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*The Use of Translation to Enhance EFL Students' Cultural
Awareness*

A Case of Study: EFL Master One Students

*A Dissertation Submitted to the Department of English in a Partial Fulfillment of the
Requirements for a Degree of Master in Language and Culture*

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DEDICATION

Praise to Allah the merciful and most beloved whom without we would not achieve any of the things we have now. I dedicate this work to my supportive family, my teachers ,to my dear friends Naima Djouhaina and Narimen for helping and giving endless support.

Naassi Romaissa

DEDICATION

All praise goes to the merciful Allah who helped me and gave me the strength to complete this work. I would like to dedicate this work to my beloved d famiy especially my parents who always loved me unconditionally and my dear friends .

for encouraging and showing love and support all the time and thanks to all the teachers that contributed in completing this work .

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Abstract

This research aims to investigate the use of translation to enhance EFL students' cultural awareness at Abbas Laghrour University. Translation is a very important approach in which students should be aware of and master, this study is consisted with two major questions to outline EFL teachers' and students' point of view toward translation. We have adopted a descriptive research methodology and a one data collection tool: two questionnaires assigned for fifteen teachers and fifty nine students. The discussion and the results revealed the effectiveness of translation in improving EFL learners' cultural awareness.

Keywords: Translation, Cultural Awareness, Enhance, EFL Students, Descriptive Research Methodology, Questionnaire.

List of abbreviations

EFL: English as a Foreign Language

ESL :English as a Second Language

FL : Foreign Language

TL: Target Language

SL: Source Language

TT: Translation Teaching

TC: Target culture

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General Introduction

- 1. Statement of the Problem**
- 2. Research Questions**
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General Introduction

General Introduction

Statement of the Problem

During EFL courses, students are not able to communicate or understand other users of English without having a good knowledge about other cultures. They have to develop their awareness of the other cultural differences between English and their own native language because acquiring knowledge of foreign cultures, the learners became bicultural and understand the foreign language easily and effectively. To achieve this goal the teachers may create strategies that can help learners to achieve this goal as Krash (1993) assures that learners of foreign language cannot be competent in this languages unless they have an awareness of this cultures .Introducing translation in foreign language classrooms may enhance students' cultural awareness and provide them with an opportunity to seek out experiences and situations that in turns would help in developing their cultural awareness, thus ,this research aims to investigate to what extent the use of translation in foreign language classrooms may enhance students' cultural awareness.

Research Questions

In this research we attempt to answer the following questions:

1. To what extent may the use of translation increase students' cultural awareness?
2. Does using translation in foreign language classrooms have a positive impact on students 'cultural awareness?

Basic Assumption

It is presumed that the use of translation in a convenient theory for students during cultural and literature classes. Thus, it influences and improves their cultural awareness.

Background

Many researchers and teachers have been reassessing their negative views of the Usage of translation .Since research endorse the use of translation, those Studies have been carried out in different parts of the world to resolve the controversy about the use of Translation into teaching foreign languages. Most of them came to the benefits of using Translation in which it can outweigh the drawbacks if applied systematically. In fact, those studies found that most teachers and students choose to use translation as they believe in it as a facilitator of natural languages and a learning approach. Here are some of these studies:

Levenston (1985) sees translation as an effective method for teaching and evaluation Language teaching in communication. He suggested the use of teachers in roles Operations for example, a student played a visitor abroad ,he went to an office store, there was a lack in contact with a sales agent. Another student came at that time to give assistance as an interpreter. This can be applied to other ways, such as postal services. Bureaus, hotels, airports...etc. Translation works in these true circumstances a purpose of communication rather than the boiling of static grammar out of context. The use of the EFL class in Saudi Arabia has been investigated by Al-Abdan (1993). Public schools moderate. A total of 451 teachers and supervisors from England responded Framework designed specifically for collecting data on this subject. The results have demonstrated that 75% of such teachers use English for approximately 10% of the time they study. In addition , a number of factors were identified which might promote the use of English class translation, for example, the lack of access to teaching aid, the effort in monolingual teaching and the lack of English time allocated in these Schools.-Schools. The Puerto Rico University Schweer Research in 1999 verified that translation fits A number of functions , for example to allow students to understand the meaning about what the teacher said, the needs of the task discussed, and students reduced Afraid.

Translation is therefore culture's transformation thus ,culture is the combination of a particular group of people's characteristics and knowledge. These characteristics come from all languages, traditions and customs to religion, music and art. Translation and interpretation is the best instrument of international understanding for one another because of the close relationship between humanity and language. The remarkable book 'Pathway for cultural awareness,' by George Spindler in 1994.He writes "Culture is a valuable element of foreign language programmers " and it demonstrates how that is embedded in our 1994 educational process):p 03). Anne-Brit Fenner also defines is "the language of cultures and contact" (2001: p14). This defines cultural awareness as "an understanding of how the culture of a person can shape his or her values, conducts, convictions and assumptions and recognizes that we are all shaped by our cultural background, which has an influence on how we understand and perceive the world around us and relate it to other people." Furthermore, Jan Gaston mentioned in her book, which was published in (1984), the importance of both one's own and other's cultural knowledge, and recommended four phases to achieve an effective way of education for cultural awareness Spindler (1994:p 03).

Cultural awareness is aimed at an existing position in foreign language classrooms through the use of translation as an improving instrument. Fenner (2001: p 13), with a significant emphasis on translation "Foreign language learning in the classroom is heavily based on written and oral texts, texts that are read, heard or spoken." That is to say, Translation is basically the center of cultural understanding as it includes language, cultural contexts, viewpoints and frameworks. Translation, involving the translation of thoughts expressed in one language by one social group into another group's appropriate expression, involves a process of cultural de-coding, re-coding and encoding. As cultures are increasingly brought into greater contact with each other, multicultural considerations are increasingly brought to bear.

Significance of the Study

This study will be significant in many aspects concerning teaching, the use of translation and students' cultural knowledge. That is to say, it will look at and assess the way students acknowledge the importance of translation on developing their cultural awareness. Furthermore, it might be useful to EFL university's students.

Aims

This research aims to show the importance of using translation in foreign language classrooms by investigating to what extent the use of translation may help in enriching students' cultural awareness and showing the impact of using it.

Research Methodology

Choice of the Method

The descriptive methodology is the appropriate methodology operated in this study, both qualitative and quantitative data are applied. The adoption of this design was the feasible choice for the objectives given overhead. By the same taken, it permits the ones are writing this thesis to have a thriving knowledge about the role of translation in foreign language classrooms to enhance EFL students' cultural awareness. Furthermore, to gather the needed data about the subject under Investigation. Yet, they did not affiliate for an experimental study due to its substantial need for more time requirement to measure the improvement.

Population

The population selected for the sake of this study is university's Master one students and teachers of English department of kenchela Abbas Laghror. A sample of (59) students and (15) teachers were randomly assigned for the questionnaire.

Data Gathering Tools

The essential tool for this study is the questionnaire. So to inspect the use of translation in foreign language classrooms on enhancing EFL students' cultural awareness, data will be collected through two questionnaires provided. The first one is given to EFL Master one students at Abbes Laghrour University and the second one is addressed to teachers at English department.

Limitation of the Study

The proposed study examines whether EFL students' and teachers' use translation during lectures may develop their cultural awareness. However, this study can list a number of limitations; first, the setting: the mentioned participants of this study are said to be EFL Master one students as well as the teachers of khenchela's university, that is to say, the outcomes could be generalizable only in the selected setting. In addition, the devoted questionnaire is the elemental instrument used for gathering the data, owing to the fact we lack using other data gathering tools such as a survey research or a classroom observation in which they could serve a great deal in understanding the issue under investigation because of the limited time.

Structure of the Study

This research is divided into two main parts. The first one is the theoretical part in which it includes two major sections. The first section is dedicated to translation; its definition, overview, its process, strategies, theory, translation and language, translation and linguistics, and the relationship between translation and culture and its importance. The second section is about cultural awareness; the definition of culture cultural awareness definition, stages, importance, advantages, the definition of cultural self awareness, cultural awareness and cross cultural awareness. Whereas, part two is the practical part includes one chapter it deals with data collection, analysis and interpretation of the results acquired from the questionnaire.

Chapter One: Theoretical Part

Chapter One: Theoretical Part

Section One: Translation

Introduction

The involvement of EFL students in the learning process is a dynamic process that changes, where they are exposed to hundreds of types of information whenever they are in class, especially when it comes to literary and cultural texts and how these are constructed. Besides the presence of the instructor, on how to clarify them along with the various interpretations of the targeted text ...etc, making it easier for his students to understand. However, it is a reality that not all students are at the same level specifically when they understand and analyze literary or cultural texts ,some would easily deal with the information they receive while others would argue that understanding the given texts and what kind of intention the author wants to send is not an easy task ...etc. Thus, with the arrival of many theories concerning the field of literature and cultural studies, students manage to learn the literary and cultural texts through the use of translation, according to Oxford Dictionary translation is the process of translating words or texts from one language into another, this theory serves as much of benefits to the way students understand and receive literary and cultural texts, it is believed that it helps in understanding and discovering the other cultures, moreover enhancing students cultural awareness and this is the main concern of this study that will be dealing with the use of translation in EFL classrooms to enhance students cultural consciousness.

1.1.1. Overview about Translation

Widdowson says, “Translation has been long in exile “in his book defining issues in English language teaching (2003:160) , he means that translation has been neglected in second or foreign language (FL) classrooms because it was considered an inadequate reminder of old teaching methodologies, especially those derived from the grammar-translation method ,nowadays translation seems to be still largely ignored and discriminated in EL teaching context. Infact several scholars and FL native teachers claimed that translation should be avoided in the language classroom , since it is not a useful tool when acquiring a FL.Some scholars rise arguments against the use of translation in EFL classes (Duff,1989,p.6) translation is not communicative act and it has nothing to do in communicative approach to language teaching.

(Carreres, 2006) Translation tasks are useless and do not resemble real world practice, since translators normally operate into and not out of their mother tongue.

(Mogahed, 2011) Translation is not suitable for all learners , since it can only work well with those interested in literature or with those which have already acquired a significant level of proficiency in FL.Despite the high number of scholars had negative perceptions in the other hand we find others who claim that translation have a valuable influence in EFL classes (Duff 1989; Stern 1992;Widdowson2003;House 2009;Cook 2010;Pym2013).They imposed the striking idea of TL dominant classrooms with a strong emphasis on excluding translation and avoiding SL use. Despite their efforts to justify their arguments; they failed to give any scientific evidence for the determined effect of translation on and during the process of foreign-language learning. Carreres (2006:1) summarizes the current situation in the fields as follows “much valuable work has been done in the past decade in the field of translation pedagogy, but we still lack a strong empirical foundation on which to base on our practice”.

This controversial issue carried out, articles written and papers presented to confirm the rebirth of translation (Cook 2010; Pym2013; Kerr 2014). The use of translation in EFL begun to attract the teachers interest in the field. Translation is indeed an act of communication across language and cultures, as it is a naturally occurring activity that takes place in the real world .As Duff states” translation happens everywhere, all the time, so why not in classroom?”(Duff, 1989, p.6).In addition, as a communicative act ,it can used in real life for communicative purposes .

Translation practice can raise student’s ,as the a rule , there is not a perfect One-to-one correspondence between the languages involved. They can understand the problematic nature of translation an focus on linguistic , extra -linguistic, and cultural gaps between the language learning and translation seem mutually rewarding. The more proficient learners became in a foreign language , the more competent they are likely to be at translating because the use of translation facilitates a deeper understanding of the form and the content of the SL text it increases learner’s awareness of the differences between both linguistic system it allows to reexpress thoughts faster and easier , and it helps them acquire linguistic and cultural knowledge.

1.1.2. Definition of Translation

All linguists think that the key role of any language is Communication, and self-expression. Sometimes, people need to communicate not only in their own language but also in their local communities of speech. In fact, immigrants with various languages have to speak with others doing a conversation, which would be inter-lingual and even inter-cultural

need more than one language; that is, they need a different language as well as a different cultural knowledge about second language community identity.

We can't ignore the position of culture particularly when it comes to contacting a foreigner who uses not only a particular language but also share a different society, and the understanding of life. When communicating inside of our communities, we're using our mother tongue or we're using our normal spoken range.

No problem would come across; especially those of understanding interpretation. These problems will appear while communicating with a member of different speaking community who uses different language and has a various cultures. So the most important factor in communication is understanding.

Some of the questions that arise are: if two people aren't from the same community that wants to communicate, and how will they understand each other?

Both communicators must face a major issue of which; how to get what the person says? In addition, what code they'll use, the answer to such a question is to force oneself, to learn the second language could understand it; could translate it, because Reiss determines the language, (2000 p: 160) as "a bilingual, mediated communication process which is usually aimed when producing a TL text that is functionally SL-equivalent.

Accordingly, the two speakers will be able to understand each other, through translation we can accurate response; avoid misunderstandings, and overlap. Based on what has been said above; there is no question that the translation will be critical to a communication issue like that. The speaker and the listener both need "Translation "to involve certain mechanism and methods [...] to express the essence of the translation source in target language"(Ghazala, 1995p: 01). When we chat we say a translation in two separate codes, while either by writing, reading, or speaking; the translators (parts of the action) must be competent "linguistic competences" (Chomsky, 1957) and not only at their level mother tongue but also in the target language standard. While it is defined "as a set methods and strategies "Ghazala (ibid) means what comes after linguistics cognition, comprehension. In other words, one can't translate what he can't do comprise. As Basalamah (2007:118) clearly stated: "The effects of the translation are from a comprehension of the source text (the original) from its reading, and therefore from its Interpretation of the key to any inter-lingual or intercultural communication is thus the first step in the translation, and understanding as it has been said, is that means one can't interpret what he can't understand. This is in relation to the 'Linguistic skills' (Chomsky, 1957), which is a very important part of the act of communicating or interpreting, one cannot, despite this, ignore another indispensable factor

that helps the other to understand; cultural aspect, because "Translator must not only know what the language he is defining is. Instead, he must recognize the people who belong to it" (Mounin G., 2000 p:38). In other words, understanding the lexemes of language and its meanings is insufficient; because it needs to know the lifestyle of the language speakers concerned; their way of living their philosophy, their beliefs and their past. For the reason that, when translating any piece of discourse; spoken or written, "there are two conditions which one can not do without the other, understanding the language as well as the culture of that language" (Mounin, 2000 p: 38). All translators therefore agree that language and civilization go hand in hand in expressing the identity of a given society, in particular for the interlingual and interlingual intercultural translation experts who need to learn the gaps which are the differences between the two languages and cultures.

Culturally or linguistically , In other words the translator has to be as we have said before linguistically and culturally trained and armed; as Newmark (1981 p: 134): "The more the linguistic sense and sense of the translator is understood by the translator relation [socio-cultural] means that "transfer" to "move" is easier to interpret target language.

So, it is obviously understood that the message is correctly received should result in a correct interpretation; that is, comprehension is the basis for performing a good translation; whether face-to - face "live" conversation, or a translation of the text. In other words if either a speaker or a speaker is the first part of the action the translator understands the other's message correctly that he must carry out. Newmark's translation as deemed and defined: a "craft attempting to replace a written message and/or a statement in one language and/or with the same message Same declaration in another language "(Newmark, 1981 p: 07). What 's Important as regards such an art, the translator can be considered a cross-language translation as well as a traveler of cross cultures, that is, the translators "competence" (Chomsky, 1957); it would be of great help both linguistically and culturally to the translator in the sense this can enable him to effectively translate. The efficacy will be gained and exercised thanks to the skills that will facilitate translation task by finding all possible ways to tackle any difficulties that might arise while translating, the translator. In other words, he 'd do properly, the "performance" of the translator (Chomsky, 1957) is to be applied and seen with every languages; that is, if the translator is adequately qualified, he can fly cross-country languages freely, without any difficulty; a linguistic or a linguistic cultural specificity: 'Language equivalence and language can be identified between any pair of related or unrelated languages or dialects, and with any kind of spatial, social or other interrelationship "(Catfrod, 1956 p: 20).

Translation equivalence can be achieved when the source text is received by the translator

message right, so he'd render it properly. In other words, the traducer as said before, it must be linguistically and culturally well equipped, hence; make him ready to readily translate as to find the most appropriate version of any expression of source text; appropriateness not only at the linguistic level but also at the linguistic level socio-cultural. As Harouni puts it (2001 p: 08) the translator must have language skills that allow him to convey the meaning from the source language portion of the debate using target language expressions not only grammatical, but also appropriate "cultural" and native. What thus allows the translator to generate a satisfactory translation and his skill is equivalent to that of a native; knowledge of languages and cultures.

The translator has to pay attention to everything that's linguistic, social and cultural difference and precise so that the translation is accurate and effective; as described by Pawley and Syder (1993 p: 194): "a natural and idiomatic sentence, a translation" among the range of paraphrases which are grammatically correct, many of which are nonnative uses that are alike or highly marked. In order to obtain a successful translation, therefore, the translator must obey some rules; he must do his utmost to make the reader happy, to live the text in the TL edition is as if it were in SL. That means, he must build the same impact on the target reader as the SL text readers did with the source text. Hence being a good translator who is loyal to the source as pleasant to the Players. Newmark maintains that, "the translator must be a good judge of writing; he must determine not only the literary "linguistic" qualities but also the spiritual ones the weight of a text (Newmark, 1981 p: 134). So translation is a mystery and vague art, its practitioners must be able, linguistically and culturally well trained, and with strong knowledge of both SL and TL languages. So two persons who is not of the same spoken culture can translate in the sense of "The art of language-to-language communication of textual and verbal content." (The Basel, 2007 p: 117).

1.1.3. Theories of Translating

The idea of formulating a reliable theory is of a great significance, since it would systematize the methods and procedures of translating. Drawing on other theorists' experience, S. Chau summarises the situation:

It can be misleading to talk about 'translation theories' as such, as if there are properly developed theoretical models or entities carefully considered by practitioners.. .one is repeatedly reminded that there are, after all, no significant translation theories. The very

existence, possibility, and value of translation theories have been thrown into doubt (1984b: 94)

Philological Theories of Translation

Philological theories of translation appeared before the development of modern linguistics ; Scientists created when philology was the discipline that shape the study of language ; their focus is on literary texts rather than science , technology, commerce and law .The main

concept of those theories is dealing with the problem of equivalence of literary texts by comparing and contrasting the SL and TL. They also focus on the literary quality ; the form of the text and its stylistic features their major preoccupation is the discussion of literary works of high quality such as Shakespeare's works. Nida explicitly states:

the philological theories of translation are, of course based on a philological approach to literary analysis. They simply go one step further; in place of treating the form in which the text was first composed, they deal with corresponding structures in the source and receptor languages and attempt to evaluate their equivalences ... philological theories of translation are normally concerned with all kinds of stylistic features and rhetorical devices.

(Nida, 1976: 67-68)

Linguistic Theories

Linguistic theories are descriptive rather than prescriptive. They demonstrate how people translate rather than how they should translate; according to Nida (1976:69) are based on a comparison of the linguistic structures of the STs and the TTs, rather than a comparison of literary genres and stylistic features of the philological theories; Nida and Taber (1969:134) claimed that linguistic translation is the only that can be considered " faithful", because it " is one which only contains elements which can be directly derived from the ST wording , avoiding any kind of explanatory interpolation of cultural adjustment which can be justified on this basis". According to Nida:

Linguistic theories of translation are based on a comparison of linguistic structures of source and receptor texts rather than on a comparison of literary genres and stylistic features. (1976: 69)

Sociolinguistic Theories

These theories endeavour to link translation to communicative theory and information theory, with special emphasis on the receptor's role in the translation process. They do not completely overlook language structures, instead they deal with it at a higher level in accordance to their functions in the communicative process. These structures may involve rhetorical devices or figures of speech such as simile, metaphor, irony, hyperbole, etc., in both literary and non-literary texts. These theories require the translator exhibit language competence as well as language performance.

1.1.4. Translation Process

The translation process is the stages the translator must go through, they're the steps he must take while translating; starting with reading terms of SL text and their interpretation to find their parallels in TL, till you put it on white, black; translate. As Bassalamah previously mentioned (2007 p: 118) that "Translation is the product of knowing the source text, reading it; and from its definition, therefore. Therefore, this reading which should be accompanied by an adequate comprehension will give rise to an accurate interpretation; appropriate equivalents since 'the central problem of the practice of translation is that of finding an equivalent TL translation "(Catford, 1956 p:21). That is, the key the translation practitioners' interest is that of understanding the meaning of the source text and looking to find a more fitting word in the target language. It's going on without saying that, the translator must be good and well-educated during the translation process with respect to both languages, the SL and the TL.

He also needs to know what Gide also called "the writer's special language; his own idiosyncrasy" (cited here) (Mounin G. 2000 p: 16) As this helps him most in the decoding process and recoding; as he will use his own style and idiosyncrasy as a clue to the writers getting to grips with the difficulties he could encounter while translating. And one may not overlook what Newmark (1961 p: 9) called for; that the writer as well as the translator may have its own particular theory of meaning. The writer of a text may use a given text the word "lexeme" expresses something different and according to one's own private opinion, on the other hand, the translator must be informed of such a "private" opinion language as well as "Special Theory of Significance." And the entire problem of translation begins with the interpretation of the source text through reading it carefully; keeping in mind, as well as being well educated as mentioned above, about the target language and the target culture, the writers' quite idiosyncrasy.

The translator can therefore be able to traduce effectively equipped to solve any issue that might arise during translation. As Robinson asserted (2003 p: 16): "Professional translators have to slow down to examine a problem word, or sentence, or syntactic structure, or cultural structure assumption painstakingly with a full analytical awareness and its possible solutions". Consequently, this leads us to conclude that it is not an easy job to translate a text but as Delisle (1981) reflected on his difficulties by saying, "Translation is a difficult work that mortifies you, often puts you in a state of despair, but also an enriching and enriching one essential work demanding honesty and modesty "(cited in Gerding Salas, 2004 p: 01). To prevent such a challenge and to stop such complicated situations, the translator must be armed not only linguistically but also culturally; e.g. knowing Latin means two things: knowing its words and its phrases in addition to understanding the Latin way of life, "lexemes" and its grammar; customs and customs that are too far from the way we live today (Mounin, 2000 p: 38).

Means that the society, the civilization and the past of the language people in the translation work it is so necessary to be translated; on this point Catford (1956 p: 20) said that translation "replaces textual material in one" language by equivalent textual material in another language ... and with any kind of textual material spatial , temporal, social or other relationship to put it another way, these spatial , temporal and/or social variables are very important and so helpful recognition and recognition of the heritage of a given community, for which language and culture can not be divided, especially in interlingual translation or as Jakobson (1959 p: 232) called it "right translation" But translators do not only need to be linguistic competence, but rather socio-cultural competency; this is what Delisle seems to imply (1981) Words as he said: "Linguistic ability is a prerequisite, but not while appropriate for qualified translation work.' (Cited in the Salas de Gerding , 01) 2004. Therefore, one should take a very careful approach to certain socio-cultural or linguistic involvement in order to prevent any misinterpretation that could lead to terrible translation; particularly when it comes to cognates (true or false friends) or many rough types such as formal or generic words, euphemisms, neologisms, phrases, proverbs, jokes and puns.

From now the translator must bear in mind all those kinds of challenges, cross-linguistic and socio-cultural disparities features to do an successful translation; as well as coping with all forms of for difficulties it goes without saying that translators need to practice a lot; the more the translator practices which are more common with the second language, this activity will give them some hints of language, and feel them in some way.. Therefore the students could effectively and correctly translate "Experienced translators are fast because

they have so many translations that they sometimes do it seems as if their brain will not translate their fingers are"(Robinson, 2003 p: 63). Traducing a lot would also help the translator gain more experience the target language structures and the cultural concepts are familiar. That experience may be bring him to translate easily and efficiently; generate a good translation like the one Venuti (1995 p: 01) described:"a good translation is like a piece of glass. You're the only one note that it's there when the imperfections are tiny, scratches.' Good "TT" translation should be felt, read as though it were the original. So, good reading and a good comprehension accompanied by accuracy interpretation leads to translation which is appropriate. So as to be a ready translator; translating quickly and efficiently demands that the translators are not only familiar with the aim of language, rather than anything that is political , social or linked to it historically; the traditions and the customs.

1.1.5. Translation Procedures and Strategies

Usually translation strategies are defined as the procedures that lead to the optimal solution of a translation problem. The methods or techniques used in scientific journals are used for both research and interpretation. Catalog language equivalence and development of translation skills, since knowledge and it is certainly important to compare these to obtain an adequate translation. Some basic translation procedures include: modification, borrowing, equivalence, calque, compensation, language literal, etc.

Adaptation:

Used in those situations in which the SL message applies to the type of situation unknown in the TC and translators establish a new situation which can be defined as equivalent to situations.

There are circumstances in which adaptation seems to be important to some extent: in slogans for publicity, or stories of youth, for example. For other cases there are several more or less common rules, as concerning to adapted translations of foreign cultural elements within the TL. For example, this applies to weights, and steps, musical notation, commonly accepted literary titles or geographical names etc.

Translator's goal when attempting to "adapt" the translation is to have a similar effect on TL readers; the cultural terms, in a way, "domesticate."

Borrowing:

A phrase, without translation, takes a word or expression straight from another language.

The technique is usually used when there is no word in the TC.

The result is stylistic or exotic. Might be "normal" if there is no foreign term change of any sort (broker, chip, clown, stop, etc.), or "naturalized" if the word changes its spelling, and maybe some changes morphological or phonetic adaptation (such as "disquiet" diskettes, "restart" ristart etc).

Equivalence:

The equivalence refers, according to Vinay and Dalbernet, to a strategy describing the same case, using completely different stylistic or structural approaches to generate similar texts.

Essentially means that the translator uses a word or expression recognized as the equivalent defined in the TL.

Calque:

Could be described as a literal (lexical or structural) translation of a foreign word or a foreign word , sentence. This could actually be called a special form of loan or lease, as the translator borrows the SL expression or form and then pass in a literal translation, as in the shocked "I shokuar" scenario, Stressed "I stresuar," and so forth. The difference between lending / borrowing and calque is that the former imitates morphology, meaning and phonetics of a foreign word or sentence, while the letter merely imitates morphology scheme and meaning of that word, but not pronunciation thereof.

Compensation:

The compensation objective is to balance the semantic losses implied by the translation (either in the message content, or its stylistic effects). Compensation presents an SL element of information or stylistic impact elsewhere in the TL text, as it can not be expressed in the same location in the case of Albanian-English, as in the SL: translation of dialects, humorous politeness principles etc.

Translation, for example, we might note the familiarity or formality of "ti" dhe "ju." Both are encoded in English as "you" the translator would have to express degrees of formality in different ways, possibly compensation by using other English words in the formal and informal registers, to maintain the same professional level.

Literal Translation:

Both are encoded in English as "you" the translator would have to express degrees of formality in different ways, possibly compensation by using other English words in the formal and informal registers, to maintain the same professional level (Maloku-Morina2013).

1.1.6. Eight Types of Translation

The world of translation is a vast and varied one. There are different translation techniques, diverse theories about translation and different translation types, including technical translation, judicial translation and certified translation.

1. Technical Translation

There are two ways to understand the term "technical translation":

In its broadest context, it is about translating user manuals, leaflets of instructions, internal documents, medical translation, financial reports, minutes of hearings, general administrative terminology, and so on. These publications share the difference of being for a particular target market and having a short shelf life.

Technical translation refers in its most limited sense to "technical" documentation such as engineering, IT, electronics, mechanics, and, in general, industrial texts. Technical translation demands knowledge of the specialized terminology used in the source text sector.

2. Scientific Translation

As indicated by its name, as a subgroup of technical translation, scientific translation deals with science-related documents: articles, theses, papers, congress booklets, conference presentations, study reports etc.

3. Financial Translation

Of example, financial or economic translation deals with documents relating to such activities as accounting, banking, and stock exchange. This includes annual company accounts, annual reports, financial statements, financial contracts, packages for financing and so on.

4. Legal Translation

Legal translation includes a broad variety of documents. These may include legal documents such as summonses and warrants; administrative texts such as certificates of registration, corporate statutes and draft remittances; technical documents such as expert opinions and judicial texts; and a number of other texts in addition to court reports and minutes.

5. Judicial Translation

Judicial translations, which should not be confused with legal or accredited translation, refer to the process of translation performed in a court settlement. Judicial translators are skilled in interpreting documents such as letters rogatory, trial minutes, rulings, expert opinions, deposition, interview minutes etc.

6. Juridical Translation

Legal translation means legally binding documentation. That may be, for example, the translation of documents such as laws; regulations and decrees; general terms of sale and purchase; legally binding contracts such as labor; license and trade contracts; partnership arrangements, arrangements; protocols and conventions; internal legislation; insurance policies; and bail insurance, among others. Apart from their linguistic experience, the legal translator must also have a clear legal history.

7. Certified Translation

For authenticating official translations, a professional translator or sworn translator can use their signature. In general, these are documents that require legal validation and are therefore referred to as "certified" or "sworn." Certified translators often work as legal translators in court rooms, or act as legal experts, as well as, for example, providing translations of civil status documents, marital agreements, divorce settlements, deceases, and wills.

8. Literary Translation

This is probably the hardest of all the various kinds of translation, because it goes without saying that the translator must first seek to render the semantic meaning of the original text (as would be the case for the translation of any kind of language), and then deal with a variety of other issues, such as:

- Polysemic word play common to literary texts, since there are a variety of connotations behind a word or phrase which the author has attempted to subtly express or hint at and which the translator will seek to render;
- The particular literary style of the author; the translator must attempt to convey the unique way in which the writer has couched his ideas;
- Rhythm, meter and natural rhythm of the phrase; this is especially important in poetry but equally present in prose, where the translator has to figure out the best way to solve the delicate task of making the music inherent in the text – assonance, alliteration and asyndetons(Mathieu, 2015).

1.1.7. Common Problems in Translation

It is not able to grasp what other people are saying as the basic type and source of confusion. Even, you sometimes don't understand the context if you understand the word. This causes uncertainty and even a divide between two individuals or their thoughts. This communication is ineffective, and it happens around us all the time. In the literary world, too, these same problems happen when you read a work this was translated from one language into the next. The other problem in this case is that the reader is can't get the translator straight and ask for an explanation or to express his confusion. Which, demands from the translator to create a good text, well-translated. It can only be done by a professional traducer. A lot of problems will occur because of a poorly translated work. It can commence with something apparently small. There are many areas where a professional translator is needed, without an efficient translator you can end up in legal trouble with the person doing your translation work. Being an experienced translator and he should be receptive to the text in the language he is supposed to be translating in and from. And realizes the need for translation. Much like anything else, one can experience multiple translation problems. It is sensible to mention all problems so that one knows what problems he / she is likely to encounter while translating and what methods to use in solving these issues.

- **Words Carry Different Meanings:**

English words are reputed to be polysemous. Words may be ambiguous and thus mistranslated, when viewed from context. Words can also acquire different meanings significances through languages, such as denotative, connotative, collocational, etc.

- **There are Emotive and Stylistic Differences:**

Words to different people mean different things: Words may be different in terms of their emotional or stylistic values , i.e. words may be formal, neutral or informal.

- **There are Lexical Differences:** Language words have a lot of synonyms , antonyms, etc. Even, in various languages.

- **There are Morphological Differences:**

The world is rapidly changing, so new words and meanings...

New terms and objects are being invented to name these. This could be true of one language, while The other language may not have a readily available or easily accessible equivalent word. Similarly, new methods for word formation are being developed and introduced. Moreover, languages have different ways of using affixes (prefixes, suffixes and infixes).

- **There are Words Borrowed from Other Languages:**

As with the English language which tends to borrow a great deal from other languages such as French, Greek and Latin. It can be difficult to grasp if one is not familiar with the language, then these words (Maloku-Morina2013).

1.1.8. Translation and its Importance

Translation's significance in our daily lives is vastly multidimensional. Translation not only paves the way for global interaction but also allows nations to forge interactive relationships when it comes to advancing technology, politics, etc. The impact of local culture and language remains as strong as ever, despite the fact that English has a far and wide reach nowadays. With the development of Internet and communications technologies, reaching audiences thousands of miles away is increasingly simpler, simply on the basis of successful translation. This in turn resulted in the need for translation in a variety of fields such as education, mass communication, science and technology, literature, tourism, religion, commerce, and business, etc.

The quality of language translation aims to bridge the communication gap by helping companies reach a global multivariate audience by speaking in a language with which their clients can understand and relate. If it's a conventional brick-and-mortar business or an evolving online enterprise, translation services coupled with the growing online population deliver a lucrative, 20-30-year-old market. That is why, in this age of globalization, people have woken up to quality translation and its significance. Thus we need translation because of the multiplicity of languages. Translation, oral or written is a common human practice, as ancient as language itself. They consider the interpreter as someone who is reproducing the message in the target language reader / listener to create the same effect as the original message. Language is regarded as a contact instrument. Man uses words to convey a message to others.

In that it allows a person to have access to signs and other speech elements that will allow him to understand them. The necessity translation comes from the contact need directly. In our societies Translation plays a unifying role. It is by translation that thoughts are sent out from various societies over to other societies. Therefore translation is important in life as it helps to solve the problem of misunderstanding allowing the linguistic barriers to vanish and their consequences. In fact, summarizing the great importance of translation Ajunwa explains the importance of translation saying: "Translation performs a wide range of useful functions. Firstly, it crosses cultural and linguistic gaps, this will bring about mutual understanding and

international cooperation among world people (1991 p: 91). Continued, stressing the importance of translation as follows:

- Translation has become an important instrument for the spread of linguistic, political, economic and religious materials and other Cultural Forms.
- Translation has acquired another role in a multilingual nation state such as Nigeria or Senegal instrument of political understanding and of national unity.
- Translation has contributed to the semantic syntactic enrichment of many languages and continues to do so by the loaning and naturalization process.
- It is the means of communicating great feeling, as by interpreting this political, metaphysical, Economic and political thinking was made accessible to such great minds as Plat Aristotle, Voltaire and Montesquieu today, to various peoples of the world.
- It is the medium of disseminating knowledge about research and technology.

Translation plays a pedagogically important role especially in foreign language teaching. From the above, one can see that, in our world and as B J. Chutte (Chutte writes: translation has a very important role to play (2001 p: 344).

- Bridge between cultures.... without translation our world would be mercilessly narrowed down. Like sun and rain, feel like good translation is our necessity, growing earth in the natural world, in the creative world (Agwu 2016).

1.1.9. Translation and Linguistics

Linguistics plays a significant part in the translation of a text into another language. Translating information involves more than just changing every word from the original to another language. One must also decode and translate into the new language all the facets and functions of the original language. Linguistic research is simply the study of human language. This can be subdivided into multiple sub-categories.

Grammar: The study of the meaning of the language and the laws it uses. It includes as below several fields.

Morphology: Study of word formation.

Syntax: Studying the formation and composition of these words into sentences and phrases.

Phonology: learning the structures of sound. (Phonetics is related to the properties, production and perception of speech and non-talking sounds.)

Semantics: the study of word meaning.

Historical linguistics: the study of language evolution over time.

Sociolinguistics: the study of how language is used in society.

Psycholinguistics: the study of language is processed within the mind.

Neurolinguistics: the study of the actual encoding of language in the brain.

Accurate translation of one language into another requires addressing all linguistic functions. The grammar used the meaning of the words as individual components, the phrases and sentences they create, how those phrases are placed in time and history, and so on, must be determined. Each language differs in its linguistic functions but languages also have commonalities. An accurate translation has to determine where the differences and similarities lie. Relying on just one area, such as grammar, won't produce an optimal translation. In fact, if the other functions are not fully realized it may be lacking in vital information. Careful use of the tools provided by the linguistic study will improve a translated document's quality and accuracy. Thus different languages have various ways of looking at the world but translation offers us the ability to explore and communicate with these different world views. Translation refers to conveying a text's context from one language to another.

This process involves interpretation of the text's meaning and generating the same meaning in another language. In reality, translation as an operation is as old as written language, or text itself. It is therefore comparatively recent as a research discipline. Since every word in one language may or may not have a corresponding word in the other language, for the purpose of translation, linguistic study becomes crucial. Linguistics refers to the application of language in science. Linguistic translation approach focuses primarily on the questions of meaning and equivalence (same meaning conveyed by a different expression).

Linguistics is therefore trying to figure out 'what' the language really means. It is then the work of the linguistics philosophy to understand 'how' the meaning of language. Language has certain characteristics such as meaning, reference, truth, verification, speech acts, logical necessity etc. It is through these characteristics that the linguists try to understand the text's 'what' and 'how.' Every language uses a specific set of symbols and signs to convey a particular meaning or idea. These symbols and signs are 'significant.' The sense or concept that such 'significant' express is called 'signified.' 'All languages are used within a specific social and cultural context. So the 'meaning' for a specific 'signifier' can change from culture to culture and society to society. For instance, for the signifier 'yellow' in America, the meaning is cowardice ('yellow bellied'- a popular saying) for Japan yellow means courage

while for Indians it means joy. Thus the translator must understand what the original text author actually wishes to convey.

Language beyond doubts is the most important component in translation. In addition, translation can be interpreted as transferring meaning or concept from one language to another. A translator therefore needs to understand the meaning of the source text (text to be translated) in the context in which it is said or written. Language consists of grammar, words, syntax and so on. This determines the structure of the language and contributes to structural linguistics. However, as said before, the context also becomes important beyond the structural approach. That linguistic approach aspect is called functional linguistics. In the field of translation there has been a historic debate between 'word to word' (literal) and 'sense to meaning' (free) translation. Linguistic approach may penetrate both aspects of translation. However it is known that the 'word to sound' translation simply holds the same meaning as that of the source text. So it is assumed that the translator can maintain a linguistic equivalence between the source and the target text. To do so involves understanding grammar, convention, idioms, etc. within the social, political, economic, and cultural context in which the text is written. Thus it can be concluded that all forms of translation are covered by a Linguistic approach to Translation. It is the right way forward towards a better translation of the language (HATIM, B. 2001 p: 262-265).

1.1.10. Translation and Culture (Cultural Awareness)

Whoever has said that language and communication have been a genius in our societal setup? Vocabulary plays a profoundly significant and important role in language development. Your vocabulary and the changes that come with time reflect your culture and the changes that have taken place over the years. A key aspect of communication is the relation between language, translation, and culture. Translation plays an important role when it comes to understanding the culture or translating any document into the culture in question. For example, if a translation service in Mumbai is working on a UK customer business document, then the tone, slang and language must be based on the UK business culture. This is where the role of translation comes to mind in culture. Let's look at what are culture, translation, and language to learn more about the relationship.

• **Culture:**

There are many cultures within Nations and within a country. How does a culture define itself? Culture reflects the way people conduct themselves. It is a pattern in which the behavior, social habits, beliefs, traditions, and customs are analyzed. Language plays an important role when we try to know more about culture and to understand language one needs translations as one might not know the language in question.

• **Language:**

Language here simply means the connection on a loop which maintains cultural significance. Language may also be defined as the complex communication mechanism developed by humans, ranging from various cultural backgrounds. For every society, it makes up the most of the contact system or we can claim any society.

• **Translation:**

Translation is a process that helps people who speak different languages understand each other's viewpoint and can maintain a healthy contact. It goes again to connect cultures and eliminate potential cultural differences. The importance of cultural and language translation is high because it pushes the wheel ahead for better communication between two parties. It is quite evident that culture, translation, and culture are related and go hand in hand when reading these three definitions. Culture and translation help to bridge the differences between different languages. Returning to the fact that so many nations and also many languages are spoken in a nation; translation is an element of healthy cultural exchange. Translation has provided a green signal by the interdependent existence of mankind and the need for trade.

Translation has started in order for the nation states to have no contact distance and trade and cultural exchange to occur. In these countries the idea was to foster understanding. A US translation theoretician says that translation as described by Eugene Nida is the most near natural equivalent of source language, first as regards meaning and secondly as regards style. Translation is the recipient language. If we speak about keeping the context and style intact we mean that it will help a reader relate to the text and appreciate references in their own mother tongue. Translation depends heavily on cultural differences, and accuracy in every translated text is very proportional to the understanding of another culture that the translator has. This means that translation not only tests the linguistic ability of a translator, but also how much he / she know about the cultural context of the target languages.

While cultural references could be found in most translation subfields except for Science translation, the link between culture and translation in relation to Literary Translation could be seen and examined, including novels, short stories, poetry, drama, classical prose

and poetry, and biographies. Nevertheless, a translator serves as an intermediary, bringing to the target culture aspects and meaning of the Source Culture. The place where he is facing problems is to find the suitable strategy for this task. The translator must therefore overcome the gap between two unknown cultures and provide the target readers with the passageway they can comprehend and enjoy the Source Culture. In every part of the world there are various kinds of cultures. European culture, for example, is completely different from Asian culture, and Asian culture is different and shortly different from African cultures. If a translator has a mission to translate the African Target Reader text from European Culture, he must concentrate on not harming the original text and having the ideas more similar.

Cultural shock can occur in areas. The task of the translator is to minimize them. Translators find many unfamiliar words in translating culture. Since Sri Lanka, an Asian nation, is the researcher of the present paper, some examples of both Sinhalese and Tamil and English may be given in presenting information. For example words given below are unfamiliar to a Target Audience of another culture:

Sinhalese

- Kotahalu magul (age attending ceremony)
- Yakadura: (village shaman)

Tamil

- Ettuch chel vu (an alms giving on behalf of the dead person, taken place on the 8th day after the death)
- Ta:r datt m (wedding custom of pouring water to bride's hand implying there is no connection to her parent's with her any more).

The translator faces difficulties in translating those words at these points. Therefore, he needs to find information about the Source Culture, its rituals, and collect enough information to include the Target Text or the Translation. The translator could use the equivalents for the Source Word in the target language. Let's say the Source Text is in Sinhalese and will be translated into Tamil, so you can find words like this that have equivalents.

Sinhalese	Tamil	English
Dæ:vædd	Si:dan m	Dowry
Vashiya	Vasiyam	Charm/spell

But there are many instances where the Source Language cultural word is without equivalents. The translator is therefore again struggling to find information and find a strategy to explain it. Notes, footnotes and a glossary should be used. However, the translator may add some information to the target text using multiple methods if there is ample information

1. Using the original word in the text within inverted commas (preservation- strategy of Davies) and explaining the word then and there (addition- strategy of Davies), E.g.: Sirimal's children gave "hath dawase da: n y" which is an almighty gift that occurred on the seventh day after death to pass on merits in Sinhalese Buddhist culture to the dead person

2. Use the original word in the text in inverted commas (preservation-the strategy of Davies) and use footnotes or end notes or put it in a glossary. (Addition- Strategy by Davies)
E.g.: The Mula: dæ: ni1 observed the villagers working in his plantation.

The Grandmother prepared kævum³ for the wedding.

Thus the translators are unable to avoid culture in the translation process. However, by identifying the cultures and audience of the Source and Target, the translator can determine the appropriate strategy for translating culture. Cultural awareness is therefore absolutely vital in this respect. (Al-Hassan 2013 p. 02-04)

Conclusion

To sum up section one discusses translation :its definition, origins , theories, its process, main strategies and procedures and types, its common problems , importance and its relation with linguistics ,culture and cultural awareness.

Section Two: Cultural Awareness

Introduction

It can't happen to learn a foreign language without knowing its culture. Cultural knowledge is an appreciation of your own cultural principles, values, norms, customs, etc. as well as the culture of others, of which language education and every day communication are considered an integral aspect. In this section, we shall be dealing with the definition of culture and the definition of cultural awareness, the stages of cultural awareness and its stages, its importance, its advantages, the definition of cultural self-awareness, cultural awareness in cross-cultural classroom, and finally with raising cultural awareness in language teaching.

1.2.1. Definition of Culture

Language and culture are inseparable; without interference language teaching cannot happen regarding culture (Fenner, 2001). Culture is thus characterized as "a symbolic reference system by which human beings in action and interaction create and develop a substantive, real world." The etymological term 'culture' covers a wide range of multiple themes such as: language, ideas, tools, action recipes, products, values , norms, art, beliefs, etc. It is known in the English language as one of the most difficult terms (words). Therefore, there is no precise definition of culture, others define it as "the existence of a widely accepted system of language, built on sets of typifications and stocks of knowledge that produce a sense of" factness "about our culture and a sense of intersubjectivity" (Knenneth, 1998 , pp. 01-04). To some, culture "is a dynamic whole comprising knowledge, belief, art, morality, law, customs and other human ability and habits as a member of society"(Tylor, 1958, p. 01 as cited in Moore, 2004, p. 05). Therefore, apart from culture, we can not understand the world around us because culture represents meanings, and those meanings become and form our perception (Knenneth, 1998). But alternative terminology has arisen because of the role culture plays in teaching; one of the well-known and very important words is 'cultural consciousness' (Fenner, 2011).

1.2.2. Definition of Cultural Awareness

Cultural consciousness means the capacity, when we communicate with people from cultures that are oblivious to ours, to consider our own cultural views, our own values, thoughts, our own opinions and our own history. Cultural awareness becomes a necessity; people don't see, evaluate or interpret things like we can see in a very different perspective if they have different cultures: it's probably inappropriate in another culture what is seen as normal behavior; for example, a certain circumstance or attitude can be regarded as sensitive and a red-line limit where humorous and amusing are seen in other cultures. The lack of

cultural awareness can lead to misunderstandings between people, when someone interprets actions or beliefs of other peoples by using meanings to make sense in their culture, it eventually becomes a misunderstanding.

"Culture is not conscious to us" is not an easy task to accomplish to be mindful of our own cultural dynamics. Since birth, we have had to learn to understand and do things unconsciously: our beliefs, perceptions and cultural background lead us to view and do things in a specific way; often, to know the impact our culture has on our minds and actions, we should see beyond our cultural boundaries (Quappe & Cantatore, 1991). In addition, cultural awareness is "the understanding and knowledge gained about the differences and similarities between different groups of people with respect to their demographic features." In short, culture shapes our differences of thought and behavior ("What is cultural consciousness," n.d.).

1.2.3. Stages of Cultural Awareness

There are different levels of cultural awareness that represent the way in which people learn to understand cultural differences and are as follows:

- 1. The Parochial Stage** (My way is the only way): The first stage shows how people are aware of their own way of doing things and only their way of doing things is the one that applies. At this point the impact of cultural differences is overlooked.
- 2. The Ethnocentric Stage** (I know their way, but my way is better): The second level shows how people are aware of the other ways in which things are done; but they still see their way as the strongest. Cultural differences are recognized in a negative manner at this stage, and are considered a source of trouble. Hence people tend to ignore them or diminish their meaning.
- 3. The Synergistic Stage** (My way and their way): The third level shows how people are conscious of their way of doing things as well as other people's own way of doing things, and they prefer to choose the right way through circumstances (situation). People at this level are conscious that cultural differences clearly can lead to advantages and problems, and that they are prepared to use cultural diversity to create entirely new approaches and opportunities.
- 4. The Participatory Third Culture Stage** (Our way): The last level shows how people with different cultural background shapes create a culture of shared meanings. They then establish new concepts, new definitions and new laws through repeated dialog between people and others to meet a certain situation's needs (Quappe and Cantatore, 1991).

1.2.4. The Importance of Cultural Awareness

For second-language people, it is very important that second-language communication is recognized as a cultural complex process and that they know their own specific cultural actions and others. Cultural awareness is therefore considered an important part of conceptualizing the cultural aspect of language teaching, providing a fundamental basis for knowledge in relation to the cultural dimensions of language use and, therefore, of teaching. In addition to communication concerning first and foreign languages, it is a conscious awareness of the role of culture in language learning. Therefore, there are several approaches to the need to establish a systematic framework for both (teaching language and culture together), where the relationship between them is up to students to be observed and examined; and also cultural awareness emphasizes the importance for students to become aware of both their cultures' beliefs, norms and comportations and those of others (Baker, 2011).

Teachers and learners of a foreign language should be aware of cultural similarities and differences in order to understand that people in the world are not culturally the same apart from skin color (Brown, 1994 as quoted in Çakir, 2006). The importance of cultural understanding is not just understanding of people's differences across the world; but there is much more participation in it, such as: customs, vocabulary, symbols, ideas and norms that form what is known as culture (Mercer, 2018). When working or engaging with people from culturally diverse backgrounds, it is critical that you realize other people's cultural expectations and rules or it will lead to mistakes and misunderstandings; these mistakes can harm and harm others if they are understood differently and can also be serious: What is considered amusing to you may be very serious and vulnerable to others. "Culture understanding is the point where things can get wrong." Thus, "cultural understanding helps us minimize the chances of making poor decisions and increases the potential for us to make more intelligent, more rational decisions."

Community, when dealing with others and how we treat them and how we make choices, can be a stumbling block (barrier). Cultural awareness is the way out that helps us to overcome this issue; moreover, being culturally conscious is "about respecting the cultures of others as well as ours" and not neglecting or compromising your own identity and values for others ("Why is Cultural Awareness Important," 2018).

1.2.5. Cultural Self-Awareness

Community influences the individual's ideals, interests, group affiliations, and social interactions (Wan & Chew, 2013 as cited in Lu & Wan, 2018). In most cases individuals are unconscious of this influence. In circumstances where cultural experience is the center of consciousness, however, people may actively recognize the effect of culture upon them. Much of past research has shown that cultural experiences influence individuals by incorporating social relationships into self-definition (Markus & Kitayama, 1991 as mentioned in Lu & Wan, 2018), Highlighting cross-situational self-consistency (English and Chen, 2007 as cited in Lu & Wan, 2018). However, there is little evidence about people's understanding of culture's impact on them.

Cultural consciousness is the perception of the effect of culture upon the self by a meta-cognitive individual. This requires an appreciation of the relationship between your own and your society. Thus, people with a high degree of cultural confidentiality could more clearly understand how their cultural experience shaped who they are. These people are aware of how culture, like their values and behavior, has influenced various aspects of their lives. Although many people's engagement with culture is unconscious, some cultural experiences can raise individuals' consciousness about the existence of cultural influence in their lives.

When people cross cultural borders as people living in a new culture or as host nations, the very existence and influence of culture is often better understood. They learn how different cultures define their characteristics (Chiu & Hong, 2005 as cited in Lu & Wan, 2018), how they adapt to each other's demands for different cultures (Hong, Wan, No and Chiu, 2007), and change their attitudes towards multiculturalism (Berry & Sam, 2014 as cited in Lu & Wan, 2018). This knowledge can be either positive or adverse in cultural experiences.

Cultural importance does not, however, simply focus on people's cultural membership in these types of experiences (Spears, 2011; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987, as quoted in Lu & Wan, 2018). It also encourages a close study of how one's own impressions are created. Individuals may also vary by their tendency to take a cultural consciousness into consideration. People with a high degree of personal autonomy appear to be more introspective in their private, internal aspects (Scheier & Carver, 1985 as quoted in Lu & Wan, 2018).

They are also examining their own values , beliefs and emotions in greater detail (Duval, Silvia & Lalwani, 2001, as mentioned in Lu & Wan, 2018). As people with a high degree of self-confidence participate more in a cultural encounter, these people may reflect more on their influence on this cultural experience and become more authentic. Cultural

awareness is about the sense-making of cultural experience among the person rather than about cultural knowledge. While cultural self-confidence is partly necessary for individuals to learn about culture, this knowledge needs not to be clear and unambiguous. This is a disparity between cultural sovereignty and cultural skills (Chiu & Hong, 2005, as cited in Lu & Wan, 2018).

Every individual belongs to at least one culture. Our culture influences our comprehension, our interaction, our transition and exchange of information across generations. Whether we understand or not. It makes communication between cultures simpler because you can ask and answer questions based on your own culture (Lu & Wan 2018).

1.2.6. Cultural Awareness in the English Language Classroom

The acquisition of certain knowledge about the related culture is an essential part of foreign language training. For foreign language English teachers (EFL), the problem is, "How are we able to incorporate in our English classes cultural awareness and understanding? In fact the grammar, syntax, phonetics, and certain social conventions in the English language do not offer students a real insight into those who want to speak their language in their own everyday lives. Language teachers have come to understand more thoroughly the need to include socio-cultural variables in their schools (Palmer and Sharifian 2007, p. 02, as stated in Frank 2013). However, it is not possible to integrate cultural elements into classrooms. What a professor has to do is one of the key issues.

Many EFL educators had no official cultural instruction, and there were no widely accepted requirements which could be used as a reference by the teacher (Byrnes, 2008, p. 02, as mentioned in Frank, 2013). One solution is to adhere to the dimensions of the cultural learning model by Michael Paige (Cohen et al., 2003, p. 53, as stated in Frank, 2013). Culture studies paige categories:

- Self as cultural
- cultural elements
- intercultural (cultural and general) phenomena-specific cultures (cultural-specific education)
- acquiring cultural learning strategies.

This can lead the teacher to link students with the target culture, to increase awareness of cultural differences and to enhance 'their intercultural skills' in communication (Byram, 1997 as cited in Frank, 2013). Cultural learning can be difficult to manage in an English language classroom. The students are not adequately able to count as competent in the target language in a clear language mastery (Krasner, 1999, as quoted in Frank, 2013). They can not consider themselves to be foreign language teachers unless students know the cultural contexts in which the target language is spoken (NSFLEP 1996, p. 27, quoted in Frank 2013). In EFL

lessons, however, teachers need something more than traditional holidays, food and folk songs in the target culture, but they need the framework that enables students to understand both the social aspects of culture. In this way, the concept of the educational culture is not new. But as the world gets closer, we must help our students understand the value of getting their "cultural antennae" enabled to enable them to understand other cultures as well as their own. They are better equipped to get closer to the global community in which they belong. It is also important to emphasize that culture is only one aspect of human behavior. We differ in a number of ways because we are singular people (Frank, 2013).

1.2.7. Advantages of Cultural Awareness

Cultural awareness "is, in the cultures and countries of one's own and the other on the basis of clear criteria, the opportunity to objectively examine experiences, traditions and goods," that is, culture helps to make the student an intercultural speaker who appreciates both his own cultural and the target culture (p. 53).

Conclusion

In short, culture is becoming a significant factor in language teaching and the possibility of dealing with it. In this way, we have to be aware, as well as understanding the culture of the others and its place in teaching, and the importance of cultural awareness in our own culture (customs, beliefs, concepts, values , perceptions, traditions and so on). Furthermore, its meaning and its benefits. In addition, before getting involved with other cultures, students can develop their own cultural understanding.

Chapter Two: The Field of Work

Chapter Two: The Field of Work

Introduction

The first chapter (the theoretical part) was a literature review devoted to outline the research variables under investigation: translation and cultural awareness. The second chapter is the practical part, it aims to investigate the use of translation to enhance EFL students' cultural awareness at Abbes Laghrour University. It is concerned with analyzing and discussing two questionnaires given to EFL teachers and students.

2.1. Data Gathering Tools

The primary tool used in this research is the questionnaire, assigned for (59) students and (15) teachers. As stated by Johnson and Christensen (2012): a questionnaire is “to tap into and understand the opinions of your participants about variables related to your research” (p. 163). Thus, it is a tool used to gather a quantitative, qualitative and mixed data. It is consisted of two different types: open-ended and closed-ended questions.

Open-ended questions means to “know how participants think or feel or experience a phenomenon”, and “why participants believe something happens”.

On the other hand, Closed-ended questions are “focused on getting participant responses to standardized items for the purpose of confirmatory research in which specific variables are measured and hypothesis are tested” (Johnson & Christensen, 2012, p. 170).

2.2. Students' Questionnaire

2.3. Sample of the Questionnaire

Our questionnaire is submitted to Master One English students of Abbes Laghrour University of Khenchela. The sample is (59) students whom were selected randomly from the whole number of (167) students.

2.4. Structure of the Questionnaire

Students' questionnaire is composed of (15) questions divided into (03) sections addressing the extendibility and usefulness of using translation to enhance students' cultural awareness. Most of the questions are in closed-ended form.

Section 01: Cultural Awareness and Understanding (from item 01 to 05)

This section is devoted to cultural awareness and understanding. It is intended to explore students' perception toward the meaning of culture, cultural awareness and understanding ,it's importance, reliability and impact on understanding the others' culture. It consists of (05) questions.

Section 02: Learning Culture by The Use of English Language Literary text “Translation” (from item 06 to 12)

This section is about the significance of using English language literary texts to learn culture (Translation), and its significance in enhancing cultural awareness. It is composed of (07) questions.

Section 03: Improving the EFL Students' Cultural Awareness (from item 13 to 15)

This section is for enhancing EFL Students' Cultural Awareness. It is designed to know their perception toward translation in developing their cultural awareness. It consists of (03) questions.

2.5. Analysis and interpretation of the results

Section 01: Cultural Awareness and Understanding

Question 01: What does culture mean to you?

Table 01: Students' definitions of culture

Option	Number	Percentage
a- a set of behaviors, customs, beliefs, values and styles of daily life	17	28,81%
b- a set of geography, architecture, classical music, literature, arts, political issues, and social norms	07	11,86%
c- both of them	35	59,32%
Total	59	100%

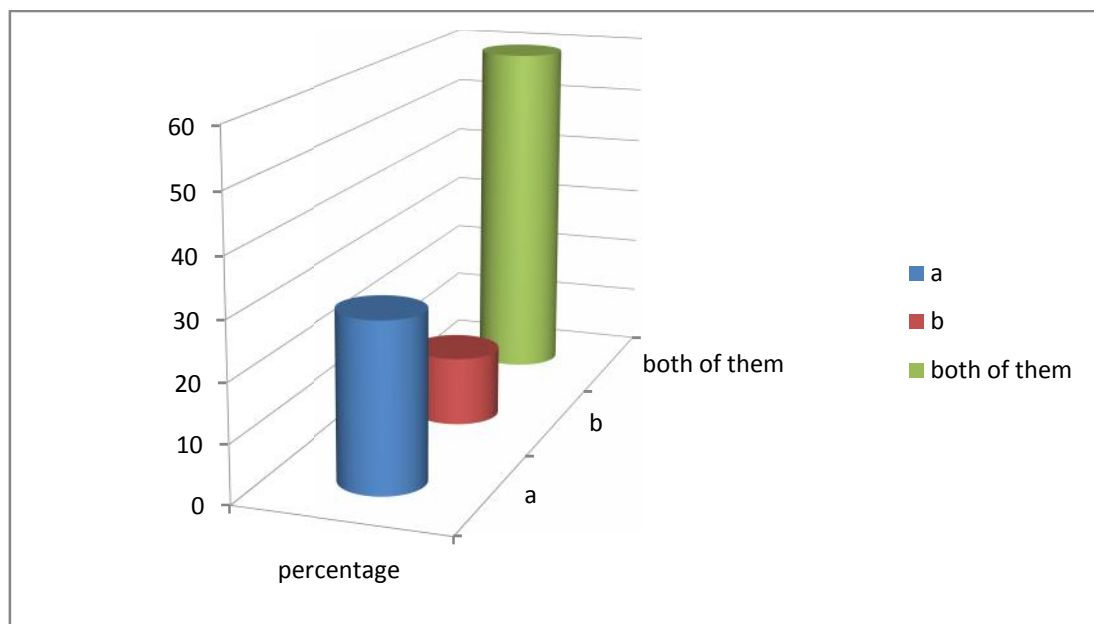


Figure 01: Students' definitions of culture

How participants understand culture differs from one to another. As shown in the above table (01) and figure (01), most of the respondents (59,32%) chose to define culture as both a set of customs, behaviors, values, beliefs and styles of daily life, and a set of architecture, geography, literature, classical music, political issues, arts, and social norms.

whereas (28,81%) defines it as: only a set of customs, behaviors, values, beliefs and styles of daily life. while (11,86%) defines it as: a set of architecture, geography, literature, classical music, political issues, arts, and social norms.

Question 02: Are you open to new cultures and people from different backgrounds?

Table 02: Students' openness toward new cultures from different backgrounds

Option	Number	Percentage
Yes	54	91,52%
No	05	08,47%
Total	59	100%

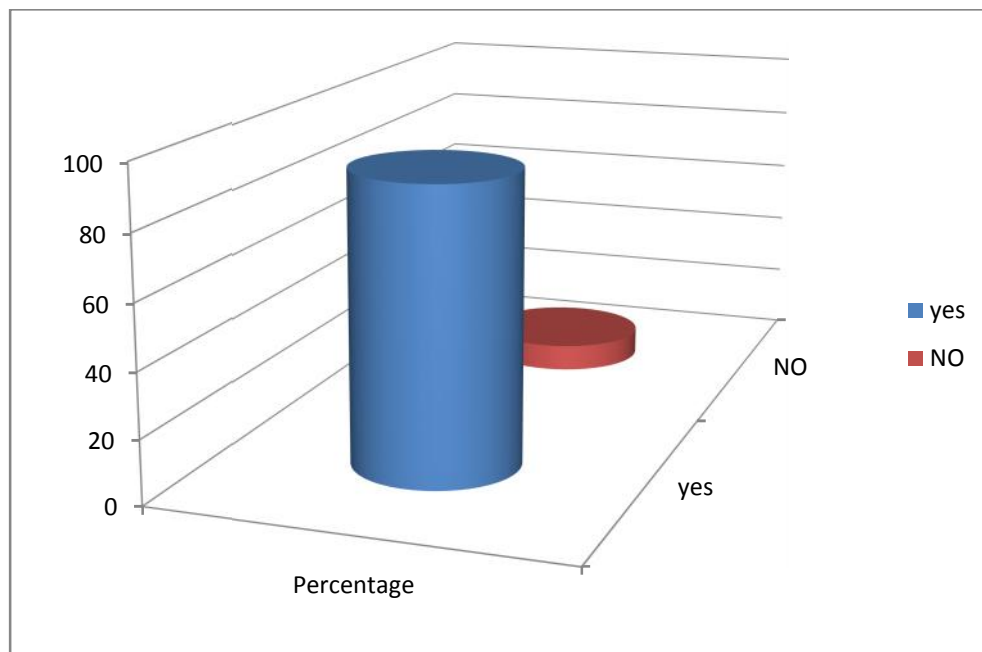


Figure 02: Students' openness toward new cultures from different backgrounds

For this question, the above table (02) and figure (02) shows that the majority of the respondents (91,52%) are open to new cultures thus, it shows their interest toward different cultures. while eight point forty seven percent (08, 47%) are satisfied with their own culture.

Question03: If yes, Cultural awareness is knowing your own culture besides the others' culture, thus, do you think that it is important for EFL students to improve their cultural background knowledge?

Table 03: Students' point of view toward the importance of cultural awareness in EFL classroom

Option	Number	Percentage
Yes	52	88,13%
No	07	11,86%
Total	59	100%

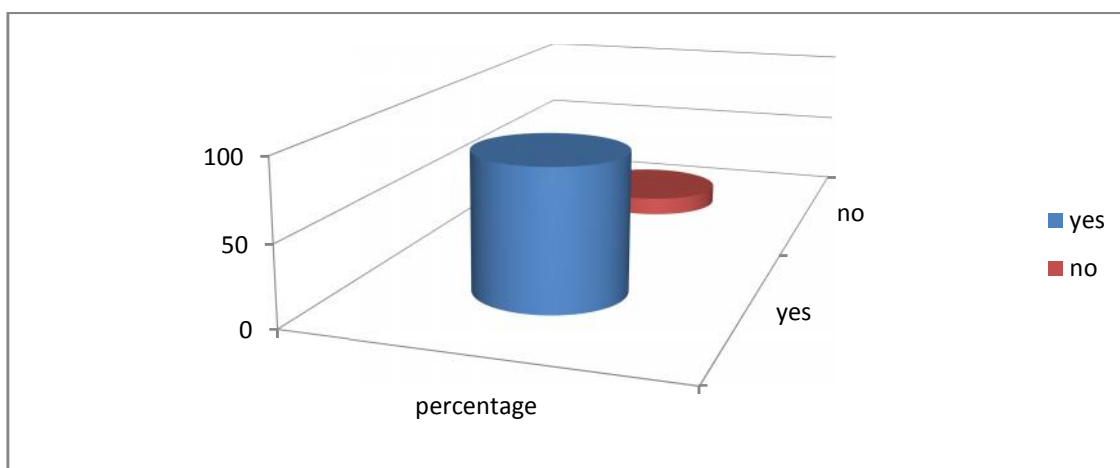


Figure 03: Students' point of view toward the importance of cultural awareness in EFL classroom

As the above table (03) and figure (03) shows, eighty eight point thirteen percent (88,13%) of the participants confirms that cultural awareness is important in enhancing

EFL students' cultural background knowledge. Whereas, eleven point eighty six percent (11,86%) of the respondents states that cultural awareness is not essential in EFL classroom.

Question 04: Do you agree that students whom aware of their cultural differences and similarities toward the target culture “language that they want to learn” will help having a better understanding and empathy?

Table 04: Students' point of view toward the significance of cultural awareness in the target culture to help them having better understanding and empathy

Option	Number	Percentage
Agree	24	40,67%
Disagree	05	08,47%
Strongly agree	27	45,76%
Strongly disagree	03	05,08%
Total	59	100%

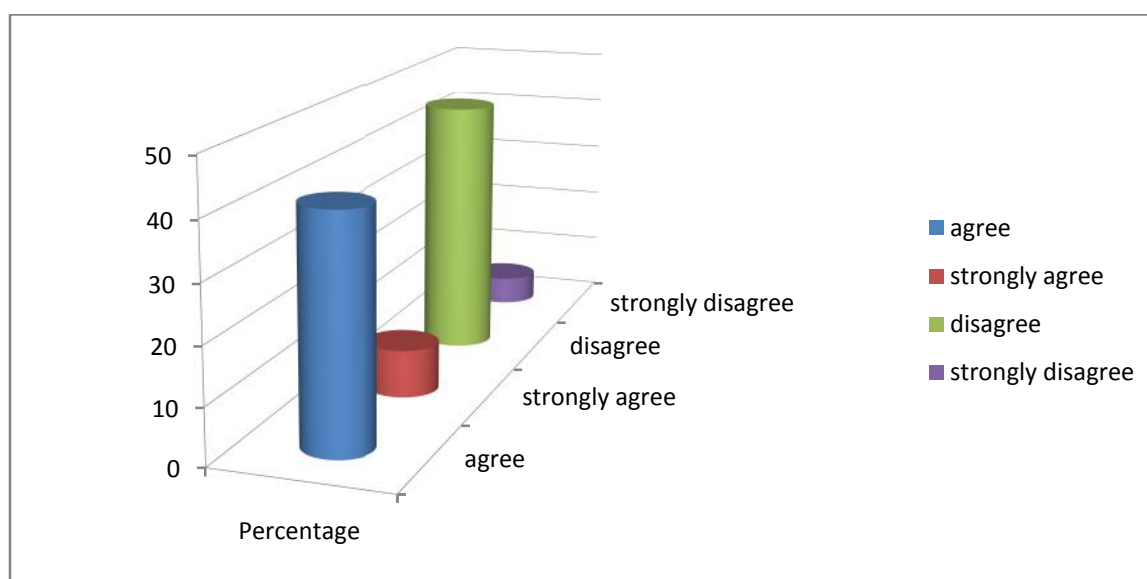


Figure 04: Students' point of view toward the significance of cultural awareness in the target culture to help them having better understanding and empathy

As shown in table (04) and figure (04), forty five point seventy six percent (45,76%) of the participants are strongly agree that students whom aware of their own cultural similarities and differences toward the target culture will help them having a better understanding and empathy, and forty point sixty seven percent (40,67%) of them agree. Whereas, the remaining is stranded between five point eight percent (05,08%) strongly disagree and eight point forty seven percent (08,47%) disagree.

Question 05: Do you agree that lacking cultural awareness leads to the lack of understanding the others' culture?

Table 05: The effect of lacking cultural awareness on Students' understanding of the others' culture

Option	Number	Percentage
Agree	29	49,15%
Disagree	06	10,16%
Strongly agree	23	38,98%
Strongly disagree	01	1,69%
Total	59	100%

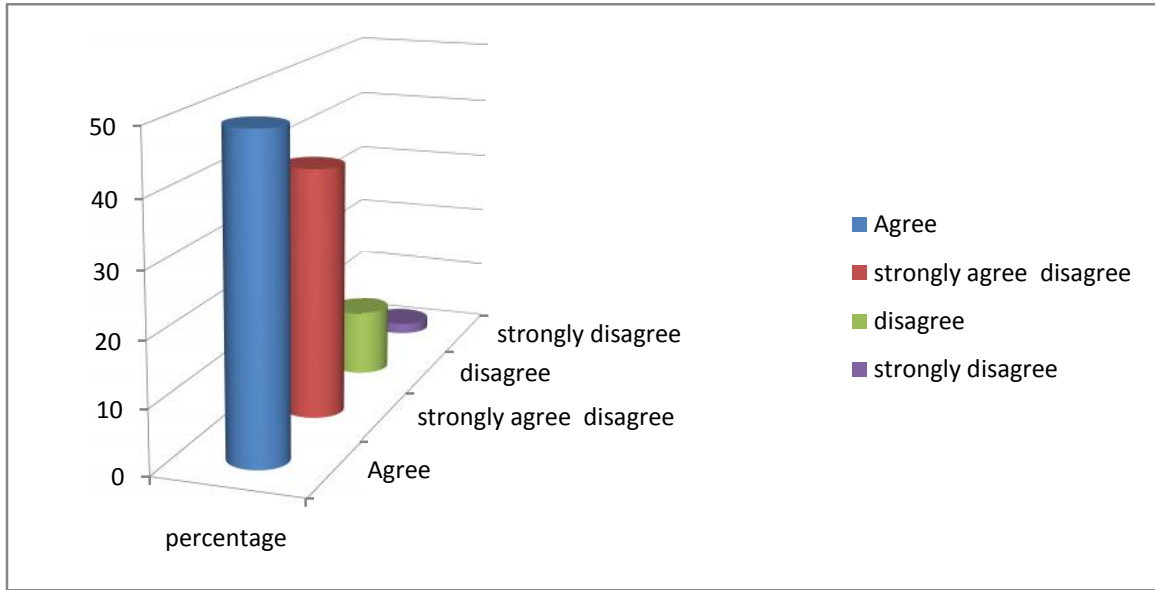


Figure 05: The effect of lacking cultural awareness on Students' understanding of the others' culture

Table (05) and figure (05) represents the impact of lacking cultural awareness on student's understanding of the others' culture ,where most of the participants are stranded between forty nine point fifteen percent (49,15%) agree and thirty eight point ninety eight percent (38,98%) strongly agree that the of lack cultural awareness leads to misunderstanding the others' culture. Whilst, ten point sixteen percent (10,16%) disagree, and the remaining one point sixty nine percent (1,69%) strongly disagree.

Section 02: Learning Culture by The Use of English Language Literary text "Translation"

Question 06: Does your teacher engage you in further literary tasks during sessions?

Table 06: Students' engagement in literary tasks

Option	Number	Percentage
Yes	40	67,79%
No	19	32,20%
Total	59	100%

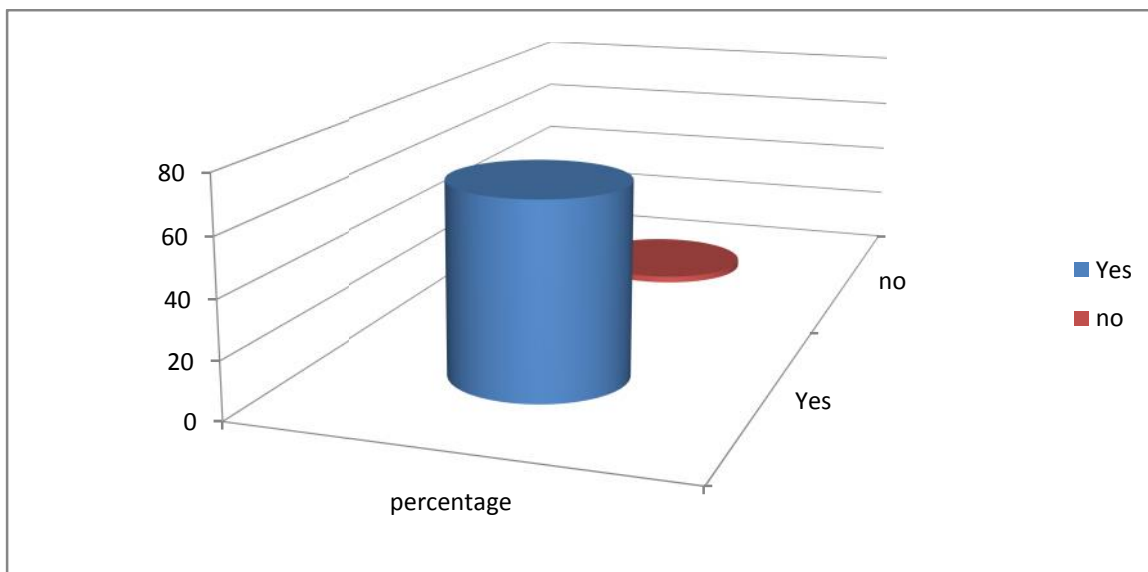


Figure 06: Students' engagement in literary tasks

Table (06) and figure (06) reveals students' engagement in literary tasks by their teacher during sessions. Thus, most of the participants (67,79%) chose (Yes) and thirty two point twenty percent (32,20%) chose (No). Hence, it shows that teachers engage them in further literary tasks.

Question 07: Does involving literary texts in your learning experience help you in building your cultural awareness?

Table 07: Using literary texts to build students' cultural awareness

Option	Number	Percentage
Yes	53	89,83%
No	06	10,06%
Total	59	100%

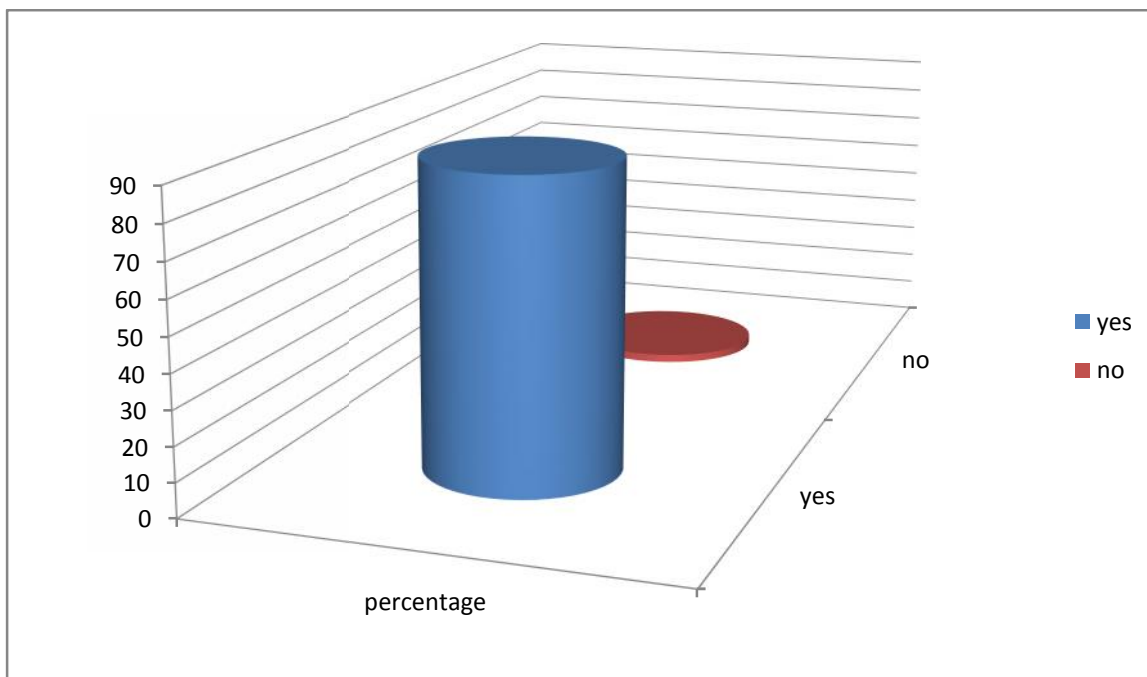


Figure 07: Using literary texts to build students' cultural awareness

The above table (07) and figure(07) indicates that using literary texts to build students' cultural awareness is highly agreeable in which nearly all the participants of eighty nine point eighty three percent (89,83%) chose (Yes) and the remaining ten point six percent (10,06%) of them chose (No). So, from the data given above we can easily conform that literary texts are important for building cultural awareness.

Question 08: Translation is a process that helps people who speak different languages understand each other's viewpoint and can maintain a healthy contact. Thus, do you think that it is important for EFL students to know how to learn through the translated texts?

Table 08: The importance of translation for EFL students in learning

Option	Number	Percentage
Yes	50	84,74%
No	09	15,25%
Total	59	100

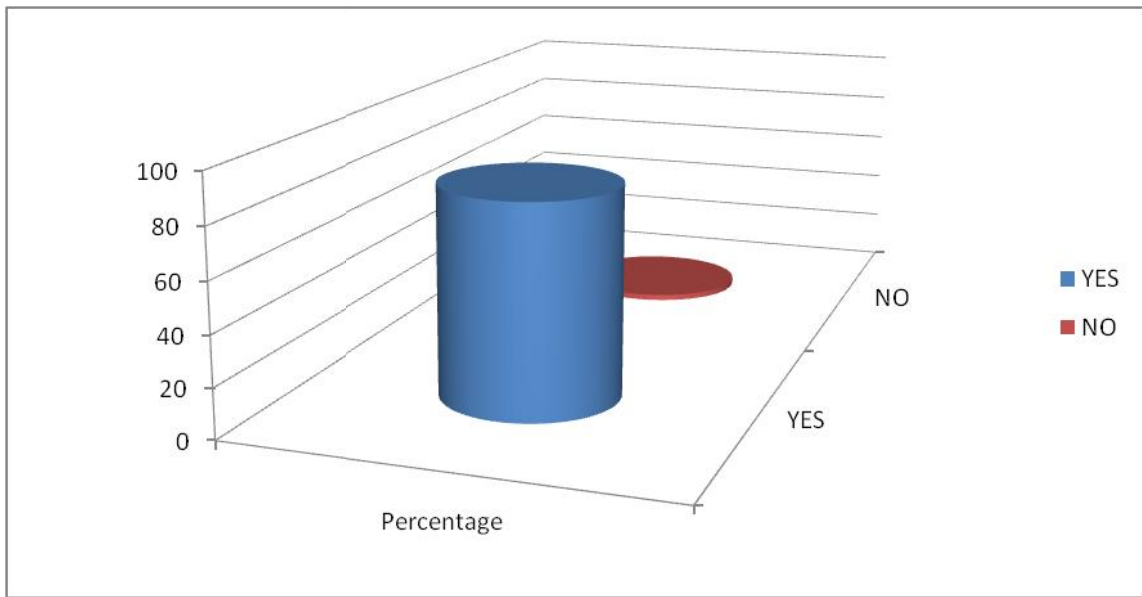


Figure 08: The importance of translation for EFL students in learning

Question eight was asked to indicate the importance of translation in the development of EFL students' learning process through the translated texts. as shown in the above table (08) and figure (08). Thus, eighty four point seventy four percent (84,74%) of the participants positively states that it is important for EFL students to learn through the translated texts. whereas, fifteen point twenty five percent (15,25%) of them believes that it is not important.

Question 09: Do you think that translation have a direct relation with culture?

Table 09: The relationship between translation and culture

Option	Number	Percentage
Yes	39	66,10%
No	20	33,89%
Total	59	100%

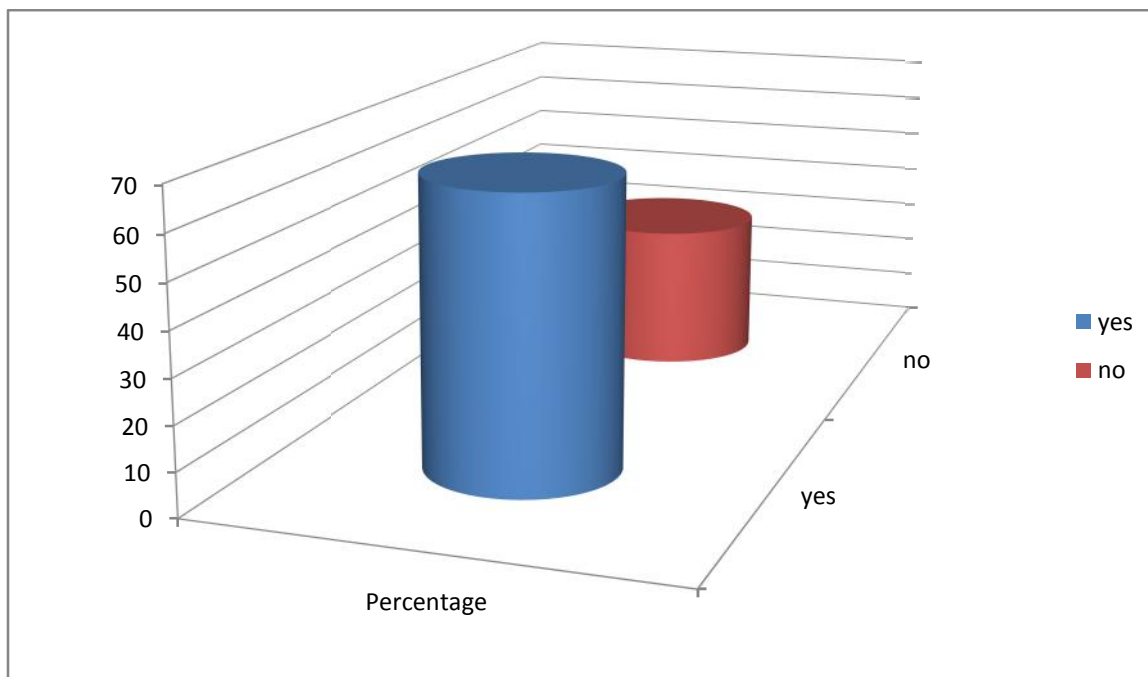


Figure 09: The relationship between translation and culture

Table (09) and figure (09) shows that most of the respondents of sixty six point ten percent (66,10%) chose (Yes). Hence, they agree that translation have a direct relationship with culture .however, thirty three point eighty nine percent (33, 89%) of the participants choose (No)and repeal the relationship between culture and translation.

Question 10: Do you agree that translation is one of the useful and applicable ways to understand the others' culture, language...?

Table 10: Students' point of view toward the usefulness of translation in understanding the others' culture

Option	Number	Percentage
Yes	54	91,52%
No	05	8,47 %
Total	59	100%

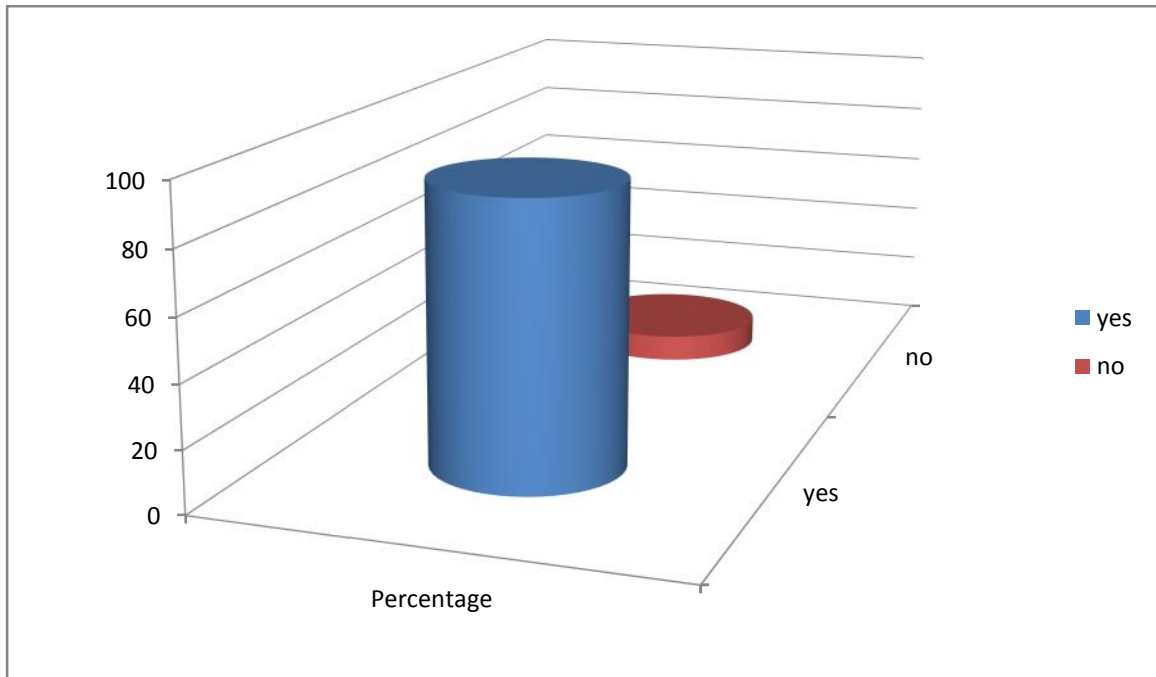


Figure 10: Students' point of view toward the usefulness of translation in understanding the others' culture

The above table (10) and figure (10) represents Students' point of view toward the usefulness of translation in understanding the others' culture. Thus, the majority of the participants of ninety one point fifty two percent (91,52%) chose (Yes) in which they agree that translation is one of the applicable ways to understand the others' culture. Whilst, the remaining eight point forty seven percent (8,47%) chose (No) by showing a negative opinion toward the question.

Question 11: Do you face any difficulties when you are exposed to translated texts?

Table 11: students difficulties when they are exposed to translate texts

Option	Number	Percentage
Yes	26	44,06%
No	33	55,93%
Total	59	100%

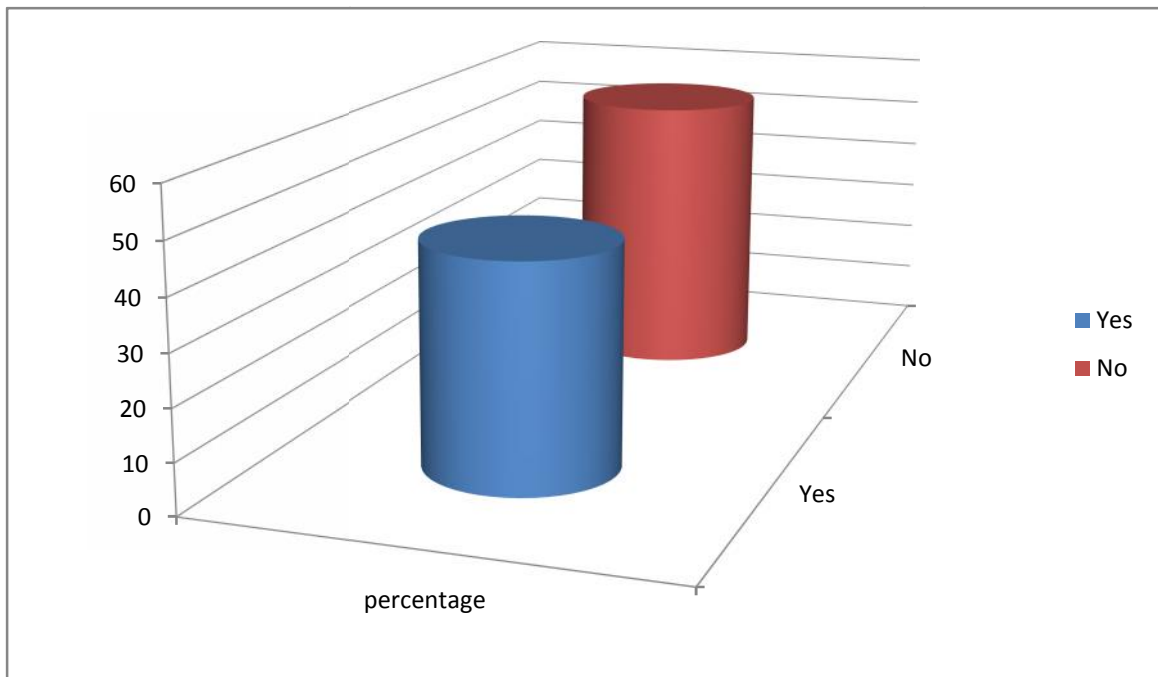


Figure 11: students' difficulties when exposed to translated texts

Table (11) and figure (11) represents the difficulties students face when they are exposed to translated texts. Fifty five point ninety three percent (55,93%) of the respondents reveals that they do face difficulties when they are exposed to translated texts. Whereas, forty four point six percent (44,06%) of the participants states that they do not face such difficulties with the translated texts..

Table 12: improving cultural awareness through the use of translation

Option	Number	Percentage
Yes	42	71,18%
No	17	28,81%
Total	59	100%

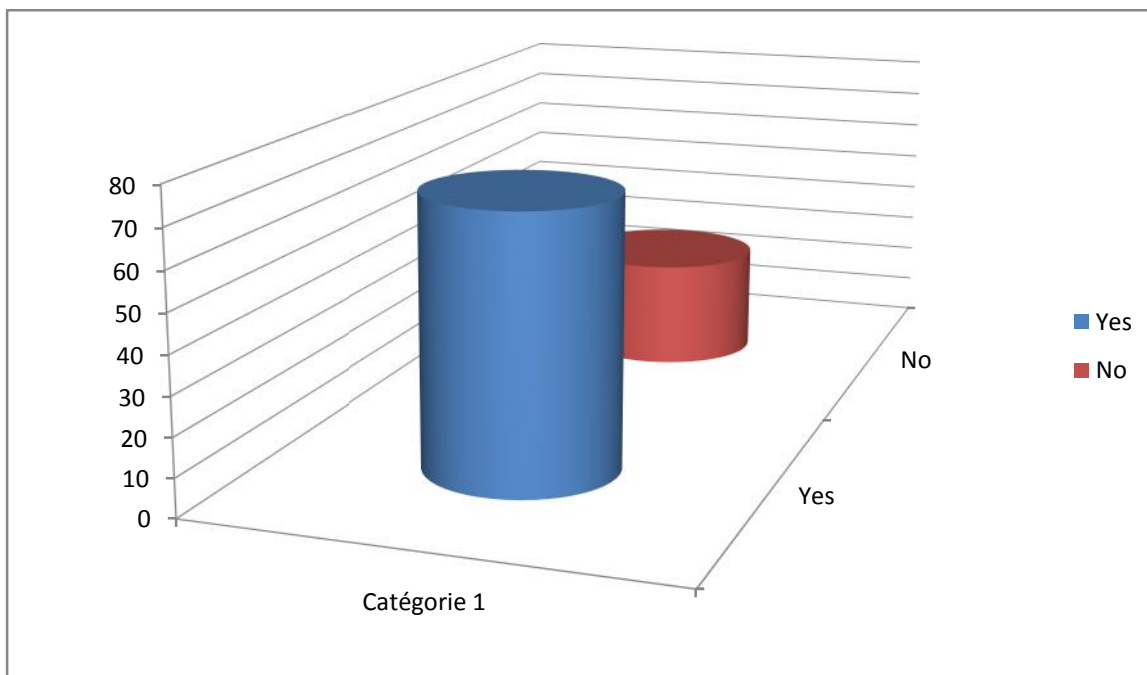


Figure 12: improving cultural awareness through the use of translation

Table (12) and figure (12) indicates the enhancement of cultural awareness through the use of translation. Thus, seventy one point eighteen percent (71,18%) of the students shows their positive agreement toward the question and chose(Yes). Therefore, they agree that translation improves and enriches their cultural awareness. Yet, twenty eight point eighty one percent (28,81%) of the remaining chose(No).

Section 03: Improving the EFL Students' Cultural Awareness

Question 13: Does your teacher engage him/herself to help you with the translated texts for better analysis and interpretations?

Table 13: Teachers' interference to assist their students with the translated texts for better analysis and interpretations

Option	Number	Percentage
Yes	39	66,10%
No	20	33,89%
Total	59	100%

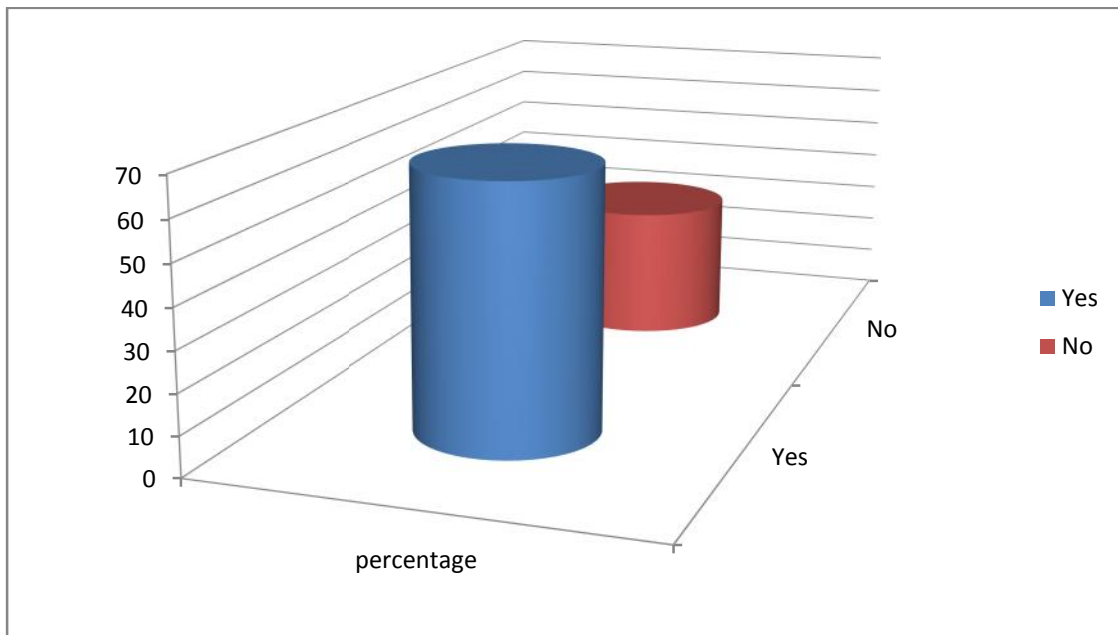


Figure 13: Teachers' interference to assist their students with the translated texts for better analysis and interpretations

In the above Table (13) and figure (13) a representation of teachers' interference to help their students to have a better analysis and interpretations through the use of the translated texts. Most of the respondents of sixty six point ten percent (66,10%) chose (Yes) and that in turns reveals that teachers do interfere to help having a better analysis and interpretations with the translated texts. In contrast, thirty three point eighty nine percent(33,89%) of the participants chose (No).

Question 14: Do you think that translation influences your writing and reading skills?

Table 14: The influence of translation on students’ reading and writing skills

Option	Number	Percentage
Yes	56	94,91%
No	03	5,02%
Total	59	100%

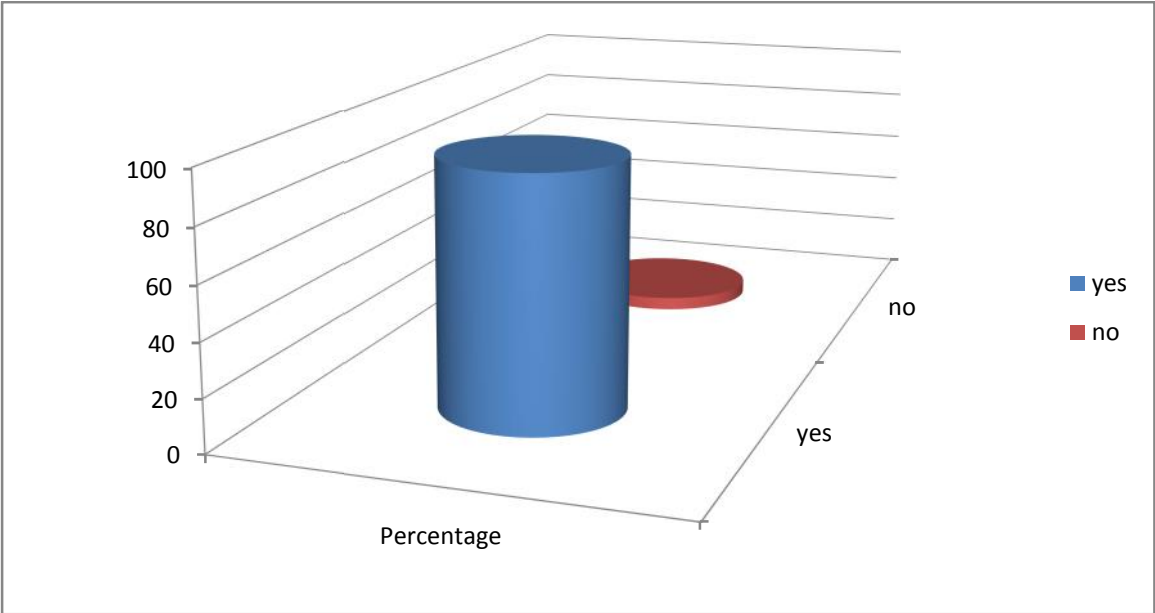


Figure 14: The influence of translation on students’ reading and writing skills

Table (14) and figure (14) shows that the majority of the participants of ninety four point ninety one percent (94,91%) claims that translation affects their reading and writing skills. Whereas, the rest of five point two percent (5,02%) of them asserts that translation do not influence their reading and writing skills in any point.

Question 15: Do you agree that the use of translation is a beneficial way in cross-cultural classrooms?

Table 15: Translation as a beneficial way in cross-cultural classrooms

Option	Number	Percentage
Agree	28	47,45%
Disagree	09	15,25%
Strongly agree	22	37,28%
Strongly disagree	00	00%
Total	59	100%

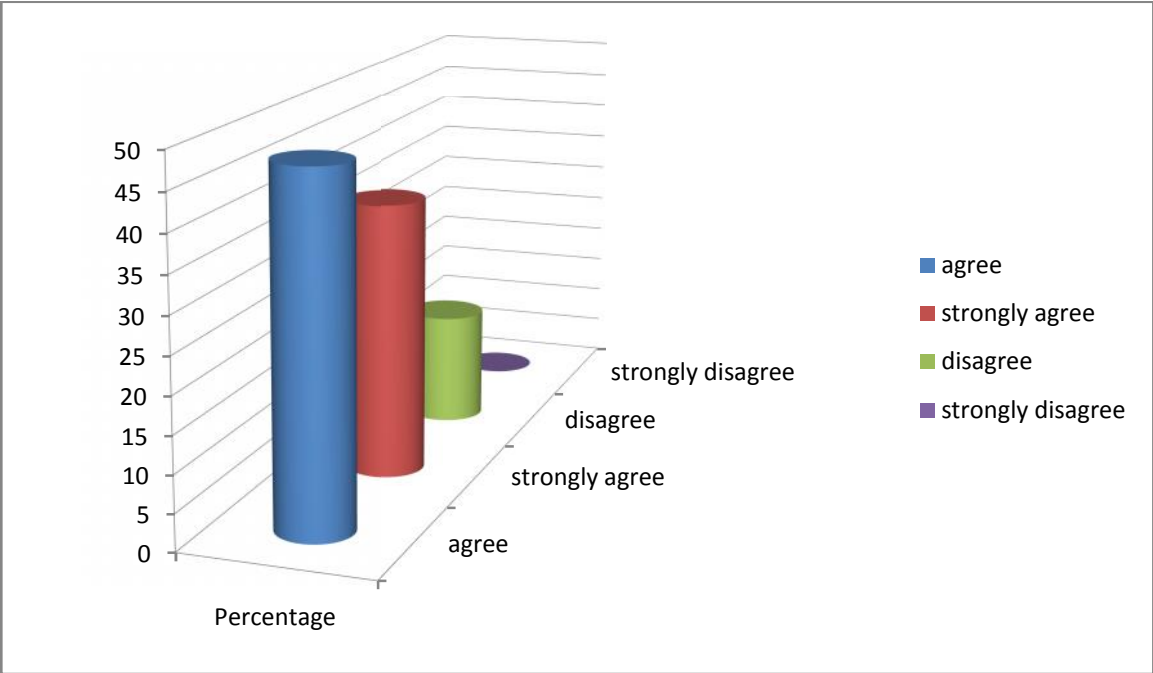


Figure 15: Translation as a beneficial way in cross cultural-classrooms

As it is represented in table (15) and figure (15).Forty seven point forty five percent of the students (47,45%) agrees that translation is beneficial in cross-cultural classrooms and thirty seven point twenty eight percent (37,28%)strongly agree the same. Yet, fifteen point twenty five percent (15,25%) of the participants disagree.

2.6. Discussion and Findings

The results of the questionnaire given to students reveals that most of the participants are aware of the meaning of culture. Both a set of customs, behaviors, values, beliefs and styles of daily life and as a set of architecture, geography, literature, classical music, political issues, arts, and social norms. In which it indicates that they do have a background knowledge about culture.

Therefore, Master One students are obviously open to new cultures and that means they have a rich cultural awareness of the others' culture. Moreover, cultural awareness identifies the background knowledge of your own culture and the others' culture thus, it is important for EFL students to improve their cultural background .Furthermore, students whom aware of their cultural differences and similarities toward the target culture “language that they want to learn” will help having a better understanding and empathy ,and lacking cultural awareness leads to the lack of understanding the others' culture.

Concerning the results representing the importance of translation for EFL students through different kinds of texts, and the direct relationship translation share with culture as the findings shows, translation is one of the best useful and applicable ways to understand the others' culture, language...etc .Also it enhances and affects their reading and writing skills. Therefore, translation is a significant and a beneficial way to use in cross-cultural classrooms.

2.7. Teachers' Questionnaire

2.8. Sample of the Questionnaire

From the total population of (30) teachers of English department at Abbes Laghrour University, (15) Teachers were randomly selected as a sample for this research.

2.9. Structure of the Questionnaire

(15) Teachers of English department contributed to answer the questionnaire designed for this research. It is consisted of (15) questions (open-ended questions) where students are asked to give their opinions and provide a certain explanation for their choices. Also, the use of the (yes/no) questions. Moreover, asking them to choose from several questions the suitable answer that is compatible with their choice.

This questionnaire is divided into three sections: cultural awareness, translation and their relationship.

Section One: Cultural Awareness and Understanding (Q 01-Q 05)

The first section is designed to investigate the importance of enhancing the cultural awareness and understanding of EFL students. Moreover, culture become an essential element in today's foreign language teaching thus, this section is structured to investigate the students' perception toward the target culture.

Section Two: Learning Culture by The Use of English Language Literary text "Translation" (Q 06-Q11)

This section is devoted to acknowledge teachers' use of the English language and the literary texts to learn and know about culture (Translation). Also, to investigate the relationship between translation and culture and how it rises students' cultural awareness.

Section Three: Improving the EFL Students' Cultural Awareness

Section three is structured to see how teachers interfere and improve their students' cultural awareness by using translation, and the role translation play in the foreign language classrooms.

2.10. Analysis and Interpretation of the Results

Section One: Cultural Awareness and Understanding

Question 01: Do you think that teaching culture of the target language is an important step for EFL students'?

Table 16: Teaching culture and its importance to EFL students

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100

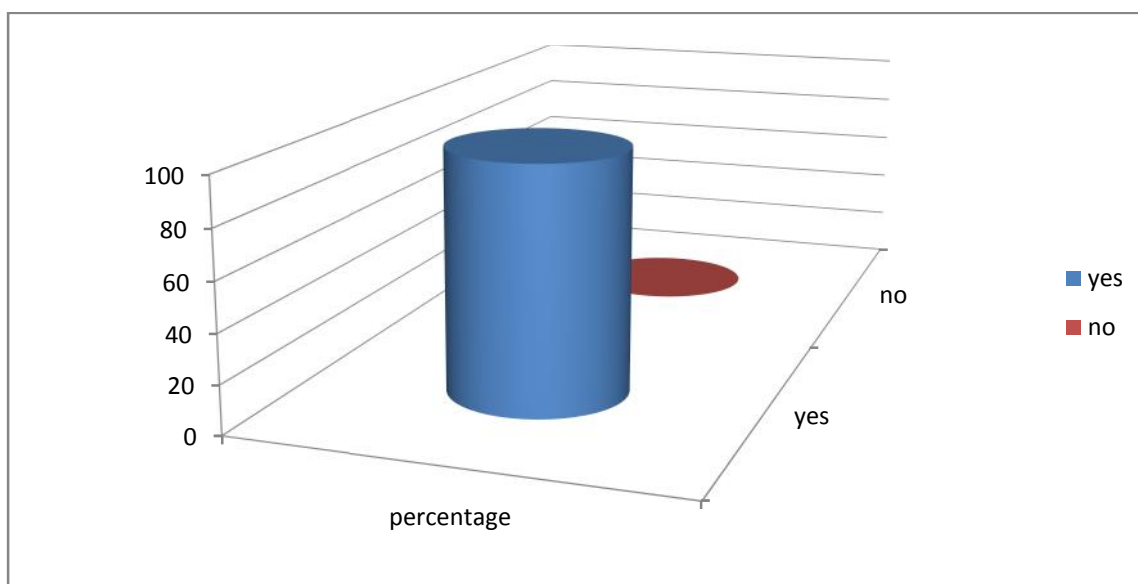


Figure 16: Teaching culture and its importance to EFL students

As shown in table number sixteen and figure number sixteen. One hundred percent (100%) of the respondents totally agree about the importance of teaching the target language's culture to EFL students.

Question 02: Does cultural awareness help your students to recognize their own cultural identity?

Table 17: Students' cultural identity and cultural awareness

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100

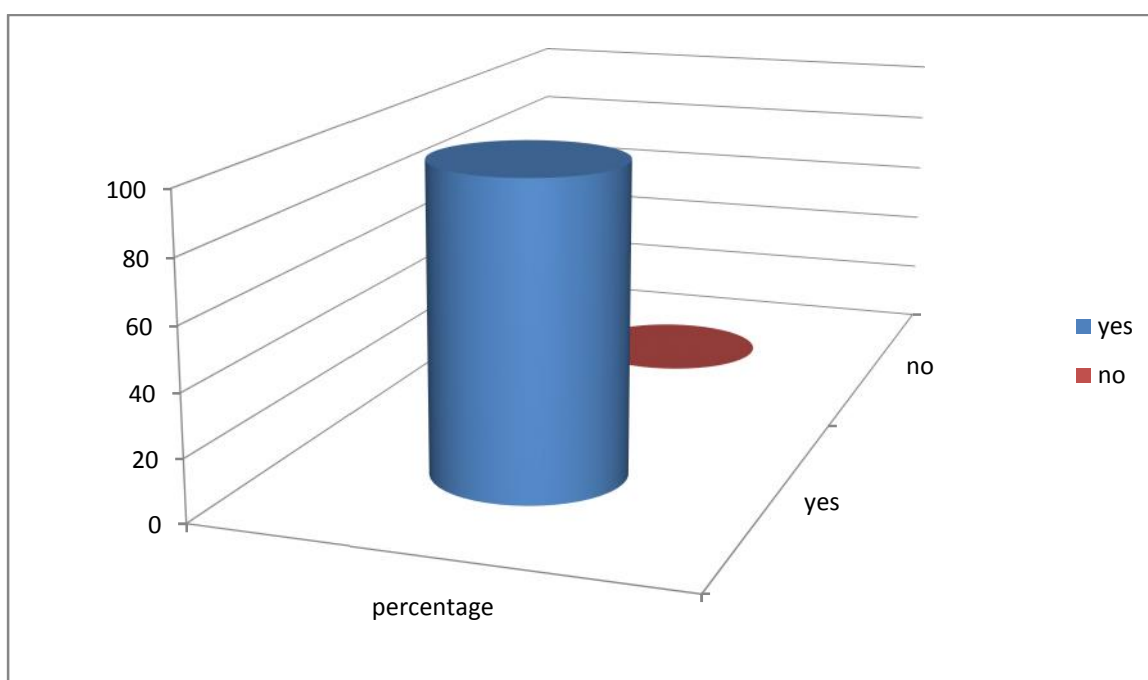


Figure 17: Students' cultural identity and cultural awareness

The result acquired from table (17) and figure (17) shows that a one hundred percent (100%) of teachers are sure that having a sufficient cultural background

knowledge is a must for students' realization of their own identity. Thus, it will help them build a better understanding of themselves.

Question 03: Do you agree that enhancing your students' cultural awareness will facilitate their understanding of the other cultures and people from different backgrounds?

Table 18: understanding the others and improving students' cultural awareness

Option	Number	Percentage
Agree	8	53.33%
Strongly agree	7	46.66%
Disagree	0	0%
Strongly disagree	0	0%
Total	15	100

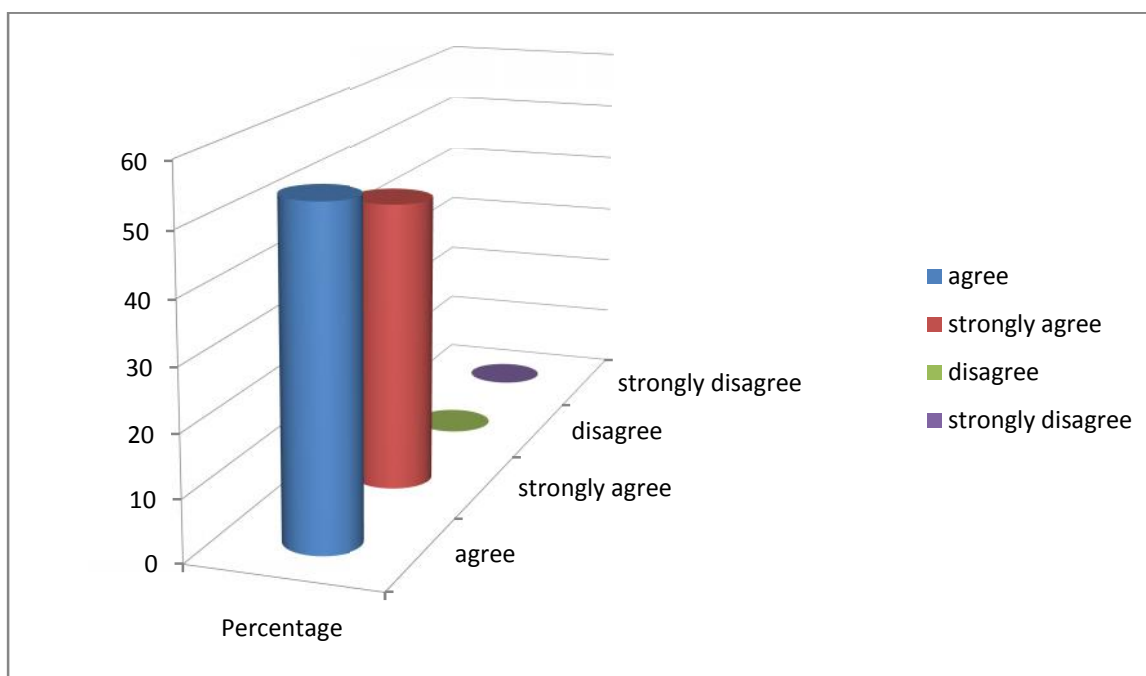


Figure 18: understanding the others and improving students' cultural awareness

The above table (18) and figure (18) represents our participants positive opinions toward rising their students' cultural awareness and the way it will facilitate the process of understanding the world around them. Fifty three point thirty three percent (53.33%) of them agree, and forty six point sixty six percent (46.66 %) were strongly agree.

Question 05: Do you agree that the lack of cultural awareness leads to the difficulty of understanding the others' culture?

Table 19: lacking the cultural awareness and Understanding the others' culture

Option	Number	Percentage
Agree	13	86.66%
Strongly agree	0	0%
Disagree	1	6.66%
Strongly disagree	1	6.66%
Total	15	100

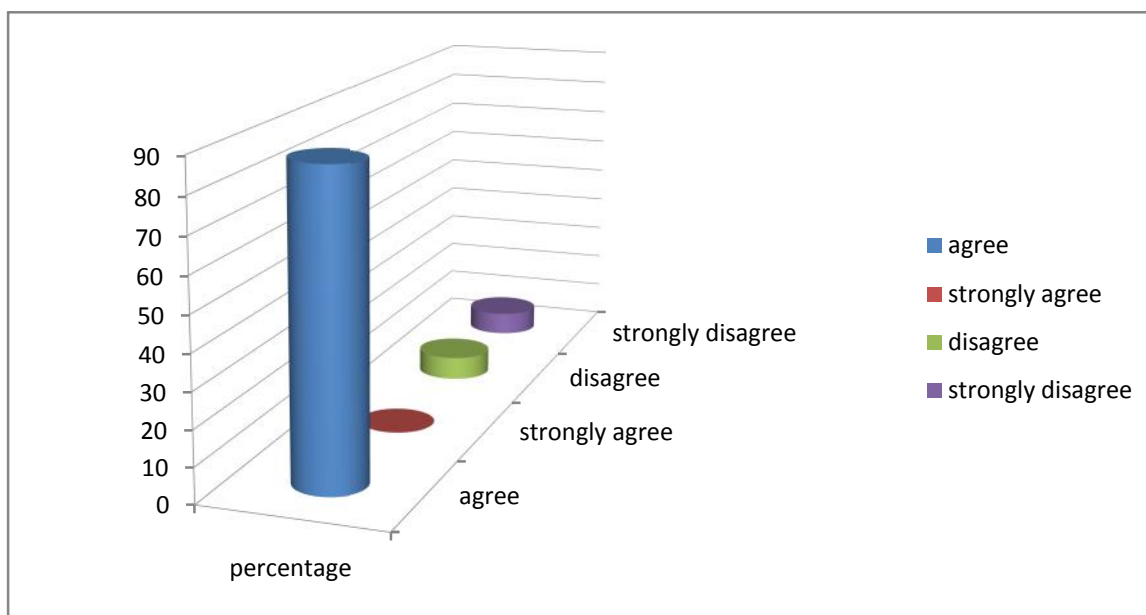


Figure 19: lacking the cultural awareness and Understanding the others' culture

The result shown in figure (19) and table (19) indicates that the majority of teachers were confident that lacking cultural awareness will lead to lack understanding the others' culture. Thus, eighty six point sixty six percent (86.66%) of the participants were positive, and the remaining six point sixty six percent (6.66%) were the opposite.

**Section Two: Learning Culture by The Use of English Language Literary text
“Translation”**

Question 06: Does promoting literary texts help in building students' cultural awareness?

Table 20: Building students' cultural awareness by promoting literary texts

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100

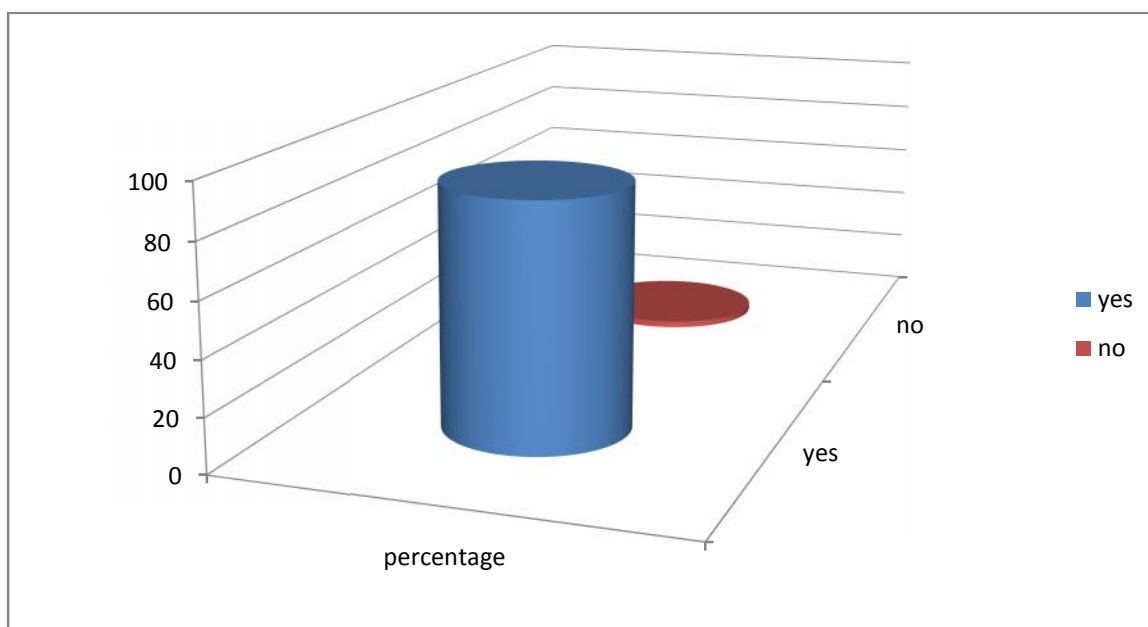


Figure 20: Building students' cultural awareness by promoting literary texts

The results obtained from This question displays to what extent does the use of the literary texts may assist building EFL students’ cultural awareness. Hence, a one hundred percent (100 %) of the participants positively agree by choosing (yes).

Question 07: Does the process of translation serve enriching your students’ cultural awareness?

Table 21: Using the process of translation to enrich students’ cultural awareness

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100

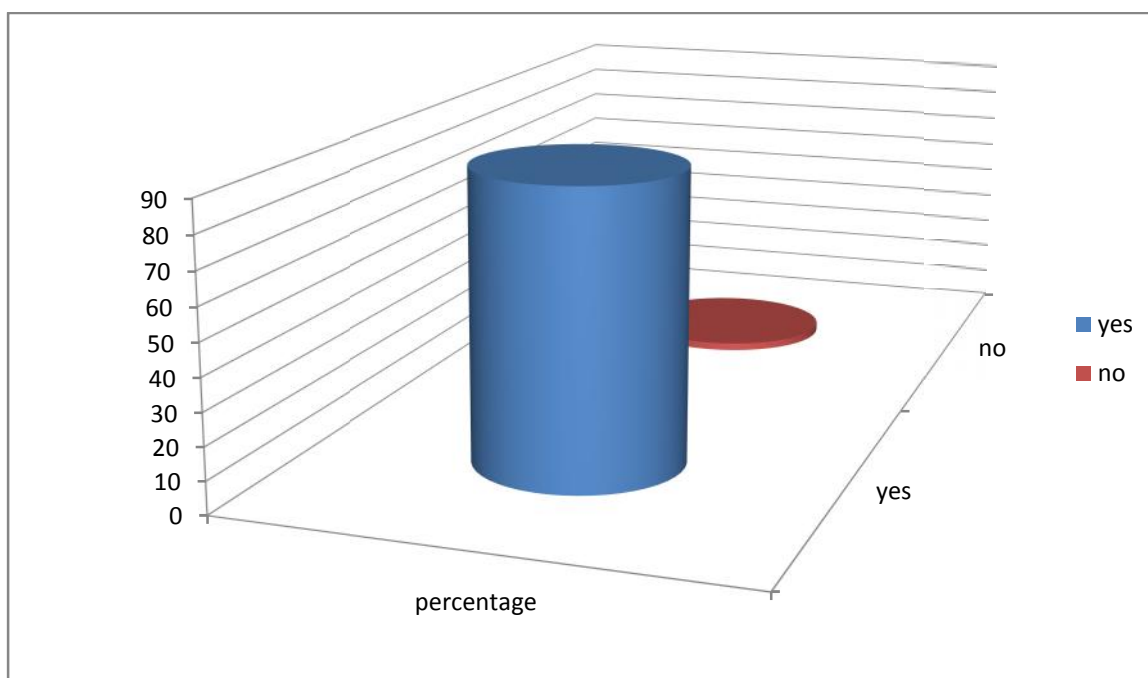


Figure 21: Using the process of translation to enrich students’ cultural awareness

The participants answering question number (07) were a one hundred percent (100%) clearly positive of the idea of Using the process of translation to enrich students’ cultural awareness.

Question 08: In your opinion does translation have a direct and tight relation with culture?

Table 22: The relationship between culture and translation

Option	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100

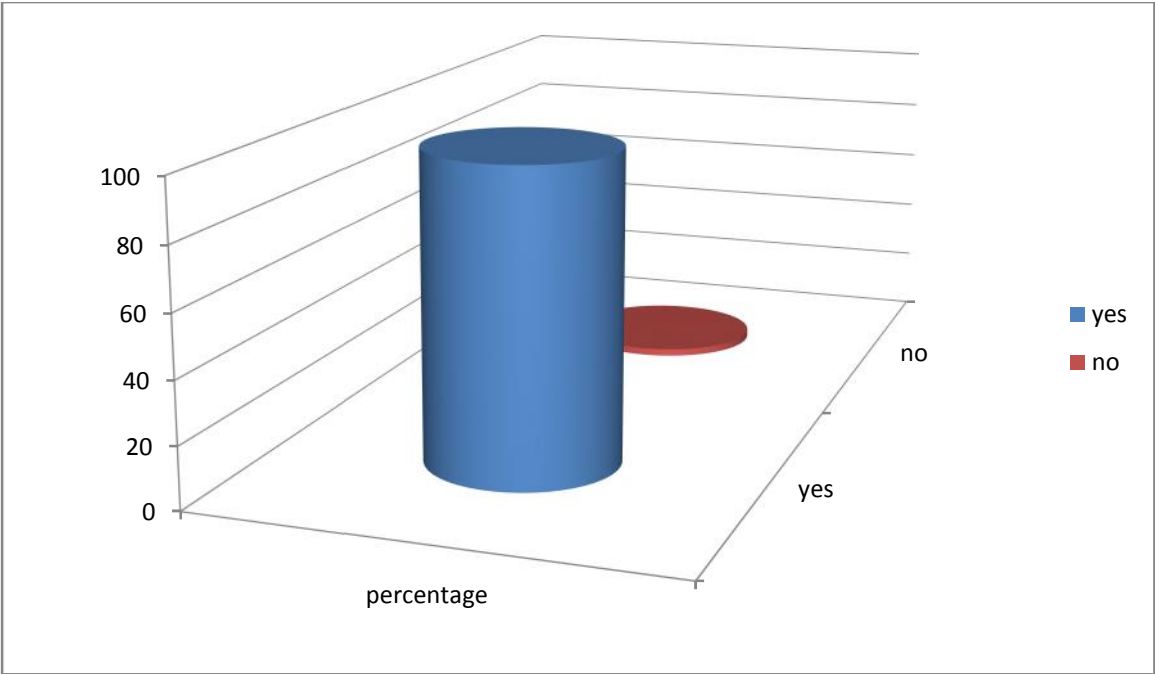


Figure 22: The relationship between culture and translation

The table (22) and Figure (22) shows that the howl sample are a one hundred percent (100%) certain that culture and translation are inseparable.

Question 09: Do you agree that translation is important for EFL students'?

Table 23: The importance of translation for EFL students

Option	Number	Percentage
Agree	12	80%
Strongly agree	3	20%
Disagree	0	0%
Stronglydisagree	0	0%
Total	15	100

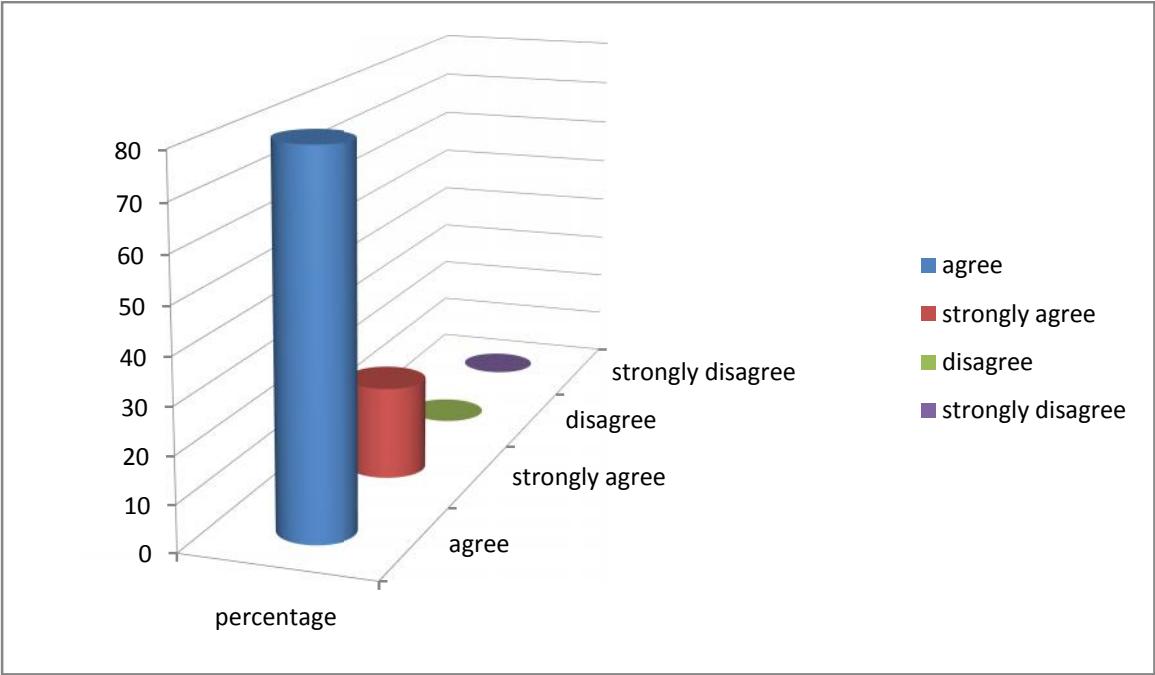


Figure 23: The importance of translation for EFL students

The question number (09) is designed for the participants to show their attitude toward the idea of the importance of translation for EFL students. Hence, eighty hundred percent (80%) agree, whereas the rest twenty percent (20%) strongly agree.

Question 10: Do you agree that understanding the translated texts is generally a difficult task to study?

Table 24: The translated texts difficulty

Option	Number	Percentage
Agree	7	46.66%
Strongly agree	1	6.66%
Disagree	7	46.66%
Strongly disagree	0	0%
Total	15	100

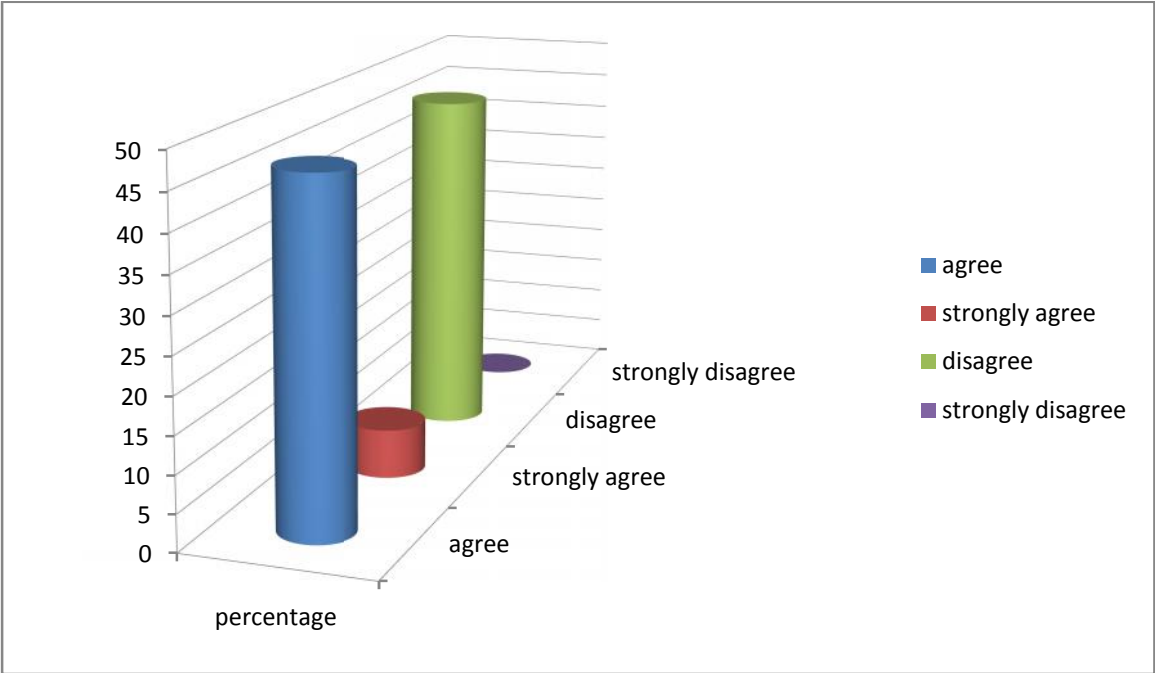


Figure 24: The translated texts difficulty

The above table (24) and figure (24) reveals that forty six point sixty six percent (46.66%) of the respondent sare certain that understanding and studying the translated texts is a difficult task. However, the same percentage of forty six point sixty six percent (46.66%) was given to the opposite party of the participants.

Section Three: Improving the EFL Students' Cultural Awareness

Question 12: Do you involve your background knowledge and experience about the texts given to your students for better analysis and thoughtful interpretations?

Table 25: The use of teachers' background knowledge and experience in classroom

Option	Number	Percentage
Yes	12	80%
No	3	20%
Total	15	100

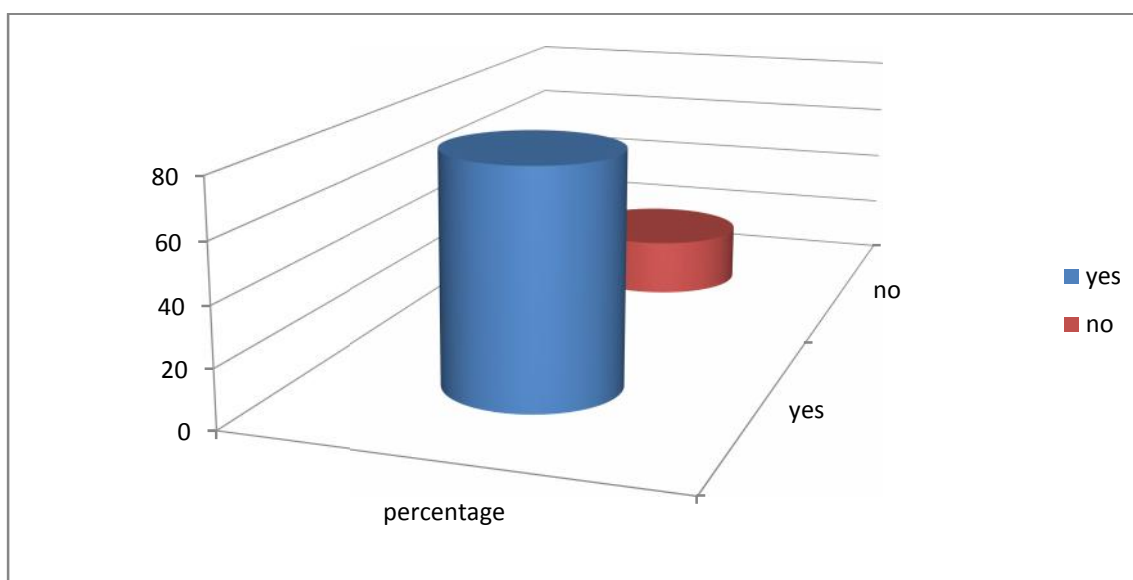


Figure 25: The use of teachers' background knowledge and experience in classroom

This question indicates that eighty percent (80%) of the teachers indeed make use of their knowledge and past experiences to provide a better explanation for their students. Yet, the remaining twenty percent (20%) of the respondents did not really make use of what they already possess as teachers to assist their students in the mentioned subject above.

Question 14: In your opinion, teachers should devote time for their students to train them how to adapt to translated texts?

Table 26: Devoting time for reading and adapting to the translated texts

Option	Number	Percentage
Yes	14	93.33%
No	1	6.66%
Total	15	100

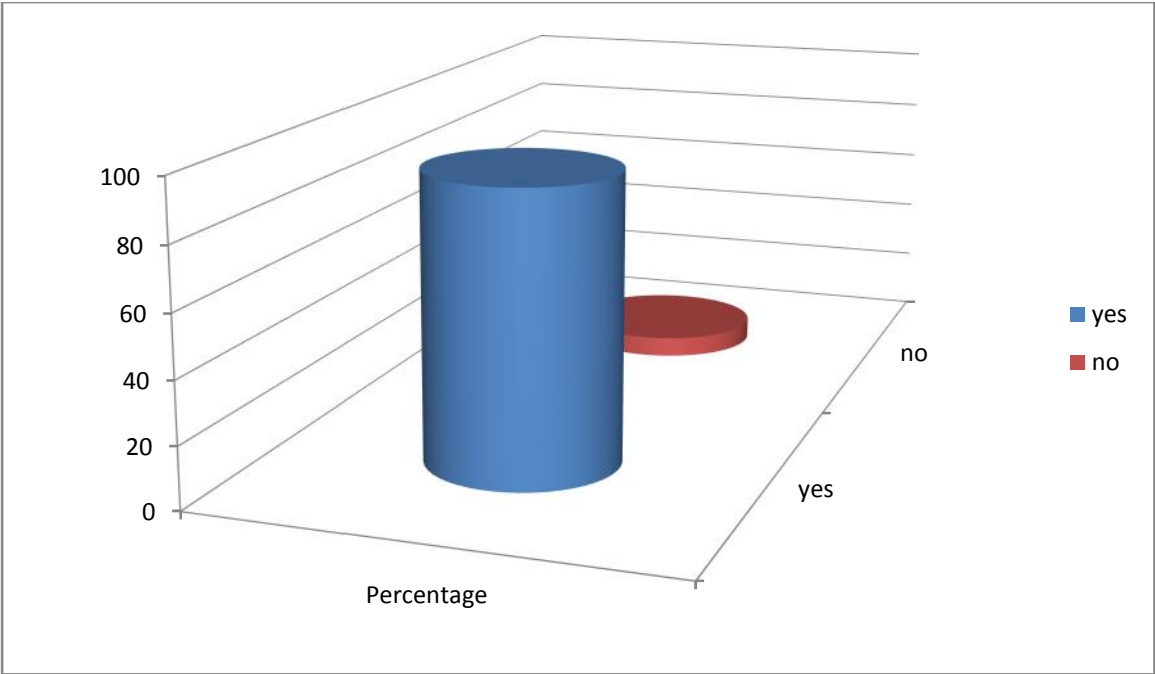


Figure 26: Devoting time for reading and adapting to translated texts

The table number (26) and figure number (26) represents teachers’ choice for whether to devote time training their students to read translated texts or not. Thus, ninety three point thirty three percent (93.33%) of the participants were convinced on devoting time for learning the translated texts and the rest of six point sixty six percent (6.66%) did not agree.

Question 15: Does translation enhances your students' critical thinking and thus improves their writing and reading skills?

Table 27: The use of translation to rise students' critical thinking, reading and writing skills

Option	Number	Percentage
Yes	14	93.33%
No	1	6.66%
Total	15	100

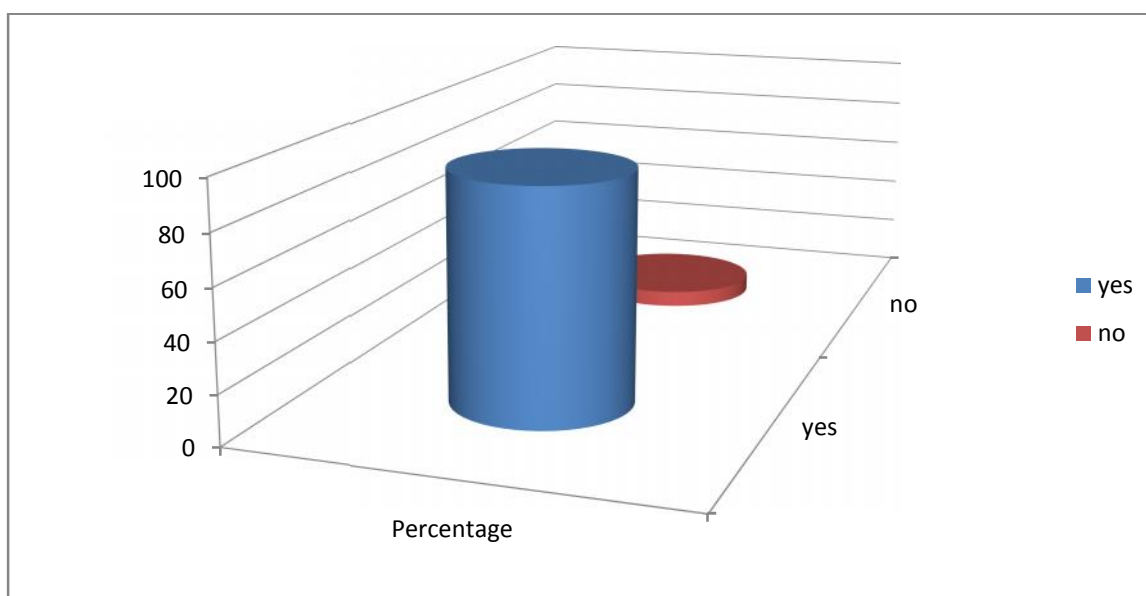


Figure 27: The use of translation to rise students' critical thinking, reading and writing skills

This question aims to indicate the great role that translation playon improving the students' critical thinking, reading and writing skills. Thus, ninety three point thirty three percent (93.33%) of the participants positively agree on the mentioned above .Whereas, six point sixty six percent (6.66%) sees it the otherwise.

2.11. Discussion and Findings

The findings shows that most of EFL teachers does make use of their experience and background knowledge to assist their students having a better understanding and a thoughtful interpretations toward the translated texts. That is to say, it means that acquiring the ability to read and break the literary texts meanings (translated one) is considered as a fifth skill that students should have and master.

Also, teachers tend to encourage their students to make relations between different texts and its cultural background. They insists on devoting time for the students to acquire a thoughtful understanding and read the translated texts .With the total sample of ninety three point thirty three percent(93.33%) of the respondents positively supporting the idea.

Moreover, majority of the participants says that the lack of students' previous background knowledge with a particular topicis one of the possible difficulties that students may face while exposed to translated texts. Thus, this conforms the thought behind the tight relation of translation with both reading and writing skills.

As shown in the results gathered from question number nine (09) to see how teachers view the importance of translation in improving students writing and reading skills hence, enlarging their background knowledge in which in turns is reflected on their way of thinking and writings.

The total sample agreed on the idea of representing the effect of translation to build students' critical thinking. Thus, it will eventually make them open-minded toward the world.

.A percentage of forty six point sixty six percent (46.66%) was equally distributed between the two choices of whether the translated texts are generally a difficult task to study or the otherwise. In addition, a total of one hundred percent (100 %) of teachers where confident that translation have an essential role in cross-cultural classrooms.

Furthermore, the whole sample agrees that translation and culture are inseparable and both serves enriching EFL students' cultural awareness. That is to say, culture plays a great role in teaching.

Students' lacking cultural awareness will lead to unpleasant misunderstandings and terrible communication with others from different cultural backgrounds. So, translation is considered as a great solution to overcome such an issue. It presents various kinds of knowledge and thus, it will help students to have a broader understanding of the target language.

Conclusion:

This chapter has adapted an outlined findings' and a through fall analysis of both teachers and students' questionnaire to investigate the significance of translation in EFL classrooms, also to what extent the use of translation may improve students' cultural awareness. Both teachers and students agree about the essential role translation play in enhancing students' skills.

The results obtained from the questionnaires have answered our research questions. Therefore, teachers and students have a positive attitude toward the use of translation in EFL sessions to rise students' cultural awareness.

Moreover, it is found that most students are quietly familiar with the process of translation hence, it helps them understanding the relationship between different texts they are exposed to.

Furthermore, the use of translation in foreign language classrooms allows students to have a better understanding of literary and other different kinds of texts. It also, rises their reading and writing skills and improve their own cultural background knowledge.

To sum up, translation helps students enriching their awareness toward the others' culture. So, according to the results represented, translation is used in foreign language classrooms in which it enhances students' cultural awareness.

General conclusion

General Conclusion:

The main purpose of this research is to investigate the importance of using translation in EFL classrooms through examining to what extent the use of translation may help in enhancing students' cultural awareness.

Our study is designed for EFL Master one students of the English Language Department at Abbes Laghrour University of Khenchela. In order to fulfill our goals, this study bases on three core research questions: (1). To what extent may the use of translation increase students' cultural awareness? (2). Do teachers refer to other texts when they teach Literature? (3). Does using translation in foreign language classrooms have a positive impact on students' cultural awareness?

In order to answer our research questions, we structured this study that is consisted of two chapters: 01. the theoretical background of our variables(translation and cultural awareness). 02. the field of work.

The first chapter is designed to discuss translation(literature review) in EFL classes, and the relationship between translation and cultural awareness. Whereas, the second chapter is the practical part. Hence, it includes the research methodology and the results that tackled the study, also the sample, and data gathering tools, plus the findings and the results.

The majority of the results collected from the two questionnaires revealed that cultural awareness is an important element in EFL classroom. In addition, they showed that Master one students do have a previous thought about cultural awareness yet, they fail due to lacking a proper cultural background knowledge. Moreover, as shown in the results the majority of teachers thinks that translation is one of the best and suitable ways to improve students' cultural awareness, and it reveals a fact that following the process of translation can be a useful tool to build and rise a cultural awareness understanding. Furthermore, previous studies that are done within the criteria of our study showed a similarly positive reactions and responses toward our subject.

Thus, according to the outcomes of this research, we draw a conclusion that including translation in teaching a foreign language can enhance EFL students' cultural awareness.

Recommendations:

Basing on the outcomes of our research and taking into consideration both teachers and students' opinions, a set of recommendations are suggested:

- 1.** Teachers and students agree that cultural awareness is a significant element in EFL classrooms. Thus, it is recommended to give more focus on using and teaching cultural awareness to rise learners' awareness of the cultures around them besides their own.
- 2.** Culture is important in learning and teaching a foreign language thus it should be included in schools' curriculum.
- 3.** Using various kinds of texts such as visual texts or printed one to build a good knowledge about their learning and engage them in additional literary tasks.
- 4.** Making use of the strategies of translation such as (Adaptation, Borrowing, Equivalence) and enhancing them during EFL contexts.

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Appendix 01

Questionnaire to Teachers

Dear teachers,

Currently, we are investigating the use of translation to enhance EFL students' cultural awareness at Abbas Laghrour University. Thus, we will be so grateful if you participate in our questionnaire. Please place an (x) mark in the box that suits your answer the best and provide full statement when necessary.

Section One: Cultural Awareness and Understanding

1. Do you think that teaching culture of the target language is an important step for EFL students'?

Yes

No

2. Does cultural awareness help your students to recognize their own cultural identity?

Yes

No

3. Do you agree that enhancing your students' cultural awareness will facilitate their understanding of the other cultures and people from different backgrounds?

Agree

Strongly agree

Disagree

Strongly disagree

4. What are the most significant aspects of cultural awareness your students must consider?

.....
.....

5. Do you agree that the lack of cultural awareness leads to the difficulty of understanding the others' culture?

Agree	<input type="checkbox"/>
Strongly agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>

**Section Two: Learning Culture by The Use of English Language Literary text
“Translation”**

6. Does promoting literary texts help in building students' cultural awareness?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

7. Does the process of translation serve enriching your students' cultural awareness?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

8. In your opinion does translation have a direct and tight relation with culture?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

9. Do you agree that translation is important for EFL students'?

Agree	<input type="checkbox"/>
Strongly agree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>

Strongly disagree

10. Do you agree that understanding the translated texts is generally a difficult task to study?

Agree

Strongly agree

Disagree

Strongly disagree

Justify:.....
.....

11. What are the possible difficulties your students may face while exposed to translate texts?

.....
.....

Section Three: Improving the EFL Students' Cultural Awareness

12. Do you involve your background knowledge and experience about the texts given to your students for better analysis and thoughtful interpretations?

Yes No

13. What did you gain from following and using the process of translation in your classroom?

.....
.....

14. In your opinion, teachers should devote time for their students to train them how to adapt to translated texts?

Yes No

15. Does translation enhances your students' critical thinking and thus improves their writing and reading skills?

Yes No

Thank you.

Appendix 02

Questionnaire for Students

Dear students,

We are currently investigating the use of translation to enhance EFL students' cultural awareness at Abbes Laghrour University. Thus, it will be much appreciated if you participate in our questionnaire. Please place an (x) mark in the box that suits your answer the best and provide full statements when necessary.

Section one: Cultural Awareness and Understanding

1. What does culture mean to you?

a) A set of customs, behaviors, values, beliefs and styles of daily life.

b) A set of architecture, geography, literature, classical music, political issues, arts, and social norms.

c) Both of them

2. Are you open to new cultures and people from different backgrounds?

Yes No

3. If yes, Cultural awareness is knowing your own culture besides the others' culture, thus, do you think that it is important for EFL students to improve their cultural background knowledge?

Yes No

4. Do you agree that students whom aware of their cultural differences and similarities toward the target culture “language that they want to learn” will help having a better understanding and empathy?

Agree

Strongly agree

Disagree

Strongly disagree

5. Do you agree that lacking cultural awareness leads to the lack of understanding the others’ culture?

Agree

Strongly agree

Disagree

Strongly disagree

Justify.....

.....

**Section Two: Learning Culture by The Use of English Language Literary text
“Translation”**

6. Does your teacher engage you in further literary tasks during sessions?

Yes No

7. Does involving literary texts in your learning experience help you in building your cultural awareness?

Yes No

8. Translation is a process that helps people who speak different languages understand each other's viewpoint and can maintain a healthy contact. Thus, do you think that it is important for EFL students to know how to learn through the translated texts?

Yes No

09. Do you think that translation have a direct relation with culture?

Yes No

10. Do you agree that translation is one of the useful and applicable ways to understand the others' culture, language...?

Yes No

How is that? Can you provide a brief explanation?

.....
.....

11. Do you face any difficulties when you are exposed to translated texts?

Yes No

If yes, what are those difficulties?

.....
.....

12. Does translation improve your cultural awareness?

Yes No

If yes, explain how?

.....
.....

Section Three: Improving the EFL Students' Cultural Awareness

13. Does your teacher engage him/herself to help you with the translated texts for better analysis and interpretations?

Yes No

Justify.....
.....

14. Do you think that translation influences your writing and reading skills?

Yes No

15. Do you agree that the use of translation is a beneficial way in cross-cultural classrooms?

Agree

Strongly agree

Disagree

Strongly disagree

If you agree, explain for us

.....
.....

Thankyou.

تهدف هذه الدراسة الى التحقق من تأثير الترجمة على الوعي الثقافي لمتعلمي اللغة الانجليزية كلغة اجنبية في جامعة عباس لغرور. تعتبر الترجمة منهجا مهما والذي يجب على الطلبة معرفته و التمكن فيه. هذه الدراسة تركز على سؤالين اللذان من خلالهما تمكنا من تشكيل و بلورة نظرة عامة حول طريقة تفكير كل من اساتذة و تلاميذ اللغة الانجليزية اتجاه الترجمة. لأجل تحقيق الهدف المبتغى من هذا البحث اعتمدنا على الدراسة الوصفية كمنهجية الى جانب تبنينا استبيانين وجها الى خمسة عشرة استاذًا و تسعة و خمسون تلميذا كأداة لجمع البيانات اللازمة. و قد اظهرت النتائج النهائية عن فعالية الترجمة في رفع و تحسين الوعي الثقافي لمتعلمي اللغة الانجليزية كلغة اجنبية .

الكلمات المفتاحية: الترجمة ، الوعي الثقافي، طلبة اللغة الانجليزية، تحسين، منهجية البحث الوصفي، استفتاء.