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**An Investigation on EFL Surdent's Stratigies in Translation  
A Case of EFL Learners of Abbes Laghrou University -Khenchela-**

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

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## **Dedication**

First and foremost, I would like to present my thanks to our God, our creator, Allah, for his mercy and his unconditional love, for every lesson and every blessing. Thank you God always and forever.

This work is dedicated to a dearest person, my first teacher, whose presence brought life to everything and whose absence brought hurting pain. To the person who waited so long for this day to come, but unfortunately he couldn't make it, to my brother, Boudhial peace be upon him.

I dedicate this work also to my loved precious Mother, the symbol of tenderness, my father, the symbol of patience, to my brothers: **Abdnour , Sitou, Assil**, Sisters, **Dalila, Razika**, and close friends and to my partner in this work, Wafa, who has been by my side all along this journey.

**Khellaf Amel**

## **Dedication**

This dissertation is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and me strength when I really needed push up, who Continually provide their moral, spiritual, emotional, and financial support, especially my dear father, who have been always there for me, my guide, protector, my friend, thank you I will always love you.

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"To all the members of our families, and closets friends "

## **Absract**

This study was conducted to discover the extent to which student strategies act as a facilitator and a helping tool for translation. It aims at exploring the positive impact of these strategies on translation. It has been said that EFL students suffer from several problems on their translation classes, where they can not practice comfortably. As a solution to this problem, students strategies interfere in such case and facilitate the translation process with all its stages with remarkable tips and methods, providing the students with better understating and making the learning process smooth and fun. The data analysis procedure was based on the quantitative approach, where an online questionnaire was used as a data gathering tool. This questionnaire, which was designed for the requirement of data results and findings, showed revealed positive attitudes of student towards translation, they confessed that they liked translation courses and consider it fun. Results also showed that the strategies that students use in translation seem to be affective and very helpful in learning and practicing translation. Thus, teachers should focus more on this kind of strategies and help them to get to know them more.

### **Keywords:**

Translation, Students Strategies, Performance, Practice, Learning, Translation course.

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## **List of Abbreviations**

**EFL:** English as a Foreign Language

**SC :** Source Culture

**SL :** Source Language

**SLC:** Source Language Culture

**ST :** Source Text

**TC :** Target Culture

**TL :** Target Language

**TLC:** Target Language Culture

**TT:** Target Text



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**الملخص**

# General introduction

## **1. Statement of The Problem**

Throughout the decades, languages have been proved to be the most effective and almost the only way for communication next to verbal communication and other ways. Languages are considered the key for people around the globe to express their thoughts, feelings and more. Thus, people today tend to examine and learn other people's and other cultures languages and the easiest way to facilitate that is using translation.

Translation is a global notion now due to its unbelievable importance such as gathering people from different cultural backgrounds into one scope. It's considered by many language scholars an art, a solution and an interesting field of study.

Translation may seem easy as you are aware of both The SL and the TL, but this does not mean that you are ready to translate, moreover, a translator needs to take in consideration several aspects in the process of translating and will face some obstacles if they did not. The live example of what has been just said is master EFL students at the university of Abbes Laghrour Khenchela, where a lot of students have been facing numberless difficulties when it comes to translating, but this didn't stop them from carrying on with their translation courses, rather than that, they came up with some known strategies that helped them in their translating process.

## **2. Questions and Hypothesizes**

- From the aforementioned introductory statement, it would be convenient to ask the following questions:
  - Are students able to translate effectively or not ?
  - What are the types of problems faced by students while translating from Arabic to English?
  - What types of strategies that are adopted by students in confronting any kind of

problems during the translation process ?

These questions in turn led us to formulate the following hypothesis:

We hypothesize that if EFL students followed several strategies while translating, their translation will be improved. We also hypothesize that if EFL students were informed well about translation and that concerns it, their translation skills will be strengthened.

### **3. Background of The Study**

During the past decades, there has been numerous researches in the field of translation where researchers and translators tried to trace back the exact origins of translation and its first appearance.

Basically, the beginning of translation can be captured when people started to speak languages, where there were some people who wanted to know more than one language. The first recorded translation dates back to 196 BC, and it is known as the Rosetta Stone, which was used to engrave Hieroglyphics from Eblaite, Sumerian, and many other languages. However, it is said that translations appeared since men could speak languages, way earlier than 196 BC. On the contrary to popular belief of the Bible being the first model of translation as it was written down around 300–400 years later, it is not the first work to be translated, but it was one of the first translations that's copies are still saved and one of the most sizeable translations that had a huge impact on the world as we know till today.

As the origins of the word translation is derived from the Latin word translation, which means carrying or bringing a text from one language to another, many assume that the word of translation is originated from Latin and Greek. This was assumed due to the fact that the first ever translation that the world has witnessed was the translation of Hebrew Bible into Greek, where the detached Jews had forgotten their inherited language, Hebrew, so the Bible was

## *General introduction*

translated into the Greek language to make it easier for them. Yet, this can't be taken as an absolute fact because of the idea that translation existed with the existence of language.

Another theory which claims that translation has Greek origins is the word *Metaphrase*, which is taken from the Greek word *Metaphrasis*, meaning “to speak across.” Moreover, the meaning of *Metaphrase* stands for the exact word-to-word translation, which is in contrast to the word *Paraphrase* that usually stands for “saying something in other words.”. Language historians argued that these words were discovered by Cicero in Horace in Rome, and their usage was kept alive by Dryden throughout the 17th century.

So, the origins of translation can't be traced exactly because it was there since language were used, but the word translation itself originates from Greek which means that they are the first ones who used it widely.

### **4. Objectives**

The purpose of this study is to investigate the strategies and tips that students use in translation courses. It tends to discover difficulties and obstacles that prevent students from producing well translated content, moreover, this research paper will try to provide other solutions for the problems that students face during the translation process. The aims of this study are not only focused on the strategies that students use in translation, there is another long term goal for this study which is enhancing the knowledge in this field marking a starting point for further research.

## **5. Methodology**

### **5.1. Method Used**

For carrying on with this study and gathering the information needed, we have chosen the quantitative research approach since it's the most appropriate for such kind of study because of its way in dealing with numbers and anything that is measurable in a systematic way of investigation of a phenomenon (Leedey 1993)

### **5.2. Instruments and Data Analysis**

We opted for a questionnaire survey which will be conducted with master 2 EFL students. Students questionnaires were designed to gather and reveal students attitudes toward translation and student's strategies concerning it.

### **5.3. Study Population**

the study was supposed to be conducted in the department of literature and foreign languages at the university of Abbes Laghrour Khenchela, but since this was cancelled because of the pandemic of the Corona virus and we had to Conduct our study at home and provide our participants with an online questionnaire. Our case study was master 2 EFL students at the university of Abbes Laghrour Khenchela.

### **5.4. Sampling Procedures**

The 50 students who were chosen to be the case study of our reasearch were selected randomly from a population of 150 students. The reason that led us to choose master 2 students is that they have studied translation for 3 years which means that they are aware of the difficulties they face in the translation class and the solutions or strategies they use. In other words, they are the most familiar ones with translation.



## **6. Structure of The Study**

This study is composed of three chapters along with a general introduction and a general conclusion. The first two chapters deal with the theoretical aspects related to the issue under study.

The first chapter develops under two main perspectives, the first one provides a comprehensive framework of translation, highlighting its importance, students techniques and other relevant perspectives. The second perspective is to explore students attitudes towards this notion named translation, with a special reference to some issues students face while translating.

The second chapter digs deeply on the theoretical core of our research. It is based on defining students strategies and providing a brief overview of them. It is based on discussing the role of students strategies and their advantages on translation. This chapter concentrates mainly on how students react and perform to better their translation skills. A small part in this chapter is dedicated to some translation theories that were made in the field of EFL.

The third chapter is the methodological framework of this research work. It provides the description, the administration, the analysis and the discussion of both students and teachers questionnaire results, ending the work with a general conclusion to sum up all what have been done in this research paper.

## Chapter I:

# A Holistic Overview about Translation

## **Introduction**

This chapter is an introductory review to this concept of translation itself with all what should be known. It is based upon two main perspectives, the first one is to emphasize the importance of translation as a field of study, introducing it to the reader with detailed definitions that will be followed with an explanation to its types, significance and strategies. It will also try to take a look back to translation's history to inform the reader with the origins of this notion. The second perspective is made up as a small part dedicated to the students attitudes towards translation. The reason behind Involving this part on this chapter is to try to discover the place and the idea of translation that is taken by students. This part will also try to discuss some obstacles that students face in translation.

## **II. Translation**

### **II.1. Definition of Translation**

Translation may be defined to a lot of people as the communication of meaning from one language to another, but in fact, translation is much bigger than that. It can be seen as an art, a mental activity that needs concentrate and a high level of sensibility. Translation is regarded as a mental activity because it's an act of transferring linguistic entities from one language to their equivalents in another language. Language scalars named the language to be translated as the target language TL whereas the language to be translated into as the source language SL, a translator of a text needs to have good knowledge of both SL and TL, he needs to be able to transmit the writer's thoughts and opinions in the translated version as precisely and faithfully as possible.

Translation has been viewed differently by scholars and scientists due to its prominence. According to (Ghazala, 1995) " translation is usually used to refer to to all the process and methods used to convey the meaning of the source language in to the target language" Ghazala's definition emphasises the notion of meaning as an essential element in the sentence. Thus, understanding the meaning of the source text when translating is important to have the appropriate equivalent in the target text, in other words, it is meaning that is translated in relation to grammar, style and sounds (Ghazala, 1995).

Translation is regarded as a process and a product as well . According to Catford (1995), translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL) ". This definition illustrates the fact that that translation is a process in the sense that is an activity. Performed by people through time, when expressions are translated in to simpler ones in the same language.

On the other hand, translation is a process because it provides us with other cultures and gives us the chance to know them (Yowell and Mutfah, 1999). Another definition of translation given by (Reiss 2000) who describing it as" "a bilingual mediated process of communication, which ordinarily aims at the production of a TL text that is functionally equivalent to an SL text". This illustrates the concept that translation enables both speakers from different cultural backgrounds to understand each other as to respond accurately, avoiding misunderstandings and overlapping.

## **II.2. Types of Translation**

With the emerge of scientific and linguistic studies, many scholars and linguists came to define, describe and differentiate many types of translation. As a result, many types for

translation has been elaborated according to each linguist's own studies and experiences, so the types below are the most common types that has been developed in this field of translation.

As explained by Jakobson (1971), there are three main kinds of translation: intralingual translation, interlingual translation and intersemiotic translation.

**II.2.1. Interlingual Translation:** also known as rewording is a type of translation that can be considered as an interpretation of verbal signs by means of other signs of the same language.

**II.2.2. Intralingual Translation:** or translation proper as Jakobson stated is an interpretation of the verbal signs by means of other language.

**II.2.3. Intersemeotic Translation:** also known with the transmutation is said to be that it's an interpretation of verbal signs by means of signs of nonverbal sign systems.

Catford, another linguist who wrote a book named *A Linguistic Theory of Translation*, explained the notion of translation precisely with a deep explanation to what is believed by him as "Translation's main Types". He suggested 3 broad types of translation in terms of extent, level, and rank.

**1-Full Vs Partial:** this type is concerned with the extent. Catford stated that In a full translation, the entire text is submitted to the translation process, that is very part of the ST is replaced by the TT material. As for partial translation, some part or parts of the ST are left untranslated but transferred to and incorporated in the TT

**2-Total Vs Restricted:** this one is related to the levels of language involved in translation. Total translation can be defined as what is most usually meant by 'translation', that is,

translation in which all its levels of the ST are replaced by the TT material. However, total translation is a misleading term because even though the total replacement is involved, it is not a replacement by equivalents at all levels. The best definition for total translation is: the replacement of ST grammar and lexis by equivalent TT grammar and lexis with consequential replacement of SL phonology and graphology by non-equivalent TT phonology and graphology. Restricted translation is said to be the replacement of ST material by equivalent TT material at only one level. That kind of translation is based on the phonological or at the graphological level or on one of the two levels of grammar and lexis.

**3- Ranks Translation:** is the third type of translation in Catford's book and it is mainly based on the rank in a grammatical or a phonological hierarchy where translation equivalence is established.

Another combination of two types of translation established by Larson (1998), who declared that translations is a set that can be varied into two main parts. The first one is named Form-Based Translation, also known as the literal translation, is a type of translation that attempts to follow the form of the SL and. The other type is called Meaning-Based Translation which is based mainly on communicating the meaning of the ST in the natural forms of the TL, it is also known with the idiomatic translation. Within this, Larson (1998) stated that ' it is not easy to consistently translate idiomatically. A translator may express some parts of his translation in very natural form and then in other parts fall back into a literal form. Translations fall on a continuum from very literal, to literal, to modified literal, to near idiomatic, and then may even move to be unduly free.

### II.3. History of Translation

Translation is an ancient study just as any other language study, its history can be traced back to hundreds of years BC. Simply, it's a notion that has been developing since a very long time.

Translation has appeared for the first time around 300 B.C. where The dispersed Jews forgot their ancestral language, Hebrew and needed the Bible to be translated into Greek so they could be able to read it. For the sake of the bible to be translated, they made each translator work in solitary confinement in his own cell, and according to legend, seventy versions were produced and all were proved to be identical.

In the 2nd century BC, art started to spread in Rome and they started to adapt the Greek comedies turning it into plays counting mainly on translation.

In 199 BC, language scholars started to give attention to this aspect of translation and they started to set some rules. The first rule that has been developed in this field of study was set by Jerome, a famous scholar back then who stated that translation should be based on sense-for-sense translation not word-for-word translation, he claimed that while translating, the translator should focus on finding the appropriate meanings, not the words.

Throughout the years and with the emerge of languages and science, language scholars started publishing books concerning translation, and one of the first authors who wrote about translation was Cicero, who published a book in 55 BC, entitled "Catiline Oration of Cicero, Literal Translation". His book discussed the literal translation in details and famously cautioned against translating "word for word" .

In 1200, the first school of translation was built, its name was "Toledo School of Translators" and it was named after its creator Toledo. The purpose of this school was to translate philosophical, religious, scientific and medical works from Arabic, Greek and Hebrew into Latin.

Shortly after, numerous changes and research have occurred in the field of translation and most remarkable one during that time precisely in 1300 was the one of Roger Baker, a linguist who made some research on how to be a good translator and came to a point that that a translator should have enough knowledge of both the source language and the target language to produce good translation content.

The first academic and fine translations into English were established by Geoffrey Chaucer in the 14th century. Chaucer translated the "Roman de la Rose" from French, and Boethius' s works from Latin. He was the first one to produce a well translated content from all sides following all the rules.

The emerge of translation continued to prosper and in 1791, The first essay on the principles of translation was established and produced by Alexander Tytler who emphasized that assiduous reading is a more comprehensive and a helping guide to a language than are dictionaries.

In 1957, James S. Holmes marked the beginning of translation studies, followed by the creation of new institutes specializing in teaching it. This discipline of translation studies was developed shortly after it has appeared and in 2005, it became an academic interdisciplinary that includes many fields of study such as the comparative literature, computer science, history,



linguistics, philosophy, semiotics and terminology with the need for translators to choose a specialty in order to be trained accordingly.

The latest emerge in the field of translation was in 2010, where a transition software created to help translators and even students to translate effectively.

The exact and the whole history of translation can't be traced precisely because of it's wide, and there has been multiple changes and new ideas too even after 2010. But what was mentioned above is a summary for everything important in the field of translation.

#### **II.4. The Importance of Translation**

No one can deny the important role of translation in the communication process, it may seem for many people that the importance of translation lays only in the field of language and communication, but its significance in our daily life is extensively multidimensional.

Although it could not be summed up, we tried to sum up the importance of translation in these following points :

**II.4.1. Facilitates the Worldwide Communication:** the word “Translation” itself refers the transition of one language to another language which means it helps the process of understanding the other people's cultures and even more. It makes it easy for people to connect with each other and get to learn each other's language with a thorough understanding meaning and the surrounding context. Translation makes the understanding process much easier and facilitates the spread of the message to a wide range of audience which makes them unite and value each other's cultures. It breaks language barriers and helps connecting people from different regions giving them humorous chances to live, study and work in other cultures.

**II.4.2. Enables A Global Economy:** with the advance and development of communication and travel, geography is not actually a barrier now to do and practice business. Companies benefit from working overseas taking the advantage of the lower cost of products and services in some countries, the professional and industrial expertise of others, and additional markets to trade in. When they trade in countries with a different native language, they need high-quality translation and an overwhelming know to the culture of knowledge in order to communicate effectively. When translation is demanded, there are opportunities for translators. They should learn the needed skills to practice at a high level, and perhaps even contribute to advancing the field even further.

Looking ahead, and with English is being the world's most prominent language nowadays, it may not always be. When a market emerges fast, like the Chinese market during the recent years, the demand for translation to and from its native language is also likely to increase, this emphasizes the importance of translation as a facilitator to the global economy.

**II.4.3. The Spread of Information and Ideas:** there is no doubt that translation is necessary for the spread of information, knowledge, and ideas. Actually it's more than necessary for effective and empathetic communication between different cultures. Thus, translation is critical for social harmony and peace. Additionally, translation is the only medium through which people get to know different works that expand and enrich their knowledge, an example of what has been just said is the Arabic translators who were able to keep the ideas of ancient Greek philosophers alive throughout the Middle Ages and that was due to translation.

Another example is: the Bible which has been translated into at least 531 languages making it available for people all over the globe. TED Talks is a living example for the effect of

translation, a famous show nowadays that runs open translation projects which allows people around the world to understand their talks, offering non-English speakers to learn from some of the best educators in the world. Translation also is helping sports teams now and some organizations to overcome language barriers and transcend international boundaries.

**II.4.4. Boosts Tourism:** translation helps in solving one of the biggest tourist problems in a very effective way, that of being short-changed or fleeced by unfamiliar people in foreign destinations. At the same time, translated tourism materials not only help tourists feel welcome and comfortable in an unknown country, which helps in boosting the country's popularity as a tourist friendly destination, which definitely leads to significant tourism-related revenues.

**II.4-5. Helps Nations in External Affairs:** today, international diplomacy is a valid aspect of a nation's external affairs. Within a global summit or new economic deal, diplomats and worldwide leaders always present their ideas, thoughts and opinions using a language they are most comfortable with. It is important that these ideas are translated in an expressive, non-condoning, and accurate manner, to avoid significant problems between diplomatic relations of two or more nations. Translation, therefore, is important in such case since it facilitates the national and international relationships.

## **II.5. Translation Techniques**

Translations techniques was created by some translators when they can't translate some words or phrases, so they tend to use these techniques as a backup plan or a solution to save the meaning. The most commonly used techniques for translation were mentioned in the work of J. P. Vinay and J. Darbelnet which consists of seven categories:

### **II-5-1. Borrowing**

Borrowing is one of the most used translation technique which is based on using the same word or expression in original text in the target text. The word or expression which is borrowed usually takes the form of italics. It's concerned with reproducing an expression in the original text as is. Moreover, it is a translation technique that does not actually translate and keeps some hints of the SL

### **II-5-2. Calque**

A translation technique which is based on creating or using a neologism in the TL by adopting the structure of the SL. An example of what has been just said is the German word handball which is translated into Spanish as balonmano. Or the English term skyscraper which is translated as gratte-ciel in French or rascacielos in Spanish.

### **II-5-3. Literal Translation**

Also known as the metaphase which means a word-for-word translation, achieving a text in the target language which is as correct as it is idiomatic. Based on Vinay and Darbelnet views, a literal translation can only be done with languages which are extremely close in cultural terms. It is can be applied only if the translated text retains the same syntax, meaning and the same style as the original text.

### **II-5-4. Transportation**

Transposition includes moving from one grammatical category to another without altering the meaning of the text. It introduces a change in grammatical structure.

### **II-5-5. Modulation**

Modulation when the translator changes the form of the text by introducing a semantic change or perspective.

### **II-5-6. Equivalence or Reformulation**

A translation technique which uses different expressions to make the same reality transmitted. This technique enables names of institutions, interjections, idioms or proverbs to be translated.

### **II-5-7. Adaptation**

Or cultural substitution or cultural equivalent, is a cultural element which takes the original text and replace it with another one which suits better the culture of the TL, this helps in achieving more familiar and comprehensive texts.

## **III. Students' Attitudes toward Translation**

### **III.1. The Difference between Translation and Interpretation and whether Students Acknowledge this Difference or not**

The definition of translation for any student is replacing a word, phrase or a text with its equivalent in other languages, no whether in a written or an oral form. But what students do not realize is that there is a difference between oral, immediate way and the written way. For students, as long it's translated, that is translation.

The term interpretation is also a kind of translation but with different perspectives, a beginner learner, when is given a text to translate might interpret it thinking that that's translation.

However translation and interpretation are totally different from each other in skills, training, aptitude and even language knowledge. Interpretation done immediately and without planning.

It's a service delivered live with no help from dictionaries, scripts or any other reference, a person who's about to interpret needs to transpose the SL within context, preserving its original meaning but guessing idioms, colloquialisms, and other culturally-specific references in a way the target audience could understand. An interpreter has no sources except his experience, his good memory and his quick reflexes. Translation on the other hand takes time to be done, it can be achieved by most people with the availability of some particular materials unlike interpretation which needs professional translators. Unlike interpretation which is done orally, translation is done with a given text. The main difference between translation and interpretation is in skills. The key skills which are needed for a good translated content are the ability to understand the SL and its culture, translator the use of a good library of dictionaries and resources.

### **III.2. Obstacles that Students Face in their Translation Classes**

The fact that translation class is much more fun than the other classes can't be denied, but this doesn't mean that all students enjoy that. In fact, the majority of students seem to face certain obstacles during translation and sometimes they become unable to translate the simplest statements and this is due to some factors which can be summed up as follows:

#### **III.2.1. Translating Language Structure**

Every set of a language has its own defined structure with agreed upon rules. The complexity and singularity of this framework draws the first difficulty students face in translation.

When we come to English, a simple sentence has a subject, verb, and object — in that order. For example, “Lin eats apples.” However, not all languages has the structure of English. Farsi typically is based upon the structure of a sequence of subject, then object, then verb. And as for Arabic, subject pronouns strands with the verb and become be part of the verb itself.

As a result, a translator at most of times has to add, remove, and rearrange source words to effectively communicate in the TL.

### **III.2.2. Translating Idioms and Expressions**

Idiomatic expressions are statements that explain something in unique examples or figures of speech. The meaning of these idiomatic expressions cannot be understood by the regular literal definitions of the words that come with them.

Linguistic professionals insisted on the fact that idioms are the most problematic items to translate. So it became a must for authors and publishers to limit the number of idiomatic expressions contained in their works. But if these potentially confusing phrases kept being involved, cultural familiarity must be a priority in the translator's recruitment.

### **III.2.3. Translating Compound Words**

Compound words are the combination of two words or more to form a single meaning. However, the overall meaning of the compound word does not necessarily reflect the meaning of its words within. The best way to understand compound words is to set them in terms of three separate way groups:

>>>The first group of compound words means exactly what the combined words say. An “Airport,” “crosswalk,” and “seashore,” are examples of that. >>The second group means only half of what they say, such as “bookworm”.

>>>The third group of compound words elaborate meanings that have no relation with the meanings of the combined words. For instance, the word “deadline” refers to the end of time planned to receive or deliver something. It has nothing to do with the word death or the word line. Another example is the word “butterfly” which is neither a fly nor butter.

#### **III.2.4.Missing Names in Translation**

Some languages do not have an exact match for other actions or objects that exists in other languages. In American English, some homeowners have what they call “guest room”. It is a place where their invited guests can sleep and rest.

The idea is common in other languages too, but expressed in a different way. Greeks for example describe the guestroom with the word “ksnona” while Italians established a three-word phrase “camera per gliospiti” . This can be considered as a first step towards localization.

#### **III.2.5.Two-Word Verbs**

A verb and a preposition sometimes and when being used together can take on a separate, specific meaning. Two-word verbs are mostly used in informal English. “Look up,” “close up,” “fill out,” “bring up,” “break down” and “break in” are examples of what has been said. Most of the time, though, it is neither necessary nor appropriate to translate the preposition separately.



### **III.2.6. Multiple Meanings in Translation:**

In many cases, students encounter a word that may have multiple meanings depending on where it is put in a sentence. There are homonyms which look and sound alike but are understood differently, such as "Scale the fish before weighing it on the scale". And then there are heteronyms which look alike but are understood and pronounced differently, such as "I drove down the windy road on a windy day".

### **III.2.7. Humour**

Humour is a sharp, bitter, or cutting style of expression that usually means the opposite of its literal phrasing. Humour frequently loses its meaning when translated word-for-word into another language and can even cause much of misunderstandings.

Ideally, an author would remove humour from the ST prior to translation. But in cases where that style is central to the content requirements, the author should underscore passages that are sarcastic. That way, translators will be able avoid literal misunderstandings and involve local idioms that may work better in the TL.

**Conclusion**

For the sake of the complete understanding of any language discipline, students must inform themselves well when it comes to that discipline, they must know where they are standing and test themselves and their knowledge concerning that discipline. And that was the role of this chapter. This chapter tried to focus on everything translation has a relation with, it dealt with the theoretical aspects of translation focusing and introducing to the reader the necessary information that should be known. The chapter also tried to discover, through previous works and writings, whether translation is fully understood by students or not, presenting the biggest mistake students do when defining translation. After reading this chapter, readers will be able to differentiate, discuss, explain and define translation and even more.

**Chapter II:**  
**Students' Strategies in Translation**

## **Introduction**

The ability to communicate in a good manner using familiarized systems of language is what every EFL student should be able to master. Yet, this ability seems to be hard to achieve for some students because of the difficulty of some disciplines such as translation. To get the students to the needed level in translation, both students and teachers should make efforts. Students should know what kind of strategies and how to benefit from these strategies and this is what this chapter is about. The reason behind including a second chapter in our research paper is to familiarize the reader with the nature of students' strategies or learners strategies as a lot like to name, before stating their relationship with translation.

This chapter starts with a defining part to students' strategies where several definitions and opinions are involved. It provides some types of students' strategies which are used the most, in addition to it's significance. Furthermore, this chapter will relate the two perspectives of our research paper and state the relationship between translation and students strategies and suggest some strategies and tips that enhance students performance in translation.

## **II. Students' Strategies**

In any endeavor, having a strategy means having a plan. For EFL students, knowing how to be prepared for their classes is more important now than it has ever been. Students' strategies or as it is most commonly known, learning strategies, is the key for meaningful learning. This part is dedicated to all what students strategies are concerned with.

### **II. 1. Definition of Students' Strategies**

Students' strategies or learning strategies as many scholars tend to name is a term given to all the processes and actions that are consciously and unconsciously displayed by language

learners to help them to acquire and master a language more effectively. Moreover, a learning strategy is a way that individuals or learners use when organizing and using a particular set of skills so they could learn the content or accomplish other tasks more efficiently in school as well as in nonacademic settings. (Schumaker & Deshler, 1992).

Students' or learning strategies is an individual's approach to a task. It includes how the learner thinks and acts when planning or when practicing in a language course, it can be seen as an aid to learners when executing and evaluating performance on a task and its outcomes.

Much of learning strategies are done unconsciously. For example, most of us automatically slow down when reading a passage that is difficult for us to understand. We also make use of a several strategies for helping us organize and remember both in the learning process.

Students' strategies or learning strategies as we can say can also be defined as any kind of methods that help in achieving a particular goal over a period of time in a learning process. Rubin (1975) emphasized what has been just said saying that: "learning strategies are the techniques or devices that students may use to acquire knowledge."

Moreover, strategies which are used by students in class can be a great facilitator when it comes to enhancing the learners linguistic level, Faerch, Claus and Casper (1983) agreed on defining students' strategies as " an attempt to develop linguistic and sociolinguistic competence in the TL ".

One last definition provided by Oxford (1990) which can be taken as a well accepted one, it claims that: "students' strategies or learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations."

## II. 2. Types of Students' Strategies

Students' strategies have always been set under one goal which is getting students to become more effective learners. Researchers who have explored this the topic and based their studies upon have shown us several learning strategies that a learner can benefit from to get to the intended educational aim. However, the three most famous learning strategies that are widely used by learners nowadays are: mnemonic, structural, and generative.

### II.2.1. Mnemonic Learning Strategies

Are a kind of strategies that are mainly based on helping students memorize content. For example, they're very beneficial for remembering certain facts such as capital cities vocabularies, important dates, etc. The great role of mnemonic strategies comes when a learner has to memorize "meaningless" information, because of its remarkable way in giving some kind of meaning.

The importance of mnemonic devices is widely agreed upon, which is why they're being used repetitively for such a long period of time. The psychologist Allan Paivio in his book *Mental Representation: A Dual Coding Approach*, explained why the mnemonic devices work for three reasons:

>>>**Dual coding:** A lot of learners tend to use non-verbal codes alongside verbal ones. This means that the same content gets two different codes. According to the principles of connectionism, what has been just explained above makes it easier for students to get access to the needed information.

>>>**Organization:** Another way on how these strategies work is by developing a consistent box if we can say to gather information in. That helps students to maintain all the related information and keep them together, instead of it being split apart. For example, it's easier for a learner to remember a list of words if he formed a sentence with them.

>>>**Association:** Which is based on creating strong connections between different elements. This is a very helpful strategy for meaningful learning, because when any learner sees either one of the two things, he'll remember the other one easily. A very good example of a mnemonic strategy is the key word method. This method is highly recommended for learning confusing vocabulary in a foreign language. It contains a phonetic and an image-based connection, with some detailed explanations.

### **II.2.2. Structural Strategies**

Structural strategies enhance active learning by encouraging students to divide and pick out important information and put them together under one structure. This involves using techniques such as making conceptual maps, outlines, or flow charts. The effect of techniques on learning appears in a very short time, especially when the learner organizes course material into small, related ideas, and when strong associations are made between these ideas, it would make it easier to get access to the rest of the information in the learner's memory.

The prove of the believability and the advantages of these techniques is the great amount of research that was conducted on them, where researchers showed that students who apply these techniques during their language classes perform at higher levels. They also help students understand the content effectively, unlike with rote, superficial learning.

### **II.2.3. Generative Strategies**

Along with the other two strategies, these kind of strategies help students remember specific facts and organize them into structures. They're those kind of techniques that are used with new information that needs to be learned. Another important part of learning is incorporating new content into existing knowledge. That's where generative strategies are best used.

E.Z. Rothkopf, an American educational psychologist who talked about these activities in his book *The Concept of Mathemagenic Activities*, where he stated that this kind of activities where students gain knowledge are called "mathemagenic activities." Known examples of these strategies include taking notes, underlining, asking and answering questions, or saying things out loud. They help students get a deeper understanding because of their way in forcing them to incorporate the new information. A lot of psychologists consider active learning as the way students make connections between ideas. That's why generative strategies are such a great aid that enables students to get used to that kind of learning. Showing students how to take notes or ask themselves questions will help them understand and incorporate new information.

### **II.3. Importance of Students' Strategies**

Students' strategies haven't always been given the exact importance they should be given. However, and with the appearance of several difficulties during the learning process that must be solved by students themselves to overcome their mistakes, the need for students' strategies and their importance started to show up.

The first aim that had to be accomplished with students' strategies is helping students to become independent learners. With these strategies, students will get to the point where they



realize that they are active learners who should be present in the learning process and practice some things on their own. Their awareness will be enhanced, and they will realize that the teacher is not the center of the lesson but they are. They will learn how to understand what should be understood by themselves, work in groups or even solo to solve dilemmas and depend on themselves.

Researchers who elaborated students strategies and worked on them as a research topic were teachers at the first place, teachers who wanted to create a better learning future for their students and for themselves too. Actually, students' strategies were needed by teachers more than students. Teachers' work on class was getting hard and hard every single day due to the students who were completely passive elements on class. Students used to listen and write in class, without being involved in any other activities because that's how they were taught and gotten used to. With making students to benefit of such strategies, the teachers work on class became easier, the lessons now were divided to parts between the teacher and the students and students started to use their capacities more, which saved much time and made teachers focus on other elements, making the understanding much easier and the learning process much fun.

As mentioned before, students' strategies save time which can be used in other activities, they make teachers much comfortable with the extra time doing and focusing on other problems. Students' strategies make students responsible even in real life with an amount of awareness to what they should do by their own.

### **III. The Role of Students Strategies in Translation**

#### **III.1. The Relationship between Translation and Students' Strategies.**

The relationship between translation and students' strategies is not that hard to guess. If any student were asked about this relationship, their answer would be: "students' strategies help in translation". So, the nature of this relationship is not totally unpredictable.

When this discipline of translation was first presented in schools and universities, students and even teachers were worried about how can this new discipline be taught and learned. Teachers' strategies were not enough, so teachers and some brilliant students came up with these kind of strategies to enhance students' translation performance. The need for these strategies can't be denied, students' strategies are the key for the mastering of translation, they stand as a back-up and an aid tool and elaborates students to perform better, smoother and faster. Students' strategies complete translation, and translation wouldn't be easy without these strategies being involved. A student is always ready to perform and practice when students' strategies are allowed to be used, but with their absence, students will be unable to even translate the first lines of a text sometimes. So, the relationship between translation and students' strategies is a relationship of dependency, translation depends on students' strategies to be well achieved.

#### **III.2. Strategies and Tips That Were Proved to be Effective in Enhancing and Bettering Students' Translation**

With the world around us evolving everyday, and with the appearance of new disciplines for EFL students' to carry on with, it became harder to practice their simple and usual activities in their classes especially in the translation class, where students find themselves stuck with a

limited amount of sources and time. Thus, there has to be some strategies and tips that help students to translate and facilitate their participation in this class. The most common, used and effective strategies are the ones stated bellow:

### **III.2.1. Read Extensively**

To be a good translator, students must have a well comprehensive knowledge of both the ST and the TT. It is highly recommended that students read materials written in TL extensively to familiarize themselves with the vocabulary and phrases. As a part of extensive reading, students should focus on the diversity in the genre of the materials they read. Moreover, students should read everything that has a relation with the TL, such as literature, magazines, articles, and journals in the languages and everything they can. This will enable them to understand the cultural aspects of the TL. When students start translating a text, they must read it thoroughly too and never translate any text if they have not read the content, because missing the content will make them translate the words instead of their meaning in context.

### **III.2.2. Get to Know the Relevant Terminology**

As any other field, translation also has its own terms and phrases that get abbreviated and evolve over time. Examples of such words include: SL (source language), TL ( target language) SC (source culture), TC (target culture), ST (source text), TT (target text), SLC (source language culture), TLC (target language culture). These terms might not be easy to understand at first for a new translation student. Familiarizing themselves with the sector-specific terminology will enable students to provide better translation services, save time and understand better.

### **III.2.3. Speak the TL Frequently**

The best way for any language acquisition is by using it in dialogues and in daily day talks. People always consider translation as an activity that is done in solitude. However, becoming a good translator depends mainly on joining debates and groups that use the TL, students will know what they are lacking and what should be improved. One of the advantages translation groups offer is that students will have people to check their works of translation, offering them recommendations of areas that need to be improved. Conversing with native speakers will help students to learn some colloquialisms and slang in the TL that they wouldn't find in a dictionary. It will be easy for them to translate texts that has such phrases more accurately.

### **III.2.4. The Use of Helping Sources such as Dictionaries**

The use of dictionaries can be seen as a technical skill itself. Not all students know the appropriate way to use a dictionary. Words differ in meanings and contexts, and usually monolingual dictionaries are valued in this regard. Students need to practice extensively to get to the intended meaning of words in a particular context, using monolingual dictionaries that would make that process much easier.

**Conclusion**

To be able to master any language, students need to know how to study and how to learn that languages. Before learning the strategies that they should do in translation, students should first know the nature of those strategies and understand them in a holistic way. After taking a view on this chapter, the reader or any student who wants to master translation skills through students' strategies will understand and get a general and a detailed idea on these kind of strategies. This chapter will enable students especially weak ones to work more in themselves with some suggested tips that would empower their performance. Simply, this chapter is based on how a student should act and perform during translation class.

**Chapter III:**  
**Field Work Investigation**

## **Introduction**

This chapter is a questionnaire designed to analyze the results and the findings obtained through the investigation tools in the current case study, furthermore, the students are asked to answer all the questions of the questionnaire, the goal of this investigation is to discover the importance of translation and its strategies based on the student's level and attitudes towards it, in addition this questionnaire will also shed light on the students level and problems in translation.

Moreover, in this chapter we will explain the population which was chosen from department of English Master 2 students, Abbas Laghrour University, Khenchela.

### **1. Population and sample**

The population we have investigated from master 2 students in department of English at the University of Abbas Laghrour, Khenchela. The sample population consists of 160 students.

### **2. Description of the questionnaire**

The questionnaire below is dedicated to master 2 EFL students at the University of Abbas Laghrour, Khenchela.

The participants were chosen randomly, and they were asked to answer 16 questions, where they were investigated about their attitudes concerning translation, whether they think it is important for their educational career, if the courses. They took out in becoming good translators and whether translation helps them to learn the TL, moreover, they were asked about the directions they prefer to translate to, whether it's English to Arabic or Arabic to English. In addition, students were asked if they face any kind of difficulties during the translation process, whether rate for their translation level in a scale from 1 to 10.

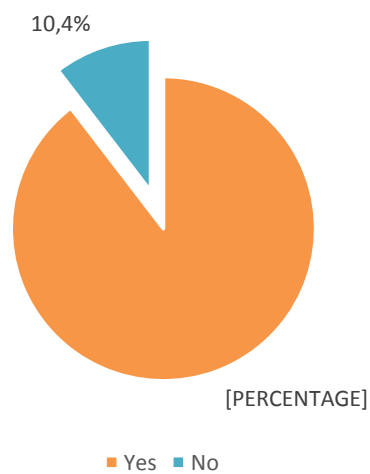
### 3. Analysis of the student's questionnaire

#### Question 01: Are you interested in translation?

**Table 01: Student's Attitudes towards Translation**

Students Attitudes	Students Number	Percentage %
Interested In Translation	39	89.6%
Not Interested In Translation	11	10.4%

#### Interest in Translation



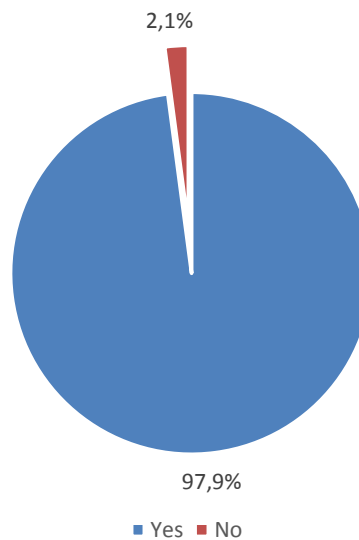
**Figure 01: Percentage of whether the Students are Interested in Translation**

The chart above shows that 89.6% of student's participants are interested in translation session while 10.4% of them answered their lack of interest in translation session.



**Question 02: Do you think that translation is important in the field of EFL?****Table 02 : Importance of Translation**

<b>Importance of Translation</b>	<b>Students Number</b>	<b>Percentage %</b>
Important	47	97.9%
Not Important	01	2.1%

**Translation is important in the field of EFL****Figure 02: Percentage of whether the Students Find Translation Important in The Field of EFL**

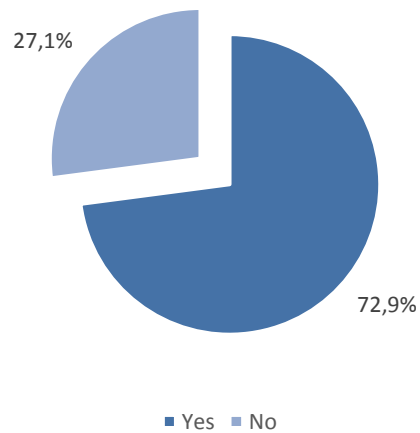
The chart above shows that 97.9% of student's participants find translation important in the field of EFL, while 2.1% of them do not find it important.

**Question 03: Did translation courses you took in class helped you in becoming a good translator?**

**Table 03: Translation Utility**

Translation Utility	Students Number	Percentage %
Making Good Translator	35	72.1%
Don't Make Good Translator	13	27.1%

**Translation courses help in becoming a good translator**



**Figure 03: Percentage of whether Translation Courses Help in becoming a Good Translator**

The chart above shows that 72.9% of student's believe that translation courses help in becoming a good translator, while 27.1% of them do not believe it's helpful in making them good translators.

**Question 04: Does practicing translation enhances the student's linguistic knowledge in TL?**

**Table 04: Enhancement of Linguistic Knowledge in TL**

<b>Enhancement of Linguistic knowledge in TL</b>	<b>Students Number</b>	<b>Percentage %</b>
Agree	43	86.6%
Disagree	00	0%
Neutral	05	10.4%

**Practicing translation enhances the student's linguistic knowledge in TL**



**Figure 04: Percentage of whether Practicing Translation Enhances Linguistic Knowledge**

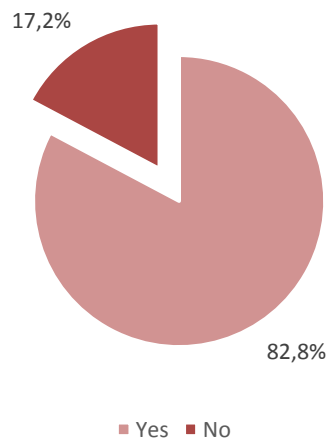
The chart above shows that 89.6% of student's believe that practicing translation enhances the student's linguistic knowledge in TL, while 10.4% of them are neutral, and none of them believes that it doesn't.

**Question 5: Do you prefer translation courses when they're all about translating from English to Arabic?**

**Table 05 : Student's Preference 01**

Students' Preference	Students Number	Percentage %
Prefer English to Arabic	24	50%
Don't Prefer English to Arabic	24	50%

**Preference on translating from English to Arabic**



**Figure 05: Percentage of Preference on Translating from English to Arabic**

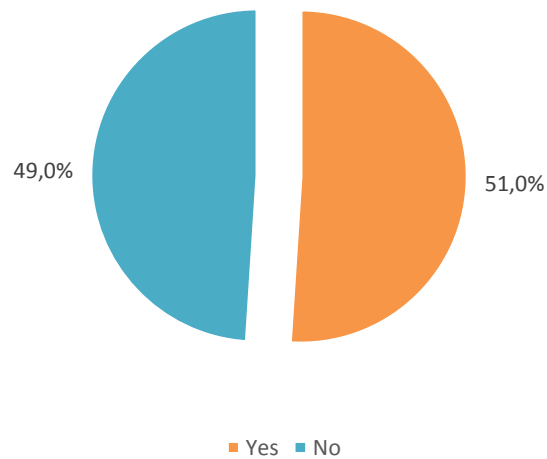
The chart above shows that 82.8% of students prefer translating from English to Arabic, while 17.2% do not prefer that.

**Question 6: Do you prefer translation courses when they're all about translating from Arabic to English?**

**Table 06 : Student's Preference 02**

Students' Preference	Students Number	Percentage %
Prefer English to Arabic	25	52.1%
Don't Prefer English to Arabic	23	47.9%

**Preference on translating from Arabic to English**

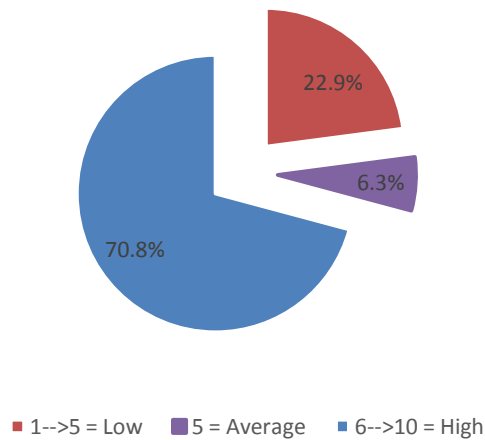


**Figure06: Percentage of Preference on Translating from Arabic to English**

The chart above shows that 52.1% of students prefer translating from Arabic to English, while 47.9% do not prefer that.

**Question 7: On scale of 1-10 how can you rate your translation?****Table 07 : Translation Rating Scale**

Translation Rating Scale	Students Number	Percentage %
Low 1 -->5	34	70.8%
Average 5 =	11	22.8%
High 6 -->	01	6.3%

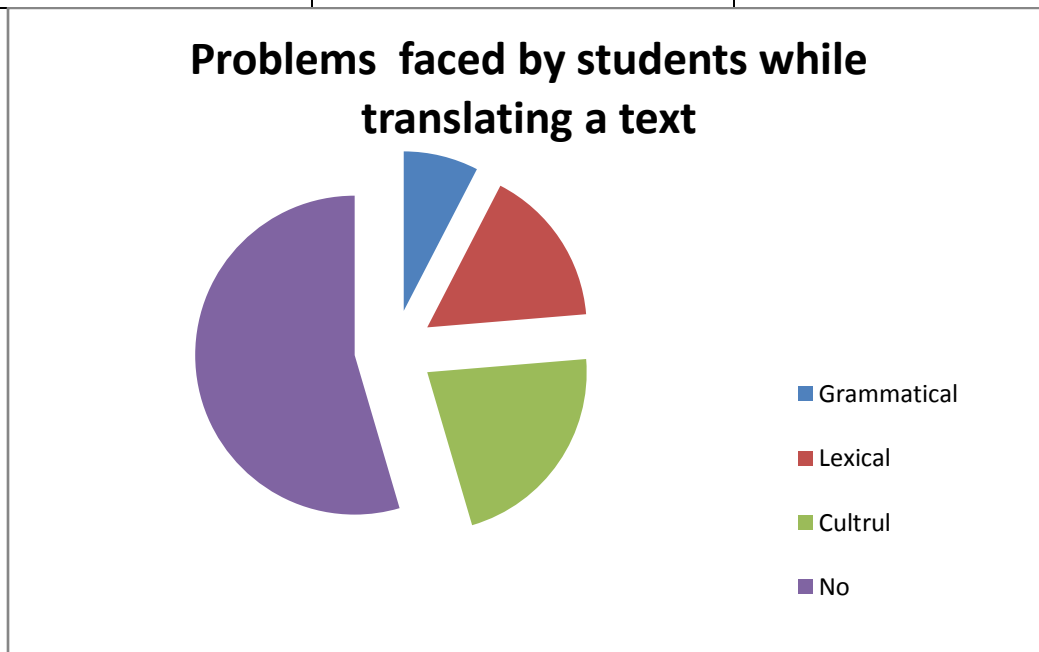
**Figure 07: Rating of students' translation skills**

The chart above shows that 70.8% of students rate their translation skills as high level (6-10), while 6.3% rate their translation skills as average level (5=), and 22.8% rate it as low level (1-5).

**Question 8: Do you confront some difficulties or problems while translating a text? If yes, what kind of difficulties?**

**Table 08 : Translation's Difficulties**

Translation's Difficulties	Students Number	Percentage %
Grammatical	08	16.7%
Lexical	16	35.4%
Cultural	23	47.9%
No	02	4.2%



**Figure 08: Number of Students Facing Difficulties while Translating a Text and which Type**

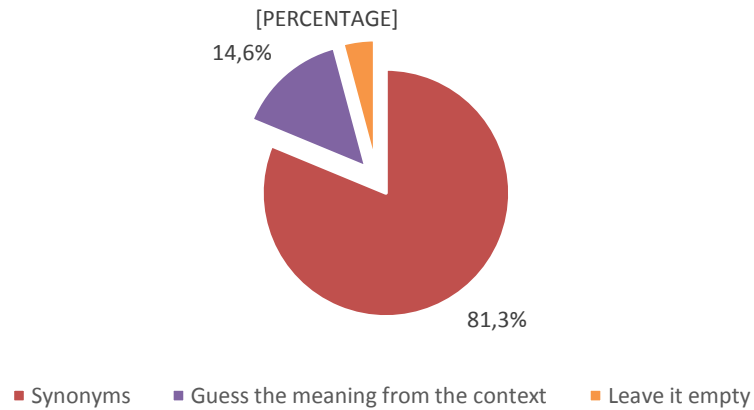
The chart above shows that 95.8% of students face difficulties while translating a text. 16.7% of them face grammatical difficulties, 35.4% face lexical difficulties, and 47.9% face cultural difficulties. While 4.2% don't face any difficulties.

**Question 9: What do you use when you can't find the appropriate equivalent of an expression while translating?**

**Table 09 : Solutions During Translating**

Solutions During Translating	Students Number	Percentage %
Use Synonyms	39	81.3%
Guess the Meaning	07	14.6%
Leave it Empty	02	4.2%

**What do you use when can't find the appropriate equivalent of an expression while translating?**



**Figure 09: Percentage of what Students Use as an Alternative when they Can't Find an Appropriate Equivalent of an Expression**

The chart above shows that 81.3% of students use synonyms when they can't find the appropriate equivalent of an expression when translating a text, while 14.6% guess the meaning from the context, and 4.2% of them leave it empty.

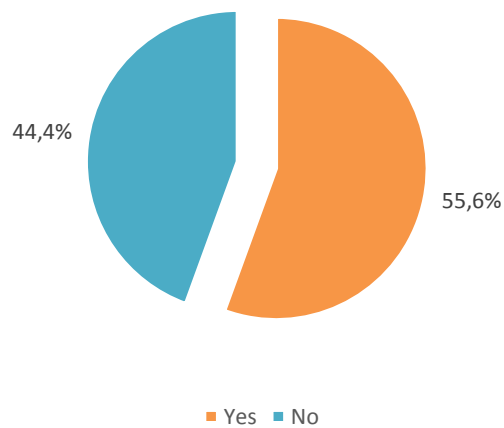


**Question 10: Do you take in consideration the writer's cultural background when you are about to translate a text?**

**Table 10 : Consideration of Cultural Background**

Consideration of Cultural Background	Students Number	Percentage %
Take in Consideration	30	62.5%
Do Not Take in Consideration	18	37.5%

**Consider cultural background when translating a text**

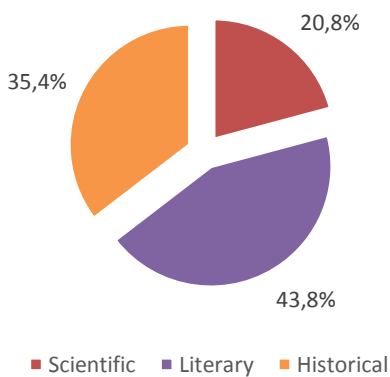


**Figure 10: Percentage of whether Students Take Writer's Cultural Background into Consideration when Translating**

The chart above shows that 62.5% of students take the writer's cultural background into consideration when translating, while 37.5% of them don't.

**Question 11: Which type of text you find easy to translate?****Table 11 : Easiest Text Type to Translate**

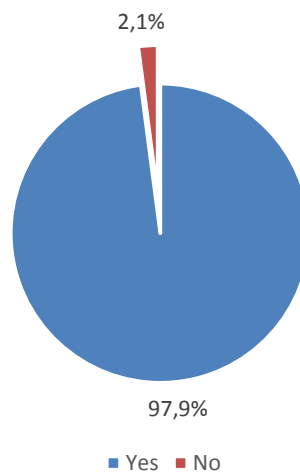
<b>Easiest Text Type to Translate</b>	<b>Students Number</b>	<b>Percentage %</b>
Literary	21	43.8%
Historical	17	35.4%
Scientific	10	20.8%

**Type of text found easy to translate****Figure 11: Percentage of what Type of Text Students Find Easy to Translate**

The chart above shows that 43.8% of students find Literary texts easy to translate, while 35.4% find Historical texts are the most easy to translate, and 20.8% of them find Scientific texts the easiest to translate.

**Question 12: Do you think that translation should be taught during all years of studying?****Table 12 : Teaching Translation Longley**

Teaching Translation Longley	Students Number	Percentage %
Yes, I Think So	47	97.9%
No, I Don't Think So	01	2.1%

**Translation should be taught during all years of studying**

**Figure 12: Percentage of whether Students Think that Translation should be Taught During all Years of Studying**

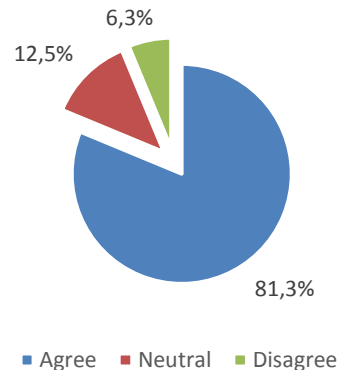
The chart above shows that 97.9% of students think that translation should be taught during all years of studying, while 2.1% do not think so.

**Question 13: Do you think that translation's strategies may modify the meaning and affect the aesthetic side of texts?**

**Table 13 : Modifications of Translation Strategies on Texts**

<b>Modifications of Translation Strategies on Texts</b>	<b>Students Number</b>	<b>Percentage %</b>
Agree	39	81.3%
Disagree	03	6.3%
Neutral	06	12.5

**Translation's strategies may modify the meaning and affect the aesthetic side of texts**



**Figure 13: Percentage of whether Students Agree that Translation's Strategies May Modify the Meaning and Affect the Aesthetic Side of Texts**

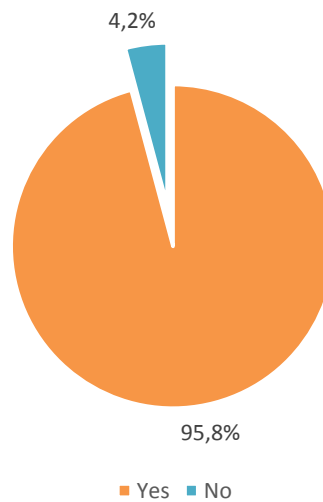
The chart above shows that 81.3% of students agree that translation's strategies may modify the meaning and affect the aesthetic side of texts, while 12.5% are neutral, and 6.3% of them disagree on that.

**Question 14: Do you think that teaching translation's strategies in relevant and intensive ways in class has a direct impact on translation process quality?**

**Table 14 : Impact of Teaching Translation Strategies**

<b>Impact of Teaching Translation Strategies</b>	<b>Students Number</b>	<b>Percentage %</b>
Yes, I Think So	46	95.8%
No, I Don't Think So	02	4.2%

**Teaching translation strategies in relevant and intensive ways in class has a direct impact on translation process quality**



**Figure 14: Percentage of whether Students Think that Teaching Translation Strategies in Relevant and Intensive Ways in Class has a Direct Impact on Translation Process Quality**

The chart above shows that 95.8% of the students think that teaching translation's strategies in relevant and intensive ways in class has a direct impact on translation process quality, while 4.2% of them do not think so.

#### 4. Discussion

The conclusions that can be drawn from the analysis of the student's questionnaire are the following:

By returning back to the obtained results the student's questionnaire is designed in order to investigate Student's Strategies In Translation which aims at discovering and stating the importance of Translation based on the students attitude towards it. The analysis of the questionnaire which addressed to the EFL students in abbes laghrour university of Khenchela permit to come out with the following findings.

From the questionnaire interpretation we notice the following:

most of the students are interested in translation courses but that depends primarily on the teacher's method ,in addition, they give valuable importance to translation as a field of study for EFL Students to improve their level. Also, the majority of the students agree that translation courses helped them in becoming good translators which may reflect the direct noticed impact of the taking courses on their proficiency and translation performance. Moreover, most of them encounter a bunch of obstacles in terms of translating texts due to lexical, grammatical ,and cultural barriers ,but the difficulties differs from one kind of text to another.

To sum up, most of the students support using different teaching strategies in relevant and intensive ways which may have powerful impact in translation process quality.

#### 5. Suggestions and Recommendations

- Students should use their dictionaries in translation sessions and write down all the new words.

-Translation teachers should give their students different topics, so they enrich their vocabulary in all kind of topics.

-Also exchanging different concepts and idioms through group work among the students, it allows the flow of information between them.

-Students must pay attention the differences between their own culture and the culture of target language natives and idiomatic expressions.

- Videos can be a very helpful strategy to enhance and develop listening, speaking, and writing skills.

- Teachers must try new methods of translating through discovering the impediments that student face during translation session.

- Students should improve their translating skills and enrich their vocabulary by themselves by reading books, search in the internet, learn new words, intensive writing.....etc.

**Conclusion.**

The study explored the importance and strategies of translation based on the level of the students in University of Abbes Laghrour, Khenchela. After the analysis of all the data gathered from the answers for the questionnaire that was given to master 2 students in English Department, the results revealed that students are interested in translation and its activities are enjoyable and helpful through developing strategies in vocabulary, and obviously, our students level in translation is low to average they need to develop their ways and methods of translation by practicing translation's different activities, the diversity is a great solution to make them competent translators.



# General Conclusion

## **General Conclusion**

The present study was an attempt to explore translation, students strategies and the impact of translation's strategies on students. This work is an investigation on translation's problems and the solutions taken for and by students to reduce this kind of problems and difficulties. Throughout this research, we have tried to be exhaustive; it is an attempt to cover the greater part of translation aspect and it's strategies for students. Furthermore, we investigated through a questionnaire given to our master 2 EFL students about their attitudes towards translation, types of problems and difficulties confronted by them while translating, in addition, finding out some suggested solutions in the process of translating which they resort to in order to solve the confronted difficulties.

This research, to a wider extent, was helpful in giving us an general idea about our student's level of translation which can be considered to be low to average somehow, and this can be due to the fact that translation is not their exact specialty, and it is not their concern in the first place, that's why they're not capable of translating in an accurate manner. Additionally, the research demonstrated the type of difficulties that are encountered by our students, and how do students act on their own in order to deal with these troubles and to solve them using some strategies. The aim of this study from the beginning was to show the value and the effect of translation on student's level and how it is not as easy as it seems to be. The goal was to present through a thesis how student behave when they are facing certain obstacles in their translation sessions and how the strategies they use can be very beneficial not only to help them in translation but in other educational occasions and maybe social life also.

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## Appendix

### • Students' questionnaire

#### Questionnaire for EFL students in Algeria

Dear students,

This questionnaire is a part of a research project entitled " An Investigation on EFL student's strategies in translation " in abbes laghrour university of Khenchela

You are Kindly requested to provide answers to this questionnaire which aims at discovering and stating the importance of Translation and it's strategies based on the student's attitude towards it. we would be thankful for your cooperation.

Thank you

#### \*Obligatory

**01. Are you interested in translation ?**

Yes

No

**02. Do you think that translation is important in the field of EFL ?**

Yes

No

**03. Did translation courses you took in class helped you in becoming a good translator ?**

Yes

No

**04. Practicing translation enhances the student's linguistic knowledge in TL ?**

Agree

Disagree

**Neutral**

**05. Do you prefer translation courses when they're all about translating from English to Arabic ?**

**Yes**

**No**

**06. Do you prefer translation courses when they're all about translating from Arabic to English ?**

**Yes**

**No**

**07. On scale of 1-10 how can you rate your translation**

**1-->5 = low**

**5-- = average**

**6-->10 high**

**08. Do you confront some difficulties or problems while translating a text ?**

**Yes**

**No**

**\* If yes, what kind of difficulties do you face when translating a text ?**

**Grammatical**

**Lexical**

**Cultural**

**09. When you can't find the appropriate equivalent of an expression while translating,**

**what do you use :**

**Synonyms**

**Guess the meaning from the context**

**Leave it empty**

**10. Do you take in consideration the writer's cultural background when you are about to translate a text ?**

**Yes**

**No**

**11. Which type of text you find easy to translate ?**

**Scientific**

**Literary**

**Historical**

**12. Do you think that translation should be taught during all years of studying ?**

**Yes**

**No**

**13. Do you think that translation's strategies may modify the meaning and affect the aesthetic side of texts?**

**Agree**

**Disagree**

**Neutral**

**14. Do you think that teaching translation's strategies in relevant and intensive ways in class has a direct impact on translation process quality ?**

**Yes**

**No**



## المخلص

أجريت هذه الدراسة بغية الكشف على مدى فعالية استراتيجيات الترجمة في مساعدة الطلاب على تعلم اللغة الأجنبية حيث يهدف إلى استكشاف التأثير الإيجابي لهذه الاستراتيجيات على الترجمة. لقد قيل أن طلاب اللغة الإنجليزية كلغة أجنبية يعانون من عدة صعوبات في فصول الترجمة الخاصة بهم ، حيث لا يمكنهم التدرّب بشكل مريح. كحل لهذه المشكلة ، تتدخل استراتيجيات الطلاب في مثل هذه الحالة وتسهل عملية الترجمة في جميع مراحلها بنصائح وأساليب ملحوظة ، مما يوفر للطلاب فهمًا أفضل ويجعل عملية التعلم سلسلة وممتعة. استند إجراء تحليل البيانات على النهج الكمي، حيث تم استخدام الاستبيان عبر الإنترنت كأداة لجمع البيانات. أظهر هذا الاستبيان، الذي تم تصميمه لمتطلبات نتائج البيانات والنتائج، اتجاهات إيجابية لدى الطلاب تجاه الترجمة، واعترفوا بأنهم يحبون دورات الترجمة ويعتبرونها ممتعة. أظهرت النتائج أيضًا أن الاستراتيجيات التي يستخدمها الطلاب في الترجمة تبدو فعالة ومفيدة جدًا في تعلم الترجمة وممارستها. وبالتالي ، يجب على المعلمين التركيز أكثر على هذا النوع من الاستراتيجيات ومساعدتهم على التعرف عليها أكثر.

### الكلمات المفتاحية :

الترجمة ، استراتيجيات الطلاب ، الأداء ، الممارسة ، التعلم ، دورة الترجمة.