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**Students' Attitudes towards the Content and
Size of Texts Used in Translation Sessions**
Case Study: 3rd Year Students of English at Abbes
Laghrou University of Khenchela

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Dedication

This work is dedicated to:

My dear Mother, the one I would be nothing without her, the one who prayed for me and encouraged me to finish this work.

My father, who did his best for me to make me the person who I'm now through his support and unconditional love.

This work is also dedicated to my sister, brother and my all family who shared with me my fees.

It's also dedicated especially to my best friends "Aya" and "Maissa" who support me, encourage me and stand with me in my hardest times.

Thanks to all who were there for me.

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I'm grateful to my supervisor
"Hichem FELLAH"

Who helped me, encouraged me till the end,
and who had been the source of knowledge and
inspiration for me.

Thanks for his precious and unserved
guidance.

Abstract

The study at hand seeks to explore the impact of content and size of texts used as exercises in translation sessions on students' quality translating and learning. It attempts to explore the difficulties students may encounter during translating a text from Arabic into English and vice versa. The study took place at the department of English in the University of Abbes Laghrour Khenchela during the academic year 2019/2020. The research methodology adopted in this study is a descriptive method, the data was gathered through a questionnaire from a sample of thirty of 3rd year students of English. Findings obtained from data analysis revealed two main categories of difficulties, the first one relates to the content of texts translated; text types, and the language level used. The second is about the size of texts translated and the time frame granted by the teachers in classroom to achieve the task of translation.

List of abbreviations

EFL: English as Foreign Language

SL: Source Language

TL: Target language

ST: Source Text

TT: Target Text

L1: First Language

L2: Second Language

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GENERAL INTRODUCTION

1. Statement of the problem

Besides being an effective communicative activity, Translation has been considered as a fundamental methodology for teaching and learning foreign languages. Since it is practiced within the classroom framework in a meaningful way, it enhances the interaction between students and teachers and among students themselves. Furthermore, translation can be used as an evaluated technique in rendering classes; it helps students to learn about the basic techniques for translation tasks and the elements to reach the equivalent between the source and the target language. However, students often encounter many difficulties during performing the act of translating texts in classroom. The nature of these problems is not always restricted only to the linguistic aspects of the text under translation, but also to some extra-linguistic aspects that may deeply alter students' performance and their acquisition quality, such as the size and the content. In fact, this study tries to shed some light on the relationship that exists between the content and size of texts used in translation exercises and sessions and the students' performance and acquisition quality trying to demonstrate how they can influence them through analysing their attitudes towards these two variables.

2. Significance of the study

No one can deny the role that translation plays when used as tool in teaching foreign languages especially English. It stands as a crossroads between languages that draws near, not only their language systems, but their culture and world visions as well. However, little importance has been given to the issue of translation as pedagogical tool. Few searchers was interested in the field and carried out significant works. Thus, the importance of this study lies in its attempt to investigate the potential relationship between the size and content of texts used in translation course session and the efficiency of its exercise; an issue among a large number of pedagogical translation issues that need to be studied within the context of university students' researches.

3. Aims of the study

This study aims to investigate the potential relationship between the size and content of texts used in translation course session and the efficiency of its exercise as well as to highlight the difficulties linked them, which may hinder students' process of translation, and therefore their process of learning English.

4. Research question

In view of what is said above, the present study tend to answer the following questions:

- How and to what extent can the content and size of texts selected for translation sessions impact students' translating and learning?
- What are the major problems that students may face due to size and content of texts selected for translation sessions?

5. Assumption of the study

We assume that 3rd year students of English in Abbas Laghrour University face many difficulties with size and content of texts used in translation course session.

6. Research methodology

6.1. Choice of method

The present study opts for a descriptive quantitative research design to explore the theoretical perspective and collect data for the sake of answering the questions that guide this research.

The choice of method was mainly based on the nature of the problem study, which seeks to browse through the difficulties, related to the choice of texts selected for translation, that 3rd year students of English in Abbas Laghrour Khenchela meet during translation sessions.

6.2. Population and Sampling

For the present investigation, we dealt with a sample of thirty (30) 3rd year students from a total number of sixty eight (68) students of the department of English

The simple consists of thirty students of both genders. This category of students was chosen because they are concerned with translation of texts more than the others.

6.3. Research Tool

A questionnaire of 17 questions, to be answered, has been conducted to by 3rd year students of English in abbes Laghrour University of Khenchela. All the parts of this questionnaire are about translation, the content and size of texts translated and the major problems that may encounter the students while performing their exercises.

7. Limitation of the study

This study has three limitations:

- Limitation of the time; the study was conducted during the second semester of the academic year 2020/2021, which has witnessed the world pandemic of coronavirus. This delicate event make it difficult to us to achieve or work properly especially in its theoretical side.
- Limitation of the place; this study was carried out in the University of Abbes Laghrour Khenchela. Again, the period of lockdown prevent us from administering the questionnaire directly to student, the fact that pushes us to use the online one.
- Limitation of the Subject; we have faced many difficulties in dealing with this subject because of the luck of references and also because of the unavailability of libraries during the lockdown period.

8. Structure of the study

This work consists of two main parts, the theoretical part includes chapter one which is divided into two sections as well. The first one includes a literature review about translation and translation studies; it presents all related theoretical aspects of the subject matter, inter alia, definitions, types, techniques and so on. The second section includes a literature review about text and textuality, and finish with the major problems that encounter students during performing their task of translation. As for the practical part, it contains the field work and comes as a second chapter, where we have analysed the results of the questionnaire and suggested recommendations for further researches. Finally, a general conclusion dries on the whole work, with emphasis on the findings.

CHAPTER ONE

Review of Related Literature

Review of the related Literature

Introduction

The following chapter is divided into two parts, the first part will be mainly to discuss the different perspectives and concepts concerning translation and its types, the second part will be devoted to talk about the content and size of text used in translation exercises and the impact of those two concepts on student's translating. The first part starts with a literature review of the different definitions of translation introduced by theorists and brief discussion about translation types, strategies, or techniques that used to teach foreign language and methods. Also will mention the importance of translation especially in teaching English as a foreign language, whereas, the second part will Focus on student's attitudes towards the size and content of texts used in translation exercises.

1. Translation

1.1. Definition of Translation

Translation is considered as a procedure or an act of transferring a meaning from one language (SL) into another language (TL). Many scholars and theorists have defined translation according to their own studies and it has always been a problematic issue in the sense that one finds more than one definition, each one reflects a different perspective and theoretical basis which scholars seek the main goal namely, Equivalence.

Some scholars' definitions of translation focus on the approach of preserving the original spirit or the source effect in reformulating the target text. (Nida and Taber, 1969/1982) state that "translation consists of reformulating the message of the source text into the closest equivalent of the target language ". They gave priority to the meaning preservation as much as possible then focusing on the style. According to Catford's definition" translation is a replacement of textual material in one language

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(SL) by equivalent textual material in another language(TL)" 'he also mentioned that "translation is operational preformed on language; a source of substituting a text in one language for a text in another language " (1965:20), in other hand Julian house(2018:09) in his book describe translation as a "procedure where an original text; often called source text replaced by another text; often called target text in another language".

A broader and more inclusive defines regards translation as" a rendering the meaning of text into another language in the way that author intended the text" (Newmark, 1988.28) this mean; rendering the text of source language into the target language as what is intended by author, he also state in another book that " translation is a craft consisting in the attempt to replace a written message or a statement in one language by the same in another language " (1981:07).

Hatim and Munday (2004:06) define translation from two different perspective, first one as a process they state that "translation is an act of taking a text from one language and transferring it into another one" second as a product " translation focuses on the results achieved by the translator, the concrete product of translation ". As for Gazala (1995)"translating is any process that results in transferring the meaning from one language into another" for him the goal is to deliver the meaning of (SL) by using the equivalent of available in the (TL)". Therefore, according to the different definitions above we assume that translation is a process of transferring thoughts and messages from the source language into the target language in the form of writing or spoken.

1.2.Importance of Translation

Translation has an important role in our lives. Unfortunately, we don't always notice it or realise its true value. High quality translation is often like a good service; we only pay attention to its absence. Still our life would be very different without translation.

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Translation enriches human life by making it possible to communicate and share information across language borders. For example, religions and knowledge have spread via translated texts throughout the history. Every book, study or research, has been written by someone in some language, even though it has an original language. The majority of the overall information that we have today is collected piece by piece through translation. Therefore, translation necessary for the spread of information, knowledge, ideas, is necessary for the effective and empathic communication between different cultures. Translation aims to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target language.

1.2.1. Importance of Translation in Learning Foreign Languages

Foreign language learners frequently use translation to facilitate language learning and acquire the new language. Despite the fact that translation has played different roles in various methods of language teaching accommodated for students from different social backgrounds, most educators agree that translation is a powerful tool to help the students more confidently understand foreign words and expressions and express ideas in the target language.

Translation used as an effective medium for developing the learners communication competence and for teaching properties and types of meaning underlying semantic relationship, communicative language function, sentential information structure, and discourse value. From this perspective, translation is cognitive activity that assist students in learning new phrases and expressions in the target language and using them to communicate meaning to other on the one hand, and a problem solving exercises in which the student develop their capabilities in data analysis and processing on the other hand.

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Courses translation studies are a great way for linguists, language graduates, and translators to develop a deep understanding of the academic field and the skills to practice as a professional Translator.

1.2.2. Important Role of Translation in the Field of Education

According to Shiyab and Abdullateef (2001) pedagogical translation is used as a means to compare between two languages and speed up the learners' comprehension process. Duff (1994) said that it develops accuracy, clarity and flexibility. In his turn Stoichkov (2006) said that pedagogical translation helps learners to understand the effect of L1 to L2 and correct mistakes of misuse of words. All these arguments are for the use of translation in education in general. In addition, they consolidate the idea of the important role that translation plays in education which can be summarized in the following few points:

- It helps learners in recognizing and calibrating once language.
- It dispels language and culture differences.
- It boosts students' engagement.
- It assures professional and personal gains.
- It assures vocabulary and broader imagination.
- It helps cultivate a positive attitude towards new language.
- Hiring the right service.

1.3.Types of translation

In this level will be looked at translation from the viewpoint of classification of types and methods. Many theorists look at these types differently and classify them in different ways, roman Jacobson in his work on linguistic aspect theory of translation (1959:233) state that there are three types of translation which are:

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- a. **Intra-lingual translation:** or rendering (an interpretation) of verbal signs in the same language (paraphrasing, summarizing, expanding, commenting within a language)
- b. **Inter-lingual translation:** or translation proper, an interpretation of verbal signs by mean of the same other language.(the traditional concept of translation from source language into target language or shifting of meaning from one language into another)
- c. **Inter-semiotic translation:** or transmutation, an interpretation of verbal signs by mean of nonverbal signs system (translation ideas or emotion into a painting or symphony of music)

by bringing up such types of translation, one can notice that the only type which of great interest to the most translators and either trainers, practitioners, professional or theorists is the second one which discuss the proper translation, so translator will going to deal with two different codes and two different cultures as Jacobson said (1959:32)" translation involves two equivalent messages in two different coded" in the other hand, Jacobson introduced and discuss this three types of translation each one in different from the other, however as we said before the second one is the most common and studied one. The researchers focus on this type because it reflects the proper process of translation since it involves two different languages.

For Gazala (1995) **literal versus free translations** is sufficient classification, according to him all the available typologies can be squeezed into these two types, the available typologies may includes the following as Gazala state (1995:05):

- Semantic vs communicative translation
- Formal vs dynamic translation
- Non pragmatic vs pragmatic translation

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- Non creative vs creative translation

Even though Gazala discusses only the free translation and literal translation, he started by literal translation which contains two types:

- a. Word for word translation:** aim to translate individual words only. taking no consideration of grammatical or other linguistic differences.
- b. Direct translation:** considers the grammar and the linguistic differences.

1.4. Translation Procedures

A translation strategy is a way or method of rendering certain linguistic units from one language into another, it involves a set of procedures that are used to translate each one that has a scale of facility that may be more helpful than the other.

Bosco (1997) classified translation strategies into two types:

1.4.1. Direct translation technique

Direct Translation Techniques are used when structural and conceptual elements of the source language can be transposed into the target language. Direct translation techniques include three different procedures which are, namely, borrowing, calque, and literal translation.

1.4.1.1. Borrowing

Borrowing is the taking of words directly from one language into another without translation. Many English words are "borrowed" into other languages; for example software in the field of technology and funk in culture. English also borrows numerous words from other languages; abattoir, café, passé and résumé from French; hamburger and kindergarten from German; bandana, musk and sugar from Sanskrit.

Borrowed words are often printed in italics when they are considered to be "foreign".

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1.4.1.2. Calque

A calque or loan translation (itself a calque of German *Lehnübersetzung*) is a phrase borrowed from another language and translated literally word-for-word. You often see them in specialized or internationalized fields such as quality assurance (*aseguramiento de calidad*, *assurance qualité* taken from English). Examples that have been absorbed into English include *standpoint* and *beer garden* from German *Standpunkt* and *Biergarten*; *breakfast* from French *déjeuner* (which now means lunch in Europe, but maintains the same meaning of breakfast in Québec). Some calques can become widely accepted in the target language (such as *standpoint*, *beer garden* and *breakfast* and Spanish *peso mosca* and *Casa Blanca* from English *flyweight* and *White House*). The meaning of other calques can be rather obscure for most people, especially when they relate to specific vocations or subjects such as science and law. *Solución de compromiso* is a Spanish legal term taken from the English *compromise solution* and although Spanish *attorneys* understand it, the meaning is not readily understood by the layman. An unsuccessful calque can be extremely unnatural, and can cause unwanted humour, often interpreted as indicating the lack of expertise of the translator in the target language.

1.4.1.3. Literal Translation

A word-for-word translation can be used in some languages and not others dependent on the sentence structure: *El equipo está trabajando para terminar el informe* would translate into English as *The team is working to finish the report*. Sometimes it works and sometimes it does not. For example, the Spanish sentence above could not be translated into French or German using this technique because the French and German sentence structures are different. And because one sentence can be translated literally across languages does not mean that all sentences can be translated

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literally. *El equipo experimentado está trabajando para terminar el informe* translates into English as *the experienced team is working to finish the report* ("experienced" and "team" are reversed).

1.4.2. Oblique Translation Technique

Oblique Translation Techniques are used when the structural or conceptual elements of the source language cannot be directly translated without altering meaning or upsetting the grammatical and stylistic elements of the target language. They include the following procedures; transposition, modulation, reformulation or Equivalence, adaptation and compensation.

1.4.2.1. Transposition

This is the process where parts of speech change their sequence when they are translated (*blue ball* becomes *boule bleue* in French). It is in a sense a shift of word class. Grammatical structures are often different in different languages. *He likes swimming* translates as *Er schwimmt gern* in German. Transposition is often used between English and Spanish because of the preferred position of the verb in the sentence: English often has the verb near the beginning of a sentence; Spanish can have it closer to the end. This requires that the translator knows that it is possible to replace a word category in the target language without altering the meaning of the source text, for example: English *Hand knitted* (noun + participle) becomes Spanish *Tejido a mano* (participle + adverbial phrase).

1.4.2.2. Modulation

Modulation consists of using a phrase that is different in the source and target languages to convey the same idea: "*Te lo dejo*" means literally *I leave it to you* but translates better as *you can have it*. It changes the semantics and shifts the point of view of the source language. Through modulation, the translator generates a change in the

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point of view of the message without altering meaning and without generating a sense of awkwardness in the reader of the target text. It is often used within the same language. The expressions *es fácil de entender* (it is easy to understand) and *no es complicado de entender* (it is not complicated to understand) are examples of modulation. Although both convey the same meaning, it is easy to understand simply conveys "easiness" whereas it is not complicated to understand implies a previous assumption of difficulty that we are denying by asserting it is not complicated to understand. This type of change of point of view in a message is what makes a reader say: "Yes, this is exactly how we say it in our language".

1.4.2.3. Reformulation or Equivalence

Here you have to express something in a completely different way, for example when translating idioms or advertising slogans. The process is creative, but not always easy. Would you have translated the movie *The Sound of Music* into Spanish as *La novicia rebelde* (The Rebellious Novice in Latin America) or *Sonrisas y lágrimas* (Smiles and Tears in Spain)?

1.4.2.4. Adaptation

Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in the cultural environment. Should *pincho* (a Spanish restaurant menu dish) be translated as *kebab* in English? It involves changing the cultural reference when a situation in the source culture does not exist in the target culture (for example France has Belgian jokes and England has Irish jokes).

1.4.2.5. Compensation

In general terms compensation can be used when something cannot be translated, and the meaning that is lost is expressed somewhere else in the translated

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text. Peter Fawcett defines it as: "...making good in one part of the text something that could not be translated in another". One example given by Fawcett is the problem of translating nuances of formality from languages that use forms such as Spanish informal *tú* and formal *usted*, French *tu* and *vous*, and German *du* and *sie* into English which only has 'you', and expresses degrees of formality in different ways.

1.5. Methods of Translation

In his Textbook on Translation, Peter Newmark proposes to look at translation methods as a continuum between the emphasis on Source Language (SL) and the emphasis on Target Language (TL). Newmark then considers a scale of eight levels:

Word-for-word translation (strongest emphasis on SL)

Literal translation

Faithful translation

Semantic translation

Communicative translation (emphasis on TL starts to dominate)

Idiomatic translation

Free translation

Adaptation (strongest emphasis on TL)

Levels explained

Newmark (1988) provides the following descriptions of his levels (quoted from his book without examples):

1.5.1. Word-for-Word Translation

Word-for-Word Translation is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally.

1.5.2. Literal Translation

Where the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context.

1.5.3. Faithful Translation

Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It ‘transfers’ cultural words and preserves the degree of grammatical and lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

1.5.4. Semantic Translation

Semantic translation differs from ‘faithful translation’ only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on ‘meaning’ where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents – “*une nonne repassant un corporal*” may become “*a nun ironing a corporal cloth*” - and it may make other small concessions to the readership. The distinction between ‘faithful’ and ‘semantic’ translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator’s intuitive empathy with the original.

1.5.5. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

1.5.6. Idiomatic Translation

Idiomatic translation reproduces the ‘message’ of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

1.5.7. Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original.

1.5.8. Adaptation

Adaptation is the ‘freest’ form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten.

2. Text and Textuality

2.1. Definition of Text

Text as it is known is the main body of books or other pieces of writing, distinct from other materials such as notes, appendices, and illustrations. Etymologically, text comes from a metaphorical use of the Latin verb *texere* "weave", suggesting a sequence of sentences or utterances interwoven structurally and semantically. And as a common noun it is oftentimes used in linguistics and stylistics to refer to a sequential collection of sentences or utterances which structure a harmony via purpose of their linguistic cohesion and semantic coherence, e.g. a scientific article, a recipe, poem or public lecture.. Etc.

However, it is possible for textual content to consist of solely one sentence or utterance or even one word, e.g. a note or a road sign (exit, stop) which is semantically complete in itself and pragmatically tied to a specific situation. Many linguistics have tried to define the term text, and they are approximately settled on similar definitions.

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Among them Deaugrande and Dresser (1981:63), they describe text as "a communicative occurrence which meet standards of textuality, if any of these standards is not considered to have been satisfied, the text will not be communicative" hence, non-communicative text are treated as non-text. The text can be excited in both written and spoken form, spoken form can be seen in conversation, speech...etc. while, the written form can be seen in articles, newspaper or stories... etc.

Similarly, This form was mentioned by Halliday and Hasan (1976:1) they state that " text is any spoken or written passage of unlimited length which forms a whole unit, a collection of unrelated can simply be distinguished from a text in which the sentence are connected to each other and provide meaning ".they try to give the most appropriate definition for a text, they assert (1976:12) that " a text is the unit of language in use. It's not a grammatical unit like a clause or a sentence and it's not defined by its size, a text is best regarded as a semantic unit, a unit not of form but of meaning ".

On the other hand, Hatim and Mason (1990) look at text as a communicative activity; they state that "text is a set of mutually relevant communicative function structured in such a way to achieve overall rhetorical purposes ".

There are other definitions that analyse the meaning of the text in terms of the original word and as a concept, for instance, Fowler (1991:59) state that text is made up of sentences, but there exists separate principles of test-construction beyond the rules for making sentences".

2.2. Text and Textuality

Generally speaking, no agreement is yet clear concerning constitutions of a text or how the term should be defined. The term is still stuck up in the middle of interpretations storm and applications of different disciplines. However, the term is

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often associated with the pioneering work of Barthes (1987) and other literary theorists and cultural anthropologists such as Ricoeur (1971), Geertz (1973), Clifford and Marcus (1986), and Tyler (1987), where it is regarded and considered as a socio-cultural product and/or process transcending its traditionally narrow definition of being a simple printed medium to include other aspects such as paintings, photographs, maps, electronic media, landscapes as well as economic, political and social institutions.

In its largest sense and within the linguistic context, a text can be seen as a specific arrangement of signs that is coherently interpretable by some community of users. Implicit in the definition is the view that something can only qualify as a text if it is void of anonymity, randomness and illogic. Hanks (1989: 96) for instance distinguishes the senseless disharmony of a crowded street from the sound exchange of words between two mutually oriented interactors or the noise of rush hour as opposed to the concerted dissonance of a dramatic passage in a musical score. Texts are therefore innately communicative and are part of an ongoing discourse produced, received and interpreted by various social actors and agents.

Reading a text depends on its textuality. A text is solid insofar as it is anchored in a locally defined social context. In order to understand a text and to make it semantically complete, the reader must rely on a variety of basic information or seek to understand the particular context which gave rise to such a text. Even the most rigorous linguists, who emphasize on the textual form and content, refer to a text's connection to the socio-cultural world. Textuality therefore refers to the attributes that distinguish the text as an object of inquiry. Texts are produced and understood according to the larger socio-cultural context in which they arise. If read independently of the text itself (as a limited linguistic artefact) to the interaction between the reader, the text and the author.

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The consequence is the broadening of the notion of text to include even social life as text.

This transcending notion of texts also finds its roots in postmodernism. The postmodern view sees texts as constituting reality rather than imitating it (Barnes & Duncan, 1992). For postmodernists, the world is like text, encoded with meaning. Ricoeur (1971), for example, postulates that social life has characteristics surprisingly similar to those of written discourse. For Ricoeur (1971), social life, like the text, is detached from the intentions of its original authors, unstable by nature and has a certain objective fixity. Moreover, social life has significance beyond the initial context for which it was constructed. Likewise, Geertz (1973) considers culture as a text. For Geertz, culture can be "read" by an ethnographer as one might read a book. He extends his point by affirming that this practice is not only academic in its orientation, but that everyone practices.

2.3. Text Linguistics

Text linguistics as sub branch of linguistics did not simply increase till the early 1970s, till linguistics itself commenced to be much less involved with the sentence as a high unit of analyse, or at least until it began to be felt that some unique discipline ought to take care of achievable device larger than sentence, or of intra-sentence relation.

One major problem is the definition of textuality and additionally the classification or typology of texts according to their genre characteristics under them have an effect of pragmatics and psychology, more interest is being focused on the production or processing and reception of text, and their social function in society.

Some linguists and theorists describe text linguistics as a study of textual content as a product (text grammar) or as a technique (theory of text). The text as a product approach is focused on the textual content, cohesion, coherence, topical organization,

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illocutionary shape and communicative function. The text as a process approach studies the text production, reception and interpretation. Text linguistics has been defined by Deaugrande and Dressler (1981) as follows " text linguistic is a branch of linguistics that deals with texts as a communicative system. It's original aim by uncovering and describing text grammar. The application of text linguistics has, however, evolved from this approach to a point which text is viewed in much broader terms that go beyond a mere extension of traditional grammar towards the entire text.

2.4. The Seven Standards of Textuality

Beaugrande and Dressler introduced seven standards of textuality in their introduction to text linguistics (1981), those standard of textuality as we mentioned before in text definition make the text content more communicative and their the following :

2.4.1. Cohesion

The first standard is called cohesion and concerns the way in which the components of the surface text, i.e. the actual words we hear or see, are mutually connected within a sequence. The surface components depend upon each other according to grammatical forms and conventions, such that cohesion rests upon grammatical dependencies.

2.4.2. Coherence

The second standard is called coherence and concerns the ways in which the components of the textual world, i.e. the configuration of concepts and relations which underlie the surface text are mutually accessible and relevant. ... Cohesion and coherence are text-centred notions, designating operations directed at the text materials.

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2.4.3. Intentionality

The third standard of textuality is called intentionality. It concerns the text producer's attitude that the set of occurrences should constitute a cohesive and coherent text instrumental in fulfilling the producer's intentions, e.g. to distribute knowledge or to attain a goal specified in a plan.

2.4.4. Acceptability

The fourth standard of textuality is acceptability. It concerns the text receiver's attitude that the set of occurrences should constitute a cohesive and coherent text having some use or relevance for the receiver, e.g. to acquire knowledge or provide co-operation in a plan.

2.4.5. Informativity

The fifth standard of textuality is called informativity and concerns the extent to which the occurrences of the presented text are expected vs. unexpected or known vs. unknown/certain.

2.4.6. Situationality

The sixth standard of textuality is designated as situationality and concerns the factors which make a text relevant to a situation of occurrence.

2.4.7. Intertextuality

The seventh standard is called intertextuality and concerns the factors which make the utilization of one text dependent upon knowledge of one or more previously encountered texts.”

2.5. Text Types

2.5.1. Katharina Reiss Text Typology

Texts are written for a variety of purposes, using a different form and standards of composition, this form of writing is known as text types.

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The German linguistic Katharina Reiss (1976.20) introduced the text types function approach on the basis of the text types based on the study of the German psychologist Karl Bühler, she identified three types of text, informative text, expressive text and operative text.

2.5.1.1. Informative Text

An informative text communicates facts and knowledge and should thus be translated in a way that transmits all of that information; it should be written in plain prose without redundancy, since the facts more important than the forms

Informative texts for example are: news article, instruction manual, but other text can include informative features.

2.5.1.2. Expressive Text

Is all about the form and aesthetic of the language, the author of such a text used his or her creativity, and thus it is important for the translator to adopt the standpoint of the author and transmit that artistic form to the target text. This type of text is most common with fiction and poetry, but there are also some expressive features in, for example; advertisement and tourist guide.

2.5.1.3. Operative Type

The function of the operative text is to persuade or convince the reader of something, the form of the Language used in this type of text is dialogic, and the Focus is appellative, e.g. the author tries to bring the text towards the reader, such a text will need to be translated in a way that evokes the same desired response in the target text reader as in the source text reader. This text type is predominantly used with advertisement.

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Katharina Reiss states also in 1981 that there is another text type which is audio medial text, the focus of this type is on the visual and is representation of the audio medial part supplementing the other three text types with visual image and music.

Munday (2008) summarize all the Reiss's work in a simple illustrative diagram (see figure 01) and a clear well organized table (see table 01) through which he has explains the fundamental functional characteristics of text types and their relationships with translation methods and provided several text examples to show the predominant function of each of them according to the aforementioned three main types.

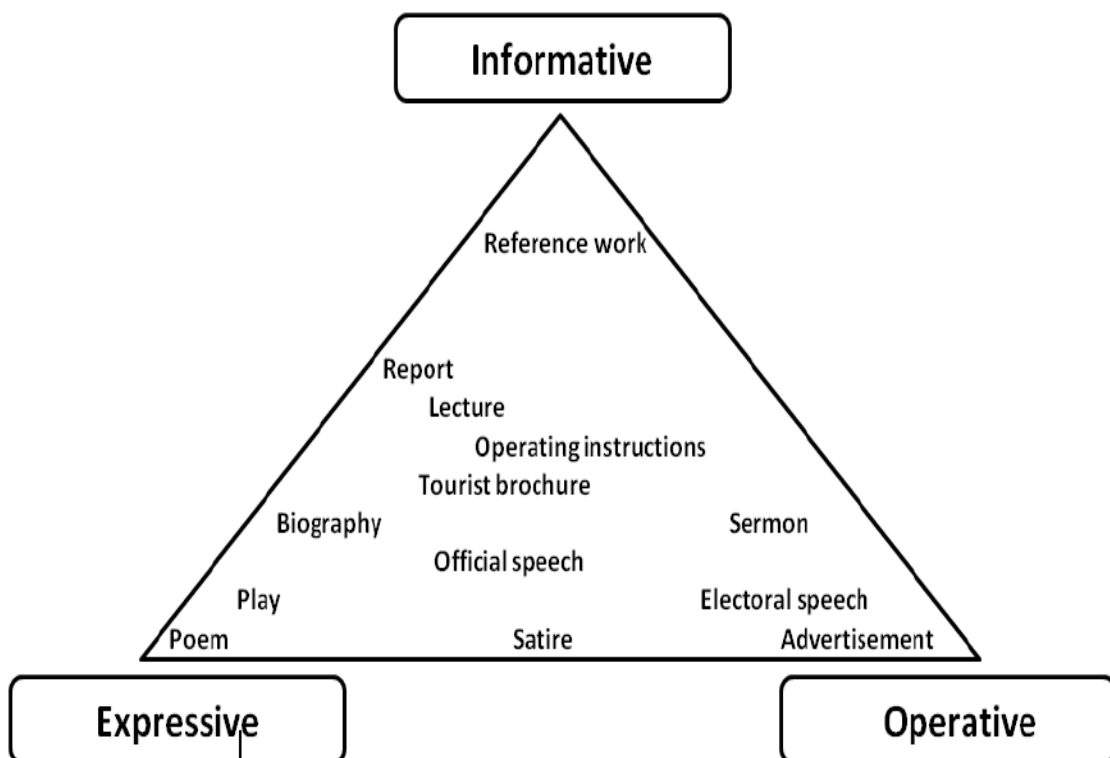


Figure 01: Reiss's text types and text varieties (Chesterman 1989:105, based on a handout prepared by Roland Freihoff) (Munday, 2008)

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<i>Text type</i>	<i>Informative</i>	<i>Expressive</i>	<i>Operative</i>
Language function	Informative (representing objects and facts)	Expressive (expressing sender's attitude)	Appellative (making an appeal to text receiver)
Language dimension	Logical	Aesthetic	Dialogic
Text focus	Content-focused	Form-focused	Appellative-focused
TT should	Transmit referential content	Transmit aesthetic form	Elicit desired response
Translation method	'Plain prose', explicitation as required	'Identifying' method, adopt perspective of ST author	'Adaptive', equivalent effect

.. Table 01: Functional characteristics of text types and links to translation methods (adapted from Reiss 1971) (Munday, 2008)

2.5.2. Hatim and Mason Text Classification

In the other hand, there are some articles and studies that represent text types among them the introduction of Werlich (1976:23) cited by Danial Schlör in his article of classification of text types, according to Werlich there are five idealized text types based on rhetorical properties of pieces of text, the five types are descriptive type, narrative type, expository type, argumentative type and instruction top. These types are adopted by Hatim and Mason (1990) for translation purposes.

2.5.2.1. Narrative text

Narrative text is based on perception in time. Narration is the telling of a story; the succession of events is given in chronological order.

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2.5.2.2. Expository text

Expository text aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts. Example: An essay on "Rhetoric: What is it and why do we study it?"

2.5.2.3. Argumentative text

Argumentative text is based on the evaluation and the subsequent subjective judgement in answer to a problem. It refers to the reasons advanced for or against a matter. The writer usually argues with another side to convince the reader to join a certain side.

2.5.2.4. Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2.5.2.5. Instructions text

Instructions text is a piece of non-fiction text which gives instructions on how to complete a task. The text may include organisational devices such as bullet points or numbers, diagrams or pictures.

This different definitions of notion of text types that mentioned by linguistics is because they have worked on differ aspects of the subject matter, and hence, are varied in terms of how they focus on particular text, however, their approaches are not developed in a relatively independent manner.

3. Text Content and Size in Pedagogical Translation

During translation session, students try to enhance their capabilities for an effective translation, based on the exercises and tasks that introduced by their teachers in classroom, besides that they faced many difficulties with the content and size of text translated for example; cultural differences, language problem and structures,

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terminologies, failure to achieve the equivalence in the target language, ambiguity of some cultural expressions. The process of translation through which the translator is going to move, are the steps he has to accomplish while translating starting from reading the source language text words and understanding them to looking for their equivalent in the target language text; that's mean that the students should analyse and understand the content of text translated before he start the translation process, according to Catford (1956.21)"the central problem of translation is that of finding a target language equivalent " they should understand the source language and working on finding more appropriate expression in the target language, the reach the effective translation. The students or translators have to be good and well educated about both source and target language.

The whole matter of translation start with understanding the content of text translated by reading it carefully, therefor, the translator must reading to solve any problem that may be faced across during translation process as asserted by Robinson (2003.16) "professional translator need to slow down to examine a problematic words or phrases or syntactic structure or a cultural assumption with a full analytical awareness and its possible solutions " this lead us to believe that translating a text from one language into another not easy tasks, in order to avoid such difficulty and Translate the content of text source easily, the translator or student has to be armed not just linguistically but also culturally, civilization and history of the people language which is going to be translated is so important in the translator Labor, concerning this point Catford (1956.20)opined that translation is " the replacement of textual material in one language by equivalent in another language " .students would be able to translate effectively and accurately, a lot of translating will help students to gain more experience as to be familiar the target language structure as well as cultural notion, this experience

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lead the students to translate easily and effectively as Robinson(2003.23) they have translated so much, that it often seems as if their brains is not doing the translating, their fingers are " .

Some theorists said that the translation of text or any material are difficult since the material of translation are not suitable with the need of language learners, the activity of translation is boring and the learners also lack of backgrounds knowledge about linguistic, they may do errors in translating some idioms and some words which are not familiar with their native language because the culture influence language expression as it is said by AL Darwich (1983)" general difficulties in doing translation are not language are exactly the same in term phonological, morphological, lexical syntactic and semantic features, they are divergent in arrangements of sentences or syntax, that's why students find it difficult in translation of English into target language"

The students find a difficult in the content of text translated into English which is idiomatic expression, as it is state by baker (1992)" they are two factors which make idiomatic expression translation in English difficult first, the translator lack of equivalence of the target language, the latter, culture specific idioms are also not easy for students to translate into the target language”

The content and size of text translated are related to each other, the size of translated text changes according to the target language and the sentence and expressions used in the content of target text, the large text size make the students not comfortable with translating texts while the short one make them translate fast and effective, the size should be link with the time frame of translation session to let the performance of students in translating more perfect.

Conclusion

The aim of this chapter and from what we mentioned above, we see that translation still an important method for learning and teaching the target language, we mentioned the definition, types and strategies concerning translation than we discuss some aspects concerning text as a concept and text typology and the impact of the content of text translated on students translating, from this research which yielded that translating a content of text from the source into the target text is not a simple task for students and they should bear in mind that translated text is not just translating some words but is about translated the right meaning of the context of the target text ,for that, this chapter showed how the translator should acquire a mastery of the two languages and wide background knowledge to translate the content of text easily, and that help students to choose the appropriate translation technique in order to ensure the accurate rendering of the target term.

CHAPTER TWO

**Field
Work**

Introduction

The present chapter is devoted to explain the method used to carry out this research; it defines the population, the sample, the tools used to collect data ,and finally a detailed descriptions and analysis of the 3rd year students questionnaire, the findings will be reported a quantitatively, to reach the conducting discussion of the findings on the basis of the research questionnaire that have been asked at the beginning of the study, and finally, some recommendations will be suggested to alleviate the problems under this study.

1. Method of Investigation

In this research I opted for a descriptive method because it is the most appropriate to explore the participants perceptions and attitudes towards the size and content of texts translated and the difficulties faced students during translating a text, as Lodico et al (2010:26) stated that “descriptive research aims to describe behaviours and gather people” s perceptions, opinions, attitudes, and beliefs about a current issue in education”. This description is then summarized by reporting the numbers of percentage of persons reporting each response, a commonly held misconception is that descriptive survey research is an easy method for requiring simple questions and answers. Good descriptive survey research requires thoughtfulness and careful planning, a range of quantitative and comparative techniques are used to analyse and interpret the findings.

2. Population and Sampling

In terms of students our entire population consists of 3rd year of Abbes Laghrour Khenchela at the department of English, it is estimated at 86 students from which a random sample consisting of 30 students had been selected. The questionnaire was distributed through the internet because of the covid-19 pandemic, so I connected

the students from home through Facebook, and the total of 30 respondents successfully filled in the questionnaire.

3. Means of Research

This research was based on the questionnaire for collecting required data, as it was stated by Dornyei (2003,p. 3) “because the essence of scientific research is trying find answers to questions in a systematic manner, it is no wonder that the questionnaire has become one of the most popular research instruments applied in the social sciences.

Questionnaires are certainly the most often employed data collection devices in statistical work, with the most famous questionnaire type - the census-being the flagship of every national statistical office".

4. Student's Questionnaire

4.1.Descriptive Of The Questionnaire

The Student questionnaire was distributed for 68 students in 3rd year of English, the questionnaire contained 17 questions, and it consisted of both open-ended questions and close-ended questions. It starts with questions about translation in general followed by a question about the preferred types of text translated for students then finally ends with questions about the difficulties of content and size of texts translated during translation sessions.

4.2.Administration of the Questionnaire

The procedure of the administration of the questionnaire took a place through the house, I sent the questionnaire for the 3rd year students of the department of English at University Abbes Laghrour of Khenchela through the internet I used Facebook to connect with students and I received the results through the email, and that's all due to covid-19 pandemic.

5. Analysis of the Questionnaire

Question 01: Do you like translation?

- Yes
- No

Option	Number	Percentage
Yes	28	93.8%
No	2	6.3%

Table 02: Students’ Perceptions towards Translation

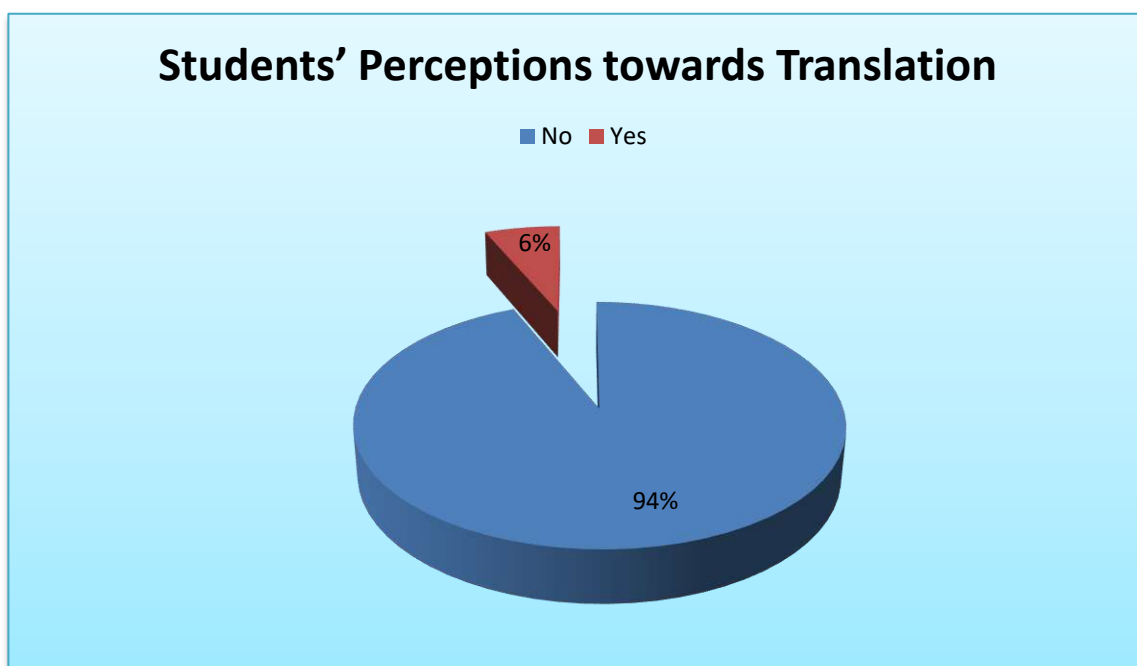


Figure 02: Students’ Perceptions toward the Session of Translation

The results show that the majority of students (94%) answered by “yes” which means that they love translation sessions while just a few of them (6.3%) answered by “no” , they declared that they are not interested in translation module.

Question 02: Do you think that translation is:

- Important
- Very Important
- Not important
- Neutral

Option	Number	Percentage
Important	10	37.5%
Very important	19	59.4%
Not important	0	0%
Neutral	1	3.1%

Table 03: The Importance of Translation

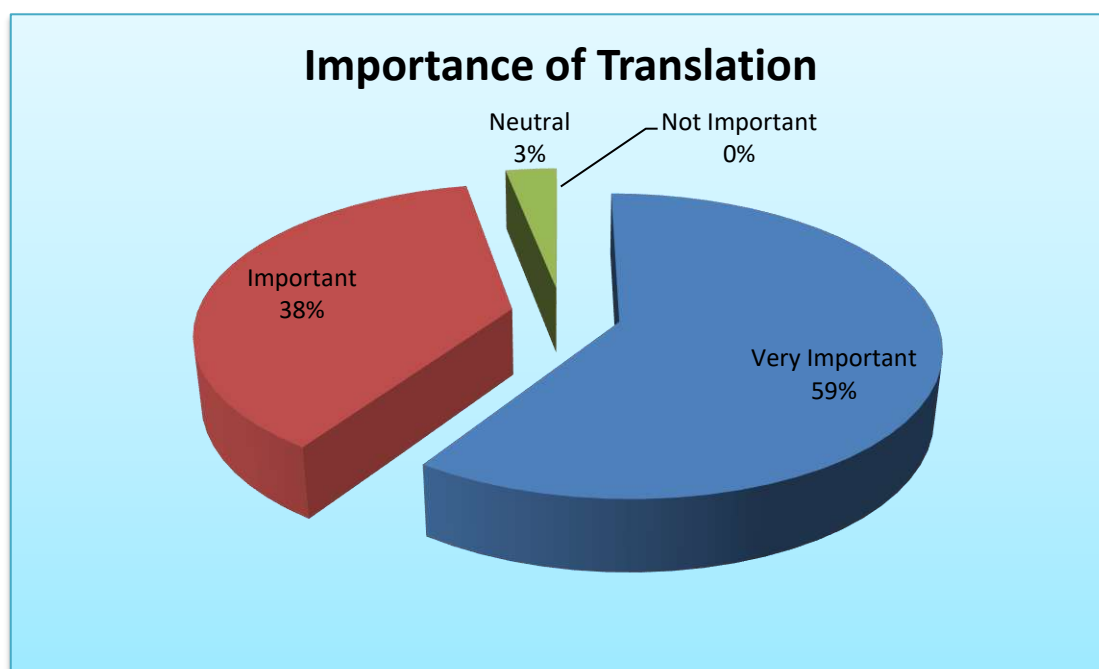


Figure 03: The Importance of Translation

As indicated in the table above, (59.4%) of students admit that translation is very important in the learning process while some of them (37.5%) answered by importance , the rest of them (3.1%) chose to be neutral.

Question 03: Do you think the translation course helps students to learn English?

- Yes
- No

Option	Number	Percentage
Yes	27	90.6%
No	3	9.4%

Table 04: The Influence of Translation Course on Learning English

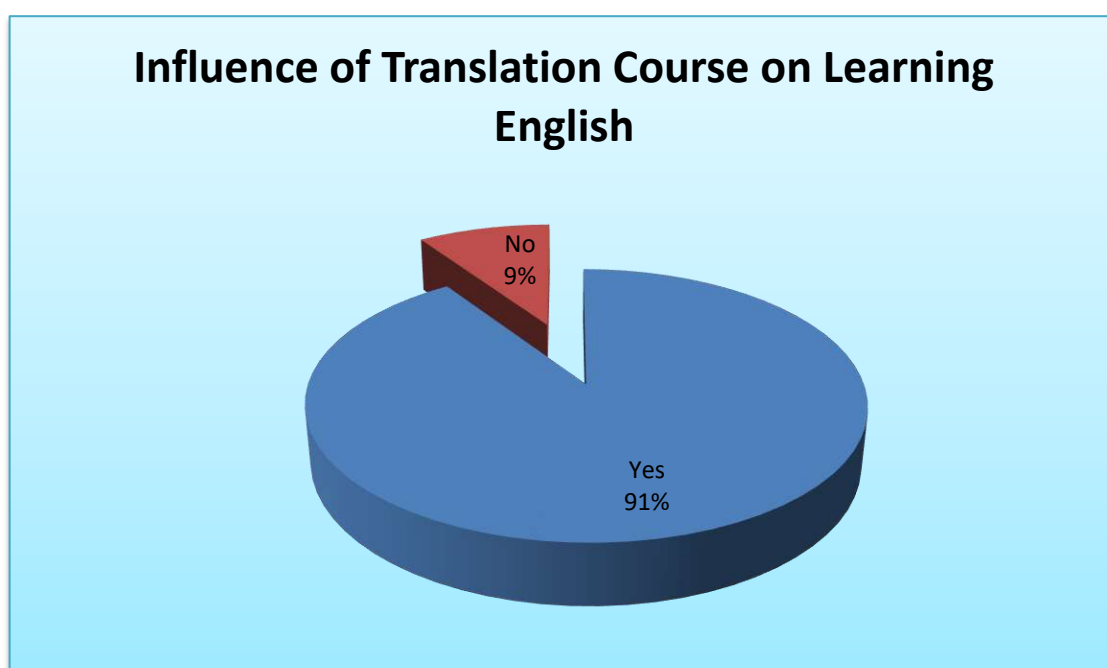


Figure 04: The Influence of Translation Course in Learning English

The majority of students representing (90.6%) stated that translation courses are very useful in helping students acquiring English while only (9.4%) they said that

translation courses are not helpful for learning English. From this result we conclude that translation courses are a very crucial part that really aid in the learning process.

Question 04: Do you prefer to translate:

- From Arabic into English
- From English into Arabic

Option	Number	Percentage
From Arabic into English	18	62.5%
From English into Arabic	12	37.5%

Table 05: Students' Preference of translation

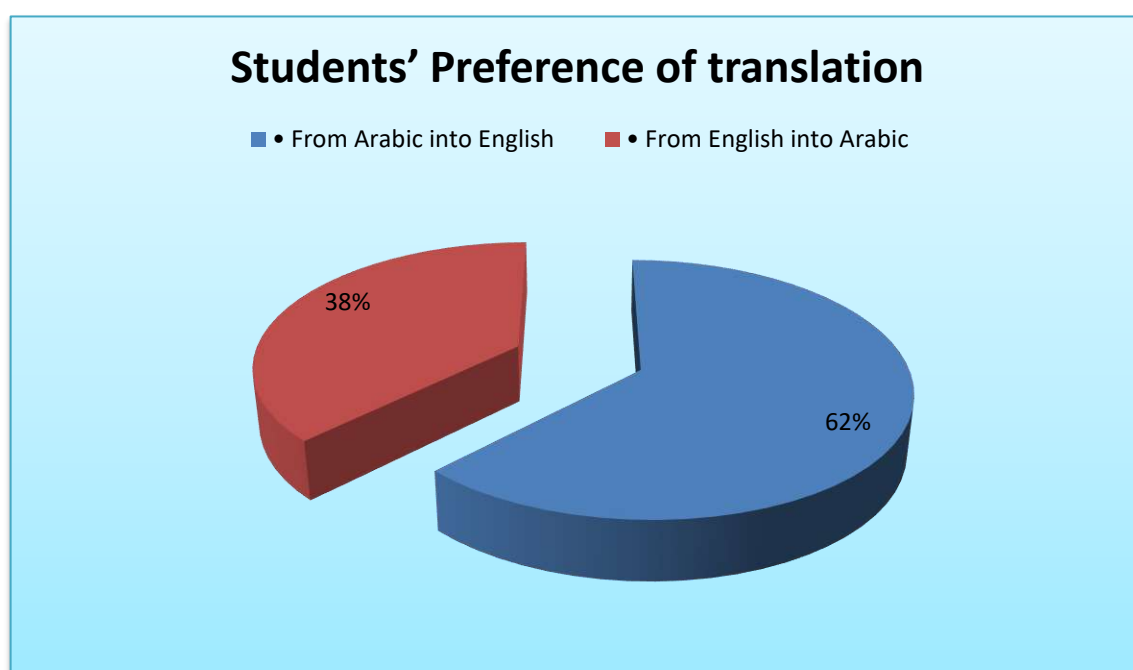


Figure 05: Students' Preference of translation

The aim of this question is to know which way is the most preferable for the students to translate texts, the result shows that most students give their attention to translating texts from Arabic into English. However, a small group of them chose to

translate from English into Arabic. The previous results showed most EFL learners prefer to translate from their native language “Arabic” to the foreign one.

Question 05: What type of texts do you prefer to deal with?

- Informative
- Expressive
- Operative

Option	Number	Percentage
Informative	20	68.8%
Expressive	10	31.3%
Operative	0	0%

Table 06: Students’ Type of Text Preference

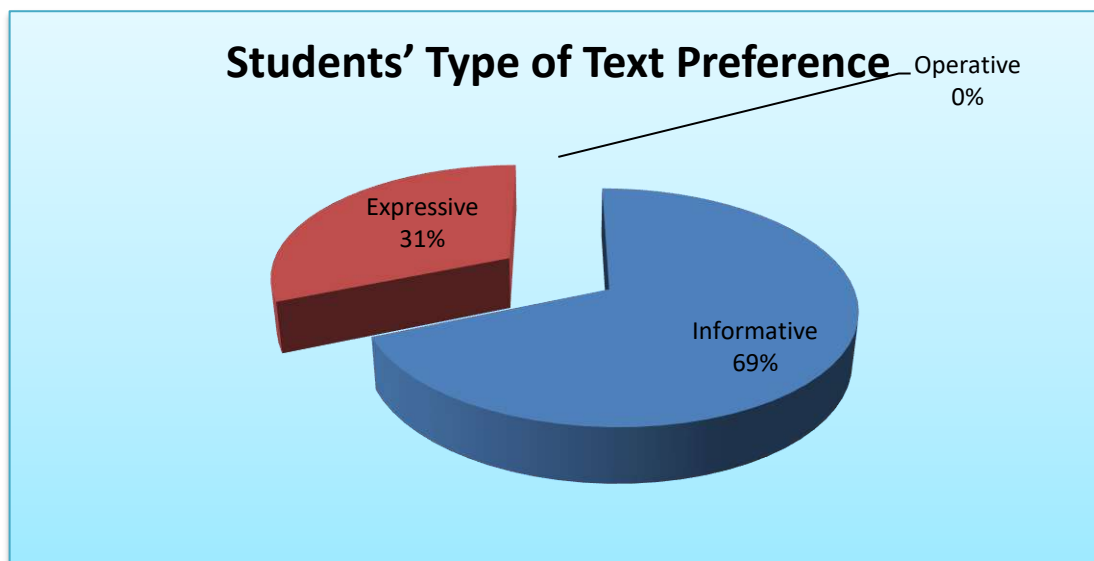


Figure 06: Students’ Type of Text Preference

As it is shown in the table above more than half students (68.8%) stated that they prioritized the informative texts to deal with in the translation sessions. Whereas (31.3%) of them select expressive types of texts to handle it. According to the results we briefly said that students preferred informative texts maybe because they want to enrich

their vocabulary at the same time enhance their background information about various topics.

Question 06: What kind of text topics do you prefer to translate?

Option	Number	Percentage
General	22	65.6%
Academic	2	9.4%
Technical & Scientific	2	12.5%
Literary	1	3.1%
Journalistic	1	3.1%
Juridical	0	0%
Historical	0	0%
Political & Economic	1	3.1%
Propaganda & Advertisement	1	3.1%

Table 07: Students' Favourite Text Topic

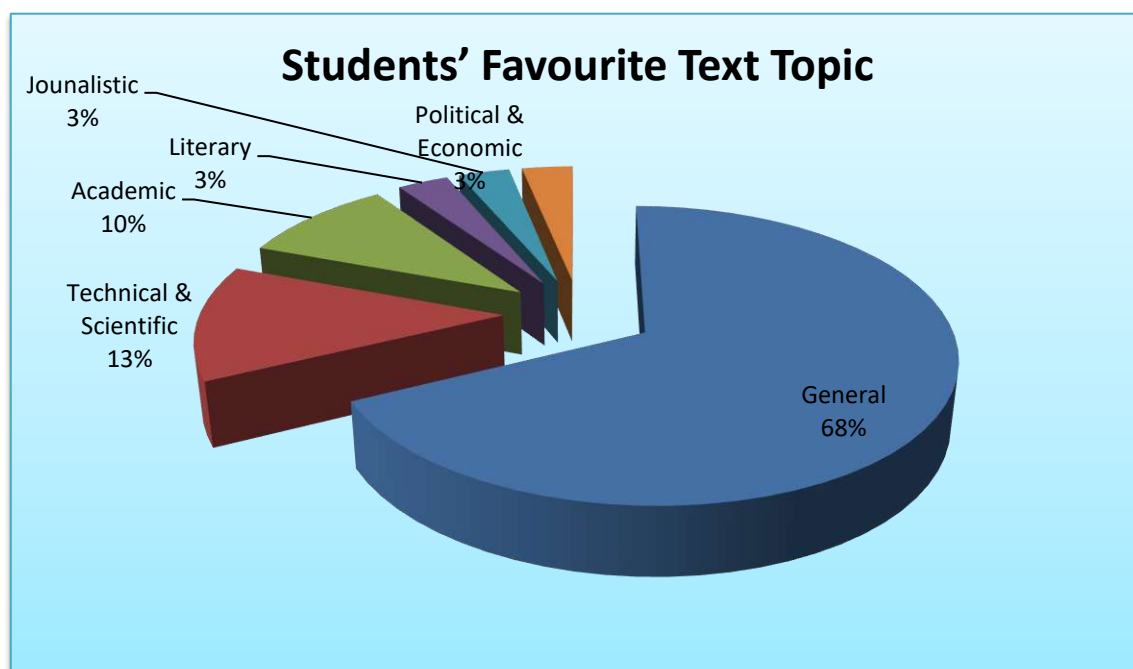


Figure 07: Students' Favourite Text Topic

From the results above we see that the majority of students prefer the general text topic with a percentage of (65.5%), and maybe because the general topics are simple and describe with just word or phrase so it's easy to translate, while only (12,5%) prefer the technical and scientific topic, then followed by the academic topics.

Question 07: Do you find problems with the content of text translated?

Option	Number	Percentage
Yes	3	12.5%
No	4	15.6%
Sometimes	23	71.9%

Table 08: Problems Faced With the Content of the Translated Text

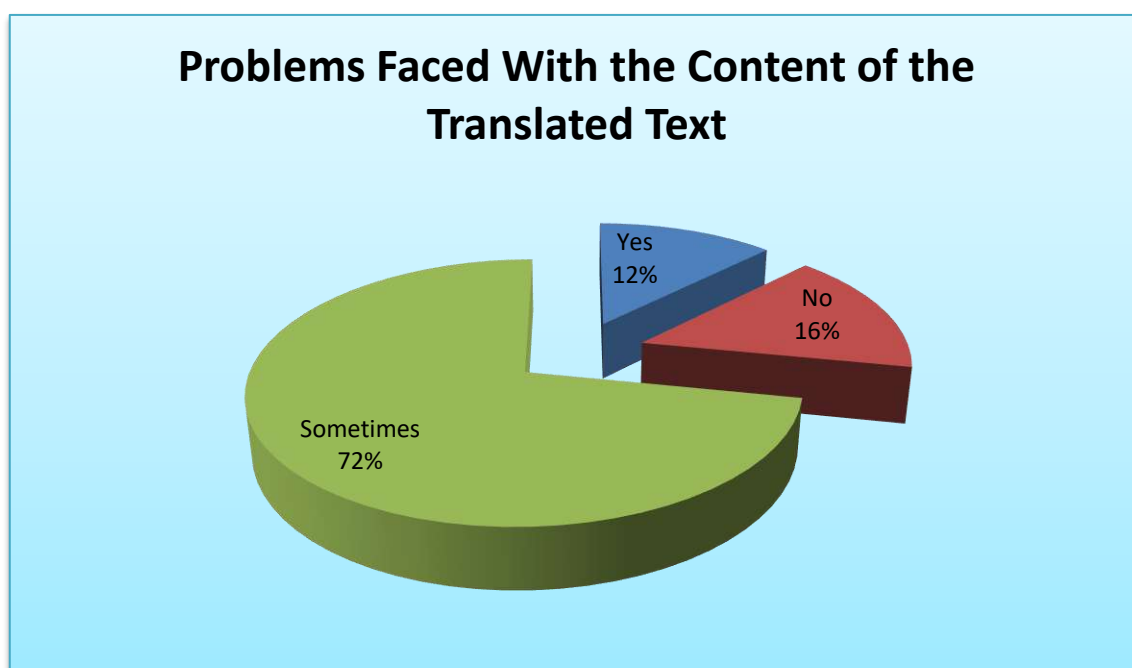


Figure 08: Problems Faced With the Content of the Translated Text

The question aimed to know if learners face any obstacles during the translation process. As the result mentioned, the majority of students answered by sometimes,

whereas (15.6%) claim that they do not comfort any problems with the content of the text while only (12.5%) said that they face some difficulties.

Question 08: What kind of difficulties do you often face during translating a text?

Option	Number	Percentage
Cultural Differences	17	53.1%
Interference	1	3.1%
Language Problems	4	12.5%
Stylistic & Language Structure	7	21.9%
Terminology	1	9.4%

Table 09: Translation Difficulties

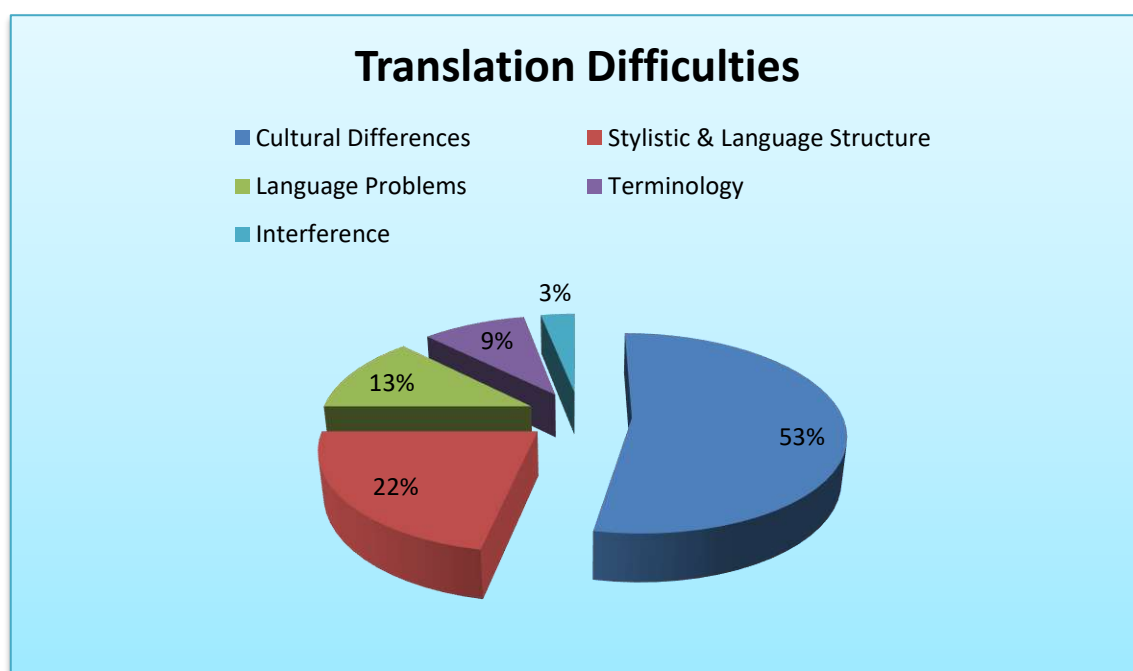


Figure 09: Translation Difficulties

The aim of this question is to know what are the major difficulties that students face during translation sessions, the table above shows that the majority of students (53.4%) State that cultural differences are the most common difficulties that face students and that is maybe because of the lack of knowledge about the target language.

Then it came the second major difficult according to (21.4%) of students which is stylistics and language structure.

Question 09: Do you analyse the content of the text before you start translation?

Option	Number	Percentage
Yes	28	87.5%
No	2	12.5%

Table 10: Text Content Analysis

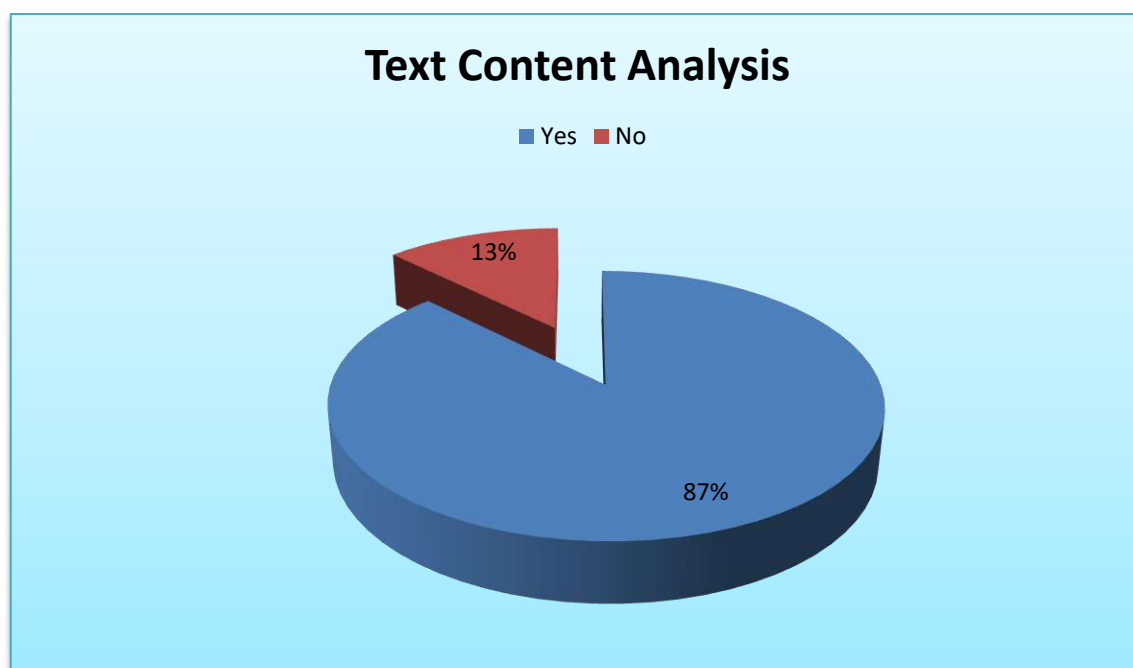


Figure 10: Text Content Analysis

The statistics show that the majority of students (87.5%) analyse the text before Start the translation process, in order to understand terminologies and facilitate translation.

Question 10: The content of texts used in translation sessions impacts students' performance and their acquisition quality?

Option	Number	Percentage
Strongly Disagree	1	3.1%
Disagree	1	9.4%
Neutral	7	21.9%
Agree	17	53.1%
Strongly Agree	4	12.5%

Table 11: The impact of text content on the students' performance and acquisition quality

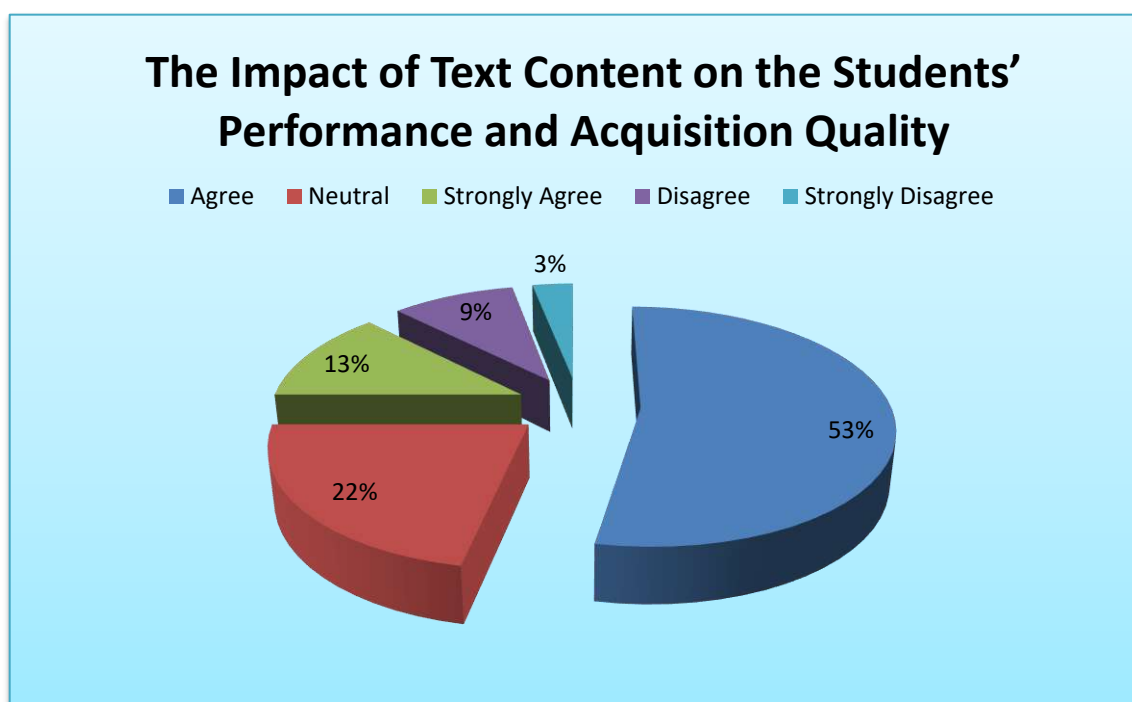


Figure 11: The Impact of Text Content on the Students' Performance and Acquisition Quality

The aim behind this question is to know if the content of translation texts develop the performance of the students and help them acquire better, so the majority (53.1%) agree about that, but it is worth mentioning that a considerable number of students remains neutral (roughly 22% of them).

Question 11: When you translate, do you prefer:

- Short texts
- Medium texts
- Long texts

Option	Number	Percentage
Short Texts	10	37.5%
Medium Texts	19	59.4%
Long Texts	1	3.1%

Table 12: Text length

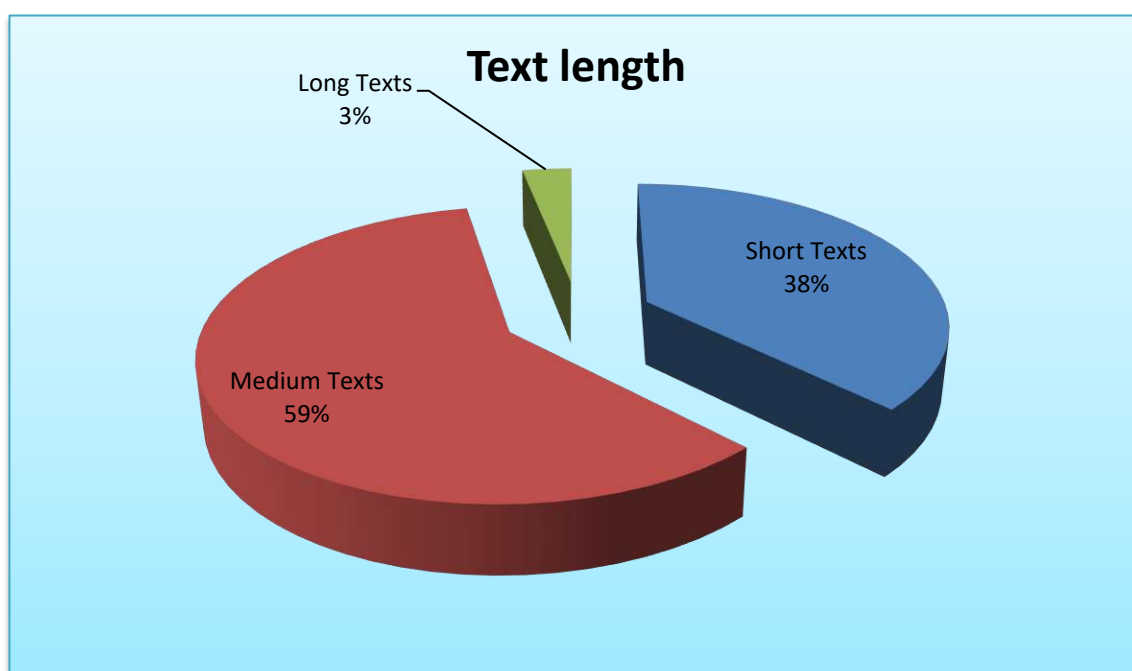


Figure 12: Text Length

We see from the statistic that (59.4%) Of students prefer short texts to translate, while (37.5) % prefers the medium text. And from their justification we see that the

reason behind preferring the short texts is because it's easy to translate, more accurate, and doesn't take much time.

Question 12: The size of texts used in translation sessions impacts students' performance and their acquisition quality?

Option	Number	Percentage
Strongly Disagree	1	3.1%
Disagree	2	9.4%
Neutral	9	28.1%
Agree	16	50%
Strongly Agree	2	9.4%

Table 13: The Impact of Text Size on Students' Performance and Acquisition Quality

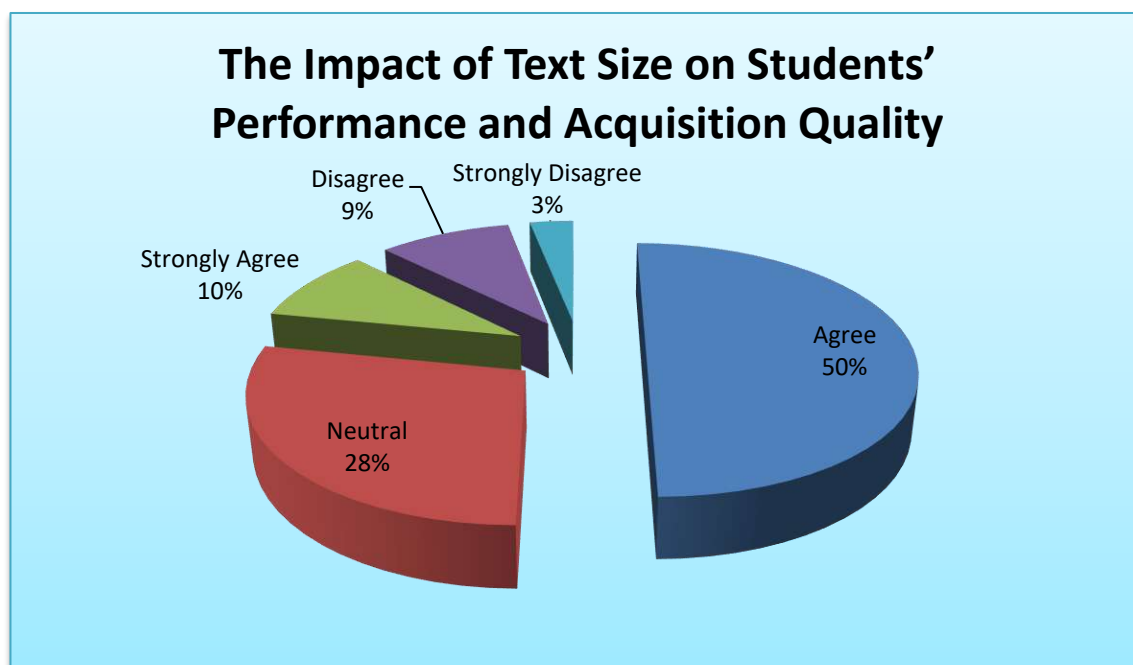


Figure 13: The Impact of Text Size on Students' Performance and Acquisition Quality

From this question and the answers of students we see that the majority agree with the big impact of size of texts translated on student's performance

Question 13: Long texts used in translation sessions lead to boredom?

Option	Number	Percentage
Strongly Disagree	3	9.4%
Disagree	1	3.1%
Neutral	6	18.8%
Agree	15	46.9%
Strongly Agree	5	21.9%

Table 14: Students' Opinions about Long Texts Used in Translation Sessions

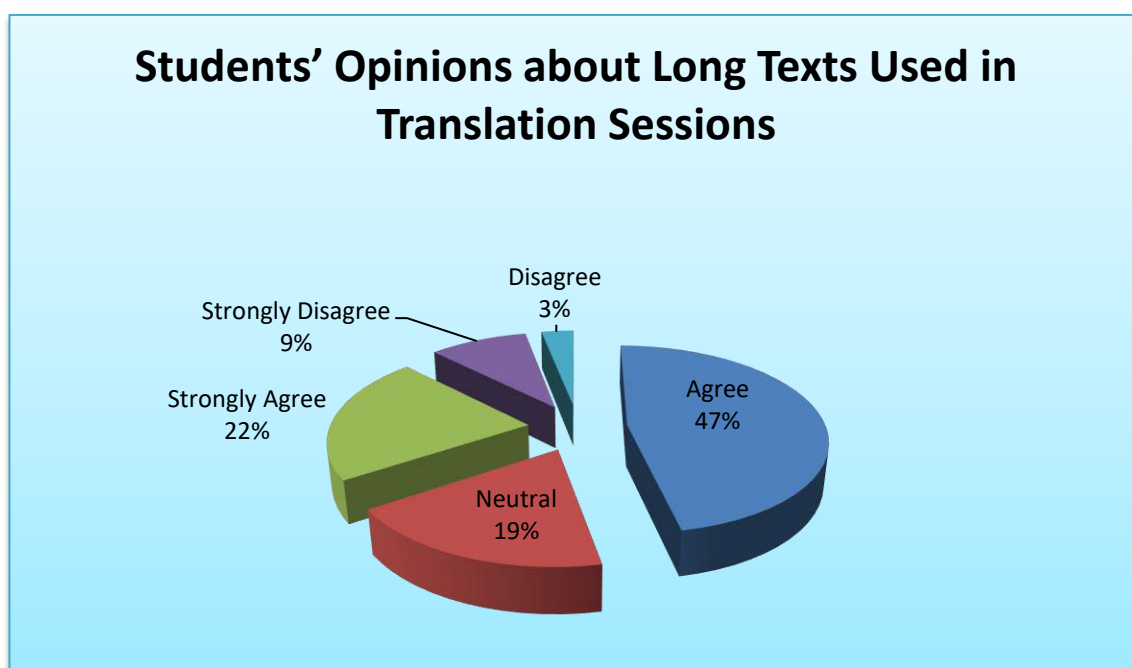


Figure 14: Students' Opinions about Long Texts Used in Translation Sessions

The results show that (46.9%) State that the long texts are really led to boredom during translation sessions while (21.9%) strongly agree. And that summarizes the two questions before and why students prefer short text.

Question14: Texts for translation should be consistent with the translation session time frame

Option	Number	Percentage
Strongly Disagree	1	6.3%
Disagree	1	6.3%
Neutral	5	15.6%
Agree	19	59.4%
Strongly Agree	4	12.5%

Table 15: The Consistency of Text with Translation Time Frame

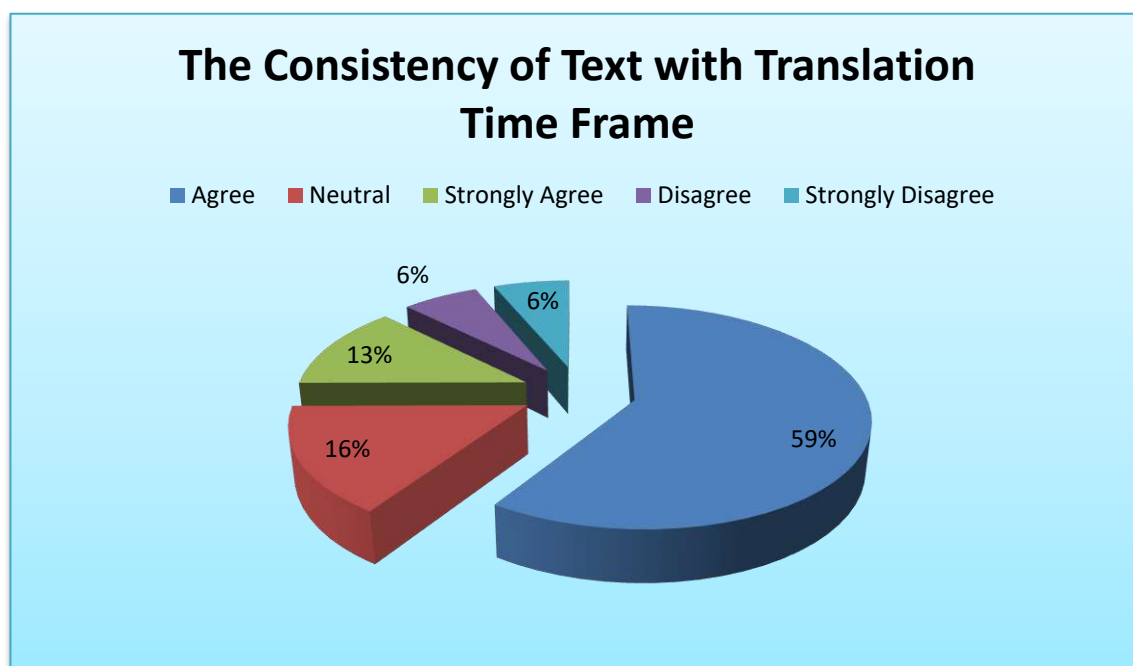


Figure 15: The consistency of text with translation time frame

(59.4%) said that texts translated should be consistent with the time frame of the translation session for making students more comfortable with translating texts.

Question 15: At least one-third of the translation session time frame should be devoted to correction and discussion?

Option	Number	Percentage
Strongly Disagree	2	6.3%
Disagree	1	3.1%
Neutral	1	3.1%
Agree	23	71.9%
Strongly Agree	3	15.6%

Table 16: Management of Translation Session Time

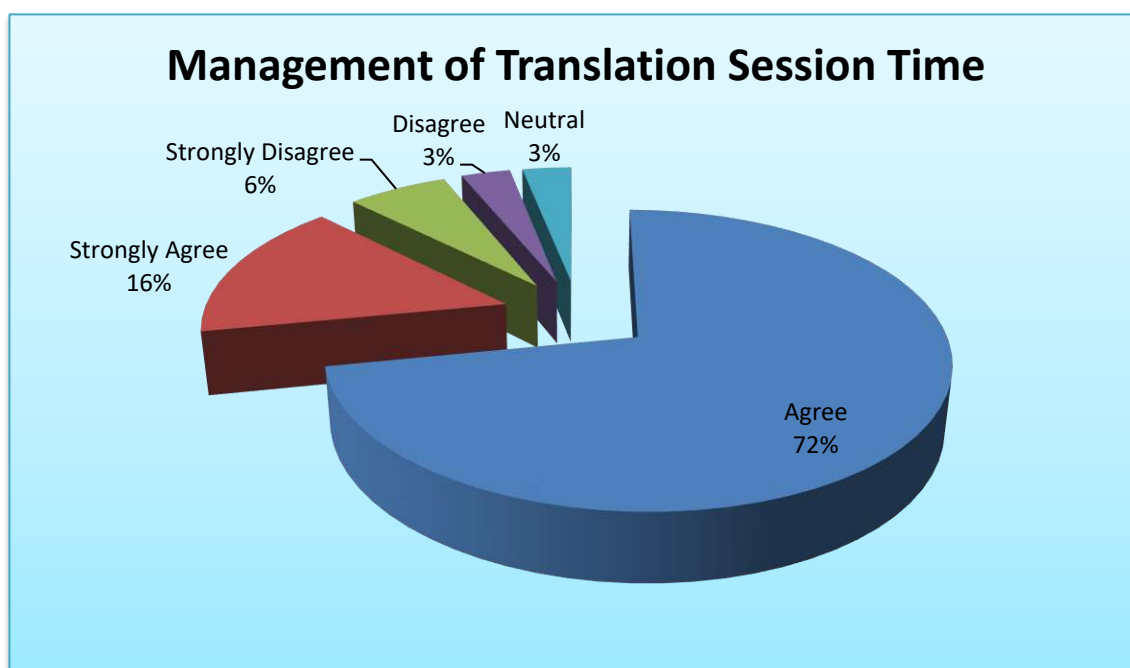


Figure 16: Management of Translation Session Time

In this question the majority of students prefer to make one-third of translation time for correction and discussion in order to enhance their translating and to achieve their faults.

Question 16: What are the major factors that may hinder the proper functioning of the translation session?

Option	Number	Percentage
Limited Time	10	34.4%
Large Number of Students	3	9.4%
Long Size of Texts	10	31.3%
Demotivating Content of Texts	6	21.9%
Other	1	3.1%

Table 17: Factors That Hinder the Proper Functioning of the Translation Session

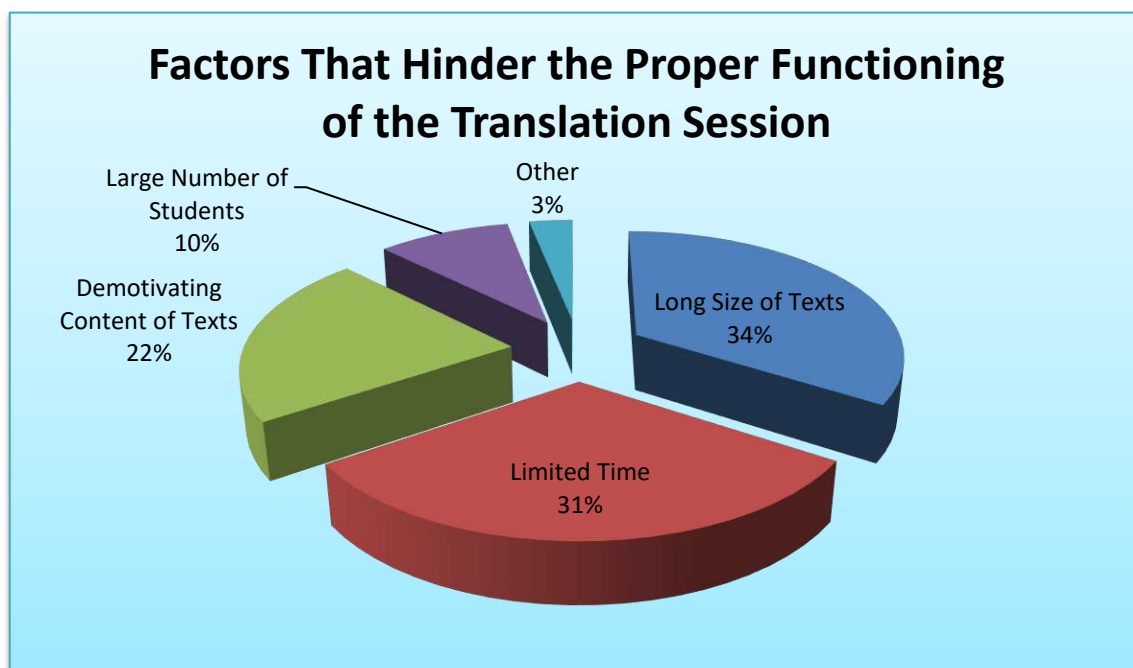


Figure 17: Factors that hinder the proper functioning of the translation session

From the results above, we assume that the major factor that hinders more the proper functioning at translation sessions is limited time (34.9%), then the long size of texts (29.4%), which means that these two factors impact negatively on students translating.

Question 17: In two or three lines how do you see a successful translation session in terms of content and size of texts used?

The majority of students answer this question according to their previous experiences in translation. Most of them agree that a successful translation session requires a good choice of text in size and content; texts that meet the needs of the students without forgetting the size of the text that have been chosen. These are selected answers that cover all the students' suggestions:

- A successful translation session should include texts which interest students with a medium size, a clear correction at the end.
- A successful translation session should make use of time wisely.
- Short, rich texts and suitable time for letting the students finish their tasks and discuss the results with their teacher.
- In my opinion the texts translated should include simple expressions, and the size should cope with the Time Frame of translation session.
- A successful translation session should Introduce new texts and videos and encourage the use of dictionaries
- In terms of size, we should start translating sentences, paragraphs then essays.
- I think the content should be scientific to prevent students from dealing with cultural differences; also the size of the text should be short or medium to prevent boredom during the session.

- For a successful translation session the content of texts translated should be simple and not complicated, I mean the expressions, and the size of text translated should be medium.
- A successful translation session needs to have time devoted for correction and feedback, also a medium sized text and motivating content.
- Students should focus first on the content not the size before starting their translation and not to translate word by word.
- Medium texts are better fruitful to acquire the language
- The content of the text must be at the same level of the students' basic knowledge, i.e. a text which is rich in medical terms. Can be hard to be translated by a beginner student
- A successful translation session should minimise the number of students in the classroom and start translating only short text to do not make student feel bored also we should select the kind of text that is enjoyable to student
- A successful translation session should follow the technical translation that we studied and about the size I think medium text is better text with general content.

6. Discussion and Interpretation of the Results

As a global understanding of students' questionnaire results it seems safe that their answers were very helpful in answering the questions provided in the beginning of the research.

The first three questions deal with the importance of translation in learning English, from the students answers which prove that translation is more than important, it play a major role in learning not only English but all languages, it's the main reason to enhance students abilities, gives the accurate meaning, helps them to understand the

connection between languages and reinforce their vocabulary. We know that all languages cannot be learned or mastered without learning how to translate the content from the source language into the target language.

The fifth and sixth questions Deal with the types of text that students prefer to translate and it prefer kind, the most of them argue that they prefer short text and general texts to translate and that's because the translation process will be easy they contain a simple expression and term, they don't take much time, and the major reason to not feel boredom during translation.

Also the majority of them don't deal to much with the long texts and the academic or technical text it return to the lack of knowledge about the target language, because it contained many difficult expression, the cultural differences also state as the major factors in this case so it's not facilitate to translate without understanding the real meaning of the context of text translated.

The last other questions deal with the major difficulties that May across students during translation session and the impact of content and size of text used in translation exercises in students' performance, from the data that have been gathered wish reveals that students face many problems when they start to translate a text from one language into another among those difficulties cultural differences, lack of time ,lack of equivalence, lack of knowledge, language structure and stylistics, terminologies ...etc. besides that, they state that the size of text translated impact on their translating and performance negatively they can't deal with long text because of time frame in session, and they want at least one-third from the time of translation session to correct their mistakes and discussion.

From the results above we see that the majority of students argue that the size and content of texts translated play a major role in making the translation session

become successful .for example from their answers they state that the content of texts translated should contain a simple expression and avoid the complicated one to be in line with student's level, and the size should be in line with allocated time of translation session. All the suggested solutions provided in this questionnaire were strongly agreed by the students.

Conclusion

The students' questionnaire helps a lot in gaining the required data to answer the questions provided in the beginning of the study. The results above show that the 3rd year students of English face many obstacles that preventing them from translating texts properly from one language into another. These difficulties are mainly cultural, grammatical, vocabulary, inadequacy of time, lack of related knowledge, equivalent, language structure and stylistics, terminology, and the long size of texts.

Finally some solutions were suggested to avoid those difficulties among them specifying at least one-third of time for correction and discussion and choose a text with short size and clear content.

Suggestions and recommendations

- Teachers should create a balance between the time frame and texts translated during the translation session.
- Teachers should take into consideration all the circumstances before selecting their texts. (Students' number, students' level, time devoted...etc.)
- Texts used in translation sessions should follow a graduated scale; from the simplest to the complicated.
- Texts used in translation sessions should be varied to enrich students' cultural and knowledge background.
- A sufficient time should be devoted to feedback, discussion and correction.
- Teachers should encourage group works.
- Valorisation of the role of dictionaries and documentary researches.

General conclusion

This study concerned investigation about students attitudes towards the size and content of texts used in translation exercises. It shows that translation is an important communicative strategy, and it is used by both students and teachers to develop the interaction between them. Translation based on two major elements for translating a text which are content and size .from the previous investigation and results we noticed that the 3rd year students of English at the University Abbes Laghrour Khenchela face many difficulties concerning those two elements, the results of data analysis and the findings shown that students believe that translation is very important to learn a language and develop their abilities in translating a target texts, also the results show that there are many problems that students Face during translation sessions, among them the failure to achieve the equivalent between the two languages, besides that the other difficulties concerning grammatical rules and language structure and lexical terms ,the most important problem is because students doesn't know much about the cultural differences of target language and all those difficulties are concerning with the content of text translated . Besides that most of them find a problem with the long size of text that they can't translate easily and they don't have much time during translation sessions and they lead them to feel boredom. The type and kind of text translated play a great role in translation exercises; according to those results we suggest at the end of this research some solutions to solve these problems.

Last but not least, students have to deal with all types and kinds of texts translated; they must practice exercises to develop their capabilities in translation in order to master the target language perfectly.

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Appendix

A Questionnaire about the Content and Size of Texts Used in Translation Sessions.

Dear 3rd year Students,

This questionnaire serves as a data-gathering tool for our research work conducted at the Department of English Language at Khenchela University about Content and Size of Texts Used in Translation Sessions. Answering this questionnaire would be of great help.

Thanks for your cooperation!

1. **Do you like translation?**
 - Yes
 - No
2. **Do you think translation courses help students to learn English?**
 - Yes
 - No
3. **Do you think translation is :**
 - important
 - Very important
 - Not important
 - Neutral

Why?
4. **Do you prefer to translate from :**
 - English into Arabic
 - Arabic into English

Why?
5. **What type of text do you prefer to deal with?**
 - informative
 - Expressive
 - Operative
6. **What kind of text topic do you prefer to translate ?**
 - General
 - Academic

- Technical and scientific
- Literary
- Journalistic
- Judicial
- Historical
- Political and economic
- Propaganda and Advertisement

7. Do you find problems with the content of texts translated?

- yes
- No
- Sometimes

8. What kind of difficulties do you often face during translation sessions?

- Cultural differences
- Interference
- Language problem
- Stylistics and language structure
- Terminology

9. Do you analyse the content of texts before you start training?

- Yes
- No

10. The content of texts used in translation sessions impacts on students' performance and their acquisition?

- Strongly agree
- Disagree
- Agree
- strongly disagree

11. When you translate a text do you prefer?

- short text
- Medium text
- Long text

Why?

12. The size of text used in translation sessions impacts on students' performance and their acquisition?

- Strongly agree
- Disagree
- Strongly disagree
- Agree

13. Long texts used in translation sessions lead to boredom?

- Strongly agree
- Disagree
- Agree
- Strongly disagree

14. Texts for translation should be consistent with the translation session time frame?

- Strongly agree
- Disagree
- Agree
- Strongly disagree

15. At least one-third time of translation session time frame should be devoted to correction and discussions:

- Agree
- Disagree
- Strongly agree
- Strongly disagree

16. What are the major factors that may hinder more the proper functioning of the translation session?

- Limited time
- Large number of students
- Large size of text
- Demotivating content of text

17. In two or three lines how do you see a successful translation session in terms of content and size of text used?

ملخص :

تهدف هذه الدراسة للبحث في الصعوبات التي يواجهها طلبة السنة الثالثة بقسم اللغة الانجليزية بجامعة عباس لغرور خنشلة، حول مدى تأثير محتوى و حجم النص المترجم أثناء حصص الترجمة على الترجمة الفعالة للطلبة، بالإضافة إلى تسليط الضوء حول أهمية الترجمة كمنهج في التعليم وأهميتها في تطوير و تعلم اللغة الاجنبية. تم جمع معطيات البحث من خلال مجموعة أسئلة تم طرحها على الطلبة من خلال الأنترنت عبر موقع التواصل الاجتماعي الفايسبوك بسبب جائحة كورونا ، و هذا في محاولة للإجابة على الأسئلة التي تم طرحها في بداية البحث حول أهم الصعوبات التي يواجهها الطلبة أثناء الترجمة و حول مدى تأثير محتوى و حجم النص على ترجمة الطلبة. من خلال تحليل معطيات إجابات الطلبة تم التوصل إلى الإجابة على الأسئلة المطروحة سابقا ، حيث اثبتت المعطيات أن الطلبة بالفعل يواجهون عدة صعوبات أثناء الترجمة تشمل محتوى النص المترجم ، حجم النص وتأثيره على الوقت المخصص للترجمة ، حيث اثبت ان النصوص المترجمة الطويلة تؤدي الى الملل في الحصة، ايضا المصطلحات التي يحتويها النص في بعض الأحيان والتي يصعب ترجمتها بسبب المعنى الخفي او عدم فهم سياق النص وأهم أسباب هذه الصعوبات هو عدم تكافؤ القدرة المعرفية للطلبة بين اللغة الأم واللغة الثانية ، عدم القدرة على خلق توازن بين المعنى الحقيقي لمحتوى النص المترجم والنص المترجم إليه، كما الحو على ضرورة وجود فترة مستقطعة من الوقت المخصص للترجمة من اجل تصحيح الاخطاء و المناقشة لتعزيز فهم أساليب الترجمة الصحيحة. اعتمادا على النتائج المتوصل لها تم اقتراح بعض الحلول التي تمكن الطلبة من تجاوز هذه الصعوبات وتسهيل الترجمة وتعلم تقنياتها بسهولة.