, he brings all his acquisitions from the L1 and prepares

himself for acquiring the L2. For example, a tailor working in a factory will work with modern and sophisticated sewing machines. If he does not have experience with a simple sewing machine, how does he work with factory machines? Here he will have benefited from his previous knowledge. the same for learning foreign languages. So, translation can be banned in the classroom but cannot be banned inside the learners' heads.

2.4.2: The technical reasons

When we talk about technical reasons, we talk about technology, which today occupies a large space in the language classroom. At this time, lesson books are designed according to contemporary technology and its tools spread around the world, and teachers are trained on how to work with and deal with them in order to keep pace with the modernity that is sweeping the world and achieve the best results. Among the useful technologies available on the Internet are "translation applications" as well as translation sites such as "Google Translate," and every learner who is familiar with technology can work with them. Although these systems can give false results and inaccurate translation, learners use them constantly, especially when they learn and write anything in L2. From here, the importance of teaching students how to do online translation in a correct way should be taken into account, in addition to teaching them how to make good use of technology in translation instead of banning its use altogether.

2.4.3: Humanistic reasons

The classroom, like other places, faces many obstacles that negatively affect the smooth conduct of lessons because the learning process will be easier and more successful when the learners are in a state of comfort and feel the freedom necessary to prepare themselves to receive information, especially in foreign language classes, which are considered one of the classes that suffer from the most problems of shyness and feeling uncomfortable due to some rules that are observed in the classroom that prevent the use of the mother tongue during the lesson. In this regard, Stibbard (1998) said, "Justification for the use of translation is also found in the role assigned to it in affective-humanistic approaches in TEFL, which emphasize the need to reduce anxiety in the early stage of language learning by allowing some use of the mother tongue.

Although it is recognized that learners should be encouraged to communicate in the second language, it is wrong to impose a rule saying, "Do not use the mother tongue in foreign language classes." This may create a state of discomfort and negatively affect the

teaching process due to the presence of shy learners who cannot express themselves. In this case, the teacher must intervene and highlight his role in such cases by helping the students relax and giving them motives and reasons to help them learn FL and impose themselves in the classroom by providing activities related to translation and studying languages that give them a sense of safety and ease in the learning process.

2.4.4: The practical reasons

Translation in FL classes is practical because it saves time by facilitating the process of explaining the lesson and shortening the time. Teachers often spend a lot of time explaining a rule or idea in the second language, but despite this, some learners don't understand what the teacher explained because his words are incomprehensible, and sometimes they do not mean much to them. but if the teacher resorted to translation and used a few words from L1, he would have saved time, reduced the effort expended, and contributed to the students′ understanding of the explanation while ensuring the good conduct of the lesson by making the students not lose their attention because of their lack of understanding of an element that can be explained by using translation to the first language. This is why translation can be utilized in classes for practical reasons.

According to Cook (2010), a learner may well resort to unidiomatic formulation, code switching, or translation in order to complete a task in an authentic way.

2.5 Translation methods

A method of translation encompasses various techniques and strategies applied at the textual level to translate a text from SL into TL while taking the translation taskand the communication context take account . The method used is decided prior to the act of translating and is dependent upon several factors. In this Newmark (1988) claim, "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p. 81), he mentioned the following methods of translation:

- **Word-for-word translation:**

Word-for-word translation is generally considered the rendering of text from an original language to the target language while adhering to its exact words is typically referred to as word -for-word translation text, "sense-for-sense" translation places emphasis on maintaining the meaning of the written work without adhering to the exact grammar or … in this method words are translated out of context using their most

frequent translations in this sort of translation, which maintains the SL words order meaning .

- **Literal translation:**

This type of translation preserves the grammatical structures of the SL, where they are translated into their nearest TL equivalents, but the lexical words are again translated singly. It occurs when the parallel structures of the SL and TL are shared, when translating words out of context connotative connotations are ignored .

- **Faithful translation**

The faithful translation method maintains a balance between the literal meaning of the SL word and the TL syntactic structures. It sounds more reasonable as it takes the context into consideration. Within the limitations of the tl grammatical system, this approach seeks to reproduce the exact contextual meaning of the original .

For example, the following quote:

You see; and you ask, "Why?" But I dream things that never were, and I say, "Why not?"

- **It can be faithfully translated as:**

انت ترى الاشياء و تقول لماذا ؟ و لكني احلم بأشياء لم توجد ابدا و اقول لماذا ؟

- **Communicative translation**

According to Newmark (1988), the communicative translation attempts to render the exact contextual meaning of the original text in such a way that both content and language are readily acceptable and comprehensible to the readership. It incorporates some degree of cultural approximation, aims to have the same impact on the TL reader as the SL text, and is particularly formule or proverbs. However, because it uses terms that the TL reader is more likely to understand on a cultural and social level, this form of translation is chosen by many translator. It is usually used for culturally specific idioms, proverbs, or clichés where the translator replaces a source language word with one that already exists in the target language.

- **Adaptation**

Adaptation, the concepts, characters, and plots are typically retained while the SL culture is transformed to the TL culture and the text is reworked in adaptation, which is the most liberated type of translation .

- **Free translation**

It creates the TL text without using the SL′s style , from, or content , meaning the translation retains the original meaning while using the TL′s natural forms, such as its regular word order and grammar, and it provides a longer paraphrase of the original. Free translation is a form of idiomatic translation that favors colloquialisms and idioms that do not exist in the SL. For example

"Cinderella had a wonderful time at the ball until she heard the first stroke of midnight!"

This translates as follows:

! امضت سندريلا وقتا في غاية المتعة في حفلة الرقص حتى سمعت دقات الساعة تعلن حلول منتصف الليل

Notice that we have longer expressions in the TL, such as "a wonderful time," which is translated into " " instead of " "..

- **Idiomatic translation**

This method of translation reproduces the message of the original but it has a tendency to skew subtleties of meaning by favoring colloquialisms and idioms where they do not appear in the original.

- **Semantic translation**

Which sticks to the original; it differs from faithful translation just in that it must take more account of the aesthetic value of the SL text.

After the study of the mentioned method, Newmark (1988, p. 47) claims that only semantic and communicative translation methods can achieve translation′s two primary goals of accuracy and economy , since communicative texts are prepared with the reader in mind and are employed for informative and vocative texts.

Conclusion

To sum up and as a summary, this chapter defines and explains everything related to translation. its definition and how it can be gained and developed through time; we also discuss the idea of translation as a teaching tool and examine the differences between pedagogical and professional translation.It is important to say that there are acceptable reasons for using translation in EFL classes; in this chapter, we deal with these reasons. In the end, we will present the translation methods and give an explanation for each method.

CHAPTER THREE

METHODOLOGY & DATA

ANALYSIS

Introduction

The previous chapters provided an overview of writing skills and the role of translation in enhancing students' writing abilities. In this chapter, the focus shifts to the research methodology, specifically the research design and the sample population, which provides detailed information about the students' profiles. To achieve this, a questionnaire was administered to second-year students in the English department at the University of Ibn Khaldoun. The primary objective of the questionnaire is to investigate how these students improve their writing skills through translation. The aim of this research is to validate the hypotheses stated in the introductory section of the study.

3.1 Context of study

This study was designed to highlight the role of translation in improving writing skills and how developed it through translation. The context of our study is the English classrooms in our university in Tiaret , we choose our students from the second year classrooms that study translation modules.

3.2 Participants

This study took place at the level of English department at Ibn khaldoun university during the second semester of the academic year 2022-2023 , the study targeted second year EFL students . The total number of the population was 340 students organised in 6 groups with an average of nearly 55 students in each group, the number of the sample that was selected was 44 learners . this study uses a technique ‟ the simple random sampling technique ″ to selected subset of the population we choose a students with different age groups, gender group and each number of the participant has an exactly equal chance of being selected to ensure high internal validity .

3.3 Methods and procedure

The research design for this study is a quantitative approach utilizing a cross-sectional survey. The survey will be administered to second-year students in the English department at the University of Ibn Khaldoun to gather data on their use of translation in improving their writing skills. A self-designed questionnaire will be used as the primary instrument for data collection. The questionnaire will consist of both closed-ended and Likert-scale questions, allowing participants to provide structured responses about their

perceptions and experiences with translation. The survey will be administered online using a secure platform, ensuring the confidentiality and anonymity of the participants. The collected data will be analysed using statistical methods such as descriptive statistics and inferential analysis to examine patterns, trends, and associations between variables. This research design aims to provide quantitative insights into the role of translation in enhancing writing skills among second-year English students.

3.4 Description of the questionnaire

In order to collect data and check our hypothesis, we have used one research instrument which is questionnaire. This questionnaire designed as the main of the data collection instruments for this work , which was comprised 16 questions . Moser and Klton (1971) state that the questionnaires are easy to analyse and not expensive . the questionnaire consisted of three sections the first section is about personal information, the second section about writing skill and the third section is about the application of translation in writing skill . Some of this questions has been already employed by other researchers in their studies , which had gained valid and reliable respondent .

The content of the tool was based on the findings of the questionnaire and it was to

conduct all the second year EFL students at the English department in Ibn khaldoun

university.

3.5 The analysis of the questionnaire responses

Under this part of research , we are going to demonstrate tables and graphs represent the results that we have collected from the questionnaire. Our participant are 44 learners from second year English students they are 17 males and 27 females, the majority of them are between 18-21 years old (47,7%), where those of 22-25 years old represent (45,5%) while the students that are more than 25 years old represent only (6,8%) of the whole population .

Section one : Personal information

Question 01: The question is about students' gender

Gender	Number	Percentage
Female	27	61,4%
Male	17	38,6%

Table 3. 1: Students ' gender distribution
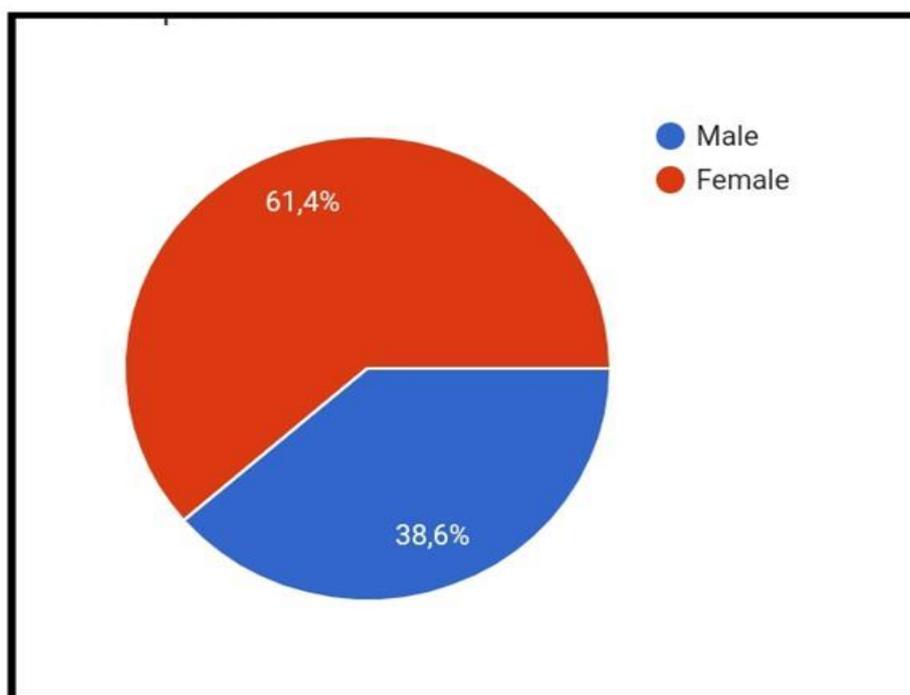
Figure 3. 1: Student's gender distribution

The table above shows that 27 out 44 participants were females this is about 61,4% which consolidates that females are more interested towards studying foreign languages and English in particular ,for that girls are more suited to learning and mastering numerous languages than boys ,however this is not an alternater reality, because many males dominate females' ability to learn multiple languages . Therefore ,we found only 17 males out of 44 with a percentage of 38,6% prefer to study English. It is important to note that the gender distribution in the survey may note accurately reflect the actual gender distribution in the population , as it depends on the sample of respondents.

Question 02 : This question is about students' age

Options	Number	Percentage
18-21	21	47,7%
22-25	20	45,5%
More than 25	3	6,8%

Table 3. 2 : Students' age distribution
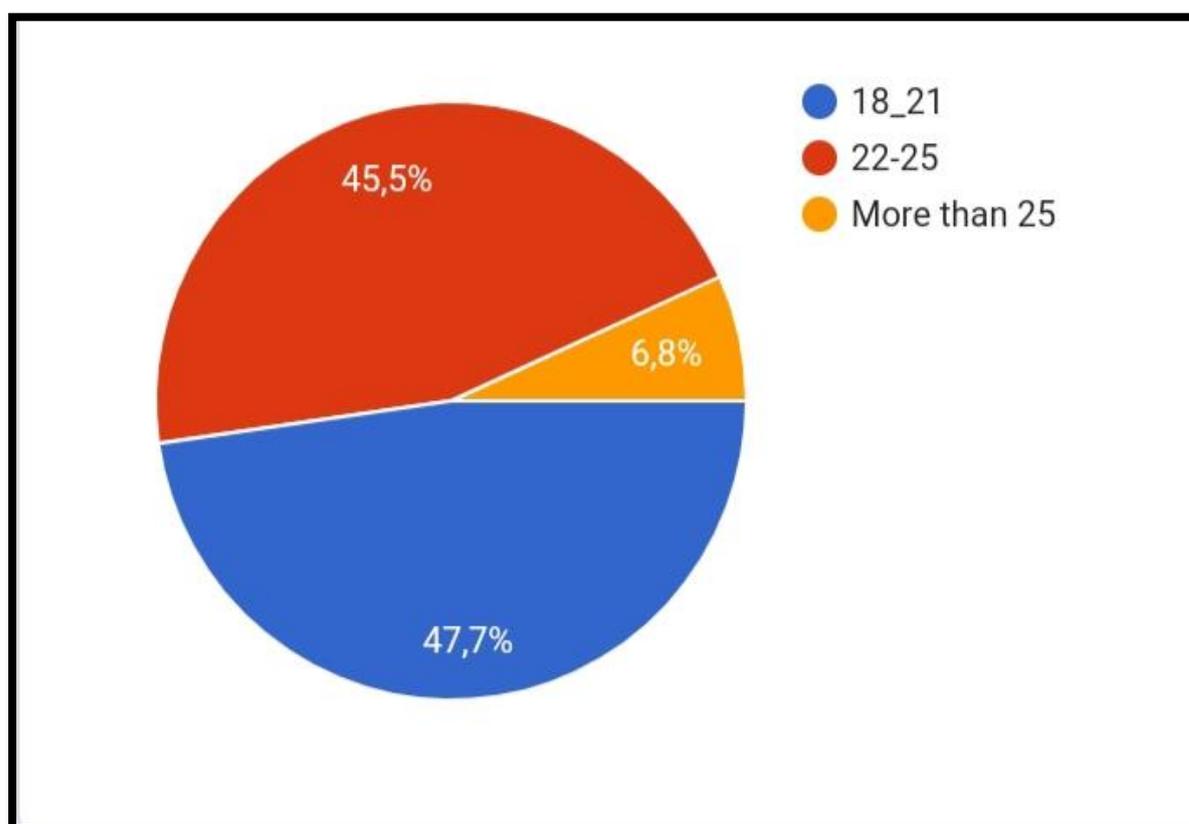
Figure 3. 2 : Student's age distribution

The second table shows that the majority of second year English Students are between the age of 18-21(47,7%) .As a result , learning English or any other foreign language will be easy for them regarding to their age ,which is an important while studying languages .About 45,5% of the students are between 22-25 ,which might be due to their baccalaureate test failure or other unexplained causes ,and same to the rest of students that they are over 25 years 6,8%. The age distribution provided in the survey lacks specific categories , making it difficult to analyse the data effectively . The options

"18-21" - "22-25" and more than "25" do not provide a clear breakdown of age groups ,
limiting the insights that can be gained from this question.

Question 03 : How do you consider your level in English ?

Options	Number	Percentage
Very good	3	6,8
Good	31	70,5
Average	8	18,2
Poor	2	4,5

Table 3. 3 : student's level in English
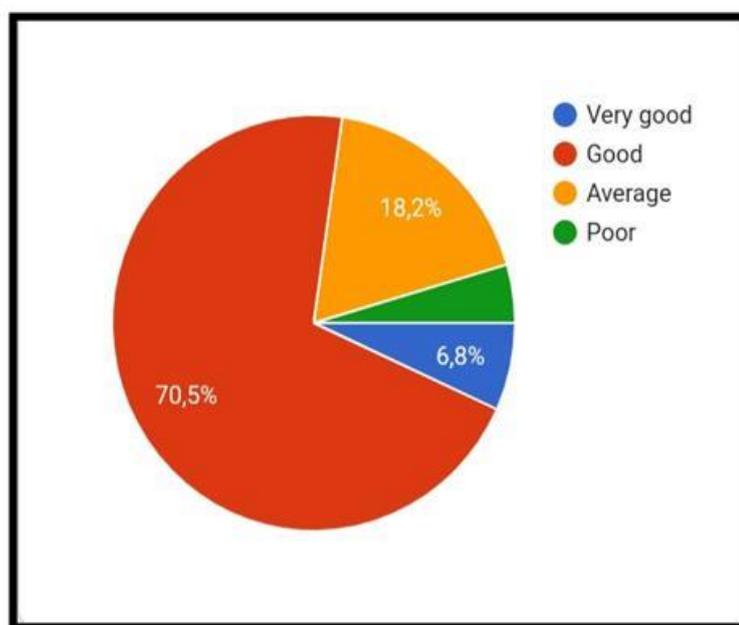
Figure 3. 3: Students' level in English

Question 03: Students level in English

The majority of the students (70.5%) rated their level of English as "good." This
suggests that a significant portion of the students feel confident in their English skills and
consider themselves to have a solid command of the language. It implies that they can
effectively communicate and understand written and spoken English in various contexts.
Approximately 18.2% of the students described their English level as "average." This
indicates that they perceive their skills to be moderately competent but not exceptional.
These students likely have a grasp of the fundamental aspects of English but may face
challenges with more complex or advanced language structures. Only a small percentage

(6.8%) of the students expressed a high level of English proficiency by rating themselves as "very good." These students likely possess a strong command of the language, with an extensive vocabulary, solid grammar skills, and the ability to express themselves fluently and accurately. A small portion (4.5%) of the students considered their English level as "poor." This suggests that they feel limited in their ability to communicate effectively in English. They may struggle with understanding or expressing themselves and may require additional support or resources to improve their language skills.

Overall, the analysis of these self-assessment results reveals a generally positive perception of English proficiency among the second-year students, with a majority rating themselves as "good." However, it is important to note that self-assessments can be subjective and may not always align perfectly with actual language proficiency. Objective measures, such as formal assessments or external evaluations, can provide a more comprehensive and accurate evaluation of students' English skills.

Question 04 : In which skill are you most interested ?

Options		Number	Percentage
Speaking		16	36,4%
Reading		11	25%
Writing		14	31,8%
Listening	3	6,8%	

**Table 3. 4: The most interesting skill for students**
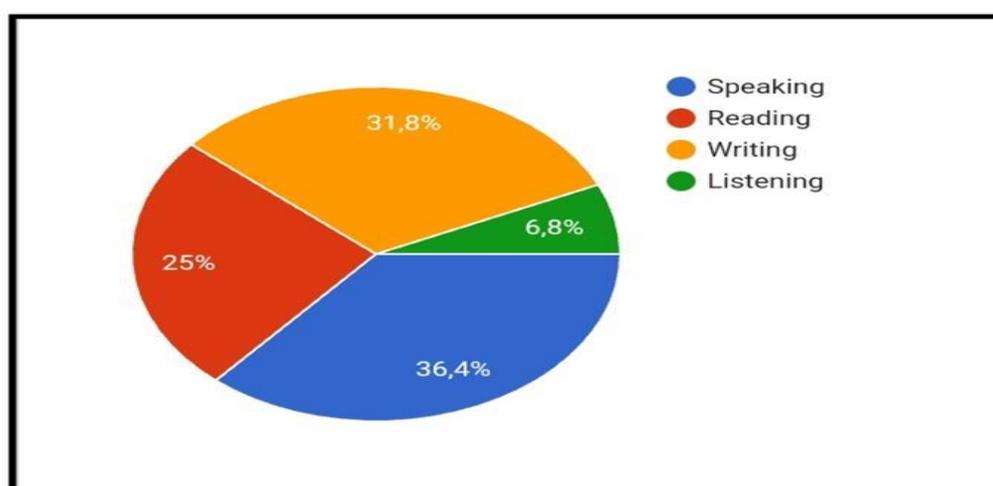
Figure 3. 4: The most interesting skill for students

Among the options provided, the highest percentage of respondents (36.4%) indicated that they are most interested in the skill of speaking. This suggests that the majority of the respondents prioritize improving their ability to communicate verbally in English. They likely value the fluency, pronunciation, and confidence required for effective spoken communication. Approximately 31.8% of the respondents expressed a strong interest in the skill of writing. This indicates that a significant portion of the participants are motivated to develop their written English proficiency. They may value the ability to express their thoughts, ideas, and arguments in a clear, coherent, and well-structured manner. Around 25% of the respondents identified reading as their primary interest. This suggests a keen desire to enhance their reading comprehension skills and engage with various types of written texts. These individuals likely value the ability to understand and interpret written information accurately and efficiently. The smallest percentage of respondents (6.8%) indicated their interest in the skill of listening. This suggests that a minority of participants prioritize improving their ability to comprehend spoken English. They may value their capacity to understand spoken instructions, conversations, lectures, or other forms of auditory information.

This analysis reveals the diverse preferences and interests of the respondents in terms of language skills. While speaking and writing are the top choices, reading and listening also hold importance for a significant number of individuals. It is essential to recognize that a balanced approach to language learning, focusing on all four skills (speaking, writing, reading, and listening), is crucial for overall language proficiency and effective communication in English.

Section 02: writing skill

Question 05 : How often do you practice writing ?

Options	Number	Percentage
Always	1	2,3%
Sometimes	28	63,6%
Rarely	14	31,8%
Never	1	2,3%

**Table 3. 5: Student's frequency of practising writing**
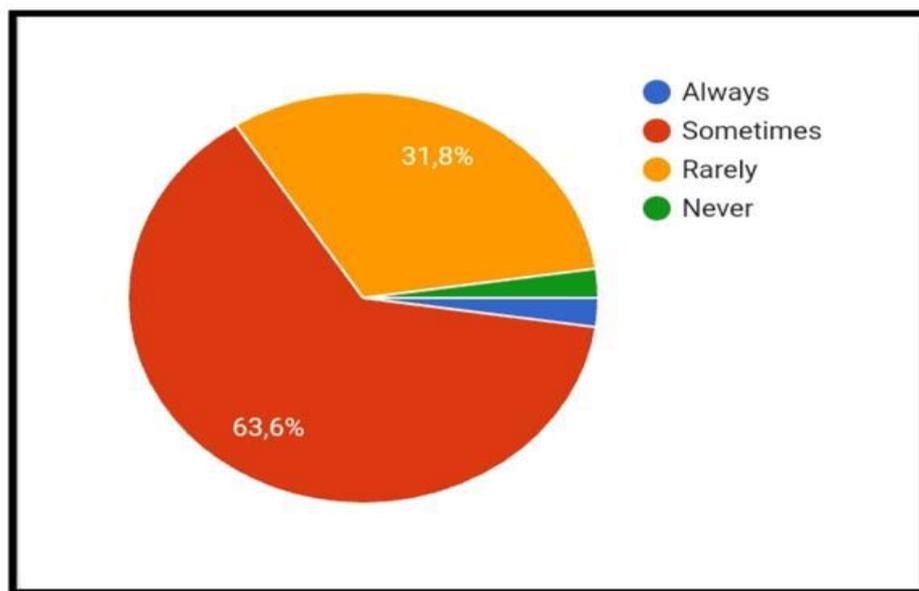
Figure 3. 5: Student's frequency of practising writing

the majority of the students surveyed (63,6%) , indicating that they engage in writing practice on occasion. While it's positive that a significant portion of students are practicing their writing skills, the frequency could still be improved to ensure consistent development. This group (31,8%) comprises students who engage in writing practice infrequently "rarely ″, it is concerning that almost one-third of the students fall into this category, as regular writing practice is crucial for improving language proficiency and critical thinking abilities. It suggests a lack of motivation or awareness about the importance of consistent writing . (2,3%) This small percentage of students (consistently practice writing, which is commendable. These students are likely to reap the benefits of regular practice, such as improved writing skills, enhanced creativity, and better communication abilities. Encouragingly, they serve as examples for other students to follow. The presence of students who never practice writing is concerning (2,3%) . Writing is a fundamental aspect of language learning, and the complete absence of practice suggests a significant gap in their language development. It is crucial to address this issue and provide support to help these students understand the importance of writing and motivate them to engage in regular practice.

Overall, while a majority of the second-year English students practice writing sometimes, there is still room for improvement in terms of consistency. It is essential for

educators to emphasize the value of regular writing practice, offer guidance and resources, and foster a supportive environment that encourages students to develop their writing skills further. By doing so, the students' language proficiency, critical thinking, and communication abilities can be significantly enhanced.

Question 06 : How do you find Writing in English ?

Options	Number	Percentage
Boring	9	20,5%
Exiting	35	79,5%

Table 3. 6: student's perceptions about writing in English
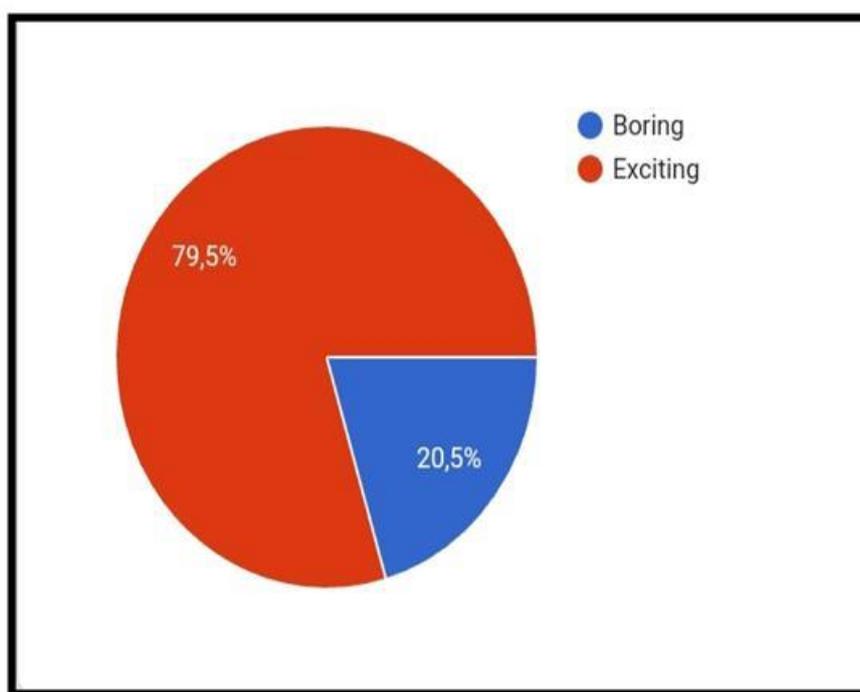
Figure 3. 6: student's perceptions about writing in English

(20.5%) represents a students who find writing to be boring. It's not uncommon for some individuals to perceive writing as a tedious or monotonous task. This perception may stem from various factors such as a lack of interest in the subject matter, difficulty in generating ideas, or a negative past experience with writing. It is important for educators to address this perception by implementing engaging writing activities, providing varied prompts, and highlighting the benefits and practical applications of writing skills. The majority of students (nearly 80%) find writing to be exciting, This is a positive result as it

indicates that a significant portion of students enjoy the process of writing and potentially see it as a means of creative expression, communication, or self-reflection. Students who find writing exciting are more likely to be motivated to improve their skills, explore different genres, and engage in self-directed writing activities. Encouraging their enthusiasm and providing opportunities for them to explore their writing interests can lead to further development and growth in their abilities.

The majority of students perceive writing as an exciting activity, which is encouraging for their language learning and overall development. However, it is important for educators to address the minority who find writing boring and work towards making writing more engaging and meaningful for them. By incorporating diverse writing tasks, providing support and guidance, and highlighting the relevance of writing in various contexts, educators can help bridge the gap and foster a positive attitude towards writing among all students.

Question 07 : Are you satisfied with your level in writing ?

Options	Number	Percentage
Yes	23	52,3%
No	21	47,7%

Table 3. 7: Student's satisfaction about their level in English
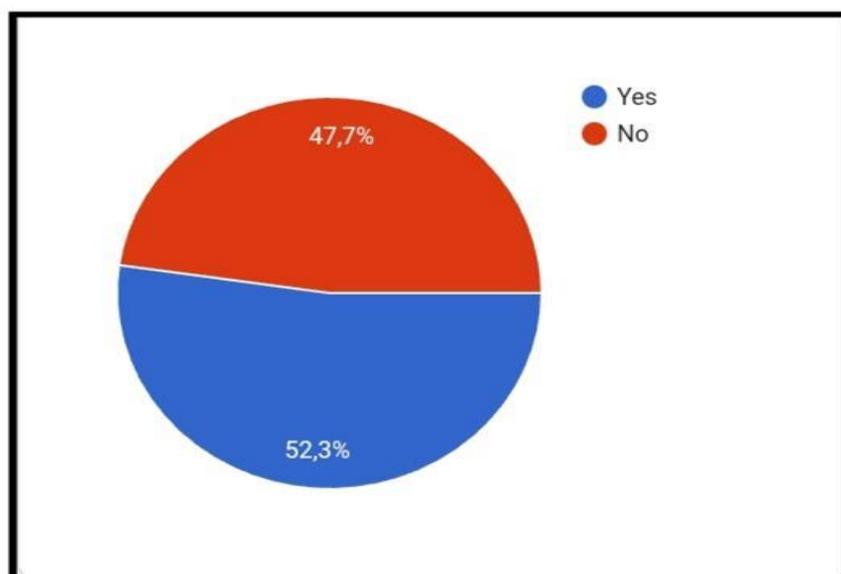

Figure 3. 7: Student's satisfaction about their level in English

Yes (52.3%): This category represents the majority of respondents who are satisfied with their level of writing. These individuals likely feel confident in their writing abilities and believe that they have achieved a satisfactory level of proficiency. It suggests that they may have a strong grasp of grammar, vocabulary, and organization skills, and are comfortable expressing their thoughts and ideas through writing. Nearly half of the respondents (47,7%) expressed dissatisfaction with their level of writing. This indicates that they feel they have room for improvement or that they are not yet at the level they aspire to be. It could stem from various factors such as limited vocabulary, struggles with grammar or sentence structure, difficulties in organizing their thoughts, or lack of practice and confidence. These individuals may desire further development in their writing skills.

Regardless of satisfaction levels, continuous learning and practice are crucial for further development in writing skills. Those who are satisfied can continue refining their writing to reach higher levels of proficiency, while those who are unsatisfied can focus on targeted areas of improvement, seek guidance, and engage in regular practice to enhance their writing abilities.

These results highlight the diverse perspectives individuals have regarding their writing skills, and it emphasizes the importance of ongoing learning and practice to continually refine and enhance one's writing abilities.

Question 08:. What do you think is more difficult in writing ?

Options	Number	Percentage
Word choice , spelling and punctuation	17	38,6%
Generating ideas	16	36,4%
Tenses and sentence structure	10	22,7%
Coherence and cohesion	11	25%

**Table 3. 8: students' difficulties in writing**
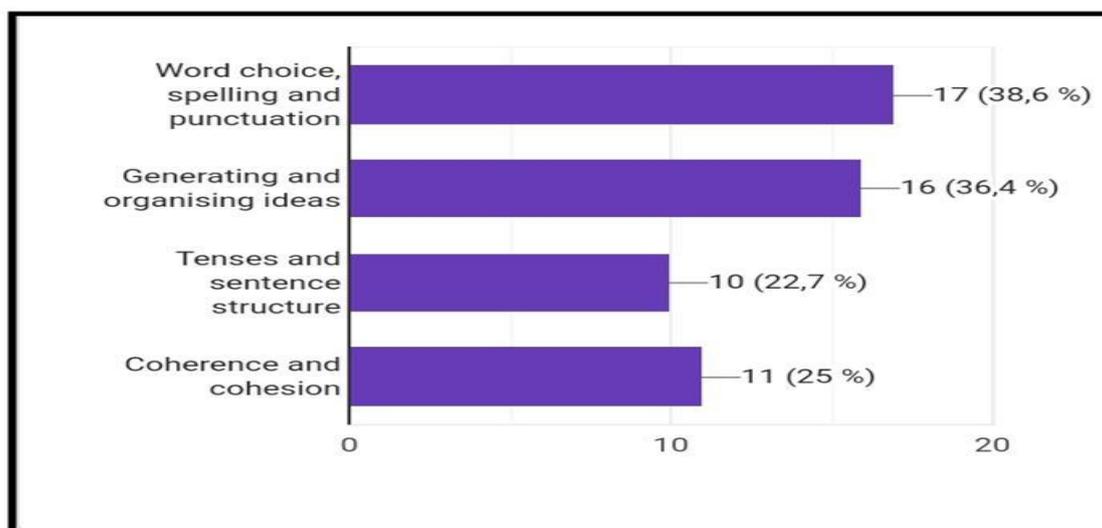
Figure 3. 8: Students' difficulties in writing

The highest percentage of respondents (38,6%) indicated that word choice, spelling, and punctuation pose difficulties in writing. This suggests that individuals struggle with selecting appropriate words, correctly spelling them, and using proper punctuation to convey their intended meaning effectively. These challenges can impact the clarity and precision of their writing. The second highest percentage of respondents (36,4%) identified generating ideas as a challenging aspect of writing. This indicates that individuals may find it difficult to brainstorm and develop original and engaging content for their writing. Generating ideas requires creativity, critical thinking, and the ability to organize thoughts effectively, which can be challenging for some writers. A notable percentage of respondents (22,7%) highlighted difficulties with tenses and sentence structure. This suggests that individuals struggle with using appropriate verb tenses and constructing grammatically correct sentences. Mastery of tenses and sentence structure is crucial for conveying information accurately and clearly. The provided data indicates that a significant portion of respondents (25%) find coherence and cohesion challenging in their writing. Coherence refers to the logical flow of ideas within a text, while cohesion refers to the use of cohesive devices (e.g., transition words, pronouns, etc.) to connect ideas. Difficulties in maintaining coherence and cohesion can result in disjointed or unclear writing.

To enhance writing skills, it is beneficial for individuals to engage in targeted practice and receive guidance in areas where they find difficulty. This can involve learning vocabulary, grammar, and punctuation rules, practicing brainstorming techniques

for generating ideas, studying sentence structure, and improving coherence and cohesion through effective organization and the use of appropriate linking devices.

Overall, by addressing the specific challenges identified in the data, individuals can work towards improving their writing skills and achieving greater proficiency.

Question 09 what is your primary focus when you are writing

Options	Number	Percentage
Vocabulary	19	43,2%
Grammar	11	25%
Punctuation	6	15,9%
Spelling	7	15,9%

**Table 3. 9 :Student's primary focus when writing**
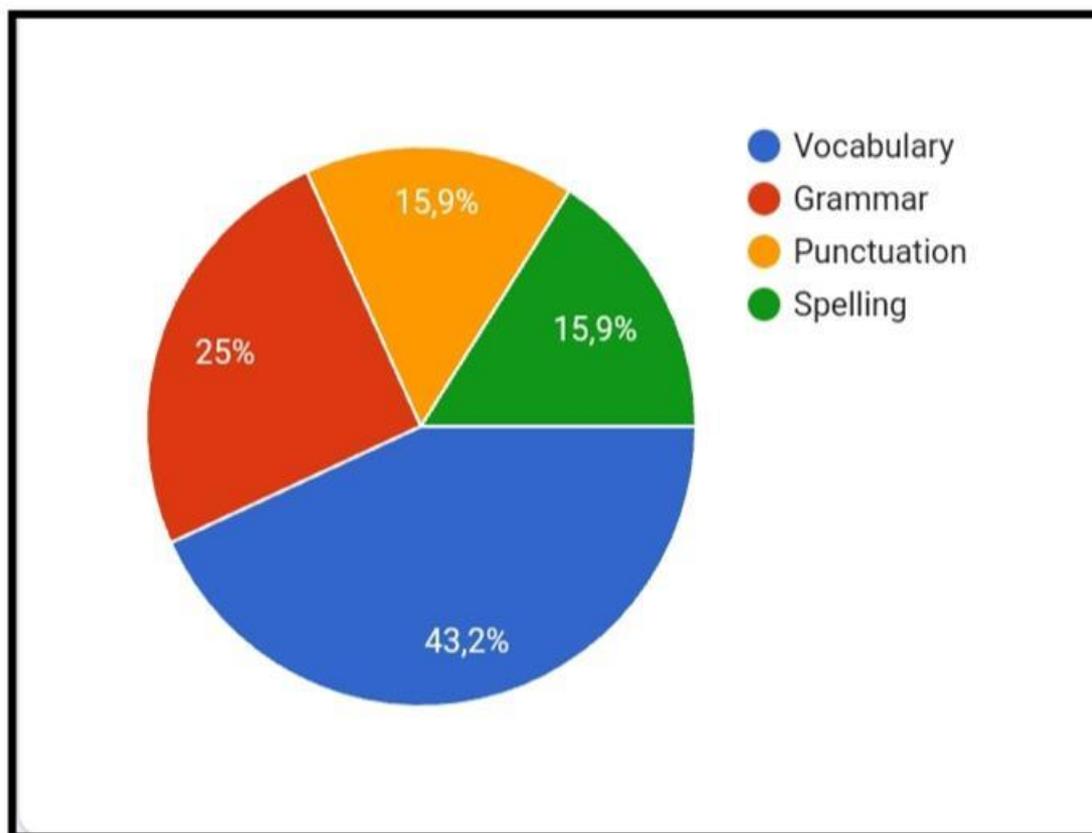
Figure 3. 9: Student's primary focus when writing

The answers were different from one another ,43,2% of students give importance to the use of vocabulary. This indicates a strong desire to enhance their language repertoire and effectively convey their ideas. By prioritizing vocabulary , these students show a commitment to expanding their word choices and employing nuanced expressions to make their writing more engaging and precise. Another notable finding is that around 25 % of the students prioritize grammar in their writing . this suggests a keen awareness of the importance of grammatical accuracy in conveying their intended meaning . by focusing on grammar, these students aim to ensure clarity and coherence in their writing , understanding that even a minor grammatical error can impact the overall effectiveness of their message. Interestingly, a smaller percentage of students approximately 15,9% emphasize punctuation as their primary focus .this attention ton punctuation demonstrates an understanding of its crucial role in facilitating clarity ,coherence ,and proper organization within their written work, by recognizing the significance of punctuation marks, such as commas and periods , these students aim to enhance the overall readability and flow of their writing .Similarly, another 15,9% of students prioritize spelling in their writing . this focus on spelling underscores the significance of accuracy and precision in their written communication . By prioritizing spelling, these students recognize that correct spelling not only ensure professionalism but also contributes to the overall cohesiveness and credibility of their work .

These findings shed light on the divers aspects of writing that second year English students consider significant. While vocabulary, grammar, punctuation and spelling each hold their own importance , it is essential for these students to understand the interplay between these elements to develop well-rounded writing skills. By balancing their focus on these areas, these students can strive for proficiency and effectiveness in their written expression, enabling them to communicate their ideas with clarity, precision and impact.

Question 10: What are the writing stages you are familiar with?

Options	Number	Percentage
Prewriting	19	43%
Drafting	13	29,5%
Revising	17	38,6%

**Table 3. 10: Students familiarity with the writing stages**
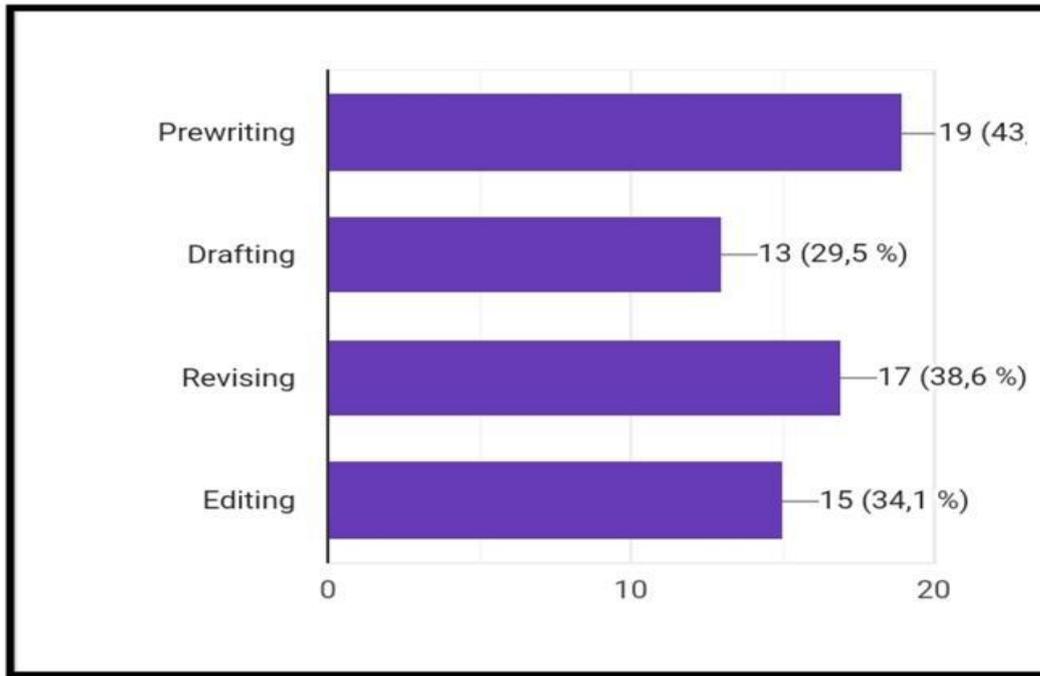
Figure 3. 10: Students familiarity with the writing stages

Prewriting is the stage where writers generate ideas, plan their writing, and gather information before starting the actual drafting process. This stage involves activities such as brainstorming, outlining, conducting research, and organizing thoughts. The majority of respondents (43%) are familiar with the prewriting stage, indicating an understanding of the importance of planning and preparation before writing. Drafting is the stage where writers put their ideas into written form, creating the initial version content and structure of the piece. (29,5%) of respondents are familiar with drafting, it is worth noting that a portion may not be as familiar, suggesting that further emphasis or guidance of their piece. It involves writing sentences and paragraphs to develop the may be beneficial in this area. Revising is the stage where writers review and make changes to their draft to improve clarity, coherence, and overall quality. It involves reorganizing ideas, refining language use, and strengthening the structure and flow of the piece. The data shows that a considerable percentage of respondents (38,6%) are familiar with the revising stage, indicating an awareness of the importance of reviewing and refining one's writing. Editing is the stage where writers focus on correcting grammatical, spelling, punctuation, and formatting errors. It involves proofreading the written piece for accuracy and polishing the language. The data reveals that a significant percentage of respondents are familiar with the editing stage, showing an understanding of the need for meticulous proofreading and error correction.

Overall, the data suggests a general familiarity with the various stages of the writing process among respondents. However, it's worth noting that the familiarity percentages vary across the different stages. Educators can use these insights to provide further support and instruction in areas where respondents may be less familiar, ensuring a comprehensive understanding of the entire writing process.

By emphasizing the importance of prewriting, drafting, revising, and editing, educators can help students develop a well-rounded approach to writing that encompasses all stages of the process, ultimately leading to improved writing skills and higher-quality written work.

Section 03 : Application of translation in writing skill

Question 11: Have you ever translated someone else's writing into your native language?

Options	Number	Percentage
Yes	20	45,5%
No	24	54,5%

**Table 3. 11: application of translation in writing**
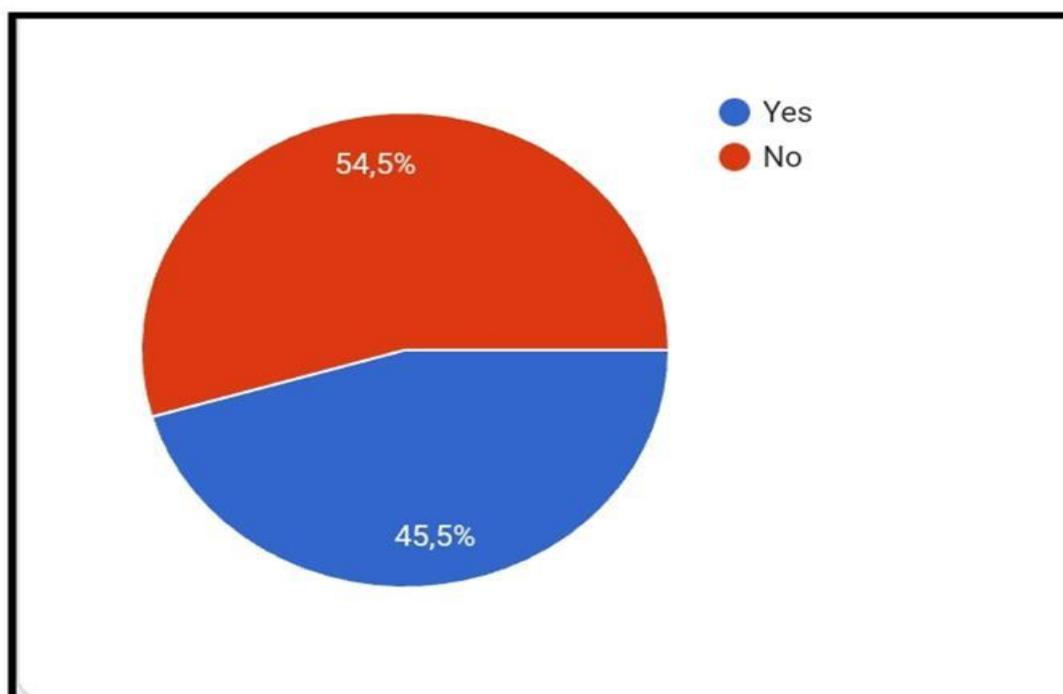
Figure 3. 11: Application of translation in writing

The question was designed to know if students have experience with translation and the difference between them in term of their interest in translation .

Yes (45.5%): Nearly half of the respondents indicated that they have translated someone else's writing into their native language. This suggests that a significant portion of the respondents have experience in translation tasks. It could imply that they have language proficiency in both the source language and their native language, allowing them to effectively translate written content.

No (54.5%) : The majority of respondents have not engaged in translating someone else's writing into their native language. This may indicate a lack of experience or opportunity in translation tasks or a limited language proficiency in both languages necessary for translation.

It's important to note that the ability to translate effectively requires more than just proficiency in two languages. It also demands a deep understanding of the cultural context, idiomatic expressions, nuances, and writing conventions of both languages. Therefore, the absence of experience in translation doesn't necessarily indicate a lack of language proficiency or skills

he data indicates a mix of respondents with and without experience in translating someone else's writing into their native language. The results highlight the potential presence of individuals who possess translation skills and experience, as well as those who may benefit from further exposure and practice in the field of translation.

Question 12: Has translating texts from one language to another helped you improve your writing skills?

Options	Number	Percentage
Yes	35	80,5%
No	9	19,5%

**Table 3. 12: Benefits of translation**
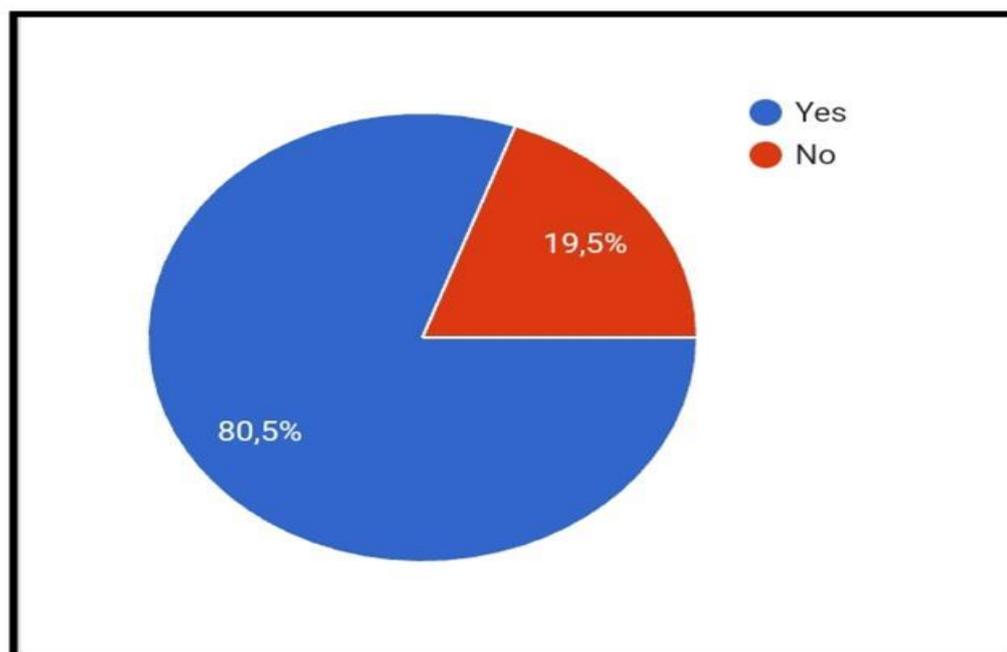
Figure 3. 12: Benefits of translation

(80,5%) of respondents indicated that translating texts from one language to another has helped them improve their writing skills. This suggests that engaging in translation tasks has had a positive impact on their writing abilities. Translating requires a deep understanding of both languages involved, attention to detail, and the ability to convey meaning accurately. These skills and practices can contribute to improved language proficiency, vocabulary expansion, grammatical accuracy, and overall writing competence. A smaller percentage of respondents expressed that translating texts has not helped them improve their writing skills. This suggests that these individuals may not have experienced significant benefits from translation activities or may have encountered challenges or limitations that hindered their progress. It's possible that they may have focused on other methods or approaches to improve their writing skills, or they may have had limited exposure or practice in translation tasks.

So, the majority of respondents perceive translating texts from one language to another as a beneficial practice for improving writing skills. However, it's important to note that the effectiveness of translation as a means to enhance writing skills can vary depending on the individual, their language proficiency, and the quality and quantity of translation tasks they engage in.

Translation can be a valuable tool for developing language abilities, as it requires attention to language structure, vocabulary usage, and effective communication. It can

contribute to a deeper understanding of the nuances of language and help individuals become more adept at expressing themselves in writing

Question 13: How often do you compare your translation with published translations to improve your writing skills?

Options	Number	Percentage
Always	5	11,4%
Sometimes	17	38,6%
Rarely	17	38,6%
Never	5	11,4%

**Table 3. 13: Student's frequency of comparing their translation with published translations**
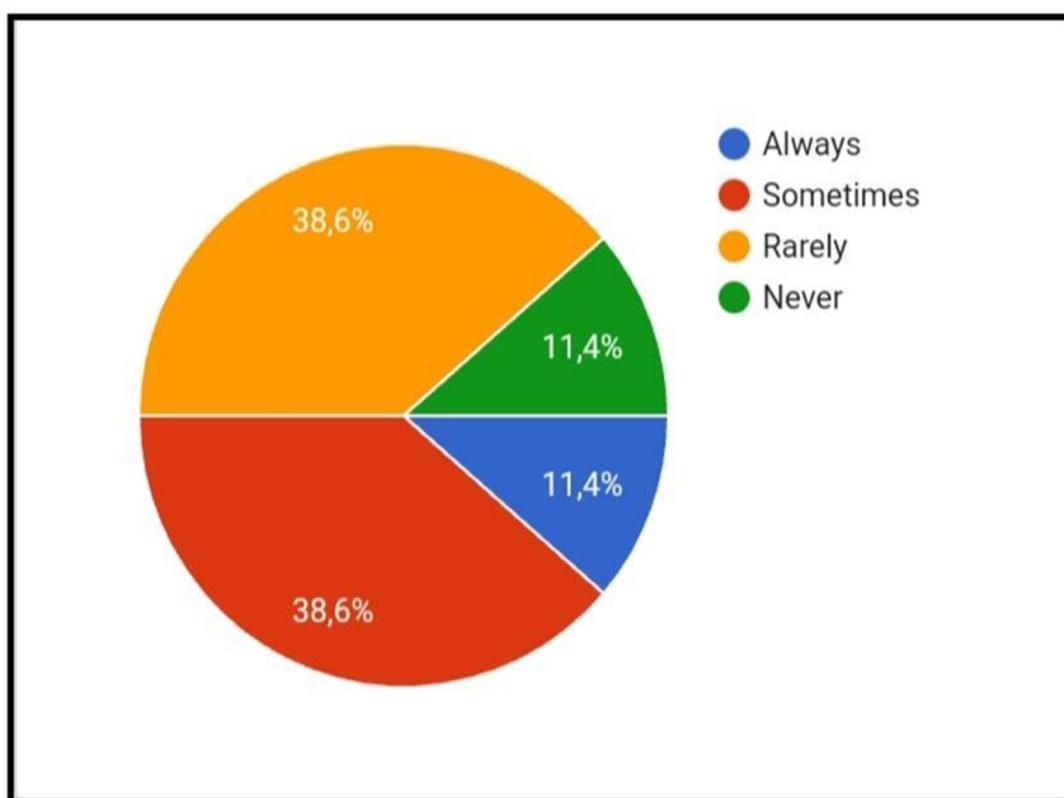
Figure 3. 13: Student's frequency of comparing their translation with published translations

A small percentage of respondents indicated that they always compare their translations with published translations to improve their writing skills. This suggests a consistent and proactive approach to self-assessment and a strong commitment to

continuously improving their writing abilities. These individuals understand the value of comparing their work with established translations, seeking to learn from professional examples and refine their writing skills accordingly. The majority of respondents (38,6%) expressed that they sometimes compare their translations with published translations. This indicates a moderate level of engagement in the practice of comparing their work with existing translations. These individuals recognize the benefits of benchmarking their translations against published versions, utilizing them as a reference point to gain insights, identify areas for improvement, and enhance their writing skills. The frequency of comparison may vary depending on the context and availability of published translations for reference. An equal percentage of respondents stated that they rarely compare their translations with published translations. This suggests that these individuals engage in this practice infrequently, potentially due to various reasons such as limited access to published translations, a preference for personal reflection and self-assessment, or alternative strategies for improving writing skills. It's important to note that infrequent comparison does not necessarily indicate a lack of effort or dedication to improving writing skills.While (11.4%) indicated that they never compare their translations with published translations. This suggests that these individuals do not engage in this practice at all. The reasons for this choice may vary, such as personal preferences, limited awareness of the benefits of comparing translations, or alternative methods they rely on to improve their writing skills.

Comparing one's translations with published translations can be a valuable tool for developing writing skills. By studying professional translations, individuals can gain insights into different approaches, stylistic choices, and language usage, helping them refine their own writing techniques. It can also serve as a source of inspiration and exposure to diverse writing styles and linguistic nuances.

Educators and language learners can consider the benefits of comparing translations with published works and encourage individuals to engage in this practice more frequently. Providing access to quality published translations, recommending translation resources, and discussing the importance of benchmarking can motivate individuals to incorporate this approach into their learning and writing.

Question 14: According to you which type of translation is best to improve your Writing skills?

Options	Number	Percentage
Word for word translation	3	6,7%
Literal translation	8	20%
Dynamic equivalence translation	21	46,7%
Free translation	12	26,7%

Table 3. 14: Preferred type of translation
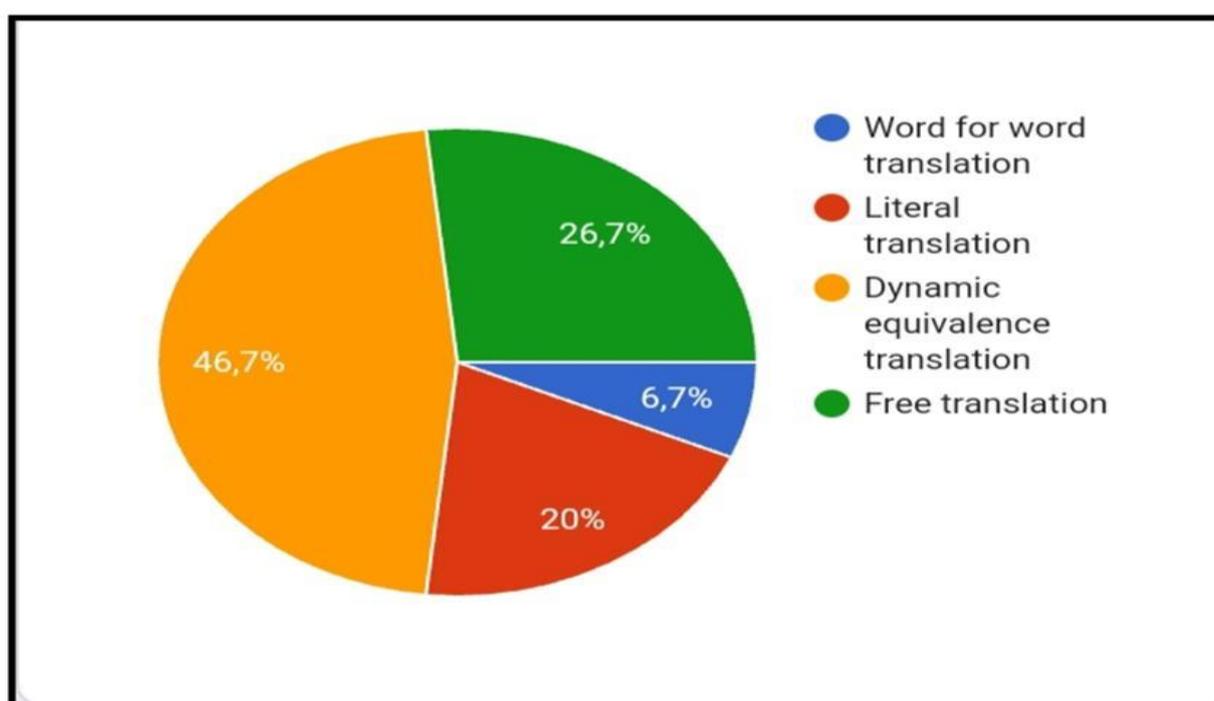
Figure 3. 14: Preferred type of translation

(6.7%), a small percentage of respondents indicated that word for word translation is the best type for improving writing skills. Word for word translation, also known as literal translation, aims to translate each word of the source text directly into the target language. While this approach can be useful in certain contexts, such as understanding the literal meaning of individual words, it may not always capture the intended meaning or convey the nuances of the original text. The low percentage suggests that respondents may recognize the limitations of this approach for improving writing skills. (20%) of

respondents expressed that literal translation is the best type for enhancing writing skills. Literal translation focuses on preserving the literal meaning of the source text, often at the expense of natural language usage or cultural nuances. While literal translation can help develop attention to detail and accuracy, it may not necessarily foster the creativity, fluency, and adaptability required for effective writing. However, it's worth noting that a notable portion of respondents view literal translation as beneficial for improving writing skills.

The majority of respondents (46,7%) indicated that dynamic equivalence translation is the best type for improving writing skills. Dynamic equivalence translation aims to convey the meaning and intent of the source text in a way that is natural and culturally appropriate in the target language. This approach emphasizes the overall message and effect rather than adhering strictly to the literal structure of the original text. Dynamic equivalence can be particularly useful in developing writing skills as it encourages flexibility, creativity, and adaptation to the target language context. A significant percentage of respondents (26,7%) stated that free translation is the best type for enhancing writing skills. Free translation allows for more flexibility and creativity, giving translators the freedom to adapt the source text to the target language while still capturing the essence and intended meaning. This approach can contribute to developing writing skills by encouraging individual expression, linguistic creativity, and an understanding of the cultural nuances and linguistic conventions of the target language.

Based on the responses, the majority of respondents perceive dynamic equivalence translation as the best type for improving writing skills. This approach emphasizes conveying the meaning and effect of the original text in a natural and culturally appropriate manner, fostering creativity, and adaptability in writing. However, it's important to note that the perceived effectiveness of translation types may vary depending on the individual's goals, language pair, and specific writing context.

Question 15: Is it important for writers to focus on the original meaning of the text when translating?

Options	Number	Percentage
Yes	43	97,7%
No	1	2,3%

**Table 3. 15: Importance of the original meaning**
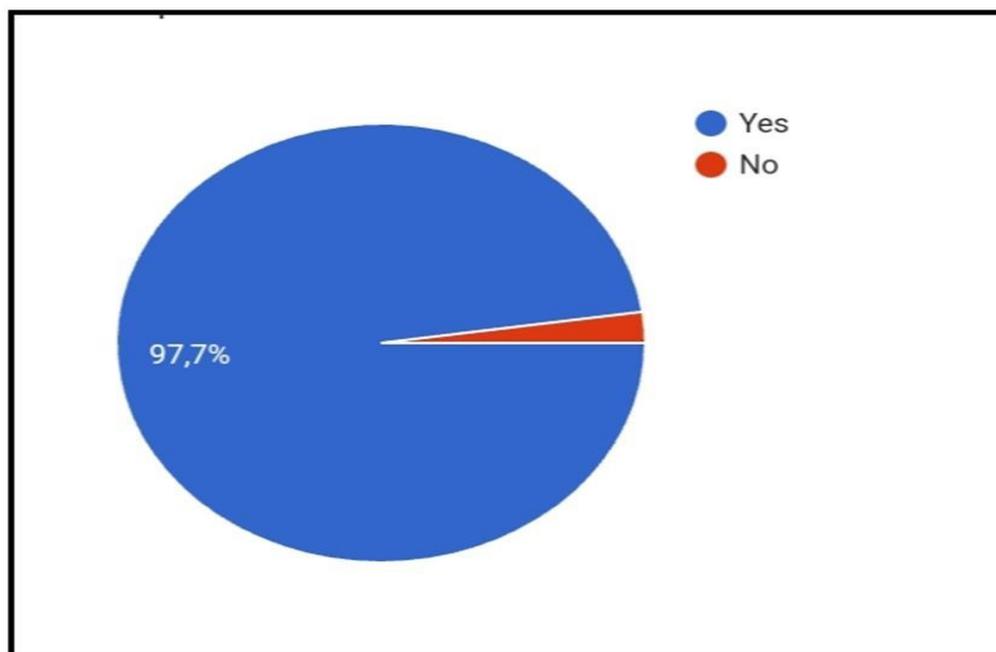
Figure 3. 15: Importance of the original meaning

The overwhelming majority of respondents expressed that it is important for writers to focus on the original meaning of the text when translating. This indicates a strong consensus among the respondents that preserving and conveying the intended meaning of the source text is a fundamental aspect of translation. By prioritizing the original meaning, writers can ensure accuracy, maintain the integrity of the original message, and provide an effective rendition in the target language. A small percentage of respondents (2,3%) stated that it is not important for writers to focus on the original meaning of the text when translating. While the reasoning behind this response is not specified, it is an outlier compared to the overwhelming majority who value preserving the original meaning in translation.

Preserving the original meaning of a text is widely recognized as a key principle in translation. It ensures that the intended message, ideas, and emotions of the source text are conveyed accurately and effectively in the target language. This requires a deep understanding of both languages, cultural contexts, and the ability to make appropriate linguistic and cultural adaptations.

The overwhelming agreement among respondents regarding the importance of focusing on the original meaning of the text when translating reaffirms the significance of this principle in translation practice. It highlights the understanding that accurate and

faithful rendition of the original message is crucial for maintaining the authenticity and effectiveness of the translated work.

Question 16: In your opinion, how do you think translation can help writers improve their writing skills?

This question was designed to know the students thoughts about the role of translation in improving writing skills by the writers ,The responses of participants were different from one to another .Their major views are summarized as follows:

●Translation plays a significant role in improving a writer's skills and enhancing their creative writing.

●It adds beauty and richness to the meaning by expanding vocabulary and aiding contextual understanding.

●It helps writers update their skills through language practice, learn new words, understand different cultures, and express ideas effectively.

●Translation acts as a bridge between cultures, allowing writers to explore diverse perspectives and topics.

●It expands vocabulary, pushes writers to explore new words, and facilitates understanding of various ideas and sources.

●Translation helps writers develop their syntax, attention to detail, and stylistic techniques.

● It contributes to creative writing by fostering cultural awareness, open-mindedness, and the discovery of new cultures. Overall, translation is considered important and beneficial for writers in improving their writing skills and enriching their creative style.

3:6 Suggestions and recommendation

It is crucial to incorporate translation tasks into writing instruction, allowing students to practice and develop their language production abilities. These translation activities should be designed to target specific writing skills, such as sentence structure, vocabulary usage, and coherence. Additionally, the cognitive benefits of translation should be highlighted, emphasizing how the analytical and linguistic decision-making processes involved in translation can transfer to the improvement of writing skills. Error analysis in translation can also be utilized to identify common writing challenges and provide targeted instruction to address them effectively. Moreover, translation can serve as a valuable tool for revising written texts, enabling students to critically evaluate their own writing and make necessary improvements. Finally, understanding students'

perceptions and attitudes towards translation in writing is crucial, and their feedback should be considered to optimize the design and implementation of translation-based writing activities. By following these suggestions, educators can effectively leverage translation to enhance students' writing skills and foster their overall language proficiency.

Conclusion

      To conclude this chapter , according to the findings of this study show that translation is a useful tool in teaching EFL. It can be the helpful language practice method for students who show a high awareness about the value of using translation in enhancing their writing skill. When translation is used into classroom activities, it help students to improve their writing skill and facilitate their knowledge and comprehension of vocabulary. Besides , translation in EFL classroom used as a means to enhance written and concepts this is along with the analysis of the questionnaire that confirm the same thing. It was notice that

- Translation and writing complement each other.
- There is always a need to return to translation in developing writing skill.
- When learners are constantly filtering and translating , it can contribute to a deeper understanding of the nuances of language and help individuals became more adapt at expressing themselves in writing .

General .Conclusion

In conclusion, the topic of improving writing skills through translation offers valuable insights into the process of language acquisition and development. This dissertation has explored the interconnectedness between translation and writing skills, highlighting the significant role translation can play in enhancing one's ability to write effectively and proficiently in a target language. Through an in-depth examination of various theories, methodologies, and practical approaches, this study has demonstrated that translation can serve as a powerful tool for language learners, providing them with opportunities to develop essential linguistic, cognitive, and cultural competencies.

By engaging in translation exercises, learners are exposed to a wide range of texts and genres, enabling them to analyze, comprehend, and effectively reproduce written content. Moreover, the process of translating forces learners to confront linguistic challenges, syntactical structures, and idiomatic expressions, leading to a deeper understanding of the intricacies and nuances of the target language. As a result, learners gain valuable insights into the grammatical rules, vocabulary usage, and stylistic conventions, all of which contribute to improving their writing skills.

Furthermore, translation serves as a bridge between different languages and cultures, fostering intercultural competence and sensitivity. Through the act of translation, learners develop a keen awareness of cultural nuances, idiomatic expressions, and contextual appropriateness, all of which are crucial elements in effective writing. The cross-cultural transfer of ideas and concepts also encourages critical thinking and creativity, as learners navigate the complexities of conveying meaning across linguistic boundaries.

However, it is important to acknowledge that while translation can be a powerful tool for enhancing writing skills, it should be approached as part of a broader language learning strategy. Learners should engage in a variety of activities that encompass reading, writing, listening, and speaking, ensuring a comprehensive and well-rounded language acquisition process.

In conclusion, this dissertation has shed light on the significant role that translation can play in improving writing skills. It has demonstrated that translation exercises provide learners with invaluable opportunities to develop linguistic proficiency, cognitive abilities, and intercultural competence. By embracing translation as a pedagogical

approach, language educators can effectively equip learners with the necessary skills to become proficient and confident writers in their target language.

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APPENDIX

APPENDIX 01

Dear Second Year English Students

You are kindly invited to complete the following questionnaire, this study aims improving Writing skills through translation.Your cooperation with me is a support for scientific research, so it will help me achieve the desired goals behind this study, knowing that the information that will be obtained will be treated confidentially.

1. **Section one: General information**
   Gender

   ◯ Male

   ◯ Female

2. What is your age?

   ◯ 18_21

   ◯ 22-25

   ◯ More than 25

3. How do you consider your level in English?

   ◯ Very good

   ◯ Good

   ◯ Average

   ◯ Poor

4. In which skill are you most interested?

   ◯ Speaking

   ◯ Reading

   ◯ Writing

   ◯ Listening

5. **Section two: writing skill**

   How often do you practice Writing?

   ◯ Always

   ◯ Sometimes

   ◯ Rarely

   ◯ Never

6. How do you find Writing in English?

   ◯ Boring

   ◯ Exciting

7. Are you satisfied with your level in writing ? *

   ◯ Yes

   ◯ No

8. What do you think is more difficult in writing?

   ☐ Word choice, spelling and punctuation
   ☐ Generating and organising ideas
   ☐ Tenses and sentence structure
   ☐ Coherence and cohesion

9. What is your primary focus when Writing?

   ◯ Vocabulary

   ◯ Grammar

   ◯ Punctuation

   ◯ Spelling

10.   What are the writing stages you are familiar with?

☐ Prewriting
☐ Drafting
☐ Revising
☐ Editing

11.   **Section three: Application of translation in writing**
Have you ever translated someone else's Writing into your native language?

◯ Yes
◯ No

If yes ,mention some translation tools that you depends on to improve yourwriting skills

12.   Has translating texts from one language to another helped you improve your writing skills?

◯ Yes
◯ No

13.   How often do you compare your translation with published translations to improve your writing skills?

◯ Always
◯ Sometimes
◯ Rarely
◯ Never

14.   According to you which type of translation is best for improving writing skills?

◯ Word for word translation
◯ Literal translation
◯ Dynamic   equivalence   translation
◯ Free translation

15. Is it important for writers to focus on the original meaning of the text when translating ?

⬭ Yes

⬭ No

16. In your opinion ,how do you think translation can help writers improve their creative writing skills?

....
....
....

الملخص

أصبح استخدام الترجمة عاملاً فعالاً في تحسين مهارات الطلاب، ولعب منذ فترة طويلة دورًا مهمًا في تعليم وتعلم اللغة الانجليزية كلغة أجنبية. جادل العديد من الباحثين بأن الترجمة ليست أداة مفيدة لتعلم لغة أجنبية بينما أظهر آخرون أن الترجمة، كونها عديمة الفائدة، يمكن أن تكون مفيدة جدًا لتعلم لغة أجنبية. تبحث هذه الدراسة في تأثير الترجمة على مهارات الكتابة لطلاب السنة الثانية باللغة الإنجليزية في جامعة ابن خلدون. يستخدم التصميم الأساسي للدراسة استبيانًا كأداة بحث مع عينة من 44 طالبًا في السنة الثانية للغة الإنجليزية. أظهرت النتائج تحسنًا كبيرًا في مهارات الكتابة في المجموعة التجريبية، حيث أعرب الطلاب عن زيادة الثقة والاعتراف بفوائد الترجمة في توسيع المفردات واستخدام القواعد والطلاقة. يمكن أن يؤدي دمج تمارين الترجمة في برامج تعلم اللغة إلى تحسين مهارات الكتابة ومشاركة الطلاب، مما يوفر فرصًا قيمة لصقل مهارات الكتابة وتعزيز فهم أفضل للهياكل والاتفاقيات اللغوية.

الكلمات المفتاحية : مهارات الطلاب، متعلمو اللغة الانجليزية كلغة أجنبية ، اللغة الأجنبية، مهارات الكتابة

Résumé

L'utilisation de la traduction est devenue un facteur efficace pour améliorer les compétences des étudiants, et elle a longtemps joué un rôle important dans l'enseignement et l'apprentissage des apprenants EFL. De nombreux chercheurs ont fait valoir que la traduction n'est pas un outil utile pour apprendre une langue étrangère alors que d'autres montrent que la traduction, d'être inutile, peut-être d'une grande aide pour l'apprentissage d'une langue étrangère. La présente étude examine l'impact de la traduction sur les compétences en écriture des étudiants de deuxième année en anglais à l'Université d'Ibn Khaldoun. La conception de base de l'étude utilise un questionnaire comme outil de recherche avec un échantillon de 44 étudiants en anglais de deuxième année. Les résultats ont montré une amélioration significative des compétences en écriture dans le groupe expérimental, les étudiants exprimant une confiance accrue et reconnaissant les avantages de la traduction dans l'expansion du vocabulaire, l'utilisation de la grammaire et la fluidité. L'intégration d'exercices de traduction dans les programmes d'apprentissage des langues peut améliorer les compétences en écriture et l'engagement des étudiants, offrant de précieuses opportunités d'affiner les capacités d'écriture et de favoriser une meilleure compréhension des structures et des conventions linguistiques.

Mots clé : Compétences des étudiants, Apprenants EFL, Langue étrangère, Compétence en écriture