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Investigating Difficulties Encountered by Iraqi's EFL Learners in Textual Translation

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Abstract: This study aims at investigating the causes behind the poor level in textual translation that students of English department encounter, and determining college students' attitudes in Arabic and English translation .

It is hypothesized that students of English department have different attitudes concerning the causes of the poor level in textual translation. Teaching method used in textual translation is the main reason behind the poor level in students' ability in textual translation.

This study is limited to textual translation taught to students fourth year \ English department \ College of Education for Women \ University of Tikrit \ for the academic year 2016-2017 .

In order to verify the hypotheses of the present study a questionnaire is constructed for EFL learners to show their points of view about the causes of poor textual translation. Then a sample of twenty-five college students has been chosen .

After administrating the questionnaire to the selected sample and analyzing data collected, the study reveals that the main reason behind student's weakness is the method used in teaching translation and the time devoted for translation activities. Also, more attention is needed for translation teaching in general and textual translation in particular because most of the students believe that it reflects the culture of the target language more than other types of translation such as free and literary translation.

1-Introduction

1-1 Problem of the Study

It is a fact that learners of language encounter problems in shifting a language into another using accurate aspects of the target one. Besides, English texts are regarded to be ambiguous for the listener or reader until they interpreted accurately by matching the intended thoughts.

Venuti (2004 :87) states that the first sentence can be translated literally, while the second is impossible, unless we wish to do so for an expressive reason (e.g. everybody can characterize an English person who does not speak very good conversational French). Equivalence of messages of two languages in which one is translated to another ultimately relies on an identity of situations, and it allows to state that the target language may

retain certain characteristics of reality that are unknown to the source language.

Types of translation differ from one to another, as a literal translation requires direct translation while textual translation needs pragmatic and semantic ability to clarify the integrated meaning or the intended meaning behind the text (ibid: 81-83).

So, translation helps the students who avoid the misuse of some words and structures which related to habits to understand better the texts of one language into the other language .. Moreover, translation enables the students to explore the potential of both languages, their strengths and weaknesses, and it will increase the student's power and range of expression (Duff,1989:6).

1.2 Aims of the Study

This study aims at:

- 1- Investigating the causes behind the poor level in textual translation that students of English department encounter.,
- 2- Determining college students' attitudes in Arabic translation and English translation.

1.3 Hypotheses of the Study

It is hypothesized that:

- 1- Students of English department have different attitudes concerning the causes of the poor level in textual translation.
- 2- Teaching method used in textual translation is the main reason behind the poor level in students' ability in textual translation.

1.4 Limits of the Study

This study is limited to:

- 1- textual translation.
- 2- Fourth year \ English department \ College of Education for Women \ University of Tikrit \ for the academic year 2016-2017.

1.5 Procedures of the Study

- 1- Presenting theoretical background in translation in general and textual translation in details.
- 2- Constructing a questionnaire for EFL learners to show their points of view about the causes of poor textual translation.
- 3- Selecting sample of college students, then administrating the questionnaire to the selected sample.
- 4- Analyzing data collected, discussing results, and summing up conclusions.

1.6 Value of the Study

This study is valuable since it gives remarkable facts concerning teaching techniques in translation. Moreover, this study presents the reasons behind the weak level of the EFL translating.

Besides, it is valuable because it presents attitudes and points of view in translation abilities which has not been tackled before.

So, it is necessary for lecturers, teachers, students, translators and textbooks writers to pay attention to the translation and textual meaning.

2-Theoretical Background

2.1 Definitions of Translation

Catford (1978:20) states that the theory of translation is concerned with certain types of relation between languages and is consequently a branch of comparative linguistics.

Translation, as a process always contains two directions: it is always performed in a given direction from 'a Source Language ' into ' a Target Language'. Translation can be defined as "the replacement of textual material in one language (source language) by equivalent textual material in another language (target language) "(ibid).

Translation is also an activity that is developing gradually in today's world.

The study of translation can be known as Translation Studies which is an interdisciplinary field that has developed extremely for twenty years ago (Hatim and Munday,2004: xvii).

Translation can be defined as a process of replacing a text in one language by an equivalent text in another (House, 2013:13).

2.2 Translation Strategy

Seguinot (1991: 82) defines strategy as " a term which has been used to refer to both conscious and unconscious procedures".

Also, Lorsch (1991:67) defines a translation strategy as " a potentially conscious procedure for the solution of a problem which an individual is faced with when translating a text segment from one language into another". So, translation strategies mean that there are some procedures which can use the subjects in order to solve the problems of the translation that can be realized. The solution for this problem is by realizing the starting point of the translation strategy. (ibid: 96)

2.3 Think-Aloud Protocol and Translation Process

Van Someren et al. (1994:1-2) defines think aloud protocol as " a very direct method to gain insight in the knowledge of human problem – solving". The translators can solve the problem step by step by using this protocol. So, this method can be classified into: a) collecting think aloud protocols by learning persons how to solve the problems directly about what they think. b) analyzing the protocols in order to get a model of the cognitive process which is happen during the problem solving. Accordingly, the subjects which are used in the task of producing a translation can be said loudly by referring to the peoples' minds while they are working on it. The varieties can be recorded and analyzed. (Toury, 1991:95).

In addition, translation can be considered as a complex cognitive activity and a problem-solving process. So, a few scholars have intended to investigate it by means of TAPs (Translation activity processes). Gerloff (1989: 34) tends to study the translation processes by using think-aloud protocols. The sample of the study contains university students (n=4), bilingual speakers (n=4) and professional translators (n=4). They were given a French magazine article and were asked to think loudly as they translated it into English. Dictionaries and a thesaurus are used in this study. Audio- and video- tape recorded and transcribed verbatim were kinds of think – aloud protocols. As a result, the data of the study were analyzed and determined the differences in processing among the groups.

Besides, there are two research methodologies: think-aloud and joint translating which can be used to indicate which one is the most suitable for uncovering the translation process and this is to contribute to a theory of translating. So, the results can be discussed and dealt with these two methods experiments with novice, advanced, and expert translators. It was in order to determine which one is the most appropriate for uncovering the translation process. It discussed the results from a think-aloud and joint translating experiment with novice, advanced and expert translators. It was discovered that the think-aloud method presented limited evidence of the translators' strategies, except for novices, while the joint translating method uncovered deeper processing at all levels and is easier to discuss. It found out that there were important differences between novices, advanced, and expert translators. (Matrat, 1992:4).

2.4 Translation Theory

A translation theory is an explanation of a phenomenon, the perception of system and order in something observed. It exists in mind (i.e. abstract entity).

It has been argued that the advances in translation theory may only be performed through a study of the process of translation and would declare that it required a description of that process and an explanation of it (Bell, 1993:24).

Catford (1976: 1) clarifies that translation is an operation performed on language which is a process of substituting a text in one language for another. In this case any theory of translation must be drawn according to a theory of language (A general linguistic theory).

2.5 Types of Translation

2.5.1 Interlinear Translation

Dickins et al (2005: 15) state that the source language bias is interlinear translation, while the translation does not necessarily deal with first language grammar, but has grammatical units which are representing exactly every grammatical unit of the source translation.

Dickens et al (2017: 6) present good examples of exegetic translation in various degrees which can be found in different English interpretations of the Quran. Consider for example the following three translations of سورة الإخلاص by Rodwell, Al-Hilali and Khan, and Turner. The translations are presented with corresponding verse numbering to the original; the translation of Al-Hilali and Khan has been slightly amended to omit information that is irrelevant to the current discussion:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قل هو الله أحدٌ الله الصَّمَدُ لم يلد ولم يُولَدْ ولم يكن كفواً أحدٌ صدق الله العظيم

2.5.2 Literal Translation

Dickins et al (2005:16) define interlinear translation as "actually an excessive form of the much more common literal translation". In literal translation, the denotative meaning of words can be taken directly from the dictionary, but TL (target language) grammar is valued. So, TL grammar in literal translation includes grammatical transposition which indicates the replacement of some parts of speech by other in the ST (source text).

In addition, literal translation is word-oriented translation, but it does not follow the TL grammar (e. g. inserting additional words, changing structures at any rank, etc.). This may make it a group-group or clause-clause translation. Literal translation, like word-for-word translation, tends to remain lexically word-for-word, i.e. to use lexical equivalent for each lexical item (Catford;1965:25).

Lahlali and Hatab (2014 :6) state that this type of translation reflects the grammatical structures of the SL during translating them into their TL equivalents. It occurs when the SL and TL share related structures. Words are translated out of context paying no attention to their connotative meanings. The following example explains this point. To throw dust in the eyes.

يلقي التراب في العيون

The word 'dust' is translated literally as التراب while the equivalent expression in Arabic is يذر الرماد في العيون where 'dust' is translated into الرماد, ashes. This choice could be justified by the cultural as well as ecological contexts that are different for both languages. If we take the English idiom to throw dust in the eyes, its associative meaning is based on the effect of dust once thrown in someone's eyes blurring their vision and impeding their ability to see. The same sense is expressed in Arabic by using the equivalent ashes rather than dust. Dust is, therefore, not expected to blur vision and hide reality in the Arabic context. Taking the English setting into consideration, you can rarely talk about deserts or dust storms. Another point has to do with religious rituals where some dust is thrown on the buried person in the grave(ibid).

2.5.3 Free Translation

Dickins et al (2005:16-17) show that when there is maximum TL bias, free translation is found. So, there is a global relationship between the textual units of the preliminaries and the translation as a product of source texts. An example of free translation is colloquial Arabic proverbs. Here, the grammar is totally different from ordinary other types of translation since it analyzes the metaphor, symbols and the like.

In this type of translation, the translator's aim is to create a logically reading target text rather than preserving the source text wording in act. This type of translation is also known as sense-for-sense translation. It is characterized by lexical adaptation to target language collocation or "idiomatic" requirements. The translator aims at reproducing a similar effect on the TL receiver as that of the SL one. The translator is not concerned with the SL text as a form but with the message and how to express it in the TL (Ilyas, 1989:29-31).

2.5.4 Communicative Translation

Newmark (1988:45-7) indicates that communicative translation attempts to render the contextual meaning of the original in a way that content and language are acceptable and comprehensible to the readership.

Dickins et al (2005:17) claim that the examples which can be used in free translation are also the same in communicative translation. So, a communicative translation is introduced in a given situation in the source text which uses a source language expression which are standard for that situation. The degree of freedom in communicative translation is not benefit as standard practice as in interlinear translation. Because some important details of message content can be lost.

Accordingly, Ilyas (1989 :32) has classified translation into two types:

1. Communicative translation: In this kind, the translator produces the same result on the target language receiver as that of the original source language text on the source language receiver (the readers of the translation identify with those of the original). It emphasizes the force of the message. The translator , in this type has the right to add , delete and remove obscurities , to eliminate repetition and specify generic terms .This method is always direct , simple , but long .
2. The semantic translation: This type tries to render the SL formal and contextual meaning of the original texts as accurately as the semantic and syntactic structures of the original SL text (attempts to recreate the precise flavor and tone of the original). It concentrates the content of the message. It tends to be more complex, more concentrated, indirect and short.

2.5.5 Idiomizing Translation

This kind can be identified by Dickins et al. (2005:18) who state that idiomizing translation is one of the ST (source text) message content that prioritizes TL (target language) 'naturalness' over faithfulness to ST detail.

This kind usually uses idioms or familiar phonic and rhythmic patterns to get easily reading, even if it means sacrificing nuances of meaning or tone. By using 'idiom', it refers to a fixed figurative expression whose meaning cannot be deduced from the denotative meanings of the words that make it up, for example: 'football's not my cup of tea', 'that's a different kettle of fish', etc. So, the word 'idiomizing' is not synonymous with 'idiomatic'. The word 'idiomatic' has used to refer to sounds which 'natural' and 'normal' to native speakers, that is a linguistic expression which is unexceptional and acceptable in a given language and in a given context. (ibid.).

2.5.6 Interlingual Translation

Venuti (2004 :160) defines interlingual translation as "is a bilingual mediated process of communication, which ordinarily aims at the production of a TL [target language] text that is functionally equivalent to an SL text [source language] (2 media: SL and TL+1 medium: the translator, who becomes a secondary sender; thus translating: secondary communication".

In this type of translation, a translator tries to explain a text by using different language but in a simple way. Such as the language used in English – Arabic dictionaries using synonyms or definitions or any other language. Translation from English to Spanish is also an example of interlingual translation.

2.5.7 Textual Translation

This paper deals with many types of translation as mentioned above but the researcher deals with textual translation because it is the core of this study. And it is believed that most students face difficulty in translating this type. So, Hatim and Munday (2004:48) state that it is that type of translation that requires analysis of a text by having the ability to ensure linguistic cohesion and conceptual coherence. It is a proper and equivalent style of translation since it needs pragmatic ability to interpret the intended meaning behind a text

The process of translation requires textual implicit analysis. In addition to these very explicit descriptions, listener reaction of the sequence of text events would be most limited if we did not acknowledge, beyond what the writer/listener present, the implicit textual evocations. furthermore this is where the foreign reader of a translated text will once again be at a disadvantage, for any implicit components limited to the source culture and will not be implicit at all , except for those very common with that culture that is the reason behind his or her weak point in the textual translation of the target language. A limitation which affects also the native reader historically distanced from the time of the narrative. These elements, beyond the ones explicitly described by the writer, to which foreign readers can access much better through accurate illustrations, are:

- a. many more individual sense connections, such as gestures, voice types, clothes that perhaps are not even described, but with which the reader, the foreign one – keeps clothing his characters, whether taken from source culture or his own, in this latter case clearly shifting the culture.
- b. many more interactive symbols exchanges between the characters and their surroundings, such as the interior elements of a place recognizable to the reader, or the smells typical of a place (Poyatos, 2008: 69).

Poyatos (2008: 37) mentions that the environmental circumstances affect translation especially textual styles. The reader's own circumstances together with the book itself and the characteristics of our physical situation, our personal circumstances complete the conditioning background of the re-creative reading experience. Listeners or readers of language should be ready for the reception and mental processing of that literary reality, contained in that book, and there are mainly two important factors that definitely affect that reception, whether we acknowledge it or not. First is our momentary or lasting physiological state of cold, heat, pain or physical exertion, which can affect our reading. But also, perhaps our own medical state, influencing us negatively or positively. Negatively when we are just ill, perhaps bogged down by a lingering illness or even a temporary bad cold or flu. But positively as we recover and start feeling well again, perhaps knowing that we are being discharged from hospital and returning to normal life, or at least our own home. Then it is also our emotional state and mood at the time of reading, that is, how we are feeling as we set out to read, say, a specific novel.

It is definitely not the same to be in a state of anxiety, unhappiness, despondency, gloom or distress than rather optimistic. Also, they may have even been elicited our choosing this or that novel, just as a state of even secondary depression, self-pity or unhappiness might condition the way readers perceive the characters and their circumstances, perhaps coinciding or clashing with them. In fact, even between beginning and end, we may go through different moods and states of mind, whether required by circumstances beyond our control or motivated by ourselves, and that reading could never be in each case what would have been otherwise. In this case, readers can clearly remember the way they sought, as a child or young adolescent, specific readings, depending on how he/she was feeling that day. Even when more than actual reading it would be just looking at art books or illustrations of children's story books.

Allen (2000: 61) states that textual reader searches for as complete a version as possible of the author's intended structure, individual sentences, paragraphing, and so forth. A text is the material inscription of a work. It is that which gives a work permanence, repeatability and thus readability.

Bell (1993:171) clarifies that there are seven parameters which are standards of contextually. These parameters are cohesion, coherence, internationality, acceptability, informativity, relevance and intertextuality.

Contextual meaning consists of the linguistic forms whether grammatical or lexical to the features of the immediate situation such as the bio-socio-physical environment in which a speech act takes. The text is also related to features reaching out into the total cultural background of the situation (Catford, 1965: 36).

2. 6 The Importance of Textual Translation

Satti (2014:6) emphasizes the importance of translation, and he says that "translation introduces innovations into a literature. It is the main medium through which one literature influences another. It can tell us about the self-image of a culture at a given time, and the changes that self-image undergoes".

The purpose of translation theory is to reach an understanding of the processes undertaken in the act of translation and not to provide a set of norms for affecting the perfect translation. Actually, language cannot exist outside the context of culture, and the natural language always represents the core of every culture. "(... language, then, is the heart within the body of culture" (ibid).

In an age of ever-increasing rewritings of all kinds, the study of translation processes of literature can help students towards a greater awareness of the world in which they live. In this age of an explosion of knowledge and the progress in communication, the world becomes like a small village and transmission of knowledge becomes easier. So, through translation, people in the different parts of the world with the different languages can recognize what is going on around them (ibid).

3-Procedures

3.1 Population and Sampling

Population refers to any set of items, individuals, etc, which share some common and observable characteristics and from which a sample can be taken (Richards et al, 1992: 282 and Best and Kahn 2006: 13). The population of the present study includes fourth year of College of Education for Women /Department of English /University of Tikrit. The sample of the study is 25 college students for the academic year 2016 - 2017.

3.2 The Instrument of the Study

In order to achieve the aim and to test the hypothesis of the current study a questionnaire is constructed carefully and submitted to a jury of members to give their remarkable suggestions and valuable guidance. The questionnaire of the current study consists of thirteen items with multiple choice responses (agree, sometimes, and disagree).

To obtain the necessary data of this study, a questionnaire is designed to fulfill the aims of the current study.

3.3 Validity of the Questionnaire

The instrument is valid if it measures accurately what it is supposed to measure (Ebel, 1972: 555 and Fulcher, 2010:19). Validity of the questionnaire refers to the degree or level to which a research instrument measures what it purports to measure (Borg and Gall, 1983:173).

To ensure the face validity of the questionnaire, it has been exposed to a jury of university teaching staff members (see Appendix A). Each juror is asked to point out remarks, advices and suggestions about the suitability of the questionnaire details.

3.4 Reliability of the Questionnaire

Reliability is defined as the extent to which the results can be considered stable or consistent (Brown, 2003: 98; Fautley and Savage, 2010:11).

To find out the reliability of questionnaire, Persons Correlation Coefficient formula is used by using split – half method. It is found that the Computed Pearson correlation coefficient of reliability is 0.74. Spearman-Brown formula is used to correct Pearson Correlation of the result of split – half method. The reliability of the questionnaire of the study 0.83.

3.5 Statistical & Analysis Means

1. Pearson's Correlation Coefficient is used to compute the reliability of the questionnaire:
- 2- Spearman Brown Coefficient is used to correct Pearson Correlation of the result of split – half method:
- 3- Percentage is used to find out the percentages of the questionnaire items.

4-Data Analysis

4.1 Data Analysis Related to the Questionnaire

After calculating the percentages of the questionnaire items as they are mentioned in Appendix B, the following statistical values are found, See table (1).

Table (1) Percentages of Participants' Responses in the Questionnaire

Items No.	Agree Percentage	sometimes Percentage	disagree Percentage	Highest response/frq.
1	38.46%	38.46%	23.07%	Agree,sometimes
2	42.30%	34.62%	23.07%	Agree
3	53.84%	23.07%	23.07%	Agree
4	42.30%	46.15%	11.5%	Sometimes
5	53.84%	26.92%	19.23%	Agree

6	30.76%	15.38%	53.84%	Disagree
7	80.76%	7.69%	11.5%	Agree
8	53.84%	38.46%	7.69%	Agree
9	57.69%	19.23%	23.07%	Agree
10	80.76%	15.38%	3.84%	Agree
11	53.84%	30.76%	15.38%	Agree
12	26.92%	50%	23.07%	Sometimes
13	80.76%	26.92%	26.92%	Agree

The collected responses of the questionnaire items are summed up in the following points:

1. It has been noticed that 38.46% of the participants in the questionnaire agree that the texts found in the textbooks are not enough to motivate college students in textual translation.
2. Most of the respondents agree that the teaching method used in teaching textual translation is effective but not in a sufficient quality since 42.30% of the participants agree to this point.
3. Some of the respondents say that instructors don't use modern techniques in teaching textual translation. 53.84% of the participants agree to this point.
4. 46.15% of the responses say that sometimes the time allotted in learning and practicing textual translation is not enough.
5. Most of the students agree that there is no cooperative spirit among students in practicing textual translation and this matter weakens students' ability. 53.84% of the participants agree to this point.
6. More than half of the respondents about 53.84% disagree that students are weak because the instructor is not specialized in translation field.
7. A high percentage of the respondents believe that they need more real-life situations, texts, and practice. 80.76% of the participants agree with this item.
8. 53.84% of the participants have noticed that more attention should be given to textual translation for more enhancement and motivation.
9. It has been found out that 57.69% of the participants agree that visual aids, audio tracks, charts, games are not used in practicing textual translation.
10. It has been found out that 80.76% of the respondents agreed about the item that if students follow group work or pair work, they will be better in textual translation.
11. 53.84% of the participants agree that self-assessment is really an important technique in practicing textual translation, and their performance would be better if they use this technique.
12. 50% of the respondents believe that quizzes, oral and written tests are not applied regularly to raise student's ability in translation.
13. It has been found that the interference between Arabic and English is a reason behind students' weakness in textual translation. i.e. translation

from Arabic to English and vs. This item percentage is 80.76% of the respondents agree about it.

4.2 Ranking the Sample Responses

After analyzing data statistically by using the percentages of the frequencies of questionnaire items, they are arranged and ranked. Table (2) shows the rank of the items of the questionnaire according to respondents' point of view and attitudes concerning textual translation.

Table (2) Items Ranks of the Questionnaire According to Participants' Attitudes Concerning Textual Translation

No	Sq.	Items	Ranking	
			Response	Perc.value
1	7	Students need more real-life situations, texts, and practice to be better.	agree	80.76%
2	10	If students follow group work or pair work, they will be better in textual translation.	agree	80.76%
3	13	The interference between Arabic and English is reason behind students' weakness in textual translation.i.e. translating from Arabic to English and vs.	agree	80.76%
4	9	Visual aids, audio tracks, charts, games are not used in practicing textual translation.	agree	57.69%
5	3	Instructors don't use modern techniques in teaching textual translation	agree	53.84%
6	5	There is no a cooperative spirit among students in learning and practicing textual translation and this weakens student's ability	agree	53.84%
7	6	Students are weak because the instructor is not specialized in Translation field	disagree	53.84%
8	8	I think more attention should be given to textual translation	agree	53.84%
9	11	If students do self-assessment technique in practicing textual translation their performance will be better .	agree	53.84%
10	12	Quizzes, oral and written test are not applied regularly to raise student's ability in translation.	Sometimes	50%
11	4	The time allotted to learning and practicing textual translation is not enough	Sometimes	46.15%
12	2	The teaching method used in teaching textual translation is effective	Agree	42.30%
13	1	The texts that the student's study are not efficient enough to motivate and enhance students to be fluent in textual translation.	sometimes	38.46%

Throughout the content of table (2), one can conclude that the highest ranks according to the above table are belong to three items the first is the need of more real life situations ,the second group work and pair work is

very essential activity ,and the third the interference between Arabic and English is behind students weakness in textual translation . These result shows that college students' attitudes are extremely directed group and pair work in practicing textual translation with using recent real-life situations.

4.3 Discussions of Results

Translators interpret texts (situations of films, television programmes, magazines, advertisements, clothes, graphs, and so on) in order to try and obtain a sense of the ways in which, in particular cultures at particular times, college students make sense of the world around them and they are in need to real life situations and authentic events. And, significantly, by seeing the variety of ways in which it is possible to interpret reality. It is also found out that the learning cultures of the target language is something emergence because readers of translated texts can show the limitations and advantages of sense-making also sense interpretation.

Humor texts are used based on the following considerations. First, humor texts are expected to motivate students in doing translation because humor texts are funny. Second, this element of funniness can be used to test students' ability in transferring the content. If they or others can laugh when reading the translation, it means that their translation is already correct. If not, it means that there is a mistake in transferring the meaning.

The common problems facing textual translation chiefly are those that happen out of the differences between the source and target languages, moreover the scientific, psychological and other difficulties concerned with decoding the source text and transferring the meaning to another language. However, even these elements, common to the work of all types of translator. For example, the interpreter needs to create readily usable formulas, whereas the literary translator is concerned to identify equivalents which share the greatest possible number of common aspects of language with the source.

Since students of English department have different attitudes concerning the difficulties faced by students which lead to the poor level in textual translation. In this case the first hypothesis is accepted.

Most of the students suffer from lacking of new techniques used teaching method in textual translation such as group working. So, the other reason behind the poor level in students' ability in textual translation is using traditional methods or lecturing method which represent teacher-based approach. So, the second hypothesis is accepted, too.

5-Conclusions

This study has come up with the following conclusions:

- 1-students suffer from using new techniques in practicing textual translation with using real life situations and authentic material.
- 2- More attention is needed to translation teaching in general and textual translation in particular because most of the students believe that it

reflects the culture of the target language more than other types of translation such as free and literary translation.

- 3- College students prefer group and pair work in doing activities which deal with textual translation, rather than solo work.
- 4-Regular oral and written assessment is an essential matter since it motivates students to show their efficiency in textual translation. Moreover, using Self-assessment improves their ability in this field.
- 5-The interference between Arabic and English is one of the reasons behind the failure of college students in textual translation.
- 6-The cooperative spirit is regarded one of the best tools which encourages college students to across fear factor.
- 7- There are some aspects that deal with translation such as: literary, scientific, social, economic, political and religious aspects. This activity helps the learners to do more practice in the various kinds of material and style. Also, it may help the learners to overcome the avoidance strategy during translation tasks as revealed in the current study.
- 8- The learners should be given the opportunity to develop their translation skills according to a systematic order of material, starting from the first year to the fourth.

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Appendix (A)

The Jury Members

- 1- Asst. Prof. Dr. Madeha S. S.(Ph.D.) , University of Tikrit / College of Education for Women .
- 2- Dr.Israa Burhan (Ph.D.) University of Tikrit / College of Education for Women .
- 3- Instructor Mohamad Sabah(M.A.) University of Tikrit / College of Education for Women .
- 4- Instructor Zainab Jehad A.(M.A.) University of Tikrit / College of Education for Women
- 5- Instructor Muthana Mahamad (M.A.) University of Tikrit / College of Education for Women
- 6- Instructor Afraa Husam Sami (M.A.) University of Tikrit / College of Education for Women
- 7- Instructor Khalid Nayyef S.(M.A.) Saladin Education Directorate .

Appendix (B)

The Questionnaire

Sq	Item	agree	sometimes	disagree
1	The texts that the students study are not efficient enough to motivate and enhance students to be fluent in textual translation.			
2	The teaching method used in teaching textual translation is effective			
3	Instructors don't use modern techniques in teaching textual translation			
4	The time allotted to learning and practicing textual translation is not enough			
5	There is no a cooperative spirit among students in learning and practicing textual translation and this weakens students ability .			
6	Students are weak because the instructor is not specialized in Translation field			
7	Students need more real life situations , texts , and practice to be better .			
8	I think more attention should be given to textual translation			
9	Visual aids , audio tracks , charts , games are not used in practicing textual translation.			
10	If students follow group work or pair work , they will be better in textual translation .			
11	If students do self-assessment technique in practicing textual translation their performance will be better .			
12	Quizzes, oral and written test are not applied regularly to raise students ability in translation.			

13	The interference between Arabic and English is reason behind students' weakness in textual translation .i.e. translating from Arabic to English and vs.			
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