REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT

A CORPUS BASED APPROACH TO THE IDENTIFICATION AND CLASSIFICATION OF TRANSLATION ERRORS COMMITTED BY ELT STUDENTS IN TURKISH CONTEXT

Burçin AKKOÇ

MASTER OF ARTS

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Member of Examining Committee: Assoc. Prof. Dr. Yonca ÖZKAN
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To Çukurova University Institute of Social Sciences

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- Bu tezde sunduğum çalışmanın özgün olduğunu

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. / / 2017

Burçin AKKOÇ

ÖZET

TÜRKİYE BAĞLAMINDA İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN ÇEVİRİ HATALARININ BELİRLENMESİ ve SINIFLANDIRILMASI ÜZERİNE DERLEME DAYALI BİR YAKLAŞIM

Burçin AKKOÇ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
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Bu çalışma, Türkiye bağlamında İngiliz Dili Eğitimi öğrencileri tarafından yapılan çeviri hatalarını ve hataların sebeplerini hem belirlemeyi hem de sınıflandırmayı amaçlamaktadır. Hatalar derleme dayalı bir yaklaşım uygulanarak belirlenmiş ve sınıflandırılmıştır. Derleme dayalı yaklaşım, bir dildeki kelime bilgisi, söz dizimi, anlam bilgisi ve biçimsel kalıpların araştırılmasına yardımcı olmuştur. Hata sıklıklarını belirlemenin yanı sıra, yapılan hataların tanımlanması ve sınıflandırılmasında derleme dayalı bir yaklaşım kullanılmıştır. Derleme dayalı yaklaşımın kullanılmasının nedeni, son zamanlarda yapılan çalışmaların çoğunlukla bu yaklaşıma dayandırılmış olmasıdır. Bu çalışmaya, 234 İngilizceden Türkçeye çeviri dersi alan ikinci sınıf öğrencisi katılmıştır. Veri toplamak için, öğrencilerin çevirileri AntConc (2016) programı vasıtasıyla incelenmiştir. Hataların çözümlemesi "Corder'ın sınıflandırmasına" dayandırılmıştır.

Anahtar Kelimeler: Derleme dayalı yaklaşım, çeviri, hata çözümlemesi, Corder'ın hata sınıflandırması (1967)

ABSTRACT

A CORPUS BASED APPROACH TO THE IDENTIFICATION AND CLASSIFICATION OF TRANSLATION ERRORS COMMITTED BY ELT STUDENTS IN TURKISH CONTEXT

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Master Thesis, English Language Teaching Department
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This study aims to both identify and classify the errors and the causes of errors of translation committed by ELT students in Turkish context. The errors were identified and classified by means of corpus. The Corpus Based Approach helped the research into the lexical, syntactic, semantic, and stylistic patterns of a language. A corpus based approach was used in order to identify and classify the errors committed as well as determining the frequency of errors. The reason why a corpus based approach used in the study was that the majority of the studies have been based on this approach recently. 234 second year students, who took English – Turkish translation course, participated in the study. In order to gather data, students' translations were investigated through AntConc (2016). The analysis of errors was based on "Corder's taxonomy".

Key Words: Corpus based approach, translation, error analysis, Corder's taxonomy (1967)

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TABLE OF CONTENTS

Page

ÖZET ..... **iv**

ABSTRACT ..... **v**

ACKNOWLEDGEMENTS ..... **vi**

LIST OF ABBREVIATIONS ..... **x**

LIST OF TABLES ..... **xi**

LIST OF FIGURES ..... **xiii**

LIST OF APPENDICES ..... **xv**

CHAPTER I
INTRODUCTION

1.1. Background of the study 1

1.2. Statement of the problem 2

1.3. Significance of the Study 2

1.4. Research Questions 3

1.5. Limitations of the Study 3

CHAPTER I
REVIEW OF LITERATURE

2.1. Introduction 4

2.2. Definition of Translation 4

2.3. Translation Competence 6

2.4. Corpus Based Translation Studies 6

2.5. Errors and Student Awareness 7

2.6. Types of Errors in Translation 8

2.6.1. Grammatical Errors in L2>L1 Translation 9

2.6.2. Lexical Errors in L2>L1 Translation 10

2.7. Taxonomies 11

2.7.1. American Translation Association (ATA) 13

2.8. Error Analysis 14
2.9. Corder's Taxonomy 15

CHAPTER III
METHODOLOGY

3.1. Introduction 17
3.3 Research Context 18
3.4 .Participants of the Study 19
3.5. Data Analysis Tools 19
3.5.1. Questionnaires 19
3.5.2. Interviews 21
3.6. Data Collection Procedures 21
3.7. Software 21
3.8. Data Analysis 22
3.9. The Validity and Reliability of Data Collection Tools 24
3.10. Piloting Study 25
3.10.1. Participants 25
3.10.2. Data Analysis 25
3.10.3. Findings 26
3.10.4. Types of errors 31
3.10.5. Discussion of the Pilot Study 32
3.10.6. Conclusion and Implications of the Pilot Study 43

CHAPTER IV
FINDINGS

4.1. Introduction 44
4.2. Findings from Student Questionnaires 44
4.3. Findings from the Interviews 79
4.3.1. Findings from the Interviews with Lecturers 79
4.3.2. Findings from the Interviews with Students 79
4.4. Findings from Data Analysis 80

CHAPTER V
DISCUSSION

5.1. Introduction 91
5.2. Discussion 91
5.3. Students' Attitudes towards Translation and Translation Courses 92
5.4. Students Attitudes towards Translation as a Language Learning Process 93
5.5. Student Awareness of the Errors They Commit 95
5.6. Error Correction through Corder's Taxonomy 97

CHAPTER IV
CONCLUSION AND RECOMMENDATIONS

6.1. Introduction 103
6.2. Conclusion and Implications 103
6.3. Recommendations for Further Studies 105

REFERENCES 109
APPENDICES 119
CURRICULUM VITAE 131

LIST OF ABBREVIATIONS

ATA: American Translation Association

EA: Error Analysis

NL: Native Language

SEVTE: Spanish into English Verbatim Translation Exam

SL: Source Language

ST: Source Text

TC: Translational Competence

TL: Target Language

TQA: Translation Quality Assessment

LIST OF TABLES

Page

Table 2.7.1. Other Taxonomies....12
Table 3.8.1. Verb phrases suggested by the lecturers....22
Table 3.10.3.1. Levels of Error....27
Table 3.10.3.2. Types of Error....27
Table 3.10.3.3.. Classification Matrix....27
Table 3.10.3.4. Notation Symbols....28
Table 3.10.3.5. Quantitative Analysis of Errors Committed by the Students.....29
Table 3.10.3.6. Turkish and English Cases....30
Table 3.10.3.7. Classification of Tenses....40
Table 4.2.1. The Meaning of Translation....45
Table 4.2.2. The Reason Why There Is Not a Correlation between Student Thoughts and the Course Taken....46
Table 4.2.3. How Students Start Translating a Text from ENG > TR....48
Table 4.2.4. How Students Start Translating a Text from ENG > TR If They Have Not Been Taught The Necessary Techniques, Methods And Strategies...50
Table 4.2.5. Contribution of the Translation Courses From ENG > TR to Students Regarding Use of English....51
Table 4.2.6. Contribution of the Translation Courses From ENG > TR to Students Regarding Reading Comprehension Skills....52
Table 4.2.7. Contribution of the Translation Courses From ENG > TR to Students Regarding Writing Skills....53
Table 4.2.8. Contribution of the Translation Courses From ENG > TR to Students Regarding Vocabulary....54
Table 4.2.9. The Kinds of Difficulties Students Have Encountered During Translation Lessons L2 > L1....55
Table 4.2.10. Finding the Equivalent of the Words....56
Table 4.2.11. The Length and Complication of the Sentences....56
Table 4.2.12. Abundance in the Unknown Words....57
Table 4.2.13. Abundance in Cultural Elements....57
Table 4.2.14. The Length of the Text....58
Table 4.2.15. Unknown Content....58

Table 4.2.16. The Difficulty of the Concepts in Content.....59
Table 4.2.17. Abundance in Rhetoric.....59
Table 4.2.18. How Participants Overcome Difficulties They Encountered.....60
Table 4.2.19. The Reason Why Participants Find It Necessary to Take Translation Courses in the Department of ELT 62
Table 4.2.20. Positive Views and Their Distributions 76
Table 4.2.21. Positive Responses and Their Distributions.....77
Table 4.3.1. Lecturers' Responses to the Interview 79
Table 4.4.1. The Distribution of Errors of Text A In Terms of Addition 80
Table 4.4.2. The Distribution of Errors of Text A in terms of Addition.....81
Table 4.4.3. The Distribution of Errors of Text A in terms of Substitution.....82
Table 4.4.4. The Distribution of Errors of Text A in Terms of Permutation 82
Table 4.4.5. The Distribution of Errors of Text B in terms of Omission.....83
Table 4.4.6. The Distribution of Errors of Text B in terms of Addition 84
Table 4.4.7 The Distribution of Errors of Text B in terms of Substitution.....85
Table 4.4.8. The Distribution of Errors of Text B in terms of Permutation.....85
Table4.4.9. The Distribution of Errors of Text C in terms of Omission.....86
Table 4.4.10. The Distribution of Errors of Text C in terms of Addition.....87
Table 4.4.11. The Distribution of Errors of Text C in terms of Substitution.....88
Table 4.4.12. The Distribution of Errors of Text C in terms of Permutation.....88
Table 4.4.13. Total Number of Errors.....89
Table 5.6.1. Sample Translation of A Randomly Selected Given Sentence..... 100

LIST OF FIGURES

Page

Figure 3.2.1. Diagram of the study scheme. 18
Figure 3.7.1. Screenshot1 from Ant Conc (2016).....23
Figure 3.7.2. Screenshot2 from Ant Conc (2016).....24
Figure 4.2.1. Whether Students Favoring Their Thoughts on Translation Matched with the Translation Courses from English into Turkish They Attended or Not.....46
Figure 4.2.2. Whether The Students Can Translate The Texts Given in Courses Easily or Not.....47
Figure 4.2.3. Whether The Students Were Taught Translation Techniques, Strategies and Methods in L2>L1 Translation Lessons or Not.....48
Figure 4.2.4. The Distribution of the Yes / No Answers to the Contribution of the Translation Courses from ENG>TR to Students.....51
Figure 4.2.5. How To Evaluate Yourselves in terms of the Translational Courses Given to You 61
Figure 4.2.6. The Effect of Grammar Course Taken in the First Grade 63
Figure 4.2.7. Noun Clauses.....63
Figure 4.2.8. Adjective Clauses 64
Figure 4.2 9. Adverb Clauses.....64
Figure 4.2.10. Simple Sentences.....65
Figure 4.2.11. Compound Sentences 65
Figure 4.2.12. Compound Complex Sentences.....66
Figure 4.2.13. Dependent Clauses 67
Figure 4.2.14. Independent Clauses.....67
Figure 4.2.15. Noun Clauses.....68
Figure 4.2.16. Adjective Clauses 68
Figure 4.2.17. Adverb Clauses.....69
Figure 4.2.18. Noun Phrases 69
Figure 4.2.19. Verb Phrases.....70
Figure 4.2.20. Adjective Phrases 70
Figure 4.2.21. Adverb Phrases.....71
Figure 4.2.22. Prepositional Phrases.....71

Figure 4.2.23. Collocations....72
Figure 4.2.24. Inversion....72
Figure 4.2.25. Modal Auxilaries....73
Figure 4.2.26. Subjunctive Mood....73
Figure 4.2.27. Active Voice....74
Figure 4.2.28. Passive Voice....74
Figure 4.2.29. Conditional Sentences....75

LIST OF APPENDICES

Appendix A: Student Questionnaire – Turkish Version

Appendix B: Student Questionnaire – English Version

Appendix C: Types of Errors and Error Codes

Appendix D: Text A (Killer Nurse)

Appendix E: Text B (Families Hit With Increase in Cost Of Living)

Appendix F: Text C (Spielberg Shows Beijing Red Card Over Darfur)

Appendix G: CV

CHAPTER I

INTRODUCTION

1.1. Background of the study

The interviews with the students and the lecturers at a university in Turkey point to students' failure to present an acceptable translation of English sentences into Turkish. Thus, the present study aims to identify and classify the patterns of errors committed by the students taking translation lessons as well as their causes.

It is inevitable that students commit errors during the learning process of a second language. Some of these errors are easily corrected by the students themselves, others are so deeply ingrained that it is hardly possible to change them in the short term.

As for translation, it is difficult to identify the errors made due to the complexity of several issues such as the subjectivity of the assessment methods used as well as obtaining representative samples. Before trying to identify these errors, the definition of translational competence should be made clear as the errors may be attributed to a variety of causes such as lack of comprehension, inappropriateness to readership and misuse of time. Besides, these errors can be located on different levels such as language, pragmatics, and culture. What's more, over-translation, under-translation, discursive or semantic inadequacy…etc are also assumed as translational inadequacy. Along with the causes mentioned above the abuse of "equivalence" several times also hampers the translational competence as the text gets lost following the wanderings of "discourse" and associated concepts.

All these factors limit us to obtain clear results and thus making it hard to interpret the obtained data. Therefore, in order to identify and analyze the translation errors, a strong framework should be drawn.

All in all, this chapter aims to explain the overall concepts of the current study. The first issue will set forth the statement of the problem to be discussed. After a brief explanation regarding the statement of the problem, the significance of the study will be rationalized. Then, the research questions will be defined. This chapter will end with the limitations regarding this study.

1.2. Statement of the problem

In recent years, various studies have been performed on error analysis in translation and the outcomes of such studies suggest a variety of reasons that hamper students' translational competence. According to Krings (1986), students are excessively dependent on bilingual dictionaries, and make improper use of their schemata (Kiraly, 1995); they show evidence of sign oriented translation focusing on words rather than meaning (Königs, 1985), and ignore the global, textual and pragmatic considerations normally taken into account by professional translators (Jääskeläinen, 1993). Besides, students tend to have difficulty isolating problems and recognizing weak points in their translations (Kussmaul, 1995).

Therefore, the current study will help identify and classify the errors in translation committed by the second grade English Language Teaching students at a university in Turkey. Moreover, the data obtained through a corpus based approach on the translated texts will help to raise awareness of the most problematic sides of ENG>TR translation courses. All in all, it is assumed that the results obtained by both qualitative and quantitative analysis will be beneficial for those who study at this department.

In order to support the study, interviews will be held with both the lecturers who teach translation and the students taking the course.

1.3. Significance of the Study

This study aims to investigate the translation errors of second graders at a university in Turkey at the department of English Language Teaching (ELT). It will be conducted with the aim of identifying translation errors committed by the second grade students. First, the errors will be identified through the data made up of the translations done by the students. Then the errors will be classified ranking from the most predominant ones to the least ones. As a result, the causes of the errors committed by the students will be explained in terms of Corder's taxonomy of errors (1967) such as omission, addition, substitution and permutation. As Corder (1967) states, error analysis is significant in three aspects: it will tell the language teacher what needs to be taught; it will tell the researcher how learning proceeds; and it is a means whereby learners test their hypotheses about L2. At the end of the study, it is assumed that the present study

will prove helpful in designing a relevant syllabus to improve students' translational competence from L2 to L1.

1.4. Research Questions

The following research questions will be the focus of the study;

1. What are ELT students' attitudes towards translation and translation courses?

2. What attitudes do ELT students express towards translation as a language learning process in terms of language use, reading and comprehension, writing skill and vocabulary?

3. To what extent are ELT students aware of the errors they commit?

4. What are the most pre-dominant errors which ELT students commit in L2>L1 translation based on Corder's taxonomy?

1.5. Limitations of the Study

The limitation of this study is that all the questionnaires which were distributed to 2nd grade students who are studying in English Language Teaching department at a university in Turkey are assumed to have been answered honestly and seriously. In addition, the result could not be generalized since this study was limited to only the second grade students who are studying at the department of ELT. In order to generalize the results, further studies in different universities with lager groups need to be performed.

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

In this part of the study, the background knowledge before designing the current study is presented. The researcher begins with the definition of translation in 2.2. After having a concept on translation in mind, translational competence is clarified in 2.3. Then, the researcher continues with corpus based translation studies as the researchers mostly base their studies on corpus in recent years (2.4). Then the relationship between the errors and student awareness will be clarified in 2.5. Types of errors regarding both grammatical and lexical will also be discussed in 2.6. Then, the use of taxonomies will be handled in 2.7. After having sufficient knowledge on error analysis in 2.8, the correlation between errors and text difficulty will also be handled in 2.9. As for the final section, Corder's taxonomy, which will be the main motive throughout the study, is deeply examined in 2.10.

2.2. Definition of Translation

Translation can be defined as an effort to reach the equivalent meaning of a text given in one language transferred into another language. During the process of translation, meaning is regarded as the object that is to be transferred from the source language text into the target one. The main focus is on '*meaning equivalence'.* In this case, a translator encounters a text as '*chunks of meaning'* appearing in the form of phrases, clauses or sentences.

The basic inquiry in translation is of meaning emerging during the translation process, not translation as a product of the process. In the process of translating a text from the source text (ST), the translator is to take the closest natural equivalent meaning into account, which means that when compared both the meaning of the target text and the source are supposed to be equivalent.

It can be inferred that the meaning can be defined as '*referential'* and '*connotative'*. The intention of the author while writing the text should always be taken into consideration by the translator. Moreover, the components of a text should be comprehended clearly. When the translator understands the components of the source,

he or she can make the relevant decision related to meaning of the components of expressions.

When the literature is investigated as to what kind of related definitions have been made regarding translation, there exist various ones given by different scholars and researchers. According to Newmark (1988), "*rendering the meaning of a text into another language in the way that the author intended the text*" (p.5). As he defined, the focus is on rendering the meaning of the source language text into the target language text as what is intended by the author.

The definition of translation by Hatim and Munday (2004) is as "*the process of transferring a written text from source language (SL) to target language (TL)*". They focus on translation as a process (p.6). However, according to Nida and Taber (1982), "*translating consists in reproducing in the receptor language the closest natural equivalent of the source language message*" (p. 12). They handled the issue more comprehensively than previously mentioned ones. They also emphasized that translation is regarding the matters of languages, meaning, and equivalence.

Namely, it can be concluded that translation is a process through which the translator has an intention to reach the equivalent meaning given in the target text. Baker (1992) centered the term meaning *'equivalence'* as it is the meaning which is transferred in the target language. Likewise, Biçer (2002) defines translation as "transferring the meaning of a stretch or a unit of language, the whole part of a text from one language into another" (pg 20). In this sense, the translator may encounter a text as a chunk of meaning in the form of phrases, clauses or sentences.

Therefore, the basic matter that should be handled in the process of translation is regarding the meaning which occurs while the process continues, not translation as a product. Hatim and Munday (2004) state that "*one of the key problems for the analyst was in actually determining whether the source text meaning had been transferred into the target text*" (p.34). It can clearly be understood that meaning is the key issue, whether accurate meaning of the source language text can be transferred into the target language text.

Bearing in mind, translation is a process of transferring the meaning of ideas and thoughts of a text from one language to another. There are some certain notions advocating this process, which focuses on the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. To say it in another way, the key point handled by the translator is to ascertain as to consider whether both those who read the

target text accept equivalent information just as those who do the same while reading the source text.

2.3. Translation Competence

It is likely to assume that there is no consensus as to a single accepted model of translation competence or the acquisition of Translation Competence (TC) in the field of Translation Studies unlike other disciplines in which numerous studies have been performed to identify what constitutes expert knowledge in the field and how this knowledge is acquired. Moreover, despite the proposals made with respect to TC in written translation, majority of them are limited in scope as they deal only with specific aspects of translation competence. Almost all the proposals coincide in describing TC as a set of components (in addition to strictly linguistic knowledge): cultural and subject knowledge, documentation and transfer ability, etc. Nevertheless, only a few include the strategic component and none mention the psycho-physiological component. On the other hand, most proposals are simply list the characteristics that define the translator, and do not suggest how these components are related to each other or if there are hierarchies amongst them. Furthermore, none have been validated empirically, i.e. data were not collected and analysed within the framework of a structured research project.

According to the study conducted by Pym (2003) and Wang (2013), the study classifies the TC models in perspective of the possibility or necessity to develop TC into two general categories: TC is an innate competence-- TC could not or need not to be cultivated or taught; TC could be cultivated and learned, which proves the necessity and significance of translator education. The latter could be categorized into language-oriented, transfer-oriented, and communication oriented TC models in perspective of the central competence.

2.4. Corpus Based Translation Studies

In linguistics, a '*corpus'* (plural corpora) or text corpus is a large and structured set of texts, which is usually stored and processed electronically nowadays. It is also a tool to do statistical analysis and hypothesis testing, checking occurrences or validating linguistic rules within a specific language territory. According to McEnery and Wilson (1996), it means representative collection of texts of a given language, dialect or other subset of a language to be used for linguistic analysis. In finer definition, it refers to (a)

(loosely) any body of text; (b) (most commonly) a body of machine readable text; and (c) (more strictly) a finite collection of machine-readable texts sampled to be representative of a language or variety (pg 218). As for Dash (2005), corpus contains a large collection of representative samples of texts covering different varieties of language used in various domains of linguistic interactions. Corpus is (C)apable (O)f (R)epresenting (P)otentially (U)nlimited (S)elections of texts, which is compatible to computer, operational in research and application, representative of the source language, processable by man and machine, unlimited in data, and systematic in formation and representation (pg 35). Johansson (2007) states that over the past two decades, corpora (i. e. large systematic collections of written and/or spoken language stored on a computer and used in linguistic analysis) and corpus evidence have not only been used in linguistic research but also in the teaching and learning of languages _ probably a use that "the compilers [of corpora] may not have foreseen" (pg 17- 30)

2.5. Errors and Student Awareness

In terms of capacity and capability, human minds are so strong, so if teachers assist their students to arouse the awareness of their errors, they are likely to make connections between these errors and the feedback they have received. If they can recognize the feedback, they will avoid these faulty structures or wrong words in future translations, and their work will probably improve, which is described as language awareness. According to Andrews (2007), "awareness involves at least … a greater self-consciousness about the forms of the language we use. We need to recognize that the relations between the forms and meanings of a language are sometimes arbitrary, but that language is a system and that it is for the most part systematically patterned" (p.12). This notion was already supported by Kohonen (1999) as asserted: experiential learning emphasizes that theoretical concepts become part of the individual's personal constructs only when they have been experienced meaningfully on a subjective, emotional level. Learning is internalized and transformed in the process of reflecting at deeper levels of understanding and interpretation, and using the meanings in active ways. Learning is thus a continuous, cyclic process that integrates immediate experience, reflection, and action (p.16).

In the current study, this learning refers to translation, which is a process; the immediate experience is understood as the selective error correction; the reflection was

done before making translations, and the action was the selection of the strategy and its use to recall the feedback proposed by the instructor. Hence, the main aim of the current study is to make contributions to students' to gain experience in a classroom environment where they can select the errors they would like to correct, choose a strategy that would remind them about them and be more conscious of their grammatical and lexical weaknesses. This selective error correction is an innovation in this translation course since the students have always been requested to fully rewrite their translations after receiving feedback. In current study, the main purpose is to demonstrate the effectiveness of raising student awareness regarding errors.

2.6. Types of Errors in Translation

Since the emergence of Translation Studies as an academic field of science (Munday, 2008), there has been a growing interest in different models and frameworks of assessing the quality of a translated piece of work. According to Scriven (1993) evaluation denotes "the determination of merit, worth or significance" (p.1). That is to say, it would be the main purpose of Translation Quality Assessment (TQA) to label a translation a "weak" or a "good" one. Williams (2005) states that TQA could be "qualitative or quantitative, just like evaluation in the broad sense: it can be based on mathematical or statistical measurements or on reader response, interviews and questionnaires" (p.2). Assessment of a translated text's quality should be based on a definable, applicable, and testable model which, in turn, should be based on a comprehensive theory of translation. Current models for translation emphasize one aspect against other aspects. For instance, the grammatical model focuses on the linguistic aspect of translation (Barghout, 1990).The cultural model, on the other hand, highlights the communicative aspect whereas the interpretive model concentrates on the pragmatic aspect of translation. Such artificial compartmentalization is alien to the nature of translation. A good number of sources of errors have been introduced by several innovative theorists up to the present day (e.g., Williams 2005, Waddington 2001, etc.). The summary of the general causes of errors can be given as:

a) *Inter-lingual/transfer errors* attributed to the native language (NL). These are inter-lingual errors when the learners L1 habits lead in interference or preventions from acquiring the pattern and rules of the second language (Corder, 1971).

b) *Interference errors* (or negative transfer) resulting from the negative influence of the mother language on the performance of the target language learner (Lado, 1964).

c) *Intra-lingual/ developmental errors* attributed to the language being learned, inadequate of the native language. According to Selinker (1972) there might be five possible sources of errors while dealing with the assessment of a translated piece of work. These include:

1. Language transfer,
2. Transfer of training,
3. Strategies of second language learning,
4. Strategies of second language communication, and
5. Overgeneralization of the linguistic material.

2.6.1. Grammatical Errors in L2>L1 Translation

Without sufficient amount of Grammar knowledge in a language, it would be hardly possible to make decent translation from one language to another. Interpretation activity during text translation should be taken into consideration such as the rules of grammar of both the language source and the target one. According to Wijaya (2010), one of the three levels of translation competence is textual which is characterized by good grasp of grammatical shifts. Moreover, there have been some studies that analyze grammatical errors in translation. In comprehensive bibliography compiled by Spillner (1991) cited in Al-Jarf (2000) there are 108 studies focusing on translation. Yulianti (2007:12) divides three categories or problem areas in grammatical errors; (1) subject and verb, (2) verb agreement, tense, and form, and (3) 3rd pronoun form, agreement and reference. Meanwhile, King and Stanley (1999) focus on 10- point checklist of problem areas related to English sentence structure: (1) subject and verb, (2) verb agreement, tense, and form, (3) full subordination, (4) verbal, (5) pronoun form, agreement, and reference, (6) word form, (7) word order, (8) parallel structure, (9) unnecessary repetition, and (10) correct usage. As previously been mentioned, this study focuses on the grammatical errors made by the students taking translation course (subject). These students are classified as advanced ones as they are in the seventh semester of their undergraduate studies and have already taken structure subject for three semesters (9 credits). From the study of 30 students given 5 short texts of language source, Bahasa

Indonesia, to be translated into the target language, English, there were six different types of grammatical errors found as in the following: (1) subject missing in the clause, (b) verb missing in a clause, (c) subject and verb missing in a clause, (d) no subordinator or connector in a sentence, (e) incorrect subject-verb agreement, and (f) absence of plural nouns. These will be discussed in turn in the following. Note that this study examined the grammatical aspect of the students' product of translation without looking at other language components such as vocabulary, spelling, punctuation, etc.

2.6.2. Lexical Errors in L2>L1 Translation

Vocabulary is the largest area of linguistic knowledge (Caspi & Lowie 2010: 46). According to Schmitt (2010), "Adult native English speakers with an educated background know around 15, 000 – 20, 000 word families (words with the same base, but belonging to different word classes, e.g. information - informative)" (p. 29). As Ortega (2009) states that a second language (L2) speaker must acquire approximately 3, 000 word families to minimally follow a conversation, and around 9, 000 word families to read novels or newspapers (p.88). Unsurprisingly, lack of vocabulary does not only impede knowledge of the language – Meara (2009) comments that measurements of vocabulary size have been shown to correlate positively with proficiency levels in reading and writing, and in general language proficiency (p.34). Vocabulary knowledge is two-sided – it is not only about how many words you know (vocabulary breadth), but also how well you know them (vocabulary depth). Studies in vocabulary acquisition have shown that learning vocabulary is not an instantaneous process – words are not either known/unknown, and knowledge of words most likely operates on a continuum (see section 3.3.1). For instance, Meara (2009) discovered that changes in response to words (e.g. moving from clang associations to native-speaker-like responses) still take place as much as twelve weeks after initial presentation of taught words (p.27). He also believes that knowing words is a "complex and multi-faceted skill, perhaps best described in behavioral terms as the ability to react to a word in ways which are considered appropriate by the speech community" (p.19). Many lexical researchers have noted that word knowledge works on several levels, from explicit levels (such as form-meaning linkage) to implicit levels (such as when it is appropriate to use a word and around whom). Word knowledge can also be receptive (speaker is only able to recognize a word) and productive (speakers can also produce word). Productive

knowledge typically lags behind receptive knowledge by a few hundred words, and once enough knowledge of a word is acquired, it changes from being passive to active knowledge (p. 30). According to Simensen (1998), due to a) the large number of words that need to be acquired to communicate and b) the many levels and aspects of knowing a word, it has been shown that L2 students think a lack of vocabulary is one of their major problems in their production of English (p.220).

The L2 vocabulary, much like L2 grammar, is often riddled with mysterious mistakes that a native speaker would not make. Finding systems for these errors may explain how and why these mistakes occur. Error analysis researchers hope that by investigating these special L2 word errors, we might gain insight into how L2 speakers acquire words and why they use them in non-native ways. This is called the study of lexical errors, and examines how L2 speakers misuse or misconceive vocabulary. The importance of lexical errors can be highlighted by two findings by Ellis (2008):

1. Researchers have suggested that lexical errors are as much as three times more frequent than grammatical errors in second language learners
2. Research has shown lexical errors cause more problems of interpretation and a higher degree of irritation to the native speaker (p.71).

The problem with locating lexical errors is that researchers cannot agree on what lexical knowledge consists of. If we cannot establish what lexical knowledge is, how can we find systems to judge if someone has misunderstood the knowledge? Erroneously, many believe that since there are "so many words" in a language, it is impossible to say why picking a certain one will be wrong. Studies of lexical knowledge and errors can tell us that although there are (potentially) an infinite number of words and word combinations a speaker has at her/his disposal, the type of information connected to a word is finite (for instance, spelling, pronunciation, meaning, collocation and frequency), and therefore incorrect use of this information is also finite (an error of spelling, pronunciation, meaning, etc.).

2.7. Taxonomies

In the literature, the L2 errors are mostly compared to the errors committed by the children who learn the L2 as their first language as well as some phrases/sentences

equivalent to the learner's mother's tongue. The result for the comparisons made in the literature is two main classifications for errors: developmental errors and inter-lingual errors (Littlewood, 1984). The other two classes are taken from the above mentioned taxonomies which include: ambiguous errors further classified as developmental or inter-lingual errors. The error taxonomies adopted in this research have been presented by Liao (2010). Liao categorized the errors of rendering into three genres, namely rendition, language and miscellaneous.

Error classification has always been a difficult task for researchers conducting studies on error analysis. Some errors are difficult to detect; in that, others are located within the sentence or meaningful chunks as well as longer units of texts containing such problematic issues (James, 1998). There are various relevant taxonomies utilized by different researchers. In order to determine which taxonomy to use in the current study, a number of taxonomies were studied.

In the following table, the titles of the categories in Elliot (2004), Vilar (2006), and Bojar's (2011) taxonomies are given in comparison with the Corder's taxonomy (1967).

Table 2.7.1.

Other Taxonomies

Corder (1967)	**Elliot (2004)**	**Vilar (2006)**	**Bojar (2011)**
Omission	Omitted	Missing Words	Missing Words
Addition	Unnecessary	---	---
Substitution	Inappropriate	Incorrect / Unknown Words	Incorrect Words
Permutation	---	Word Order	Word Order
No Trans.	Untranslated	---	---
	Incorrect	Punctuation Errors	Bad Punctuation

The current research is based on Corder's Taxonomy of Errors (1967) as both punctuation and spelling errors are not included in the analysis of the data obtained from students' translations.

2.7.1. American Translation Association (ATA)

The major error taxonomies proposed by the American Translation Association (ATA) (2009) has a list containing the 22 types of errors which is employed as a means of error identification and professional translation evaluation. The list includes the following errors:

1. Incomplete passage,
2. Illegible handwriting,
3. Misunderstanding of the original text,
4. Mistranslation into target language,
5. Addition or omission,
6. Terminology, word choice,
7. Register,
8. Too freely translated,
9. Too literal, word-for-word translation,
10. False cognate,
11. Indecision in word choice,
12. Inconsistent,
13. Ambiguity,
14. Grammar,
15. Syntax,
16. Punctuation,
17. Spelling,
18. Accents and other diacritical marks,
19. Case (uppercase/lower case),
20. Word form,
21. Usage and
22. Style and From (p. 17).

This universally accepted scale in translation is extremely beneficial and handy in terms of classification and identification as well as the assessment of translational errors committed by translators.

2.8. Error Analysis

In contrast to negative sides of Contrastive Analysis, Error Analysis (EA) appeared in 1960s show that the errors committed by L2 learners stem from their mother tongue but some other elements. According to this view, elements like communicative strategies and the quality of second language instruction cause L2 errors (Hashim, 1992). Richards and Schmidt (2002) identified sources of errors as overgeneralization, simplification, developmental, communication-based, L1-induced, avoidance and overproduction. EA is based on the fact that learners' errors provide us with an understanding of the underlying process of second language acquisition (Erdogan, 2005). According to Corder (1975), EA is reserved for the study of erroneous utterances produced by groups of learners of a language. Keshavars (1997) suggests that there are two branches of error analysis; theoretical and applied.

Lado, who was the founder of contrastive analysis stated that L2 acquisition refers to two tenets; in other words, positive and negative linguistic transfer. Therefore, according to his point of view, elements that resemble to an individual's language (positive transfer), whereas the elements that are different are regarded as difficult (1957:2), which cause interferences as a source of errors (negative transfer). All in all based on the same theory, while some scholars favor that similarities between languages are in favor of positive transfer, dissimilarities classify a negative transfer. There are a good number of studies conducted on error analysis in translation classes, such as the study conducted by Preseda and Badea (2014), in which they investigated the effectiveness of error analysis in translation classes. In addition they tried to demonstrate and identify the degree to which students master the target language in terms of linguistic performance.

As supported by several scholars and teachers, error analysis (EA) is likely to be a very effective tool in order to improve students' English language skills. Since both teaching and learning process concentrate on the improvement of students' translation abilities, it is one of the aims of the current study is to demonstrate how error analysis method in approaching in translation classes can work. According to Kim (2013), there are several ways of translation assessment, which are mostly utilized in European, Canadian and Australian academic institutions, have shown that they are both valid and reliable.

However, in Turkey studies related to Turkish learners of English from the perspective of error analysis are very few. Therefore there are valuable contributions of a number of researchers to error analysis such as Erdoğan (2005), Fahrettin (2008), Şanal (2008), Kırkgöz (2010), Subaşı (2010), Kurdoğlu(2010), Bulut (2011), Erkaya (2012), Kesmez (2015) and Atmaca (2016).

2.9. Corder's Taxonomy

In the current literature, for the analysis of students' translation errors, Corder's taxonomy of errors (1967) was taken into consideration, i.e omission, addition, substitution and permutation. The taxonomy created by Corder is as follows:

1. Errors of Omission

1.1. Omission of the definite article "the"

* He has increased his awareness of - world.

1.2**.** Omission of the indefinite article "a/an"

* John's father is now running - factory in New York.

1.3. Omission of preposition

* The little boy usually walks – home to school.

1.4. Omission of plural "s"

*They have come by a couple of small horse -.

1.5. Omission of the third singular person "s"

*John respect – the old man as a father.

1.6. Omission of possessive ",s "

*The soldier – parents saw their son on TV.

1.7. Omission of possessive pronoun

* He was playing with – elder brother.

1.8. Omission of copula

* Some kinds of goods – very cheap in my country.

1.9. Omission of auxiliary verb

* The government – continued its struggle against inflation since 1999.

2. Errors of Addition

2.1. Addition of the definite article "the"

* The most of the families go to the parks on Fridays.

2.2. Addition of indefinite article "a l an"

*The soldier’s parents saw their son on a TV.

2.3. Addition of preposition

* We visited from Mashhad two years ago.

2.4. Addition of plural "s"

* In Iran participations of womans in social activities are remarkable.

3. Errors of Substitution

3.1. Wrong selection of words

* She had made many wrongs in spelling.

3.2. Wrong selection of parts of speech

* His parents spoke to him with a loudness voice.

3.3. Wrong selection of tenses

* Most of the families are going to the parks on Fridays.

3.4. Wrong selection of preposition

* The little boy usually walks from home until school.

4. Errors of Permutation

4.1. Wrong order of elements

* They about the war a bad news received (p.161 – 169).

In the current study, the main tool in terms of analyzing students’ translational errors will be based upon Corder’s taxonomy of errors so that a universally accepted methodology will be utilized to achieve a more reliable result.

CHAPTER III

METHODOLOGY

3.1. Introduction

The purpose of this study is to both identify and classify the errors and the causes of errors of translation committed by ELT students at a university in Turkey. The four objectives of this chapter are to **(1)** describe the research methodology of this study, **(2)** explain a sample selection, **(3)** describe the procedure used in designing the instrument and collecting data, **(4)** provide an explanation of statistical procedures used to analyze the data. At the beginning of the current study, it was a dilemma whether to deal with the similarities between the source language and target language or to the errors committed by the ELT students who are believed to have considerable knowledge on both languages. Yet, focusing on the errors would give more information about the general style of the students and the lacks of the current program, if any, being applied in universities in Turkey. Therefore the study can shed light on syllabus designers and help them design a new syllabus to cover the lacks that will be mentioned throughout the study.

3.2 Research Design

The scheme below shows how the current study is designed.

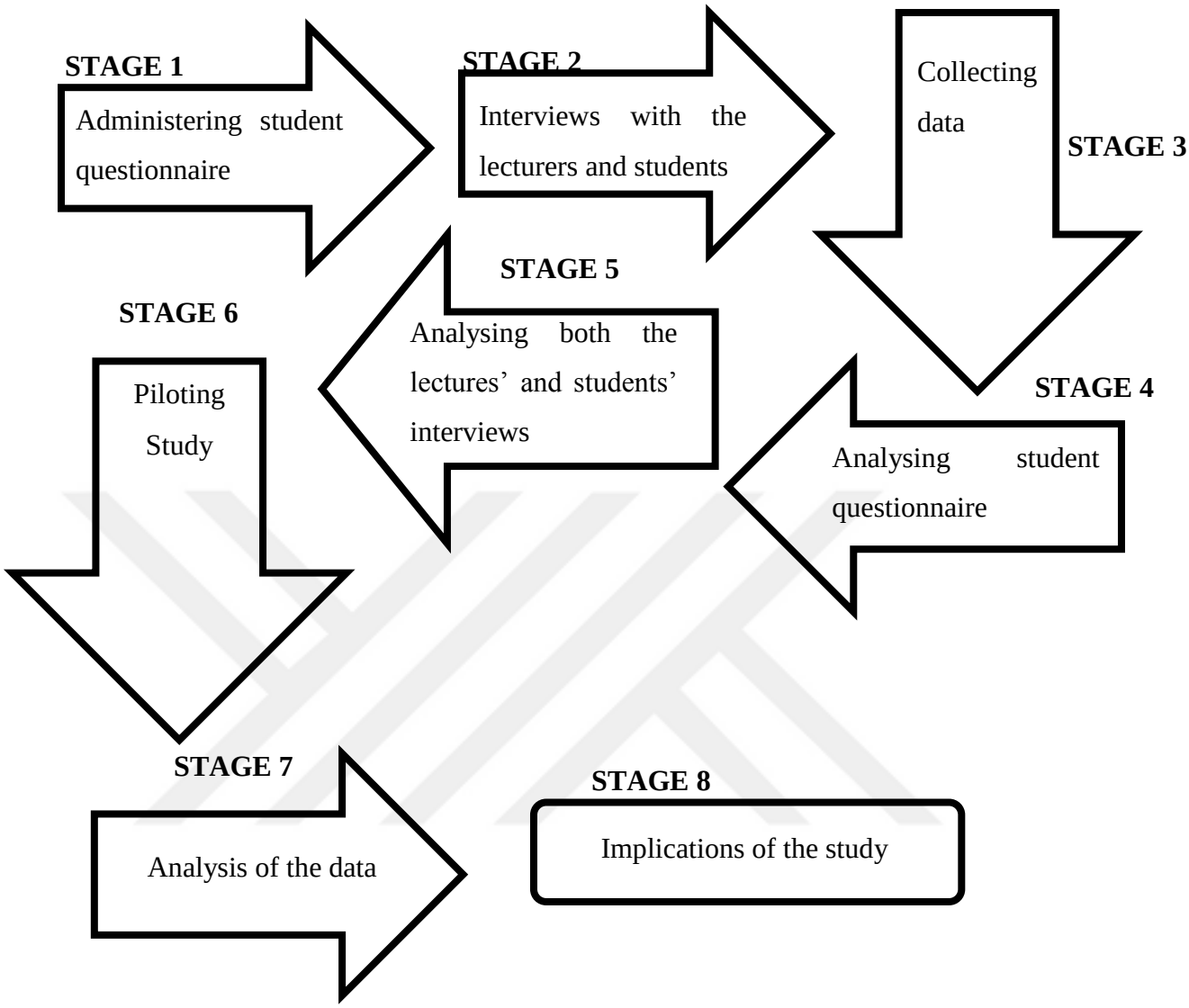


Figure 3.2.1. Diagram of the Study Scheme

3.3 Research Context

Although it may be thought that quantitative research is 'better' than qualitative research, neither is better than the other – they are just different and both have their strengths and weaknesses. Furthermore, a combination of these two methods allows a triangulation of methods (Taylor and Bogdan, 1998). Therefore, in order to gain insight into the research issues clearly defined in the first chapter, qualitative and quantitative research designs were adopted for this study which determined the elicitation techniques to be used to gather the data.

Thus, depending on the design of the research; both qualitative and quantitative methods for data collection were used. Firstly quantitative data was collected from the participants of the study via questionnaires designed by the researcher. Later on, in order to gain a deeper insight into the situation which the quantitative data put forward, qualitative data was collected with the help of interviews and document analysis. In order to analyze the data obtained, both quantitative and qualitative methods were used.

3.4 .Participants of the Study

234 second grade students, aged between 19-22 all of whose mother tongue is Turkish, taking English –Turkish translation course participated in the study. None of the students is bilingual and none has ever lived in any English speaking country before. The English language knowledge of the participants is believed to be at the same level as they all had to attend an exam called LYS- 5 and placed into the same university in according to their exam results. The gender of the participants is not critical in the current study.

3.5. Data Analysis Tools

In the current study, the researcher utilized a number of analyzing tools so that more reliable and consistent results could be achieved. As was discussed in review of literature (see chapter 2), there are various tools used to analyze data relevant to the content and context of the current study. Therefore, both questionnaires and interviews were performed with the help of both the instructors and students. In addition, a questionnaire was designed to gather necessary information about students' present levels, understanding, awareness and so on. The details of the questionnaire and other tools will be discussed later. Moreover, the data collection procedure will also be discussed, accordingly.

3.5.1. Questionnaires

One of the major issues that led the process is the student questionnaire. The questionnaire consists of 15 questions d written in the students' mother tongue to avoid any misunderstandings. The questions in the questionnaire were adapted from a PhD thesis which was written by Biçer (2002), on Teaching Translation at ELT Departments.

The researcher constructed a questionnaire consisting of 15 items consisting of different types of questions. The types of the questions in the questionnaire vary in order to evaluate both the students' thoughts and opinions regarding translation along with the course that they take as well as the level of their awareness of the errors they commit.

There are open ended questions which require a full answer using the participants' own knowledge or feelings providing with qualitative information in the questionnaire (Q1, Q2, Q9, Q11, Q15). Another type of question is filter or contingency question which is answered only if the respondent gives a particular response to the previous question, which avoids asking questions to participants that do not apply to them (Q2a, Q5a, Q6a). Besides, there are nominal questions which try to understand how participants begin translating a given text and how participants would assess themselves regarding the translation courses from English into Turkish they have attended throughout their education (Q4, Q10).There are four dichotomous questions with only two possible answers that gives information as to; whether the participants can translate a text without difficulty in L2>L1 translation courses, whether they have been given previous background on translation techniques, strategies and methods, whether L2>L1 translation course has any contribution to the participants and finally whether the participants think that the Grammar lesson they have taken in their fresh year helps them with their L2>L1 translation courses (Q3,Q5, Q6, Q12). Question 6a can be considered as a combination of both Guttman scale and contingency question as the instruction says mark the points in which the translation courses from English into Turkish has contributed if your answer is yes to the question number 6. Yet, the sub-items are designed with the purpose of Guttman scaling establishing a one-dimensional continuum for a concept the researcher wishes to measure. The questions 13 and 14 are also designed according to Guttman scale. Moreover, a semantic differential type of a rating scale is used to elicit students' attitude towards the problems they have ever encountered while translating from English into Turkish (Q8). The result of the questionnaire was given in the findings part (see chapter 4). The answers of the students to the questionnaire were analyzed through SPSS 20 and will be discussed later in the findings part.

3.5.2. Interviews

During the study, both a descriptive and qualitative research methodology was used. Before deciding on the research questions of the study, an interview with both the lecturers and students was implemented in order to determine the difficulties they have faced in translation courses. These interviews were used to understand the lecturers' expectations from an ELT student who has taken L2> L1 translation course and students' expectations regarding the translation courses.

As for the interview, the researcher could reach five lecturers to join her interview. There was only one question used as to what kind of difficulties they have encountered during the delivery of the translation courses.

Again, 20 randomly selected participants were included in the interviews with students and only one question was used as to what kind of difficulties they have encountered during the translation courses. The details of the interviews will be discussed later in the study.

3.6. Data Collection Procedures

There are six stages applied in order to collect the relevant data. In the first stage, a questionnaire for students was adapted to implement. In the second stage, interviews with the lecturers and students were followed by the collection of exam papers to analyze in line with Corder's taxonomy. After that, the data collected was analyzed by means of SPSS 20. The data were obtained through the mid-term and final papers of the second grade ELT students. A number of variations for each sentence were generated by the lecturers before identifying the errors. The errors were identified and classified through the AntConc tool (Anthony, 2016) The students were allowed to use any kind of dictionary as well. Finally, in order to validate and enlighten for the further chapter of the study, a piloting study was applied.

3.7. Software

The researcher selected a software program for the relevant purpose of the study to utilize during the analysis of the corpus data, which is AntConc (Anthony, 2016), and it can be downloaded from Laurence Anthony's homepage (www.laurenceanthony.net). The tool is capable of analyzing the corpora with through concordancing tool as well as N-Gram, which can enable the researcher to detect the possible errors conducted by the

participants of the study in the electronic environment. Accordingly, corpus analysis for the current study was conducted through the AntConc tool (Anthony, 2016).

AntConc (Anthony, 2016) is a program used for the analysis of corpus data since the Collocates tool is the most useful tool to conduct the research. Such a function can establish the range and frequency that tokens collocate to several positions ie. left and right of the search term. This allows the user to detect multi-word units within the corpus.

3.8. Data Analysis

The study was aimed to involve both descriptive and qualitative methods. Thus, student translations were examined and detected by means of AntConc (2016).

AntConc (2016) is a tool which analyzes the texts in the corpus automatically and presents the results on screen. It can only be used online. In this study, during the identification and classification of the errors committed by the students according to Corder' taxonomy, the concordance was used to search the corpus for every instance of a word or phrase suggested by the lecturers and used as base translation. Here is an example of how the researcher used AntConc(2016) throughout the study.

In terms of the error type *"wrong selection of tenses"* S[ste], the verb phrases suggested by the lecturers were taken into consideration and compared to the ones in student translations. According to the base translations made by the lecturers the verb phrase of the sentences in text A is as follows:

Table 3.8.1

Verb Phrases Suggested By The Lecturers

Sentence No	**Verb phrases suggested by the lecturers**
Title	..... cezası aldı.
1st sentence	.....mahkum edildi.
2nd sentence	..... öldürdü.
3rd sentence	..... suçlu bulundu.
4th sentence	..... verildi.
5th sentence	.... zorunda kalacak.
6th sentence	..... söyledi.
7th sentence	..... durdurdu.
8th sentence	.....öğrendi.
9th sentence	..... kadınlardı.
10th sentence	.....görülmüş olabilir.

As for the analysis of the given error type above, the corpus collected from the student translations was converted into .txt file. The AntConc (2016) tool allows the researcher to download the file(s) only in .txt format. In order to analyze the data, the researcher wrote the verb phrases one by one and noted the concordance hits. See the figures below:

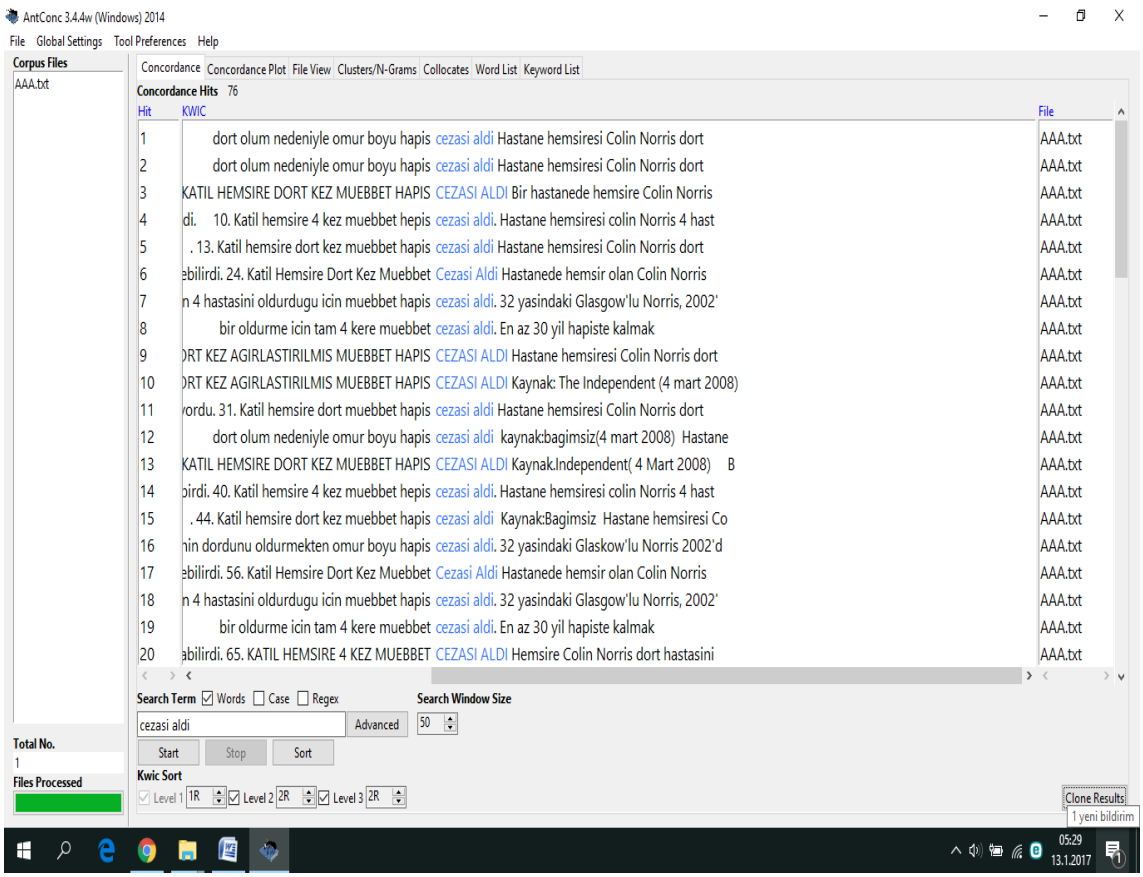


Figure 3.8.1. Screenshot 1 AntConc (2016)

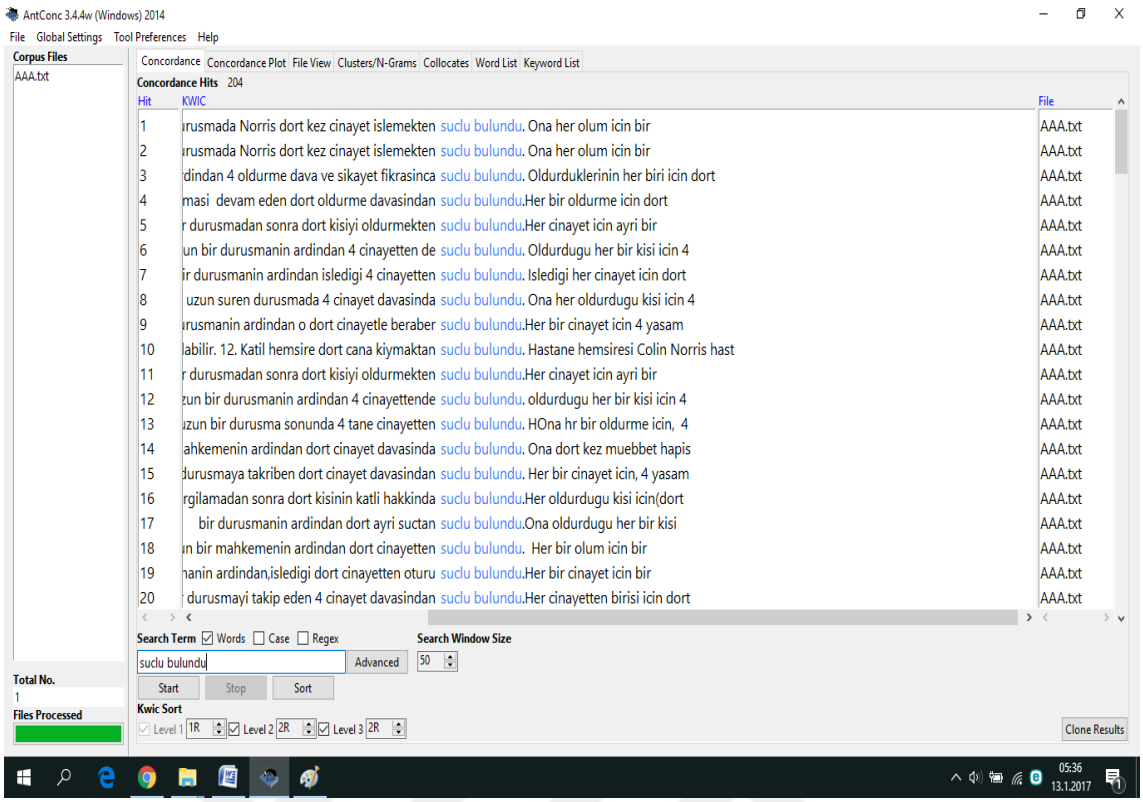


Figure 3.8.2. Screenshot 2 Ant Conc (2016)

Then, the number of concordance hits was subtracted from the total number of participants which was 234. At the end of the process, the researcher reached the total number of errors committed by the students. After both the determination and analysis of errors based on Corder's taxonomy, the results were given according to their frequencies which helped us to see the results from the most pre-dominant ones to the least. (see chapter 4).

The results of SPSS 20 were also given in both tables and charts and the comments based on the results were written meticulously. It is hoped that the study can have positive effects on students' success in L2>L1 translation courses.

3.9. The Validity and Reliability of Data Collection Tools

In the current literature, there is a common way to use in order to strengthen the tools utilized. Therefore, the researcher decided to implement a piloting study to see possible conditions which may be encountered in the analysis and discussion processes.

3.10. Piloting Study

Pilot studies are an indispensible component of a good study design. The term 'pilot studies' so called ‘feasibility' studies are mini versions of a full-scale study which can increase the likelihood of the success of the study conducted. A pilot study can be 'trying out' of a particular research instrument (Baker 1994: 182-3). However, a pilot study does not always mean that the study will be a success.

The reasons for conducting a pilot study in the current research are as follows;

- Developing and testing adequacy of research instruments
- Assessing the feasibility of a (full-scale) study/survey
- Designing a research protocol
- Assessing whether the research protocol is realistic and workable
- Establishing whether the sampling frame and technique are effective
- Assessing the likely success of proposed recruitment approaches
- Identifying logistical problems which might occur using proposed methods
- Estimating variability in outcomes to help determining sample size
- Collecting preliminary data
- Assessing the proposed data analysis techniques to uncover potential problems
- Developing a research question and research plan
- Training a researcher in as many elements of the research process as possible

3.10.1. Participants

10 out of 234 second grade students studying at the department of English Language Teaching at a university in Turkey were selected randomly.

3.10.2. Data Analysis

Each student’s one exam paper was included in the data which were later analysed through AntConc (2016) for statistical analysis of the compiled mini corpus. The data consisted of one single text including five sentences. Before analyzing students’ translations, the text was translated by five lecturers at the department of

School of Foreign Languages in order to compare students' translated sentences with those made by the lecturers as a base translation.

3.10.3. Findings

It is apparent that to classify and describe translational errors, a rating from two parallel viewpoints will be adequate: one level of analysis (Lexis) is constituted by the given in L2 and related choice in L1, whereas a second level (Grammar) covers acceptability in L1 independent of the meaning in L2:

(1a) L2 Hospital nurse Colin Norris *was imprisoned* for life today…

(1b) L1 Hastanede hemşire olarak çalışan Colin Norris... ***idama*** mahkum edildi.

Instead of what is supposed to be, (1b) has a wrong selection of words.

***

(2a) L2 He *will have to* serve …

(2b) L1… ceza çekmek ***zorundaydı***.

Moreover, Instead of what is supposed to be, (1b) is grammatically incorrect.

(2c) L1… ***zorunda kalacak.***

***

In some cases there is a confusion of meaning (a lexical error) in students' translations:

(3a) L2… that *the motive for* the killings..

(3b) L1… öldürmek ***için motive eden*** şeyin..

Besides error count, every mistake register may be classified according to a 'level of error', a 'type of error', and then categorized into groups of errors. Following the traditional levels of linguistic description as in Steinbach (1981), we can establish levels of error by means of the following criteria.

Table 3.10.3.1

Levels of Error

GRAMMAR	A general term comprising the levels of morphology and syntax.
MORPHOLOGY	Non-acceptable word formation within the given L1 sentence pattern.
SYNTAX	Non-acceptable sentence formation within the given L1 formation.
LEXIS	Non-acceptable expression of L2 meaning in L1.

A classification by types of error might incorporate the system suggested by Corder (1972), employing the following criteria.

Table 3.10.3.2

Types of Error

ADDITION	Attachment of an unnecessary linguistic element.
OMISSION	Elision of a necessary linguistic element.
SUBSTITUION	Choice of unacceptable linguistic element.
PERMUTATION	Non-acceptable order of acceptable linguistic element.

The allocation of one and the same mistake to two different registers (level and type of error) permits the construction of a classification matrix. (Corder, 1972) that by means of cross-checking also ensures a correct registration of data in terms of quantity. For practical reasons for notation, symbols should be used that facilitate the categorization of errors and the subsequent data processing.

Table 3.10.3.3

Classification Matrix (adapted from Steinbach)

Type of Error	**ADDITION**	**OMISSION**	**SUBSTITION**	**PERMUTATION**
GRAMMAR	G+	G-	GS	GP
MORPHOLOGY	M+	M-	MS	MP
SYNTAX	S+	S-	SS	SP
LEXIS	L+	L-	LS	LP

Table 3.10.3.4

Notation symbols (adapted from Steinbach)

Symbol	Level of Error	Type of Error	Example
G+	**GRAMMAR**	**ADDITION**	..***büyük*** bir yük..
G-		**OMISSION**	..dört ***kez*** müebbet hapis..
GS		**SUBSTITUTION**	..zorunda kal***dı***.
GP		**PERMUTATION**	***Sadece*** diğer hastane…
M+	**MORPHOLOGY**	**ADDITION**	..personelinin fark ***etmesi***..
M-		**OMISSION**	..çalışanları için bir yük ***olarak*** sayılabilirdi.
MS		**SUBSTITUTION**	..**idama** mahkum edildi.
MP		**PERMUTATION**	… ömür boyu hapse çap***rı***ltıldı…
S+	**SYNTAX**	**ADDITION**	**no found**
S-		**OMISSION**	**no found**
SS		**SUBSTITUTION**	Glasgow'***dan..***
SP		**PERMUTATION**	***..dört hastasını..***
L+	**LEXIS**	**ADDITION**	***..ölüm nedeniyle..***
L-		**OMISSION**	Onu ve cinayetleri ***sadece*** diğer hastane..
LS		**SUBSTITUTION**	***..motive eden şeyin..***
LP		**PERMUTATION**	..***yaşlı*** ve kalp problemi olan zayıf .

Corder (1972:40) suggests that errors classifications regarding "levels" and "types" must simply be considered as superficial. It is said that a sufficiently deep and systematic classification should incorporate the "system of identification and specification", i.e. tense, number aspects etc. Within the framework of the description system introduced here ***groups of errors*** following the criteria just mentioned.

Table 3.10.3.5

Quantitative Analysis of Errors Committed by the Students

Types of Errors	**n**	**%**
1. Errors of Omission		
omission of preposition	-	-
omission of plural '-s'	-	-
omission of possessive '-s'	-	-
omission of possessive pronoun	-	
omission of copula	-	-
omission of auxiliary verb	-	
omission of adverb	11	8.02
omission of noun	4	2.99
omission of adjective	1	0.72
TOTAL	**16**	**11.73**
2. Errors of Addition		
addition of preposition	-	-
addition of plural '-s''lar-ler'	2	2.81
addition of noun	9	6.56
addition of subject pronoun	1	0.72
addition of object pronoun	1	0.72
addition of conjunction	1	0.72
addition of adverb	2	2.81
addition of adjective	1	0.72
TOTAL	**17**	**15.06**
3.Errors of Substitution		
wrong selection of words	62	43.25
wrong selection of parts of speech	3	2.18
wrong selection of tenses	19	11.86
wrong selection of prepositions	9	6.56
wrong selection of adjective complement	8	5.83
TOTAL	**101**	**69.68**
4. Errors of Permutation		
wrong order of elements	1	0.72
no translation	2	2.81
TOTAL	**3**	**3.53**
	137	**100**

In order to illustrate the types of errors committed by the students, the table above gives the information in details. Besides, the frequency and the percentage of the errors committed in mid-term and final papers are also shown. The types of errors are adapted from Corder's taxonomy.

When it comes to the distribution of errors committed by the students, it is evident from Table 3.9.3.1.5 that the most frequently committed error is *'wrong selection of words'* (n=62, 43.25%). Another error committed by the students is *'wrong selection of tenses'* (n=19, 11.86%). Next comes *'omission of adverb'* (n=11, 8,02 %). Another error is *'wrong selection of prepositions'* with 9 (6.56%). Next comes *'unnecessary addition of noun'* (n=9, 6.56 %). Another error is *'wrong selection of adjective complement'* with 8, (5.83%). Another one is *'omission of noun'* (n=4, 2.99%). Another error committed by the students is *'wrong selection of parts of speech'* with 3 (2.18%). Next comes *'unnecessary addition of plural –s*' (n=2, 2.81%); which is equal to both number and percentage of unnecessary addition of adverb The number of *'no translation'* is 2 (2.81%) The numbers of least common errors committed by the students are *'omission of adjective', 'addition of subject pronoun', 'addition of object pronoun', 'addition of conjunction', 'addition of adjective'* and *'wrong order of elements'* with the number of 1 (0.72%).

With the limited data obtained from the data analysis above, it is hardly possible to make generalizations. Yet, the following points should be discussed.

First of all, in order to have a deeper understanding of contrastive process that Turkish students are exposed to during the process of transferring prepositions in English into those equivalents in Turkish, English cases and their Turkish forms should be taken into consideration.

Table 3.10.3.6

Turkish and English Cases

Cases	**Turkish**	**English**
Genitive	(n)ın / (n)in / (n)un /(n)ün	duvar-ın / of the wall
Accusative	(y)ı / (y)i / (y)u / (y)ü	duvar - ı/ the wall (as an object)
Dative	(y)a / (y)e	duvar- a / to the wall
Locative	de /da	duvar-da / on the wall /in the room / at the station
Ablative	den / dan	duvar-dan / from the wall
Instrumental	(y)la / (y)le /ile	duvar-la /ile / with the wall

It is generally believed that the errors learners commit are significant elements in the feedback system of the teaching-learning process. That is why, it is necessary that the errors should be detected and described in line with a linguistic aspect.

3.10.4. Types of errors

When it comes to the usage of prepositions, there are types of relevant errors can be divided into; intra-lingual and inter-lingual.

As for the intra-lingual errors are committed by several learners no matter what their native languages are, such errors, therefore, can also be called "*universal errors*". To illustrate, a number of learners experience a stage in which they go through a process of acquiring English when they use "present tense" rather than "past tense". Besides, as an example articles "a" and "the" or plural "–s" are omitted despite their necessities. Likewise, the use of "eated" instead of "ate" is a universal error (Ellis, 1997).

When it comes to inter-lingual errors, such errors are the effects of learners' L1 on L2. It is clear that errors occur due to a cause-effect relationship among the various structures of one single language, L2, rather than an outside effect, such as L1. To put in other words, it is not the learners' knowledge of L1 rules that causes inter-lingual errors.

According to Tarone (1983), L2 acquisition is a creative process and the same process learners experience as they go through while learning their L1. The difference is that L2 learners are inevitably influenced by the language they already speak. Those errors are called "negative transfer errors". Lott (1983) defines these negative transfer errors as errors which learners make in L2, but whose reasons can be found in the structures of their L1. For example, in the Turkish language there are some prepositions such as "ile", whereas in some cases of translating expressions like "Will you marry me?" into Turkish, it is necessary to add the English equivalent of the preposition "with" into Turkish form; although it does not exist in the English form. As for preposition errors, it is evident that if a learner uses a wrong preposition depending on the rules of his/her mother tongue, this is considered as an inter-lingual error.

Whether intra-lingual or inter-lingual, errors are classified into four different forms by Corder (1972) as addition, omission, substitution, and permutation errors.

- Addition errors occur when an extra element is added.

"Does can she dance?" ("Does" or "can" is unnecessary)

- Omission errors take place when a necessary element is not used.

"I like listening to music. (An article is missing before "music")

- Substitution errors occur when a wrong word is used instead of the correct word.

"I lost my street." ("Street" is used while "way" is needed)

- Permutation errors take place when the elements are not in the correct order.

"I to the theatre went." (The verb "went" comes after the subject)

3.10.5. Discussion of the Pilot Study

According to Baker (Baker, 1992, pp. 20-21), errors in translation mostly result from the non-equivalence between the source and target languages. Despite this, good translators with encyclopaedic knowledge and linguistic knowledge of both the source and target languages know how to deal with them; therefore, errors can indicate the quality of a translation; moreover, they can reveal what is going on in the translator's thinking process (Seguinot, 1990, p 68).

As it is stated by several scholars, by investigating the translator's mind, it is likely to put forward an explanatory reason for the origin of an error which will highlight the problems in translation thus enabling the researcher to help in finding new ways of improving the quality of translation.

It is evident that during the process of foreign language learning, there may be some permutation mistakes due to the students' lack of information.

According to Ellis (1997:33), students have temporary structural knowledge. Students constantly change the structural rules through inventing new rules, adding or omitting or permutating the whole sentence. Throughout this process, it is inevitable to make errors when new rules are invented, students add or omit, or rebuild a sentence.

It is likely to investigate the common errors committed by the students in terms of the contributions to the language learning process (Dede,1983:129).

In the lights of the knowledge regarding types of errors given so far, it is time to discuss the errors committed by the students.

As for the error of permutation, there is only one which is the wrong order of elements. As it can clearly be seen from the student's example below that the student may not be aware of the syntactic order of L1 and thus placing in the wrong part of the sentence.

(T1) L2 ***Only*** the awareness of the other hospital staff put a stop to him and to the killings.

(S1) L1 ***Sadece*** bu durumun farkında olan diğer hastane personelleri onu ve cinayetleri durdurabilirdi.

Instead of what is supposed to be, (S1) has an error of permutation.

(BT) L1 Onu ve cinayetleri ***sadece*** diğer hastane çalışanlarının bilinci durdurdu.

According to Carki, K.; Geutner, P.; Schultz, T., (2000), the Turkish language belongs to the Turkic family, all of which are close to each other regarding linguistic structure. Typological similarities are vowel harmony, verb-final word order and agglutinative morphology. This latter property causes a very fast vocabulary growth resulting in a large number of out-of-vocabulary words.

As for the errors regarding unnecessary omissions; unnecessary omission of prepositions, omission of plural – s, omission of possessive pronoun, omission of copula, and omission of auxiliary verb, were not committed by the participants included in the piloting study. The reason why they did not commit such errors is that six of them as discussed previously are not available in the Turkish language. Banguoğlu (1958) and in the new version of his book 'Türkçenin Grameri' (1974), he gives an extensive explanation regarding the features of the Turkish language as follows:

A pro-drop language (from "pronoun-dropping") is a language in which certain classes of pronouns may be omitted when they are in some sense pragmatically inferable (the precise conditions vary from language to language, and can be quite intricate).

Gel-diğ-i-ni gördüm.
Coming see+IMP+1SG.
I saw you/him/her/it come.

The subject "I" above is easily inferable as the verb gör-mek is declined in the first person simple past tense form. The object pronoun is supposed to be deduced from the context; where context is not clear enough, it should be supplied. For example, if one wants to make it sure that it was the person spoken to who was seen, one would say:

Senin geldiğini gördüm.
I saw you come.

As for Turkish copulas, which are called as ‘ek-eylem / ek-fiil’ both of which literally mean "suffix-verb", are one of the most distinct features of the Turkish grammar. Since Turkish is a highly agglutinative language, copulas are rendered as suffixes, albeit with a few exceptions.

Zero copula is the rule for third person which means two nouns, or a noun and an adjective can be juxtaposed to make a sentence without using any copula. Third person plural might be indicated with the use of plural suffix "-lar/-ler".

- Abbas yolcu — Abbas [is a] traveller.
- Deniz mavi — Sea [is] blue.
- Kapılar ve camlar açık — Doors and Windows [are] open.
- Asansör bozuk — Lift [is] broken.
- İşçiler üzgün — Workers [are] sad.

When it comes to ‘To be’ (-olmak vs. -imek), as regular/auxiliary verb (olmak) and "to be" as copula (imek) contrasts, auxiliary verb imek ("i-" is the root) shows its existence only through suffixes to predicates that can be nouns, adjectives or arguably conjugated verb stems, arguably being the only irregular verb in Turkish.

The missing forms of i- are supplied by ol-: the infinitive olmak is an example, since there is no infinitive *-imek. An infinitive -ermek appeared in ancient texts; its stem er- became the current i-.

The word "-idir", a variation of "-imek" indicates alethic modality, so is used for emphasis, or to prevent ambiguity. "İdir" is an enclitic word, and exhibits vowel harmony when used as a suffix. Therefore "Ali asker idir" turns into "Ali askerdir". In examples, emphasised word is written italic:

- Abbas yolcudur — Abbas [is] *traveller*.
- Deniz mavidir — Sea [is] *blue*
- Kapılar ve camlar açıktır — Doors and windows [are] *open*
- Asansör bozuktur — Lift [is] *broken*
- İşçiler üzgün — Workers [are] *sad*

When it comes to negation, which is indicated by the negative copula *değil*, it is never used as a suffix, but it takes suffixes according to context.

- Abbas yolcu değil — Abbas [is] not traveller.
- Kapılar ve camlar açık değildir — Doors and windows [are] not open
- Öğretmen değilim — I [am] not [a/the] teacher
- Mutlu değilmişiz — [Apparently] we [were] not happy.

As for the personal copulas, a complete sentence is formed by the addition of a suffix to a noun or adjective as an instance of non-verbal person agreement, with the conugal verb "-imek" is only implied. These suffixes are, in origin, personal pronouns and indicate grammatical person.

Sentence	Explanation	Translation
Öğretmen-i-m	teacher-copula-[1st person singular]	[I am a/the] teacher
Öğretmen-si-n	teacher-copula-[2nd person singular]	[You (singular) are a/the] teacher
Öğretmen	teacher	[He/she/it/they is/are a/the] teacher
Öğretmen-i-z	teacher-copula-[1st person plural]	[We are a/the] teacher[s]
Öğretmen-si-niz	teacher-copula-[2nd person plural]	[You (plural/formal) are a/the] teacher[s]

As for past copulas, alethic past tense is indiacted with "-idi", another variation of "-imek". It is enclitic and exhibits vowel harmony like "-idir".

Sentence	Explanation	Translation
Öğretmen-d-i-m	teacher-copula-[1st person singular]	[I was a/the] teacher [as I know]
Öğretmen-di-n	teacher-copula-[2nd person singular]	[You (singular) were a/the] teacher [as I know]
Öğretmen-di	teacher-copula	[He/she/it was a/the] teacher [as I know]
Öğretmen-di-k	teacher-copula-[1st person plural]	[We were a/the] teacher[s] [as I know]
Öğretmen-di-niz	teacher-copula-[2nd person plural]	[You (plural/formal) were a/the] teacher[s] [as I know]
Öğretmen-di-ler	teacher-copula-[plural suffix]	[they were a/the] teacher [as I know]

When it comes to the inferential past tense is indiacted with "-imiş". It is enclitic and exhibits vowel harmony like "-idir".

Sentence	Explanation	Translation
Öğretmen-miş-i-m	teacher-[inferential past]-copula-[1st person singular]	[I was a/the] teacher [as long as I've heard]
Öğretmen-miş-si-n	teacher-[inferential past]-copula-[2nd person singular]	[You (singular) were a/the] teacher [as long as I've heard]
Öğretmen-miş	teacher-[inferential past]	[He/she/it was a/the] teacher [as long as I've heard]
Öğretmen-miş-i-z	you teacher-[inferential past]--copula-[1st person plural]	[We were a/the] teacher[s] [as long as I've heard]
Öğretmen-miş-si-niz	teacher-[inferential past]-copula-[2nd person plural]	[You (plural/formal) were a/the] teacher[s] [as long as I've heard]
Öğretmen-ler-miş	teacher-[plural suffix]-[inferential past]	[they were a/the] teacher[s] [as long as I've heard]

Regarding the conditional copulas, conditional (hypothetical) mood is indicated with "-ise". It is enclitic and exhibits vowel harmony like "-idir".

Sentence	Explanation	Translation
Öğretmen-se-m	teacher-copula-[1st person singular]	[If I am a/the] teacher
Öğretmen-se-n	teacher-copula-[2nd person singular]	[If you (singular) are a/the] teacher
Öğretmen-se	teacher-copula	[If he/she/it/they is/are a/the] teacher
Öğretmen-se-k	teacher-copula-[1st person plural]	[If we are a/the] teacher[s]
Öğretmen-se-niz	teacher-copula-[2nd person plural]	[If you (plural/formal) are a/the] teacher[s]
Öğretmen-se-ler	teacher-copula-[plural suffix]	[If they are a/the] teacher

Majority of the errors can be identified in terms of violation of constraints on the target-language translation of a given source-language expression. The central problem posed by this task, then, is how to distinguish erroneous, accidental, omissions such as might arise from inattention or faulty manipulation of word-processor controls from acceptable manifestations of translator's license. In line with the determination of the characteristics of the Turkish language as discussed above, it will be an easier task to analyze students' errors.

As it is in the case of misuse of nouns, lack of knowledge is the main reason why students commit errors regarding the use of adjectives in the Turkish language as discussed previously. There is only one case in the omission of adjective.

(T1) L2 ***Only*** the awareness of the other hospital staff put a stop to him and to the killings.

(S1) L1 ***Sadece*** bu durumun farkında olan diğer hastane personelleri onu ve cinayetleri durdurabilirdi.

Instead of what is supposed to be, (S1) has an omission of adjective

(BT) L1 Onu ve cinayetleri ***sadece*** diğer hastane çalışanlarının bilinci durdurdu.

***

Next comes the omission of noun which was repeated four times.

(T1) L2 Killer nurse receives four life sentences.

(S1) L1 Katil hemşire dört müebbet hapis cezası aldı.

Instead of what is supposed to be, (S1) has an error noun omission.

(BT) L1 Katil hemşire dört *kez* müebbet hapis cezası aldı.

***

The majority of errors committed as omission of adverb is repeated eleven times.

(T1) L2 Hospital nurse Colin Norris was imprisoned for life ***today*** for the killing of four of his patients.

(S1) L1 Hastane hemşiresi Colin Norris dört hastasının ölümüne sebep olması nedeniyle ömür boyu hapse çarptırıldı.

Instead of what is supposed to be, (S1) has an unnecessary omission of adverb.

(BT) L1 Hastane hemşiresi Colin Norris hastalarından dördünü öldürmekten ***bugün*** müebbet hapse mahkum edildi.

***

The third frequently repeated type of error is the unnecessary addition of noun which was repeated nine times.

(T1) L2 Killer nurse receives four life sentences.

(S1) L1 Katil hemşire dört ölüm nedeniyle ömür boyu hapis cezası aldı.

Instead of what is supposed to be, (S1) has an unnecessary addition of noun .

(BT) L1 Katil hemşire dört kez müebbet hapis cezası aldı.

***

Next comes the unnecessary addition of plural – s and the unnecessary addition of adverb with the number of two.

(T1) L2 Only the awareness of the other hospital ***staff*** put a stop to him and to the killings.

(S1) L1 Onu ve cinayetleri sadece diğer hastane ***personellerinin*** farkındalığı durdurdu.

Instead of what is supposed to be, (S1) has an error of unnecessary addition of plural –s.

(BT) L1 Onu ve cinayetleri sadece diğer hastane çalışanlarının ***farkındalığı*** durdurdu.

***

(T1) L2 Police officer Chris Gregg said that Norris had been acting ***strangely*** around the hospital

(S1) L1 Polis memuru Chris Greg, Norris'in hastanenin etrafında ***ilginç bir şekilde*** hareketler yaptığını söyledi.

Instead of what is supposed to be, (S1) has an error of unnecessary addition of plural –s.

(BT) L1 Polis memuru Chris Greg, Norris'in hastane içerisinde ***tuhaf*** davrandığını söyledi.

As it can clearly be seen from the students' errors below addition of subject pronoun, addition of object pronoun, addition of conjunction and addition of adjective can be attributed to the students' lack of L1 competency.

As previously discussed, the use of Turkish pronounce is rather different than that of found in the English language. The Turkish language has a characteristics of 'pro-drop', which means there can be a hidden pronoun in the verb. Therefore, it is not necessary to begin a sentence with a pronoun as it is the case in the English language. Accordingly, it is optional to begin with a sentence with a subject pronoun in the Turkish language.

As for the unnecessary addition of subject pronoun;

(T1) L2 Yesterday, he was found guilty of four counts of murder following a long trial.

(S1) L1 Dün uzun bir duruşmadan sonra ***o*** dört tane cinayetin suçlusu bulundu.

Instead of what is supposed to be, (S1) has an unnecessary addition of subject pronoun.

(BT) L1 Dün uzun bir duruşmanın ardından dört ayrı cinayetten suçlu bulundu.

***

(T1) L2 He was given four life sentences, one for each of the killings.

(S1) L1 ***Ona*** her bir cinayet için bir defadan dört kez ömür boyu hapis cezası verildi.

Instead of what is supposed to be, (S1) has an unnecessary addition of object pronoun.

(BT) L1 Dün uzun bir duruşmanın ardından dört ayrı cinayetten suçlu bulundu.

***

(T1) L2 All of his victims were old weak women with heart problems.

(S1) L1 Bütün kurbanları yaşlı ***ve*** kalp problemi olan zayıf insanlardı.

Instead of what is supposed to be, (S1) has an unnecessary addition of object pronoun.

(BT) L1 Kurbanlarının tamamı kalp sorunları olan güçsüz ve yaşlı kadınlardı.

***

(T1) L2 All of them could be considered a burden to hospital staff.

(S1) L1 Bunların hepsi hastanede çalışanlar için ***büyük*** bir yük sayılabilirdi..

Instead of what is supposed to be, (S1) has an unnecessary addition of adjective.

(BT) L1 Tamamı hastane çalışanları için bir yük olarak görülmüş olabilir.

The most frequently repeated type of error is the wrong selection of words with the number of 62, which means students do not have enough lexical knowledge either on L1 or L2. As L1 is their mother tongue and students are supposed to be more fluent in terms of finding Turkish equivalents in their lexical knowledge.

(T1) L2 Yesterday, he was found guilty of four counts of murder following a long trial.

(S1) L1 Dün, uzun bir davanın ardından dört öldürme ***dava ve şikayet fıkrasınca*** suçlu bulundu.

Independent of the English original, (S1) has an error of wrong selection of words.

(BT) L1 Dün, uzun bir duruşmanın ardından, dört ayrı ***cinayetten*** suçlu bulundu.

***

Next comes the wrong selection of tenses with 19 repetitions.

Most lexicographers and grammarians today define tense as the verb-form denoting time (of. Hornby and Parnwell, 1979; Urdong, 1968; Guntram 1985; swan,

1980; Hodges et al.,1990). From the common definition, it can be clearly depicted through a sequence of sentences as follows:

- He writes a letter to his sister every week
- He wrote a letter to his brother yesterday
- He will write a letter to his brother every other week.
- He will write a letter tomorrow.
- He is writing a letter at the moment
- He was writing a letter when his brother called him.

All of these sentences show the same actions; however, they are different in terms of point of time and situation. For instance, the first sentence, as the verb-form and time adverbial indicate, reveals that He writes a letter to his brother regularly (every other week) up to now. It differs from the second sentence which uses past form. The second sentence means that He used to write regularly (every other week). Now, he doesn't write letters regularly anymore.

Table 3.10.3.7

Classification of Tenses

Tenses	**Active Voice Progressive**	**Passive Voice Progressive**
Present	write writes am / is / are writing am / is / are written	am / is / are being written
Past	wrote was / were writing was / were written	was / were being written
Future	shall / will write shall / will be writing	shall / will be written
Present Perfect	have / has written have / has been written	have / has been written
Past Perfect	had written had been writing	had been written
Future Perfect	shall / will shall / will have written shall / will have been writing	shall / will have been written

As it is in most of the cases when it comes to the characteristics of the Turkish language compared with those available in the English language, the tenses in English are based on form, as the grammarians group the tenses into two forms namely present and past, either of which is marked by different forms in the lexical verb itself or in the auxiliary used with it. The semantic component of time is only secondary to the structural form (Frank, 1972: 52).

As for the the errros committed related to tenses, the number of errors was 19.

(T1) L2 He ***will have to*** serve at least 30 years.

(S1) L1 En az 30 yıl ceza çekmek ***zorundaydı***.

Instead of the English original, (S1) has an error of wrong selection of tenses.

(BT) L1 En az 30 yıl içerde yatmak ***zorunda kalacak.***

In the learning process of English as a foreign language, it is inevitable for students to commit errors while producing the target language. As for English education in Turkey, it can easily be seen that language errors in student sentences include a considerable number of preposition errors. As Lynch (2010) suggests, some basic features of English language grammar structure are illogical or dissimilar to speakers of other languages and do not readily lend themselves to being well understood, even in context. The main reason why students find prepositions very hard to learn is that there are no specific rules in their usage. Since each language has its own rules, the situation varies greatly from language to language. Particularly the preposition errors in writing lead to misunderstanding of the message aimed to be conveyed, which in turn causes communication gaps.

In the case of Turkish students, this leads to a process where students switch to L1and try to use the Turkish equivalents of English prepositions or vice versa. It is not surprising that mother tongue interference in preposition use is relatively higher than other language structures in students' English sentences. Therefore, coming up with a solution is the responsibility of English teachers, who have the same mother tongue as their students and are capable enough to determine the prepositions which could create problems. James (1996) claims that typical mother tongue transfer errors of the learners can easily be identified by the speakers of the same mother tongue. In parallel with this, Stoitchkov (2006) states that teachers whose native language is the same as their students‟ have a big advantage over teachers who are English native speakers in that

they went through the same stages in learning and faced the same challenges during that period. According to Mendikoetxea, Murcia and Rollinson (2004), teachers having a good understanding of learners‟ difficulties can help students analyze errors, which will improve their language awareness, leading to promoting proficiency.

Next comes the wrong selection of prepositions with the number of nine.

(T1) L2 32 year old Norris ***from Glasgow*** killed the four women in 2002 by giving them large amounts of sleeping medicine.

(S1) L1 ***Glasgow'dan*** 32 yaşındaki Norris 2002'de çok fazla uyku ilacı vererek dört kadını öldürdü.

Independent of the English original, (S1) has an error of permutation.

(BT) L1 32 yaşındaki ***Glasgow'lu*** Norris 2002 yılında dört kadını büyük miktarda uyku ilacı vererek öldürdü.

***

Next comes the wrong selection of adjective complement with 8 repetitions.

(T1) L2 Hospital nurse Colin Norris was imprisoned for life today for the killing of ***four of his patients.***

(S1) L1 Bugün hastane hemşiresi Colin Norris ***dört hastasını*** öldürmekten ömür boyu hapse mahkum edildi.

Instead of what is supposed to be, (S1) has an unnecessary omission of adverb.

(BT) L1 Hastane hemşiresi Colin Norris ***hastalarından dördünü*** öldürmekten bugün müebbet hapse mahkum edildi.

***

Next comes the wrong selection of parts of speech with 3 repetitions.

(T1) L2 Only ***the awareness*** of the other hospital staff put a stop to him and to the killings.

(S1) L1 Sadece başka bir hastane personelinin ***fark etmesi*** onu ve katletmesini durdurdu.

Instead of what is supposed to be, (S1) has an error of unnecessary addition of plural –s.

(BT) L1 Onu ve cinayetleri sadece diğer hastane çalışanlarının ***farkındalığı*** durdurdu.

3.10.6. Conclusion and Implications of the Pilot Study

A linguistic awareness is the sense that a translator feels there is something wrong with a text, and thus he/she revises the text to discover what has gone wrong with it. Linguistic awareness can be developed through extensive reading and writing. Therefore, it is recommended that Turkish translators should be trained extensively in both reading and writing English texts.

Besides, it is essential to determine the errors for students in order for them to increase the awareness, which is to be repeated several times by the teachers. Such repetitions will enable students to reach a deeper understanding of the underlying effects of the errors they commit during the process of translation. Therefore, a relevant syllabus could be designed to cover the lacks that will be mentioned throughout the study, which will encourage students to make fewer errors.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents the results of the study which aims to identify and classify the errors in translation - from the most pre-dominant one to the least - committed by the second grade English Language Teaching students at a university in Turkey and to identify the opinions of students on translation courses.

4.2. Findings from Student Questionnaires

The researcher constructed a questionnaire consisting of 15 items consisting of different types of questions. The types of the questions in the questionnaire vary in order to evaluate both the students' thoughts and opinions regarding translation along with the course that they take as well as the level of their awareness of the errors they commit.

There are open ended questions which require a full answer using the participants' own knowledge or feelings providing with qualitative information in the questionnaire (Q1, Q2, Q9, Q11, Q15). Another type of question is filter or contingency question which is answered only if the respondent gives a particular response to the previous question, which avoids asking questions to participants that do not apply to them (Q2a, Q5a, Q6a). Besides, there are nominal questions which try to understand how participants begin translating a given text and how participants would assess themselves regarding the translation courses from English into Turkish they have attended throughout their education (Q4, Q10). There are four dichotomous questions with only two possible answers that gives information as to; whether the participants can translate a text without difficulty in L2>L1 translation courses, whether they have been given previous background on translation techniques, strategies and methods, whether L2>L1 translation course has any contribution to the participants and finally whether the participants think that the Grammar lesson they have taken in their fresh year helps them with their L2>L1 translation courses (Q3,Q5, Q6, Q12). Question 6a can be considered as a combination of both Guttman scale and contingency question as the instruction says mark the points in which the translation courses from English into

Turkish has contributed if your answer is yes to the question number 6. Yet, the sub-items are designed with the purpose of Guttman scaling establishing a one-dimensional continuum for a concept the researcher wishes to measure. The questions 13 and 14 are also designed according to Guttman scale. Moreover, a semantic differential type of a rating scale is used to elicit students' attitude towards the problems they have ever encountered while translating from English into Turkish (Q8).

Item 1 in the questionnaire is an open-ended question seeking for students' interpretation regarding the meaning of translation. Responses of the participants to the first item in the questionnaire are given in Table 4.2.1.

Table 4.2.1

The Meaning of Translation

Participant Responses	**n**	**%**	**Sample responses**
to make a text meaningful	148	63.24	…anlamlandırmaktır. /… anlaşılır hale getirmektir. / …anlam yüklemektir.
to find the equivalent of words and sentences	33	14.67	… eş anlamlısını bulma. / …karşılık bulma / …yakın ifade bulma/… yansımadır
to rewrite or recode a text to interpret	15	5.99	…yeniden yazmaktır. / … dönüştürmektir. /…çevirmektir
to interpret	14	5.55	…yorumlamaktır. /…uyarlamaktır.
to express something	10	4.70	… ifade etmektir. /… söylemektir. /…anlatmaktır
a way of communication	9	4.14	…iletişim kurmaktır.
a tool for education	5	1.71	… dil bilinci geliştirme aracı. /… eğitim aracıdır
Total Responses	**234**	**100**	

According to the results given in Table 4.2.1, 234 participants gave their responses to this item. 148 (63,24%) of the participants said translation was *'making a text meaningful',* 33 (14,67%) of the participants gave responses as translation was *'finding the equivalent of words and sentences', 'rewriting or recoding a text to interpret'* was given by 15 participants (5.99). 14 (5,55%) participants said translation was *'to interpret', 'to express something'* was given by 10 (4,70%), *'a way of communication'* was given by 9 (4.14%), as for the final response to this item was given as 'a tool for education' by only 5 participants with the percentage of 1.71.

Having looked at the responses which appeared within the first item of the questionnaire, results for item two will be presented. As given in Figure 4.2.2 below, there are findings related to whether the student thoughts on translation match with the translation course L2>L1.

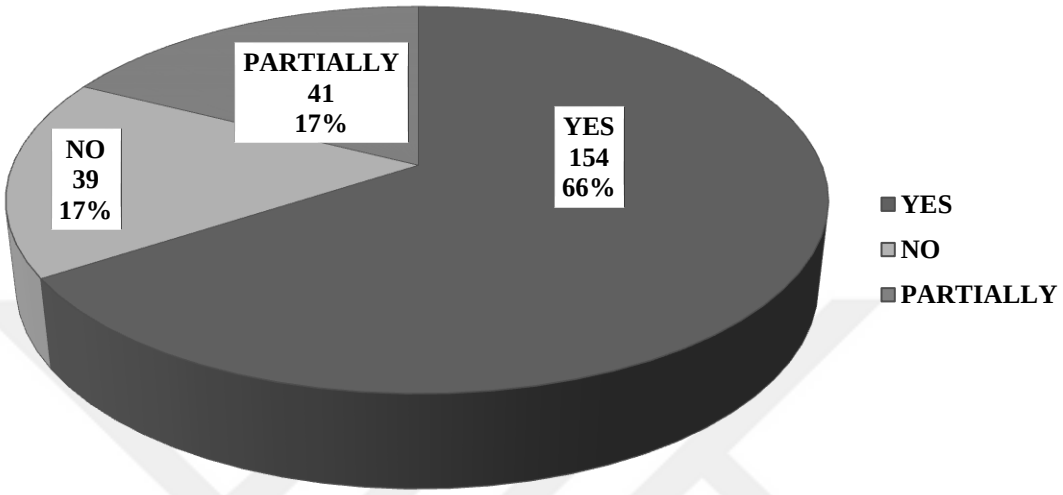


Figure 4.2.1. Whether students favoring their thoughts on translation matched with the translation courses from english into turkish they attended or not

As can be seen in Figure 4.2.2, the percentage and the number of students favoring their thoughts on translation matched with the translation courses from English into Turkish they attended was 154 (65,81%). 41 (17,52%) of the students said that their thoughts partially matched with the course and similarly, 39 (16,67%) responded to the question as no, respectively.

The next item which seeks for the reason why there is not a correlation between student thoughts and the course taken was responded by 39 students. The results are shown in Table 4.2.2

Table 4.2.2

The Reason Why There is not a Correlation between Student Thoughts and the Course Taken

Participant Responses	**n**	**%**	**Sample responses**
not having enough knowledge on translation techniques and strategies	22	61.11	çeviri tekniği verilmemesi / strateji eksikliği / nereden başlayacağımı bilemiyorum
lack of structure and vocabulary knowledge	7	16.66	okuduğumu anlamıyorum / kelimeler farklı anlam kazanıyor / cümleyi anlıyorum ama yazamıyorum
not enough types	4	11.11	farklı yazı türlerinde çeviri yapmıyoruz / sadece makale çeviriyoruz
unawareness of cultural differences	3	5.56	dilin kültürünü bilmiyorum / kültürel farklılıkları anlamıyorum
no information on simultaneous translation	3	5.56	anlık çeviri yapmıyoruz / duyduğumu ya da okuduğumu hemen çeviremiyorum
Total Responses	**39**	**100**	

According to the results given in Table 4.2.2, 39 participants responded to this item. 22 of the participants (61,11 %) said it was '*not having enough knowledge on translation techniques and strategies',* 'lack of structure and vocabulary knowledge' was given as a response by 7 participants (16,66%), 4 participants (11,11%) gave responses to this item as 'not enough types', 3 participants (5,56%) said it was 'unawareness of cultural differences' and the final response to this item was given by the same number of participants as 'no information on simultaneous translation'.

The result of another item which tries to investigate whether the students can translate the texts given in courses easily is given in Figure 4.2.2 below.

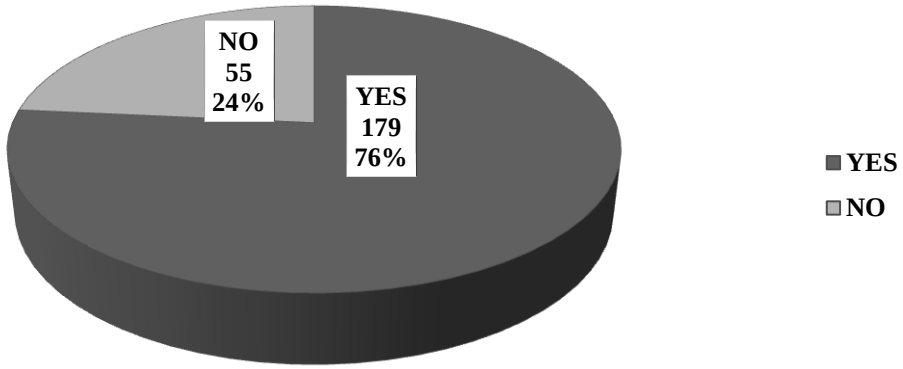


Figure 4.2.2. Whether the students can translate the texts given in courses without difficulty

According to the Figure 4.2.2, 179 participants (76 %) claimed that they did not have difficulty while translating the given texts; whereas, 55 (24 %) accepted the difficulties they encountered.

Next comes item 4, which asks how participants start translating a text from English into Turkish. The result is shown in Table 4.2.3.

Table 4.2.3

How Students Start Translating a Text from English into Turkish

Participant Responses	**n**	**%**
I immediately start translating from the first sentence without reading the rest of the text	24	10.3
First I read the text and then I seek for the meanings of the unknown words in the text	87	37.6
I translate it word by word	12	3.8
First, I consider as to how I can express an English statement in Turkish and then I start translating	111	48.3
Total Responses	**234**	**100**

As it is given in Table 4.2.3, 111 (48,3%) of the participants said that they first considered as to how they could express a statement in Turkish and then they started translating. Moreover, 87 (37,6%) of the participants claimed that they first read the text and then they seek for the meanings of the unknown words in the text. On the other hand, 24 participants (10,3%) said that they immediately started translating from the

first sentence without reading the rest of the text. As a final item 12 participants (3,8%) responded that they translated the text word by word.

The fifth item was designed to investigate whether the students were taught translation techniques, strategies and methods in L2>L1 translation lessons. The results are given in Figure 4.2.3.

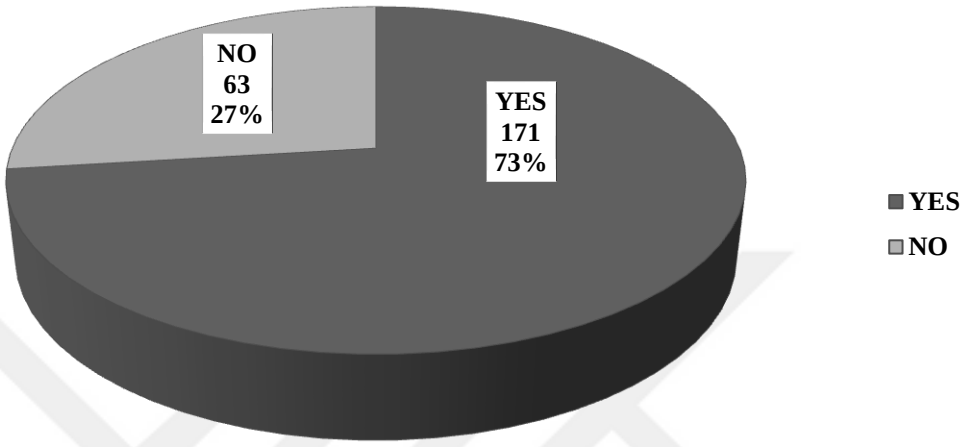


Figure 4.2.3. Whether the students were taught translation techniques, strategies and methods in L2>L1 translation lessons or not

According to results of students' responses given in Figure 4.2.3, 171 (73%) of the participants stated that they were taught translation techniques, strategies and methods in L2>L1 translation lessons; whereas, 63 (27 %) of the participants denied having been taught translation techniques, strategies and methods in L2>L1 translation lessons.

One of the items in the questionnaire was to understand how students translated a text from English into Turkish if they were not taught translation techniques, strategies and methods in L2>L1 translation lessons. Next item tried to investigate as to how students start translating a text from English into Turkish if they have not been taught the necessary techniques, methods and strategies see Table 4.2.4.

Table 4.2.4

How Students Start Translating a Text from English into Turkish If They Have Not Been Taught the Necessary Techniques, Methods and Strategies

Participants' Responses	**n**	**%**	**Sample Responses**
with the help of my previous knowledge	31	49.20	geçmiş bilgilerime dayanarak / önceden hazırlık yaparım / bildiğim kelimelerden başlarım
with the help of dictionaries and translation books	23	36.51	sözlük yardımıyla / çeviri kitaplarına bakarım / bilmediğim kelimelerin anlamlarını bulurum
randomly	9	14.29	baştan başlarım / genel anlamını yazarım
Total Responses	**63**	**100**	

As it is clearly given in Table 4.2.4 above, the responses the students gave to this item vary. According to the results, 31 of the participants (49,20 %) claimed that they started their translation with the help of their previous knowledge. Another response was that they started their translation with the help of dictionaries and translation books, which was supported by 23 students (36,51%). As for the final response, only 9 participants (14,29%) stated that they started their translation randomly.

Item 6 in the questionnaire is to evaluate students' opinions on whether the L2>L1 translation lessons have any contribution to them. The result is shown in Figure 4.2.4.

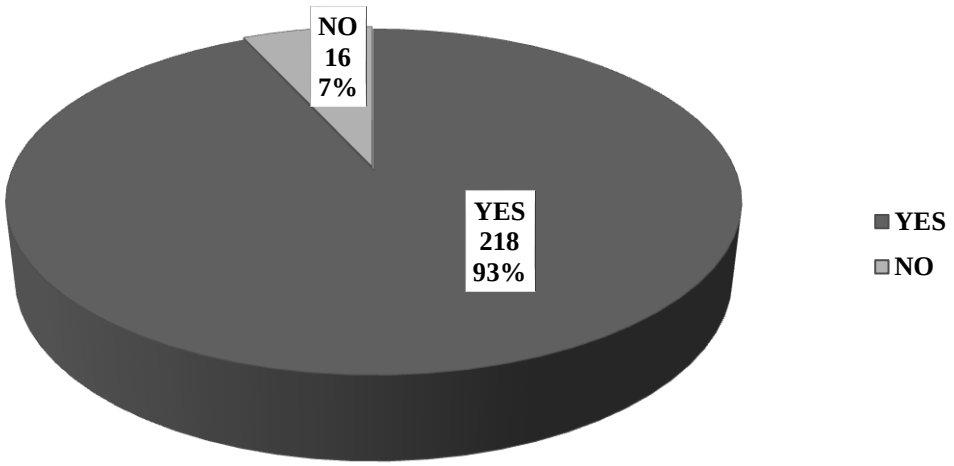


Figure 4.2.4. The distribution of the Yes / No answers to the contribution of the translation courses from ENG>TR to students

As can clearly be seen in Figure 4.2.4, 218 participants (93 %) stated that the translation courses contributed to them; only 16 of those participants (7 %) said the courses said no.

Out of 234 students 218 responded the previous item as 'YES', marked the points in which the translation courses from English into Turkish contributed. Table 4.2.5 shows the effects of use of language during translation. The distribution of the responses is given in Table 4.2.5.

Table 4.2.5

Contribution of the Translation Courses from ENG>TR to Students regarding Use of English

A. USE OF LANGUAGE	n	%
better understanding of the power of language and vocabulary on communication	121	16.12
create awareness of the details of mother-tongue usage	102	13.58
strengthening the knowledge of the grammar in the foreign language	141	18.77
understanding that you need a vast predominance in both languages	150	19.97
understanding how translation affects language use	94	12.51
studying on how different statements in English can be expressed in Turkish	143	19.05
Other	0	0
Total Responses	**751**	**100**

As can be seen in Table 4.2.5, the contribution of the translation courses to students' in both languages (i.e. target and source); students' responses to this item vary. According to the students' responses given for to what extend the translation courses from English into Turkish contributed to their knowledge of English, 150 participants (19,97 %) claimed that the courses help them understand that they need a vast predominance in both languages; 143 participants (19,05%) stated that the courses help them study on how different statements in English can be expressed in Turkish; 141 participants (18,77%) believed that the courses helped them strengthen the knowledge of the grammar in the foreign language; 121 participants (16,12 %) suppose that the courses help them have better understanding of the power of language and vocabulary on communication; 102 participants (13,58 %) postulated that the courses help them create awareness of the details of mother-tongue usage; as a final item given in the table 94 participants (12,51%) supported the idea that the courses helped them understand how translation affects language use.

The next item tried to investigate what the contribution of the translation courses from Eng>Tr to students' reading comprehension skills was. The results are given in Table 4.2.6.

Table 4.2.6

Contribution of the Translation Courses from ENG>TR to Students Reading Comprehension Skills

B. READING COMPREHENSION SKILLS	n	%
understanding a text correctly in a foreign language	134	19.56
distinguishing and understanding what is said and what is meant to be	153	22.33
understanding the importance of connotations	118	17.23
realizing that translation requires a great deal of effort and understanding; more attention, patience, skill and interaction with the text are also needed.	131	19.13
understanding that translation also requires cultural background	149	21.75
Other	0	0
Total Responses	**685**	**100**

According to the information given in Table 4.2.6, the contribution of the translation courses to students' reading comprehension skills, vary again. According to the students' responses given in the table, 153 participants (22,23%) stated that the

translation courses helped them distinguish and understand what is said and what is meant to be; 149 participants (21,75%) believed that the translation courses helped them understand that translation also requires cultural background; 134 participants (19,56%) claimed that the translation courses helped them understand a text correctly in a foreign language; 131 participants (19,13%) postulated that the courses helped them realize that translation requires a great deal of effort and understanding; more attention, patience, skill and interaction with the text are also needed; as for the last item in the table given above, 118 participants (17,23%) supported the idea that the translation courses helped them understand the importance of connotations.

The next item tried to investigate the contribution of the translation courses from ENG>TR to students in terms of writing skill. The results are given in Table 4.2.7.

Table 4.2.7

Contribution of the Translation Courses from ENG>TR to Students regarding Writing Skills

C. WRITING SKILLS	n	%
understanding how a single idea can be expressed in different ways	159	26.49
to what extend vocabulary choice has an effect on pragmatic choice	152	25.21
better understanding of how to use punctuation marks properly	94	11.12
distinguishing different authors' different writing styles along with understanding the contribution of writing style to the meaning	97	16.67
better understanding of the use of transition words in sentences and paragraphs	120	20.51
Other	0	
Total Responses	**622**	**100**

As can be seen in Table 4.2.7, the results are related to writing skills, the contribution of the translation courses to students vary again. 159 participants (26,49%) claimed that the translation courses helped them understand how a single idea can be expressed in different ways; 152 participants (25,21%) stated that the translation courses helped them be aware of to what extend vocabulary choice has an effect on pragmatic choice; 120 participants (20,51%) believed that the translation courses helped them to have better understanding of the use of transition words in sentences and 97 participants (16,67%) postulated that the courses helped them distinguish different

authors' different writing styles along with understanding the contribution of writing style to the meaning. Finally, 94 participants (11,12%) supported the idea that the translation courses helped them to have better understanding of how to use punctuation marks properly.

The following item tried to investigate contribution of the translation courses from ENG>TR to students in terms of vocabulary. The results are given in Table 4.2.8.

Table 4.2.8

Contribution of the Translation Courses From ENG>TR to Students Regarding Vocabulary

D. VOCABULARY	n	%
learning more vocabulary	119	50.91
learning the connotations depending on the context	115	49.09
other	0	0
Total Responses	**234**	**100**

As can be seen clearly in Table 4.2.8, the contribution of the translation courses from ENG>TR to students vary. There are only two responses as to the contribution of the translation courses to students' knowledge of vocabulary; one is that it helped them learn more vocabulary was supported by 119 participants (50,91%); and the other one is that it helped them learn the connotations depending on the context was supported by 115 participants (49,09%).

In the next item of the questionnaire, students were asked to mark the kinds of difficulties they have encountered during translation lessons L2>L1. The results are shown below in Table 4.2.9

Table 4.2.9

The Kinds of Difficulties Students Have Encountered during Translation Lessons L2>L1

The types of difficulties students may have encountered	***n***	***%***
finding the equivalent of the words	91	12.29
the length and complication of the sentences	158	21.32
abundance in the unknown words	84	11.33
abundance in cultural elements	84	11.33
the length of the text	65	8.77
unknown content	74	9.99
the difficulty of the concepts in content	98	13.22
abundance in rhetoric	87	11.75
Other	0	0
Total Responses	**741**	**100**

As can be seen in Table 4.2.9, the results are related participants' rating themselves against the problems they have ever encountered while translating from English into Turkish. 158 participants (21,32%) claimed that the length and complication of the sentences were the major problems they encountered. 98 participants (13,22%) claimed that the difficulty of the concepts in content was the major problem. 91 participants (12,29%) had difficulty finding the equivalent of the words. 87 participants (11,75%) found it difficult to handle the issues related to abundance in rhetoric. 84 participants (11,33%) found it difficult to handle the issues related to abundance in the unknown words and the same number of participants encountered problems related to the abundance in cultural elements. 74 participants (9,99%) claimed that unknown content caused troubles during the translation process. And finally, 65 participants (8,77%) thought that the length of the given text prevent them making proper translations.

The next item tried to investigate students' difficulties finding the equivalent of the words during the process of translation. The results are given in Table 4.2.10.

Table 4.2.10

Finding the Equivalent of the Words

a. Finding the equivalent of the words	***n***	**%**
very good	50	21.37
good	76	32.48
medium	47	20.09
bad	34	14.53
very bad	27	11.53
Total Responses	**234**	**100**

As can be seen in Table 4.2.10, the results are related to finding the equivalent of the words. 76 participants (32,48%) found themselves good. 50 participants (21,37%) found themselves very good. 47 participants (20,39%) found themselves medium. 34 participants (14,53%) found themselves bad. And finally only 27 participants (11,53%) found themselves very bad.

Next comes the item related to the effects of the length and complication of the sentences. The results are given in Table 4.2.11.

Table 4.2.11

The Length and Complication of the Sentences

b. The length and complication of the sentences	***n***	%
very good	28	11.96
good	52	22.23
medium	72	30.77
bad	54	23.07
very bad	28	11.97
Total Responses	**234**	**100**

As can be seen in Table 4.2.11, the results are related to the effect of length and complication of the sentences on translation. 72 participants (30,77%) found themselves medium. 54 participants (23,07%) found themselves bad. 52 participants (22,23%) found themselves good. 28 participants (11,96%) found themselves very good and with the same number of participant found themselves very bad.

The next item tried to investigate the effects of abundance in the unknown words on translation. The results are given in Table 4.2.12.

Table 4.2.12

Abundance in the Unknown Words

c. Abundance in the unknown words	***n***	**%**
very good	26	11.12
good	70	29.91
medium	73	31.19
bad	45	19.23
very bad	20	8.55
Total Responses	**234**	**100**

According to the information given in Table 4.2.12, the item tried to investigate the effects of abundance in the unknown words on translation. 73 participants (31,19%) found themselves medium. 70 participants (29,91%) found themselves good. 45 participants with (19,23%) found themselves bad. 26 participants (11,12%) found themselves very good. And finally only 20 participants (8.55%) found themselves very bad.

The next item in the questionnaire tried to investigate the effect of abundance in cultural elements on translation. The results are given in Table 4.2.13.

Table 4.2.13

Abundance in Cultural Elements

d. Abundance in cultural elements	***n***	%
very good	25	10.69
good	48	20.52
medium	84	35.90
bad	53	22.64
very bad	24	10.25
Total Responses	**234**	**100**

As can be seen in Table 4.2.13, the effects of abundance in cultural elements on translation vary. 84 participants (35,90%) found themselves medium. 53 participants with (22,64%) found themselves bad. 48 participants (20,52%) found themselves good. 25 participants (10,69%) found themselves very good and similarly 24 participants (10,25%) found themselves very bad.

The following item in the questionnaire seeks for the effects of the length of the text on translation. The results are given in Table 4.2.14.

Table 4.2.14

The Length of the Text

e. The length of the text	***n***	%
very good	35	14.95
good	56	23.94
medium	70	29.91
bad	52	22.22
very bad	21	8.98
Total Responses	**234**	**100**

As can be seen in Table 4.2.14, responses related to the effects of the length of the text on translation also vary. 70 participants (29,91%) found themselves medium. 56 participants (23,94%) found themselves good. 52 participants (22,22%) found themselves bad. 35 participants (14,95%) found themselves very good and finally 21 participants (8,98%) found themselves very bad.

The next item tried to investigate the effects of unknown content on translation. The results are given in Table 4.2.15.

Table 4.2.15

Unknown Content

f. Unknown content	***n***	**%**
very good	26	11.12
good	53	22.65
medium	80	34.18
bad	54	23.09
very bad	21	8.98
Total Responses	**234**	**100**

As can be seen in Table 4.2.15, the responses related to the effects of unknown content on translation also vary. 80 participants (34,18%) found themselves medium. 54 participants (23,09%) found themselves bad. Similarly 53 participants (22,65%) found themselves good. 26 participants (11,12%) found themselves very good and finally 21 participants (8,98%) found themselves very bad.

The next item seeks for the effects of the difficulty of the concepts in content on translation. The results are given in Table 4.2.16.

Table 4.2.16

The Difficulty of the Concepts in Content

g The difficulty of the concepts in content	***n***	**%**
very good	21	8.98
good	59	25.22
medium	88	37.60
bad	48	20.51
very bad	18	7.69
Total Responses	**234**	**100**

As can be seen in Table 4.2.16, the responses related to effects of the difficulty of the concepts in content on translation vary. 88 participants (37,60%) found themselves medium. 59 participants (25,22%) found themselves good. 48 participants (20.51%) found themselves bad. 21 participants (8,98%) found themselves very good and finally 18 participants (7,69%) found themselves very bad.

The following item seeks for the effects of abundance in rhetoric. The results are given in Table 4.2.17.

Table 4.2.17

Abundance in Rhetoric

h. Abundance in rhetoric	*n*	%
very good	21	8.98
good	48	20.51
medium	90	38.46
bad	52	22.22
very bad	23	9.83
Total Responses	**234**	**100**

As can be seen in Table 4.2.17, the responses related to effects of abundance in rhetoric on translation vary. 90 participants (38,46%) found themselves medium. 52 participants (22,22%) found themselves bad. 48 participants (20,51%) found themselves good. 23 participants (9,83%) found themselves very bad and finally 21 participants (8,98%) found themselves very good.

As for item 9 in the questionnaire, which is to the way they used to overcome such difficulties, participants' responses varied. See Table 4.2.18

Table 4.2.18

How Participants Overcome the Difficulties They Encountered

Participants' attempt to overcome difficulties	**n**	**%**	**Sample Responses**
By translating more	73	31.19	daha cok çalışarak / daha fazla çeviri yaparak / ödevlerimi yaparak
Total failure	39	16.66	başarılı olamadım / çeviri yapabildiğimi sanmıyorum / ne yapsam olmadı
By means of dictionaries	32	13.67	sözlük çalışarak / kelimelerin anlamlarına tek tek bakarak
By joining in-class discussions	22	9.40	sınıftaki çeviri önerilerini dinledim / sınıfta tartışarak / ilk başlarda arkadaşlarımla birlikte çevirdim
Through internet sources	18	7.69	inetrnetteki programlardan yardım aldım / 'google translate' kullandım
By means of the lecturer' support	16	6.83	çevirilerimi hocamla tartıştım / hocam eksiklerimi bulmama yardım etti / hocamın çevirdiklerinden yardım aldım
Through structural knowledge	12	5.12	daha fazla dilbilgisi çalıştım / gramerimi geliştirdim / bilmediğim yapılara çalıştım
By trying to make out the cultural elements in the language	10	4.27	dilin kültürünü öğrenmeye çalıştım / kültür farklılıklarına dikkat ettim
By reading over and over	8	3.41	tekrar tekrar okudum / okudukça daha iyi kavradım / birkaç kez okuyunca kelimeler tanıdık gelmeye başladı
By reading novels	4	1.70	roman okuyarak geliştirdim / bol bol kitap okudum
Total	**234**	**100**	

According to information given Table 4.2.18, 73 participants (31,19%) claimed that they could overcome the difficulties they encountered by translating more. 39 participants (16,66%) supported to the idea that they considered their attempts as a total failure. 32 participants (13,67%) claimed that they could overcome by means of dictionaries. 22 participants (9,40%) could overcome by joining in-class discussions. 18 participants advocated the idea that they could overcome the difficulties by means of internet sources. 16 participants (6,83%) claimed that they could overcome the

difficulties by means of the lecturer' support. 12 (5,12%) participants claimed that they could overcome the difficulties through their structural knowledge. By trying to make out the cultural elements in the language was supported by 10 participants (4,27%). 8 participants (3,41%) claimed that they did reading more and more. And finally, only 4 participants (1,70%) claimed to have overcome difficulties by reading novels.

Item 10 in the questionnaire is regarding participants' feeling as to how they evaluate themselves in terms of the translation courses they took during their education. See Figure 4.2.5.

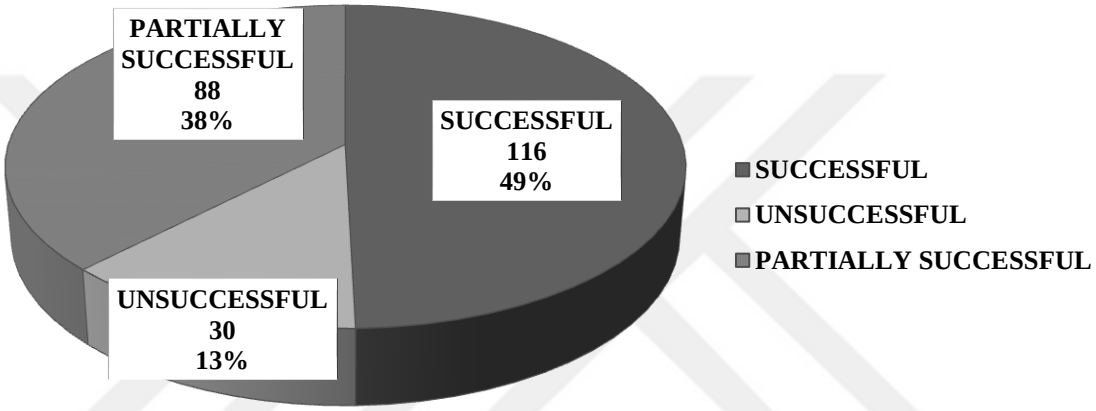


Figure 4.2.5. How to evaluate yourselves in terms of the translational courses given to you

As can be seen in Figure 4.2.5, which is related to participants' feeling as to how they evaluate themselves in terms of the translation courses they took during their education. According to the information given in the chart, out of 234 participants, 116 of them (49%) found themselves successful. 88 participants (38%) found themselves partially unsuccessful. Only 30 participants (13%) found themselves unsuccessful. And none of them found themselves partially successful.

Item 11 in the questionnaire is related to the necessity of translation courses during students' higher education in the department of ELT. Although all the participants favored the idea, the reasons why they supported to the idea varied. See Table 4.2.19

Table 4.2.19

The Reason Why Participants Find It Necessary to Take Translation Courses in the Department of ELT

Participants' responses	**n**	***%***	**Sample Responses**
For the competence in L2	112	47.86	dil hakimiyeti için / dil öğrenmek için /dili anlamak için
For teaching profession	91	38.88	öğretmenlik mesleği için / öğretmen olmak için / dili öğretebilmek için
For the future	8	3.41	geleceğim için / iş hayatım için
Makes us think	6	2.56	düşünmemizi sağlıyor / düşündürüyor
Makes it easier to understand other subjects	6	2.56	diğer derslerime faydalı oluyor / diğer derlerimi daha kolay anlıyorum
Makes us enhance our vocabulary capacity	5	2.13	kelime öğretiyor / kelime hazinemi geliştiriyor / kelime ezberletiyor
Makes us have a different point of view	5	2.13	farklı açıdan baktırıyor / başkalarının düşüncesini dinliyoruz / farklı çeviriler görüyoruz
Makes me understand the culture	1	0.42	dilin kültürünü tanıtıyor
TOTAL	**234**	**100**	

According to the information given in Table 4.2.19, the majority of the participants with 112 (47,86%) claimed that the course was necessary for the competence in L2. 91 participants (38,88%) believed that it was necessary for the teaching profession. 8 participants (3,41%) thought that it was necessary for their future. 6 participants (2,56%) claimed that it was necessary for making them think and the same number of participants thought that it was necessary for making it easier to understand other subjects. 5 participants (2,13%) considered that it was necessary for making them enhance their vocabulary capacity and the same number of participants believed that it was necessary for making them have a different point of view. And finally only 1 participant (0,42%) thought that it was necessary for making him/her understand the culture.

The item 12 in the questionnaire questions whether or not the grammar course taken by the participants have positive effects on the translation course. The distribution of yes/no answers are given in Figure 4.2.6 below.

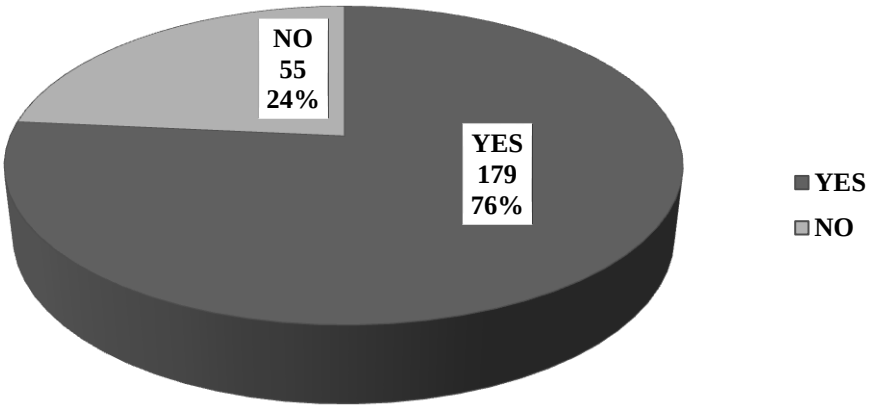
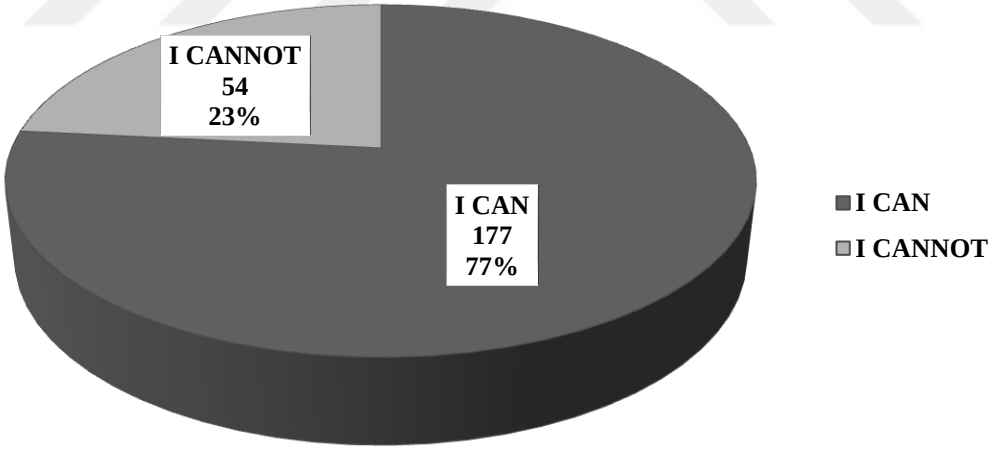


Figure 4.2.6. The effect of grammar course taken in the first grade

According to the information given in Figure 4.2.6, out of 234 participants, 179 participants (76%) said yes, while 55 participants (24%) said no.

Item 13 in the questionnaire investigates whether participants can distinguish features of a noun clause in a given text or not. The participants' responses to this item vary again. The details are given in Figure 4.2.7 below.



Figur*e 4.2.7.* Noun Clauses

According to the information given in Figure 4.2.7, out of 234 participants, the majority of the participants 177 (77%) said yes, whereas 54 participants (23%) said that they could not distinguish noun clauses.

The next item in the questionnaire seeks for students' knowledge of adjective clauses in English. The results are given in Figure 4.2.8.

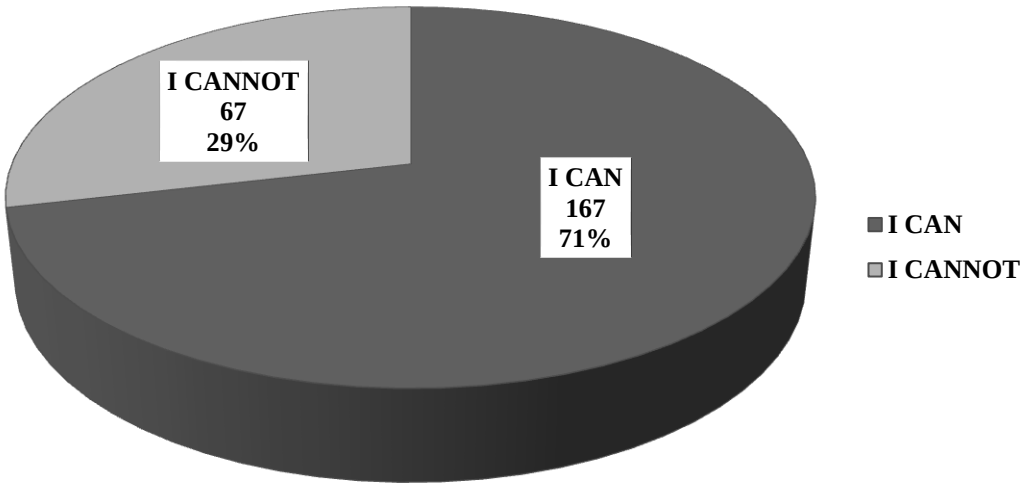


Figure 4.2.8. Adjective Clauses

According to the information given in Figure 4.2.8, out of 234 participants, the majority of the participants 167 (71%) said could distinguish adjective clauses, whereas 67 participants (29%) said that they could not.

The following item seeks for students' knowledge of adverb clauses in English. The results are given Figure 4.2.9.

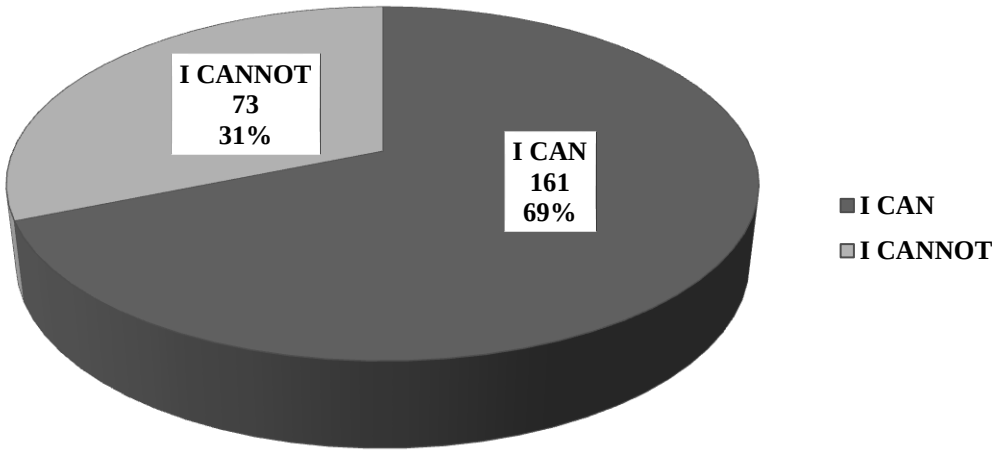


Figure 4.2.9. Adverb Clauses

According to the information given in Figure 4.2.9, out of 234 participants, most of the participants 161 (69%) said could distinguish adverb clauses, whereas 73 participants (31%) said that they could not.

The next item seeks for students' knowledge of simple sentences in English. The results are given in Figure 4.2.10.

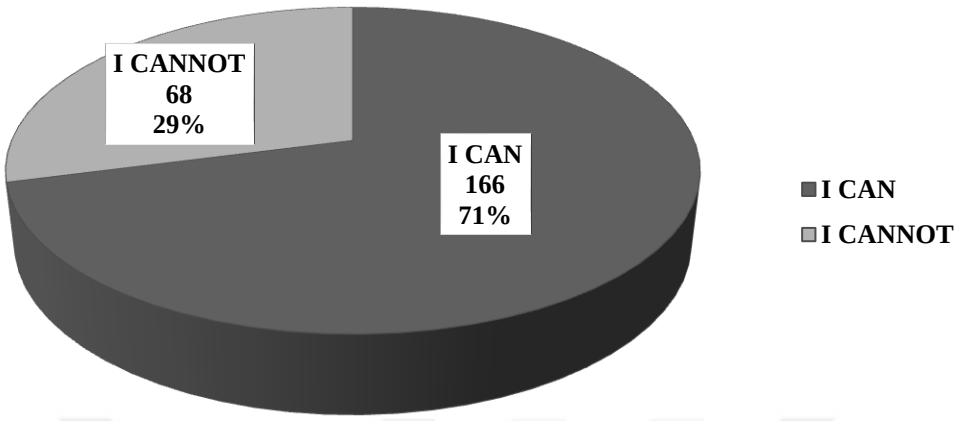


Figure 4.2.10. Simple Sentences

According to the information given in Figure 4.2.10, out of 234 participants, most of the participants 166 (71%) said could distinguish simple sentences, whereas 68 participants (29%) said that they could not.

The next item seeks for students' knowledge of compound sentence in English. The results are given in Figure 4.2.11.

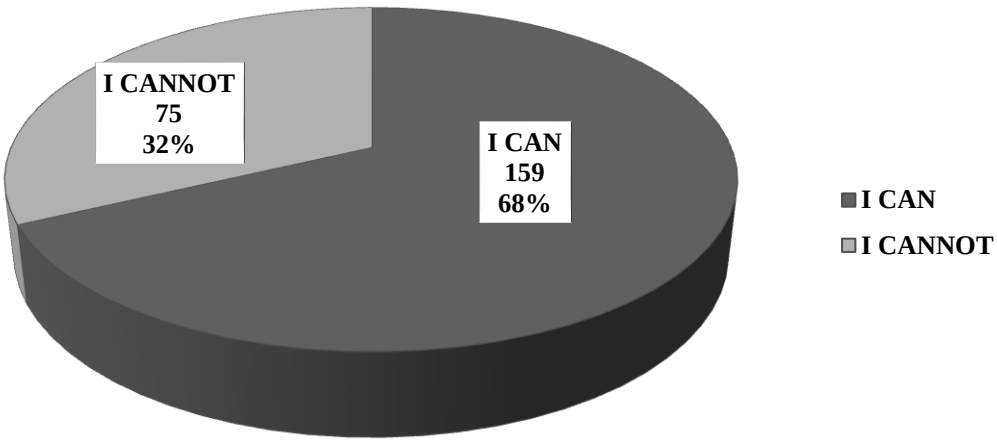


Figure 4.2.11. Compound sentences

According to the information given in Figure 4.2.11, out of 234 participants, most of the participants 159 (68%) said they could distinguish simple sentences, whereas 75 participants (32%) said that they could not.

The next item seeks for knowledge of compound-complex sentences in English. The results are given in 4.2.12.

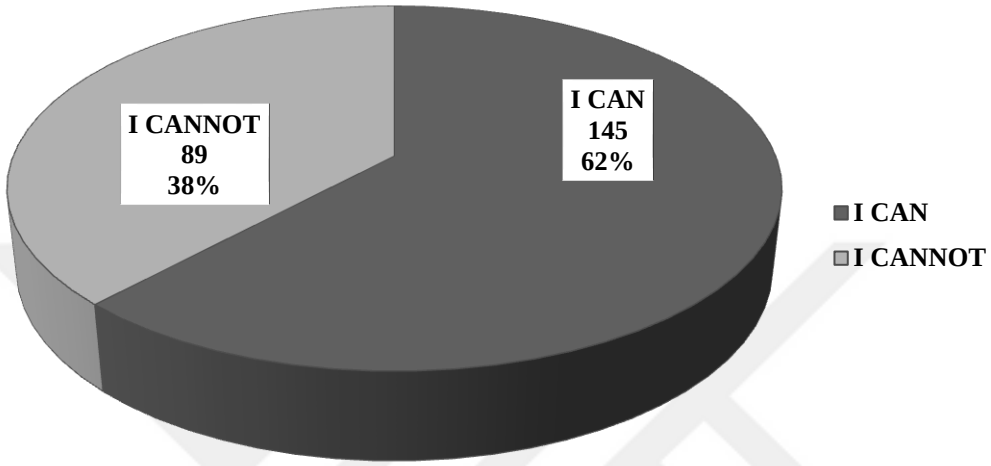


Figure 4.2.12. Compound complex sentences

According to the information given in Figure 4.2.12, out of 234 participants, most of the participants 145 (62%) said they could distinguish compound complex sentence, whereas 89 participants (38%) said that they could not.

The next item seeks for knowledge of dependent clause in English. The results are given in 4.2.13.

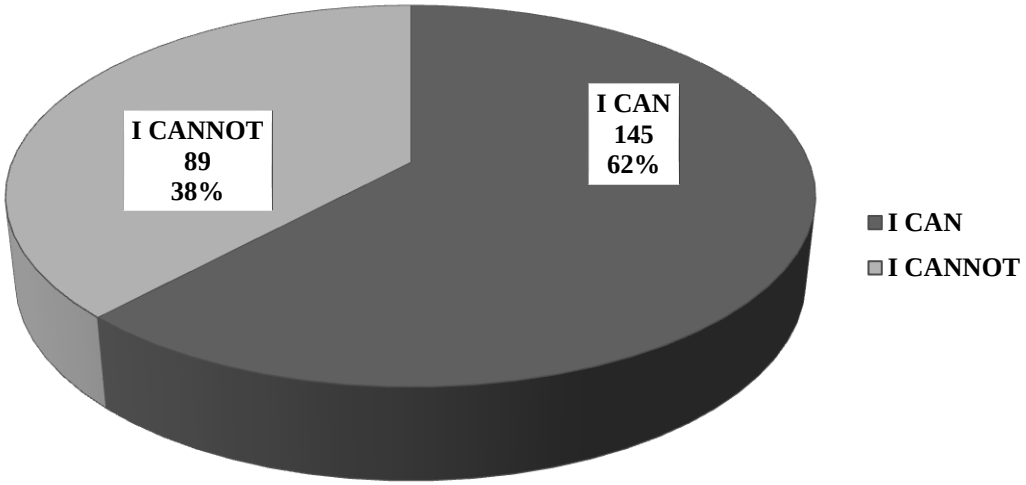


Figure 4.2.13. Dependent Clauses

According to the information given in Figure 4.2.13, again out of 234 participants, most of the participants 145 (62%) said they could distinguish dependent clauses, whereas 89 participants (38%) said that they could not.

The next item seeks for knowledge of independent clause in English. The results are given in Figure 4.2.14.

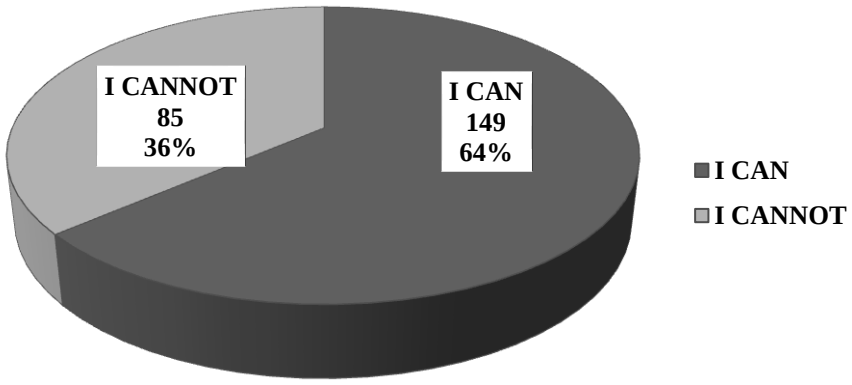


Figure 4.2.14. Independent Clauses

According to the information given in Figure 4.2.14, out of 234 participants, most of the participants 149 (64%) said they could distinguish independent clauses, whereas 85 participants (36%) said that they could not.

The next item seeks for information about the students as to whether or not they have difficulty translating noun clauses in English. The results are given in Figure 4.2.15.

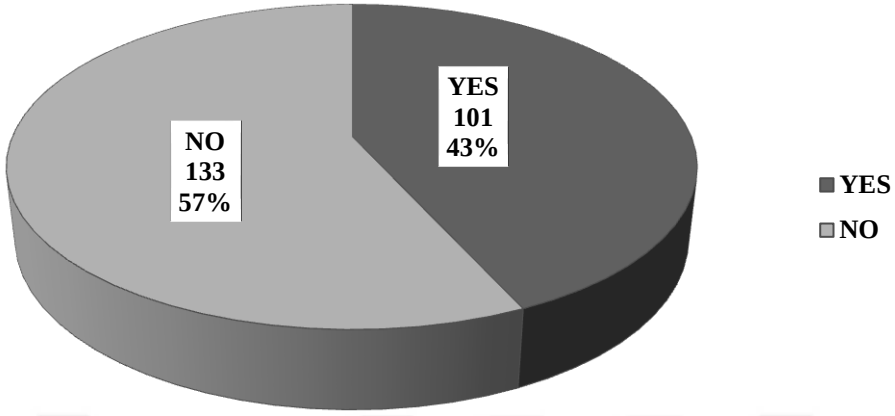


Figure 4.2.15. Noun Clauses

According to the information given in Figure 4.2.15, out of 234 participants, most of the participants 133 (57%) said they did not have difficulty translating noun clauses in English, whereas 101 (43%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating adjective clauses in English. The results are given in Figure 4.2.16.

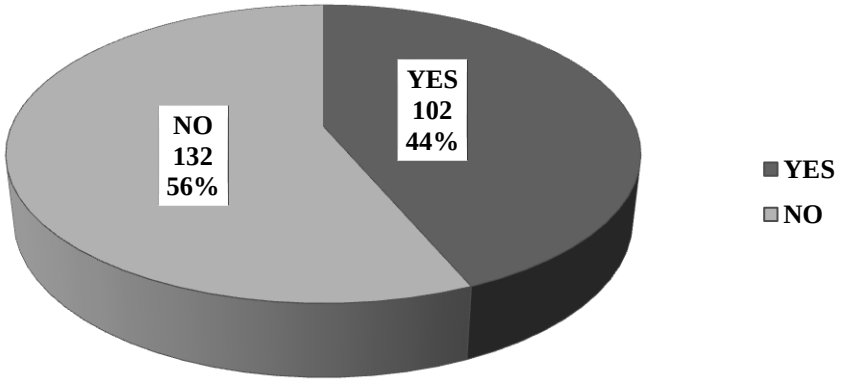


Figure 4.2.16. Adjective Clauses

According to the information given in Figure 4.2.16, out of 234 participants, most of the participants 132 (57%) said they did not have difficulty translating adjective clauses in English, whereas 102 participants (43%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating adverb clauses in English. The results are given in Figure 4.2.17.

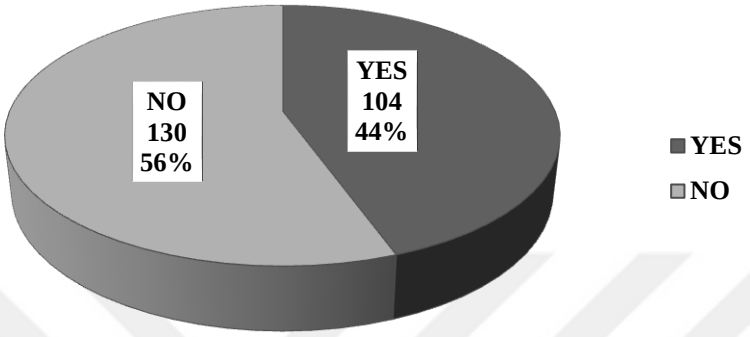


Figure 4.2.17. Adverb Clauses

According to the information given in Figure 4.2.17, out of 234 participants, most of the participants 130 (56%) said they did not have difficulty translating adjective clauses in English, whereas 104 participants (44%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating noun phrases in English. The results are given in Figure 4.2.18.

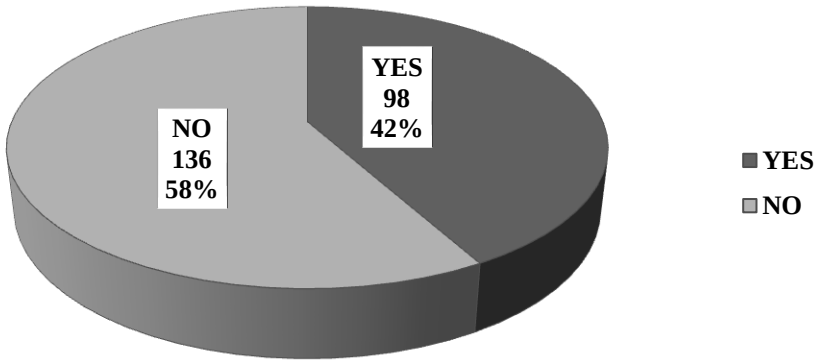


Figure 4.2.18. Noun Phrases

According to the information given in Figure 4.2.18, out of 234 participants, most of the participants 136 (58%) said they did not have difficulty translating noun phrases in English, whereas 98 participants (42%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating verb phrases in English. The results are given in Figure 4.2.19.

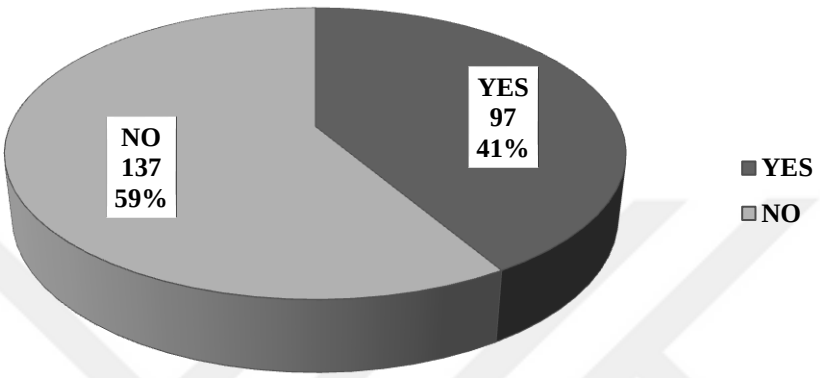


Figure 4.2.19. Verb Phrases

According to the information given in Figure 4.2.19, out of 234 participants, most of the participants 137 (59%) said they did not have difficulty translating verb phrases in English, whereas 97 participants (41%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating adjective phrases in English. The results are given in Figure 4.2.20.

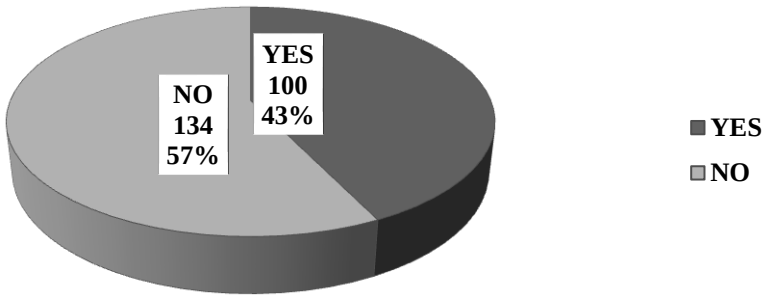


Figure 4.2.20. Adjective Phrases

According to the information given in Figure 4.2.20, out of 234 participants, most of the participants 134 (57%) said they did not have difficulty translating adjective phrases in English, whereas 100 participants (43%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating adverb phrases in English. The results are given in Figure 4.2.21.

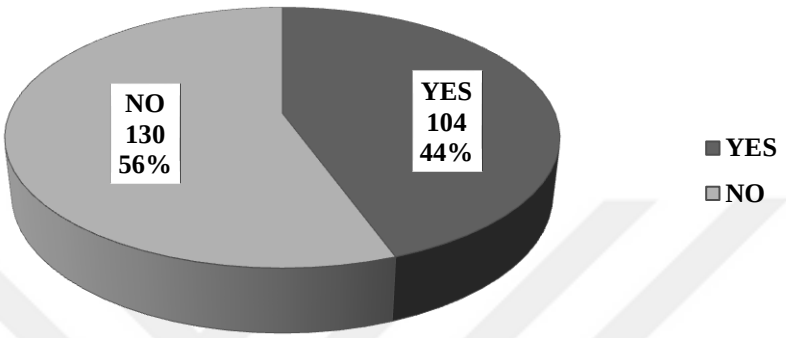


Figure 4.2.21. *Adverb Phrases*

According to the information given in Figure 4.2.21, out of 234 participants, most of the participants 130 (56%) said they did not have difficulty translating adverb phrases in English, whereas 104 participants (44%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating prepositional phrases in English. The results are given in Figure 4.2.22.

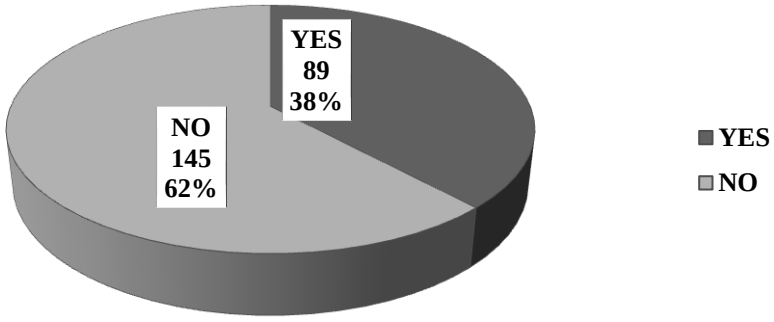


Figure 4.2.22. Prepositional Phrases

According to the information given in Figure 4.2.22, out of 234 participants, most of the participants 145 (62%) said they did not have difficulty translating prepositional phrases in English, whereas 89 participants (38%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating collocations in English. The results are given in Figure 4.2.23.

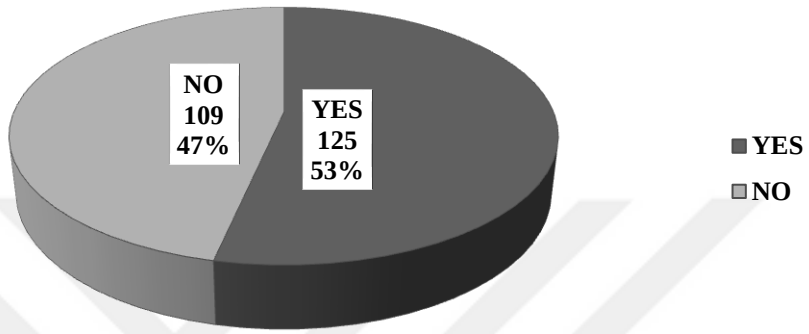


Figure 4.2.23. Collocations

According to the information given in Figure 4.2.23, out of 234 participants, most of the participants 109 (47%) said they did not have difficulty translating collocations in English, whereas 125 participants (53%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating inversion in English. The results are given in Figure 4.2.24.

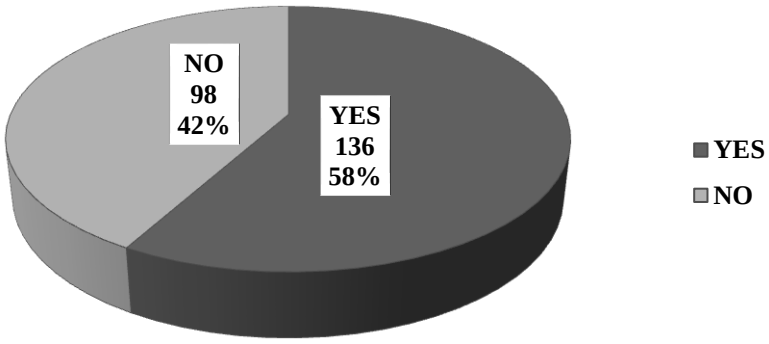


Figure 4.2.24. Inversion

According to the information given in Figure 4.2.24, out of 234 participants, most of the participants 98 (42%) said they did not have difficulty translating inversion in English, whereas 136 participants (58%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating modal auxiliaries in English. The results are given in Figure 4.2.25.

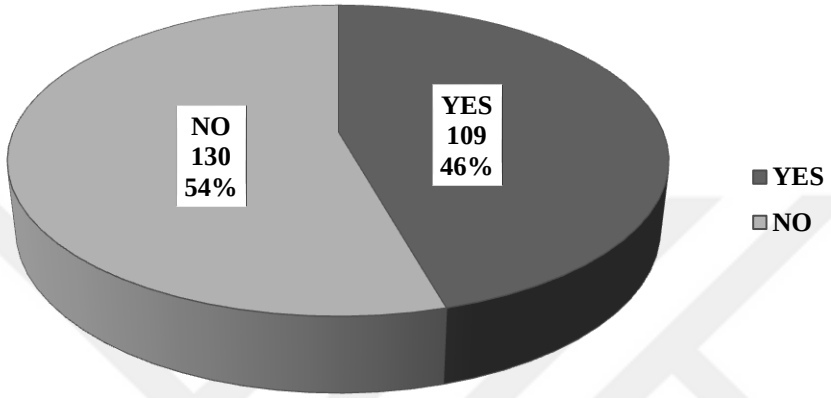


Figure 4.2.25. Modal Auxiliaries

According to the information given in Figure 4.2.25, out of 234 participants, most of the participants 130 (54%) said they did not have difficulty translating modal auxiliaries in English, whereas 109 participants (46%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating subjunctive mood in English. The results are given in Figure 4.2.26.

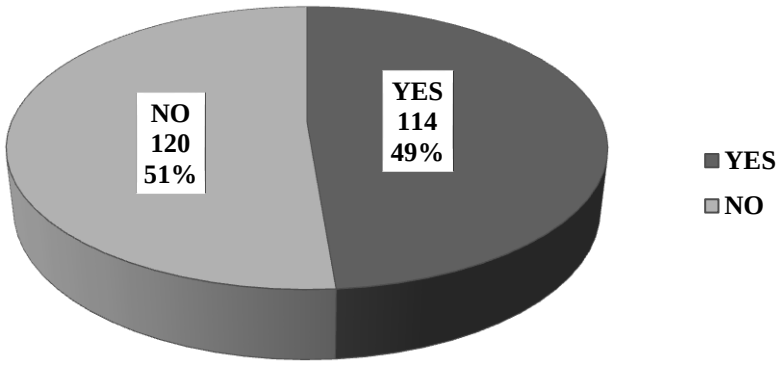


Figure 4.2.26. Subjunctive Mood

According to the information given in Figure 4.2.26, out of 234 participants, most of the participants 120 (51%) said they did not have difficulty translating subjunctive mood in English, whereas 114 participants (49%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating active voice in English. The results are given in Figure 4.2.27.

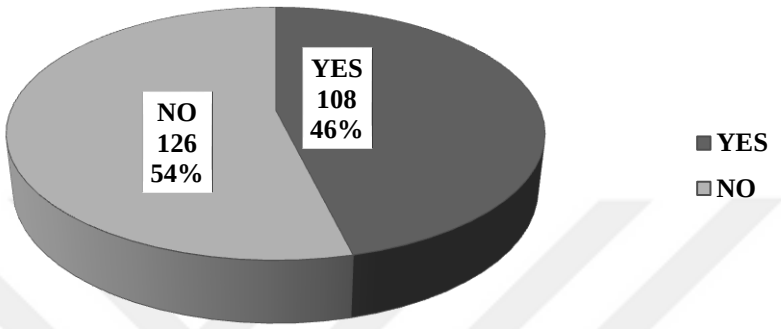


Figure 4.2.27. Active Voice

According to the information given in Figure 4.2.27, out of 234 participants, most of the participants 126 (54%) said they did not have difficulty translating active voice in English, whereas 108 participants (46%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating passive voice in English. The results are given in Figure 4.2.28.

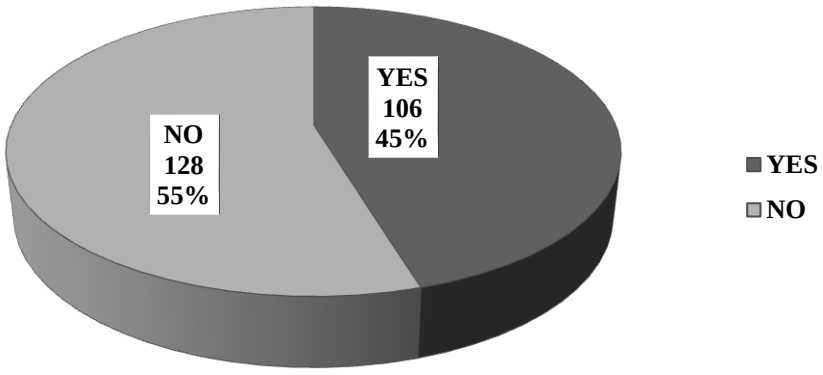


Figure 4.2.28. Passive Voice

According to the information given in Figure 4.2.28, out of 234 participants, most of the participants 128 (55%) said they did not have difficulty translating passive voice in English, whereas 106 participants (45%) said that they did.

The next item seeks for information about the students as to whether or not they have difficulty translating conditional sentences in English. The results are given in Figure 4.2.29.

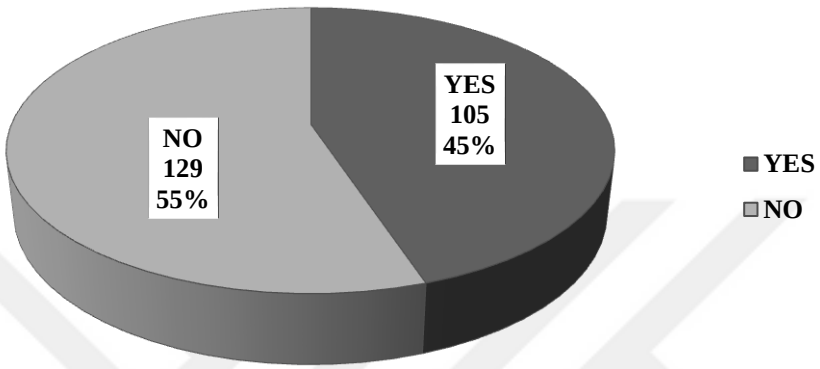


Figure 4.2.29. Conditional Sentences

According to the information given in Figure 4.2.29, out of 234 participants, most of the participants 129 (55%) said they did not have difficulty translating conditional sentences in English, whereas 105 participants (45%) said that they did.

Item 15 in the questionnaire tries to investigate participants' views upon translation lectures given at the faculty. Participants' responses are divided into two groups: positive views and negative views. The findings and details are given below. Totally, participants gave 116 positive views. The views and their distributions are given in Table 4.2.20

Table 4.2.20

Positive Views and Their Distributions

Rank	Participants' positive views	n	%	Sample Responses
1	Enables to improve English in general	34	29,31	dilimi geliştirdi / okuduğumu daha iyi anlayabiliyorum
2	Enables to gain awareness in the target language	21	18,10	farkındalık yarattı / farkındalığımı artırdı
3	Enables to improve vocabulary	19	16,37	daha cok kelime öğrendim / kelime hazinemi geliştirdi
4	Enables to understand English culture better	16	13,79	İngiliz kültürüne dair bilgim oldu / kültür farklılığını daha iyi anladım
5	Enables to be aware of different ideas and opinions	7	6,03	farklı düşünceleri gördüm / çeviri farklılıklarını gördüm
6	Enables to change my point of view	5	4,31	bakış açımı değiştirdi / farklı açılardan bakmamı sağladı
7	Enables to be aware of grammar	4	3,44	gramerimi geliştirdi / gramer bilgimi artırdı
8	Enables to provide different texts with different genres	4	3,44	farklı türde metinler görmemi sağladı / farklı konuları görmemi sağladı
9	Enables to gain self-confidence	3	2,58	kendimi daha iyi hissettim / özgüvenim yerine geldi /
10	Enables to evaluate objectively	2	1,72	kendimi değerlendirmemi sağladı
11	Fun	1	0,86	ders eğlenceli
TOTAL		**116**	**100**	

According to the information given in Table 4.2.20, 34 participants (29,31%) claimed that translation courses they took during their education enabled them to improve English in general. 21 of the participants (18,10%) thought that translation courses helped them gain awareness in the target language. 19 participants (16,37%) claimed that the course helped them improve their vocabulary. 16 participants (13,79) believed that the courses enabled them to understand English culture better. However, 7 participants (6,03%) said the course had them be aware of different ideas and opinions. 5 participants alleged that the translation courses had them change their point of view. The same number of participants 4 (3,44%) put forward the idea that translation courses

both had them aware of grammar and provided different texts with different genres. Only 3 participants (2,58%) proposed that the courses helped them gain self-confidence. Another 2 participants (1,72%) stated that the courses had them evaluate L1 and L2 objectively. As a final comment only 1 participant (0,86%) asserted that they had fun during the translation courses they had taken previously.

Totally, participants gave 121 negative views. The views and their distributions are given in Table 4.2.21.

Table 4.2.21

Negative Responses and Their Distributions

Rank	Participants' negative views	n	%	Sample Responses
1	We were not presented specific translation techniques	31	26,27	çeviri tekniği anlatılmadı / kendi çabamızla öğrendik / çevirinin nasıl yapıldığı gösterilmedi
2	The number of course hours was inadequate	25	21,18	ders saati cok azdı / ders saati yetersiz / derste yetişmiyor
3	Texts were too long and boring	13	11,01	metinler sıkıcıydı / metnin konusu ilgimi çekmedi / bazı metinler çok uzundu
4	Students must be given a chance to have more motivation and participation	9	7,62	öğrencilerin daha aktif olması sağlanmalıydı / tüm öğrencilerin katılımı sağlanmalıydı
5	Sentences were both too long and complicated	9	7,62	metindeki cümleler aşırı uzun ve karışıktı / cümleler uzun olduğu için anlamadım / çok karışık cümleler de vardı
6	Different and more materials should be presented	9	7,62	daha fazla çeviri yapabilirdik / farklı türlerde çeviri yapabilirdik / daha cok pratik yapmalıydık
7	There should spontaneous interpretation	5	4,23	eş-zamanlı çeviri de yaptırılmalıydı
8	We should have given more details about the course	4	3,38	ders hakkında daha fazla bilgi verilmelydi / dersin işlenişi başta anlatılmadı
9	There should be more clear discussions in the class	4	3,38	sınıftaki tartışmalar bazen havada kaldı / birden fazla doğru cevap olduğunda kafam karıştı / net çeviriler yapmadık

10	The way to follow should be from simple to complicated	4	3,38	metinler kolaydan zora doğru olmalıydı / bazı metinler kolay bazıları aşırı zordu / bazı metinleri hiç çeviremedim
11	The equipment at the faculty was inadequate	3	2,54	fakültedeki donanım yetersiz / çeviri sınıfında bilgisayar yoktu
12	We should have been given more feedbacks about our translation	3	2,54	daha çok dönüt alsaydık hatalarımı düzeltebilirdim / yaptığım çevirinin doğru ya da ayanlış olduğunu bilmiyorum
13	We were lack of grammar and vocabulary	2	1,69	daha çok kelime ve dilbilgisi anlatılmalıydı / kelime hazinem eksik olunca çok zorlandım
TOTAL		**121**	**100**	

According to the information given in Table 4.2.21, 31 participants (26,27%) claimed that they were not presented specific translation technique during the translation courses they took. 25 participants (21,18%) found the number of weekly course hours inadequate. 13 participants (11,01%) thought the texts given during the courses were too long and boring. 9 participants (7,62%) thought that they must be given a chance to have more motivation and participation during the courses. The same number of students put forward the idea that the sentences were both too long and complicated and the next comment given by the participants was the same number as the previous ones; there should be different and more materials. 5 participants (4,23%) alleged that the courses should include spontaneous interpretation. 4 participants (3,38%) stated that they should be given more details about the course. The same number of participants put forward the idea that there should be more clear discussions in the class and the way to follow should be from simple ones to complicated ones. 3 participants (2,54%) asserted that the equipment at the faculty was inadequate. The same number of participants said they should have been given feedbacks about translog translation. As a final comment made by 2 of the participants (1,69%) was that they were lack of knowledge of grammar and vocabulary.

4.3. Findings from the Interviews

In this part of the study, findings gathered from the interviews conducted with both lecturers and students will be discussed.

4.3.1. Findings from the Interviews with Lecturers

Most lecturers agree on the idea that translation skills are gained depending on L1 and L2 competence, which means a translator who is lack of either knowledge, will fail in translating. One of the lecturers said "Even though students are proficient enough to understand a text in L2, they mostly have difficulty in finding the equivalent translation in L1." Another lecturer claimed that students are lack of sufficient L1 knowledge and added that "before starting to teach how to translate properly, students should be trained to be competent enough in their native language."

Table 4.3.1

Lecturers' Responses to the Interview

Lecturers' Responses	**n**	**%**	**Sample responses**
Incompetence in both languages	3	60	…her iki dilde de başarı sağlamalı. / …iki dilde de hakimiyeti olmalı. / … anadilini de bilmeli.
Incompetence in L1	1	20	… ilk önce anadilini öğrenmeli.
Finding the equivalence in L1	1	20	…konuyu anlasa bile ifade edemeyebiliyor.
Total	**5**	**100**	

4.3.2. Findings from the Interviews with Students

When students were asked the same question, their responses mostly reached to a common point since they do not have adequate linguistic knowledge either in English or even in Turkish. One of the students said "Though I believe that I have completely understood a text in L2, when it comes to translating it, I have quite a lot of difficulties in finding the correct equivalent of the words or phrases. Another student claimed to have difficulties in translating compound – complex sentences. Another student stated that s/he has mostly found it hard to match Turkish versions of adjectives and adverbs. Another student expressed his / her idea by saying that "I mostly cannot find correct prepositions in English for their counterparts."

From all above considerations, it can be assumed that the most difficult aspects for students in translation have a lot in common in terms of the difficulties they have encountered during the translation process.

4.4. Findings from Data Analysis

In the current study, the second most important issue was to handle the results from the texts translated by the students participated in the study. The texts were given in terms of their difficulty. The least difficult one was presented first. After that the second difficult one was presented and finally the most difficult one was presented respectively. As a first text 'Killer nurse receives four life sentences' was examined. The text included 10 sentences with 148 vocabulary items. The errors of omission committed by the participants are given in Table 4.4.1.

Table 4.4.1

The Distribution of Errors of Text A in terms of Omission

Types of Errors	Error Codes	*n*	*%*
1. Errors of Omission			
omission of preposition	O[prep]	44	10.89
omission of plural suffix (-ler / -lar)	O[pl]	0	0
omission of adverb	O[adv]	148	36.63
omission of noun	O[n]	156	38.61
omission of adjective	O[adj]	56	13.87
TOTAL		**404**	**100**

Table 4.4.1 gives the results of '*Errors of Omission'*. According to the results given in Table 4.4.1, the number of errors related to the '*omission of preposition'* was 44 (10,89%). As for the *'omission of plural suffix (-ler / -lar)'*, there was no error available. When it comes to the *'omission of adverb'* the number of errors committed by the participants was 148 (36,63%). *'Omission of noun'* was also one of the most frequently committed error types with the number of 156 (38,61%). Regarding the errors related to *'omission of adjective'*, the number of errors was 56 (13,87%).

The next errors committed by the participants are related to addition. The errors of addition committed by the participants are given in Table 4.4.2.

Table 4.4.2

The Distribution of Errors of Text A in Terms of Addition

Types of Errors	Error Codes	*n*	*%*
2. Errors of Addition			
addition of preposition	A[prep]	52	13.26
addition of plural suffix (-ler/ -lar)	A[pl]	48	12.24
addition of noun	A[n]	92	23.47
addition of subject pronoun	A[sp]	68	17.34
addition of object pronoun	A[op]	28	7.14
addition of conjunction	A[conj]	12	3.06
addition of adverb	A[adv]	56	14.30
addition of adjective	A[adj]	36	9.19
TOTAL		**392**	**100**

Table 4.4.2 gives information about the errors committed by the participants regarding *'errors of addition'*. According to the results, the most frequently committed error was *'addition of noun'* with 92 (23,47%). The second commonest error was *'addition of subject pronoun',* which was committed 68 times (17,34%). Next comes '*addition of adverb'* with 56 (14,30%). After that, '*addition of preposition*' was one of the most frequently found error type with 52 (13,26%). Another error committed by the participants was 'addition of plural suffix (-ler/ -lar)' with 48 (12,24%). The third least committed error regarding the errors of addition was *'addition of adjective'* with 36 (9,19%). When the second least committed error was considered, it was *'addition of object pronoun'* with 28 (7,14%). As the final item in the table, the least frequently committed error in this section was *'addition of conjunction'* with 12 (3.06%).

The next errors committed by the participants are related to substitution. The errors of substitution committed by the participants are given in Table 4.4.3

Table 4.4.3

The Distribution of Errors of Text A in terms of Substitution

Types of Errors	Error Codes	*n*	*%*
3. Errors of Substitution			
wrong selection of words	S[slw]	688	66.40
wrong selection of parts of speech	S[spos]	60	5.80
wrong selection of tenses	S[ste]	196	18.92
wrong selection of prepositions	S[sprep]	92	8.88
wrong selection of adjective complement	S[sadjco]	0	0
TOTAL		**1036**	**100**

Table 4.4.3 gives information about the errors committed by the participants regarding '*Errors of Substitutions'*. According to the results, the most frequent error committed by the participants was '*wrong selection of words*' 688 (66,40%). The second commonest error was '*wrong selection of tenses'* with 196 (18,92%). After that comes '*wrong selection of prepositions*' which was the third most frequent error with 92 (8,88%). The fourth commonest error was '*wrong selection of parts of speech*' with 60 (5,80%). The final expected error in this section was '*wrong selection of adjective complement*', which was surprisingly not committed by the participants.

The next errors committed by the participants are related to permutation. The errors of permutation committed by the participants are given in Table 4.4.4.

Table 4.4.4

The Distribution of Errors of Text A in Terms of Permutation

Types of Errors	Error Codes	*n*	*%*
4. Errors of Permutation			
wrong order of elements	P[woe]	136	100
Total		**136**	**100**
No Translation	[NT]	36	100
Total		**36**	**100**

As for Table 4.4.4, which gives information about the errors related to '*Errors of Permutation'*. The number of errors committed was 136 (100%), which was related to *'wrong order of elements'*. The final error type was '*No translation*'. The number of errors was 36 (100%).

The second text called ‘British families’, which was assumed to be the second difficult text by the instructor himself, was examined. The text included 6 sentences with 139 vocabulary items. The errors of omission committed by the participants are given in Table 4.4.5.

Table 4.4.5

The Distribution of Errors of Text B in terms of Omission

Types of Errors	**Error Codes**	***n***	***%***
1. Errors of Omission			
omission of preposition	O[prep]	9	9.68
omission of plural suffix (-ler / -lar)	O[pl]	0	0
omission of adverb	O[adv]	20	21.50
omission of noun	O[n]	36	38.71
omission of adjective	O[adj]	28	30.11
TOTAL		**93**	**100**

Table 4.4.5 gives the results of ‘*Errors of Omission’*. According to the results given in Table 4.4.5, the number of errors related to the ‘*omission of preposition’* was 9 (9,68%). As for the *‘omission of plural suffix (-ler / -lar)’*, there was no error available. When it comes to the *‘omission of adverb’* the number of errors committed by the participants was 20 (21,50%). *‘Omission of noun’* was also one of the most frequently committed error types with 36 (38,71%). Regarding the errors related to *‘omission of adjective’*, the number of errors was 28 (30.11%), which was the second commonest error.

The next errors committed by the participants are related to addition. The errors of addition committed by the participants are given in Table 4.4.6.

Table 4.4.6

The Distribution of Errors of Text B in terms of Addition

Types of Errors	**Error Codes**	***n***	***%***
2. Errors of Addition			
addition of preposition	A[prep]	11	5.88
addition of plural suffix (-ler/ -lar)	A[pl]	36	19.25
addition of noun	A[n]	32	17.11
addition of subject pronoun	A[sp]	4	2.14
addition of object pronoun	A[op]	0	0
addition of conjunction	A[conj]	12	6.42
addition of adverb	A[adv]	64	34.22
addition of adjective	A[adj]	28	14.98
TOTAL		**187**	**100**

Table 4.4.6 gives information about the errors committed by the participants regarding *'errors of addition'*. According to the results, the most frequently committed error was *'addition of adverb* (n=64,34,22%). The second commonest error was *'addition of plural suffix (-ler/ -lar),* which was committed 36 times with 19.25%. Next comes '*addition of noun* (n=32, 17,11%). After that, '*addition of adjective'* was one of the most frequently found error types with 28 (14,98%). Another error committed by the participants was 'addition of conjunction' (n= 12, 6,42%). The third least committed error regarding the errors of addition was *'addition of preposition'* (n=11, 5,88%). When the second least committed error was considered, it was *'addition of subject pronoun'* (n:=4, 5,14%). As the final item in the table was *'addition of object pronoun'*, which was not committed in this section.

The next errors committed by the participants are related to substitution. The errors of substitution committed by the participants are given in Table 4.4.7.

Table 4.4.7

The Distribution of Errors of Text B in terms of Substitution

Types of Errors	**Error Codes**	***n***	***%***
3. Errors of Substitution			
wrong selection of words	S[slw]	200	67.56
wrong selection of parts of speech	S[spos]	16	5.41
wrong selection of tenses	S[ste]	60	20.27
wrong selection of prepositions	S[sprep]	20	6.76
wrong selection of adjective complement	S[sadjco]	0	0
TOTAL		**296**	**100**

Table 4.4.7 gives information about the errors committed by the participants regarding '*Errors of Substitutions'*. According to the results, the most frequent error committed by the participants was '*wrong selection of words*' (n=200, 67.56%). The second commonest error was '*wrong selection of tenses*' (n=60, 20,27%). After that comes '*wrong selection of prepositions*' which was the third most frequent error with 20 (6,76%). Next comes the '*wrong selection of parts of speech'* with 16 (5,41%). The final expected error in this section was '*wrong selection of adjective complement*', which was surprisingly not committed by the participants.

The next errors committed by the participants are related to permutation. The errors of permutation committed by the participants are given in Table 4.4.8.

Table 4.4.8

The Distribution of Errors of Text B in terms of Permutation

Types of Errors	**Error Codes**	***n***	***%f***
4. Errors of Permutation			
wrong order of elements	P[woe]	36	100
Total		36	100
No Translation	[NT]	4	100
Total		**4**	**100**

As for Table 4.4.8, which gives information about the errors related to '*Errors of Permutation'*. The number of errors committed was 36 (100%), which was related to *'wrong order of elements'*. The final error type was '*No translation*'. The number of errors was 4 (100%).

As a final text ‘Spielberg shows Beijing red card over Darfur’ was examined. The text included 4 sentences with 132 vocabulary items. The errors of omission committed by the participants are given in Table 4.4.9.

Table 4.4.9

The Distribution of Errors of Text C in terms of Omission

Types of Errors	Error Codes	*n*	*%*
1. Errors of Omission			
omission of preposition	O[prep]	16	44.45
omission of plural suffix (-ler / -lar)	O[pl]	0	0
omission of adverb	O[adv]	8	22.22
omission of noun	O[n]	0	0
omission of adjective	O[adj]	12	33.33
TOTAL		**36**	**100**

Table 4.4.9 gives the results of ‘*Errors of Omission’*. According to the results given in Table 4.4.9, the number of errors related to the ‘*omission of preposition’* was 16 (44,45%), which was the most frequently committed error. As for the *‘omission of plural suffix (-ler / -lar)’*, there was no error available. When it comes to the *‘omission of adverb’* the number of errors committed by the participants was 8 (22,22%). *‘Omission of noun’*, which was not a committed error type. Regarding the errors related to *‘omission of adjective’*, the number of errors was 12 (33.33%), which was the second frequent error.

The next errors committed by the participants are related to addition. The errors of addition committed by the participants are given in Table 4.4.10.

Table 4.4.10

The Distribution of Errors of Text C in terms of Addition

Types of Errors	**Error Codes**	***n***	***%***
2. Errors of Addition			
addition of preposition	A[prep]	20	12.5
addition of plural suffix (-ler/ -lar)	A[pl]	0	0
addition of noun	A[n]	44	27.5
addition of subject pronoun	A[sp]	8	5
addition of object pronoun	A[op]	12	7.5
addition of conjunction	A[conj]	4	2.5
addition of adverb	A[adv]	40	25
addition of adjective	A[adj]	32	20
TOTAL		**160**	**100**

Table 4.4.10 gives information about the errors committed by the participants regarding *'errors of addition'*. According to the results, the most frequently committed error was *'addition of noun* (n=44, 27,5%). The second commonest error was *'addition of adverb',* which was committed 40 times (25 %). Next comes '*addition of adjective* (n=32, 20%). After that, '*addition of preposition* was one of the most frequently found error type with 20, (12,5%). Another error committed by the participants was 'addition of object pronoun (n=12, 7,05%). The third least committed error regarding the errors of addition was *'addition of subject pronoun'* with 8, (5%). When the second least committed error was considered, it was *'addition of conjunction'* (n=4, 2,05%). As the final item in the table was *'addition of plural suffix (-ler/ -lar)'*, which was not committed in this section.

The next errors committed by the participants are related to substitution. The errors of substitution committed by the participants are given in Table 4.4.11.

Table 4.4.11

The Distribution of Errors of Text C in terms of Substitution

Types of Errors	**Error Codes**	***n***	***%***
3. Errors of Substitution			
wrong selection of words	S[slw]	168	53.17
wrong selection of parts of speech	S[spos]	12	3.79
wrong selection of tenses	S[ste]	104	32.92
wrong selection of prepositions	S[sprep]	32	10.12
wrong selection of adjective complement	S[sadjco]	0	0
TOTAL		**316**	**100**

Table 4.4.11 gives information about the errors committed by the participants regarding '*Errors of Substitutions'*. According to the results, the most frequent error committed by the participants was '*wrong selection of words*' (n=168, 53,17%). The second common error was '*wrong selection of tenses*' (n=104, 32,92%). After that comes '*wrong selection of prepositions*' which was the third most frequent error (n=32, 10,12%). Next comes the '*wrong selection of parts of speech'* (n=12, 3,79%). The final expected error in this section was '*wrong selection of adjective complement*', which was surprisingly not committed by the participants.

The next errors committed by the participants are related to permutation. The errors of permutation committed by the participants are given in Table 4.4.12.

Table 4.4.12

The Distribution of Errors of Text C in terms of Permutation

Types of Errors	**Error Codes**	**n**	***%***
4. Errors of Permutation			
wrong order of elements	P[woe]	44	100
TOTAL		**44**	**100**
No Translation	[NT]	0	100
Total		**0**	**100**

As for Table 4.4.12, which gives information about the errors related to '*Errors of Permutation'*. The number of errors committed was 44 (100%), which was related to

'wrong order of elements'. The final error type was '*No translation*', which was not committed by the participants.

The next table, which will help us to see the most pre-dominant errors committed by the students from a wide angle, gives the total distribution of errors. The total number of errors in line with Corder's taxonomy committed by the students is given in Table 4.4.13.

Table 4.4.13

Total Number of Errors

Types of Errors	Error Codes	n
1. Errors of Omission	E[O]	
omission of preposition	O[prep]	69
omission of adverb	O[adv]	176
omission of noun	O[n]	192
omission of adjective	O[adj]	96
TOTAL		**533**
2. Errors of Addition	E[A]	
addition of preposition	A[prep]	83
addition of plural '-s''lar-ler'	A[pl]	84
addition of noun	A[n]	168
addition of subject pronoun	A[sp]	80
addition of object pronoun	A[op]	40
addition of conjunction	A[conj]	28
addition of adverb	A[adv]	160
addition of adjective	A[adj]	96
TOTAL		**739**
3.Errors of Substitution	E[S]	
wrong selection of words	S[slw]	1056
wrong selection of parts of speech	S[pos]	88
wrong selection of tenses	S[wst]	360
wrong selection of prepositions	S[prep]	144
TOTAL		**1648**
4. Errors of Permutation	E[P]	
wrong order of elements	P[woe]	216
no translation	[NT]	40
TOTAL		**256**

According to the table 4.4.13, the most pre-dominant error committed by the students participating in the study was *'wrong selection of words'* S[slw] with 1056. The second most pre-dominant error occurred in the student translations was *'wrong selection of tenses'* S[wst] (n=360). Then *'wrong order of elements'* P[woe] with 216 was the third most pre-dominant error. *'Omission of noun'* O[n] is one of the most frequent errors with 192. The total number of errors related to, *'omission of adverb'* O[adv] was 176. Another common error committed by students was *'addition of noun'* A[n] with 168. When it comes to the errors related to the *'addition of adverb'* A[adv], the total number was 160. After that *'wrong selection of prepositions'* S[prep] comes, which occurred 144 times in the study. Next comes *'addition of adjective'* A[adj] and *'omission of adjective'* O[adj] with 96. Another error committed by the students was *'wrong selection of parts of speech'* S[pos] with 88. Another error committed by the students was *'addition of plural –s'* A[pl] with 84. The total number of errors related to *'addition of preposition'* A[prep] was 83. Then *'addition of subject pronoun'* A[sp] comes with 80. Next comes the *'omission of preposition'* O[prep], which occurred 69 times throughout the study. The third least committed error was *'addition of object pronoun'* A[op] with 40. The second least committed type of error was *'no translation'* [NT] with 40. Finally, the least committed error type was *'addition of conjunction'* A[conj], which only occurred 28 times throughout the study.

From all above results, it can be concluded that according to Corder's taxonomy, the most frequent errors committed by the students were *'the error of substitution'* E[S] with 1648. The second commonest error was *'the error of addition'* E[A], which occurred 739 times throughout the study. After that comes *'the error of omission'* E[O], which was the third common error with 533. The final and the least type of error committed by the students was *'the error of permutation'* E[P] (n=256).

CHAPTER V

DISCUSSION

5.1. Introduction

This section of the current study aims to present discussion and its implications for ELT. The results obtained from the study are summarized and supported by the current literature. Moreover, some certain significant outcomes of the study are presented along with as to how the current study could prove fruitful results for other ELT context that are discussed.

5.2. Discussion

In the current study the purpose was to identify and classify the errors committed by second grade ELT students taking ENG>TR translation courses at Faculty of Education. There were two different types of data obtained during the implementation of the study. Firstly, student questionnaire that was implemented during the first stages of the study and then analysed through SPSS 20. Then, the second data were collected from three texts that were translated from English into Turkish during both mid-term and final exams by the students. After that, the data were translated by five lecturers at the department of School of Foreign Languages. The data was provided by the advisor and analysed through Corder's taxonomy as discussed in review of literature section (see chapter 2). Then interviews with lecturers at the department of School Of Foreign Languages were conducted and the data were collected by means of qualitative analysis as given in findings section (see chapter 4).

The review of literature identified some missing issues in the current translational research which this study aimed to redress. The most significant among these one was the lack of any relevant research into the subject specific ENG > TR field. Other researchers (Koç, 2006; Kosterina, 2007; Plummer, Cox & Dale, 2009; Corpuz, 2011; Ambawani, 2014; Pym, 2014; Setiawan, 2014; Hossain & Uddin, 2015; Salamah, 2015; Ghasemi1 & Hashemian, 2016; Ngangbam, 2016;) have covered some significant issues in the field, whereas almost none have considered studying the issues handled in the current study, which provided sufficient motivation for the researcher and the development of translation courses given at relevant faculties.

Besides these, other missing points in the current state of translational research were also proposed. They provided the basis for the research questions given in chapter 3 (see chapter 3). After the establishment of a methodology, the results obtained from the data provided a combination of both conclusive and tentative answers to research questions (see chapter 4). These results will be handled in a more extensive and relevant context where it would be possible to shed a light on prospective research in this field.

In this chapter, the conclusions obtained from the findings of student questionnaire and interviews with both the lecturers and students, error correction procedure through Corder's taxonomy will be discussed. The research questions that were addressed in the current study are as follows.

1. What are ELT students' attitudes towards translation and translation courses?
2. What attitudes do ELT students express towards translation as a language learning process in terms of language use, reading and comprehension, writing skill and vocabulary?
3. To what extend are ELT students aware of the errors they commit?
4. What are the most pre-dominant errors which ELT students commit in L2>L1 translation based on Corder's taxonomy? (1967)

5.3. Students' Attitudes towards Translation and Translation Courses

The Grammar Translation Method (GMT), which is characterized by translation and analysis of literature with a strict control of understanding and accuracy has traditionally held a deep rooted place in second language learning and dominated language teaching up to the 1960s (Brown, 2007). According to Cook (2010), as the ever changing needs of migration fluctuate in a globalized world, language needs appear to be shifting back to Translation in Language Teaching (TILT). In other words, translation is 'back in fashion', but with a revised version of Lado's Contrastive Analysis (Saville – Troike, 2008), where the meaning and language awareness receives the focus instead of accuracy (Leonardi, 2010).

As given in chapter 4, the students' responses regarding the meaning of translation vary; that's to say, the majority of the students found that the translation or translation process makes a text meaningful, finding the equivalent of words and

sentences; however, the real meaning of translation is quite different from what they consider. Thus, the participants of the study are not aware of the meaning of translation. As it is already given in chapter 2 translation is "the process of transferring a written text from source language (SL) to target language (TL)" (Hatim and Munday, 2004). Therefore, in the translation course process, the teachers' role is to help their students be aware of the meaning of translation by giving various examples, which precedes the real translation process in which students are involved.

5.4. Students Attitudes towards Translation as a Language Learning Process

In terms of language use, students mostly believe that translation courses help them understand that they need a vast predominance in both target and source languages, which means a translator should be competent in both languages so that they can transfer their ideas and opinions from one language into another. Following this item, students' responses as to studying on how different statements in English can be expressed in Turkish. According to Cook, translation allows learners to relate new knowledge to existing knowledge (as recommended by many learning theories), promotes noticing and language awareness, and highlights the differences and similarities between the new and existing language (2011).

When it comes to the contribution of translation courses from ENG>TR to students' reading comprehension skills, the majority of the students believe that translation courses help them distinguish and understand what is said and what is meant to be. Following this item, students believe that cultural background is necessary for correct translation as well. Culture may be defined as a product of interacting human minds within certain boundaries and hence may be one of the most complicated issues on Earth as it depends according to some disciplines such as genetics, neuroscience, individual development, ecology and evolutionary biology, psychology and anthropology. According to Torop, the relationship between culture and translation is highly important as culture operates largely through translational activity, since only by the inclusion of new texts into culture can the culture undergo innovation as well as perceive its specificity (2009). Each society has its own set of habits, moral values, judgements and classification systems which sometimes are quite different from one another. As Aixela notes, "cultural asymmetry between two linguistic communities is necessarily reflected in the discourses of their members, with the potential opacity and

inaccessibility this may involve in the target culture system" (1996, p. 54), which conveys this difference with a set of cultural signs capable of questioning or even denying one's own culture by refusing the sense of otherness.

As for the writing skills, most of the students claimed that translation courses contributed to their understanding how a single idea can be expressed in different ways. According to Leonardi, translation plays a very important role in an increasingly globalised world and in increasingly multilingual Europe where it is used on daily basis (2010, p.17). Many theorists, linguists, teachers have come to a common point on the importance of using translation in foreign language classes. Writing is an integral part of translation. When a student translates, s/he often needs to do so in writing and have a good command of writing skills. For instance, Schaffner claims that the translation and related exercises could be beneficial to foreign language learning:

1. To improve verbal agility,
2. To expand students' vocabulary in L2,
3. To develop their style,
4. To improve their understanding of how languages work,
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2 (1998).

Translation helps to improve language awareness. While translating students not only focus on identifying differences in structure but also vocabulary. Besides, students have to evolve strategies to deal with and to negotiate the potential of both languages. The real usefulness of translation in foreign language classes lies in comparison of grammar, vocabulary, word order and other language points in the target language and the student's mother tongue. Students unconsciously start to contrast language systems of the target and the native languages. Therefore, the learners should be required to discuss and correct common mistakes. According to Perkins, in order to develop students' linguistic awareness of contrast between L1 and L2 grammatical structures, and thus counteract inter-lingual interference, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the student still has not assimilated. (1985)

Regarding the contributions of translation courses on vocabulary, students mostly believe that the courses helped them learn more vocabulary as well as enabling

them to learn the connotations depending on the context. Although many valid arguments have been put forth to keep translation out of the classroom, translation is indeed an act of communication across languages and cultures, as it is a naturally occurring activity that takes place in the real world. As Duff states “translation happens everywhere, all the time, so why not in the classroom?” (1989, p. 6). According to Atkinson, activities that involve some translation promote guessing strategies amongst students and helps reduce the word-for- word translation that often occurs and which results in inappropriate L2 use. As for Harbord, some translation work teaches students to work towards transferring meaning "rather than the word-for-word translation that occurs when the learner's unconscious need to make assumptions and correlations between languages is ignored" (1992, pg 354)

5.5. Student Awareness of the Errors They Commit

Self-awareness is a tool to provide students to have a clear and realistic perception of who they are. Besides, self-awareness enables students not to be about uncovering a deep dark secret, but understanding who they are, why they do what they do, how they do it.

There are two edges of self awareness. One is that it is not surprising that students need educational support and direction to deepen their capacity to develop awareness, a professional self, including an ability to recognize, understand, and utilize their capacity while performing certain tasks. The other one is that teachers in the classroom, supervisors in the field, and faculty advisors need to be aware of the inherent difficulties students may encounter and help them to find ways and increase self awareness.

Self-awareness is an honest way of understanding one’s own values, desires, thought patterns, hopes, motivations, goals and ambitions, emotional responses, strengths and weaknesses. It takes years to fully develop and requires commitment, and is supplemented by others’ feedback. The level of self-awareness is related to the level of influence and performance: The more self-aware students are, the more they are aware of their own potential. Yet, the need for limitation as for the self –awareness should be kept in mind.

In the current literature, there are various studies conducted to prove the effectiveness of self-awareness. For example, (Brenner, 2003; Anderson & Perlis, 2005;

Urdang, 2010; Corbato, 2013) focused on the idea of students' improvement in understanding and raising self awareness thanks to their educational background and intercultural developments. Upon providing such an opportunity to students can promote their self improvements and consciousness throughout their academic education and afterwards.

In the current study, there are some certain types of questions to identify the self-awareness of the participants in the questionnaire. One of the questions was about rating students' own against the problems they have ever encountered while translating from English into Turkish. According to the results obtained from the questionnaire, most of the participants found themselves good at finding the equivalent of the words. A good number of students also found themselves very good at it. However, only a small number of the total participants rated themselves as very bad in finding the equivalent of the words. In other words, majority of the participants had high level of self-awareness.

To make some of the issues handled in the questionnaire more concrete and precise, it is necessary to mention some of the answers given by the students. For example, the majority of students had a consensus on the issue regarding how they could overcome difficulties they encountered during their translation courses. Majority of the students put forward the idea that '*by translating more*' they could overcome difficulties they encountered, which means that they could be absorbed in more extensive translation activities. Besides, it is an inevitable fact that practice makes perfect, which also means that repetition of the same type of activities strengthen students' basic skills. Moreover, again majority of the students complain about lack of sufficient texts presented during the process of translation courses since they believe different levels of texts will enable them to improve their translational skills and capacity as well as their motivation. However, the number of hours allocated to translation courses is limited to 3 hours per week in 3 months, which has a burden on the teacher who takes the course. In order to solve the problems students encounter, there should be more out of class activities such as assignments through e-mails and online feedback to help them improve their translational competence.

As a result, the current study suggests when the students are given to evaluate their self-awareness; the outcome might be so fruitful that even in the market after they graduate, they might reflect what they might have gained in an effective manner.

5.6. Error Correction through Corder's Taxonomy

Undoubtedly, English has become a dominant language *i.e lingua- franca* today. Apart from the native speakers of English, there are millions of people who speak it as a second or foreign language, which suggests that most interactions in English take place among non-native speakers. That is, both the social environment and educational background of the speakers may have an effect on their L2 learning as well as the effect of their own mother tongue which may cause them to be failing process of English, Therefore, in learning and teaching process, making errors is inevitable. Thus, there have been various studies conducted to find a proper way to assess and evaluate or as some scholars call treating errors is required. In this respect, one of the leading scholars who revolutionized a method to help find a remedy to overcome the issue was Corder. That's why, the researcher based the whole study on Corder's taxonomy to achieve a fruitful and reliable result.

In the current literature, there are various studies conducted to prove the acceptability and reliability of Corder's taxonomy in terms of classification and identification of the errors committed by students. As stated in one of the studies conducted by Fialová (2012), Corder (1967), in his seminal paper "The Significance of Learners' Errors," presented several important observations that led to a break from the behaviourist views of language learning and marked the beginning of research on learner language and L2 acquisition. Furthermore, he compared the processes of first and second language acquisition and suggested some important parallels: "I propose therefore as a working hypothesis that some at least of the strategies adopted by the learner of a second language are substantially the same as those by which a first language is acquired" (p. 22). Afterwards, he encouraged teachers and researchers to pay more attention to learners' internal needs since there might be a learner-generated, "built-in syllabus" that differs from the usual teacher agenda and is also likely to be more efficient (p. 24).

For example,(Shekhzadeh and Gheichi, 2011; Farrokh, 2011; Hariri,2012; Preseda and Badea, 2014) all investigated students' errors and their results were fairly similar since they all indicated that the errors conducted by students varied from wrong selection of words, incorrect use of prepositions, wrong selection of tenses, wrong use of parts of speech were the most frequent errors respectively. In line with their results in

the current study, some of the examples from the collected data are already given in the findings section (see chapter 4).

The results of research demonstrated errors are categorized into four types as the one called necessary or unnecessary '*omission'*, which denotes as the manipulation of the translator depending on the grammatical features of the language during the translation process to be precisely convey the meaning from one language to another, '*addition'*, which has the same explanation valid as given for the former one, *'substitution'*, which denotes using the wrong selection of expressions during the translation process, *'permutation'*, which denotes wrong order of elements and no translation.

Those made in substitution process were the most frequently encountered errors committed by the students such as those in the wrong selection of the prepositions and parts of speech and so on as well as those categorized in '*permutation'* such as wrong order of elements concerning the wrong selection of words.

All in all, it is quite necessary to mention that most of the students do not have sufficient knowledge about correct usage of words relevant to the context given and they are lack of L1 competence in terms of basic Turkish grammatical and appropriate lexical knowledge. For example, several students mistranslated the sentence 'Hospital nurse Colin Norris was imprisoned for life today for the killing of four of his patients.' using the words *'hayat boyu'* and *'müebbet'* connotating *'for life'* in Turkish in the same sentence. It can be assumed that since they were not aware that they convey the same meaning, they probably thought that they should use both expressions in the same sentence to be fully understandable. They needed to use both in the same structure, which means that they were confused with the meaning of two identical expressions although these two expressions are compatible with each other. Therefore, such translational errors can lead to inconsistencies and ambiguities.

In order to clarify those inconsistencies and ambiguities within the language itself, a person has the enough knowledge and capacity in both languages. Concerning the grammatical characteristics of translational process of both languages, the person in the process is to be competent enough to convey the meaning as it should be. In this research, lack of students' knowledge about the use of tenses was quite obvious, too. As it is given in the piloting study section in Methodology (see chapter 3), the differences between two languages are universally obvious; the Turkish language has 5 tenses; whereas, the tenses in the English language are arguably 12 since they claim that future

expressions cannot be regarded as tenses. As it is illustrated from the samples from the students' translation errors as follows;

- Upon studying on students' translations, one of the randomly selected sentence '*He will have to serve at least 30 years.*' was translated as *'En az 30 yıl ceza çekmek zorundaydı',* which in fact, conveys the meaning of a past obligatory. Instead, the students' should have used the expression 'En az 30 yıl içerde yatmak *zorunda kalacak.*' Although the time implication of the future tense in Turkish may be considered equivalent to the future tense in English, it possesses in addition an inherent participial quality. That is, the future tense is altogether regular in its form, being characterized by a tense sign consisting of the vowel '-e' or '-a' followed by the syllable '-cek' or '-cak', the choice between '-e' or '-a' in both cases being determined by the rules of vowel harmony.

As the relevant knowledge was handled by Abushihab (2012), the differences between two languages were crystal clear; as one so-called agglutinative, which has its own unique characteristics differing from the other having syntactic qualities such as word order. To illustrate, in order to make a proper translation of the sentences given in the following table, the flow chart of the sentence patterns and comparative illustrations are given in Table5.6.1. The sentences given in Table 5.6.1 below are divided into meaningful chunks, which is inseparable component of a decent translation so that they can present a discreet picture of the comparison between two languages *i.e syntactic vs. agglutinative.*

Table 5.6.1

Sample Translation of A Randomly Selected Given Sentence

32-year old Norris from Glasgow killed the four women in 2002 by giving them large amounts of sleeping medicine.	32 yaşındaki Glasgow'lu Norris 2002 yılında dört kadını büyük miktarda uyku ilacı vererek öldürdü.
32 year old Norris from Glasgow killed the four women in 2002 by giving them large amounts of sleeping medicine.	32 yaşındaki Glasgow'lu Norris öldürdü. dört kadını 2002 yılında vererek büyük miktarda uyku ilacı

To make the details given in Table inexplicable, a comparable analysis consisting of the features of both languages is given as follows;

- '32-year old Norris from Glasgow' is an expression which is given in the order of English structure following the rules of syntactic order, which denotes that an adjective proceeds a noun or a noun complement; whereas, in the case of Turkish language, it has a rule of consisting two derivational and non-derivational suffixes, which are added at the end of the expression. For instance, the non- derivational suffix '-daki' is added to the common noun and the proper noun '-lu' is added to the proper noun in the given expression.
- The verb 'killed' preceding the subject in the order of English structure is at the end of the Turkish sentence as 'öldürdü' due to the nature of a typical agglutinative language. As the original sentence is written in the simple past tense form, the translation is accordingly written in Turkish structure so-called *'eye-witness past form'*, which is distinguished from so-called *'dubitative tense'*(Kreider,1954)–not available in the English language structure- used in narrative discourse and in reporting events from rumour or hearsay.
- As there are neither definite nor indefinite articles in the Turkish structure, the noun phrase '*the four women*' is translated into Turkish as '*dört kadın*'

by making necessary omission of the definite article '*the*'. Apart from excluding the article, the noun is also translated in the singular form since it is, again, a rule of Turkish structure; that is, there is no need to write the noun in plural form if the adjective describing it is in the plural form. However, in the English structure, the noun also has to be in plural form if it exists more than one.

- In order to express time in the adverb phrase 'in 2002', one of the prepositions of time 'in' is available as it is necessary to use with the years according to the English language structure characteristics. When it comes to those of Turkish language structures, the suffix '-da' is used instead of the preposition in line with grade vowel harmony.
- When compared with the Turkish structure, the personal endings on the verb make the use of personal pronouns unnecessary in most cases; in that, such pronouns are used much less frequently than in English and the translators accustom themselves to using them only when emphasis is required. As bearing typical characteristics of agglutinative language, the Turkish language has its own exclusive aspects. That is why, the sample translation do not include *'them'* in the Turkish translated version, which can be considered as necessary omission of an object pronoun and cannot be regarded as an individual mistake. As for the characteristics existing in the English language, all prepositions precede a noun i.e. verbs in present participle forms in English in most cases are considered as nouns, such as shopping, travelling, trekking etc. Considering the cases in the Turkish language, this expression is generally translated as '*yaparak'* or '*ederek'* emphasizing as a means of the action itself.
- When it comes to the last phrase of the sentence in English version, the term 'large amounts of sleeping medicine' is translated into Turkish as *'büyük miktarda uyku ilacı'*, which denotes that the quantifiers used in English are divided into as those used with countable and uncountable nouns. That is to say, '*a large amount of'* is a quantifier which is always used with uncountable nouns.

Another problem handled in the current study was that the errors related to prepositions (especially unnecessary adding of a preposition) that literal translation in

many cases was the root cause of this sort of errors. In order to deepen the fact, the following example extracted from the students' translations which were randomly selected should be investigated. As a matter of fact, such an issue can be identified as follows;

- The original sentence which was extracted from the original translation text '32 year old Norris from Glasgow killed the four women in 2002 by giving them large amounts of sleeping medicine.' was mostly translated by students as 'Glasgow'dan 32 yaşındaki Norris 2002'de çok fazla uyku ilacı vererek dört kadını öldürdü.', which in fact, it should be translated as '32 yaşındaki Glasgow'lu Norris 2002 yılında dört kadını büyük miktarda uyku ilacı vererek öldürdü.' The typical errors committed by the students as the one given above may stem from their L1 translation, which they felt that all the grammatical features should face their encounter parts in the translated version of the language such as 'from' means '-den / -dan'; whereas, it should be translated as added to the noun with non-derivational suffix '-lu' depending on the vowel harmony in the Turkish language.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter aims to present conclusions as well as implications resulting from the current study. In this section of the study, the conclusion and a number of recommendations are presented for further design and research into the current issue handled throughout the study.

6.2. Conclusion and Implications

This study aims to contribute to the teaching translation by revealing the multi-dimensionality in translation by taking into consideration the problems students have encountered in the translation course of a university's department of English Language Teaching . The samples in this study were selected from the second grade ELT students' mid-term and final papers taking L2>L1 translation courses as a part of their curriculum.

There are a number of linguists and scholars who are against translation as well as the ones who are in favor of translation in language teaching and learning. Although English teachers often neglect or reject incorporating translation into language classrooms because of its close association with the grammar translation method, certain researchers (Whyatt 2009; Weydt 2009, O'Muireartaigh 2009) have proven that it is promising to apply translation tasks to improve L2 learner proficiency in language control and reading skills. To some, translation can be viewed as a holistic activity through which all four skills of language learning could be developed. It is also regarded as the fifth skill, and justification as an end of language learning in itself. In another study conducted by Chang (2006), the researcher applied both the immediate written recall task and a translation task to explore the effect of memory on reader recall, and found that the translation task provided considerably more comprehension evidence than did the immediate written recall task. Some scholars attempted to investigate whether the use of translation could have any effects on student language learning, particularly on their reading comprehension competence. Translation has mostly been recognized and used as a cognitive strategy in reading (O'Malley and

Chamot 1990, 3), and considered a convenient method to verify comprehension of the source text (Vinay and Darbelnet 1995, 124).

The study revealed how students start translating a text from English into Turkish. In order to translate a text properly, one should understand the situation in SL. To achieve it, one may also need to understand the cultural context and the pragmatics of the text. That is to say one has to understand why and for what purpose is the given sentence uttered.

Another finding that was revealed was that most of the students who thought they were not presented required translation techniques, methods and strategies; instead, they tried to make translations with the help of their previous knowledge. In other words, they did not find it necessary to refer any kind of dictionaries or translation books.

Another finding suggested that the majority of the students approved the translation courses contributed to progress in language learning. The students claimed that they needed a vast predominance in both SL and TL. Besides, they improved themselves in distinguishing and understanding what is said and what is meant to be as well as understanding how a single idea can be expressed in different ways. They also stated that the courses helped them learn more vocabulary.

The study revealed that students thought they mostly had difficulties when the given sentences were lengthy and complicated. However, during the error tagging process, finding the equivalent of the words was the most pre-dominant error committed by the students.

Translation is a challenging activity. There are also certain techniques to eliminate translation problems such as back translation, consultation or collaboration with other people…etc. Yet, the students claimed to have overcome the difficulties by translating more.

Translation was a significant part of ELT for a long time, and then a significant missing part for a long time also. With the arrival and then total dominance of communicative methodologies, translation was quickly consigned to the past, along with other ‘traditional' tools such as dictation, reading aloud and drills. Although it was a handicap that learners may not have seen the value of translation as an activity to help them learn English, and instead they saw it as a specialized and difficult activity. In addition, most of the students found it necessary to take translation courses in the department of ELT for the competence in L2.

Most students who fail in their translation exams have insufficient knowledge in their native language. Newmark (1984) emphasizes the importance of the mother tongue; according to him a translator has to know both his / her mother tongue and the language of the community he / she lives in. Students must be knowledgeable in all aspects of their mother tongue, and should be able to concentrate on the subject matter with profound understanding of text analysis, so that they can translate texts with the same information as the original. It can be assumed that correct word selection, correct word ordering, having knowledge about certain forms of expressions suitable for language structure are some of the features. Furthermore, foreign language knowledge of the students is not sufficient. Although the students' knowledge on syntax and structure is good, they have difficulty in expressing it properly.

Although there were a number of positive views upon translation courses, the negative views should not be ignored. The study found out that the students needed specific translation techniques, more course hours and shorter and more interesting texts than the already given texts.

Taking into account the mid-term and final papers of the students, the errors committed by the students can be gathered in two main groups:

1. Errors due to lack of L2 knowledge,
2. Errors resulting from their inability to use their native language fluently.

As a result, it was understood that, in the translation lecture, the students did not have enough knowledge of the foreign language and could not use their mother tongue fluently.

6.3. Recommendations for Further Studies

Growing numbers of researchers are supporting the potential of communicative approaches in order to enhance second and foreign language learning processes; however, the use of the native language and translation tasks keeps being restricted in educational contexts. The present study has reviewed the attitudes of ELT students towards ENG>TR translation courses, the most pre-dominant errors committed by the students and student awareness on the errors as well. High attention, however, has been explicitly given to students' attitudes and perspectives on translation courses.

This study has also shown the results of an empirical study, which was conducted precisely to try to shed more light on the matter. The study involved a total of 234 Turkish learners of English studying at the department of English Language Teaching at a university in Turkey.

The major findings confirm previous studies as regards the use of the translation when learning a second language and seem to imply that students tend to display unfavorable attitudes towards activities they do not find motivating. Therefore, more enjoyable activities with interesting themes should be included in the course syllabus. Some students ranked translation tasks as the most motivating activities and the ones they believed that could be more effective in second language acquisition, alongside listening and/or watching activities and speaking activities. Others believe that main translation problems encountered were also taken into consideration. Results revealed a somewhat contradictory feeling towards translation difficulties between students of degrees, the main translation problem for students was word choice whereas minority of the students found that differences between both linguistic systems were the most problematic area when translating, followed by lack of resources and lack of time. That is why, both during the course delivery and assessment processes students should be supported with necessary and relevant equipment such as dictionaries. Moreover, more time should be allocated for both processes to achieve desirable results in terms of efficiency in translation and assessment processes.

Students' final point of view on the overall usefulness of translation tasks indicated that students' attitudes towards were extremely positive because translation could help them acquire knowledge about the source and target languages, improve knowledge of language registers and dialects, improve lexical knowledge, acquire more fluency and fastness in re-expression, raise awareness of the differences between both linguistic systems, and improve grammatical knowledge.

As for the recommendations for further studies, in order to decrease the errors committed by the ELT students, the following points should be emphasized in translation courses:

- The success of the translation is largely a matter of choosing the right method for the text. Students need to be informed about translation techniques and strategies.

- According to Baker, (1992) errors in translation mostly result from the non-equivalence between the source and target languages (pg 20-21). However, competent translators who have sufficient linguistic knowledge of both the source and target languages know how to deal with them. In order to achieve it, a contrastive analysis on the characteristics of both Turkish and English language should be presented to the students at the very early stages of the course.
- Students' using the dictionaries randomly causes certain biases and deficiencies. Thus, it is necessary to teach and help them to use the dictionary well.
- One of the common mistakes most students do is choosing the wrong translation entry from a dictionary. This typically happens when the translator has no background information on the subject of the text or ignores the context of the text. To remedy this, students should be encouraged to use monolingual dictionaries as they may offer more detailed definitions. If the dictionary gives the correct translation of the searched item in source language as well, then the problem seems to be solved.
- In order to motivate the students, appropriate texts, newspapers, magazine articles, etc. should be given. Their being aware of the subject matter will provide them with understanding the text thoroughly as well as translating the texts with pleasure.
- So as to develop linguistic awareness, which will trigger the students to constantly keep their translation in check, extensive reading and writing exercises should be designed.
- Apart from extensive reading activities, different genres such as novels, TV series, documentaries, songs, comics and academic articles are recommended for exposing students to a great variety of language use, which, in turn, will enable the students to interpret a text appropriately.
- *'Miscue'* is a term first used by Goodman (1969) referring to an incorrect guess made by a reader when reading a text.(pg 9) For example a student may read *county* as *country* or *ready* as *reading* and so on. Although the frequency of miscue is common among beginner readers, *reading aloud activities* may also help to decrease the frequency of this type error when the

students' reading is improved. Some students with poor reading skills may also transfer the miscues into their translated text.

- Translation is an art form and there is always room for improvement and debate. A literal word for word rendering of the text is not really a translation. Students should be taught not only to convey meaning as precisely as possible, but also the tone. They should always keep in mind that well-expressed ideas are far more important than consistent grammar.
- It is also highly important to understand the usage of words in both the source and target language. Same words to mean different things depending on the context in which they are used may cause problems in translation. For example, in English, the word "*left*" can be used in several different meanings. Unless the student understands the meaning of the words in the context they're used, there's probably a big problem, again.
- Back translation method, which enables students to recognize and correct their own faulty parts in translation, should also be included in the design of the course.

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APPENDICES

APPENDIX A: STUDENT QUESTIONNAIRE – Turkish Version

Sevgili Arkadaşlar;

Sizleri daha iyi tanımak, isteklerinizi, ihtiyaçlarınızı anlayıp, çeviri derslerinizde yaşadığınız bir takım sorunlara yardımcı olmak amacı ile bir dizi soru hazırladık. Bu soruları dikkatle okumanızı, mümkün olduğunca detaylı bir şekilde cevap vermeni istiyoruz.

Vereceğiniz cevaplar, bizim tarafımızdan gizli tutulacaktır ve bu çalışmanın dışında herhangi bir yerde farklı amaçlarla kullanılmayacaktır. Teşekkür ederiz.

1. Çeviri nedir?

_____

_____

2. Çeviri ile ilgili düşünceleriniz eğitim hayatınız boyunca aldığınız İngilizceden Türkçeye çeviri dersleri ile örtüşüyor mu?

_____

_____

2a. Cevabınız "HAYIR" ise, neden örtüşmüyor?

_____

_____

3. İngilizceden Türkçeye çeviri derslerinde verilen metinleri rahatlıkla çevirebiliyor musunuz?

☐ Evet ☐ Hayır

4. Bir parçayı İngilizceden Türkçeye çevirmeye nasıl başlarsınız?

☐ Parçayı okumadan hemen ilk cümleden çevirmeye başlarım.

☐ Önce parçayı okur, sonra bilinmeyen kelimelerin anlamlarını bulurum.

☐ Kelimesi kelimesine çeviririm.

☐ İngilizce bir ifadenin Türkçede nasıl ifade edilebileceğini düşünürüm ve sonra çevirisini yaparım.

☐ Diğer (Lütfen belirtiniz.)

_____

_____

5. İngilizceden Türkçeye çeviri derslerinde size çeviri teknikleri, stratejileri ve metotları anlatıldı mı?

☐ Evet ☐ Hayır

5a. Cevabınız "HAYIR" ise, bir parçayı İngilizceden Türkçeye nasıl çevirdiniz? Lütfen açıklayınız.

_____

_____

6. İngilizceden Türkçeye çeviri derslerinin size herhangi bir katkısı olduğunu düşünüyor musunuz?

☐ Evet ☐ Hayır

6a. Cevabınız "EVET" ise, İngilizceden Türkçeye çeviri derslerinin aşağıda belirtilen hangi alanlarda katkısı olduğunu işaretleyiniz.

A. DİL KULLANIMI

☐ dilin ve sözcüklerin iletişimdeki gücünü daha iyi anlama
☐ anadil kullanımının inceliklerini fark etme
☐ yabancı dil dilbilgisini pekiştirme
☐ çeviride iki dile de büyük oranda hakimiyet gerektiğini anlama
☐ çeviri amacının dil kullanımını nasıl etkilediğini görme
☐ İngilizcedeki değişik ifadelerin Türkçede nasıl ifade edilebileceğini araştırma
☐ diğer (Belirtiniz) _____

B. OKUMA ve ANLAMA

☐ yabancı dildeki bir parçayı doğru anlama
☐ söylenenle söylenmek isteneni ayırma ve anlama
☐ sözcük çağrışımlarının önemini anlamaya
☐ çeviri yapmanın büyük bir çaba gerektirdiğinin farkına varma; daha fazla dikkat, sabır, beceri ve metinle etkileşim gerektirdiğini anlama
☐ çevirinin kültür bilgisi de gerektirdiğini anlama
☐ diğer (Belirtiniz) _____

C. YAZMA BECERİSİ

☐ aynı fikrin farklı şekillerde ifade edilebileceğini görmeye
☐ kelime seçiminin söylenmek isteneni nasıl etkilediğini
☐ noktalama işaretlerinin nasıl kullanıldığını daha iyi anlamaya

☐ farklı yazarların farklı yazım biçimlerini ayırt etme ve yazım biçiminin anlama katkısını kavrama

☐ cümleler ve paragraflar arasında geçiş sağlayan kelimelerin kullanışını daha iyi kavrama

☐ diğer (Belirtiniz) _____

D. KELİME BİLGİSİ

☐ daha çok sözcük öğrenmeye

☐ sözcüklerin farklı çağrışımlarını öğrenmeye

☐ diğer (Belirtiniz) _____

7. İngilizceden Türkçeye çeviri yaparken ne tür zorluklarla karşılaştınız?

☐ sözcüklerin karşılığını bulma
☐ cümlelerin uzunluğu ve karmaşıklığı
☐ bilinmeyen sözcüklerin çokluğu
☐ kültürel öğelerin çokluğu
☐ metnin uzunluğu
☐ içeriğin bilinmezliği
☐ içerikteki kavramların zorluğu
☐ söz sanatlarının çokluğu
☐ diğer (belirtiniz) _____ _____ __

a. sözcüklerin karşılığını bulma	1	2	3	4	5
b. cümlelerin uzunluğu ve karmaşıklığı	1	2	3	4	5
c. bilinmeyen sözcüklerin çokluğu	1	2	3	4	5
d. kültürel öğelerin çokluğu	1	2	3	4	5
e. metnin uzunluğu	1	2	3	4	5
f. içeriğin bilinmezliği	1	2	3	4	5
g. içerikteki kavramların zorluğu	1	2	3	4	5
h. söz sanatlarının çokluğu	1	2	3	4	5

8. İngilizceden Türkçeye çeviri yaparken karşılaştığınız sorunlar karşısında kendinizi nasıl değerlendirirsiniz?

1- ÇOK İYİ 2- İYİ 3- ORTA 4- KÖTÜ 5- ÇOK KÖTÜ

9. Bu zorlukların üstesinden nasıl geldiniz?

_____

_____

10. Eğitiminiz boyunca almış olduğunuz İngilizceden Türkçeye çeviri derslerinde kendinizi nasıl değerlendirirsiniz?

☐ başarılı ☐ başarısız ☐ kısmen başarılı kısmen başarısız

11. İngilizceden Türkçeye çeviri dersleri sizce okuduğunuz bölümde gerekli mi? Neden?

_____

_____

12. Birinci sınıfta almış olduğunuz "Grammar" (yapı bilgisi) dersinin İngilizceden Türkçeye çeviri derslerinde size yardımcı olduğunu düşünüyor musunuz?

☐ Evet ☐ Hayır

13. Size anadilinizde bir metin verildiğinde aşağıdakileri yapıları ayırt edebiliyor musunuz? Kesinlikle ayırt edebildikleriniz için ✓, ayırt edemedikleriniz için X kullanınız.

14. İngilizceden Türkçeye çeviri derslerinde hangi yapıyı çevirirken sorun yaşıyorsunuz? Sorun yaşadığınız yapılar için ✓, sorun yaşamadıklarınız için X kullanınız.

15. Lütfen çeviri dersleri iler ilgili tüm **OLUMLU** ya da **OLUMSUZ** görüşlerinizi belirtiniz.

_____

_____

a. isim cümlesi (noun clause)		b. sıfat cümlesi (adjective clause)		c. zarf cümlesi (adverb clause)	
b. sıfat cümlesi		e. bileşik cümle		h. bağımsız cümle	
c. zarf cümlesi		f. sıralı cümle			
d. isim öbeği (noun phrase)		e. fiil öbeği (verb phrase)		f. sıfat öbeği (adjective phrase)	
g. zarf öbeği (adverb phrase)		h. edat öbeği (prepositional phrase)		i. eşdizimlilik (collocation)	
j. inversion (devrik yapılar)		k. modal auxilaries (kipler)		l. subjunctive (istek – dilek kipi)	
m. active (etken yapılar)		n. passive (edilgen yapılar)		o. conditionals (şartlı ifadeler)	

a. isim cümlesi		d. basit cümle		g. bağımlı cümle	

APPENDIX B: STUDENT QUESTIONNAIRE – English Version

Dear Participants;

A number of questions were developed in order to get to know you better and understand your needs as well as trying to help you with the common problems you face during the translation courses. We would like you to read the questions carefully and give detailed responses as much as possible. The responses obtained will be kept in secret and will not be used for any other purpose. Thank you.

1. What is translation?

_____

_____

2. Do your thoughts on translation match with the translation course -from English into Turkish- you have attended throughout your education life?

_____

_____

2a. If your answer is "NO", why not?

_____

_____

3. Can you translate the texts given in ENG>TR translation lessons without difficulties?

☐ Yes ☐ No

4. How do you start translating a text from English into Turkish?

☐ I immediately start translating from the first sentence without reading the rest of the text.

☐ First I read the text and then I seek for the meanings of the unknown words in the text.

☐ I translate it word by word.

☐ First, I consider as to how I can express an English statement in Turkish and then I start translating

☐ Other (Please specify) _____

_____

5. Have you been taught translation techniques, strategies and methods in ENG>TR translation courses?

☐ Yes ☐ No

5a. If your answer is **"NO"**, how did you translate a text from English into Turkish? Please specify.

_____

_____

6. Do you think that the translation courses from ENG>TR has any contribution to you?

☐ Yes ☐ No

6a. If your answer is "YES", mark the points in which the translation courses from English into Turkish has contributed?

A. USE OF LANGUAGE

☐ better understanding of the power of language and vocabulary on communication

☐ awareness of the details of mother-tongue usage

☐ strengthening the knowledge of the grammar in the foreign language

☐ understanding that you need a vast predominance in both languages

☐ understanding how translation affects language use

☐ studying on how different statements in English can be expressed in Turkish

☐ Other (Please specify)_____

B. READING and COMPREHENSION

☐ understanding a text correctly in a foreign language

☐ distinguishing and understanding what is said and what is meant to be

☐ understanding the importance of connotations

☐ realizing that translation requires a great deal of effort and understanding; more attention, patience, skill and interaction with the text are also needed.

☐ understanding that translation also requires cultural background

☐ Other (please specify) _____

C. WRITING SKILL

☐ understanding how a single idea can be expressed in different ways

☐ to what extend vocabulary choice has an effect on pragmatic choice

☐ better understanding of how to use punctuation marks properly

☐ distinguishing different authors' different writing styles and tones along with understanding the contribution of writing style to the meaning

☐ better understanding of the use of transition words in sentences and paragraphs

☐ Other (Please specify)_____

D. VOCABULARY

☐ learning more vocabulary

☐ learning the connotations depending on the context

☐ Other (Please specify) _____

7. What kinds of difficulties you have encountered while translating from English into Turkish?

☐ finding the equivalent of the words

☐ the length and complication of the sentences

☐ abundance in the unknown words

☐ abundance in cultural elements

☐ the length of the text

☐ unknown content

☐ the difficulty of the concepts in content

☐ abundance in rhetoric

☐ Other (please specify) _____

8. Please rate yourself against the problems you have ever encountered while translating from English into Turkish?

1- VERY GOOD 2- GOOD 3- MEDIUM 4- BAD 5- VERY BAD

9. How have you overcome such difficulties?

_____

_____

_____

10. Please assess yourself regarding from English into Turkish translation courses you have attended throughout your education life?

☐ successful ☐ unsuccessful ☐ partially successful partially unsuccessful

11. Do you think the translation courses from English into Turkish are essential in your department? Why?

_____

_____

_____

a finding the equivalent of the words	1	2	3	4	5
b. the length and complication of the sentences	1	2	3	4	5
c. abundance in the unknown words	1	2	3	4	5
d. abundance in cultural elements	1	2	3	4	5
e. the length of the text	1	2	3	4	5
f. unknown content	1	2	3	4	5
g. the difficulty of the concepts in content	1	2	3	4	5
h. abundance in rhetoric	1	2	3	4	5

12. Do you think the Grammar course you have attended in the 1st grade helps you in ENG>TR translation course?

☐ Yes ☐ No

13. Can you distinguish the structures written below when you are given a text in your mother-tongue? Put a ✓ mark for those you can distinguish for sure, and X for the ones you cannot distinguish.

14. In which structure you are having trouble with in ENG>TR translation courses? Put a mark for the one(s) you have trouble, and X for the one(s) you don't have trouble.

15. Please specify any of your **POSITIVE** and **NEGATIVE** comments on translation courses you have attended. ✓

_____

_____

_____

a. noun clause		d. simple sentence		g. dependant clause	
b. adjective clause		e. compound sentence		h. independent clause	
c. adverb clause		f. compound-complex sentence			

_____

_____

_____

a. noun clause		b. adjective clause		c. adverb clause	
d. noun phrase		e. verb phrase		f. adjective phrase	
g. adverb phrase		h. prepositional phrase		i. collocation	
j. inversion		k. modal auxilaries		l. subjunctive	
m. active		n. passive		o. conditionals	

_____

_____

_____

APPENDIX C: TYPES OF ERRORS AND ERROR CODES

TYPES OF ERRORS	ERROR CODES
1. Errors of Omission	E[O]
omission of preposition	O[prep]
omission of plural '-s'	O[pl]
omission of possessive '-s'	O[pos']
omission of possessive pronoun	O[pp]
omission of copula	O[cop]
omission of auxiliary verb	O[aux]
omission of adverb	O[adv]
omission of noun	O[n]
omission of adjective	O[adj]
2. Errors of Addition	E[A]
addition of preposition	A[prep]
addition of plural '-s''lar-ler'	A[pl]
addition of noun	A[n]
addition of subject pronoun	A[sp]
addition of object pronoun	A[op]
addition of conjunction	A[conj]
addition of adverb	A[adv]
addition of adjective	A[adj]
3.Errors of Substitution	E[S]
wrong selection of words	S[slw]
wrong selection of parts of speech	S[pos]
wrong selection of tenses	S[wst]
wrong selection of prepositions	S[prep]
wrong selection of adjective complement	S[adjco]
4. Errors of Permutation	E[P]
wrong order of elements	P[woe]
no translation	[NT]

APPENDIX D: TEXT A (KILLER NURSE)

(Text A) Killer nurse receives four life sentences

Source: The Independent (4 March 2008)

Hospital nurse Colin Norris was imprisoned for life today for the killing of four of his patients. 32 year old Norris from Glasgow killed the four women in 2002 by giving them large amounts of sleeping medicine. Yesterday, he was found guilty of four counts of murder following a long trial. He was given four life sentences, one for each of the killings. He will have to serve at least 30 years. Police officer Chris Gregg said that Norris had been acting strangely around the hospital. Only the awareness of other hospital staff put a stop to him and to the killings. The police have learned that the motive for the killings was that Norris disliked working with old people. All of his victims were old weak women with heart problems. All of them could be considered a burden to hospital staff.

APPENDIX E: TEXT B (FAMILIES HIT WITH INCREASE IN COST OF LIVING)

(Text B) Families hit with increase in cost of living

Source: The Times on 12 February 2008

British families have to cough up an extra £1,300 a year as food and fuel prices soar at their fastest rate in 17 years. Prices in supermarkets have climbed at an alarming rate over the past year. Analysts have warned that prices will increase further still, making it hard for the Bank of England to cut interest rates as it struggles to keep inflation and the economy under control. To make matters worse, escalating prices are racing ahead of salary increases, especially those of nurses and other healthcare professionals, who have suffered from the government's insistence that those in the public sector have to receive below-inflation salary increases. In addition to fuel and food, electricity bills are also soaring. Five out of the six largest suppliers have increased their customers' bills.

APPENDIX F: TEXT C (SPIELBERG SHOWS BEIJING RED CARD OVER DARFUR)

(Text C) Spielberg shows Beijing red card over Darfur

Source: The Daily Telegraph on 13 February 2008

In a gesture sure to rattle the Chinese Government, Steven Spielberg pulled out of the Beijing Olympics to protest against China's backing for Sudan's policy in Darfur. His withdrawal comes in the wake of fighting flaring up again in Darfur and is set to embarrass China, which has sought to halt the negative fallout from having close ties to the Sudanese government. China, which has extensive investments in the Sudanese oil industry, maintains close links with the Government, which includes one minister charged with crimes against humanity by the International Criminal Court in The Hague. Although emphasizing that Khartoum bears the bulk of the responsibility for these ongoing atrocities, Spielberg maintains that the international community, and particularly China, should do more to end the suffering.

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