



University of Sadat City

Faculty of Education

Department of Curriculum & Instruction

**The Effectiveness of A suggested Program Based on Semantic
Approach in Developing some EFL Translation Skills among
2nd Year Secondary Students**

**A Thesis Submitted in partial Fulfillment of the requirements for the M.A
degree in Education**

(Curriculum & Instruction: TEFL)

Prepared By

Ismail Mohamed Rabei Ismail Hussein

A teacher of English

Supervised By

Dr. Hasnaa S. A.A. Helwa

Assistant professor at Department of
Curriculum, Instruction and Educational
Technology (TEFL)
Faculty of Education-Benha University

Dr. Eman A. E. Diyyab

Lecturer at Department of Curriculum &
instruction (TEFL)-Faculty of Education-
University of Sadat City

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1. Introduction

English Language has become an international language. It is commonly used in worldwide communication. Because of its vast usage the global marketplace is in need of those with fluency in this language. Mastering English will positively affect the job seeker's qualifications in today's job market. Therefore, teaching and learning English has become a necessity for many people around the world who need to communicate and study abroad. The English language is of great importance in the student's life, whether a high school student, university, or other. Furthermore, Learning English contributed to the cultures of different people, their diverse customs, and following up on a variety of literary works from other countries of the world. In addition, there are several books written or translated into English.

Reddy (2016) affirmed that study of English is in high demand, due to its broad usage in economics, diplomacy and technical applications. The goal is to strengthen fluency, eloquence and the overall comprehension of the language. Mastery of English has become an invaluable tool for communication in the modern world. It has become a bridge across international borders. The development of teaching EFL was a great revolution that made a significant shift in methods of translation, from focusing on getting the meaning of the text to focusing on learning the language skills and getting text meaning. As, Malmkjaer (2011) clarified that translation and learning language, as fields of study, are inseparable, they are not considered as independent fields of study. According to Al-Amri and Abdul-Raof (2014) clarifies that translation and foreign language learning share the common goal that is communication.

Teaching Translation is facing many challenges and difficulties due to the lack of knowledge in the approaches and methods of teaching, instructing students became a challenge. Scholars often wondered how to introduce the subject, instruct students in translation, and be effective at the same time, As a result, the role of translation peaked interest and creating courses and programs to be incorporated at the collegiate level. Obied, et al (2010) mentioned that Egyptian students at the secondary and higher levels of education make many lexical, semantic and syntactic mistakes in translation exercises, because the lecturers lack translation skills. The students therefore are reduced to dependence on dictionary translations. Ibrahim (2015) confirmed that Translation is neglected in secondary school level although it is compulsory activities for secondary school students. There is an overwhelming absence of instructional materials that could be used in the development of translation skills required. The instructors are also lacking in competent strategies integral to translation.

Translation can be used to develop all language skills, but nothing could be achieved unless an integrated approach is followed. The approach is meant by is semantics. According to Bagha (2011) semantics is the study of meaning in language. Language can be expressed and understood in various forms such as written, oral, gestures, actions, and so forth. Translation can be used to sharpen language skills by understanding the semantics. For example, in order to learn English more fluently, you must understand how sentence structure is created, why certain words do not work in certain phrases versus how the words normally would work, and what demographic populations are you speaking to. According to Bulatovic (2019) a course in semantics should be a part of Translation studies to help understand and overcome some of the challenges in translation or the transfer of meaning. Moreover, Obeidat and Abu-Melhim (2017) concentrate in four lexical semantic relations. Concerning the role of translator, English and Arabic specifically, translation between the languages includes finding the synonyms, antonym, homonym, and polysemy. Studies aim to shed light on the role of translator in the handling of such lexical semantic relations. Translators have to pay extreme attention to the

lexical relations while translating. Extreme caution should be taken when translating because problems can and will arise from inconsistencies between the languages.

Consequently, this present research aimed at providing more insights on semantic approach that can be used to develop some translation skills for second year secondary students. It focuses on semantic shift and the multiplicity of meanings being loaded in the English and Arabic lexicons, which the students of first year students may encounter when translating a text loaded, while semantic shift is one of the major problems of translation, In addition, there is what is homophones as there two words which are similar in pronunciation but different meaning and one word may give various and distinct meanings, there are also: synonymy, antonym and hyponymy, Homograph,.. Etc.

It is commonly known that the meanings of lots of words cannot be defined without being studied in its larger context. Onishchenko (2014) affirmed that context is essential in translation process as it plays a vital role in the process of understanding or perception the source language text. This context can be known as the text or as the larger context surrounding the text itself; historical context, cultural context or social one. There is also what is called sense and meaning .The meaning is fixed, but the sense is changeable, transformable with the passage of time. Euphemism is selecting the appropriate words or expressions; it is more kinder, agreeable and less offensive (E.g. to pass on instead of to die).

Accordingly, when a student is to be faced with such kind of texts, he should find a clear difficulty in translating at the semantic level. The level of second year secondary school students, even realization of such translation problems associated with semantic is very diminished as he or she knows the flat or the direct meaning of the word and he has been cognitively or mentally prepared to think beyond the normal meaning of the given word, where his thinking of the meaning, in most cases, is best described as a flat, direct and shallow. Accordingly, they should be informed of such problematic issues in the first and learn about how they can handle them while translating or reading a given text. Students won't be able to evaluate, enjoy and translate any translation work unless they analyze the material semantically.

2. Significance of Translation

Since the early existence of human beings, translation has played a historical role, from depicting stories through the generations to enlightening travelers of the valuable artifacts that have held over the centuries. In Egypt, translation has held a key part in telling the history of different areas, such as Cairo, Luxor, and Aswan of the rich history it holds from the times of the pharaohs to the current civilization of today. Translation can help enrich the lives of different cultures, societies, and communities through learning and understanding of the new language with visual depictions and expressions. This allows people to become more social within the structure of the new language and understand the meaning of the translation given through the instructor. Becoming a translator can open new doors for individuals willing to have time and patience. This may even open new doors and opportunities through jobs in need of someone, who speaks a particular language, to promote a product or service in the native's country. The person in the translator's position can help the company overcome barriers to ensure the cultural norms are in check concerning the safety, productivity, and normalization of the product being marketed.

Moreover, the three essentials of translation studies are theory, description, and application of translation. Translation Studies is an inter-discipline, as it involves both interlingual and intercultural usages. Indeed its reach extends into a wide array of fields such as comparative literature, intercultural exchange, the sciences

including the higher technologies as well as a plethora of humanities and arts. As today's world demands expert proficiency pertinent to communication, expertise in the tools of translation and the ability to use them has a proven value, which we'll discuss next. Besides, enabling the exchange of ideas across diverse cultures and ethnicities by conveying thoughts, ideas, and instruction from one language into a multiplicity of others is the primary aim of translation. Its fruit is harvested as increased unity and integration across traditional boundaries. Furthermore, translation transforms civilization, culture, science in their thoughts, style and language. Indeed, it's a transformation of the thoughts of the writer as regards these qualities and characteristics. Additionally, translation has opened the peoples of the world to each other, enhancing civilization by introducing a variety of thoughts, experiences, and cultures. Mutual exchange of such has enabled humanity to establish higher standards of civilization and diversity (Ibrahim, 2014, Theodora, 2017& Goldhahn, 2018).

2.1 Translation Problems

A translation problem can be any issue that gives pause to reconsider or edit the translation. Because problems may be grammar or idioms, style, or sound or a reference is applicable at times to help understand the proper mode of translation. Translation problems can, at times, be easily solved by consulting a reference material such as a dictionary or any other acceptable mode of reference (Ghazala, 2008). As a translator, there are things that must be considered such as a context, grammar in two languages, writing, conventions and idioms. A common misconception is that translation is straight forward and however, word for word translations do not take into account context, grammar, or idioms. The term idiom, ex (raining cats and dogs) purpose a problem in translation as the meaning is often misunderstood .It should be expected that using idioms no language can be properly translated without complications or misunderstandings. There are, however, some dictionaries that can be used to better understand an idiom, it would be prudent for linguistic students to study then as needed (Ibrahim, 2017).

Medical translation, for example, may incur problems because the abbreviations and acronyms in the medical field may differ. It is important to become familiar with medical terminology when translation to properly conclude the translation due to progressed naming and complex spelling of some diseases. Therapies and names of some therapies rarely appear in full description due to time taking to fully express the correct and full description .the style of encryption is commonly used and reduces time needed in medical readings and diagnosis. Moreover, Errors such as typographical errors, incorrect uses of terms, errors in writing, and ambiguities as content errors are considered major medical translating problems (Galbeaza, 2015).

Furthermore, Agliz (2015) indicates that there are many difficulties in translating religious texts from Arabic into English. One example's difficulty in using grammatical equivalent from English to Arabic. It is also difficult to find proper expressions and words to make an acceptable understanding of the translation subject. Equivalence at the grammatical level was one of the challenges and problems in religious translation. Also, Arona and Nadrah (2019) categorized the errors of students of Islamic studies at the state Institute of Bengkulu into three .These errors of translation include idioms, ellipsis and adjusting textual meaning .By far, the predominance of errors (87.5%) occurred when translating idiomatic language. The idiom is most problematic, due to the literal definitions of verbiage in their composition. Textual meaning came in at (13.69). Students face problems when translating phrases, because they require adjustments in their textual meanings. Errors are also found in ellipsis. Limited vocabulary causes great difficulty for the students in translation. Additionally, literary texts are also cumbersome for the students to translate.

2.2 Definition of Semantics

Semantics is defined as the study of meaning of words, phrases and sentences. The conventional meaning of words is the aim of semantics and not what the speaker might want to express on a particular situation. The utility of language is that it affords the expression of meanings between humanity. The conveyances of meanings that exist in our mind are expressed by way of spoken and written language. Phonology includes the study up the sound patterns of language. These words, sentences are studied through morphology and syntax. Sentences are constructed by structuring words coherently for the conveyance of language. Semantics, the most abstract level of analytic linguistics, strives to analyze meanings cannot be observed or recorded. The fundamental ability to think logically and with understanding is closely linked to meaning (Yule, 1985, Bagha,2011).

In its broadest sense, semantics is the investigation of importance and linguistic semantics is the investigation of significance as communicated by the words, expressions and sentences of human dialects. It is, be that as it may, increasingly common inside etymology to decipher the term all the more barely, as concerning the investigation of those parts of significance encoded in phonetics articulations that are free of their utilization on specific events by specific people inside a specific discourse network. as such, semantics is the investigation of importance preoccupied away from those viewpoints that are gotten from the goals of speakers, their mental states and the socio-social parts of the setting in which their expressions are made (Cann,1993).

Semantics is not only concerned with the study of meanings, but is central to communication also. The nature of semantics is increasingly prerequisite to language learning. Semantics is core to human mind-thought processes, cognition, conceptualization-all these are complicatedly bound up with the way in which we categorize and transfer our experience of the world through language. Semantics studies the meaning that can be expressed while other fields of linguistics like syntax and phonology which study the structure of the expressive possibilities in language, dealing with the formal patterns of language and the way in which these are translated into sound. The term semantic was derived from the Greek *seme*, meaning sign. There are different ways to explain the word “meaning” depending on the way it’s used; it could be the function of signs in language. However, this understanding of meaning correlates with German philosopher Ludwig Wittgenstein’s definition that meaning of a word is its use in the language. The first utility of the term semantics was in the 19th century. However, the philosophers used the subject of meaning for thousands of years. The nature of meaning has been discussed by the Greek philosophers as they are considered the first people to deal with it. Semantics as a part of the linguistics lesson is concerned with the meaning of the sentence. The meaning of the word, the word in the sentence and how to translate it is their interest (Leech, 1974, Mukafaa, 2018).

2.3 Semantics and Pragmatics

Describing the relation of meaning between semantics and pragmatics is as difficult as the relation between other linguistic fields. Therefore, semantics has an impact on phonology, morphology, and syntax and depends on them. So, establishing the boundaries between semantics and pragmatics is not an easy task because of the shared meaning as their general subject. There is actually a crucial problem surrounding the interaction between semantics and pragmatics (Literal vs., enriched meaning), as, the criteria to classify and choose some aspects of meaning as semantics or pragmatic, is not even clear. Furthermore, some vital ideas and criteria are

essential to get better understanding of the limits concerns between semantics and pragmatics. Thus, defining the study of the expressions and their relation to the world, in the context of linguistic sign, describe semantics, which is more concerned with references in the fregran sense. Contrarily, sharing the role of the speaker and the utilization of expressions refers to pragmatics. Clearly, the line between pragmatics semantics, that pragmatics concerns with real utterances, while semantics deals with the abstract sentences, or mainly with the expression simpliciter. Also, Semantics which is based on the abstraction of pragmatics is considered as context independent meaning and differentiate from pragmatics, which studies the aspects of meaning that are context dependent (Gutzmann, 2014).

The language learner, endeavoring to understand and face the various challenges pragmatics and all of its aspects, should learn by experience. However, there are several stages directly connected with the semantics and pragmatics of language learning. Therefore aspects of meaning cannot be established by Lindsey with this knowledge alone. Physical and social World Knowledge must also be considered and that is exactly what pragmatics are, while semantics focus on the meanings that come from linguistic knowledge. Moreover, Pragmatic competence could be understood as the capability of studying natural language of speakers in an effort to emphasize communication more than the express language, and also to understand the proposed meaning of the other speaker. Another way of describing the pragmatic function would be the ability to reach the goal of our communication. As an example, a person asks someone to stop noises. This can happen by saying different utterances. The person can merely say "*Shut up*", "*Stop please*", or "*Calm down please*"! These are all clear and direct, semantically speaking. Another way to express this meaning is to say "I really need to concentrate on my studying". The intended meaning of this sentence could be directly and semantically clear, through the inference of the pragmatics (Abbas& Ibrahim, 2010).

2.4 Semantics and Translation

Students endeavoring to arrive at more accurate translation will discover the crucial role that semantics play in establishing proper meanings. Knowledge of semantics, pragmatics and syntax interact in unison within the translator's mind in deriving true understanding. This may happen both consciously and unconsciously, depending on whether he or she is a linguistics student or not. Semantic knowledge gives the translator the understanding of words and phrases within a text. Accordingly, semantics introduce theories, approaches and methods to solve the problems related to meaning in text translation. Moreover, Semantics could introduce some help to defining the translation problems and assisting the translator with the semantic knowledge. At the word level semantics introduce concepts such as denotation, connotation, componential analysis and semantic fields. On the level of sentence meaning offering concepts, which partly could concern the translator, like presupposition and entailment. Semantics can work to solve some problems in translation for instance, synonymy: different word with similar meanings. The translator has to be on solid awareness by the synonyms and the different types of synonymous like complete or full synonymy, near or partial synonymy, and No synonymy, though such types of synonyms could provide the translator with the semantic knowledge to achieve his translation. Synonymy as a part of the semantic approach could be an issue in the translation because the translator lack sometimes the competence to distinguish between the synonyms which sometimes could be seen the same meaning but actually there is a little difference in usage, for example (Fawcett, 1997, Almanna, 2016, Windiari, 2018, Ismail, 2021).

Car: A car is a [motor](#) vehicle with [room](#) for a small number of passengers.

They arrived by car.

Vehicle: A vehicle is a machine such as a [car](#), [bus](#), or [truck](#) which has an [engine](#) and is used to carry people from place to place.

The vehicle would not have the capacity to make the journey on one tank of fuel.

The word *car* cannot be used to refer to any kind of vehicle like *bus*, or *truck*, but the word *vehicle* is used to refer to any kind of *car* that has an engine and used to carry people. Thus the two words *car* and *vehicle* are synonymous in one aspect of the meaning or in a part of the meaning. Such differences could represent an obstacle and also confusing the translator with little experience. Hence, synonymy offers the semantic knowledge to not confuse his translation. However, synonymy could be used in the interpretation to clarify meaning and introduce information without any ambiguity for example, if someone said to his friend who is not speaker of English or speaker “*I need some paper.* “, here, if the listener is not a speaker of English or never heard the word before he might ask his friend, *what paper you need?* , To clarify, he will say to him “*Money*”. Therefore, in this context, the two words *paper* and *money* are synonymous. The word *money* used to clarify the ambiguity of the word *paper*.

3.1 Context of the problem

Teaching translation to students of secondary stage is suffering from unorganized courses and methods of teaching. Students do not follow a systematic program or a course to learn translation as the teachers just asked them to memorize some certain vocabularies or expressions to be prepared for exams. Students lack the translation skills needed for them, as he/she is prepared for a certain task which is answering the translation questions in the English test at the final term or year. Thus, the researcher tried to conduct this research to use a suggested program based of semantic approach in teaching and learning translation. Consequently, to document the problem of the research, the researcher focused on four levels: First, According to the researcher’s teaching experience, he observed a lack and shortage of translation skills among second year secondary students; they could not translate idiomatic expressions, tenses, some words according to context, abbreviations, words with semantic complexity, and collocations appropriately. Second, previous studies have clarified the problems of translation include the study of:

Al-Fedawi(2011) showed that the students suffered from a number of syntactic, semantic, lexical and pragmatic problems while translating administrative circular from Arabic into English .Students of translation are highly recommended to personally focus on strengthening their self-education and personal knowledge in relation to this type of administrative translation as they might be faced by such type of translation while working in various multinational business firms.

Eftekary& Aminizadeh (2012), Elshefi (2014), Ibrahim (2015)& AbdAllah (2018) clarified the problems of translation as the lack of translation skills of students, and the translation skills receive a little attention from professors and lecturers, moreover, the students suffer from the ineffective strategies used to teach them translation and inability to teach them translation, in addition there is a lack of a defined curriculum for translation and few researchers conducting studies concerning translation.

Alkayyali (2013) pointed out that EFL students face many challenges and difficulties due to the use of correct grammar, appropriate selection of terminology, and acceptable translation structure and revealing the correct idea of the text. The study investigated the effect of instructional program based on the self-monitoring strategy and measuring its effect on the university students’ development in translation skill, The findings of

the study showed that there was a statistically significant difference between the two groups (the experimental group and control group) in translation performance test in favor of experimental group (38.92) which was taught using the self-monitoring strategy. He recommended that university instructors should introduce all translation difficulties and problems in details for the students and the possibility to replicate the same experiment with different size and different levels (e.g. freshmen. sophomore students) and for longer period of time.

Mahmoud (2013) introduced a suggested specific course to develop third-year university EFL students' skills in translating culture-specific items, it is recommended that to suggest a training program to familiarize university students with translation strategies .More research is needed to investigate students' ability to translate proverbs and figurative language.

Strong (2013) investigated the contributions of paired-associate learning method and a semantic analysis method for enhancing students' knowledge of phrasal verbs. The results revealed that the semantic analysis approach is an effective teaching method that should be used to help learners overcome the confusion experienced when using phrasal verbs.

Jie (2013) investigated the application of the semantic theory field and etymology for second language acquisition .the study showed that the semantic theory and etymology could help to teach vocabulary and support learners with useful methods to have a deeper understanding for vocabulary and the language.

Also, Abu Eleinein (2015) investigated the effectiveness of a suggested program based on pragmatics in developing some translation skills. He introduced Further studies ought to focus on finding new effective strategies and techniques for translation instruction and similar program also can be applied with different set of translation skills and different samples.

Al-Hadithy (2015) confirmed that translation has integrated within the major of either English language literature or linguistics in several universities .the progress in the UAE's translation education was brought about by the importance of addressing the need for qualified translators ,the needs for more programs to help qualified graduates for the challenging translation profession ,the study also asked this question have the market demanded of the UAE context found their way into translation teaching practices ?,are translation students in UAE universities taught to acquire the translation qualifications that meet the market needs?.

Shatnawi (2016) was concerned with the way the instructors conduct their classes and non-professional way of teaching. Also, the deficiency in the teaching performance and classroom practices of the legal translation instructors at the school of Continuing Education SCE. He suggested a strategy in the light of their teaching needs.

Abdelhafez (2018) explored the effect of using a suggested process-oriented approach using wikis on the development of secondary school EFL students' translation skills. The results showed the effect of using process-oriented approach along with wikis in developing the intended translation skills.

Ahmad (2020) investigated the effectiveness of a CMC course in developing some English translation skills in light of beyond constructivism for English majors and their attitude towards translation. The author found that the students of the first year English majors in the faculty of Alsun suffering from some difficulties in translation from Arabic into English and vice versa such as the cultural aspects, using idioms, translating

acronyms and some other aspects. Also the results showed the effectiveness of using the CMC course in developing some English translation skills.

Third, to document the research problem a pilot study was conducted to find out the second year secondary stage student's difficulties in translation,

The pilot study consists of two parts. The first part was a test and the second part of the pilot study was an interview.

A) Part one

1-The test consists of four parts which were as follows:-

A-part one: Translate a text from English into Arabic.

B-part two: Translate some sentences from English into Arabic.

C-part three: translate a text from Arabic into English.

D-part four: Translate some idioms, collocations and proverbs.

According to the previous table, it is noticed that the scores of 17 students vary between 0 to 8 and about 14 students are between 9 to 17 , and 6 students are between 27 to 35 .the matter that indicates that 78,14 % of students having some weaknesses in translation skills.

B) Part two.

The researcher interviewed 10 professors and teachers of EFL and translation concerning the currently taught courses, their objective and student teachers' skills in translation and to elicit the translation skills most needed for students. The teachers are not satisfied of the student's performance and level in translation as they lack many translation skills and commit many mistakes. These mistakes could be (semantic, syntactic, lexical, and pragmatic mistakes). Also, the students were not interested in courses; they depend on the dictionary, and lose the text meaning when they are translating. They assured the need to a new technique and programs to develop translation skills. Consequently, depending on the results of the pilot study and the recommendation of the previous studies to design a new program to enhance students' translation skills, the researcher carried on his study to attempt the effect of some semantics techniques to develop second year secondary students' translation skills.

3.2 Statement of the problem

The problem of this study was the weakness of the second year secondary stage students' translation skills.

3.4 Questions of the study

The study was an attempt to answer the following questions:

1-What are the translation skills required for second year secondary stage students?

2-What are the features of the suggested program?

3-What is the effectiveness of a suggested program based on semantics approach in developing some translation skills among second year secondary students?

3.5 Hypotheses of the Study

1. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation skills in favor of the post administration.
2. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation sub- skills in favor of the post administration.

This hypothesis had the following sub-hypothesis.

- A. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation comprehension skills in favor of the post administration.
- B. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation linguistic skills in favor of the post administration.
- C. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation vocabulary choice skills in favor of the post administration.
- D. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation communication skills in favor of the post administration.
- E. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation semantic skills in favor of the post administration.

3. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation skills in favor of the experimental group.
4. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of EFL translation sub- skills in favor of the experimental groups.

This hypothesis had the following sub-hypothesis.

- A. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation comprehension skills in favor of the experimental group.
- B. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation linguistic skills in favor of the experimental group.
- C. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation vocabulary choice skills in favor of the experimental group.

D. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation communication skills in favor of the experimental group.

E. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation semantic skills in favor of the experimental group.

4.1 Study design

The study was an experimental design that investigated the effectiveness of a suggested program based on semantic approach in developing some translation skills of the second year secondary students at Younes secondary school, Al Minya governorate. The students were divided into two groups, experimental and control groups. The participants of the experimental group were instructed through the suggested program, whereas the control group received regular instruction. The administration was during the first semester of the academic year 2020/2021.

4.2 Variables of the Study

The variables of the study were defined as the following:

-The Dependent Variable: Semantic Approach.

-The Independent Variable: EFL Translation Skills.

4.3 Instruments and Materials of the Study

To achieve the purposes of this study, the researcher has prepared and used the following

1. An EFL translation skills checklist.
2. An EFL translation skills test.
3. A teacher's guide.
4. An EFL translation skills rubric.

4.4 Procedures of the Study

The following procedures were followed to fulfill the purpose of the present research:

1. Identifying the translation skills required for second-year at secondary stage through:

- Reviewing literature and previous studies related to translation skills.
- Preparing a checklist of translation skills to second year students at secondary school in its initial form.
- Submitting the checklist of translation skills to a jury to verify its validity.
- Modifying the checklist skills according to the jury's perspective.

2. Identifying the features of the program based on semantic approach through:

- Reviewing the literature and previous studies related to semantic approach.

- Determining the objectives of the program.
- Determining the content of the program.
- Determining the semantic approach fields that will be used in the program.
- Determining the evaluation techniques that will be used in the program.

Preparing teacher's manual as a guide of how to use the program.

3. Identifying the effectiveness of the program based on semantic approach to develop translation skills for second year secondary students through:

- Designing translation skills test to be used as a (pre-post) test to verify its validity and reliability.
- Selecting a sample of second-year secondary students as the experimental group and another sample as the control group.
- Applying the test before the treatment.
- Applying the suggested program to the experimental group.
- Teaching the control group by regular instruction.
- Applying the translation skills post-test to the experimental and control groups after the treatment.
- Collecting data of the research and conducting statistical analysis of them.
- Interpreting the results of the research.
- Recommendations and suggestions.

5.1 Results

5.2 Results of Hypothesis (1)

The first hypothesis stated that "There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation skills in favor of the experimental group". However, the results of an independent sample were shown in the table below.

Table (1) A comparison between the mean score of the Experimental and control groups on the post administration of the EFL translation test.

Groups	N	Mean	S.D	T-Value	D.F	Sig.
Control	30	22.40	3.37	33.23	58	0.000
Experimental	30	45.53	2.27			

The table indicates that “there is a statistically significant difference between the mean scores of the experimental group and control group in the post administration of the EFL translation skills test in favor of the post experimental group”. However, “t-value” is (33.23) which is significant at the (0.000) level of significance. Thus, the second hypothesis was verified.

5.3 Results of Hypothesis (2)

The second hypothesis stated that” There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of EFL translation sub- skills in favor of the experimental group”. However, the results of an independent sample were shown in the table below.

This hypothesis had the following sub-hypothesis.

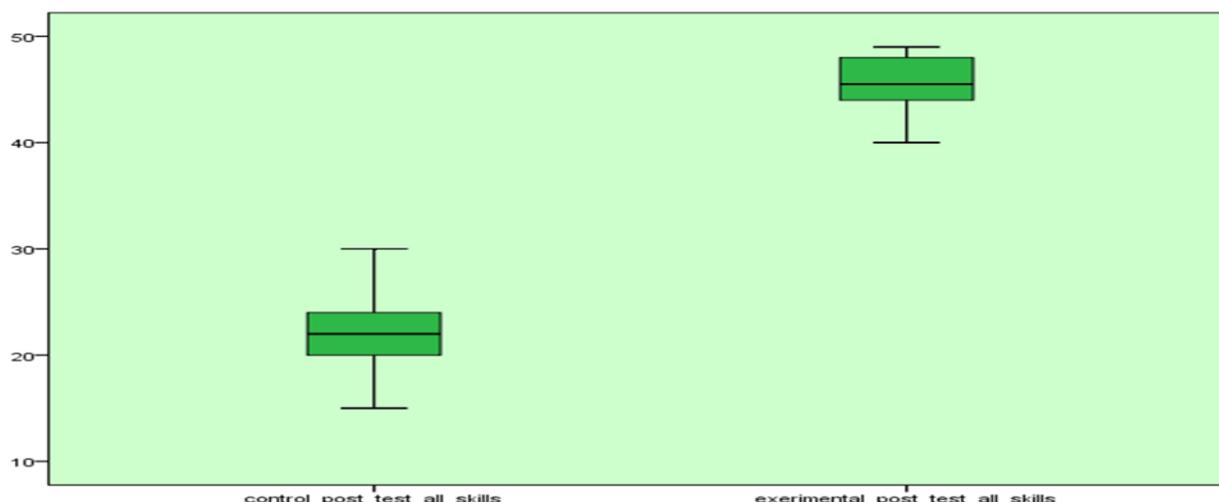
- A. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation comprehension skills in favor of the experimental group.
- B. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation linguistic skills in favor of the experimental group.
- C. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation vocabulary choice skills in favor of the experimental group.
- D. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation communication skills in favor of the experimental group.
- E. There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation semantic skills in favor of the experimental group.

Table (2) a comparison between the mean score of the Experimental and control groups on the post administration of the EFL translation test.

The skills	Group	N	Mean	Standard Deviation	Critical Value	Significances	D.F
Comprehension skills	Control	30	3.23	1.43	21.97	0.01	58
	Experimental	30	9.13	.77			
Linguistic skills	Control	30	4.60	1.03	45.60	0.01	58
	Experimental	30	14.93	.90			
Vocabulary choice skills	Control	30	8.97	2.04	5.23	0.01	58
	Experimental	30	11.03	.85			
Communication skills	Control	30	2.97	.92	12.97	0.01	58
	Experimental	30	5.33	.54			
Semantic skills	Control	30	2.73	.74	13.97	0.01	58
	Experimental	30	5.10	.48			
Total	Control	30	22.40	3.37	33.23	0.01	58
	Experimental	30	45.53	2.27			

Table (2) indicates that there are statistical differences among the experimental group and the control group in EFL translation sub- skills in the experimental post-test was higher than the control group. In addition, the table showed that the average total score in translation skills in the post test for the experimental group was (45.53) compared to the control group scores in the post-test (22.40). T.value is (33.23) which is significant at (0.01) level. It is concluded that there is significant difference in the average scores in the translation skills in the post test between the experimental group and the control group. Thus, the result showed that the suggested program based on semantic approach is effective in developing translation skills and that the fourth hypothesis is verified and accepted.

Figure (1) the difference in the averages between the control and experimental groups in the post administration of the test.



5.4 Results of Hypothesis (3)

The third hypothesis stated that” There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation skills in favor of the post administration”. However, in order to compare the difference in the mean score between the experimental group on the pre-and post-administration of the overall EFL translation test a t-test was used as shown in the table (3).

Table (3):”t” test between the mean scores of the experimental group in the pre and post administration of the translation skills

skill	Measurement	N	Mean	S.D	T-Value	D.F	Sig.	DF
Translation Skills	Pre	30	14.07	4.92	35.34	29	0.000	29
	Post	30	45.53	2.27				

Table (3) illustrates that “There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation skills in favor of the post administration”, however, the “t-value” is (35.34) which is significant at the (0.000).Thus, the first hypothesis was verified.

5.5 Results of Hypothesis (4)

- The fourth hypothesis stated that” There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation sub- skills in favor of the post administration”.

5.5.1 This hypothesis had the following sub-hypotheses

A. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation comprehension skills in favor of the post administration.

B. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation linguistic skills in favor of the post administration.

C. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation vocabulary choice skills in favor of the post administration.

D. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation communication skills in favor of the post administration.

E. There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation semantic skills in favor of the post administration.

The following table shows that “There is a statistically significant difference between the main scores of the experimental group in pre and post administration of the EFL translation sub- skills in favor of the post administration”.

Table (4): Results of t-test between the EFL translation comprehension, linguistic, comprehension, vocabulary choice, communication and semantic skills

The skills	group	N	Mean	Standard deviation	Critical value	significances	D.F
Comprehension skills	pre	30	2.97	1.60	19.59	0.01	29
	Post	30	9.13	.77			
Linguistic skills	pre	30	3.33	1.82	32.44	0.01	29
	Post	30	14.93	.90			
Vocabulary choice skills	pre	30	4.43	.97	27.20	0.01	29
	Post	30	11.03	.85			
Communication skills	pre	30	1.73	.98	18.42	0.01	29
	post	30	5.33	.54			
Semantic skills	pre	30	1.60	.93	17.83	0.01	29
	Post	30	5.10	.48			
total	pre	30	14.07	2.93	35.34	0.01	29
	Post	30	45.53	2.27			

Table (4) shows that the post test scores are higher than the pre- test and increased from (14.07) in the pre- test to (45.53) in the post- test; t-value is (35.34), which is significant at (0.01) level. Therefore, using the suggested program based on semantic approach was effective to develop the sub-skills in the translation. Consequently, the findings of t-test have confirmed the second hypothesis.

Table (4) shows that the mean scores of comprehension skills for the experimental group in the post administration equals (9.13) which is higher than the mean in the pre administration that equals (2.97). Also, the “t” computed value is (19.59) which is significant at (0.01) level. As a

result, there are statistically significant differences in the mean scores between the pre and post tests for the experimental group in favor of the post-test due to using the suggested program based on semantic approach. Consequently, the first sub-hypothesis was verified.

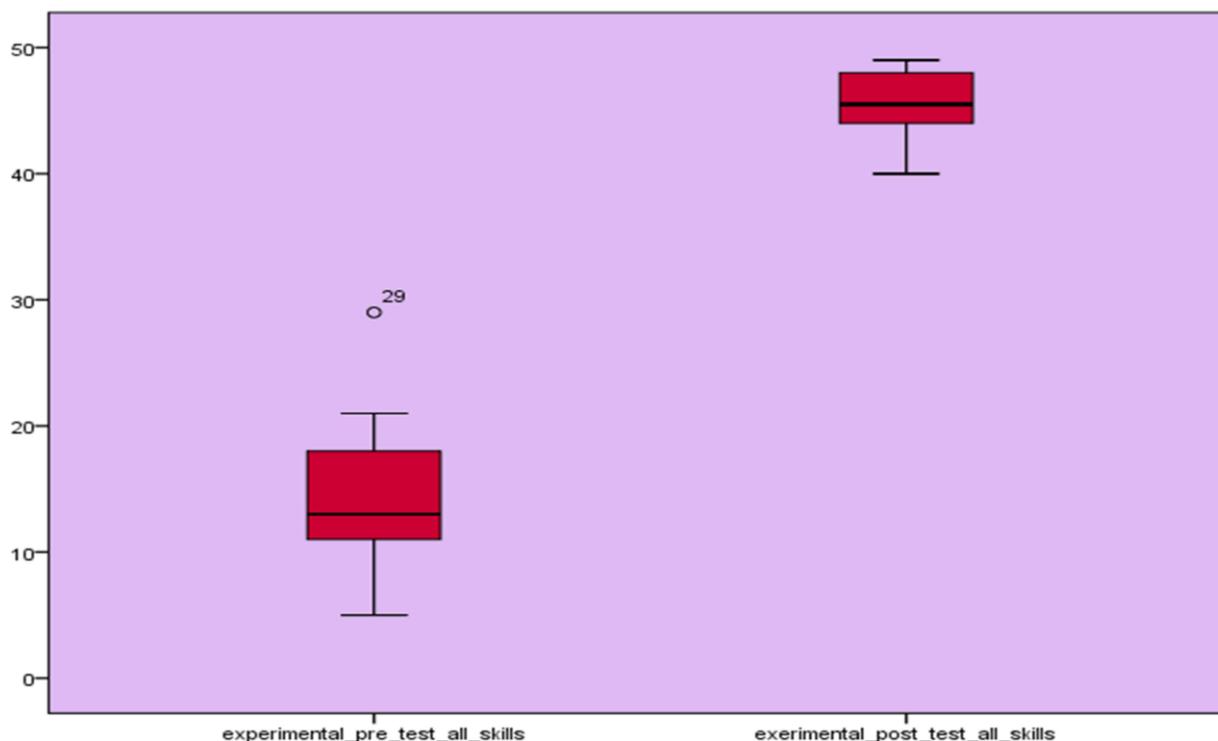
In addition, the mean scores of the linguistic skills for the experimental group in the post administration equal (14.93) which is higher than the mean in the pre administration that equals (3.33). Also, the “t” value is (32.44) which is significant at (0.01) level. As a result, there are statistically significant differences in the means scores between the pre and post tests for the experimental group in favor of the post-test due to using the suggested program based on semantic approach. Consequently, the second sub-hypothesis was verified.

Moreover, the mean scores of vocabulary choice skills for the experimental group in the post administration equals (11.03) which is higher than the mean in the pre administration that equals (4.43). Also, the “t” value is (27.20) which is significant at (0.01) level. As a result, there are statistically significant differences in the means scores between the pre and post tests for the experimental group in favor of the post-test due to using the suggested program based on semantic approach. Consequently, the third sub-hypothesis was verified.

In addition, the mean scores of the communication skills for the experimental group in the post administration equals (5.33) which is higher than the mean in the pre administration that equals (1.73). Also, the “t” value is (18.42) which is significant at (0.01) level. As a result, there are statistically significant differences in the mean scores between the pre and post tests for the experimental group in favor of the post-test due to using the suggested program based on semantic approach. Consequently, the fourth sub-hypothesis was verified.

In addition, the mean scores of the semantic skills for the experimental group in the post-administration equal (5.10) which is higher than the mean in the pre administration that equals (1.60). Also, the “t” value is (17.83) which is significant at (0.01) level. As a result, there are statistically significant differences in the means scores between the pre and post tests for the experimental group in favor of the post-test due to using the suggested program based on semantic approach. Consequently, the fifth sub-hypothesis was verified. Consequently, the fourth hypothesis of the study stated “There is a statistically significant difference between the mean scores of the experimental group in pre and post administration of the EFL translation sub- skills in favor of the post administration” is verified. The results showed the effectiveness of the suggested program based on semantic approach to develop some translation skills.

Figure (2) shows the difference between the pre and post administrations for the translationskills test of the experimental group.



5.6 Discussion of the Results

The findings of the first hypothesis showed that there is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation skills in favor of the experimental group. Table (2) illustrates the experimental group exceeded the control group in the post-test of EFL translation skills. Also, Table (2) shows that “t-value” was significant at (0.01). Such development verified and enhanced the first hypothesis statistically. Also the findings of the third hypothesis illustrated that there is a statistically significant difference between the main scores of the experimental group in pre and post administration of the overall EFL translation skills in favor of the post administration.

The results of the present study identified that the suggested program based on semantic approach has developed the participants’ translation skills in the post administration of the EFL translation skills compared to the pre- administration. These could be attributed to several factors. The first factor was related to the nature of the suggested program based on semantic approach, which showed some techniques and strategies for developing EFL translation skills. The suggested program based on semantic approach was effective to develop comprehension, linguistic, vocabulary choice, communication and semantic skills.

The suggested program based on semantic approach was essential to help students understanding the translation classes in general and developing some translation skills in particular. However, it changed their attitude towards translation classes and helped them to interfere and participate in the translation process using the semantic approach. Secondly,

using the suggested program based on semantic approach helped students to understand the words, sentences and texts they translate from English to Arabic and vice versa. It prepared students linguistically to understand the text and then, he was able to produce an appropriate translation. The suggested program introduced strategies and techniques that would increase the ability of the student to share his knowledge in the translation. Also, the researcher was dividing students into groups and building up the spirit of cooperation and evaluates themselves to translate the texts included.

However, the suggested program based on semantic approach introduced the required linguistic knowledge to produce an appropriate translation. Also, the exercises were fruitful to training students working on different texts. Dividing students into groups helped students to introduce good translation and evaluate themselves and the other groups. Furthermore, the results of the study are introduced statistically, thus, graphs was utilized to show the results of the study as follows. Firstly, the findings of the first hypothesis indicated that “There is a statistically significant difference between the mean scores of the experimental group and the control group in the post administration of overall EFL translation skills in favor of the experimental group”. Therefore, the results showed that the study sample improved the translation skills using the suggested program based on semantic approach.

6.1 Conclusion

The aim of the Study was achieved, which is to develop students' translation skills using the suggested program based on semantic approach. The successful effect of the program is due to the linguistic knowledge that the program provided the student with such as providing students with an appropriate understanding of words, sentences and texts. Furthermore, the effectiveness of the suggested program based of semantic approach may be dueto the various activities and tasks that have been introduced to the students. Some books and research had assured the effectiveness of the semantic approach in translation in general. At the beginning of the program, the researcher presented the definition of semantic approach and translation, exploring to them the importance of semantic in translation and the essential role that semantic approach could play in developing translation skills. The researcher explained the relation between semantics and translation that help students to improve their skills in translation. The translation skills were introduced to the research participants through the activities and tasks and were relevant to them. These activities included “translate from English to Arabic, from Arabic to English, choose the correct answer and group work”. Thus, it can be concluded that:

The study participants' EFL translation skills were developed due to the suggested program based on the semantic approach. The effectiveness of the program is related to the different steps, techniques, and activities which help in developing the skills. Also, using the suggested program based on semantic approach developed the second year secondary students' EFL translation skills and its sub-skills. Using the suggested program based on semantic approach developed second year secondary students' EFL translation ability to translate synonymy, antonyms, polysomy, Hyponym, ambiguity sentences, verbs, compound nouns, metaphors and lexical gaps in English and Arabic. Furthermore, using the suggested program based on semantics developed second year secondary students 'ability to produce an appropriate translation of texts, sentences and words. The students were able to understanding the words and sentences in texts, and then communicate the ideas in purpose of translate clearly of texts. Furthermore, students were able to use the semantic knowledge in their translation which meant to introduce an accurate translation.

The design of the suggested program could help overcome students' problem concerning EFL translation skills. Also, selecting tasks and activities related to students' needs and interacts helped students to improve these skills. Thus, In conclusion, using the suggested program based on semantic approach is of great importance in developing students' translation skills, given what it contributes to building their scientific level in translation and providing them with linguistic information and methods that help them produce a correct and accurate translation. Moreover, Semantic approach is used to solve translation problems and clarify ambiguous meanings in the text to be translated.

6.2 Recommendations of the Research

Based on the previous results of the present study, the following recommendations can be presented:

1. The suggested program based on semantic approach should be implemented in teaching EFL translation skills to secondary school students.
2. The suggested program based on semantic approach should be applied not only in EFL translation classes but also in all other language skills classes such as :(Reading, Writing and Grammar).
3. Teachers of English language should be trained on using the suggested program based on semantic approach techniques in teaching translation to students.
4. Semantic approach should be integrated in translation courses in the form of activities and tasks.
5. Teaching translation to secondary school students is recommended to be implemented a course in both English and Arabic.
6. The suggested program based on semantic approach should be integrated in the curriculum development of English courses and textbook.

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