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University of Oran2 Mohamed Ben Ahmed

Faculty of Foreign Languages

Department of English



**The Impact of Translation from French and Arabic into English on the  
Verbal and Written Repertoire**

**The Case of Second-Year Students at Abdelhamid Ibn Badis University of  
Mostaganem**

*A Thesis Submitted in fulfilment of the Requirements for the Degree of Doctorate es –Science in  
Sociolinguistics*

**Presented by:**

Mrs. ADNANI Nour El Imene Rajaa

**Supervised by:**

Prof. BOUKRERIS Louafia

**Board of Examiners:**

**Chairperson: Prof. DJAILEB Farida**

**University of Oran2**

**Supervisor: Prof. BOUKRERIS Louafia**

**University of Oran2**

**Internal Examiner: Dr. KERMA Mokhtar**

**University of Oran2**

**External Examiner : Prof. LABED Zohra**

**ENS Oran**

**External Examiner: Prof. BESSAFI Rachida**

**University of Oran1**

**External Examiner: Prof. BENBRINIS Yasmina**

**University Oran 1**

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## Dedication

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To my beloved mother, my first school, Schahrazede, who passed away but forever remains in my heart. She was a constant believer in my abilities, always encouraging me with her devotion, love, and patience. I can feel her presence with me all the time.

My heartfelt dedication is to my father, Noureddine Adnani, who embodies honesty and hard work. He is a source of respect for others and exemplifies perseverance in all his endeavours.

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## Abstract

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Translation bridges language barriers and accurately conveys meaning across cultures to improve communication and cross-cultural understanding. This study specifically examines the challenges encountered by English learners in the context of language transfer and word-for-word translation in English, French, and Arabic. While previous research has explored English transfers in a general context, the relationship between translation teaching and word-for-word translations by English language learners in Algeria remains unexplored. The objective of this study is to shed light on the obstacles faced by English learners during the translation process and gain a comprehensive understanding of the complexities involved. The aim is to assess the impact of integrating a translation subject into the English curriculum at the University of Mostaganem and its potential to enhance students learning. The research employs various theoretical frameworks, instructional methodologies, and strategies to teach translation and improve language transfer control. Research tools such as questionnaires, pre-and post-tests, sequence translation exercises, dubbing scripts, and interviews are used and analysed quantitatively and qualitatively. The study observes students' initial translation practices, identifies hindrances encountered, and tracks their progress. The findings of this study indicate the potential emergence of a new variety of English, as well as the positive attitudes of students towards the translation subject. Finally, the research highlights the significant influence of translation instruction on both fluency and language transfer control, followed by recommendations for both teachers and learners to enhance the teaching and learning of English through translation.

*Keywords:* language transfers, learning, training, translation teaching, word-for-word.

## Résumé

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La traduction permet de surmonter les barrières linguistiques et de transmettre avec précision les significations à travers les cultures, ce qui améliore la communication et la compréhension interculturelle. Cette étude se penche spécifiquement sur les défis auxquels sont confrontés les apprenants de l'anglais dans le contexte du transfert linguistique et de la traduction mot à mot en anglais, en français et en arabe. Alors que des recherches antérieures ont exploré les transferts en anglais dans un contexte général, la relation entre l'enseignement de la traduction et la traduction littérale faites inconsciemment par les apprenants de la langue anglaise en Algérie reste inexplorée. L'objectif de cette étude est de mettre en évidence les obstacles auxquels font face les apprenants en anglais tout au long du processus de traduction et d'acquérir une compréhension complète des complexités qui y sont associées. L'objectif est également d'évaluer l'impact de l'intégration de l'enseignement de la traduction dans le programme de l'Anglais de l'Université de Mostaganem et son potentiel d'améliorer l'apprentissage des étudiants de cette spécialité. La recherche utilise divers cadres théoriques, méthodes pédagogiques et stratégies pour enseigner la traduction et améliorer le contrôle du transfert linguistique direct des étudiants. Des outils de recherche tels que des questionnaires, des tests, des exercices de traduction séquentielle, des scripts de doublage et des entretiens sont utilisés et analysés quantitativement et qualitativement dans cette recherche. L'étude observe les pratiques initiales de traduction des étudiants, identifie les obstacles rencontrés et suit leur progression. Les résultats de cette étude indiquent la possibilité d'une émergence potentielle d'une nouvelle variété d'Anglais, ainsi que des attitudes positives des étudiants à l'égard de la matière de traduction. Enfin, la recherche met en évidence l'influence significative de l'enseignement de la traduction sur la fluidité de la langue et le contrôle du transfert linguistique, suivie de recommandations à l'intention des enseignants et des apprenants pour améliorer l'enseignement et l'apprentissage de l'anglais grâce à la traduction.

Mots clés : transferts linguistiques, apprentissage, formation, enseignement de la traduction, traduction littérale.

تلعب الترجمة دورًا حيويًا في تجاوز العقبات اللغوية ونزول المعاني بدوّة عبر اللغات، مما يسهم بشكل كبير في تعزيز التواصل من علمو الإنجليزية في سياق زلّ يوجهها ونهم اللغات المنوعة بين الدول. تركز هذه الدراسة بشكل خاص على التحديات التي اللغة والترجمة الحرفية بين الإنجليزية والفرنسية والعربية. وبالرغم من أن الأبحاث السابقة استكشفت زلّ اللغة الإنجليزية في سياق عام، إل أن العالوة بين تعليم الترجمة واعتماد الترجمة الحرفية بشكل غير مدرك من قبل من علمي اللغة الإنجليزية في

تسليط الضوء على العقبات التي تواجه من علمي الإنجليزية خلال عملية الاجاز لم تتلق الاهتمام الكافي. تهدف هذه الدراسة إلى الترجمة والتناسب نهم شامل للتعديلات المرتبطة بها. الهدف هو توييم تأنيير دمج مادة الترجمة في جزهاج اللغة الإنجليزية في من خلالها. تعتمد الدراسة نظريات متعددة ومنهجيات تدريس لهذه اللغة جامعة من غانم ونحص إمكانية تعزيز تعليم الطالب منوعة واستراتيجيات لتدريس الترجمة ونحسين نكلم الطالب في زلّ اللغة. تعتمد أدوات البحث على استبيانات واختبارات قبل وبعد تدريس الترجمة، ممارين في الترجمة التسلسلية، نصوص التبيس، والمؤابالت. تؤوم الدراسة بمراية ممارسات الترجمة أنواع الأولوية للطلاب، وتحديد العقبات التي نواجههم، وتبع تقدمهم. تشير نتائج هذه الدراسة إلى إمكانية ظهور نوع جديد من الإنجليزية، بالاضافة إلى اقبال إيجابي للطلاب نحو مادة الترجمة. وأخيرًا، نختتم الدراسة بنوصيات موجهة للمعلمين اللغة والمعلمين على حد سواء بهدف تعزيز تعليم اللغة الإنجليزية من خلال الترجمة

لكلمات مناحية: زلّ اللغة، تعليم، تدريب، تعليم الترجمة، الترجمة الحرفية

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## List of Abbreviations and Acronyms

**AA:** Algerian Arabic

**AT:** Algérie Telecom

**BP:** The Bologna Process

**CA:** Classical Arabic

**CAT:** Computer-Aided Translation

**CC:** Communicative Competence

**CCS:** Communicative Strategy

**DVD :** Digital Versatile Disc

**ECTS:** The European Credit Transfer and Accumulation System

**EGP:** English for General Purposes

**EHEA:** European Higher Education Area

**EL:** English Language

**FLL:** Foreign Language Learners

**GET:** Google English Translation

**GFT:** Google French Translation

**GTM:** Grammar Translation Method

**ICT:** Information and Communication Technologies

**ITU:** International Telecommunication Union

**IWS:** International Telecommunication Union (ITU) World Telecommunication/ICT Indicators Database

**L1:** First Language

**L2:** Second Language

**L2:** Second-year English LMD Students

**LMD:** Licence Master Doctorate

**MT:** Machine Translation

**MT:** Mother Tongue

**MTPE:** Machine Translation Post-Editing

**NMT:** Neural Machine Translation

**SA:** Standard Arabic

**SC :** Source Culture

**SL :** Source Language

**SLA :** Second Language Acquisition

**SLA :** source Language Audience

**SLSc :** Source Language Script

**SLT :** Source Language Text

**STT :** Source Text Translation

**TL** Target Language

**TLA :** Target Language Audience

**TLT :** Target Language Text

**TT:** Target Text

**TTT:** Target Text Translation

**TTT:** Target Text Translation

**TU:** Teaching Units

**VRI:** Video Remote Interpreting

**W-F-W T:** Word-for-word translation

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# General Introduction

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The globalisation of the English language and its interaction with diverse multilingual and multicultural contexts have given rise to a proliferation of new English varieties on a global scale. These varieties encompass a wide range, including Australian English, Black South African English, Indian English, and numerous others. The growing significance of the English language in various multicultural contexts across different regions has heightened the prospects of future varieties emerging. These emerging varieties can be attributed to the dynamic interplay of language contact and cultural influences.

Culture and language are intrinsically intertwined and have a complicated relationship. Not only can there be cultural differences between nations, but also between communities within the same nation, where differences in names, cooking methods, and proverbs may be prominent. This diversity may be unfamiliar to individuals from other cities, especially those from other nations. Each language possesses unique characteristics and carries its own cultural implications. Consequently, a country's culture is reflected in its language, which is frequently more difficult to completely comprehend than the language itself.

Even within countries with a shared culture, regional differences and nuances continue to exist. People may neglect certain regionally-specific cultural characteristics of their own country. If such disparities can exist among individuals with the same cultural background, one can only imagine the linguistic and cultural challenges confronted by English language learners.

As English serves as a global language and is used in a variety of contexts around the globe, learners must not only acquire language proficiency but also comprehend the complexities of the language's various cultural implications. The English language includes a variety of dialects, idioms, and social norms, reflecting the cultural diversity of its native speakers and communities where it is used as a second language. Understanding and navigating these cultural complexities is indispensable for effective communication and cultural competence.

Fundamentally, English language learners face the challenge of navigating both linguistic and cultural dimensions. They must endeavour to comprehend the cultural nuances embedded in the language, recognising that there are variations between countries. By doing so, students can develop a deeper appreciation for the cultural richness of the English language and improve their ability to interact meaningfully with diverse cultural contexts.

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Learning and teaching the English language engage more than phonetic improvement and cognitive functioning. The cultural confrontation between the native and target cultures affects learning styles. Cultural education explains the link between the cultural environment and learning a language. Awareness of cultural collisions in English language learning can influence classroom choices and increase positive learning outcomes.

Culture must be analysed to achieve an accurate English language acquisition process. It is related to the learners' and English language environments. As culture is the core of any language, it is vital to be conversant with the cultural milieu of the learners and the culture of the English language to aid the English-learning process.

Native speakers of a language use words and phrases that are unique to their culture and cannot be translated literally. For instance, native English speakers frequently employ idioms without literal meaning in their interactions. Furthermore, idioms appeared to have fixed meanings in a country's profound culture. It is a central problem that English language learners who want to improve their intercultural skills face.

While learning a foreign language, learners often face difficulties understanding the differences between the new language and their native language. They need to realise that there are various cultures; therefore, they confuse the two and believe the other culture is similar to theirs, leading to misunderstanding and misinterpretation. Learners need to know about cultural gaps and understand that differences are expressed within a given society according to their own experiences by different lingual means and not just through a set of words. When learning a new language, students must be able to separate their cultural backgrounds and avoid their impact. Moreover, how people learn and their attentiveness in class are also crucial factors.

Language awareness is an active process that entails not only the learners' minds but also their views and approaches. The latter is also shaped by the community context where learners communicate and negotiate in the classroom interchange. Thus, learning is a combination of cognitive, emotional, and social factors that are holistically interconnected. Teaching entails fostering good emotions and supporting students in overcoming psychological obstacles (such as worry, fear, and tension) to maximise their learning capacity.

Taking into account students' concerns and overcoming negative emotional factors is critical when learning a language. Teachers must consider this fundamental fact and devise practical activities to assist students in discovering their ability to overcome negative emotions.

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Furthermore, learners are sometimes aware of their true potential. After all, they ignore their hidden abilities because they do not trust themselves and doubt their skills, thus underestimating their limits. On the other hand, teachers can motivate students to learn more efficiently by assisting them in identifying their capabilities, resulting in a more successful learning progression.

Interestingly, in Algerian society, where the English language is prominent, it is regarded as a foreign language. New generations are significantly more involved in learning English than any other language because of its importance and widespread use. The Internet brings people from all over the world together since it is necessary to learn the language that enables effective communication for various purposes. Being aware that English is the lingua franca, Algerians perceive the necessity of learning it in such a way as to use it adequately and appropriately.

Hence, people have been interested in learning that foreign language, English, and translating it into another language or vice versa. In the beginning, few works that related language teaching to translation were produced. Translation was considered an important field studied by itself in a way that was disconnected from any observations related to improving language teaching. It means that translation and language teaching were thought to be two separate fields. Some theorists have recently begun to reconsider this idea, recognising that teaching translation would improve language learning abilities.

The method of teaching a foreign language has always been a source of concern for various scholars looking for procedures and strategies to make this process easier. Theorists' opinions about how to teach a foreign language diverge, but the objective remains the same: to make the learners' tasks easy. Teachers also need to choose strategies that help their students learn, keeping in mind that not all students at the same level learn in the same way or respond positively to the same strategy.

Beyond reading, listening, speaking, and writing, students of foreign languages can benefit from translation practice. It is based on the idea that translation can be a part of learning and that students must be trained to help them move forward. To sum up, translation is more than just a field for training people to become professional translators. It can also teach a foreign language and help people boost their foreign language acquisition.

Investigating this research stems from the researcher's experience as a teacher of the written expression module at Abdelhamid Ibn Badis University of Mostaganem. Therefore,

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different reasons have fuelled the desire to carry out this study. It was noticed that a considerable number of students of English need to respect the structure of the English language, mainly due to L1 interference in generating ideas and direct translation both in writing and speaking. Hence, this pushed the researcher to dig deeper into that issue and find solutions to help learners use English correctly. Therefore, the translation module was and is the stepping stone that has helped learners overcome difficulties to avoid direct translation by deploying various strategies.

The current study aims to demonstrate the importance of English among Algerian youth. Furthermore, it demonstrates how Algerian students deal with structures and words while transferring their ideas from English into French and Arabic. Moreover, they think in dialectal Algerian or Arabic before restructuring ideas and words literally, retaining the structure and rules of their native language before fully expressing themselves in English. Admittedly, with the emergence of translated videos on YouTube and Facebook made by ordinary young Algerians, these videos are passages from Algerian films translated literally into English. They are followed and appreciated since the English used is easy to understand by Algerians with different levels of English. This way, used by learners and ordinary people, may lead to the emergence of informal English based on word-for-word translation among the Algerian community.

Little attention has been paid to how translation manifests among Algerian students in the Department of English . Whenever learners of English encounter difficulties while learning the language, they attempt to resolve them by translating literally from their mother tongue into English, believing that both languages function similarly and follow identical rules. The purpose is to make them aware of such errors and teach them strategies to help them learn English properly.

The objective of teaching the translation module is to assist students and make them aware of important principles that will facilitate a smooth transition from Algerian Arabic to English and vice versa. Moreover, it shows why a word-for-word or literal translation from Algerian Arabic into English is only sometimes appropriate and is usually incomprehensible and insignificant. Furthermore, solutions and strategies that benefit teachers and students in translation are also discussed. The primary goal is to shed light on the possibility of a new variety of English emerging in Algeria.

This study seeks to find answers to the following research questions:

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- 1- How do students translate?
- 2- What difficulties do they face when translating, and are they aware of them?
- 3- Do students apply the strategies that have been taught to them? Do they use the recommended strategies during their tasks or not?
- 4- Do word-for-word and literal translation impact the creation of a new variety of English in the Algerian context?
- 5- What attitudes do students have towards the translation module?
- 6- Is teaching translation to English students help them learn English more fluently and control the influence of their mother tongue on their learning process?

This research tests the following hypotheses:

- Students translate differently depending on the context and the various obstacles they encounter.
- Students translate easily.
- Students use the recommended strategies without hesitancy.
- A new variety of English is taking place among Algerians.
- Students negatively react toward the translation module.
- Teaching translation to English students helps them become fluent and manage their mother tongue influence.

To provide empirical evidence for these hypotheses, an experimental research approach was undertaken to measure the impact of translation on students' learning processes. A mixed-methods approach was employed to gather both qualitative and quantitative data. Questionnaires were administered to both teachers and students to gather their perspectives. Individual pre-and post-tests were conducted as assessment tasks, and a group task involving sequence translation was also assigned. Additionally, interviews were conducted with the students to gather further insights.

The participants in this study were second-year LMD students enrolled in English courses at the University of Mostaganem during the academic year 2019–2020. These students were selected because:

- The inclusion of the translation module in the curriculum at Mostaganem University was relatively recent at the time of the research. As a result, it was

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crucial to examine and investigate the practices and objectives of this module since teachers were assigned to teach it without being provided with sufficient information.

- It was observed that there was an overreliance on word-for-word translation among students in their writing and speaking tasks. This phenomenon raised concerns about the student's language proficiency and their ability to effectively convey meaning and communicate in English. By including these students in the study, the aim is to explore the impact of the translation module on their language skills and determine whether it can address the issue of overusing literal translation.
  - It highlights the impact of the translation module on the learning and improvement of English students. Given that the module is specifically designed for English learners, it is expected to have constructive impacts and assist in the development of their language skills.

Moreover, when teachers were tasked with teaching the translation module, they encountered challenges and felt uncertain about how to integrate it with the modules they teach. Therefore, the aim of this research was to provide them with enough contextual information. By including these participants and gathering data through various methods, this study aims to shed light on the role and impact of the translation module on students' learning outcomes as well as address the challenges faced by teachers in integrating it into their teaching practices.

This study includes a framework comprised of five interconnected chapters. The introductory chapter serves as a foundation, providing a comprehensive overview of the global status of the English language and its specific significance in Algeria. It focuses on the paramount importance of English within the Algerian educational system and its vital role in the Algerian population as a whole.

The second chapter explores the topic of translation, analysing its increasing prominence and significance over the past decade. This chapter investigates the contributions of various theorists to the field of translation. In addition, a thorough examination of relevant theories, techniques, and strategies is conducted, resulting in a comprehensive understanding of this dynamic and evolving domain.

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The research design is described in chapters three and four, including the methodology, sample selection, and data collection tools. In addition to elaborating on the research methods employed, these chapters also explain the techniques chosen for subsequent data analysis. The acquired data, obtained through meticulously executed processes of data collection, is subjected to rigorous analysis and interpretation. The findings gathered before and after translation courses are thoroughly examined, revealing the profound impact of teaching translation on students. In addition, a comprehensive investigation is conducted to determine the impact of translation on students' learning outcomes. The subsequent chapter, chapter Five, provides an in-depth discussion of the research findings, a nuanced analysis of the acquired data, and valuable insights into the complex relationship between translation instruction and student outcomes.

In addition to the substantive research findings, this scholarly work also includes a series of well-grounded recommendations and suggestions based on the acquired data. These recommendations aim to aid educators and teachers in optimising their instructional practices and fostering the development of their students' translation skills, taking into account the profound impact of translation instruction.



**Chapter One**  
**English Language Learning**  
**in Algeria: Process and**  
**Status**

## **1.1. Introduction**

Algeria has always been in contact with different languages, and this is due to its historical background. The Algerian sociolinguistic situation is particular because of the presence of various languages that developed and contributed to making Algeria a favourable place for multilingualism. Languages develop and spread differently; French was used in the educational system as a first resource. Then, with the application of Arabization, it became the second language. However, it has recently been regarded as the first foreign language, preceding English. Yet, with globalisation and the spread of English all over the world, the status of English in Algeria has become a threat to the French language.

This chapter revolves around the theoretical background of the growth of English, its dominance all over the world, its position in Algeria, and the significant roles it plays in all fields. In addition to updating the reader on the current research context, the chapter provides insight into the position English holds among Algerians. This phenomenon does not concern just the Algerian educated category that needs to be informed of any new scientific result and so on, but also the other categories that reflect Algerian society. The importance the English language takes in Algeria is manifested through different steps that show how this language is expanding quietly but surely. The English language situation in Algeria is taking a particular position, and this is visible in the way this language is used by different Algerian generations in various domains.

## **1.2. Language Parameters**

Language power in a community has always been a subject of debate among researchers. William Francis Mackey (1973) was one of the first scholars to investigate bilingualism and language contact. He stated that about 100 indicators could be explored to determine the strength of a language and its international position. Mackey (1973) says the ultimate selection of parameters depends on the researcher's intention. The significance is regularly political, descriptive, or comparative (Mackey, 1973). As a result, authors from varied fields of interest have used different formulas. But when contemplating the diverse criteria used by sociologists, geolinguists, political scientists, sociolinguists, and so on, to evaluate language power, one finds that they equal no more than a dozen concepts.

For instance, Mackey designated these six parameters (1973, 1976). While doing their research related to the spread of English all over the world in 1977, Fishman et., al used nine indicators (see table.1.1). Then, the political scientist Laponce (1987) mentions five

characteristics (see Table 1.1).. Finally, the geolinguist Breton (2003) selects just three indicators (Benrabah, 2014) (see Table 1.1).

Makey (1973), Breton (2003), and J . A. La Ponce (1987) mention different language parameters according to their importance concerning the number of speakers, political dominance, scientific and cultural power, etc. Shared parameters between these scholars are specified in Table 1.1. Isolated parameters mentioned by these scholars are mobility (tourism) (Mackey, 1973), duration of authority, linguistic diversity, material advantage, urbanization, educational development, and political affiliation, (Joshua A. Fishman, 1977), the standard of living (La Ponce, 1987), the number and population of countries using the language internationally, and the number of states with the same language as their (co-)official language (Breton, 2003).

**Table 1.1: Common Language Parameters Among Authors**

Common Parameters	Authors
Number of speakers (demographics),	Mackey (1973), Laponce (1987)
Geographical dispersion (establishment in different regions of the world),	Mackey (1973), Breton (2003)
Economic wealth	Mackey (1973), Fishman(1977) Laponce (1987)
Ideological indicator (religions of universal appeal, political ideologies of the sametype),	Mackey (1973), Fishman (1977)
Cultural indicator (publishing of books and so on).	Mackey (1973), Weber (1999) Laponce(1997)
Military imposition,	Fishman (1977) Laponce (1997)

The sociolinguist Ulrich Ammon, in his research on the position of German among the languages of the world, makes a combination of four of these parameters and designates them as "basic indicators." These indicators are numerical strength, economic strength, political strength, and the use of the same language by various countries as official or co-official (Ammon 1995, p. 28). Considering the analysis of scholars, the strength of a language is determined thanks to given parameters that may be interchangeable according to their

conviction. Do parameters have the same impact on language extension or some more than others? And what is the role of science and economics in language expansion?

### **1.3. Industry, Science, and Economy Dominance**

In the nineteenth century, Britain was the principal industrial and trading country in the world. British imperialism scattered English everywhere so that it was a language "on which the sun never sets"[1]. ( David Crystal,2007,p.10) By the end of the century, the inhabitants of the USA (then approaching 100 million) were superior to the countries of Western Europe, and even economically, it was the fastest-rising country in the world and the most productive one. This global presence was maintained and increased roughly independently throughout the new American supremacy's economic dominance. Economics substituted politics as the principal driving force. Furthermore, the language at the back of the US dollar was English.

David Graddol (1997, p. 14) presents a detailed analysis of the fundamental reasons behind the spread of English. The first one is linked to the British colonies' expansion in different parts of the world. This has contributed to the extension of the number of English speakers. This also offered support for the language to be adopted as a lingua franca. During the twentieth century, America outstripped Britain as the leader in scientific and technical knowledge and proved that the language also directs cultural consumption.

Bhatt (2001, p. 533) also certifies the achievement of the spread of English to "the economic conditions that produced the commercial dominance of the United Kingdom and the United States" and went further, mentioning the "econocultural model" as assuring the "incessant spread of the language." Therefore, the economic factor greatly impacted the spread of English and its culture. Are these two factors the only ones that lead to the growth of English?

An expression adapted from a nineteenth-century aphorism about the extent of the British Empire. It continued to be used in the twentieth century, for example by Randolph Quirk (1985, p. 1).

## **1.4. The Globalisation of English**

Although it has only recently attracted a lot of attention, globalisation has always been a pervasive human dynamic, according to Roland Robertson (2003) (p. 3). Initially, many believed that any language with a large number of native speakers automatically qualified as a global language (Graddol, 1997; McKay, 2002). However, this definition of globalisation was flawed as it focused solely on native speakers, disregarding the importance of non-native speakers. McKay (2002) aptly states, 'Unless such languages are spoken by a large number of native speakers of other languages, the language cannot serve as a language of wider communication' (p. 5). Similarly, Crystal (2003) emphasises that a language cannot achieve global status based solely on mother-tongue use; it must also be embraced by countries worldwide (p. 4).

To attain global prominence, a language must be widely used across various populations. English, for instance, is not only spoken by native speakers but is also employed as a second language, a foreign language, and a means of communication between diverse communities. Crystal (2009) further affirms that English is the primary foreign language taught in the majority of countries worldwide.

The dominance of the nation associated with a language is a contributing factor to its spread and global reach. Crystal (2009) explains that 'a language has traditionally become an international language for one chief reason: the power of its people, especially their political and military power' (p. 9). This power, encompassing politics, military strength, technology, and economy, elevates a nation to the status of a global leader. Other countries lacking such essential elements become dependent on this leader and consequently need to learn the language for effective communication.

The expansion of a language is intricately tied to power dynamics, as is evident in the case of English and its numerous varieties worldwide. English occupies a central position due to the political and technological supremacy of the United States. Crystal (2003) affirms that a language becomes international primarily due to its political and military dominance (p. 9).

The status of English as a global language is primarily attributed to America's influential position and power. English serves as a mother tongue, a language of instruction, a second language, and a foreign language. Its preeminent position has led to the emergence of

various English varieties influenced by native languages. Technological advancements in different fields have propelled the USA to the forefront, establishing it as the leader among other nations. This position naturally necessitates learning the English language. Consequently, English is rapidly becoming the predominant global language and serves as a lingua franca for international communication among diverse nations.

### **1.5. The Dominance of the English Language**

Seth Mydans (2007), in his article titled "English Dominance," published in the Boston Globe newspaper, postulates that "linguists see few threats to its rule, but new dialects and technology pose challenges." He discusses two contrasting views among linguists: those who believe that English will not thrive in the long run, considering it a matter of time, and those who perceive it as indefinitely remaining the leading language.

Firstly, those who see negative aspects highlight factors that strengthen the hold English has on the world, such as the potential impact of disasters like "nuclear war or climate change," or "the eventual perfection of a translation machine that would make a common language unnecessary" (Mydans, 2007). Others argue that linguistic development is a continuous process, suggesting that English may have a similar impact as Latin, Phoenician, and other historical languages. This viewpoint represents a minority perspective characterised by uncertainty.

Secondly, other groups of linguists envision the future of English differently. Crystal (2003) asserts that the radical transformation of the world has rendered history no longer a reliable guide. He acknowledges English as undeniably the primary global language used universally. Crystal further accentuates the absence of a model to predict what will transpire. McWhorter, a linguist at the Manhattan Institute, states, "English is dominant in a way that no language has ever been before. It is vastly unclear to me what actual mechanism could uproot English given conditions as they are" (cited in Mydans, 2007). Admittedly, English's dominance is such that it is essential for most people's communication needs.

The dominance of English is evident on the internet, where 80% of electronically stored information is in English (Graddol, 2000). Mydans adds that while there may be more native speakers of Chinese, Spanish, or Hindi, it is English that is spoken when people communicate across cultures and is the language, they teach their children to navigate an

increasingly interconnected world (2007). Recognition of English as a second or foreign language is necessary to stay connected with the rest of the world. English is regarded as the language that governs entertainment, technology, and science.

Moreover, English has long been assumed to be the language of science. An example of this is the deadly avian flu in China in 2004, which was initially known only in China as it was published exclusively in the Chinese language. However, a few months later, the World Health Organisation and the United Nations became aware of it and urgently called for its translation into English to disseminate the information widely. This incident demonstrated the paramount importance of the English language in the realm of science. Zoologist Tatsuya Amano, a native of Japan residing in Cambridge, emphasised the potential biases in understanding when non-English papers are ignored (Panko, 2017, Para. 4).

Native English speakers tend to assume that all important information is in English (Ibid., Para. 3). However, the majority of scientific articles are written in languages other than English, which non-English researchers may miss out on. This challenge is compounded by the fact that English has become the lingua franca of science. Consequently, scientists worldwide found themselves at a disadvantage when English became the global and scientific language. It is crucial for scientists to learn English and publish their articles in this language to benefit from scientific knowledge worldwide.

Many linguists observe that English is expanding in such a way that numerous varieties are emerging. Mydans (2007) states, "As English continues to spread, the linguists say, it is fragmenting, as Latin did, into a family of dialects and perhaps eventually fully-fledged languages, known as Englishes."

## **1.6. English as a Global Language**

The concept of globalisation encompasses various definitions, according to Waters (1995), referring to the receding constraints of geography on social and cultural arrangements, while Scholte (2002) views it as the universalization that erodes world cultures, leading to McDonaldization and Americanization (Crystal, 2000). Language attains global significance due to factors such as political and military power, technology and science, and economic and

cultural influence (Crystal, 2007). When acknowledged and used worldwide, a language obtains international recognition (Crystal, 2007).

Jenkins (2006) asserts English's status as a global language, rapidly expanding its influence across technology, science, the military, politics, education, the economy, and cultural domains. The prevalence of scientific texts and conferences in English further enhances its role as a *lingua franca* for communication (Jenkins, 2006).

English's dominance is established through mediums like audiovisual programmes, the Internet, and computers (Crystal, 2012). The power of the press and broadcast media transcends national boundaries, enabling English-speaking countries to have a profound influence (Crystal, 2012). Technological advancements, including the emergence of new technology-related words, contribute to English's expansion. The Internet's widespread adoption integrates English into various cultures, while social media facilitates global connectivity and idea sharing (Crystal, 2012).

Economic and cultural progress also drives the spread and necessity of a language (Graddol, 1997). English, as an International Language (EIL), remains significant due to global markets and developments (Grin, 2001; Truchot, 1999). Fluency in English is often a prerequisite for job interviews, even in countries where French is a second language (Graddol, 1997).

In conclusion, a number of factors affect a language's global standing. English's dominance can be attributed to its influence in technology, science, the military, politics, education, the economy, and culture. It is adopted through mediums like audiovisual programmes, the Internet, and computers. Technological advancements and economic progress further solidify English's position as a global language, with continued demand for English proficiency reinforcing its role in global communication.

### **1.7. The Impact of Global English on the Other Languages**

The relationship between globalisation and national identity is confusing. A divergence in opinion among followers of this phenomenon is noticed. While some viewers see it as an open door to the world, others share an opposing opinion and see it as a constant



menace to their national identity. Globalization is welcomed since it contributes to the development of people around the world without repudiating the principles that characterise both their identity and their cultural background.

The domination of English comes with many worries. Master (1998) mentions two effects due to English domination. A positive one is to promote universal access to everyone easily, whereas the negative one is the possible exclusion of languages with fewer resources. In the same context, Crystal (2007) questions two important linguistic dilemmas. The first one is related to "linguistic *complacency*": "Will a global language eliminate the motivation for adults to learn other languages?" (Op. cit., p.17). The second one is linked to 'Linguistic death' "Will the emergence of a global language hasten the disappearance of minority languages and cause widespread language death?" (Ibid, p.20)

To illustrate the issue of linguistic complacency, Crystal uses the example of a British or American tourist travelling to any country in the world and communicating in English, assuming that normally everyone speaks English everywhere, and when this is not the case, local residents are to blame. He adds, "There seems already to be a genuine, widespread lack of motivation to learn other languages, fuelled partly by lack of money and opportunity but also by lack of interest, and this might well be fostered by the increasing presence of English as a global language." (Ibid, p.17)

Linguistic history mentions the existence of language domination and loss and the appearance of a global language. Generally speaking, the reason behind the death of a language is due to the dominance of society, among others. The other ethnic groups join the powerful one and adopt its language. The same situation persists nowadays, but such a problem is considered to prevent the loss of other languages in the next century. (Crystal 2007) He argues, "When a language dies, so much is lost." (Ibid, p.20). Any language is considered the storeroom of people's history and identity. It is the view of society, with all that characterises it and makes it special and different from the others. Then even if it is not the strongest, it has the right to exist and remain.

Importantly, Crystal states that "English may be the world language, but it is not the world's only language, and if we are to be good global neighbours, we shall have to be less condescending to the languages of the world – more assiduous in cultivating an acquaintance with them." (Ibid,p.19). Moreover, the UK-based Centre for Information on Language

Teaching and Research established that interesting opportunities are missed by British exporters because of poor language fluency. Language troubles are faced when they attempt to expand in those places of the world that have better prospects for growth, like East Asia, Southern America, and Eastern Europe, places where English is not too widely used. These problems started to be considered to illustrate that different Australian schools teach Japanese as the first foreign language, and the USA and UK are taking Spanish into more consideration (Crystal2007).

### **1.8. Lingua Franca**

Lingua Franca is a collective language used to communicate between people who do not share the same language. Lingua franca is a separate language from the native and mother tongues. Furthermore, when two people discuss or correspond with each other, they prefer to use a language that differs from their native one as their lingua franca.

Crystal admits that "The geographical extent to which a lingua franca can be used is entirely governed by political factors."(Crystal,2007, p.11). He also cited different examples from different periods to show that the emergence of a lingua franca sometimes concerns limited spaces. "And in modern times Swahili, Arabic, Spanish, French, English, Hindi, Portuguese, and several other languages have developed a major international role as a lingua franca, in limited areas of the world." (Ibid, p.12). Its needs depend on the power of a nation and the countries under its control. Lingua Franca's use depends on the extent and the space controlled by a leader, as well as its power in different fields, mainly TV broadcasts. The necessity to get access to the knowledge and the different privileges brought by this powerful country in different fields makes it necessary for other countries to learn its language, and that promotes it as a Lingua Franca at an international level.

According to Crystal (2007), "The prospect that a lingua franca might be needed for the whole world is something which has emerged strongly only in the twentieth century, and since the 1950s in particular." (Ibid) During this period, various international organisations that primarily gathered countries from around the world (the United Nations, UNESCO, UNICEF, the World Health Organization, and so on) were formed. People attending these meetings belong to countries that speak different languages, and the majority do not understand the language used. Hence, translators and interpreters are required to make them comprehend and participate. Of course, they need to be remunerated, and that necessitates

money. A collective language could solve such a costly problem, clearly explained by Crystal as "The pressure to adopt a single lingua franca, to facilitate communication in such contexts, is considerable, the alternative being expensive and impracticable multi-way translation facilities." (Ibid)

Today, the English language, with its varieties, is the lingua franca of the world because of American power. It becomes the official language of business, economy, science, and technology. Globalization makes the English language an important tool of communication as a lingua franca between people all over the world. Widdowson (1997) states that: "English has spread to become an international language" (p. 135). Similarly, Graddol (1997) in his book entitled "The Future of English" asserts English as the only global lingua franca for almost the next fifty years. (Graddol, 1997, p. 58)

### **1.9. Kachru's Circles**

Populations around the world use a specific language for different purposes. The main reason is the development of the country in many fields. The need for entertainment and knowledge of different technologies leads to the spread of this language. This is true of English, which is stretched and used for a variety of reasons and serves a variety of functions depending on the population. Kachru (2008) explains clearly why, how, and by whom this language is used by different people in the world. Kachru & Smith (2008, p. 6) state "The systems of government, the educational policies, the sociocultural contexts of literacy and language use, the legislative, administrative, and legal traditions all differ widely from context to context. It is, therefore, expected that functions of English—acculturated or not—will vary as well". The countries where English is a foreign language are then divided into two groups: the first uses it gradually in all fields, while the second uses it only in professional domains. The following table demonstrates the functions of English in different fields.

Table 1.2: The Function of English in the World (Suggested by Kachru) (Adaptation)

Function of English	Native	Second Language	Foreign Language
Access code	+	+	+
Advertising	+	+/-	+/-
Corporate trade	+	+	+
Development	+	+/-	+/-
Government	+	+/-	-
Linguistic impact	+	+	+
Literary creativity	+	+	+/-
Literary renaissance	+	+	+
News broadcasting	+	+	+/-
Newspapers	+	+	+/-
Scientific higher education	+	+	+/-
Scientific research	+	+	+/-
Social interaction	+/-	+/-	+/-

Kachru promotes third-world English varieties and mentions how such varieties contribute to linguistic diversity. As the following quote demonstrates, each variety is created by the specific print of a non-native English speaker:

The strength of the English language is in presenting the Americanness in its American variety, and the Englishness in its British variety. Let us, therefore, appreciate and encourage the Third World varieties of English too. The individuality of the Third World varieties, such as the Indianness of its Indian variety, is contributing to the linguistic mosaic which the speakers of the English language have created in the English-speaking world.

(Kachru, 1976, p. 236)

Kachru, an Indian linguist, divides the global spread of the English language into three concentric circles. The first and smallest circle belong to the native speakers of English. The second circle represents the countries that have adopted English as their official or second

language as a result of British colonisation. The third and largest circle is primarily concerned with countries where English is used as a means of communication between non-native speakers for whom English is a second or foreign language.

### **1.9.1. The Inner Circle**

Kachru describes the inner circle as the primary provider of the English language. It denotes the places where it is used as a first or native language. It concerns native speakers of English and their traditional and sociolinguistic origins. The inner circle includes the United Kingdom, the United States of America, Canada, Australia, New Zealand, and Ireland.

### **1.9.2. The Outer Circle**

This circle includes countries that were colonised by both the United Kingdom and the United States of America, and where English is used as a second language and cognates the original language or mother tongue. It can be found on various continents, such as Asia and Africa, including countries like India, Pakistan, Bangladesh, Kenya, Ghana, Nigeria, Tanzania, the Caribbean, Jamaica, the Pacific Ocean, and the Philippines.

### **1.9.3 The Expanding Circle**

The expanding circle comprises countries that do not officially use English and where it is recognised as a foreign language. It also includes countries that use it as a means of communication between speakers of different native dialects. Globalization and the importance of English have brought the rest of the world into the circle. The expanding circle could involve Japan, China, Saudi Arabia, and Algeria. In the case of Algeria, both its government and people are attracted by the English language because of its position and other reasons. The status of English in Algeria is constantly being reviewed, and it aspires to become the first foreign language in the country.

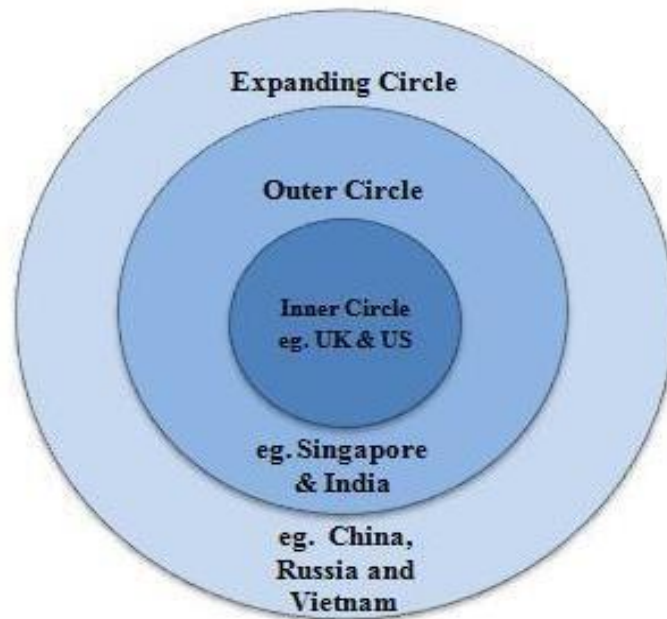


Figure1.1 Kachru’s Circles of English (taken from wordpress.com)



Figure 1.2. Adaptation of Kachru’s "Three Circles of English, Including Algeria"

Kachru's three circles of English are very useful in understanding how English is divided around the world; however, they have some limitations that make them less reliable, but still useful in developing other possibilities. McArthur and Jenkins, for example, mention some gaps in Kachru's circle. In their opinion, it is based on geography and history rather than the speaker's use of English. Even if a country does not necessarily teach English in school or if a specific region has nothing to do with this language, it is very common nowadays to speak English. Next, it is difficult to use models to define speakers' English proficiency. For example, just because English is someone's second language does not mean they are fluent in it. Then it fails to account for linguistic diversity within and between countries within a given circle. Finally, the term "inner circle" implies that speakers from English-speaking countries are central and thus superior. To summarise, the limitations of these circles make it difficult to take them for granted, although they are very useful and provide a lot of guidance.

### **1.10. Language Diversity in Algeria**

Algeria passed through different important steps that influenced its history and the development of languages and dialects within its territory. The only main steps that affected the sociolinguistic aspect in Algeria are cited below (since the main interest is the development of English in Algeria). The native people of Algeria are the Berber. Around the seventh century, Classical Arabic was introduced with the Islamic conquest of the state. Then, the fifteenth century was characterised by the settlement of the Portuguese, Spaniards, and Turks. Most inhabitants at the time spoke Algerian Arabic or Berber. (Benrabah 1999)

As mentioned by Ambroise Queffélec, et al. (2002, pp. 11–13), Algeria was colonised by people from various nations and was significantly impacted by their civilizations (Phoenicians, Romans, Byzantine, Middle Easterners, Turks, and French). The Phoenicians invaded Algeria first, followed by the Romans in 146 B.C. for seven centuries. It belonged to the Byzantine authority in 534 A.D., along with all the nations of North Africa. The entry of the Muslim Middle Easterners was within the 7th century, and nearly nine centuries followed. The country fell below Ottoman authority in 1518. The Turkish presence remained in Algeria till the French victory and settlement in 1830.

By 1848, the French coloniser had announced Algeria as a French territory. After France took over the entire Algerian area, the French administration announced the French

language as being the official language of administration in Algeria. Then, in 1938, the French passed a law considering Arabic as a foreign language. French got to be the official language, and the French occupation remained for one hundred and thirty-two years until Algeria got its own government in 1962. It is incontestable that the diverse events that Algeria has gone through have had many irrefutable consequences. As mentioned by Benrabah(2014), "One of the consequences of this long history of mixing peoples was language contact and its by-product, multilingualism: Berber-Punic, Berber-Punic-Latin, Berber-Arabic, Berber-Arabic-Spanish-Turkish, Berber-Arabic-French, and soon"(p. 43).

The French language is the inheritance of 130 years of French colonies. This latter has introduced its language and its educational system to rule the country and its people since 1830. For Bouhadiba(2010), after its independence, Algeria witnessed the involvement of Algerian Arabic, Berber, Modern Standard Arabic, and French, and then, between the 1980s and 1990s the English language because of its prerogative position all over the world. In addition to English, German, Spanish, Turkish, and Russian languages existed too, but not at the same level of interest. And more recently, another language has emerged and developed, namely Chinese, because of economic partnerships.

To sum up, Algeria is characterised by its magnetism and attraction to languages, which make the country favourable to a multilingual environment and its development among its inhabitants. This involvement in multilingualism is due to various facts that Algeria experienced at various times. Consequently, the main influences are caused by different conquests, predominantly the French ones, that remained in the country for the longest time.

As a result, French was a leading language before and after the Algerian self-government. Then came the period of Arabization, where Modern Standard Arabic replaced French and became the official language (1963), even though French was still used in different formal situations for a long time. In 2002, the Berber (Amazigh) language was recognized. To summarize, the official language in Algeria is Modern Standard Arabic, along with various regional dialects; Berber is recognized, and French transitioned from official to second language status while remaining the major language used in major scientific and educational fields.

After French, English is taught predominantly as the principal foreign language, advancing the other languages trained more slowly, like Spanish, German, and Russian.



English-specific outstanding is due to its power and developed technologies worldwide. In the last few years, it has been noticed that the English language has captured the attention of young Algerians more than the French language. It is shown more through their choice of programmes broadcast in English than in other languages. In addition to all that, it is noticed that English is not only attracting a definite category of people at a certain age but all categories for different purposes. To conclude, from the elite, like a professor (in different fields where studies are done in French or Arabic), to the ordinary person (e.g., merchants), we are all interested in the English language.

This part will focus on two essential points concerning Algerian society's linguistic components. Different languages and dialects are practised in Algeria in different manners and under particular contextual circumstances. However, further consideration is devoted to English since the point is to shed light on the particular place English acquired in Algeria and the way it is recognised and welcomed by its people. Although this research focuses on English, it is essential to point out the Algerian diglossic situation. So, what is diglossia? Moreover, what is its distinctiveness in the Algerian context?

### **1.10.1. Diglossia in Algeria**

Diglossia in linguistics is a situation where two dialects or languages are used by the same community. It is conceived with two varieties of the same language; one structure is considered higher than the other. In Algeria, there is an official language, which is classical Arabic (CA) and Berber, with a mixture of regional varieties of Algerian Arabic (AA) specific to each region in the country. Though Classical Arabic is used in education, official settings, and literary writing, Algerians use AA in ordinary situations like daily discussions at home, in the market, and with friends. As illustrated by Charles A. Ferguson

“Diglossia is a relatively stable language situation in which, in addition to the primary dialects of language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, a vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which learned largely by formal education and is used for most written and formal spoken purposes but it is not used by any sector of the community for ordinary conversation”.(Ferguson,1959, p.16)

Peter Trudgill (1995) adheres to Ferguson (1959), asserting that there are substantial contrasts between the high (H) and low (L) varieties in diglossic communities. These two categories differ within one community in a way: H is the formal use of a language, like a written language, while L is the spoken form used in informal settings. Trudgill (2000) indicates diglossia as a special kind of language standardisation where varieties are near to each other in speech; however, they have two different functions.

Language usage in Algeria can be divided into two categories. Languages used in formal situations: classical Arabic, Berber, French, English, Spanish, German, and languages used in specific situations and multiple dialects: Algerian Arabic, with its varieties (depending on the region), has each region's dialect, which slightly differs from the other.

### **1.10.2. Code-Switching**

Code-switching, in sociolinguistics, is the term that refers to the use of two language codes in the same sentence. It should be noted that code-switching is different from borrowing in the sense that the latter is the insertion of lexical words from language A into the lexicon of language B. Code-switching is also the alternation between the words of two languages and the use of two different codes in a given conversation. It is defined in the Oxford Dictionary as "The practice of alternating between two or more languages or varieties of language in conversation." Code-switching is the principle of substituting different languages within the same dialogue. With a similar perception, John Joseph Gumpers (1982, p. 59) identifies it as: "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems." Code-switching is the amalgamation of spoken sequences belonging to two divergent grammatical systems. It is the passage of one language into another and can also occur between dialects of the same language.

Code-switching is an activity that occurs among bilingual and multilingual speakers while discussing together. Various researchers have discussed different types and forms of codeswitching, namely situational, conversational, tag-switching, intra-sentential, and inter-sentential switching, all of which are explained in the following points.

Situational code-switching refers to how a particular speech community uses different languages and language varieties in various social settings. According to Hudson (1999, p.

52), "In bilingual communities, language choice depends on the circumstances, and this choice is governed by social rules that community members acquire from their surroundings." On the other hand, conversational code-switching involves the juxtaposition of two distinct syntactic frameworks or subsystems within specific sections of a discourse.

Moreover, intra-sentential code-switching is done in the middle of a sentence within the clause or word level, where the speaker shifts immediately and spontaneously to another language without hesitating, interrupting, or making pauses. Fourthly, inter-sentential code-switching is done initially or finally at the sentence level (words and phrases). For example, it is common for a bilingual person to start a sentence in French and end it with a word in Arabic. Finally, extra-sentential or tag-switching consists of the incorporation of a single word or a tag phrase from language A into language B.

### **1.11 Translanguaging**

Translanguaging is a linguistic practise in which bilingual or multilingual individuals use and switch between multiple languages or language varieties to communicate and express themselves. It involves the intentional and integrative use of all linguistic resources available to a speaker, including their native language(s) and additional languages acquired through study. Translanguaging surpasses code-switching (alternating between languages) and recognises that language is not rigorously compartmentalised but rather exists along a continuum. While speaking is a significant aspect of translanguaging, it also extends to other forms of communication, including reading, writing, and even non-verbal forms of expression. In translanguaging, speakers can employ vocabulary, grammar, expressions, and cultural references from multiple languages to effectively communicate their thoughts, emotions, and ideas.

For example, a bilingual or multilingual individual may read a text in one language and then switch to writing their response or thoughts about the text in another language. Translanguaging also involves using elements from different languages to enhance meaning-making and communication in written texts. Furthermore, translanguaging can also involve non-verbal forms of communication, such as using gestures, facial expressions, and body language from different linguistic and cultural backgrounds to convey meaning. These non-verbal elements can complement and enrich verbal communication, creating a more comprehensive and nuanced form of translanguaging.

Scholars in the field of bilingual and multilingual education have extensively researched and discussed translanguaging. It challenges traditional language boundaries and highlights the fluidity and adaptability of language usage among multilingual speakers. Scholars like Garcia (2009) have studied translanguaging and are in favour of its recognition as a natural and beneficial resource for multilingual students. In addition, another prominent linguist, Li (2018), has conducted research on translanguaging, highlighting its role in facilitating communication and meaning-making among multilingual individuals. Creese and Blackledge (2014) have investigated the concept of translanguaging and its potential benefits for language learning and linguistic diversity in educational contexts. They contend for the incorporation of translanguaging practices in classrooms to facilitate language acquisition and foster a more inclusive educational setting. In addition, Garcia, Seltzer, Valdes, and Johnson have provided an exhaustive overview of translanguaging as a practical theory of language, highlighting its capacity to empower learners and promote linguistic inclusivity in educational contexts (Garcia et al., 2017).

In conclusion, Translanguaging is now acknowledged as an essential aspect of language use and learning, particularly in multilingual contexts. It is viewed as a valuable practice that promotes language proficiency, cultural exchange, and a deeper understanding of diverse languages and cultures. Educators are becoming increasingly aware of the advantages of supporting translanguaging practices among multilingual learners to improve their language learning experiences and linguistic competence. It is a crucial aspect of language use among multilingual individuals, challenging traditional language ideologies and promoting a more inclusive approach to education. These scholars suggest embracing translanguaging in educational settings, to better support the language learning and academic achievements of multilingual students, and foster linguistic diversity and inclusivity in classrooms.

### **1.12 Transfer Difficulties in Verbal Repertoire**

Due to the strong influence that a person's mother tongue has on their ability to learn a new language, transfer difficulties in the verbal repertoire are significant challenges that language learners must overcome. The theory of mother-tongue transfer suggests that the structures and habits of the first language directly impact the learning process of the second language (Wong, 2016). This transfer can manifest as either a positive or negative one.

Positive transfer occurs when there are similarities between the two languages, while negative transfer arises from differences between them. Negative transfer, in particular, can lead to errors in various aspects of language learning, including vocabulary acquisition and grammar (Wuyi, 2023).

The interference of the mother tongue is a common occurrence in language learning and can have both positive and negative effects on the target language (Zhao, 2019). Scholars like Zhao (2019) and Goswami (2020) emphasise the influence of the mother tongue on spoken communication, which can hinder learners from expressing themselves accurately and fluently. Overcoming the impact of the mother tongue on the verbal repertoire requires learners to actively engage in language learning opportunities, such as language classes or language exchange programmes, to improve their verbal skills within a new social and cultural context (Goswami, 2020).

By understanding the role of mother-tongue transfer, researchers and educators can identify the challenges faced by learners and develop effective strategies to enhance language learning and communication skills. Recognising the complexities of transfer difficulties in the verbal repertoire allows for targeted interventions and support systems to help learners navigate the linguistic challenges associated with their mother tongue (Goswami, 2020; Zhao, 2019).

### **1.12.1 Vocabulary Transfer Difficulties**

According to Pham et al. (2018), vocabulary transfer difficulties encompass the challenges faced by language learners when acquiring new vocabulary due to the influence of their mother tongue. Transfer, in this context, can be defined as the application of previously learned information from one context to another. Assessing the degree of difficulty in learning vocabulary pairs can assist in identifying these difficulties (Hughes et al., 2023).

There are two main types of language transfer: direct transfer, which involves the application of language-specific features such as vocabulary and grammar patterns, and the transfer of general cognitive skills. The similarity between the learner's first language and the target language is one factor that can facilitate the transfer of vocabulary across languages (Barenberg et al., 2021).

Mother-tongue interference, also referred to as transfer, can have a significant impact on the acquisition of new vocabulary, particularly in areas such as grammar and articles (Teemant et al., 2019). Overcoming vocabulary transfer difficulties requires learners to focus on establishing a strong foundation in the target language and actively seeking out opportunities for language learning (Zhao, 2019).

In conclusion, comprehending the role of vocabulary transfer difficulties aids in identifying the challenges faced by language learners and allows for the development of strategies to enhance language learning and communication skills, particularly in the acquisition of new vocabulary.

### **1.12.2 Grammar Transfer Difficulties**

Grammar transfer difficulties arise when learners face challenges in acquiring new grammar structures due to the influence of their mother tongue (Li, 2019). The differences between the grammar of the mother tongue and the target language can make it difficult for learners to acquire new grammar structures, resulting in negative transfer and errors, especially in areas such as grammar and articles. Mother tongue interference can hinder the acquisition of new grammar structures and impede effective communication in the target language. To overcome grammar transfer difficulties, learners should focus on establishing a strong foundation in the target language and actively seek out language learning opportunities. Understanding the role of grammar transfer difficulties is essential for identifying challenges and developing strategies to enhance language learning and communication skills, particularly in acquiring new grammar structures.

Grammar plays a crucial role in language learning and communication by providing the necessary structure to effectively organise and convey ideas, serving as the backbone of a language. It establishes rules and patterns governing sentence formation, tense usage, word order, and other grammatical elements. A solid understanding of grammar enables learners to express themselves accurately and clearly, constructing grammatically correct sentences with precision and coherence.

Furthermore, proper grammar usage supports comprehension and understanding of written and spoken language. It aids learners in interpreting sentence meaning, identifying word relationships, and comprehending the structure of texts or conversations. Insufficient grasp of grammar can hinder learners' comprehension of the intended message. Additionally,

grammar facilitates language production by equipping learners with the tools to construct grammatically correct sentences and accurately express their thoughts, enabling effective communication. Inadequate knowledge of grammar can lead to inaccuracies and misunderstandings when conveying ideas.

Moreover, grammar is a vital component in fostering language proficiency. A strong foundation in grammar enables learners to navigate the complexities of a language, engaging in advanced language tasks such as essay writing, presentations, and complex conversations. It plays a significant role in language proficiency development (Thyab, 2016).

In short, grammar holds great importance in language learning and communication. It provides structure, enhances communication, supports comprehension, aids in language production, and fosters language proficiency. Understanding and mastering grammar are crucial for learners to develop their language skills and become proficient communicators.

### **1.12.3 Semantic Transfer Difficulties**

When learners experience difficulties learning and using vocabulary in a foreign language, this influences their mother tongue and semantic transfer difficulties in the verbal repertoire result. Learners face challenges in understanding and using vocabulary in the target language due to the influence of their mother tongue, which affects the semantic aspects of words, including their meanings, associations, and usage. These differences between languages can pose challenges to accurately comprehending and expressing ideas in a foreign language.

The influence of the mother tongue shapes learners' perception and interpretation of new vocabulary in the target language, leading to semantic interference. Learners may mistakenly associate or interpret words based on their mother tongue's semantic framework, resulting in confusion or miscommunication. This impact on the verbal repertoire is significant, as it hinders learners' ability to communicate effectively and express themselves in the foreign language. Depending excessively on the semantic structures of the mother tongue makes it difficult for learners to grasp the nuances and subtleties of vocabulary usage in the foreign language, limit their verbal repertoire and hinder their language proficiency.

To address these semantic transfer difficulties, learners can engage in activities that promote active vocabulary learning and usage. This includes practicing context-based

vocabulary exercises, participating in authentic language interactions, and seeking out opportunities to use the foreign language in real-life situations. By actively engaging with the foreign language and exposing themselves to diverse vocabulary contexts, learners can gradually overcome these challenges and develop a more accurate and nuanced verbal repertoire. (Thyab, 2016)

The size of a person's verbal repertoire can significantly impact their ability to overcome semantic transfer difficulties. A larger vocabulary pool provides more options for expressing ideas in the foreign language, enhancing comprehension and flexibility in language use. People can communicate more effectively if they have a wide range of verbal expressions, using their extensive vocabulary knowledge to reduce errors in semantic transfer. Moreover, individuals with a larger verbal repertoire may have developed effective language learning strategies, enabling them to identify and address these difficulties more efficiently.

While a larger verbal repertoire is advantageous, it is important to note that other factors such as language exposure, cultural immersion, and effective language instruction also play significant roles in mitigating semantic transfer difficulties. By considering these various elements and actively addressing semantic transfer challenges, learners can make substantial progress in their language acquisition journey and overcome the barriers that arise from the influence of their mother tongue.

### **1.13 Transfer Difficulties in Written Repertoire**

Transfer difficulties in the written repertoire, analysis of mother tongue influence on written communication in a foreign language refers to the challenges that learners face when writing in a foreign language due to the influence of their native language. The theory of mother tongue transfer suggests that the habits and patterns of the native language directly impact the acquisition of a foreign language. Learners may struggle with grammar, vocabulary, sentence structure, clarity, and conciseness when writing in a foreign language. Understanding and addressing these transfer difficulties is crucial for enhancing written communication proficiency in the target language. (Moses, 2019)

#### **1.13.1 Spelling Transfer Difficulties**

Spelling transfer difficulties in the written repertoire when learning a foreign language refer to the challenges learners face when attempting to spell words correctly in the target



language. These difficulties arise due to various factors, which can impact learners' spelling accuracy and written communication skills. One prevalent issue is pronunciation-based spelling, where learners rely on the pronunciation of words in their native language when attempting to spell in the target language. Consequently, this can lead to inaccurate spellings as pronunciation and spelling patterns often differ between languages.

Another aspect is the transfer of spelling rules from the native language to the target language, even when these rules are not applicable. This can result in spelling errors and inconsistencies as learners inadvertently apply rules that do not align with the spelling patterns of the target language. Poor spelling habits developed in the native language can also have a significant impact on spelling accuracy in the target language. These habits may persist and pose challenges for learners in acquiring correct spelling skills (Affonso et al, 2015).

Orthographic differences between languages further contribute to spelling transfer difficulties. Each language has its own distinct orthographic system, encompassing spelling rules and conventions. Learners may encounter difficulty adapting to the spelling patterns and rules of the target language, leading to spelling challenges. (Zetterholm, 2022)

Limited exposure to written texts in the target language can exacerbate spelling transfer difficulties. Insufficient exposure to a wide range of written materials hampers learners' ability to internalise the correct spelling patterns of the target language, impeding their spelling proficiency (Moses, 2019).

Additionally, recent research has highlighted the relationship between early oral language acquisition difficulties and spelling problems in reading and writing. These language acquisition difficulties can manifest as spelling challenges, further complicating the spelling transfer process. To mitigate spelling transfer difficulties, learners can engage in targeted spelling instruction and practice. This may involve explicit teaching of spelling rules and patterns specific to the target language, exposure to diverse written materials, and regular spelling exercises. By addressing these difficulties proactively, learners can enhance their spelling skills and improve their written communication in the target language.

### **1.13.3 Vocabulary Transfer Difficulties**

Vocabulary transfer difficulties in the written repertoire when learning a foreign language refer to the challenges that learners encounter when acquiring and using new

vocabulary in the target language. These difficulties arise from various factors that can impact learners' ability to effectively expand and apply their vocabulary in written communication.

One significant factor contributing to vocabulary transfer difficulties is the influence of the learner's native language. Learners often transfer vocabulary from their native language to a foreign language, which can result in incorrect usage or inappropriate word choice. Different languages have unique vocabulary systems, and learners may struggle to adapt their vocabulary knowledge from their native language to the target language, leading to difficulties in accurately expressing themselves.

Limited exposure to the written and spoken forms of the target language also plays a role in vocabulary transfer difficulties. If learners have not been exposed to a wide range of vocabulary through reading and listening, they may face challenges in internalising the correct usage and meaning of words. Lack of exposure hampers their ability to develop a rich vocabulary and hinders their proficiency in the target language.

Orthographic differences between languages can also contribute to vocabulary transfer difficulties. Each language has its own orthographic system, including spelling rules and conventions. Learners may find it challenging to adapt to the spelling patterns and rules of the foreign language, which in turn affects their vocabulary acquisition and usage.

Contextual usage is another crucial aspect. Vocabulary usage can vary between languages, particularly in terms of connotation and register. Learners may struggle to accurately comprehend and express ideas in the target language due to these differences. Understanding the nuanced meaning and appropriate usage of words in different contexts becomes a challenge, limiting learners' ability to convey their intended message effectively.

To address vocabulary transfer difficulties, learners can engage in targeted vocabulary instruction and practice. This involves explicit teaching of vocabulary usage and meaning in the target language, exposure to a variety of written and spoken texts, and regular vocabulary exercises and assessments. By focusing on specific vocabulary challenges and providing ample opportunities for learners to practice and reinforce their vocabulary knowledge, educators can help learners overcome these difficulties.

### **1.13.4 Sentence Structure Transfer Difficulties**

Sentence structure transfer difficulties in the written repertoire when learning a foreign language refer to the challenges that learners face in constructing sentences correctly and appropriately in the target language. These difficulties can arise from various factors that influence learners' ability to effectively apply the sentence structures of the target language in their written communication.

The influence of the learner's native language is a significant factor contributing to difficulty transferring sentence structure. Learners frequently transfer their native language sentence structures to a foreign language, resulting in improper sentence formulation. There may be differences between the grammar and syntax of the native language and the target language, resulting in grammatical errors. Students must be aware of these distinctions and work actively to adjust their sentence construction accordingly (Li,2019).

Lack of familiarity with the sentence structures and word order conventions of the target language is another common challenge. Learners may not be familiar with the specific sentence patterns and word order rules of the foreign language, which can make it difficult for them to construct grammatically correct and coherent sentences. Regular exposure to authentic language materials and practice in sentence construction can help learners develop a better understanding of the sentence structures of the target language (Saffari et., al 2017).

Word-for-word translation is a common pitfall for learners experiencing sentence structure transfer difficulties. They may attempt to directly translate sentences from their native language to the foreign language, following the same word order. However, this approach often results in sentences that sound unnatural or confusing in the target language. Learners need to focus on understanding and applying the sentence structure rules of the target language rather than relying on literal translations (Ruige, et., al, 2016).

Idiomatic expressions and collocations can also pose challenges in sentence structure transfer. Learners may struggle to grasp and use idiomatic expressions or collocations that have different sentence structures compared to their equivalents in the native language. Understanding the specific sentence structures associated with idiomatic expressions and collocations is essential for using them accurately in written communication(Alsalamy,2022).

To address sentence structure transfer difficulties, learners can engage in targeted grammar instruction and practice. This may involve learning the specific sentence structures and word order conventions of the target language, practicing sentence construction exercises, and seeking feedback from instructors or native speakers. When actively working on sentence structure skills, learners can improve their ability to construct grammatically accurate and coherent sentences in a foreign language (Norris, 2016).

### **1.13.5 Clarity and Conciseness Transfer Difficulties**

Clarity and conciseness transfer difficulties in the written repertoire when learning a foreign language refer to learners' challenges in expressing ideas clearly and succinctly in the target language. They are explained as follows.

*Wordiness:* Learners may use excessive words or phrases to express their ideas, resulting in verbose and convoluted sentences. The writing conventions and style of their native tongue, where longer sentences are more typical, can have an impact on this tendency (Mezrigui,2011).

*Redundancy:* Learners may include redundant information in their writing, repeating ideas or using unnecessary modifiers. This inclination to provide additional clarification or emphasis may be more prevalent in their native language (Guo,2014).

*Lack of precision:* Learners may struggle to express their ideas concisely and precisely, leading to vague or ambiguous sentences. The vocabulary and grammar patterns of their native tongue, which use more direct or indirect expressions, can have an impact on this difficulty (Saffari et., al 2017).

*Overuse of modifiers:* Learners may heavily rely on modifiers such as adjectives and adverbs to convey meaning, resulting in wordy and less concise sentences. This reliance may stem from the tendency to provide extensive descriptions or qualifiers, which may be more common in their native language(Koch & Günther, 2021).

*Difficulty in organising ideas:* Learners may face challenges in structuring their writing in a clear and concise manner. This can result in disorganised and lengthy sentences, making it harder for readers to grasp the main points effectively (Li,2019).

To surmount challenges related to conciseness transfer, learners can dedicate themselves to honing their skills in concise writing. They can achieve this by engaging in deliberate practice, and actively striving to express ideas with brevity and precision. Moreover, learners should familiarise themselves with the specific writing style and conventions of the target language, as this familiarity will enable them to adopt a more concise and effective writing approach. Seeking guidance and feedback from experienced instructors or native speakers is also highly beneficial, as it allows learners to gain valuable insights into improving their clarity and conciseness in written communication. Through conscientiously focusing on these aspects and actively refining their abilities, learners can markedly enhance their aptitude for articulating ideas clearly and succinctly in a foreign language.

In conclusion, while recognising the vastness of the verbal and written repertoire, this research focuses on specific language learning and communication aspects by addressing the selected elements of vocabulary choice, semantic understanding, sentence structure, and grammar.

#### **1.14. The Impact of Linguistic Repertoire on Foreign Language Learning**

The role of a learner's linguistic repertoire, which encompasses both their native language (L1) and second language (L2) proficiency, holds significant importance in the foreign language learning process. Extensive research has been conducted on the influence of a learner's existing linguistic abilities and knowledge on their acquisition of a new language. This section attempts to provide a comprehensive analysis of the positive and negative effects of a learner's linguistic repertoire on foreign language acquisition from a variety of scholarly perspectives.

On the one hand, Cummins (1981) and Cenoz (2001) highlight the benefit of transferability, in which learners proficient in their L1 or advanced in their L2 can transfer cognitive and linguistic strategies to the acquisition of a foreign language. This includes the implementation of comprehension skills, metacognitive abilities, and techniques for vocabulary acquisition across languages, thereby accelerating the learning process. According to Cook (1991) and Grosjean (1989), linguistic proximity between the L1 and the target language can facilitate language acquisition. It may be simpler for learners to comprehend grammar structures, idiomatic expressions, and cognates if their L1 and target language share similarities. These insights underscore the role of a learner's linguistic repertoire in providing

a foundation for foreign language learning and increasing the learning process through transferable skills and shared linguistic features. In addition, contemporary researchers have provided insightful contributions.

Koval (2014) for instance, accentuates the importance of exposure to second language (L2) input through reading, and she proposes the use of text-based guided output (TBGO) tasks to enhance language development. TBGO tasks encourage learners to actively use linguistic information from L2 texts to express meaning and improve their language skills. Payant and Maatouk's research (2022) investigates plurilingual learners' perceptions and language usage during collaborative writing tasks. The study emphasises the importance of encouraging learners to embrace and leverage their entire linguistic repertoire to promote effective plurilingual competence. Wang (2022) explores the role of translanguaging in English as a Foreign Language (EFL) classes for multilingual learners, suggesting that translanguaging can facilitate communication and understanding in EFL contexts. Furthermore, Dufva (2023) introduces the concept of personal repertoire, considering the interactive nature of language use, materiality, and embodiment in linguistic practices. This transformative perspective challenges traditional views and enriches our understanding of language learning and use.

On the other hand, Odlin (1989) and Selinker (1972) discuss interference, where features from the L1 or L2 influence the production of the foreign language, leading to pronunciation, syntax, and word order difficulties. Gudykunst (1998) and Scollon and Scollon (1995) identify cross-linguistic differences in pragmatics and cultural norms, causing challenges in communication and social interactions. Larsen-Freeman's research on Transfer of Learning (2014) reveals challenges in accent, intonation, and syntax due to mother tongue influence in verbal and written communication. These results highlight the potential barriers posed by a learner's linguistic repertoire, which impact verbal and written communication in a foreign language context.

To address these challenges, Cummins (2000) emphasises promoting bilingualism and biliteracy to develop strong foundational language skills that can be transferred to the learning of additional languages. Cook (2003) advocates for explicit instruction on cross-linguistic differences, enabling learners to identify similarities and differences between their linguistic repertoire and the target language. Freeman's research highlights the significance of addressing difficulties with accent, intonation, and syntax through targeted interventions.

These strategies are essential for maximising the positive impact of a learner's linguistic repertoire and addressing any potential negative effects of foreign language acquisition. Understanding the complexities and nuances of linguistic repertoires contributes to creating supportive learning environments that promote multilingualism, effective communication, and linguistic proficiency. The diverse perspectives presented enhance the comprehension of transfer difficulties and aid students in attaining linguistic proficiency.

### **1.15. Mother Tongue Influence on Foreign Language Learning**

Generally speaking, the term "*native language*" is related to the first language an individual acquires in early childhood since it is the language spoken by his surroundings (family members or the environment the child is raised in), also acknowledged as "*first language*," "*arterial language*," "*native language*," or "*mother tongue*" as well. It is defined in the Cambridge Dictionary as: "the first language that you learn when you are a baby, rather than a language learned at school or as an adult"

For Ellis (1997), L1 could be an asset of information used by learners both deliberately and subliminally to help them filter the L2 data in the input and achieve as well as they are able in L2. When and how precisely this asset is put to use depends on different factors related to the formal and practical highlights of the native and target languages on one side and the learner's phase of advancement and kind of language use on the other side. He asserts,

The L1 is a resource of knowledge which learners will use both consciously and subconsciously to help them sift the L2 data in the input and to perform as best as they can in the L2. Precisely when and how this resource is put to use depends on a whole host of factors to do with the formal and pragmatic features of the native and target languages (i.e., linguistic factors) on the one hand and the learner's stage of development and type of language use (i.e., psycho and sociolinguistic factors) on the other hand.

(Ellis, 1997, p. 40)

The primary factor influencing foreign language learning is the nature of the first language. As students learn a foreign language, they discover new structures and systems and compare them to their mother tongue. Furthermore, foreign language learners think and

express themselves under the influence of their mother tongue, resulting in a conflict that negatively affects their oral and written communication.

The impact of the mother tongue on learning a foreign language has been investigated for decades. Many researchers discussed the matter from different angles, such as pronunciation, grammar, vocabulary, and different skills. However, according to Olanipekun et al. (2014), there is no connection between students' performance in English and their L1; thus, no influence of the mother tongue on the learning of English has been detected. In the same vein, Rana Muhammad Asad Khan et al. (2017) conducted a study specifically focusing on the influence of Saraiki, Punjabi, and Urdu mother tongues on the acquisition of English. Their research aligns with previous findings, as they also conclude that these mother tongues have no significant impact on English language acquisition. These findings further support the notion that the mother tongue does not play a significant role in the process of learning English.

On the other hand, Smith (2016) argues that the mother tongue plays a significant role in the process of acquiring English as a foreign language. Based on research conducted on Spanish-speaking learners, Smith demonstrates that the mother tongue influences various aspects of language learning, including vocabulary acquisition, grammar structures, and pronunciation. According to Smith, learners often rely on their native language patterns and transfer them to the target language, leading to both positive and negative interference.

Building upon this perspective, Denizer (2017) conducted a study on Turkish students and affirms the influence of the mother tongue on learning English as a foreign language. Denizer finds that the mother tongue interferes with almost all aspects of the English language, primarily in grammar. Additionally, Denizer states that the most challenging skill affected by the transfer of the mother tongue into English is speaking.

The viewpoints presented by Smith (2016) and Denizer (2017) provide consistent evidence that supports the notion of the mother tongue exerts a significant influence on the learning of English as a foreign language. They highlight how learners' native language patterns and interference can impact various linguistic aspects, particularly in terms of grammar and speaking skills.



In conclusion, the impact of the mother tongue on learning English as a foreign language remains a topic of ongoing debate among researchers. While some studies, such as Olanipekun et al. (2014) and Khan et al. (2017), suggest that the mother tongue has little to no influence on English language acquisition, other researchers, like Smith (2016) and Denizer (2017), hold opposing opinions. Smith argues that the mother tongue plays a significant role in the acquisition of English, influencing aspects such as vocabulary, grammar, and pronunciation. This viewpoint is further supported by Denizer's research, which highlights the influence of the mother tongue on grammar and speaking skills in particular. These contradictory perspectives highlight the complexity of the relationship between the mother tongue and English language acquisition.

### **1.15.1 Interlanguage**

Interlanguage refers to how non-native speakers use the language or its linguistic system. It is concerned with the learning stage of foreign and second languages. Interlanguage pragmatics is the study of how a second language and a foreign language are accomplished and understood, as well as how non-native speakers use linguistic patterns. Selinker is an American linguist who coined the term "interlingual" to describe an individual's progress while learning a new language. Selinker (2013) claims, "Interlanguages are non-native languages which are created whenever people attempt to create meaning in a second language and are spoken wherever there is language contact" (p. 741). He further expresses his longstanding view that individuals create these interlanguages.

### **1.13.2 Developmental Errors**

Learning a new language involves committing errors. Years ago, this was seen as being unconstructive in the process of learning by teachers. Later, applied linguistics researchers saw errors as a support to a resourceful progression in language learning, where they tested hypotheses and a variety of strategies. Selinker (1969) points out that errors can be helpful at three central points in the learning process:

- 1- Errors help language teachers assess the learner's improvement during language learning.
- 2- Errors are considered a resource that provides insights for the language researcher on how a language is learned.

- 3- Errors are significant to learners and make them implicated in the testing hypotheses.

Applied linguistics researchers primarily mention two types of errors. The first one concerns performance errors and occurs when learners are exhausted or hurried. This kind of error can be surmounted thanks to some efforts made by the learner. The second one is more difficult and concerns competence errors, which deal with unsatisfactory learning. It is due to a lack of competence, and it is more difficult to surmount. Researchers focus on reducing interlingual errors while emphasising intralingual and developmental errors. (Dulay and Burt 1974).

It is essential to distinguish between a mistake and an error to make a coherent analysis later in this research. This difference is clearly shown in the two suggestions given by Ellis (1997) to make a distinction between these two concepts and to verify the performance of the learner and the extent of its consistency. Therefore, if the learner uses the correct form and occasionally uses the wrong one, it is a mistake (failure in correctly employing a known system). But if the incorrect form is used constantly, it is an error (a perceptible deviation from the developed grammar of a native speaker revealing the interlanguage competence of the learner). What kinds of interference are predominantly common among learners of a new language?

### **1.15.2. Interlingual Errors**

Interference errors are also acknowledged as interference, cross-linguistic interference, and language transfer. This type of error occurs when L1 rules, patterns, etc. influence, to a certain extent, the rules and patterns, etc. of L2 (Corder, 1981). Chelli (2013) identifies interlingual errors as the product of language transfer caused by L1. Brown (2000) says that major errors made by learners of L2 are due to their supposition that both forms of L1 and L2 are alike. Al-Khreshesh (2010), on the other hand, indicates that interlingual errors are the result of a literal translation. When L1 is the only language system the learner of L2 knows, interlingual errors occur due to the influence of MT; as a result, a negative transfer arises. Brown (2000) confirms that negative transfers occur when learning an L3, L4, or other languages from previously learned languages with a variable degree of transfer.

To summarise, interlingual errors occur for a variety of reasons, all of which are related to L1 inference, most notably MT intrusion errors. Because the learners are unaware of L2 rules, they use L1 rules identically. Errors occur when learners attempt to duplicate the form of their first language rather than discover the structures of the target language (TL). Then there are errors caused by translating from the source language (SL) into the target language (TL) using literal and word-for-word translations. According to Al-Khresheh (2010), interlingual errors are concerned with literal translation (word-for-word translation) from Arabic, which has standard Arabic (SA) and non-standard Arabic (NSA) structures. Then the following question is raised: Do foreign language learners only encounter interlingual errors?

### **1.15.3 Intralingual Errors**

Intralingual errors are related to the TL itself (James, 1980). The source of errors is not just a consequence of interference from L1 to L2. It is also an effect of difficulties in using the TL since learners are unfamiliar with it. Richard (1974) asserts that interference errors do not reflect the structure of the MT but are based on the limited contact of learners with the TL. Richard (1974) categorises intralingual errors into four kinds: generalisation, ignorance of rule boundaries, partial application of the rules, and false concept hypothesised, or semantic errors.

Overgeneralisation occurs when a learner forms an unusual structure based on his experience of former structures within SL. To illustrate that, Littlewood (1984) mentions the example of using "s" in the plural even with irregular plurals; moreover, when using the past form, the everyday use of "ed" is present with all verbs. Rule restrictions ignorance concern the learner of the second language who does not follow the structure of the target language because of his unawareness of its structure. In this kind of error, learners fail to detect the boundaries of existing structures. Moreover, an incomplete application of the rules occurs when learners fail to follow the rules correctly because of the stimulus sentence. The fourth kind is named "false concept hypothesised." Learners unconsciously misinterpret the peculiarities of the TL items, leading to incorrect conceptualization. Their defective understanding of the features of the TL items directs them towards the wrong concept hypothesised.

Different factors unconsciously influence learners of a new language during the learning process. Interlingual and intralingual errors primarily characterise their learning. This kind of trouble catches the attention of researchers in the field. They noticed that the students' errors were due to their restricted knowledge of the target language, as they were in the process of mastering English and were unfamiliar with its sentence structures. Hence, they used their mother tongue to build the sentences (Pebrianti, et., al, 2013).

### **1.16. Historical Background of Language Educational Policies in Algeria**

After gaining independence, Algeria underwent three distinct periods that significantly influenced its language education policies. The initial phase centred around Algerian education, which was predominantly conducted in the French language, while Arabic gradually gained prominence. The second period, spanning from 1960 to 1990, coincided with the socialist-era fundamental planning economy known as the nationalist change. During this era, there was a progressive integration of the Arabic language into the educational system. Finally, the third period, which commenced in the early 2000s, aligned with Algeria's transition to a free-market economy, accompanied by a reduced emphasis on Arabization policies in the educational sphere (Benrabah, 2007).

Benrabah's paper examines the language policy implemented in Algeria since its independence in 1962 and is structured into four sections. The first part presents the reforms and the challenges encountered in their implementation. The second part provides a report on post-independent language planning in education. The third part demonstrates how the predominance of linguistic Arabization has led to resistance and the persistence of languages targeted by Arabization. However, our primary focus lies in the fourth part of Benrabah's paper, which centres on the administration of a questionnaire to secondary school pupils in April / May 2004. The objective was to gain insights into the attitudes towards rival languages in Algeria. The questionnaire was specifically designed to collect information from students residing in the western regions of Algeria, namely Oran, Saida, and Ghazaouet (Benrabah, 2007).

The primary focus of the questionnaire was to assess the attitudes of Algerian pupils towards the four competing languages at that time: Algerian Arabic, Literary Arabic, French, and Tamazight. The Arabization process was the driving force behind changes in educational policies. However, the central point of interest in Benrabah's (2007) study lies in the significance young individuals attribute to multilingualism in general, with specific attention given to the English language. This emphasis is particularly relevant considering the growing

importance of English in Algeria. Two tables taken from Benrabah's paper serve to support the logical argument regarding the use of English in Algeria and among the younger Algerian population, supporting these points.

**Table.1.3. Attitudes towards Bilingualism / Multilingualism (Benrabah)**

Statement	1- Agree completely	2- Agree	3-Neither agree nor disagree	4-Disagree	5-Disagree completely
(1) Today, it is an advantage to speak several languages	55,8% (586)	31.8% (334)	4.8% (50)	4.1% (43)	1.7% (18)
(2) The existence of several languages is a wealth for Algeria	48.3% (508)	34.3% (361)	7.7% (81)	5% (53)	3.9% (41)
(3) Arabic–French bilingualism is an advantage when living in Algeria.	40.2% (423)	41.6% (437)	9.8% (103)	4.7% (49)	3% (32)
4) I am for bilingualism in Algeria	. 28.6% (301)	41.3% (434)	10% (105)	8.3% (87)	9.2% (97)
(5) Being bilingual in Arabic and French is an advantage and allows one to live and prosper in Algeria.	40.5 (423)	41.9 (437)	9.9 (103)	4.7 (49)	3.1 (32)
(6) Literary Arabic is necessary	8.5 (89)	19.3 (201)	17.5 (182)	32.8 (342)	21.9 (228)
(7) I think Tamazight should be recognized as national and official language	6.2% (65)	7.3% (76)	10.6% (111)	18.7% (195)	57.2% (597)

During that period, English was proposed as a part of the educational system and was taught at the same level as French in primary schools. Table 1.4 indicates that while the questionnaire primarily focused on bilingualism, particularly French and Arabic, the highest percentage of respondents expressed the importance of multilingualism. A majority of 55.8% agreed that being proficient in multiple languages offers advantages.

In Table 1.5, the extent to which pupils were aware of the significance of learning foreign languages is demonstrated, with English surpassing French in terms of importance. According to Benrabah (2007), at that time, Arabic and French had higher percentages than Arabic and English. The failure of introducing English as a competitor to French in the primary cycle during the 1990s is evident in the results shown in Table 6, where only 3.9% expressed a preference for "Arabic and English." In fact, respondents appeared to reject policies that aimed to replace French with English. (Benrabah, 2007, p. 245).

In 1990, English was introduced to primary schools in Algeria and was a complete failure. Parents could not readily accept it because the primary scientific studies at universities are in French. How could it be possible to choose English when studies are in the French language at a higher level? Baiche (2008) pointed out that "parents claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children's future" (p. 57). Logically, parents refute such a project since it could become a border that may negatively affect their children's future.

It is not rational to make changes in diminutive terms. The project had to be studied deeply and accurately with a long-term objective. More appropriate programmes had to be established from primary schools up to the university, along with well-prepared and trained English teachers from the lower teaching levels up to the higher ones. The most important thing to consider is that it is a project that needs a long time to be realized. As a result, even if English became the dominant language, it was still expected that the Algerian educational system, notably higher education, would use French rather than English in all essential fields.

**Table.1.4. Best Choice of Language(s) for Social Advancement in Algeria and Elsewhere. (Benrabah)**

Choices	Percentage
English only	2.9%
Arabic only	4.4%
French only	2.8%
Tamazight only	0.2%
Arabic and Tamazight	0.5%
Arabic and French	15.5%
French and Tamazight	0.1%
Arabic and English	3.9%
Arabic, English and French	58.6%
Arabic, English, French and Tamazight	11.1%

TABLE 6

Best choice of language(s) for social advancement.

Question: Out of the following 10 possibilities, what is the best choice of language(s) that could allow you to live and prosper in Algeria and elsewhere?

Choices	% (out of 1,036)
(1) English only	2.9
(2) Arabic only	4.4
(3) French only	2.8
(4) Tamazight only	0.2
(5) Arabic and Tamazight	0.5
(6) Arabic and French	15.5
(7) French and Tamazight	0.1
(8) Arabic and English	3.9
(9) Arabic, English and French	58.6
(10) Arabic, English, French and Tamazight	11.1

To sum up, Benrabah's study shows the predispositions of the Algerian government to adopt the English language in 1990 and its failure. It could not be successful because most higher-level studies in Algeria are in French and Arabic. As a result, parents may have considered that an important fact and preferred to promote French as it may aid their children in various educational stages.

Algeria's government recognises the importance of adopting English in education at an early stage. Therefore, from 1999 to 2022, new reforms have been made to improve the teaching of English (details mentioned in the previous paragraphs). Opinions are divided. Some attribute those changes to political intentions, others to globalisation and the importance of the English language everywhere. This research aims not to validate the reasons for these changes but to show that the Algerian government constantly reconsiders the English language's status due to its global significance. This position made the Algerian government re-examine English teaching.

Various changes have occurred in Algerian English language teaching, giving birth to a conflict. Furthermore, numerous questions related to its teaching started circulating. When and how? When is it possible to start teaching English? At which level?

This research gives an overview of the way English is taught nowadays in Algeria, from middle school to university, with the probability of other changes that are in the making soon. Moreover, how do we teach it? Diverse experiments concerning both periods of implementation and the use of a successful syllabus. Consideration and reconsideration of these questions never stopped, and there was no final resolution. T

According to the June 1999 Algerian official syllabuses for English, the teaching of English aims at developing different aspects of communication, and the learner should attain various objectives, namely, socio-cultural, humanistic, educational, and academic objectives. Thus, since English is taught in middle and secondary schools, the hours vary depending on the subject studied.

At the middle school level, pupils study 250 hours of English classes (4 hours per week in 3 AF and 5 hours per week in 4 AF). They acquire different linguistic structures and vocabulary about receptive and productive skills, i.e., listening, speaking, reading, and writing. As indicated by the Algerian official syllabuses for English, learners are supposed to master the following fundamental aspects of the English language:

- listening to and understanding oral messages;
- guided production of simple oral messages;
- reading of simple passages and showing their understanding of them (without the interference of the oral) through performing various activities of linguistic



- checking;
- writing simple personal letters;
- filling simple forms and writing elementary application letters;
- taking notes and writing simple summaries of medium-length texts.

Different changes have been made for the scientific stream, focusing more on English for Specific Purposes (ESP) through highlighting functional texts. Nevertheless, students' drawbacks in mastering the language appear in secondary school. Therefore, teachers allotted much time for learners to learn and practise English at the secondary school level. In secondary school, time allocation for the English language is different; for instance, the literary stream studies 4 hours per week, the scientific stream 3 hours, and the stream of the foreign language 5 hours. Again, according to the Algerian directives of June 1999, learners' four skills to acquire are as follows:

*1- listening comprehension*

- they should be able to understand a simple oral message said in everyday English in interpersonal exchanges;
- they should understand the broad lines of a short talk that is delivered in standard English.

*2- oral expression*

- they should be able to communicate in a limited number of topics in a correct and simple English.

*3- reading comprehension*

- they should be able to read simple authentic texts and documents (maps, charts, forms, notices...).

*4- written expression*

- They should undertake simple writing tasks about samples studied in class.

Concurrently, English has a powerful status in Algeria. It is a second language in some institutions, such as military, maritime, economic, aviation, and cultural institutions. Moreover, it is taught as a second foreign language in various departments like law, biology, French, agriculture, science and technology, commercial studies, sociology, economy, chemistry, and mathematics. Training educators (teachers) in English so that students who have chosen the English language since primary school can complete their studies at the

highest levels at university in the speciality of their choice without encountering language difficulties. Admittedly, promoting a language necessitates conducting a thorough study under the direction of experts. It also requires integrating EL in teaching different scientific fields like medicine, mathematics, and biology at the university level. The government has to reconsider teaching from primary school until university. Only after a thorough and well-structured study can English be at the same level as French in Algeria.

### **1.17. The LMD Higher Education System in Algeria**

The teaching of English has to be reconsidered deeply and appropriately by qualified people through the formation of competent teachers at different educational levels (primary, middle, and high schools) and the university with its various fields. Changes in the syllabus are not just concerned with teaching at the primary, middle, and high school levels but at higher levels as well. The appearance of the Bologna Process in Europe incited the Algerian government to evaluate teaching at the university level. This new reform was essential to promote the quality of education and modernise teaching in Algeria.

European higher education has witnessed changes materialise in the Bologna Process since 1999. It was time to implement a new reform to address the educational needs of the twenty-first century. A brief introduction of the Bologna process in Europe is given since the main interest of this research is its exploitation in Algerian universities. Its application presented challenges that required the implementation of new procedures and strategies to make it successful.

Globalisation has constrained several demands and changes in the European higher education sector. In the face of these challenges, higher education requests that it be prepared to respond in a malleable way to the changing interests of the labour market. This is done by presenting flexible and varied study schedules, educating and instructing young researchers, and forming highly educated labour through progressing academic education and instruction. Furthermore, it is critical to overcome financial support constraints by reducing state allocation and providing grants and scholarships to increase employment and social demands (Djoub, 2016).

Some European countries resolutely established a European Higher Education Area by promoting the Bologna Process. This latter objective is to support universities in playing a

more critical role in developing the 21st-century world economy. A definition of the Bologna Process and its principal objectives are clarified in the following few paragraphs.

The penchant for valuable education has created principles for the self-assessment and evaluation of all participants in the educational process. As already mentioned, globalisation has concerned the European higher education system, governing the manifestation of new aims in teaching-learning assessment. To summarise, these trends call for a unified European educational policy, including standards that facilitate comparability of educational systems, levels of achievement, and mobility of academic and professional employment. Bodric (2008)

The Bologna Declaration was signed in June 1999 by 29 ministers in charge of higher education in Bologna, Italy. This collaboration resulted in the creation of the European Higher Education Area (EHEA). They were all in agreement on improving teaching and learning quality and increasing employability. Six objectives had to be met to create the EHEA by 2010.

1. Increasing mobility through removing obstacles to students, teachers, researchers, and administration staff within and outside Europe to provide them with career opportunities in the European employment market.
2. Adopting a degree system based on three cycles: Bachelor's, master's, and doctoral studies-that are easily readable and comparable.
3. Developing a system of credits, such as the European Credit Transfer System (ECTS), can be used for transfer and recognition, thus promoting widespread student mobility.
4. Promoting European cooperation in the field of quality assurance and evaluation.
5. Promoting the European dimension in higher education through closer international cooperation, networks, and integrated study plans.
6. Implementing a diploma supplement.

(The Bologna Declaration, 1999)

Education entails access to higher education, a diverse range of educational opportunities, and adequate financial support to improve employability (Reichert & Tauch, 2005). Nonetheless, institutions must consider the quality of their instruction rather than focusing solely on broad access to higher education. Furthermore, they require the use of understandable tools and processes to become acquainted with prior learning rather than an "overcomplicated, time-consuming, bureaucratic, and expensive system that deters academics

as well as citizens seeking recognition of their skills and abilities" (Reichert & Tauch 2005, p. 69). As a result, a new degree structure known as the LMD system has been approved.

The LMD System, which consists of three distinct steps, is centred on the student. Students obtain a bachelor's degree after obtaining their BAC and completing three years of university study. The degree varies depending on the major chosen by the student. It can be either academic or professional. (Djoub, 2016)

A Master's degree is also available for students who want to continue their studies. Following a bachelor's degree, it requires two years of study. Students can specialise in any field they want if it is related to their bachelor's degree major, allowing them to delve deeper into it. (Djoub, 2016)

Furthermore, students can pursue a doctorate. It takes at least three years after earning a Master's degree. It entails conducting research and writing a thesis while being supervised by a professor. (Djoub, 2016)

Algeria knew the LMD system through international cooperation. It enables non-European students to continue their education in Europe. It also provides students with the necessary qualifications and skills to allow them to secure a job on the market. Because it is a student-centred system, it teaches students to be autonomous. Therefore, autonomy depends entirely on the syllabus design and how teachers teach and assess their students. (Djoub, 2016). As stated by Moir (2011), "learner autonomy also involves the ability to adapt to change and to be able to evaluate different kinds of knowledge" (p. 03).

The teaching method is semester-based on the LMD system. Each semester includes teaching units (TU) that constitute programmed studies that contribute to the achievement of a given degree. This TU includes fundamental teaching units, auxiliary teaching units, discovering teaching units, and independent teaching units. The diversity of these TU allows students to choose the programme that suits them most, which leads to the same degrees as the others. (Djoub, 2016)

The bachelor's degree constitutes academic fields divided into disciplines that include professional and academic programmes that introduce Master's studies. (Djoub, 2016) Similarly, the Master's degree offers different programmes of study chosen by the students. They study their major field in depth. In the last phase of the LMD system, the doctorate phase, the students are considered students and early-stage researchers. (Djoub, 2016)

Unlike the classical system, in the LMD system, the teachers need to change their view towards teaching. They are now "facilitators," meaning they must be very flexible in communicating information. Furthermore, the LMD system is student-centred which should be kept in mind when the teachers create their programmes. It must consider students' needs and market labour too. This new system elaboration has been a significant concern for this system as the European Union states:

The three-cycle system is an invitation to re-think the content of learning to make pedagogy more student-centred and to consider whether a given programme of study adequately addresses the needs of graduates; and consider whether graduates will acquire the knowledge, the skills and competencies they need to succeed in an ever-changing labour market.

(The European Union, 2010, p.6)

The evaluation is permanent in the LMD system. It includes collective and formative assessment in learning. The first one means assessing students' learning process "to establish how much progress a student is making during learning with a view to giving feedback to the student" (Atkinson et al., 1993, p. 7), such as with quizzes, homework, portfolios, participation, etc.,. The second is to assess students through a final examination and tests at the end of each semester. This method tries "to establish what a student has achieved at the end of a unit or a course" (Atkinson et al., 1993, p.07, cited in Djoub, 2016)

The LMD system evaluation is based on the European Credit Transfer and Accumulation System (ECTS). According to the European Commission: "ECTS is a student-centred system based on the student workload required to achieve the objective of a programme, objectives preferably specified in terms of the learning outcomes and competencies to be acquired." (The European Commission, 2004, p.3) (Djoub, 2016)

More importantly, with the social changes, European Higher Education no longer wanted to think of national criteria for education. Therefore, adopting a joint degree was the only option since it enabled higher education institutions to become more internationally oriented. The ministers declared their intention to design bachelor's and master's degrees in the Sorbonne declaration later reinforced in the Bologna declaration in 1999. Furthermore, at the Berlin conference in 2003, the doctoral degree was included as a third cycle in European Higher Education. (Djoub,2016) These revolutionary changes in the European education system impacted African education, including Algerian higher education.

In summary, like other African countries, Algeria redefined its higher education system and innovated it by adopting Bologna reform. Changes were necessary because of globalization. The necessity of such changes is fixed in the guidelines of the Ministry of Higher Education and Scientific Research, where the Higher Education mission is set as follows: (Djoub.2015/2016, p.40)

- *Provide quality training.*
- *Making a real osmosis with the socio-economic environment through developing all possible interaction between university and the outside world.*
- *Develop mechanisms for continuous adaptation to change jobs.*
- *Promoting universal values expressing the university spirit, mainly being tolerant and showing respect for others.*
- *Be more open to global developments, especially those of science and technology.*
- *Encourage diversity and international cooperation by the most appropriate terms.*
- *To lay the foundations for good governance based on participation and consultation.*

### **1.18. The Reconsideration of English in Algerian Higher Education in 2019**

In 2019, the possibility that the English language would take the same position as the French in Algeria was behind political circumstances El “hirak”. This shows that the French language is constantly threatened and thought to be replaced by English. Recently, Tayeb Bouzid, the Algerian minister of higher education, proposed integrating the English language as an official language of teaching in Algerian universities and administration; however, this proposal has received positive and negative reactions from teachers and students. In August 2019, he published this suggestion on his Facebook page. He asserts, “in order to increase the visibility of research in higher education institutions and to open up to the international environment ... it has been decided to set up a think-tank of specialists and administration officials to present proposals for promoting the use of English in teaching and research.” (Bouzid, 2019, cited in Fox, Mazzouzi, 2019, p.1) (See appendix A)

Bouzid has potentially been biased towards introducing English as the crucial language of teaching in Algeria, leaving aside French, the language of the coloniser, for the reason that “French does not get you anywhere!” (Ibid, p.2) He vigorously promoted his proposal from 2015 until 2019, as he was a rector of the University of Batna 2, claiming that English would gradually substitute French in all fields. More importantly, a Google poll was posted on the

higher education ministry website asking the participants if they were in favour of this proposal. Ninety-four thousand sixty have filled out the poll; thus, 94.3% of the respondents favour English as a teaching language in Algeria. However, such results were unreliable as they lacked the representativeness of the whole population.

Many students embraced the proposal. For example, a student from the University of Setif contends that "I hope that my graduate research next year will be in English." I believe that English is the future in Algeria". (Ibid, p.2) Others involved in the HIRAK movement in Algeria expressed concern about such a proposal, claiming that the government is illegitimate and, thus, the proposal is indecisive. Azzedine Layachi, a specialist in the politics and economics of North Africa and a professor of political science at St John's University in New York, postulates that "The biggest problem with this proposal is that it comes at the wrong time." (Ibid) French has always been the second language in Algeria and was taught from primary school. Moreover, it is the labour market's principal language; therefore, many other students were against the proposal, chiefly medical students.

Some professors favoured this proposal and saw it as a political movement, namely, the HIRAK movement since the protestors held a particular grudge against the French language and the historic colonial period that lasted for 130 years. Moreover, French is no longer the language of science, as demonstrated by Abdel Raouf Mezghash, a professor of management at the Faculty of Economic Sciences at the University of Annaba, "French is no longer a language of science." Its global role is smaller than it was, and the international job market now requires English rather than French." (Ibid, p.3) Hence, whether English will replace French in the coming years or not, this concept must be seriously questioned and studied.

Education and Scientific Research asserted in his first media announcement on the 19th of January 2020 that Algerian universities are not globally classified and recognised. Therefore, it is the least ranked among the African, Arab, and international universities. He reported that he was "not interested in knowing in which language the teaching was done at the university". Furthermore, the "content and level" programmes are more prominent for him, whether in French or English. Hence, he called for new higher education reforms and approaches to meet global needs based mainly on integrating the English language.

### **1.19. Recent Developments in English Education in Algeria**

In the past, the Algerian government has made several attempts to introduce English as a second language, but these efforts have not produced the desired outcomes. The absence of English language instruction at higher levels, where French or Arabic is predominantly used, has been identified as a significant contributing factor to this failure. However, the current situation reflects a shift in these dynamics, with a growing recognition of the importance of training teachers in English at higher levels. This change is seen as a potential solution to address previous shortcomings and improve the effectiveness of English language education in Algeria.

Building on the need for reform and recognising the importance of global recognition, recent developments in English education in Algeria have been set in motion. In July 2022, President Abdelmadjid Tebboune led the government's decision to introduce English in primary education, with the aim of reforming the education system and revising the curriculum. However, concerns were raised regarding the rushed implementation of this decision for the 2022–2023 academic year. To address these concerns, President Tebboune emphasised the need to meet specific conditions and provide quality training for prospective primary school English teachers, instructing the Minister of Higher Education to develop a comprehensive roadmap for the successful integration of English into primary education.

To strengthen English language education, President Tebboune promptly ordered the establishment of the English Teacher Specialisation for primary education at higher normal schools. This initiative aims to enhance English teaching starting in the third year of primary school. The Ministry of Higher Education has already initiated the recruitment process, allocating budgeted positions specifically for graduates holding master's and doctoral degrees.

Efforts have also been made to foster international cooperation and enhance pedagogical expertise in English language teaching. Discussions between the Minister of National Education, Abdelhakim Belabed, and the British Ambassador to Algeria, Sharon Wardle, have been instrumental in this regard. Minister Belabed announced the completion of the English language textbook for third-grade primary pupils, ensuring its availability in all educational institutions before the academic year begins. Furthermore, plans are underway to employ over 5,000 contracted teachers specifically for teaching English to third-grade



primary pupils, and efforts are being made to provide English language training for university teachers and doctoral students in all specialities.

Moreover, the Ministry of Higher Education and Scientific Research is revisiting the issue of English language education in universities, three years after its initial proposal. University administrators have been instructed to develop a programme aimed at training university teachers in the English language, starting in the academic year 2022-2023. This decision aligns with the President of the Republic's programme and signifies the commitment to proceed with the effective implementation of the English language enhancement project. Centre d'enseignement intensif des langues (CEIL) The Intensive Language Teaching Centre (ILTC) at various Algerian universities has taken the necessary steps to initiate a training programme for university teachers in the English language.

In conclusion, the Algerian government's significant efforts to improve English language education in the country are evident from recent developments. The recognition of the importance of training teachers at higher levels, the introduction of English in primary education, and the implementation of training programmes for university teachers all demonstrate the commitment to enhancing English language proficiency and fostering comprehensive educational reform. These initiatives aim to address previous shortcomings and create a more effective and inclusive learning environment for Algerian students.

## **1.20. The Position of the English Language in Algeria**

The new Algerian curriculum highly values learning and teaching foreign languages. Consequently, English acquired better consideration in education because of its global position and prerequisites in the employment and production fields. The globalisation process has promoted English in a variety of English non-English speaking countries worldwide. However, the various pressures of politics, geography, economy, and cultural and social arrangements make the world smaller. As asserted by Dorni, "English has not only been acknowledged in the Algerian educational system, but it is seemingly developing as an integral part of AA itself, especially among young people, and that has often been introduced through French via forms like 'taxi phone', 'fast-food', 'week-end', 'chat', 'internet', 'windows', 'surfing', 'web', 'foot', 'penalty' and so on." (2009, p.284)

To support and illustrate the importance English plays in the world, particularly in Algeria, the citation of Crystal(2007) below shows the prestigious position English is taking as a foreign language in more than a hundred countries, including Algeria.

“English is now the language most widely taught as a foreign language – in over 100, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries, it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. In 1996, for example, English replaced French as the chief foreign language in schools in Algeria (a former French colony).”

*(Crystal,2007, p.5)*

Hence, English is also taking the place of other languages considered central. Crystal (2007) gives the example of English taking the place of French, the principal foreign language in Algeria. As mentioned previously, English has a prestigious place in the world because of its historical, political, industrial, economic and scientific power. Through the years, it has spread worldwide, and its learning has become necessary. In 1980, English prospered in Algeria because of the socio-economic affluence of the country ( Bouhadiba, 2006, p.6).

### **1.21. British and American Embassies Roles in Algeria**

The importance of the English language in Algeria is noticeable in the relationship between Algerians, the British, and Americans and the efforts made by these three countries to strengthen their friendship and expand their investments in different fields. Any language is a communication tool crucial in all situations between people. In these collaborations, English is the lingua franca. This study is mainly interested in their cooperation in education and cultural aspects since the English language is our central involvement. British and American embassies greatly encourage the spread of the English language in Algeria through cultural activities, therefore replacing French in many aspects.

After the Algerian independence, the British Council opened its first office in Algeria for many years, then closed in 1994 because of events and insecurity. In 2006, the British Council reopened and then, in 2007, started its activities there again. The British Council is an institution whose main interests are promoting the English language and culture in Algeria. It encourages English activities within the country through rewards and partnerships raising English there. The British Council encourages English language development in Algeria

through education and the diffusion of British culture with different activities all over the country.

The new ambassador of America, John Desrocher, mentions in his first speech the different historical periods that linked Algerians to Americans since 1785. Nowadays, the US embassy created exciting programmes to support all kinds of people in Algeria. They considered different aspects and levels. Therefore, they contributed to activities and programmes that suit high school pupils and students at universities and even collaborated with people at a professional level. These programmes and exchanges of the two countries in different fields intend to promote the English language all over the country.

### **1.22. The Emergence of Private English Schools in Algeria**

Algeria has witnessed a growth in the number of people interested in learning the English language these last few years. This phenomenon concerns not only the educated population, whose primary focus in learning English is educational but even the ordinary people with different categories and various centres of interest. (to understand English songs, watch original American films, and chat with different nations), and so on.

English in Algeria is not only the centre of interest of people of high academic standing but also ordinary people. Algerian of different categories are interested in learning the English language. Some of them join private language schools since they can afford it, while others use Internet resources as they are less expensive and reasonable. It is essential to mention that learning the language is crucial for Algerians, which led to the emergence of many private school languages everywhere in the Algerian territory. The number is increasing because of the demand. Some of these schools teach other foreign languages like Spanish, but most are interested in learning English. English to different levels and for different purposes, for example, general English, business English, and exams training to study abroad.

Table 1.5. Private English Schools in Algeria

Towns	Private Schools
Algiers	ABI school, Active Training Language Institute, ALC Algerian Learning Centers, American English Plus, Artylingua, Berlitz Algeria, British Institute for English, Language Solutions, SBL School of English, The Workshop, Cookie Solutions, Hopeland Institute, rhetoric Language Institute,
Ain Temouchent	International Linguistic Centre and Human Development Berrichi
Annaba	ALC Algerian Learning Centers
Hassi-Messaoud	ALC Algerian Learning Centers, Language Solutions.
Mostaganem	PolygloMostaganem
Oran	ALC Algerian Learning Centers, BLC Oran, Ecole de Langues Sibawaih, In-Tuition, Berlitz
Reghaia	Ghaya Global Language Centers GGLC
Tizi-Ouzou	ALC Algerian Learning Centers
Tlemcen	Excellence Language School, Rahmoun School, Tlemcen Language Exchange

The private language schools mentioned above are only samples of many others to show the significance English is taking nowadays. After analyzing the table, ALC Algerian Learning Centers seem to be present in different regions in Algeria. These regions are: “Algiers, Annaba, Hassi Messaoud, and Oran”. This observation entails that these schools are very much appreciated all around the country, which encourages them to create new associated schools with the main one so that other people will benefit from their programmes.

These programmes vary according to the learners’ needs. Although everyone may believe these private schools provide learners with EGP syllabuses (English For General

Purposes), they have specific courses for people interested in other fields rather than General English. Business English, for instance, is becoming more and more well-known among students who want to learn it to find a job more efficiently. Moreover, private schools help students who want to go abroad by studying international syllabuses, taking international exams, and getting globally recognized certifications. To sum up, these different private schools are vital to show the significance of the English language in different areas of Algeria.

### **1.23. Communication and Information Technologies in Algeria**

At present, every economic and social progress process reserves a significant place for Information and Communication Technologies (ICT). Indeed, these elements are the decisive factors of quick economic and social change models because of their transversal effects on different fields, especially cultural ones. Accelerating the flow of information leads to a new era in human development history.

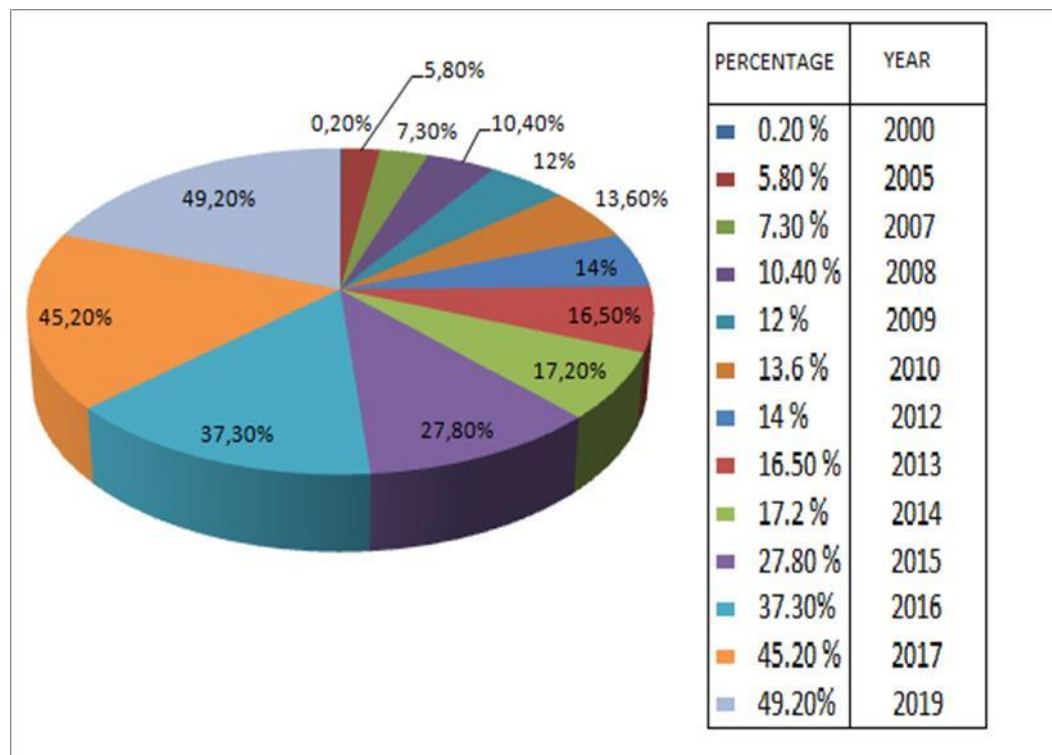
The appearance of the net and its development connected people all over the world in general and opened a door for Algerians to look outside their borders and travel via the net. However, the trouble is its low Internet speed. Indeed, the government made great efforts to improve the flows through sophisticated projects, such as the government privatisation and the project of realisation of a submarine fibre optic cable linking Algeria to Spain (Algiers - Oran-Valencia), which is almost complete.

Completing this project will lead to "improving the quality of service" and modernising the networks. Khermane, director of AlgeriaTelecom, pointed out that Algerian Telecom has set up several other offers and services, including the digitalisation of its various services, the reloading of the ADSL account from mobile operators, the launch of IDOOM fibre MOOHTARIF for professionals, IDOOM 4G LTE, emergency reloading as well as the demand via the web of an Internet and telephone line.

Table.1.6. Algerians' Internet Usage from 2000 until 2019

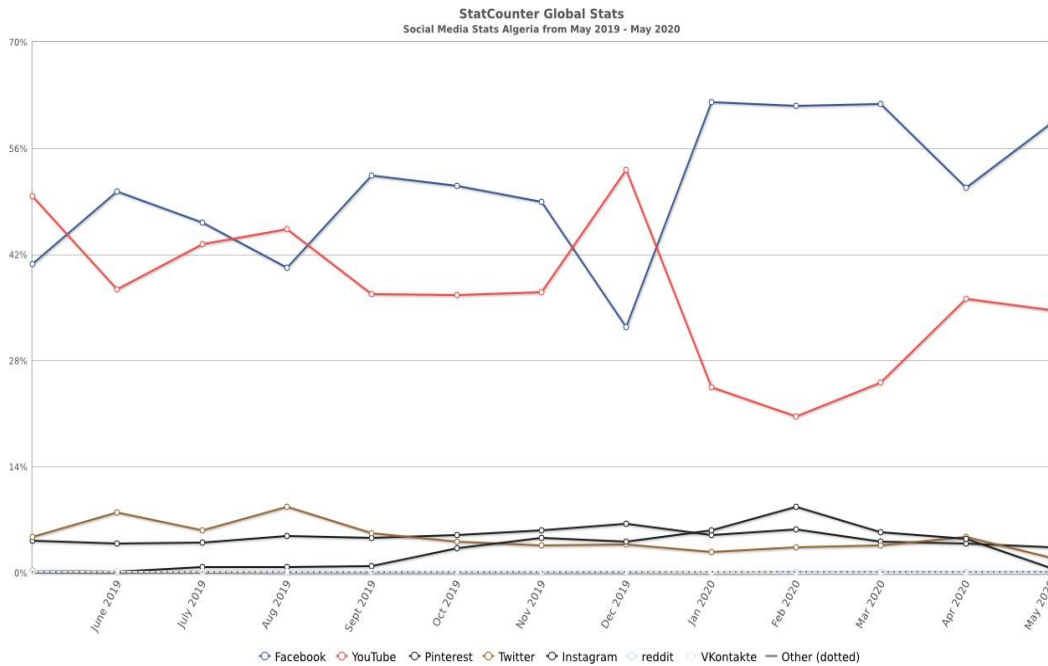
Year	Users	Population	Percentage	Usage Source
2000	50,000	31,795,500	0,2%	ITU
2005	1,920,000	33,033,546	5,8%	ITU
2007	2,460,000	33,506,567	7,3%	ITU
2008	3,500,000	33,769,669	10,4%	ITU
2009	4,100,000	34,178,188	12,0%	ITU
2010	4,700,000	34,586,184	13,6%	ITU
2012	5,230,000	37,367,226	14,0%	IWS
2013	6,404,264	38,813,722	16,5%	ITU
2014	6,669,927	38,813,722	17,2%	ITU
2015	11,000,000	39,542,166	27,8%	IWS
2016	15,000,000	40,263,711	37,3%	IWS
2017	18,580,00	41,063,753	45,2%	IWS
2019	21,000,000	42,676,018	49,2%	IWS

It is clear that the number of users in Algeria from 2000 to 2013 until 2014 grew gradually, and then from 2015 to 2019, the extension of users became more significant. The government extended network interest and made a programme to develop the net and facilitate its use within the whole territory to all categories of society. The central concentration was on information technology, communication and implementation of high and very high-speed strategies.



**Figure 1.3: Internet Usage Trends in Algeria (2000–2019): The World Bank Data**

This figure substantiates the information presented in the table, offering a more vivid representation of the escalating participation of Algerian users. The following chart illustrates how statistical information on internet users reveals a consistent upward trend in the number of social media users in Algeria. This graphical representation illustrates the variability in degrees of use among users.



**Figure 1.4: Social Media Stats in Algeria from May 2019- May 2020**

The recent surge in internet usage in Algeria highlights the country's relatively high internet penetration rate compared to other African nations. This growth can be attributed to various factors, such as the liberalisation of the telecommunications sector, the expansion of mobile networks, the decreasing cost of internet-enabled devices, government investments in ICT infrastructure, the deployment of fibre optic networks, and the focus on knowledge transfer within the ICT sector.

By 2020, Algeria boasted over 27 million internet subscribers, representing more than sixty percent of the country's population. The number of internet users in Algeria continued to rise, reaching 32.09 million in January 2023, with a penetration rate of 70.9% of the total population. This indicates a significant increase in internet accessibility, with a growth rate of 8.64% between 2020 and 2021.

Furthermore, in January 2023, Algeria recorded 23.95 million social media users, accounting for 52.9% of the country's total population. Additionally, the number of active mobile cellular connections in Algeria surpassed the country's overall population, reaching 48.53 million. Despite these advancements, there is a continuous need for the development and improvement of Algeria's digital infrastructure to bridge the gap with more technologically advanced regions (Frackiewicz, 2023).



### **1.24. The Emergence of Algerian Videos in English**

The growing prominence of the English language in Algeria has become a subject of significant interest, with Belmihoub's research in 2017 providing valuable insights into this phenomenon. Through a comprehensive investigation of the role of English in online social interactions, the study sheds light on its multifaceted significance within the Algerian population. Belmihoub's research underscores the crucial role of English in connecting Algerians with individuals worldwide through the Internet. This is evident in the Facebook page "I am DZ [Algerian] and I speak English," where diverse discussions on regional matters, religion, national interests, romance, friendship, and language learning demonstrate the widespread use of English in Algerian virtual social interactions. Additionally, debates on American and British English showcase the language's versatile application in Algerian social discourse.

Another closed Facebook page covering football, Islam, English literature, and politics serves as further evidence that English is relevant beyond personal interests. This highlights the utilitarian function of English as a medium for engaging with broader societal and global issues. The comments on YouTube videos further illustrate pervasive English influence, with Algerian English users responding defensively to criticisms in the language, leading to a competitive atmosphere where language skills and accents are assessed. The active advocacy of English by the Algerian Youth Voices group on various digital platforms, including podcasting, video blogging, and social media, reinforces the language's growing significance among the young Algerian population. Covering a diverse range of topics, such as literature, religious practices like Ramadan, and scholarship opportunities for studying abroad, this group showcases the functional versatility of English in Algeria.

The proliferation of published videos in English by diverse Algerian groups serves as a compelling illustration of the expanding role of English in Algeria. These videos, encompassing both educational and recreational content, are extensively shared among Algerians, with English words gradually assimilating into Algerian Arabic. This notable linguistic shift represents a departure from the previous rarity of borrowing words from languages other than French. These developments underscore the increasing prominence of the English language among the Algerian population. Television, particularly with the widespread distribution of satellite dishes and the availability of a diverse array of TV shows and films in their original language, primarily American or British English, with Arabic subtitles, has assumed a pivotal role in the widespread adoption of English. Notably, the

broadcasting of MBC channels featuring films, cartoons, and series in their unaltered English format, alongside Arabic subtitles, has effectively exposed Algerians to authentic English usage. This is the case of a very young Algerian influencer named Mohamed Younes Cherhabil, who learned English through English cartoons and then created a YouTube channel called Mohamed Talks to teach English to Algerian kids. This exposure has significantly contributed to the broader integration of the English language within the country. The prevalence of English across various online platforms, coupled with the emergence of Algerian videos produced in English, further attests to the language's influence and acceptance among Algerian citizens. All this unequivocally affirms that the relevance of English transcends personal interests, extending its influence into the realms of global communication, education, entertainment, and broader societal engagement. Consequently, English has solidified its position as an indispensable element of contemporary Algerian culture and communication.

Additionally, it has been noted that English is used in different settings. First, discussions between Algerian sisters, friends, and cousins are in English (spoken). Second, English is also used in messages delivered via Facebook, Instagram, etc., along with the Algerian language. It is even employed as a medium of communication and selling products in E-Commerce.

### **1.25. Conclusion**

This chapter spins around the literature review on the development of English, its predominance throughout the world, its situation in Algeria and the considerable importance it plays in all fields. This part also highlights the position English secures among Algerian individuals. The significance the English language takes in Algeria is shown through various domains that reveal how this language is growing discreetly yet definitely. The English language circumstances in Algeria are taking a specific position, and this is obvious in how this language is studied by the Algerians who need it for different purposes; among them, the translation field, which is crucial for its needs in various constructive fields. Because of its important role, translation attracts individuals of different ages, job positions, and educational backgrounds. Thus, the following chapter will cater to translation studies in depth.

**Chapter Two**  
**Historical and conceptual**  
**Overview of Translation**

## **2.1 Introduction**

Since teaching translation is central to this research, it is essential to review the development of the discipline and its various definitions. This theoretical part raises different scholars' definitions of the term and the debate regarding the various methods and strategies recommended to help translators in their daunting tasks. The translation is still developing because of its critical role in human interaction. The translation is not the literal transfer of words from one language into another but the transfer of meaning from a specific cultural context into another that is entirely different.

Furthermore, translation is an interaction that connects different nations by bridging gaps between various languages and their respective cultures. Theories, procedures, and strategies suggested by scholars like Cicero and Horace, Nida and Catford, and, more recently, Munday and Baker have all contributed to the consistency and reliability of the transfer from a source language into a target language. Translation today deals not only with specialised translation or translating texts and speeches but is also related to teaching languages. It is the concern of this research work. However, referring to specific historical passages that contributed to the translation evolution is necessary before dealing with this critical part.

## **2.2 Translation: a Historical Approach**

Translation crossed significant steps through distant times that contributed to its development, along which it has been the subject of both the Western and the Arab worlds. In the Western world, translation developed quietly and surely, and the interest of scholars in the field made it develop and flourish until it reached a remarkable level, which is still constantly evolving. On the contrary, the Arab world was prosperous at times and stagnant at others. However, its standing is reevaluated, and efforts are made to accord it the significance it deserves. Furthermore, both worlds witnessed particular events that contributed to the advancement of translation. Then, what are the different steps translation has gone through in both the Western and Arab worlds to achieve this significant interest and advance today?

### **2.2.1 Translation in the Western World**

For a long time, people thought there was a link between translation and the story of the tower of Babel, which is told in the book of Genesis (chapter XI, pages 6–9). The latter deals with the idea that after the great flood, the descendants of Noah, instead of establishing a

society that had fitted God's will, decided to challenge him by building a tower that could reach heaven. Nonetheless, according to the Bible, God regained control of them because this was a great sin by destroying their tower and scattering them on the earth. Following that event, the number of languages increased, and people began to look for new ways to communicate, giving rise to translation (Benabdelali, 2006, p.1).

Some linguists disagreed with this view and considered it a myth. Then, they looked into research to show that different languages existed before the Babel Tower myth. They found that two Roman philosophers interested in translation, Cicero and Horace, had made a distinction. They investigated the translation field that greatly influenced successive translators as they were the first to distinguish between word-for-word translation and sense-for-sense translation. For Cicero, it was challenging to opt for a strategy while translating. He stated, "If I render word for word, the result will sound uncouth; and if compelled by necessity I alter anything in the order or wording, I shall seem to have departed from the function of a translator" (Cicero quoted in Bassnett.2002, p.51).

During the Greco-Roman period from 332 BC to 395 AD, a significant milestone in the history of translation emerged with the production of the first Greek Septuagint version of the Hebrew Bible, also known as the Old Testament. This period also witnessed the translation of some New Testament books into Latin. Moreover, translations of the Old and New Testaments into various Middle Eastern languages, including Syriac, Coptic, Georgian, Ethiopic, Arabic, Persian, and Gothic, were undertaken. However, the early Latin versions of the New Testament were not satisfactory. Consequently, Saint Jerome, a respected Latin priest, embarked on a comprehensive revision. By the end of the fourth century, he had completed the translation of the majority of the Bible into Latin, resulting in the creation of the Vulgate. Saint Jerome's contribution to translation theory was remarkable, as he emphasised the prioritisation of conveying the intended meaning over strict adherence to the original form (Baker, 2001, p. 23). Munday (2009) further contends that Saint Jerome's translation of the Greek Septuagint Bible into Latin would exert a significant influence on future translations of the Bible, solidifying his enduring impact on the field of translation.

With the advent of the Protestant Reformation in the sixteenth century, the issue of Bible translation became even more contentious. According to Bassnett (1980), translation became a tool wielded in both dogmatic and political conflicts as nation-states began to

emerge and the influence of the centralised church began to diminish. Significant linguistic changes resulted from this and led to the decline of Latin as a global language (p. 4).

The Bible was translated into the principal languages of Europe during the Reformation. However, the crucial contribution to the principles of translation was the one Martin Luther made in German (1545). In his sermons, Luther introduced significant new ideas about translational equivalence in the scriptures. This figures in his translation of the Bible into German and in his book that defends the translation principle. (Baker, 2001).

In English, the most prominent contributor to the translation was William Tyndale. His translation of the New Testament gave birth to the later development of the King James Version, known as the Authorised Version. The latter significantly impacted hundreds of translations in the missionary world (Ibid).

The seventeenth century witnessed the birth of many essential theorists, such as Sir John Denholm (1615-1669), Abraham Cowley (1618-1667), and John Dryden (1631-1700). The latter was famous for his distinction between three types of translation: metaphrase, paraphrase, and imitation. The metaphrase refers to a literal translation that considers every single word in a source language and transfers it into a target language word- by -word. When translating or imitating, the meaning and implication of the writer are more important than the exact words. The source text is thrown away when the translator is happy with the result, and a new target text is made based on the original.

In the eighteenth century, the translator was considered an artist with a moral duty vis-à-vis the original author and the reader. Furthermore, new theories and writings on the translation process have made translation studies more systematic. The Volume of Principles of Translation (1791) by Alexander Frayer Taylor is one of the essential books from that time.

At the beginning of the nineteenth century, two conflicting tendencies emerged. One perceives translation as a category of thought where the translator is a creator who improves the literature and language into which he is translating. The second saw the translator as a machine functioning to make a text or an author known (Bassnett, p.5). In addition, the birth of romanticism in the nineteenth century also led to the emergence of many theories and translations in literature, especially poetry. A prominent example of these translations is the

one made by Edward Fitzgerald (1809–1863), who translated the poem of Omar Khayyám from Persian into English and designated it the "*Rubáiyát of Omar Khayyám*" in 1859.

Translation studies became an outstanding language teaching course at schools during the second half of the twentieth century. Significantly, what contributed to its value was the emergence of a variety of methods and models of translation. The grammar-translation method examines foreign languages' grammatical rules and structures. On the other hand, the cultural model was another witness to the period's development of translation studies. It necessitated translating not only the words used word-for-word but also the cultural knowledge and the way people in different societies thought (Mehrch, 1977, p.18).

Alfred Malblanc (1963)The ethnographical semantic and dynamic equivalent methods can be distinguished in this model. The first is the study of values, beliefs, behaviours, languages, and meanings shared by members of the same society belonging to different cultural groups and comprehending them. The second shows that expressions in the source language can be expressed in the target language without using a word-for-word or literal translation. The main focus is to keep the original meaning and acquire a target text sense similar to the source text. (Nida, 1969).

Another model in that period was the text-based translation method, focusing on texts rather than words or sentences. This model includes a variety of sub-models: the interpretation model, the text-linguistic model, models of translation, and model quality assessments. This period is characterised by a pragmatic and systematic approach to translation study. Some of its most well-known people are Jean-Paul Vinay and Darbelnet (1958), Alfred Malblanc (1963), Eugene Nida (1969), and others.

Nowadays, translation research follows a new path toward automation. The invention of the Internet and other new technological enhancements in communication and digital materials have increased cultural contact between nations. This pushes translators to look for other ways to cope with these changes. Furthermore, the birth of audio-visual translation allows translators to translate all kinds of television shows, including films, series, and documentaries. This field works with computers and translation software programs. It is based on two methods: dubbing and subtitling. Subtitling and dubbing refer to the translation of audio discussion within a video format, such as a film, TV show, online video, etc. Dubbing,

also called "voiceover," replaces spoken dialogue with a translation that is spoken simultaneously.

To sum up, translation boasts a rich history in the western world. From its beginning, translation has witnessed much controversy among theorists. Each theorist saw it from his ideology and field of interest and tried to bring new theories to help the development of the strategies and procedures used in translation. Thus, the improvement of translation, which nowadays is an uninterrupted development process in the western world.

### **2.2.2 Translation in the Arab World**

After a brief exploration of the prominent landscape of translation in the Western world, it is now time to embark on a journey to renowned destinations in the Arab world, where translation has played a significant role. The roots of translation can be traced back to the first half of the second century AD, during the era of the Syrians. In their translation efforts, the Syrians, brought forth a vast wealth of heritage from the era of Paganism, translating it into Arabic (Bloomshark, 1921, as cited in Addidaoui, 2000, pp. 10–12). Notably, the Greeks greatly influenced the Syrians in their approach to translation, resulting in translations that were characterised by a literal and faithful adherence to the source text (Ayad, 1993, as cited in Addidaoui, 2000, p. 168). According to Addidaoui, Jarjas emerged as one of the pioneering figures among Syrian translators, as exemplified by his renowned translation of Aristotle's book, which remained remarkably faithful to the original text.

During the Pre-Islamic Era (570–630), Arab traders engaged in extensive travel and exploration, navigating various regions and cultures. While Arabic served as their primary means of communication, they also employed other languages, such as Syriac and Aramaic, when required for effective interaction. Proficiency in these languages was essential for facilitating communication and establishing connections during their voyages. Notably, it is important to highlight that during this period, there was no established writing system specifically for the Arabic language.

The emergence of Islam in the seventh century brought about significant transformations in religious, political, cultural, and linguistic aspects of Arab history. The era of Prophet Muhammad (Peace Be Upon Him) played a pivotal role in the history of Arabic translation. To propagate Islam (613-632), the Prophet conveyed messages to various political



leaders, including non-Arabic-speaking communities, with the aim of persuading them to embrace the new religion. Consequently, the Prophet (Peace Be Upon Him) sought assistance in translating these messages from Arabic into other languages (Mehawesh, 2014). Additionally, he encouraged Muslims to acquire proficiency in other languages.

According to historical accounts, Zaid Ibn Thabit, a trusted companion of the Prophet Muhammad (Peace Be Upon Him), played a significant role as a translator. He translated the Prophet's letters to foreign kings and received and translated letters from those kings (Khan, 1983, p. 44). The Prophet entrusted Zaid with the task of translating between Arabic, Syriac, Hebrew, and Persian, showcasing his exceptional talent and intelligence. This period witnessed a growing interest in language learning as a means to effectively spread Islam worldwide, and Zaid's proficiency in multiple languages contributed to the successful communication of the Islamic message.

One notable incident demonstrates Zaid's dedication to language learning. The Prophet Muhammad instructed Zaid to learn the Hebrew language to better understand the Jewish scriptures. Zaid diligently studied and mastered Hebrew within two weeks, enabling him to engage in correspondence with the Jewish community. Additionally, the Prophet advised Zaid to learn the Syriac language. Notably, Zaid accomplished this task within a noticeably short period of seventeen days, demonstrating his remarkable linguistic abilities and commitment to his role as a translator (Zaid Ibn Thabet, as cited in Shuman, 2018).

Zaid Ibn Thabit's linguistic skills and contributions as a translator were instrumental in facilitating effective communication between the Prophet Muhammad and various communities. His commitment to carrying out the noble task that the Prophet entrusted to him is evident in his dedication to learning multiple languages and his ability to quickly become proficient in them.

This interaction with Eastern and Western civilizations brought cultures and traditions from Greece, India, and Persia to the area. This helped Arabic change from a spoken language used in a small area to a language that people from different communities and civilizations could use to communicate with each other (Baker, 2009, p. 329).

Despite the progress made regarding the Qur'an translation, this matter is still a subject of debate and controversy in the Arab world. The main problem with the translation of the

Qur'an is related to its purpose. Translators have had to grapple with the complex question of whether translation should be used for teaching Islamic principles or for practical use in prayer and law. As a result, the translation of the Quran has undergone various changes, leading to the establishment of specialised committees tasked with ensuring its accurate interpretation and safeguarding it against falsification.

The early translations of the Quran, such as those by Salman El Farisi, Sheikh Mohamed El Hafid Al Boukhari, and Sheikh AlFadl Mohamed ben Idriss Al Badlissi, primarily aimed to convey the meaning of the text to non-Muslims, allowing them to understand the message of Islam in their respective languages. However, it is important to note that while the meaning of the Quran can be translated, reproducing an equivalent copy is deemed impossible due to its divine nature. Sheikh Hassan supports this view, asserting that while translating the Quran into English is forbidden as it is considered God's creation, reproducing its meaning is permissible (Sheikh Hassan,2007).

The Quran is renowned for its distinct and unparalleled style, which defies classification within existing literary forms. Scholars recognise its exceptional beauty and eloquence, setting it apart from other texts (Ahmed, 2004; Elimam, 2009). It stands as a genre of its own, transcending conventional notions of prose and verse, and is characterised by unmatched stylistic perfection (Elimam, 2009). The Quran's remarkable difficulty in translation arises from its miraculous nature, evident in the harmonies of sound, imagery, and emotions interwoven throughout its verses (Al-Salem, 2008). The poetic effects that permeate the Quran cannot be faithfully replicated in any translation (Rahman, 1988). Furthermore, the Quran poses challenges in translation due to the richness of associative meanings embedded within its words, making it exceedingly difficult to find equivalent terms in other languages.

According to Islamic researcher Hani Mahmoud, cited in Al Jamal (2008), the translated text of the Quran is an interpretation of its meanings and not the Quran itself. Mahmoud emphasises that those who wish to study the Quran itself must learn Arabic. He believes that Quran translation is permissible under two conditions: using English letters to write Islamic terms and explaining them, and ensuring accuracy through the involvement of a committee consisting of specialists in various branches of Islamic sciences. Mahmoud highlights that translations should undergo thorough research and not be the work of a single translator. The Supreme Council for Islamic Affairs, a division of Al-Azhar, has already released a number of "selected interpretation" translations into English, French, and German that include the

verse number and an explanation. This approach is a translation of interpretation rather than a translation of the Quranic text itself.

If the aim of translating the Quran is to capture its true essence and magnificence, it is crucial to recognise that the Quran contains the exact words revealed to the Messengers of Allah. Foreign language renditions cannot be considered the Quran itself as they do not reflect the original revelation. While the Quran possesses greatness and beauty, these qualities cannot be fully conveyed or experienced through translation alone. Translations may inadvertently distort or misinterpret Quran's meanings.

Nevertheless, if the objective is to familiarise different nations with the principles, laws, and rulings encompassed in the Quran, this can be achieved more effectively through a clear interpretation of the Quran in the desired language. Interpretation serves the intended purpose, going beyond presumed translations to provide a comprehensive understanding of the Quran's teachings. (Sellami,2005)

In summary, one of the most significant milestones in the history of Arabic translation is the translation of the Holy Quran. The Quran is regarded as a text of utmost sanctity that cannot be subjected to misinterpretation. The first officially recognised translation occurred during the Abbasid Era (c. 750–1258) when the Quran was translated from Arabic into Persian. Since then, the Quran has been translated, or rather, its meanings have been interpreted, into numerous languages while ensuring protection from distortion (Mustapha, 1998). This represents a pivotal chapter in the history of translation within the Arab-Muslim world. It is important to acknowledge other notable stages in the history of translation, beginning with the Umayyad Period.

The Umayyad Period (661-750) is another imperative passage translation crossed. It knew further developments that led to the long-term foundations of the Islamic Empire. Translation also gained encouragement from the rulers of the state that facilitated translations carried out during this period, which were mainly translations from Greek and Coptic into Arabic. (Baker,2009, P.330)

During the seventh century, there was a notable increase in the translation movement, with the accomplishment of translations from Greek and Coptic into Arabic. The Arab conquests of regions like Egypt and Syria played a significant role in spreading Islam,

marking the Arabs' initial exposure to a Greek background. However, this encounter did not align with the preferences of the religious caliphs at that time. According to Mehawesh (2014), translators in this period had to rely on wealthy business patrons rather than religious supporters. Additionally, Mehawesh (2014) highlights that, during the rule of the Umayyads, Greek knowledge was primarily derived from the Greek scholars who had remained from the Byzantine era rather than from the widespread translation and distribution of texts. (p. 686)

Baker (2009) attests that the only available source of the Arabic translation at that time can be extracted from Ibn al-Nadhim's book *Al Fihrist*, where he mentioned the son of the second Umayyad caliph, Khalid. Consequently, he tracked back knowledge and ordered translations from Greek and Coptic into Arabic. By the end of the Umayyad period, various Greek *gnomologia*, also known as "wisdom literature," had been translated into Arabic, influencing Arab poets such as Abu Al-Atahiya and Abu al-Tayeb Al-Mutanabbi. They used *gnomic*<sup>1</sup> material in their poems (p.330). Whatever contribution a person can make to achieve a prosperous status, the Umayyad period served as a springboard for what could be accomplished during the Abbasid period.

The Abbasid Period (750–1258), also known as the Golden Era, did not just see the development of translation and realised the birth of original writings in many fields. This concentration on translation started with the second Abbasid Caliph, Al Mansour, who set up a translation chamber. Al-Mansur assigned the translation of books from Greek, Syriac, and Persian into Arabic (Lindberg, 1978, p. 55). It is also said that the translation movement got much attention during that time. As Delisle and Woodsworth assert, "there were intense translation activities in the Abbasid period (750–1250), centred on the translation into Arabic of Greek scientific and philosophical material, often with Syriac as an intermediary language" (1995, p.112). As Baker (2009), authenticates, too, "Greek material already available in Syriac was translated from Syriac, which still functioned as a liturgical language of the Nestorians who handed down the translation chambers." "Greek works unavailable in Syriac were either rendered into Arabic or first into Syriac and then into Arabic" (p.331).

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<sup>1</sup> The term "gnomic" in the context of linguistics and literature is derived from the Greek word "gnōmē," which means "a thought" or "a maxim." It refers to a specific style of expression characterised by concise and general statements that convey universal truths or wisdom. The term has been adopted and used in various academic disciplines, including literature, linguistics, and philosophy, to describe this particular mode of communication. The meaning of "gnomic" in this context is derived from its historical usage and the study of ancient wisdom literature, folklore, and proverbial sayings.

The second Abbasid caliph, al-Mansūr (reigned 754–75), commissioned many translations and set up a translation chamber. His successor, Al-Rashīd (786–809), also supported the translation movement and enlarged it. He extended the chamber set up toward Al Mansur. However, it was during the reign of al-Ma'mūn that the Abbasid era reached its summit. Al-Ma'mūn founded in 830, the most important institute of translation, which was also an establishment of higher learning in Islam and a library. The "House of Wisdom", the translated name of "Bayt Al-Hikma", was located in Baghdad and was directed during a period by Yuhanna Ibn Masawayah, the writer of an old Arabic book related to ophthalmology entitled "Daghal al-Ayn" (Disorders of the Eye). (Baker, 2009, p.333). *The House of Wisdom* consisted of 65 translators. Among them were Yahya Ibn Al-Bitriq, Thabit Ibn Qurrah, Muhammad Ibn Ibrahim Al-Fazari, and Hunayn Ibn Ishaq. Al-Mamun gave Hunayn Ibn Ishaq the weight of the books he translated in gold to reward his hard work and the quality of his translations (Ibid., 2009, p. 332).

Baker (2009) asserts that the main works translated at that time dealt with scientific and philosophical books from Greek, while wisdom literature and mathematics books were translated from India. Some famous titles of books translated are: *Thousand and One Night*, *Aristotle's Ethics*, *The Old and New Testaments (or fragments of them)*, *Aristotle's Poetics*, etc. Ibn Ishak did not just supplement the Arabic library with a vast number of books but also added many scientific terms. He did not just translate randomly but first took the time to check the correctness of the text before translating it. Furthermore, he implemented sense-for-sense translation, avoiding the literal one. This distinguished his translations from others (Baker, 2009, p.333).

Regarding translation methods, two methods were mainly used in this era. The first was a literal translation, in which each Greek word was translated into Arabic and its equivalent. A Greek word was transliterated and borrowed if no equivalent word could be found. Yuhanna Ibn al-Batriq was associated with this type of translation. It was deemed unsuccessful, prompting Hunayn Ibn Ishaq to reconsider the translated books later under Al-Ma'mun (Rosenthal, 1975, p. 17). The second method was related to al-Jawahiri and Hunayn Ibn Ishaq. It was a sense-for-sense translation in which the meaning and sense were only considered to render without distorting its significance in the target language (Salama-Carr et., al 1996). To summarise, this era represents the golden age of Arabic translation, and this title is well deserved because, until today, no Arab country has been able to reach or achieve

what the Caliphs of that era accomplished without developing technology to help them. Today's technology is advanced, but there is no significant production in Arabic translations, even though many famous names in Arab history contributed to the advancement of that field. As a result, a question reminds us of what is happening with Arabic translators.

The Arab history of translation boasts the influential figure of Al-Jahid, a pioneering translation theorist. In his work, Al-Jahid (1969) emphasised the translator's imperative understanding of speech structure, cultural norms, and the nuances of communication among people (p. 12). He underscored the significance of comprehensive knowledge of language structure and cultural context, and he stressed the necessity of thorough revision upon completing a translation. Al-Jahid expounded on these theories in his works, namely *Al-Bayan Wa-Attabayun* (1968) and *Al-Hayawan* (1969). His contributions have had a profound impact not only in Arab circles but also in Western translation studies. This highlights the inherent value Arab society placed on translation from its inception, recognising its potential to foster mutual understanding and bridge cultural divides.

The School of Toledo played a crucial role in disseminating scientific and philosophical knowledge during the mediaeval period in Europe. The advancements made by the Arab world in disciplines like astrology, mathematics, and medicine had a significant impact on this movement (Delisle & Woodsworth, 1995, p. 115). The School of Toledo exemplified the significant progress made in translation in Spain during the 12th and 13th centuries (ibid., 1995, p. 115). Consequently, the Western world gained access to ideas and knowledge brought by Arab pioneers, including algebra, numerical systems, the works of Hippocrates and Galen, and essential medical knowledge in Arabic. In summary, the School of Toledo stands as a testament to the efforts of Arab scholars, resulting in the translation of significant books. Arabic into Latin was the primary language of translation in the 12th century, and Spanish followed in the 13th century. Undoubtedly, the Arabs were at the forefront of the historical translation movement, which began during the Umayyad Caliphate and reached its peak under the Abbasid Caliphate" (Mehawesh, 2014, p. 685).

During the reign of the Ottomans, the Caliph and his top officials fell victim to the Mongol invasion, resulting in the destruction of Baghdad and the rise of Ottoman Muslim power. This period witnessed significant isolation of the Arab World from other countries and cultures. It was not until Napoleon's invasion of Egypt in 1798 that substantial contact with Europe was established. As part of his campaign, Napoleon dispatched translators and

interpreters to engage with orientalists and Muslim sailors (Al-Shayyāl, 1950, as cited in Baker, 2009, p. 334). However, these foreign translators produced a circular riddled with grammatical and stylistic errors when communicating with the Egyptians (Al-Jabrati, cited in Al-Shayyāl, 1950, as cited in Baker, 2009, p. 334). Translation activities during this period were primarily limited to legal decrees and a few notable texts, with minimal attention given to the broader practice of translation in Egypt.

The translation activities persisted throughout the Ottoman era, facilitated by the support of Muhammad Ali and his successors, who provided translators with access to schools and the opportunity to translate and publish texts (Al-Shayyāl, 1950, as cited in Baker, 2009, p. 334). Notably, numerous French drama books were translated and adapted into Arabic during this period (Sadgrove, 1996). In 1826, an Al-Azhar graduate, accompanied by a group of students, was sent to Paris, where he acquired an exceptional command of the French language (Altahtawi, 1801, p. 73). Upon returning to Egypt, this individual, Altahtawi, became involved in translation work at one of Muhammad Ali's modern specialised schools, known as al-*Alsun* (Languages), initially established as *Madrasat al Tarjama* (School of Translation). The curriculum of this school encompassed Arabic, French, Turkish, and intermittently English, and it served as a platform for translating intriguing books across various fields by Altahtawi's students (Baker, 2009, p. 335). In conclusion, the translations of this period predominantly focused on European works, offering individuals the opportunity to delve into European culture and knowledge.

The translation productions continued during the Ottoman era. Under the rule of Muhammad Ali and his inheritors, translators were granted permission to employ their skills. However, towards the end of the 19th century and the beginning of the 20th century, the Ottomans relinquished their political dominance in the Arab world, and European settlers, primarily from Britain, France, and Italy, assumed control over many Arab countries. These settlers brought with them distinct customs and attitudes that initially encountered resistance from the Arab populations. Over time, the prolonged presence of the colonisers necessitated their understanding of the local languages and customs. This interaction between the settlers and the colonised unveiled a previously overlooked perspective on European traditions and practices, resulting in a cultural influence in the region.

Significant efforts have been devoted to the development of translation in the Arab world, with a particular emphasis on introducing translation as a subject of study to non-

specialised students at both undergraduate and postgraduate levels, such as English and Spanish students at Abdelhamid Ibn Badis Mostaganem University. The creation of independent institutions like the King Fahd School of Translation in Tangier, which aims to promote translation education and develop the abilities of future translators, is an example of this commitment to education.

However, when comparing the quantity of translated works across all Arabic countries from the Golden Era of El Maamoun (813) until the present day, it becomes evident that the output is significantly lower than the translation activities conducted in Spain within a single year (Basalamah,2019) (see appendix B). This raises important questions regarding the underlying factors contributing to this disparity. Are financial limitations, readers' preferences for original texts, or a general lack of interest in translation the primary causes?

Despite these challenges, influential figures in the Arab world have increasingly recognised the importance of revitalising the translation movement. One noteworthy initiative is the Kalima project, which has emerged as a dynamic force in promoting and certifying quality translations. During the 2018 Abu Dhabi International Book Fair, Abdulla Majed Al Ali, the fair's director, emphasised the significance of the Kalima project in reviving the translation movement. Launched by Abu Dhabi's Department of Culture and Tourism, the project stands as one of the most ambitious initiatives aimed at enhancing cultural activities in Abu Dhabi and making substantial contributions to the regional and international literary landscape (Anderson, 2018).

Translation in the Arab world has experienced both periods of glory and periods of decline. However, dedicated efforts have been made to revive and advance the field. One notable development is the increased emphasis placed on the teaching of translation, resulting in a proliferation of studies in the field and the emergence of new theorists. In addition to educational advancements, technology has played a pivotal role in driving the progress of translation in the Arab world. Translators now have access to computers, digital materials, and extensive terminology databases, enabling them to work more efficiently and effectively by providing multilingual dictionaries and valuable resources that enhance accuracy and precision.

The renewal of translation in the Arab world not only reflects a commitment to bridging cultural divides but also represents an exciting and dynamic field that continues to



evolve. It has transformed the way we communicate and interact in an increasingly interconnected world. Through ongoing efforts, translation in the Arab world is poised to reach new heights, empowering individuals to engage with diverse languages, cultures, and ideas. As the field continues to grow, it promises a future where communication knows no boundaries and understanding knows no limits. These efforts may lead to the expectation of a new golden era. After exploring translation in both worlds, it is necessary to investigate how different scholars define Translation.

### **2.3 Definition of Translation**

Translation originates from the Latin word *translatio*, which comes from the perfect passive participle, *translatus* of the Latin verb *transferre*. *Transferre*, which means 'to transfer' in English, consists of two parts: 'trans' and 'ferre'. In English, the prefix *trans* means 'across', while 'ferre' means 'to carry' or 'to bring'. *Transferre*, hence, also means in English "to carry across" or "to bring across" (Kasperek, 1983, p.83). Translation is considered "the process of translating words or texts from one language into another" The Oxford Dictionary of English (2017, 2nd edition). The Oxford Dictionary defines Translation as the procedure of converting a word or a text from one language into another.

Hence, it is not easy to provide the exact definition of translation, as several theorists have given many definitions. However, some theorists agree on one central point: conveying the exact meaning to get the same result with both audiences—i.e., the same feelings, impressions, perceptions, and understanding in SLA and TLA. The translation is the rendering of the meaning of a text from a source language (SL) or source text (ST) into another language without missing its message. Once the text is converted, the result is called the target language (TL) or target text (TT).

Furthermore, Catford (1965) suggests that "translation consists of transferring the meaning of the source language text into the receptor language text" (p.20). For him, translation lies in transmitting what has been understood from the source language text into the receptor language text. He clarifies it as "the replacement of textual material in one language by equivalent textual material in another language" (Catford, 1965, p.20). It is noticed in this definition that Catford refers only to equivalence related to the linguistic aspect.

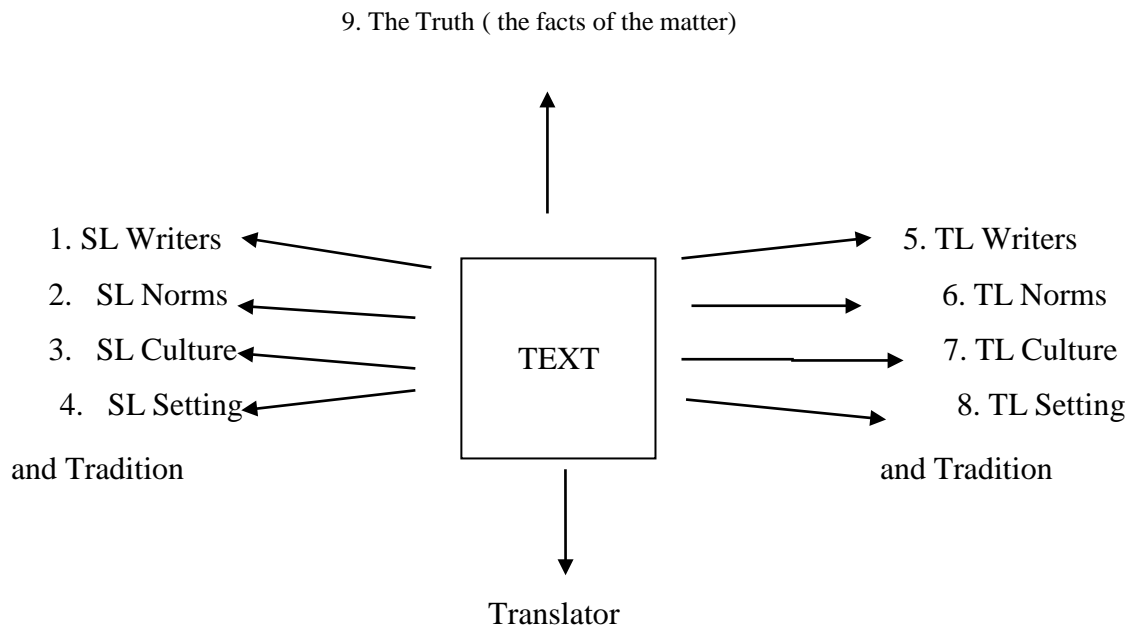
More importantly, according to Catford (1965), translation entails altering textual materials in a particular language with the corresponding textual materials in another. In the same concern, Nida and Taber (1982) state that "Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style" (p.12). Thus, it is the recreation of a message in the TL that reflects one of the SL while keeping the same meaning and style. Nida and Taber (1982) also assert that translation is strongly linked to the problems of languages, meaning, and equivalence. For Catford (1965), the focus of translation concerns mainly the linguistic aspect, while Nida and Taber (1982) highlight in their definition the problems translation may face in finding related equivalents and meanings.

In the same vein, translation was also regarded as "the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages have established orthographies or do not have such standardization, or whether one or both languages are based on signs, as with sign languages of the deaf" (Brislin, 1976, p.1). It is thus a broad term that indicates the transmission of thoughts and ideas from a source language to a target one, even if the language has not developed a set of conventions for the written language. This shows that sometimes there is no correspondence within the TL, so other symbols are used to convey a similar meaning when necessary.

Furthermore, translation is to find words in the target language that equal the ones in the source language; as admitted by Pinhuhuck (1977), "Translation is a process of finding a TL equivalent for an SL utterance" (p.38). One can conclude that Pinhhuck (1977) and Brislin (1976) share the same conception of what constitutes translation. Indeed, there are common points that relate to the definitions mentioned till now. First, there is an alternation of terms from the SL into the TL. Second, the meaning and message are provided in the TL; and third, the translator is required to look for the abutting equivalent in the TL.

Newmark(1988) provides another definition of translation and considers it a professional skill in which the person tries to change all written forms into another language form while respecting the meaning: "Translation is a craft consisting in the attempt to replace a written message or statement in another language" (Newmark, 1988, p.7). Newmark (1988) highlights that translation is a method of rendering written messages from the source language to the target without increasing or decreasing the message. While translating, four essential elements are considered in the figure suggested by Newmark (1988): writers; norms, culture;

setting and tradition. The translator must maintain the creativity of every constituent of the source language to help him replicate the message in the TL. The truth (the facts of the matter)



**Figure 2.1 The Dynamics of Translation (Newmark, 1988, p.4)**

Admittedly, (Bassnett, 1980) considers that it is crucial to keep the connotation of the source language and the target language similar as far as possible and to keep the style of the SL, if doable, the same, making sure not to deform the TL structure. She explains further that

Translation involves the rendering of a source language (SL) into the target language (TL) to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structure of the SL will be preserved as closely as possible but not so close that the TL structure will be seriously distorted.

(Bassnett, 1980, p.2)

Wills and Noss (1982) underline the complex nature of translation, expressing that it entails a shift process aiming to transform a written source language (SL) text into an optimally corresponding target language (TL) text. They emphasise the crucial requirement of having a deep understanding of the SL's syntactic, systematic, and pragmatic aspects, along with engaging in analytical processing. Their insightful statement sheds light on the multifaceted nature of translation and serves as a reminder that translation transcends the mere substitution of words. Instead, it calls for a comprehensive grasp of the SL's syntactic structures, systematic conventions, and pragmatic implications. This understanding is

essential in ensuring that the TL text faithfully captures the organisation and essence of the original.

Furthermore, Wills and Noss (1982) highlight the significance of analytical processing in translation. This involves critical analysis and informed decision-making by translators, encompassing choices regarding word selection, sentence structure, and style. Through analytical processing, translators can achieve linguistic accuracy while effectively conveying the intended message and tone of the original text. As mentioned in their study, "translation is a shift process that aims to turn a written SL text into an optimally corresponding TL text and which requires the syntactic, systematic, and pragmatic understanding of the SL and analytical processing of it" (Wills & Noss, 1982, p. 3).

Interestingly enough, translation as a term has been defined differently and immensely for decades. Accordingly, Osman (2017) views translation as a mental activity that involves rendering the meaning of a given linguistic discourse from one language to another. Osman states, "It is the act of transferring the linguistic entities from one language into their equivalents in another language." This definition highlights the process of linguistic transfer and the transformation of linguistic elements between languages. In addition, Osman focuses on the significant role of the translator in conveying the appropriate meaning from the source language to the target language. The translator is required to possess a strong command of both the source and target languages, along with a high level of linguistic sensitivity. Osman explains that the translator's task is to transmit the writer's intention, original thoughts, and opinions in the translated version as precisely and faithfully as possible. (Para 1).

Osman's perspective on translation provides valuable insights into the cognitive and linguistic aspects involved in the translation process. By emphasising translation as a mental activity, Osman underscores the cognitive engagement and intellectual effort required from translators. Furthermore, the concentration on linguistic transfer and equivalence promotes the goal of faithfully representing the original message in the translated text. Osman's assertion regarding the translator's role and requirements reinforces the importance of linguistic competence and sensitivity in achieving accurate and effective translations.

In conclusion, translation is a complex and multifaceted process involving the transfer of meaning between languages while sustaining the original text's essence and intent. Scholars highlight the significance of linguistic equivalence, preserving structure and style, the

translator's responsibility to convey the author's intentions, and a thorough comprehension of the syntactic, systematic, and pragmatic aspects of the source language. These perspectives demonstrate the cognitive and linguistic difficulties inherent in translation.

### **2.3.1 Translation Definitions in Different Paradigms**

The definitions of translation have been highlighted by various theorists and in different paradigms. Moreover, contemporary translation studies have classified translation definitions into three main paradigms, namely, linguistic, cultural, social, and psychological.

The linguistic paradigm sheds light on the pivotal role any language plays in the process of translation, as the latter is deemed as a way of exchanging messages and information between languages. Catford (1965), the pioneer of this perspective, related Jakobson's translation division into three types (intralingual, interlingual, and inter-semiotic) to structuralism. In his book "A Linguistic Theory of Translation", he firmly believes that translation is tied up with linguistics. Thus, he claims that "translation is a language operation: a process of substituting a text in one language with a text in another." Then, any theory of translation must draw upon a theory of language—a general linguistic theory" (Catford, 1965, p.1). Therefore, the general linguistic theory has to do with Halliday's systemic functional linguistics, in which he also admits that translation is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p.20).

In his turn, Nida (1964) represents translation as a scientific subject and indicates that "the transference of a message from one language to another is a valid subject for the scientific description" (p.3). He states that traditional translation mainly emphasises the form of the message. In contrast, the new translation perspective focuses more on the response of the receptor, i.e., the average readers who respond the same as the original readers. He also determines that translation focuses not only on linguistic forms but also on cultural interaction. Different theorists will also back up this perspective.

Another modern theorist, Newmark (2001), emphasises the importance of meaning in translation. He claims, "it is rendering the meaning of a text into another language in the way that the author intended the text" (p.5). Interestingly, for him, translating a text starts in-depth with the translator's or reader's intentions and attitudes. Furthermore, his contribution to translation studies is prominent when he distinguishes semantic from communicative

translation. The first focuses on the source language and its significance, while the second prepares the target language with its constructive text. He also explains that "everything is translatable up to a point, but there are often enormous difficulties" (Newmark, 2001, p.73). This means that translation is a challenging task that not everyone can manage to do.

From a cultural paradigm, translation is seen from different angles. Lefevere (1995) is considered the leading theorist in the field of literary translation. He thinks of translation as a process of rewriting that depends on how politics, poetry, and culture are linked. According to him, readers of literature can be grouped into two groups: professional and non-professional readers. The first group can read literature easily, while the second group needs to rely mostly on translation to understand it. In translation, rewriting plays a significant role in making the source texts fit the purpose of the target texts.

Similarly, Long (2013) joins him and claims that "It is indispensable for a translator to rewrite the text according to the requirements of society" (p. 111). As a result, finding the equivalence between the source text and the target text can be challenging because the meaning of words changes with the evolution of society. Thus, translation is controlled by powerful institutions such as the government and other organizations.

Bassnett (2000), another scholar who specialised in the Centre for Translation and Comparative Cultural Studies at Warwick University and who has had a significant impact on translation studies, conceives translation as not simply a linguistic transition but also a cross-cultural task. Indeed, Bassnett (2000) confesses that language and culture are two intermingled concepts; therefore, translating from the source language into the target language is inevitably matched with culture (Long, 2013, p.101).

From a social and psychological point of view, translation is affected by the government, institutions, and social groups. The culture of that society also shapes and reshapes translation. Simon, a Canadian translation theorist, talks about the social role of translation by using Canada as an example. Canada is a country with many different cultures, and the exchange of cultures significantly affects translation. In the same line of thought, Gentzler (2008) states that although the official American language is English, various languages still exist in Canada. Thus, multiculturalism is a clear-cut aspect of that country's culture. In the end, translation is essential for a country's culture to grow, its image to improve, and its identity to take shape.

From the definitions mentioned above of translation in different paradigms, it is evident that translation from a linguistic perspective has relied on the notion of equivalence. From a cultural paradigm, it is conceived as a rewriting that hinges on cultural aspects. Also, from a social and psychological point of view, the essential thing about translation is not just the representation of a translated text but that it introduces the identity and specificities of the country too.

One can conclude that translation is not just exchanging words from one language into another. It rewrites the exact meaning and message in the SL, making sure to follow the rules that show how the original text made you feel. After looking at how different scholars from different times and paradigms have defined translation, it is essential to make clear that the goal of a translation is to give the same meaning, effect, and feeling as the original. To achieve this, a translator needs a *skopos*. What is the *skopos* theory, and how could it be helpful? To have an overview of the *Skopos* theory, what is it? Furthermore, how could it be helpful in the process of translation? It is necessary to define the *skopos* theory and show its role in translation.

## **2.4 The Skopos Theory**

*Skopos*' a borrowed word from Greek that means "Aim", 'Purpose', or 'Objective' is a theory that impacts professional translation and is acknowledged as a functional approach to translation. Vermeer (2000) initiated the technical word '*skopos*' in the 1970s to point out the purpose of translation and the process of translation (Munday, 2016, p.126). He asserts, "The TT is the main important feature within a translation process, so he uses the term *skopos* to highlight the purpose of the TLT" (p.224). This theory, like other ways of communication, needs a goal (*skopos*), and, of course, a translator has to put up with this. The preliminary work on *skopos* theory (*Skopostheorie*) is written by Reiss and Vermeer's book entitled '*Grundlegungeinerallgemeinen Translations theorie*' (1984), translated as '*Towards a General Theory of Translational Action*' (Munday,2016, p.126).

The proposal is that the translator has to know the precise reason for translating the ST and its function as a TT. Once the objective of the translation is clear, it states what methods and strategies will be used to achieve that goal. The possibility of different ways of translating the exact text depends on the audience too. As *Skopos* theory tolerates the possibility of translating the exact text differently depending on the aim of the TT and the assignment given

to the translator, as Vermeer (1989/2012) contends, "What the skopos states is that one must translate, consciously and consistently, in accordance with some principle respecting the target text." The theory does not state what the principle is: this must be decided separately in each specific case" (p. 198).

The basic rules formulated by Reiss and Vermeer (cited in Munday 2013, p.94) concerning this theory are summarised:

1. The skopos theory focuses on the translator's creation of a TT before reproducing an ST. A TT (also named *translatum* by Vermeer (Munday, 2016, p.127) is definite thanks to its skopos.
2. A TT communicates in the target culture. "Rule 2 is important in that it relates the ST and TT to their function in their respective linguistic and cultural contexts," Munday (2016) says that TC and TL are connected to data taken from source cultures SC and SL. Here, the translator is again the key player in intercultural communication and production of the *Translatum*" (p.127).
3. A TT does not start an offer of data in a reversible way. It says that the function of culture in a target text is different from its function in a source text.
4. & 5. Rules concerning coherence mean that the text must be translated comprehensibly for the recipient and his requests. The translation will not be helpful if the TT does not meet the needs of the people who will receive it. The translator has to ensure that the TT does what it is meant to do, then check that the TT makes sense on its own, and then make sure that the TT and ST make sense together. Nevertheless, the kind of match between ST and TT is not precise. This minimisation (or, as Vermeer put it, dethroning) of the ST is a common occurrence that has sparked numerous debates (Munday, 2016). Once the TT purpose is completed, does it mean everything is satisfactory?

Nord (1997), another major functionalist, considers that the skopos theory does not give enough consideration to the linguistic character of the SLT nor the duplication of micro-level features in the TLT. The skopos may be deficient in the stylistic or semantic levels of individual segments even though they are appropriately completed. She points out that since a translation's functionality is the most important thing, this does not give the translator an unlimited license. There must be a link between ST and TT, and the type of link depends on the goal or skopos (Nord, 2005). This *'functionality plus loyalty principle* constructs Nord's model. Nord (2005) defines *loyalty* as "this responsibility translators have toward their



partners in translational interaction. Loyalty commits the translator bilaterally to the source and the target sides. It must not be mixed up with fidelity or faithfulness, which usually refer to a relationship between the source and target texts. "*Loyalty* is an interpersonal category referring to a social relationship between people" (Nord, 1997, p.125).

Fidelity plays a vital role for Nord. The TT objective must match the ST writer's intention, even if this is not always realisable.

Nord's (2005) text analysis model in translation includes implications for translation quality evaluation. Her model is not limited to any specific text type; it does not include any references to definite characteristics of the source or target languages. Instead, it is determined by the translator's degree of competence and is applicable in both directions. Nord's (2005) model of text analysis in translation consists of extra-textual elements are sender, intention, recipient, medium, place, time, motive, and text function; and intra-textual elements, such as content, subject matter, presuppositions, text composition, nonverbal elements, lexis, sentence structure, and supra-segmental features. Elements should be analysed mutually in the source and the target texts. Nord (2005) sees that "a recipient and a sender need a mediator in communication and culture." Of course, this intermediary is the translator. "(p.106).

Presuppositions are other necessary conceptions in translation theory. Presuppositions include all the information the sender expects to be part of the receiver's perspective (Nord, 2005, p.106). Because of this, Nord's (2005) definition of "presupposition" is essential to the communication situation. The translator is having trouble with this text because the TT and ST receivers come from different cultures. This comes to be evident in analysing the presuppositions implicit in the ST. These difficulties occur when translating recipes about tools or vegetables used in the SLC but not in the TLC, which can be hard to translate (Munday, 2016).

Translators who work on a text are also people who read it, so they share the assumptions that the source culture makes. So, the assumptions do not "show up" until a text is translated and aimed at a new audience in a different culture. (Nord, 2005). Nord (2005) explained the aim behind the translation of texts. The translator needs a *sKopos* first. He has a definite purpose behind his translation, which is essential yet not enough. Nord's model from 2005 was meant to help translators keep the functional context. It required a careful analysis of the text. With the technological changes in digital text production, the main focus is on multimodal texts that connect different semiotic modes and design new and hybrid web

genres. As Munday (2016) states, "The players in the translatorial action itself now encompass, on the one hand, the management of industry-centred localisation processes and, on the other hand, the user-generated content of fansubs and a range of volunteer translation practices" (p.138). A translation aims to create a functionally satisfactory result, the TT, or *translatum* (Vermeer). However, this is still insufficient to help a translator face other troubles. He needs to analyse the kind of text he translates and to whom he is translating to be able to make the right decisions.

To conclude, the Skopos is the objective translators want to achieve with the text they translate and the final result of their reproduction. It is consistently in harmony with a specific goal in the translator's mind. However, one SLT can have numerous purposes for translating its different parts for many reasons (Schjoldager, 2008). It is indispensable for the translator to know the reason behind the STT and the purpose of the TTT. One must translate consciously and consistently, following some principles that respect the target text. The theory does not state the principle: this must be decided separately in each specific case "(Vermeer, 1989, p.182).

After explaining the Skopos theory, its role in deciding what a translation is for, and how different linguists feel about it, it is critical to move on to another important point about the grammar-translation method, which has always been a source of debate among scholars. Is the grammar-translation method effective in teaching a foreign language or not? To better comprehend all that, it is necessary first to understand the grammar-translation method and then what scholars think about its use in the teaching process.

## **2.5 The Grammar Translation Method GTM**

The grammar-translation method, an early instructional technique for foreign language teaching, is defined as follows: "a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities" (Richards & Schmidt, 2002, p. 231). This strategy places translation and grammatical analysis at the centre of instruction. The emphasis is on language structure rather than communicative competence. The objective is to establish a solid foundation in the grammatical aspects of the language through the use of translation exercises and explicit grammar instruction (Richards & Schmidt, 2002)..

However, the teaching of the grammar-translation method has sparked debates among linguists and educators regarding the use of learners' first language (L1) in second language (L2) or foreign language (FL) classrooms. Critics question the efficacy of this method due to its reliance on students communicating with one another in their L1. Despite these concerns, the grammar-translation method continues to be employed worldwide. Its primary objective remains the development of learners' proficiency in reproducing correct grammatical structures with accuracy and comprehension, as per the principles of this approach. At the same time, it neglects fluency, the ability to produce quickly flowing and natural speech that is not always grammatically correct.

Moreover, the Grammar Translation Method was first used to teach Latin and Greek. In this vein, Brown contends, "in the Western world, foreign language learning in schools was synonymous with the learning of Latin and Greek." (2001, p.15). In that period, teaching was based on reading and translating to decipher well-known texts of Latin and Greek literature or philosophy. As it was named, this classical method was particularly influential in the nineteenth century and survived for a long time. Its main principles were that language was a set of related elements; it was necessary to master the rules governing the written language; the use of translation to promote the learner's lexis dealt with literary texts and emphasised accuracy. Thus, reading and writing were the principal focuses of this method.

The Grammar-Translation Method is not recommended under certain circumstances. Firstly, when students do not have a shared first language (L1), it is preferable to exclude translation from the classroom environment. Secondly, in Japanese language training sessions, employing the L1 in the learning process is considered supportive for students. The outcome of relying on literal translation is that it fails to develop learners' skills in the target language (L2 or FL) or enhance their reading abilities. Consequently, their spoken proficiency remains stagnant, which may result in the occurrence of intra-language errors (Cunningham, 2000).

In the same vein; Harbord (1992) claims other reasons for not using the Grammar-Translation-Method, such as a negative influence that leads to wrong connotations, changes in the meaning, different meanings of words, and the isolation of lexis from any actual situation as well. Gorush (1998) explores a form of grammar-translation-method used in the Japanese educational system and considers the troubles it creates. She assumes that a severe dependence on translation is at the expense of any communication, and an apparent result is that the students "focused the bulk of their attention on the Japanese translations of the

English text, rather than the English text itself" (Gorsush, 1998, p.6). In that case, translation reveals structure and knowledge and does not teach the English language.

Various perspectives indicate that the grammar-translation method is incompatible with effective language instruction practices. This approach tends to result in misunderstandings as it emphasises grammatical rules while neglecting the nuances of meaning, connotation, and ideas. Given the negative reception it has received from several linguists, the decision was made in the initial phase of this investigation to exclude the Grammar Translation Method. However, an alternative viewpoint has been put forth by different researchers who advocate for incorporating translation activities within a communicative-based lesson. Scholars such as Atkinson (1987), Edge (1986), Heltai (1989), and Tudor (1986) suggest that by offering a range of tasks, these activities can cater to the diverse goals of students (Atkinson, 1987; Edge, 1986; Heltai, 1989; Tudor, 1986). Consequently, this study acknowledges the varying opinions regarding the effectiveness of the Grammar Translation Method and aims to identify alternative approaches that better align with the needs and objectives of language learners.

When conducting translation activities in pairs or small groups, students are required to engage in negotiation using the target language to determine the most appropriate linguistic choices (Heltai, 1989; Facet, 1986). Heltai (1989) notes that many students resort to using their second language (L2) when attempting to employ neutral or formal language. Additionally, he suggests that activities that require transactional language without requiring excessive "innovative spontaneity" are more efficient than those that rely on more informal language. By using the target language in collaborative translation tasks, students are encouraged to employ appropriate language registers and engage in meaningful communication while increasing their translation skills.

Atkinson (1987) highlights the value of activities that include a limited number of translations. Such activities promote the use of guessing strategies among learners and help reduce the tendency to rely on word-for-word translation, which often leads to irrelevant use of the foreign language (FL) and inappropriate connotations. In a similar vein, Harbord (1992) acknowledges that a few translation exercises can guide students towards transferring the actual meaning rather than relying on literal translation. Harbord suggests that overlooking the learner's unconscious need to make assumptions and establish correlations between languages can hinder the learning process (p. 354).

Translating can serve as a means for students to enhance their vocabulary by integrating previously learned words into their thought process, thereby moving beyond limited syntax. Heltai (1989) argues that advanced learners often become stagnant in their vocabulary acquisition due to their reliance on circumlocution skills. By challenging advanced students to seek alternative words, they are provided with a new objective in their language studies. Atkinson (1987) supports similar arguments, advocating for the use of translation in teaching individuals who are beginning to learn a second language. Exploring these ideas further aligns with the current theory of second language acquisition (SLA).

In the realm of language teaching, translation has often been regarded as an overlooked and marginalised approach within the major language teaching theories of the 20th century. Academic literature has largely disregarded translation as a viable method to facilitate language learning, according to Cook (2010, p. Xv). It has received limited attention and recognition within the broader discourse on language teaching methodologies.

In recent years, foreign language educators have increasingly embraced the use of translation services for various instructional purposes. The integration of diverse translation activities complements and aligns with traditional language teaching practices and pedagogical goals. McDonough (2002) underscores the positive perception of language learners, highlighting the effectiveness of reading, grammar exercises, and translation in facilitating language acquisition (p. 409). The primary aim of teaching a foreign language is to enhance students' communication skills. Ross (2000) asserts that translation holds the position of the fifth and most crucial social skill, as it enables effective communication and mutual understanding. Translation necessitates interaction and cooperation among individuals, rendering it a valuable tool in the teaching of foreign languages.

Translation serves as a catalyst for developing language awareness among students. When engaged in the process of translation, students focus on identifying differences in structure and vocabulary between languages. They must employ strategies to navigate and negotiate these differences, considering the possibility of two languages coexisting. The effectiveness of translation in foreign language classes lies in the opportunity it provides to contrast grammar, vocabulary, word order, and other language elements between the target language and the students' native tongue. This immediate exposure to the contrasting language systems prompts learners to discuss and rectify common errors. Perkins (1985) highlights that: "in order to develop a linguistic awareness of the contrast between L1 and L2

grammatical structures and thus counteract interlingual interference, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the student still has not assimilated" (P.90).

Therefore, to ensure the effectiveness of translation activities, it is crucial to select attractive and varied materials that are communicative and relevant to the learners' existing knowledge. The chosen materials should be authentic and unique in terms of structure and function, as students need to engage with different aspects of the foreign language. The teacher's mission is to consider students' requirements and choose materials that specifically address challenging aspects of the English language's structure and usage. By actively working through these difficulties, students can develop a deeper understanding of the language and its applications (Dagilien, 2012).

In conclusion, scholarly perspectives on the use of the grammar-translation method in foreign language instruction are divergent. Some academics contend against its efficacy, citing potential drawbacks such as an emphasis on grammatical rules over meaning, connotation, and ideas. They advocate for alternative approaches to language acquisition that prioritise communicative competence and meaningful interaction. On the other hand, proponents of the grammar-translation method recognise its merits, highlighting its potential to develop analytical skills, reinforce grammar knowledge, and facilitate comprehension of literary texts. In addition, they recognise the need for balance and integration with other instructional methods to create a comprehensive language-learning experience. The ongoing scholarly debate highlights the importance of considering the specific context, learner requirements, and pedagogical objectives when determining whether the grammar-translation method is appropriate for foreign language instruction.

## **2.6 Types of Translation**

Linguists well-versed in translation matters distinguish various types based on translation and interpreting practises and approaches. It is also shown that translation encompasses different genres, as Williams and Chesterman (2002) assert: "By 'genre,' we refer to both traditional literary genres such as drama, poetry, and prose fiction, as well as other well-established and clearly defined types of text for translation, such as multimedia texts, religious texts, children's literature, travel literature, technical texts, and legal documents" (p. 9). Understanding the parameters required for the translation of texts, both

general and especially technical texts is crucial for achieving significant translations. These diverse types and modes of translation are adapted to specific requirements. Specialised translation involves expertise in translating texts within specific fields, while non-specialised translation encompasses a wider range of texts without specialised knowledge. Interpreting, on the other hand, entails oral translation and can take many forms, including consecutive, simultaneous, etc. Moreover, the translation process involves strategic decisions depending on the purpose. Each of these approaches serves a distinct purpose within the domain of language and communication, highlighting the complexity of translation and interpretation.

### **2.6.1 Specialised vs. Non-Specialised Translation**

Specialised and non-specialised translations require different knowledge and abilities. The former requires awareness and knowledge of terminology and cannot be done by any translator. The latter is less complicated and does not rely on specific terms knowledge. It stipulates understanding in translation, but no awareness of technical terms is needed.

Specialised and non-specialised translations demand distinct knowledge and abilities. Any translator cannot complete specialised translation because it requires a deep understanding of particular terminology. It requires awareness and expertise in a particular subject area. In contrast, non-specialised translation is less complex and does not rely on specialised terminology. It focuses on general texts that do not require specific knowledge of technical terms. While both types require a fundamental understanding of translation principles, specialised translation requires specialised subject knowledge.

#### **2.6.2.1 Specialised Translation**

Specialised translation requires profound and accurate knowledge of a specific area. It is known as "specialised translation" because it involves a particular type of translation with its own specific terminology. This type of translation encompasses various fields of knowledge, such as marketing or law. A specialised translator must possess a precise understanding of the terminology, text typologies, and linguistic conventions within their field.

Some of the most common fields that require specialised translators include law, finance, the economy, marketing, medicine, and journalism. Within these domains, texts require specialised translation, with legal document translations often considered a central form of specialised translation. According to Aguado de Cea & Alvarez de Mon y Rego

(2004), "technical translation refers to the process of translating texts belonging to what is known as specialised languages and is typically classified alongside other varieties such as legal translation, scientific translation, or the translation of medical texts" (p. 289). Not every translator can accomplish this type of translation, as it requires the expertise of a specialised translator. Additionally, specialised translators typically specialise in no more than two specific domains.

In conclusion, specialised or technical translation involves the translation of documents or materials on technical and scientific topics using their specialised terminology. This type of translation encompasses various genres of specialised texts, necessitating technical translators who possess a comprehensive understanding of specialised terms in the subject matter, as well as proficiency in both the source and target languages.

### **2.6.2.2 Non-Specialised Translation**

Non-specialised translation, also known as general translation, is a fundamental form of translation. It does not typically require in-depth knowledge of a specific subject, as the translator's expertise lies in both languages, and the task primarily involves straightforward translation. This type of translation is relatively uncomplicated for translators within their domain, as noted by Daniel Gouadec (2007). General translation refers to the translation of documents and materials that do not belong to a specific field, or type, or involve any specialised translation processes or the use of equipment beyond a standard computer and word processor (p. 27).

Non-specialised translation is less complex than specialised translation and does not demand extensive knowledge. It encompasses simple texts without specific terminology. In summary, a general or non-specialised translation does not always require a specific level of expertise or a particular background. Translators with linguistic expertise, market knowledge, and an understanding of different cultures and traditions can accomplish it. While general translation is generally considered less challenging and often does not require specialised subject knowledge, a solid understanding of two languages, and their cultures, and the knowledge of translation methods and strategies are sufficient to produce a good translation. Technical translation, on the other hand, requires specialised translation skills and necessitates a qualified translator with expertise in technical terminology and texts.



### **2.6.3 Translation, Interpreting and Sight Translation/Interpreting**

Translation, interpreting, and sight translation, also known as sight interpreting, are interconnected disciplines within the domain of translation studies. The primary focus of this research is on translation and interpreting, but it is equally important to consider sight interpreting, which is a combination of both translation and interpreting. While it is uncommon for individuals to engage in both translation and interpreting simultaneously, only a minority of people possess the necessary skills, training, aptitude, and language proficiency to effectively transition between these roles. The difference between translation and interpreting lies in the manner in which the meaning is conveyed. Translators interpret written texts, conveying their meaning from the source language to the target language, while interpreters convey meaning orally from the source language to the target language, either simultaneously or consecutively.

Furthermore, interpreting is a multifaceted discipline often referred to as 'interpreting' rather than 'interpretation.' While there is a general consensus that interpreting involves the oral rendering of spoken words from one language to another, scholars hold varying perspectives on its nuances. Moreover, the *Encyclopaedia of Translation Studies* (2001) defines interpreting as the oral translation of spoken material, highlighting its distinction from sight translation, which involves the oral translation of written texts. However, Phelan (2001) offers a broader interpretation and classifies sight translation as a type of interpreting. In light of this, a comprehensive definition of interpreting could encompass both traditional interpreting and sight translation, described as 'rendering information from one language into speech in another language.' Additionally, Gile's (2004) classification of 'pure translation' and 'pure interpreting' helps identify sight translation as an intermediate form, bridging the gap between written and spoken language (Saidova, 2021).

Sight translation can be seen as an "intermediate" type, sitting between pure translation and pure interpreting. According to Gonzalez, Vásquez, and Mikkelson (2012, p. 148), "Sight translation consists of the oral reformulation in the target language of a text written in the source language for at least one recipient; this recipient may be a listener who shares the communicative situation with the translator, or a reader who will later read a written transcript of the oral reformulation carried out by the translator". In practical terms, sight translation is the process involving the oral conversion of a written text from the source language to the target language. For instance, a translator may orally convey medical documents such as

prescriptions, discharge instructions, or legal documents like financial agreements, consent forms, and advance directives. The rendition is customised for at least one recipient, who may be a listener experiencing the communicative situation concurrently with the translator or a reader who will access a written transcript of the translator's aural rendition at a later date. In this way, sight translation facilitates effective communication in multilingual contexts by bridging written and spoken language.

The task of sight translation requires the translator to simultaneously comprehend the content of the source text in real time and produce an accurate and coherent oral version in the target language. This requires a high level of linguistic proficiency and cognitive ability to ensure that the intended message is conveyed effectively to the intended recipient. Moreover, the success of sight translation depends not only on the translator's language skills but also on his adaptability to the listener's or reader's specific requirements and preferences. Consideration of the context in which sight translation occurs is crucial. If the recipient is present during the translation process, the translator must ensure accuracy and fluency in real time. However, if the recipient accesses the translated content later, the translator must ensure the written transcript's clarity and coherence. In numerous contexts, such as legal, medical, and conference interpreting, where immediate or subsequent comprehension of written content in a different language is essential, sight translation plays a crucial role. As this process requires linguistic competence, cognitive dexterity, and a keen awareness of the communicative context, sight translation remains an essential skill for language professionals who facilitate cross-lingual communication.

Interpreting is the act of rendering a spoken or sign language into another spoken language. It is a translation in a verbal context. Sight interpreting concerns mainly social situations like the transfer of medical documents such as prescriptions and discharge instructions and preparation for procedures and legal documents (e.g., financial agreements, consent forms, and advance directives). To sum up, translation converts written texts from one language into another. Interpreting is the transmission of verbal communications from an SL into a TL. Lastly, sight interpreting, also called sight translation, is the process of restructuring written texts from SL into spoken TL. There are numerous types of interpreting. The main exploited and acknowledged ones are cited in 2.9.1 (primary forms of interpreting).

## **2.7 Interpreting/Interpretation**

Interpreting, also known as interpretation, has been defined differently by various theorists. It has been described as communication, interaction, pragmatics, and discourse processes (Seleskovitch, 1994; Wadensjö, 1998; LeClerc, 1999; Roy, 2000, respectively). Lee and Buzo (2009, p. 3) refer to it as "oral translation," while Gentile et al. (1995, p. 5) define it as the "oral transfer of messages between speakers of different languages." Hymes (1972), cited in Davidson (2010, p. 155), describes the interpreter as a "spokesman." Pohhacker (2004), as cited in Suryasa (2016, p. 25), defines interpreting as "a form of translation in which a first and a final rendition in another language are produced on the basis of a one-time presentation of an utterance in a source language." Similarly, Setton (1996) explains that interpreting is a process by which a spoken language or speech that happens in a source language is meant to immediately have the same meaning in a target language.

In the same vein, Jones (2002, cited in Hanh, 2006, p. 10) describes it as an immediate oral translation or a kind of translation with an expanded sense in which (a) the source language text is obtainable just once and there is no possibility to check or listen to it again. (b) The target-language text is formed under time stress, with a reduced chance intended for rectification and reconsideration " (Kade, 1968, cited in Pohhacker, 2009, p. 133). Interpreters have to deal with the speech as it is given to them, and they cannot use references or work they did before to edit their final work. They have to rely on their memories (Hale, 2007, p. 8).

In conclusion, the various theorists' definitions of interpreting serve to highlight the complexity and diversity of this field. From communication and interaction to oral translation and message transfer between languages, interpreting encompasses a range of perspectives. However, the existence of multiple interpretations also presents challenges in establishing a universally accepted understanding. Moving forward, the next step in exploring the world of interpreting involves delving into the different types of interpreting, each serving unique purposes and demanding distinct skills from language professionals.

## **2.8 Types of Interpreting**

Interpreting plays a crucial role in facilitating intercultural communication, using a variety of modalities to satisfy the specific requirements of different contexts and audiences. The dynamic nature of language interactions necessitates adaptability, resulting in the

emergence of various interpreting types designed for particular communicative needs. Effective cross-linguistic communication is highly dependent on the selection of an appropriate interpreting modality, whether for facilitating multilingual dialogues at international conferences or for facilitating smooth one-on-one exchanges. For language professionals attempting to bridge linguistic and cultural gaps in a variety of contexts, a thorough comprehension of these various types of interpreting and their applications is essential. The dynamic nature of language interactions necessitates adaptability and receptivity, requiring the use of diverse methods for various situations and highlighting the significance of interpreting in intercultural communication.

### **2.8.1 Central Forms of Interpreting**

The main modes of interpreting are simultaneous interpreting and consecutive interpreting (Seleskovitch, 1978). Simultaneous interpreting occurs at the moment of speaking and involves the simultaneous transfer of one spoken language (SL) into another spoken language (TL). In this setting, the interpreter sits in a booth, listens to the spoken content through headphones, and starts translating immediately after the first sentence, thereby conveying the spoken words into a microphone in real-time (Seleskovitch, 1978). Simultaneous interpreting is commonly employed during events with a large audience, such as international conventions, lectures, presentations, diplomatic conferences, and courtrooms. To facilitate this form of interpreting, specialised equipment like booths, headphones, and microphones is necessary to effectively convey the message to the sizable audience.

In contrast, consecutive interpreting involves the interpreter standing or sitting next to the speaker, listening and taking notes while the speaker delivers their message (Seleskovitch, 1978). The speaker pauses every one to five minutes, allowing the interpreter to reproduce the content in the TL. Unlike simultaneous interpreting, the interpreter waits until the speaker concludes their statement before beginning the interpretation (Seleskovitch, 1978). Consecutive interpreting is typically employed in smaller group settings or one-on-one dialogues, such as medical consultations, court depositions, and parent-teacher conferences. While consecutive interpreting fosters a more interactive environment between parties, it is time-consuming as the interpreter must wait for each speaker to finish before commencing the translation.

Researchers and scholars have extensively studied various aspects of interpreting, shedding light on the complexities and challenges involved in both simultaneous and consecutive interpreting. Gile (1995) provided foundational concepts and models for interpreter and translator training, offering valuable insights into the training methodologies for language professionals. Pöchhacker (2004) introduced the field of Interpreting Studies, examining the theoretical underpinnings and practical applications of interpreting. Setton (1999) conducted a cognitive-pragmatic analysis of simultaneous interpretation, delving into the cognitive processes and decision-making involved in real-time interpreting tasks. Roy (2000) explored interpreting as a discourse process, focusing on the interactive nature of interpreting and its role in facilitating effective communication. Additionally, Hale (2007) emphasised the significance of community interpreting in bridging linguistic and cultural gaps within local communities. Wadensjö (1998) contributed to the understanding of interpreting as an interactional phenomenon, highlighting the interpersonal aspects and complexities of the interpreting process. Rozan (1968) made significant contributions to the field by analysing note-taking techniques in consecutive interpreting, elucidating strategies to improve memory retention and accuracy in rendering speeches.

The central forms of interpreting, namely Simultaneous and consecutive interpreting, play vital roles in intercultural communication, responding to the needs of a variety of settings and audiences. By scrutinising its theoretical foundations, cognitive processes, and practical applications, scholars and researchers have contributed to a deeper comprehension of interpreting. Expanding and understanding further, the following section explores other specialised types of interpreting that cater to distinct communicative demands and settings.

### **2.8.2 Whispered Interpreting /Chuchotage**

In this particular type of interpretation, the interpreter serves a limited audience that does not comprehend the language the speaker uses. The interpreter stands or sits next to a small group and whispers a simultaneous translation of the speech to the representatives at the meeting. As Jones (1998) claims, "one participant speaks and simultaneously an interpreter whispers into the ear of the one or maximum two people who require interpreting services" (p. 6). This type of interpretation is also called chuchotage. Whispered interpreters also use portable equipment for simultaneous interpreting, such as transmitters with microphones and receivers with headphones. This equipment is needed when noise and movement from the

outside can make it hard for interpreters to do their jobs, such as when people need to talk and move around simultaneously while visiting a factory.

### 2.8.3 Relay Interpreting

According to Shlesinger (2010), "relay interpreting is a practice of interpreting from one language to another through a third language." (p.1) This type of interpreting involves receiving information in a given language and then sending it to different interpreters to transmit it to an audience. An SL interpreter delivers the message to a group of interpreters who have a language in common but each knows another language. Simultaneously, these interpreters communicate the message to their respective target audiences. For instance, in one scenario, a single interpreter translates an Arabic speech into English for a group of interpreters, each of whom then interprets it for their respective audiences (ranging from English into Spanish, Japanese, German, and Korean). Moreover, relay interpreting becomes essential when multiple languages are used in an event and no single interpreter possesses proficiency in all the required languages, as stated by Mikkelson (2014): "Relay Interpreting is necessary when more than two languages are involved in an interpreted event and no single interpreter commands all of the languages, or when no interpreter can be found in a given language combination." (p.4) Figure 2.2 below is an adaptation of Relay Interpreting.

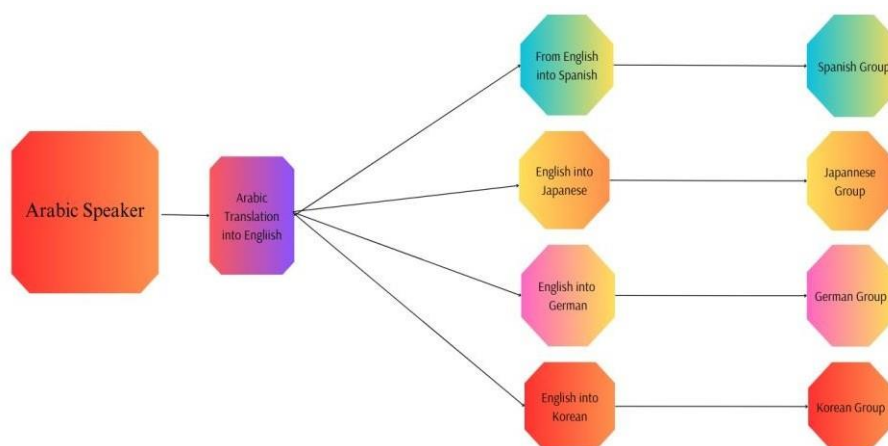


Figure. 2.2 Illustrating Relay Interpreting

The figure illustrates relay interpreting, which involves a multilingual interpretation scenario. The original speech is delivered in Arabic. An initial interpreter, proficient in both Arabic and English, renders the speech into English. This English interpretation is then conveyed to a group of interpreters, each of whom possesses proficiency in a different language, such as Spanish, Japanese, German, and Korean. These interpreters subsequently proceed to interpret the speech for their respective target audiences from their respective countries within the audience. This cascading process ensures effective communication and understanding across diverse language groups in the audience.

### **2.8.4 Liaison and Escort Interpreting**

Liaison interpreting, also known as link interpreting, is employed in small and informal settings, such as business meetings. This mode of interpretation is performed consecutively, where the interpreter translates each statement immediately after the first speaker finishes. In this context, the interpreter serves as the vital connection between the speakers of the source and target languages.

On the other hand, escort or travel interpreting involves assisting clients during their journeys, typically for business purposes. These interpreters accompany clients to meetings or a few important events. Acting as cultural bridges, these escort interpreters not only provide translation services but also offer guidance in various aspects, ranging from ordering food to facilitating significant multimillion-dollar business transactions.

Liaison and escort interpreting ensure effective communication and cultural understanding in diverse and dynamic environments. As the world becomes increasingly interconnected, the demand for skilled interpreters in these specialised fields continues to grow, contributing to the success of international ventures and promoting intercultural harmony.

### **2.8.5 Scheduled Telephone and On-Demand Phone Interpreting**

Scheduled telephone interpreting, also known as Over-the-Phone interpreting (OPI), may be performed concurrently or consecutively. In this mode, the interpreter schedules and conducts interpretation sessions over the phone. If all participants are comfortable hearing only the interpreter's voice, then simultaneous interpretation is used. When this is not the case, however, consecutive interpreting is employed, in which the interpreter listens to both

speakers and provides interpretation in their respective languages. Notably, the absence of visual cues may reduce the accuracy of simultaneous phone interpreting compared to consecutive phone interpreting, which is typically the preferred method.

On the other hand, situations necessitating rapid communication across language barriers are accommodated by On-Demand Telephone Interpreting. Someone initiating this form of interpreting calls a service, selects the required language pair, and is immediately connected to an available interpreter. The interpreter then participates in the conversation and provides the required interpretation. On-Demand Phone Interpreting has widespread applications in client service call centres, businesses, organisations, pharmacies, and medical and legal institutions that frequently interact with limited English proficient (LEP) individuals and require real-time interpreting assistance. In On-Demand Phone Interpretation, the interpreter initiates the conversation without prior knowledge of the topic or context, which can present challenges for accurate interpretation.

In summary, Scheduled Telephone and On-Demand Phone Interpreting offer efficient solutions for bridging language gaps in diverse contexts. While scheduled telephone interpreting allows for flexibility in choosing the interpretation approach, On-Demand Phone Interpreting facilitates immediate communication but requires interpreters to adapt quickly to unfamiliar contexts. Both modalities play integral roles in enabling effective cross-linguistic communication in today's interconnected world.

### **2.8.6 Video Remote Interpreting VRI**

Video Remote Interpreting (VRI) is a specialised form of sign language communication that enables deaf or hard-of-hearing individuals to interact with hearing individuals in the same location through video conferencing, serving as a substitute for on-site interpreting. The process involves videoconferencing equipment at both ends, with the interpreter stationed in a call centre. The hearing person speaks into a microphone, and the interpreter listens through a headset. The interpreter then signs the spoken content to a webcam, enabling the deaf individual to see the interpretation. When the deaf individual responds via webcam, the interpreter observes and voices the interpretation. This technology allows seamless communication, giving both parties the sense of being in the same room despite the physical separation.



During the global COVID-19 pandemic, numerous nations, Algeria included, took proactive measures by suspending in-person classes to mitigate the rapid spread of the virus. In response to this unprecedented challenge, the Algerian Ministry of Higher Education swiftly embraced the realm of online education through digital platforms, ensuring uninterrupted academic pursuits for students during the quarantine period. The Minister spearheaded this initiative on March 15, 2020, with an unwavering emphasis on stringent adherence to the comprehensive guidelines detailed in the memo. Additionally, the Ministry underscored the imperative implementation of essential technical measures, facilitating seamless remote communication between teachers and students (Guemide & Maouche, 2020).

Within this dynamic landscape, Video Remote Interpreting (VRI) emerged as a pivotal solution, skillfully facilitating international conferences and meetings amidst travel restrictions. The inherent adaptability and versatility of VRI have rendered it a truly invaluable service, catering to diverse contexts and firmly solidifying its role as an indispensable resource in the post-COVID-19 world. Moreover, VRI has played an instrumental role in supporting individuals in their day-to-day lives, enabling active participation in international conferences, and empowering companies from around the globe to seamlessly conduct meetings online. The profound significance of VRI in fostering effective communication and collaboration during these challenging times cannot be overstated.

Interpreting deals with both consecutive and simultaneous interpreting. The different kinds of interpreting mentioned above are done either simultaneously or consecutively, depending on the situation. Simultaneous interpreting saves time at conferences, while consecutive interpreting is often used in courts and consumes time. These two types are successful solutions for most head-to-head or conference settings. Nevertheless, if there is an emergency and no time to coordinate an on-site interpreter, the only solution is to communicate via video or over the phone. The COVID-19 pandemic promotes VRI interpreting because it is the best solution that helps people from different places attend international conferences.

In conclusion, interpreting encompasses both consecutive and simultaneous techniques, with the choice between them depending on the specific context. Simultaneous interpreting proves efficient during conferences, saving time and ensuring seamless communication. On the other hand, consecutive interpreting finds common use in legal

settings, despite its time-consuming nature. Both methods serve as effective solutions for various face-to-face interactions and conference scenarios.

However, in cases of urgent communication or when on-site interpretation is not feasible, remote options such as video or phone interpreting become indispensable. The COVID-19 pandemic has further emphasised the importance of Video Remote Interpreting (VRI) as a practical solution for individuals from diverse locations to participate in international conferences, bridging language barriers and facilitating meaningful interactions.

Having explored the diverse forms of translation and interpreting, it is imperative to further investigate the critical decisions that significantly influence the translation's quality. Among these decisions, domestication and foreignization hold pivotal roles, demanding careful consideration from translators. What do "domestication" and "foreignization" entail, and how does the choice between these two approaches impact the translation process?

## **2.9 Domestication (FLPredominance) vs. Foreignisation (SLPredominance)**

Domestication is a translation strategy that involves adapting the source text to the norms, conventions, and cultural expectations of the target language and audience. The focus of domestication is to make the translated text seem natural and familiar to the readers of the target language, ensuring better comprehension and accessibility. On the other hand, foreignization is a translation strategy that aims to preserve the foreignness and cultural specificity of the source text in the translation. It deliberately retains linguistic and cultural elements from the source language, challenging the target audience and providing them with an authentic experience of encountering a different culture.

Scholars who prefer domestication, such as Schleiermacher (1813) and Nida (1969), believe that the primary goal of translation is effective communication and comprehension for the target audience. They argue that domestication allows for smoother reading and understanding, eliminating potential linguistic and cultural barriers. By adapting the translation to the target culture, they aim to ensure that the message and essence of the source text are conveyed clearly and effortlessly. In contrast, scholars who advocate for foreignization, like Venuti (1995) and Borges (1999), emphasise the importance of preserving the unique cultural identity and linguistic nuances of the source text. They argue that foreignization enriches the target culture by introducing new perspectives and cultural elements, fostering intercultural exchange and appreciation. According to them, foreignization

challenges the readers and expands their understanding of different cultures, making the translation a transformative experience.

Before introducing effective strategies, it is essential to clarify an important point concerning translation and the options available to translators. This point revolves around the prominence given to either the source language text (SLT) or the target language text (TLT). Translators must decide whether to prioritise the cultural aspects and rules of the SLT, resulting in foreignization, or the audience's understanding of the TLT, leading to domestication. Foreignization indicates the dominance of the SLT, or the preservation of its values and features, in the TLT, even if this creates some ambiguity for the audience. On the other hand, domestication focuses on adapting the SLT to the TLT to enhance reader comprehension and familiarity, even if it involves altering certain aspects of the original text.

Translators use two different strategies: domestication and foreignization. Some translators use domestication, which changes the values of the SLT to facilitate the audience's understanding. Others prefer foreignization (adaptation) to keep the original text's values for the TLT audience and let them discover them even if they are ambiguous.

For instance, consider the translation: "The majority of Algerian ministers fled to France" (غادر معظم الوزراء الجزائريين إلى فرنسا). This is an example of domestication because the back translation is "most Algerian ministers left for France." The use of "left" instead of "fled" is intentional to avoid embarrassment, reflecting the translator's ideologies. In the case of foreignization, translators maintain SLT values and formulate them prominently in the TLT. For example, "والجبال أوتادا" (The Quran, Surat An-Nabaa, verse 7) is translated into English as 'And the mountains as pegs' (Dr. Saleh As-Saleh, This is the Tafseer (explanation) of Surat An-Naba'). The English meaning of the verse is 'mountains balance the earth like anchors to a ship.' The foreignization used here preserves the meaning of the original Arabic text, even if it challenges common English understanding, making it recognisable as a translated text to native English speakers.

Translation theorists have always been interested in domestication and foreignization. According to Venuti (2004), most publishers encourage domestication because it facilitates the reading of translated texts for the target audience. However, this preference for domestication often involves imposing Anglo-American cultural norms and values on

translated texts, leading to the "invisibility" of the translator and the potential marginalisation of other minor cultures.

In summary, the decision between domestication and foreignization reflects the translator's intent and the priorities they establish during the translation process. Domestication promotes clarity, simplicity of understanding, and seamless integration into the target culture. In contrast, foreignization prioritises cultural preservation, authenticity, and the development of intercultural understanding. This debate continues to influence translation theory and practise, highlighting the complexities involved in striking a balance between linguistic precision, cultural sensitivity, and reader engagement.

The concept of macrostrategies, as depicted in Table 2.1, illustrates that despite having different names among scholars, foreignization and domestication represent essentially similar translation strategies. These strategies involve the crucial determination of whether the source language text (SLT) or the target language text (TLT) should take precedence in the translation process. The choice and perception of the translator play a crucial role in determining which language's predominance takes precedence in the final translation. According to Jensen (2009), "macro strategies practically put the translation into a continuum with a spectrum of SL orientation and a spectrum of TL orientation." (2009, p.29). This continuum reflects the different degrees to which the translation leans towards either the source language or the target language. It highlights the flexibility and complexity of translation, where each translator must navigate the balance between faithfulness to the source text and the need to adapt it for the target audience.

**Table 2.1 Macro strategies Source:Schjoldager in Jensen (2009, p.30)**

Translation Scholar	Predominantly SLOrientation	Predominantly TLOrientation
Jean-Paul Vinay and Jean Darbelnet	Direct translation	Oblique translation
Eugene Nida	Formalequivalence	Dynamicequivalence
Peter Newmark	Semantic translation	Communicative Translation
GideonToury	Adequate translation	Acceptable translation
Laurence Venuti	Foreignising translation	Domesticating translation
Christiane Nord	Documentary translation	Instrumental translation

The comprehension of macrostrategies in translation is of utmost importance as it empowers translators to make well-informed decisions and employ appropriate translation techniques aligned with the intended purpose, cultural context, and target readership of the translation. It enables translators to navigate the complexities of the translation process with precision and sensitivity, ensuring that the final rendition resonates with the audience in the desired manner.

Moreover, it is crucial to recognise that the usage of different terms by scholars to refer to these strategies does not inherently lead to divergent interpretations, particularly for those who are novices in the field of translation. While the terminology may vary, the underlying concepts of foreignization and domestication remain fundamentally consistent, emphasising the need to respect the cultural identity of the source text while adapting it to suit the sensibilities of the target language and culture.

After gaining an understanding of the significance of translation macrostrategies, it is time to explore translation strategies and techniques. These methods encompass a variety of tools and approaches designed to overcome linguistic, cultural, and contextual obstacles, ultimately resulting in translations that are accurate and sensitive to cultural differences. The key question is: How do these strategies effectively strike a balance between maintaining the integrity of the source text and adapting to the preferences of the target audience?

## **2.10 Translation Methods Techniques and Strategies**

In the field of translation studies, there are varying perspectives among scholars concerning the differentiation of method, technique, and strategy. While some scholars use these terms interchangeably, others propose specific definitions. For instance, Krings (1986) defines translation strategy as the deliberate plans made by a translator to resolve concrete translation difficulties within a given task. On the other hand, Newmark (1988b) highlights that methods pertain to approaches used for translating entire texts, whereas strategies are focused on addressing specific translation challenges within a text. Furthermore, Hurtado (1996, 2001) presents a distinct viewpoint, defining "translation technique" as a specific procedure employed to handle a particular translation issue, and "translation strategy" as a potentially conscious approach adopted by translators to overcome problems while translating text segments. Additionally, Baker (1992) emphasises the influence of a global translation

strategy on translation techniques. This strategy constitutes a set of procedures employed to accomplish specific translation objectives.

To better comprehend the significance of translation macrostrategies, translators can make informed decisions and employ techniques that are appropriate for the intended purpose, cultural context, and intended audience. The objectives of the translation significantly impact the decision-making process for translation strategies. However, the issue arises when it comes to which of the suggested strategies is the most suitable. Can multiple strategies be implemented effectively within a single translation? This discussion examines various strategies and their distinctive characteristics.

In a world where global communication is prevalent, translation is a crucial means of exchanging information between languages. Understanding translation strategies is crucial for translators to succeed in the complex task of conveying meaning from one language to another. According to the Cambridge Online Dictionary (2017), "A strategy is a detailed plan for achieving success in various situations, including translation. Similarly, the Collins Online Dictionary (2017) defines it as a general plan or set of plans meant to accomplish long-term goals. Despite the broad applicability of these definitions to different fields, the focus here centres on translation strategies. These strategies have their specific interpretations, providing a nuanced understanding of their application.

Translators often resort to strategies when faced with challenges in rendering a text. While literal translation may be feasible in some cases, it is not always the most straightforward option, especially when dealing with languages that vary in sentence structure. Berger (n.d.) affirms that selecting the right strategy can be difficult, and even seemingly simple texts can pose complexities. Novice translators may assume that literal translation is less demanding, but the reality is that strategies become indispensable in addressing fundamental issues. The existence of diverse names for similar strategies, coined by different scholars, can further complicate the task for aspiring translators.

When translating a text, various difficulties may arise, necessitating the consideration of different theories, techniques, and strategies. Engaging in discussions on translation techniques prompts professionals and non-professionals alike to employ strategies instinctively in their daily endeavours. Analysing the essential techniques proposed by various theorists reveals instances where the same theory or strategy is referred to differently. A

notable distinction is the division of translation into two orientations. The first retains the form and peculiarities of the source text and is identified as a direct translation technique. This method is applicable when it is feasible to transmit the structure of the source language to one of the target languages. The second orientation focuses on the target text to avoid ambiguity, referred to as the oblique translation technique. In this approach, changes occur at the level of meaning, grammar, and stylistic elements.

To investigate deeper into the procedures put forward by Vinay and Darbelnet (2004), the following section examines their exhaustive classification of translation strategies, which offers valuable insights into the complex world of translation. Vinay and Darbelnet (2004) performed a comparative stylistic analysis to illustrate translation shifts (changes). Catford (1965) introduced the term "shift" in his *A Linguistic Theory of Translation*. This classification model provides a comprehensive list of ways to classify linguistic changes affecting particular translation pairs. Translation shifts are small linguistic alterations that occur during the translation of the source text into the target text (Munday, 2001).

### **2.10.1 Vinay and Darbelnet Techniques**

Vinay and Darbelnet's (2004) groundbreaking work on translation techniques has been highly influential in the field of translation studies. In their seminal publication, they present a comprehensive set of procedures that offer valuable insights to aid translators in their tasks. The techniques proposed by Vinay and Darbelnet are categorised into two main groups: direct translation techniques and oblique translation techniques. The former includes borrowing, calque, and literal translation, while the latter involves strategies such as transposition, modulation, equivalence, and adaptation. Each technique serves a specific purpose and requires a deep understanding of its application and appropriate usage to achieve successful translations.

#### **2.10.1.1. Direct Translation Techniques**

Direct translation techniques encompass three distinct approaches. The first technique, borrowing, involves retaining the words from the source language (SL) as they are and transliterating them into the target language (TL). The second technique, calque, entails borrowing a phrase or sentence from another language and translating it literally, resulting in a similar meaning in both the SL and TL. Lastly, literal translation involves a word-for-word

rendering of the source language (SL) into the target language (TL), without necessarily considering meaning. In this approach, the translator focuses on maintaining the literal correspondence of words between the two languages, even if it results in a less natural or idiomatic translation.

### **2.10.1.1.1 Borrowing**

Borrowing is one of the techniques that translators turn to when they want to keep the original word or do not find an equivalent in the target language. Thus, they use transliteration—that is, to keep the word in its original language and use the alphabet of the TL. As affirmed here, "The SL word is transferred directly to the TL." (Munday, 2001, p. 56). In other words, the word is not translated; it is kept in the TL as it is in the SL (Vinay & Darbelnet, 2004). Other times, the translator chooses to keep the word as it is and leave a print of the source language in his work for cultural purposes. There are plenty of examples of borrowing in the English language. For instance, the word "kindergarten" was borrowed from German.

Kinder → children

Garten → garden

Many technical words are borrowed in our society. We use them daily without even noticing, such as, "Facebook", "iPhone", "Resumé", "Ballet".

Bretzel → بریتزل

Pizza → پیزا

In conclusion, borrowing is a fundamental translation technique used when direct equivalents are unavailable in the target language. It allows translators to retain unique terms or expressions from the source language while preserving their intended meaning and cultural significance. However, it's important to note that not all borrowed words lack equivalents in the target language. Translators may choose different techniques based on the context, purpose, and audience of the translation, including direct translation when suitable equivalents exist. Ultimately, the translator's goal is to convey the intended meaning accurately while considering the cultural context and linguistic conventions of both languages.



### 2.10.1.1.2 Calque

Translators use calques when they encounter expressions or structures in the source language (SL) that lack direct equivalents in the target language (TL). Instead of creating new terms in the TL, translators borrow SL expressions and translate them literally, considering the morphosyntactic rules of the TL. Calques often preserve the cultural significance of the original word or expression and align with established conventions in the TL, contributing to cultural amalgamation. However, they may pose challenges in conveying the intended meaning in the TL (Vinay & Darbelnet, 2004).

A straightforward example of calque translation is the word "skyscraper," a calque of the French term "Gratte Ciel." Notice how "grate" remains in the second position in its English calque translation into Arabic ناطحة سحاب. Another illustration is "le marché au puces," translated as "the flea market," to comply with the morphosyntactic rules of the TL.

The calque approach's benefit lies in its implicature, referring to "what the speaker means or implies rather than what she or he says" (Baker, 1992, p. 223). However, these implications' meanings in the source text may pose challenges for translators, as the aim of the target text (TT) writer is to provide the authentic meaning using appropriate patterns. The translation is considered accurate when the source language's phrase structure is retained in the literal translation.

In summary, calque translation serves as an essential tool for cultural adaptation, but translators must carefully maintain the intended meaning in the TL while adhering to its linguistic conventions.

### 2.10.1.1.3 Literal Translation

A literal translation (metaphrase) is the rendering of every word in the source language with an equivalent word in the target language without considering the whole sentence's actual meaning or allusion. It is a technique where the target text remains close to the original text. However, it is not always coherent and meaningful; sometimes, it is incoherent and inefficient, depending on its language and sentence structure.

Nida (1964) defines *literal translation* as a formal equivalent and dissociates it from the dynamic equivalent. Formal equivalence indicates that the message in the TL should be as close as possible to the different elements in the SL, which is strongly associated with the ST

construction. Dynamic equivalence takes the principle of an equivalent result as its basis. When formal and dynamic equivalence are mismatched in translation, dynamic equivalence should be first considered because it gives the closest accepted equivalent to the SL message. Although there is no objective standard to determine the equivalent effect, Nida's theory considers cultural aspects and their significance as the closest natural equivalent to the SL message, which aligns with the goal of dynamic equivalence. (Nida, 1964) Thus, the ST's "lead a cat and dog life" should be translated into SL as the meaning of 'dispute'.

This kind of translation can be correct and coherent in some languages and utterly impossible in others. It is essential to state that even if there are similarities between some languages, this does not mean that word-for-word translation is always possible and coherent.

Example:

أسيقظ بالثرا كل صباح

I get up early every morning.

To sum up, a literal translation can be possible between languages with similar structures, but it does not always convey the same meaning. Furthermore, literal and word-for-word translations are very similar; they both translate individual words out of context, with some grammatical adjustments in literal translation (Newmark, 1988).

A sample of word-for-word and literal translation

I bought a black dress

w-f-wAr اشتريت اسودنسنان

Lit-trans اشترت بنسنان السودا

Literal translation is a technique used in translation where each word from the source language is rendered with an equivalent word in the target language without considering the meaning of the sentence. While it can be coherent in some cases, it may lack meaningfulness and coherence in others, depending on language and sentence structure.

### **2.10.1.2 Indirect or Oblique Translation Techniques**

Vinay and Darbelnet's direct translation techniques offer valuable tools for translators to handle specific translation challenges. However, in the face of linguistic and cultural differences between the source language and target language, direct approaches may not always suffice. This brings us to the realm of oblique translation techniques, which play a vital role in addressing complex translation issues. Oblique techniques, such as transposition, modulation, equivalence, and adaptation, allow translators to navigate the intricacies of language and culture to convey the intended meaning accurately. The following section explores the distinct characteristics and applications of oblique techniques and how they enrich the art of translation.

- transposition, which changes the grammatical category within a sentence
- modulation, which changes the form of the text
- equivalence, which uses different words to say the same thing
- adaptation, which replaces a cultural element of the SL with its equivalent cultural element of the TL
- compensation, which is the inability to translate something and the ability to express it elsewhere in the TL

Each of these techniques is discussed in greater detail below.

#### **2.10.1.2.1 Transposition**

The method involves "replacing one word class with another without changing the meaning of the message" (Vinay & Darbelnet, 2004, p. 132). It is a translation process where the sequence of parts of speech changes in a way that will be grammatically differently organised. In other words, it is a sense of alteration between word classes in different languages. Since grammatical structures can differ from one language to the next, transposition considers words' positions in the target language. This keeps the original meaning of the message when it is translated. For instance, "white house," when translated into Arabic, becomes "handwritten" noun + participle, which becomes *مكتوب باليد* (passive participle + preposition and accusative noun).

This approach can also be found in the same language; "I give him a kiss" is semantically similar to "I kiss him," even if the word "kiss" is altered from a noun into a verb.

For Vinay and Darbelnet (2004), the initial expression can be called the base expression, whereas the converted form of "kiss" as a verb is called the transposed expression. Because SL and TT have different ways of putting words together, translators use this strategy to change words without altering their meaning due to the different word arrangements in the source language (SL) and target language (TL). From a stylistic point of view, these words have different values in TL, and translators have the possibility of changing the type of the translated text.

In *Thematic and Information Structures*, Baker (1992, p. 167) compares nouns with spoken forms. The inherent problem is that thematic structures assemble diverse type conventions in different languages. Concerning the inappropriateness of structure between different systems of languages, maintaining the stability of information dynamics associated with textual function is still a problem in a thematic structure. However, when using transposition, the translator must be aware of the "relative markedness" of the words in the ST and pay attention to the author's critical choices without distorting them in the TT.

#### **2.10.1.2.2 Modulation**

Modulation is a translation technique that involves "a variation of the form of the message, obtained by a change in the point of view" (Vinay & Darbelnet, 2004, p. 133). It allows for the modification of a phrase, sentence, or expression from the source language (SL) into the target language (TL) while retaining the same meaning. The changes in modulation primarily concern semantics and shift the perspective of the source language without distorting the intended meaning in the target language. This technique is crucial in ensuring that the target language audience quickly grasps a natural translation.

For example, the English phrase "you are welcome" is literally translated into French as "Vous êtes le Bienvenue." However, this translation does not effectively convey the intended message. A more suitable translation in French for "you are welcome" is "Je Vous en prie." Similarly, the phrase "It is acceptable" is literally translated in Arabic as "هذا جيد" or "هذه جيدة," but the correct equivalent is "ال بأس," which changes the semantics and alters the source language perspective.

In summary, modulation is employed when literal or transpositional translations result in a grammatically correct utterance but the patterns of the source language in the target language are considered inept or atypical. To apply this technique effectively, a translator

must possess a strong command of both the source and target languages. In languages with flexibility, translators may encounter diverse expressions for conveying the same idea, and their role is to select the most appropriate one to maintain consistent meaning.

### 2.10.1.2.3 Equivalence or Reformulation

Equivalence, also known as reformulation, is one of the translation techniques suggested by Vinay and Darbelnet. It involves expressing the same meaning in a different way, often using idiomatic expressions or cultural equivalents, to maintain the intended message in the target language. (Armstrong, 2005, p.152), Let's explore some examples of equivalence/reformulation in both English-to-Arabic, English-to-French, Arabic-to-English, and French-to-English translations:

- English to Arabic: English: "It's raining cats and dogs." Arabic (Equivalence): "تُمطر بيغزارة" (Transliteration: Tumtarbigazara). In Arabic, there is no direct equivalent idiom for "raining cats and dogs." The reformulated translation conveys the same idea of heavy rain without using the exact idiom. Algerian Arabic (Equivalence): "خيطة من السم" (Transliteration: Khayṭ min essama). The Algerian Arabic idiom "خيط من السم" conveys the same idea as "It's raining cats and dogs" in English, meaning heavy rain. The reformulated expression provides a culturally appropriate way to describe the same weather phenomenon. English: "Bite the bullet." Arabic (Equivalence): "تحمل الألم" (Transliteration: Tahmil al-alim) The English idiom "bite the bullet" means to endure something difficult. In Arabic, the reformulation uses an expression with a similar meaning.
- English to French: English: "Every cloud has a silver lining." French (Equivalence): "Après la pluie, le beau temps." The English idiom refers to finding something positive in a difficult situation. The French reformulation translates to "After the rain, fine weather," conveying the same idea. English: "A piece of cake." French (Equivalence): "C'est du gâteau." The English idiom means something is easy. The French reformulation uses a similar expression with the same meaning.
- Arabic to English: Arabic: "لكم ندين ندان." English (Equivalence): "As you sow, so shall you reap." The Arabic idiom means that your actions will have consequences. The English reformulation conveys the same idea using a different cultural expression.

Arabic: "الذئب بالإشارة بنهم." English (Equivalence): "A hint to the wise is sufficient." The Arabic idiom suggests that wise people can understand something with just a hint. The English reformulation conveys the same idea using a different idiom.

- French to English: French: "Les carottes sontcuites." English (Equivalence): "The carrots are cooked." The French idiom means that a situation is irreversible or has reached a negative outcome. The English reformulation conveys a similar idea using a different idiom. French: "Qui sème le vent récolte la tempête." English (Equivalence): "He who sows the wind reaps the whirlwind." The French idiom means that actions have consequences. The English reformulation expresses the same idea using a different metaphor. Equivalence/reformulation allow translators to creatively adapt expressions from the source language to the target language, considering cultural differences and idiomatic variations. It ensures that the translated text remains natural and relatable to the target audience while preserving the intended meaning of the source language.

#### **2.10.1.2.4 Adaptation**

When translators run into problems expressing cultural aspects that don't have direct counterparts in the target language (TLT), they use adaptation, cultural substitution, or cultural equivalent as a translation strategy. It requires expressing specific cultural expressions in a manner that aligns with the cultural norms and references of the target audience. This process entails a shift between cultural environments, demanding a complete transformation of the source language's cultural references to suit the target language's context.

As explained by Bastin, adaptation can be perceived as a set of translative interventions resulting in a text that may not be universally accepted as a translation but is still acknowledged as representing the essence of the source text (Bastin, 2009, p. 4, cited in Baker & Saldanha, 2009). The term encompasses a range of nuanced notions such as appropriation, domestication, imitation, and rewriting.

For instance, when translating humour or jokes specific to one culture, the translator may need to adapt the content to create equivalent jokes that resonate with the humour of the target culture. In French, there are "Belgian jokes," while in Algeria, there are "Mascarian jokes." These jokes are culturally distinct and would require adaptation to maintain their

humour and relevance in the target language. Similarly, culinary terms and traditional dishes often have specific cultural connotations. For example, the English term "Barbecue" may not directly correspond to a concept in Arabic-speaking cultures. In Arabic, "مأدبة" (ma'dabah) could be used as an adaptation to convey a similar idea or cultural culinary tradition.

Translators may approach adaptation differently, with some emphasising the preservation of the message's essence, while others prioritise fidelity to the original writer's expression. Vinay and Darbelnet (1958) present adaptation as the seventh translation procedure, defining it as a means to recreate elements when the cultural context referred to in the original text does not exist in the target culture (Bastin, 2009, pp. 3–4; Baker & Saldanha, 2009). It is considered a localised strategy to achieve equivalence in situations where cultural mismatches arise during translation.

In summary, adaptation, or cultural substitution, serves as a valuable tool for translators to bridge cultural gaps, ensuring that the translated text remains culturally appropriate and relatable to the target language audience. Through skillful adaptation, the essence of the original message can be effectively conveyed in a manner that resonates with the cultural sensibilities of the target audience.

Vinay and Darbelnet's direct and oblique techniques have significantly contributed to the field of translation, offering valuable tools and strategies for translators. The direct techniques focus on preserving the structure and form of the source language, ensuring a faithful representation of the original text. In contrast, the oblique techniques allow for greater flexibility, empowering translators to creatively adapt and rephrase content to achieve optimal equivalence in the target language.

Both sets of techniques complement each other, enabling translators to navigate linguistic and cultural challenges with precision and creativity. Alongside Vinay and Darbelnet's contributions, other scholars have also introduced significant techniques. Newmark's compensation addresses the need to add information for cultural clarity, and Catford's reduction and expansion offer methods to adapt content for the target language's requirements. These techniques, along with interlingual and intralingual transfer, form a comprehensive toolkit for achieving equivalence and effective communication with the target audience. By considering the interplay of these diverse techniques, translators can approach

each task with creativity, resulting in high-quality translations that resonate with their intended readers.

#### **2.10.1.2.5 Compensation**

When translators encounter challenges in expressing an idea or thought in its original context, they may employ the concept of compensation. According to Fawcett (1997), compensation involves "making good in one part of the text something that could not be translated in another" (p. 4). An example of this is evident when dealing with pronouns in Arabic and English. English lacks a specific plural form for the pronoun "you" to address a group, unlike Arabic, which has distinct forms for groups of men (أَنْتُمْ) and women (أَنْتِ). Similarly, for addressing a single person, both male and female are addressed as "you" in English, while Arabic uses أَنْتَ for a single man and أَنْتِ for a single woman. In such cases, the additional meanings lost during translation are often compensated for in the target text (TT) through clarification elsewhere.

This ensures that the translated text remains coherent and accurately conveys the intended message despite the differences in pronoun usage between the source and target languages. In summary, compensation serves as a valuable technique to resolve linguistic discrepancies and maintain clarity in translation. Additionally, Newmark's work, *"Approaches to Translation,"* sheds more light on how translators use compensation as a tactic to deal with cultural differences or guarantee clarity in the target language (Newmark, 1981).

#### **2.10.1.2.6 Reduction and Expansion**

Reduction is employed when the target language lacks certain features found in the source language. This approach involves simplifying or omitting specific elements of the source text to enhance its comprehension for the target audience. On the other hand, Expansion comes into play when the target language necessitates additional information that is absent in the source language. It entails incorporating elements into the target text to offer more context or clarification. Both methods are used to enhance the translatability and accessibility of the content for the target audience. They prove particularly valuable in addressing untranslatable aspects of poetry and cultural disparities between languages.



English to French Reduction: Original English: "Her radiant smile lit up the room."  
 Reduced French Translation: "Son sourire éclatant illumina la pièce. In this example, the word "radiant" is omitted in the French translation since French does not have an exact one-word equivalent. The meaning is conveyed through context, simplifying the translation.

Expansion: Original English: "The book is on the table." Expanded French Translation: "Le livre est posé sur la table." The French translation includes the word "posé" (meaning "placed") to provide additional information that was not explicitly stated in the English source text.

### **2.10.1.2.7 Interlingual and Intralingual Transfers**

Interlingual transfer is the act of translating between two distinct languages, where the translator transmits the significance and content of the source language to the target language. This process entails identifying equivalent expressions, words, and structures in the target language that faithfully convey the intended message from the source language. On the other hand, intralingual transfer involves rephrasing or rewording within the same language. This approach is employed when the source text necessitates clarification, simplification, or adjustment to better align with the linguistic and cultural context of the target audience.

Example of Interlingual Transfer (English to Arabic): English: "I can't wait to see you again. Your presence brings so much joy into my life."

Arabic Translation (Interlingual Transfer): "الأسطورة المنتظر لرؤيتك مرة أخرى. وجودك يجلب الكثير من النرح ني حياتي."

In this example, the English text is translated into Arabic using interlingual transfer. The translator conveys the same meaning and emotions in Arabic by finding equivalent expressions and structures to maintain the intended message in the source language.

Example of Intralingual Transfer (English to English): Original English: "The extrinsic factors played a significant role in influencing the outcome of the experiment."

Intralingual Transfer: "External factors had a big impact on the experiment's results."

In this example, intralingual transfer is employed to rephrase and simplify the original English text without changing the language. The phrase "extrinsic factors" is replaced with

"external factors," making the sentence easier to understand while preserving the same meaning.

Before concluding this section on translation techniques and strategies, it is essential to point out Baker's taxonomy, which significantly contributes to the diverse landscape of translation. Her detailed classification system offers useful insights into various translation strategies, enhancing the general understanding of this field. Baker's taxonomy is an invaluable guide for translators, directing them through the complexities of translation and progressing through the science and art of this essential discipline.

### **2.10.2.2 Baker's Taxonomy**

Debating different strategies suggested by different scholars requires more than humble research work. Thus, it is impossible to mention all the scholars and all their recommended strategies. The literature review of this research sheds light on distinct strategies, chiefly among them Baker's Classification, which is the primary concern of this investigation.

As long as diverse theorists and researchers present their different explanations and interpretations of translation procedures, the debate remains open. The analysis of different explanations for translation strategies requires careful consideration due to the benefits they can provide to translators. Mona Baker introduces a taxonomy that tackles complex equivalence challenges, comprising two distinct approaches: the traditional, which focuses on words and structures, and the contemporary, which revolves around cultural factors. Professional translators often employ Baker's taxonomy (1992) as a framework to assess translations of diverse texts. Baker thoroughly delineates the conditions under which the concept of equivalence can be established, investigating its significance across multiple levels of the translation process.

Mona Baker (1992) presents various translation strategies, each serving different purposes:

- Translation by a more general word (superordinate) is linked to propositional meaning and is applicable in most languages (p. 26).
- Translation by a more neutral/less expressive word addresses differences in expressive word meaning (p. 28).

- Translation by cultural substitution necessitates replacing a culture-specific item with a target language item that may not carry an identical propositional connotation but is expected to have the same impact on the target reader (p. 31).
- Translation using a loan word is connected to culture-specific items, incorporating current loanword concepts and buzz words (p. 34).
- Translation by paraphrase using a related word is employed when the concept expressed by the source item is lexicalized differently in the target language, and when the regularity of use in the source language surpasses that of the target language (p. 37).
- Translation by paraphrase using an unrelated word is used when the concept in the source language lacks lexicalization in the target language (p. 38).
- Translation by omission involves excluding non-crucial words to improve the text (p. 40).
- Translation by illustration uses samples when the source words require an equivalent in the target language (p. 42).

Baker's (1992) translation strategies prove to be highly valuable in resolving diverse challenges that translators may encounter. Her comprehensive approach addresses numerous aspects that both professional and novice translators may confront. Gimenez and Paredes (2005, p. 295) highlight that Baker's strategies provide a clear and systematic set of tools applicable to different language and discourse levels, making them easily understandable and practical for learners to study and implement. This study uses Baker's strategies as they encompass essential techniques for students in translation classes and lectures (Giménez & Pérez-Paredes, 2005). Moreover, even experienced translators employ these strategies due to their effectiveness (Dabbaghian & Solimany, 2013).

The inclusion of definitions for various translation categories is crucial for elucidating concepts that may be unclear to novice recipients. These definitions facilitate their comprehension of the insights of various academicians and their effective application. In addition, translation assignments frequently necessitate the application of various techniques and strategies. To excel at these duties, students require a wealth of information to facilitate their work.

As an additional resource, machine translation can aid both professional and novice translators in their tasks. Machine translation is an automated process that converts text from

one language to another using computer algorithms and artificial intelligence. However, whether machine translation ultimately replaces human translations is still a matter of debate. More details about machine translation and its capabilities and limitations are provided in the next step.

## **2.11 Machine Translation**

Machine Translation (MT) is the process that uses computer software to translate texts from one language into another, for example, from English into Arabic, from Arabic into French, and so on. According to Hutchins and Somers (1992), MT is defined as "the term machine translation (MT) is the now traditional and standard name for computerised systems responsible for the production of translations from one natural language into another, with or without human assistance" (p. 3). The Cambridge Dictionary also provides a definition, stating that MT is "the process of changing a text from one language into another language using a computer."

The perception that machine translation (MT) translations are frequently absurd and inaccurate has frequently tarnished their credibility. Nevertheless, it is crucial to acknowledge that this technology has come a long way since its inception in 1949, when it was initially deemed a failure. MT has undergone significant advancements and now continues to develop consistently.

Machine Translation (MT) has a rich history spanning 73 years, dating back to the early use of computers. In 1948, Warren Weaver proposed the concept of using computers for translation, coining the term "computer translation." Subsequently, in 1952, the first conference on MT was held, marking a significant milestone in the field. Two years later, a team of researchers from Georgetown University achieved a breakthrough by translating over 60 Russian sentences into English, improving upon the initial automatic translation.

In 1964, the exploration of MT's potential and success became a focal point, leading to the establishment of the Automatic Language Processing Advisory Committee (ALPAC). However, two years later, ALPAC published a report that negatively impacted MT's progress, suggesting that investing in MT was unproductive (Hutchins, 1995, p. 7).

According to the ALPAC report, human translation is undeniably superior to MT, leading to the recommendation to halt funding for research in this field. However, criticism arose as the report was considered too limited and narrow in its perspective, particularly as it condemned MT without considering the possibility of revisions and improvements. Moreover,

the report was accused of downplaying the economic aspects of MT, resulting in the discontinuation of significant financial assistance. Consequently, the report had a profound impact, temporarily putting an end to MT research in the United States and influencing public perception of MT (Hutchins and Somers, 1992, p. 7). Nevertheless, the investigation persisted as researchers continued to explore how machines could be used for automatic language translation. This study specifically focuses on partial language pairs with limited input and rule-based engines.

Hutchins and Somers (1992) affirm that "MT research took place largely outside the United States, in Canada and Western Europe" (p. 7). Similarly, MT found applications in various institutions and companies. For instance, the French Textile Institute used MT to translate abstracts between French, English, German, and Spanish in 1970. In 1971, Brigham Young University embarked on a project to translate Mormon texts using computerised translation. Subsequently, in 1978, Xerox employed Systran to translate technical manuals. In the following years, numerous MT companies emerged, including Trados in 1984, which became the first to advance and commercialise translation memory technology in 1989. Additionally, in 1991, Kharkiv State University developed the first commercial MT system for Russian/English/German-Ukrainian translations. The 1996 release of Systran, offering free translation of small texts, marked a significant milestone in the development of MT on the Internet. Subsequently, AltaVista's Babelfish, which received 500,000 requests per day, became a popular online MT tool in 1997. In 2003, Franz-Josef Och, a German computer scientist who would later lead translation development at Google, achieved recognition by winning the Defence Advanced Research Projects Agency's Rapidity MT Competition.

Notable modernizations during this period include the introduction of MOSES, an open-source statistical MT engine, in 2007. MOSES offers two types of translation: phrase-based and tree-based models. In 2008, a text-to-SMS translation service for mobile phones was launched in Japan, enabling mobile devices to translate text messages. Additionally, in 2009, advancements in mobile technology enabled phones to perform speech-to-speech translation between English, Japanese, and Chinese. In 2012, Google made a noteworthy announcement stating that Google Translate translates approximately enough text to fill 1 million books every day (cited in Dumebi-Okpor, 2014, p. 160).

The use of Machine Translation (MT) is witnessing a surge as companies strive to reach global audiences, leading to an increased demand for localization and translation services. This growth is driven in part by one notable breakthrough: the widespread adoption of Neural Machine Translation (NMT) models, which employ artificial neural networks to

enhance translation quality and fluency (Bahdanau et al., 2014). NMT models have become increasingly prevalent in various translation systems, including popular platforms like Google Translate, resulting in more accurate and contextually relevant translations. Moreover, significant advancements have been made in domain-specific and specialised translation systems catering to industries such as healthcare, finance, and legal, addressing specific language nuances and terminologies (Costa-Jussà&Fonollosa, 2016; Yang et al., 2019).

The integration of Machine Translation with other technologies, such as Natural Language Processing and Machine Learning, has further refined translation algorithms and enabled real-time translation services in mobile applications and online platforms (Cho et al., 2014; Vaswani et al., 2017). Additionally, research efforts have focused on bridging the translation gap for low-resource languages, improving access to information for speakers of less widely spoken languages (Johnson et al., 2017). As a result, the development of MT services and platforms has become more user-friendly, supporting seamless integration with various devices and applications, making translation accessible to a broader audience (Koehn & Knowles, 2017).

Looking ahead to 2022 and beyond, translation agencies are likely to continue adopting new trends, such as Computer-Aided Translation Tools (CAT Tools) integrated with Artificial Intelligence (AI) for Neural Machine Translation (NMT) and Machine Translation Post-Editing (MTPE). These trends are expected to reduce costs and further improve translation quality, further cementing MT's role in the industry's growth. CAT Tools offer advanced features, such as AI-driven predictions and shared translation memory, making them valuable for collaboration and seamless integration with other platforms. On the other hand, MTPE uses AI for initial translation, followed by human proofreading and editing, enabling translators to provide more effective services. Despite MT's progress, human translation remains essential due to AI's limitations in recognising cultural nuances and making nuanced word choices. The rise of translation platforms like Bureau Works is also noteworthy, providing automation, localization management, and support for multilingual projects. As technology continues to advance, the translation industry's future holds promise for further development and innovation in machine learning and language services.

In conclusion, Machine Translation (MT) has witnessed significant growth and adoption as companies seek to connect with global audiences, driving an increased demand for localization and translation services. The widespread adoption of Neural Machine Translation (NMT) models, their integration with other technologies, and research efforts have contributed to enhancing translation quality and making MT more user-friendly. While

MT has its limitations and will never fully replace human translation, it serves as a valuable tool for aiding multilingual communication. Researchers' continuous efforts have propelled MT to new heights, from simple programmed systems to advanced approaches with human input. However, translating emotions and cultural nuances, such as humour, remains a challenge even for human translators. As MT continues to develop, the question of how translators tackle the complexities of humour and other emotions in translation remains an intriguing area of exploration.

## **2.12 Translating Humour**

Translators and interpreters are professionals with distinct concerns when performing their tasks. Their shared goal is to find the most effective means of translating texts or comprehending spoken language. One specific challenge they encounter is the translation and interpretation of humour. So, what exactly is humour, and how can it be effectively translated?

### **2.12.1 Defining Humour**

The definition of humour eventually depends on the purpose for which it has been used. As Attardo (1994, p. 4) indicates, humour requires a precise classification in literary criticism, while other linguists are regularly pleased by extensive definitions, stating that anything considered to be funny or inciting laughter is humour. The latter can be deduced from its effect on people. Ross (1998, p. 1) identifies humour as "something that makes a person laugh or smile." He also mentions some distinctiveness of this definition; "Things can be funny without laughter, and in other cases, laughter is a sign of fear or embarrassment and has nothing to do with humour" (Ross, 1998, p. 1).

For Goffman (1974), humour is not just laughter. Laughter has been defined as a helpful response to hesitation, astonishment, and insight created by our symbolic mind. He asserts that "humour is, therefore, without doubt, a distinctively human thing: our symbolic mind can turn uncertainty, surprise, and danger into what we call humour" (Goffman, 1974, cited in Vandaele, 2010, p. 148). Furthermore, Spanakaki claims, "the definition of humour depends on the sender, the receiver, and the purpose for which the definition is used" (2007, p. 2). He states (2007) that "humour is anything supposed to be funny, although it might not constantly be seen or elucidated, or understood that way" (p. 2).

### **2.12.2 Humour in Translation**

As different studies in the field of translating humour show, humour is a prominent part of the complexity of translations. Vandaele (2002) explores the challenges of translating humour, noting that it differs from other types of translation due to its various intended effects. He identifies four critical elements that must be considered when translating humour:

- 1- Humour has an intended effect with an exteriorized demonstration (laughter), which is not easy to render, while the connotation of other texts is not as convincing in a matter of discernment.
- 2- The understanding and positive reception of humour and humour production are not related skills. Some translators may experience its undeniable effect on them and others (laughter), but they are not capable of replicating it.
- 3- The appreciation of humour is different from one person to another and depends on the translator's degree of sense of humour and its acknowledgement of comic instances.
- 4- The rhetorical effect of humour on translators can be so overpowering that it confounds the particulars of its creation, and logical rationalisation can be obstructed by strong feelings (Vandaele, 2002).

Similarly, Delia Chiaro, in her book "Translating, Humour, and Literature," published in 2010, examines the problems that translators face when dealing with humour. She contends that "humour travels badly. As it crosses geographic boundaries, humour has to come to terms with linguistic and cultural elements that are often only typical of the source culture from which it was produced, thereby losing its power to amuse in the new location" (Chiaro, 2010, p. 1).

Chiaro also points out that words and phrases in the same language can express diverse meanings. Moreover, the translator of humour is confronted with a delicate choice between translating a bad joke or simply creating a hilarious effect. After addressing important and complex issues that may affect humour's translation, it becomes necessary to explore phenomena like wordplay and puns and the difficulties of translating them. Therefore, it is vital to discuss the various tools available for translating humour comprehensively in later parts of this text.



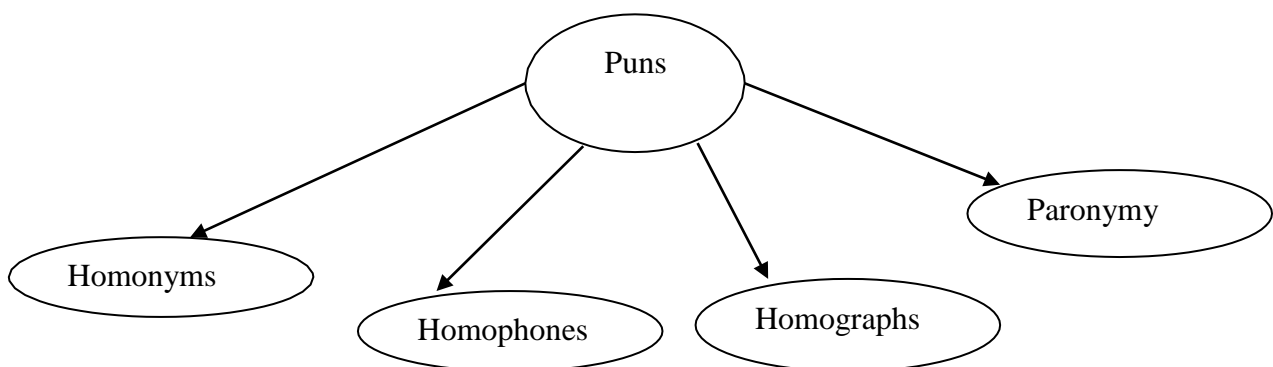
### 2.12.3 Accessible Resources for Translating Humour

Following extensive research into humour and its various types, researchers such as Delabastita (1993) addressed the main issues that translators may encounter in this translation, such as wordplay, punning, verbal humour, and irony. Given the balance of this chapter, the main useful resources are mentioned.

#### 2.12.3.1 Wordplay

Delabastita defines it as: "Wordplay is the general name for the various textual phenomena in which structural features of the language (s) are exploited to bring about a communicatively significant confrontation of two (or more) linguistic structures with more or less similar forms and more or less different meanings" (Delabastita, 1996, p. 128). He adds, "The pun contrasts linguistic structures with different meanings based on their formal similarity" (Delabastita, 1996, p. 128). This means a joke using the various conceivable interpretations of a word or the fact that some words sound similar but differ in meaning. According to the type and degree of similarity, puns can be classified as follows (Delabastita, 1996, p.128).

- a- Lexical Puns is related to the lexical uncertainty of a phrase or a sentence that has more than one meaning in the SL.
  - Homonyms Similar spelling and pronunciation
  - Homophones differ in meaning with similar pronunciation
  - Homographs differ in pronunciation with the same spelling
  - Paronymy minor dissimilarities in spelling and sound too



**Figure. 2.3 Adaptation of Puns Different Categories**

- b- When a complex sentence or phrase can be interpreted in a variety of ways, a syntactic pun occurs.
- c- Semantic puns and semantic indistinctness occur when a word's or concept's meaning is naturally dispersed due to extensive or informal use. This is common with idiomatic expressions whose definitions are not always well-defined and are offered in the context of an exaggerated argument requesting a specific conclusion.
- d- Recursive pun; in this type of pun, understanding the first part of the joke is crucial to understanding the rest.
- e- Puns represent trouble while being translated from one language into another. Thus, Delabastita (1993) recommends various suitable translation strategies for puns. The table below presents strategies along with their interpretations.

**Table 2. 2 Pun Translation Strategies Adopted from Delabastita (1993,P.132)**

Source Text	Target Text	Interpretations
Pun	Pun	ST pun is rendered by a TL pun
Pun	Non-pun	a non-punning phrase which may retain all the initial senses (non-selective non-pun), or a non-punning phrase which renders only one of the pertinent senses (selective non-pun), or diffuse paraphrase or a combination of the above
Pun	Punoid related to rhetorical device	pun rendered with another rhetorical device, or (repetition, alliteration, rhyme, referential vagueness, irony, paradox etc), that intends to evoke the effect of the ST pun]
Pun	Zero	The pun is cancelled
Pun ST	Pun TT	ST pun is duplicated as TT without translation
Non-pun	Pun (introduced)	a compensative pun is included in the TT, where there was nothing in the ST, probably to substitute for ST puns lost elsewhere because there is no other possible solution for example. Or other reasons that a translator is confronted to.
Zero	Pun	Addition of a pun in TT when there is no pun in the ST as a compensatory device
Zero	+	Editorial techniques adding footnotes,remarks in translator's preface and so on.

### **2.12.3.2 Allusions**

The concept of allusion in literature involves implicit references to other works, people, or events. Wheeler (1979) explains that allusion helps clarify the meaning of a text and indicates the literary modes and conventions the author employs. Leppihalme (1997) agrees with this definition, stating that allusion refers to "a reference to something" and exploring various encyclopaedias and dictionaries to trace the etymology of the word "allusion," which derives from Latin "alludes," meaning to play with, jest at, or refer to.

Allusions in literature can encompass references to characters or events from mythology, legends, or history (Scott, 1965). They are often concise and informal, sometimes indirect, and can allude to well-known but occasionally unclear persons, events, or situations (Shaw, 1976). Leppihalme (1997) further characterises allusions as figures of speech that compare aspects or qualities of counterparts in history, mythology, scripture, literature, or contemporary culture. The investigation of Leppihalme (1997) on allusions becomes significant as it serves as guidance for defining allusions and as a basis for possible strategies for translating them. In this regard, allusions can be categorised into three groups: those that create humour, describe characters, or carry themes. Humour-related allusions tend to occur at a more restricted level compared to the other two cumulative categories (Leppihalme, 1997).

Then, Ruokonen (2010, p. 33) mentions prominent features of allusions as follows.

- 1) An allusion is a reference that conveys implicit meaning by activating the referent text or a portion of it (a more specific referent or connotation).
- 2) The allusion can be implicit or explicit, but it must bear enough resemblance to its referent to be recognised.
- 3) The referent is part of assumed shared knowledge, which the author and at least some of his/her readers are likely to be familiar with.

### **2.12.3.3 Verbal Irony**

*Verbal irony* is defined in the online Cambridge dictionary as a situation in which something intended to have a particular result has the opposite or a very different result. However, this definition is incomplete because of the complexity of irony, which cannot be detected from specific sets of linguistic or stylistic characters since no ironic tone or style is

identified. As declared by Mateo (1995), "Irony depends on context since it springs from the relationships of a word, expression, or action with the whole text or situation." (p.172).

Because irony generates multiple interpretations and shifts on its own, it can also be viewed pragmatically. It is also important to note that, according to Mateo (1995), "the product of a linguistic structure, and it is a question of different meanings rather than interpretations," verbal irony differs from wordplay in terms of its double interpretation (p. 172). Nash (1985) classified humour's complex structure into two types: "superstructure" and "substructure." The former is "the formulaic structure of the joke," and the latter is "the underlying context that the reader/listener needs to have in his grasp" (p. 31). In 1995, Mateo came up with a list of possible ways to translate irony, which can be seen in figure 2.3.

**Table 2.3 The Translation of Irony(Mateo, 1995,p.175-177)**

ST Irony	TT Irony
ST irony	becomes TT irony with a literal translation
ST irony	becomes TT irony with 'equivalent effect' translation
ST irony	becomes TT irony by means of different effects from those used in ST (including the replacement of paralinguistic elements by other ironic cues)
St irony	is enhanced in TT with some word/expression
ST ironic innuendo	becomes more restricted and explicit in TT
ST irony	becomes TT sarcasm (i.e. more overt criticism)
The hidden meaning of ST irony	comes to the surface in TT (no irony in TT)
ST ironic ambiguity	has only one of the two meanings translated in TT (there is no double-entendre or ambiguity in TT therefore)
ST irony	is replaced by a 'synonym' in TT with no two possible interpretations
ST iron	is explained in a footnote in TT
ST irony	has literal translation with no irony in TT
Ironic ST	is completely deleted in TT
No irony in ST	ST becomes irony in TT

Riddles, satire, limericks, parodies, anecdotes, farces, and various other forms of verbal humour exist, making it impossible to list them all. This unique type of humour translation has captured the interest of scholars such as Delabastita (1996, 1997), Vandaele (2002), and Chiaro (2005), leading to publications in prestigious journals like *Academia*. Additionally, humour and translation have become captivating topics for students' research in translation studies, with humour and translation becoming a central theme at conferences (Chiaro, 2010).

Humour plays a crucial role in numerous literary works, films, and television programmes and significantly contributes to interpersonal communication. While it flourishes in particular cultural and linguistic contexts, it also plays a significant role in intercultural communication and mass entertainment. Even with this, translating humour can be difficult or impossible due to language-specific elements and references that may not make sense in other cultures, making accurate translation difficult or impossible.

The translator's job is fraught with obstacles, and humour may be the final one they must overcome. Moreover, audiovisual translation must synchronise one language with an entirely distinct one without compromising the audience's experience. These developments result from the development and expansion of the media industry, which compels translators to develop innovative solutions to ensure accurate humour translation and seamless audiovisual experiences.

### **2.13 Audio-Visual Translation**

The twenty-first century witnessed the incredible development of media, which constantly became present, whether to inform debatably or misinform, sell, divert, and instruct. Furthermore, a quick reconsideration of the first television and cinema programmes will confirm the expansion and distinction of the media as well as the need for audiovisual translation (AVT). Because of the large number of national and international TV channels and programmes, broadcasting schedules and needs must be reconsidered. With the start of the digital age, many more people could contribute to TV, but analogue technology began to die.

In a twinkling, Europe knew of the appearance of a mass of new TV channels. Hamilton and Stevenson (2005) affirm that between 2004 and 2005, more than 477 new channels have seen the light. For cinema, the film industry overcame the troubling videos that

seemed to constitute its continuous existence; thus, the cinema got back its audience. This is well seen through the different celebrations of hundreds of films worldwide, supplemented by the arrival of the DVD and the firm establishment of the Internet in our society. (Jorge Diaz Cintas and Gunilla Anderman, 2009, p.1) All these changes and developments in media led to the manifestation of audiovisual translation to assist and promote different programmes worldwide. This evolution showed the lack in the domain of AVT, seen as a deprived area in Delabastita's (1989) article entitled '*Translation and mass-communication: Film and TV translation as evidence of cultural dynamics*.'

Furthermore, Diaz-Cintas (2004) criticises the lack of research in audiovisual translation and claims:

A clear paradox exists which emphasizes the surprising imbalance between the little research on audiovisual translation and its enormous impact on society. In numerical terms, the translation carried out in the audiovisual realm is the most important translational activity of our time. Firstly because of the high number of people, it reaches, mainly through television. Secondly, because of the large quantity of translated products which cross over to other cultures: documentaries, films, news, debates, concerts, television series, etc. Thirdly, because of the immediacy of its reception: television, cinema, DVD (p.50).

Diaz-Cintas (2004) criticises the limited research in audio-visual translation, highlighting the paradox of its significant societal impact despite the need for more extensive scholarly work. The translation carried out in the audio-visual realm is considered the most crucial translational activity of our time due to its extensive reach, mainly through television, and the abundance of translated products that cross cultural boundaries, encompassing various, news, debates, concerts, and television series (Delabastita, 1989, p. 50). As interest in AVT grew, it evolved into a distinct field within Translation Studies, encompassing the translation of any media with equal visual and auditory elements and employing various techniques. This study primarily focuses on three techniques: subtitles, voice-over, and dubbing. Each method requires a different technology, time, and personnel budget. They collectively contribute to helping non-native English speakers and viewers understand foreign films like documentaries and shows.

### **2.13.1. Subtitles**

Subtitles are the transfers that occur from the spoken form of an original language into the translated written form of another language. These lines of text appear at the bottom of the screen. When the original spoken dialogue is played, subtitles appear and disappear at the same time (subtitles are normally shown in time with the matching speech of the original). Luyken et al. (1991) define them as:

...condensed written translations of original dialogue that appear as lines of text, usually positioned towards the foot of the screen. Subtitles appear and disappear to coincide in time with the corresponding portion of the original dialogue, and they are almost always added to the screen image at a later date as a post-production activity (p. 31).

In the same vein, according to Diaz-Cintas (2003), "Subtitling involves displaying written text, usually at the bottom of the screen, giving an account of the actors' dialogue and other linguistic information that forms part of the visual image (letters, graffiti, and captions) or the soundtrack (songs)" (p. 195). Subtitles are an interlingual transfer that does not recreate the original speech since subtitles are reduced considering time, the number of words allowed, and mainly the ability an ordinary viewer has to read them without missing essential things shown in the programme. Jorge Diaz Cintas and Gunilla Anderman (2009) According to Olga Melnikova (2015), the guidelines for subtitling are as follows:

1. Subtitles are limited to two lines. To avoid covering too much of the image, the upper line should be shorter than the inferior line.
2. A subtitle line is limited to forty characters.
3. A subtitle should not be displayed for more than 6 seconds.
4. There should be a 0.125-second gap between subtitles.

### **2.13.2. Voice Over**

This technique is generally used for monologues and documentaries. It lets viewers feel the authenticity of the broadcast. When the speaker of the target language starts to talk, the original sound is turned down to a level that can be heard. O'Connell (2003) states: "In theory, voiceover gives priority to the source language text, which can be translated very accurately." This is because the translation is not subject to the same strict constraints relating to such issues as the exact duration, which apply in the case of lip-sync dubbing "(p. 6).

A native speaker of the target language removes the source audio track and replaces it with a translated script of the source language audio in the basic structure of voice-over, or VO. This technique also uses what is known as "phrase syncing." This means that time will be respected in the translated script so that it will be obvious when one phrase, or a large chunk of speech, ends and the next begins. It allows the actor's voice to match the translated expressions of the speaker on screen and differs from a related process called lip-syncing because the translation and timing are almost identically adopted to match the speakers' lip movements on screen.

Lip-sync can be performative, but it is also extremely resource-demanding when compared to phrase-sync, which can be similarly successful. It can also be a recording or translated content using one or two voice-overs that are added on top of the original audio track, which can be heard in the background. It is mainly used in Russia and Eastern Europe, costs more than subtitles, and consumes more time (Melnikova, 2015).

### **2.13.3. Dubbing**

Dubbing is the replacement of the voices of the actors shown on the screen with those of different performers speaking another language. It is very expensive. For Diaz-Cintas (2003), "Dubbing involves replacing the original soundtrack containing the actors' dialogue with a target language (TL) recording that reproduces the original message while at the same time ensuring that the TL sounds and the actors' lip movements are more or less synchronized" (p.195).

In the same concern, Luyken et al. (1991) define "lip-synch dubbing" as the replacement of the original speech by a voice track which is a faithful translation of the original speech and that attempts to reproduce the timing, phrasing, and lip movements of the original (p. 73). To summarize, dubbing is the translated reformulation of a spoken dialogue that takes into account the movement of the lips. It is also important to know that different other important steps are related to dubbing.

*Dubbing* is a time-consuming process that involves several steps. The dubbing translators are initially given both the film and its transcript. When the translation is completed, it is returned. The translators' job is done at that point. The translated transcript is



changed in many ways, first by the person who writes the dialogue and then by the person in charge of the dubbing.

If necessary, the dubbing actors could make some changes. However, mistakes are unavoidable if the dialogue writer and dubbing director are unfamiliar with the source language. The best way to ensure nothing is misunderstood is for the translator to be in the studio while he or she is translating. Unfortunately, this is almost always impossible. The table (2.4) summarises the key differences between these three techniques.

**Table 2.4 Differences between Subtitles Voice-Over and Dubbing**

Subtitles	Voice-Over	Dubbing
1- Translate a text and produce a script	Translate a text and produce a script	Translate a text in such a way that the words used match with the lip movement of the actors' lip-syncing
2- Produce a subtitles file with an appropriate time coding and formatting	Record the voice-over track using voice talents services	Comprehensive recording process involving qualified actors and recording technicians
3- Produce finalised subtitled video (localisation engineering)	Synchronise the video and the audio (localisation engineering)	Comprehensive localisation engineering- putting everything together in one video.

In conclusion, audiovisual translation (AVT) employs various techniques, such as subtitling, voice-over, and dubbing, each with its advantages and challenges. Subtitling offers a visual representation of translated dialogue, while dubbing replaces the original voices. Voice-over adds authenticity to a synchronised, translated script. The choice depends on factors like budget, target audience, and content nature, aiming to ensure the best viewer experience.

## 2.14. Conclusion

The theoretical chapter presents a comprehensive exploration of translation, its role in education, and the proposed strategies for translators. Despite the abundance of literature, applying translation in various contexts remains challenging. The purpose of this study is to examine the effect of a newly introduced translation module on the learning outcomes of English language students. The chapter emphasises the importance of effective translation

instruction to enhance students' English language proficiency, taking into account the influence of literal translation. The following chapter further investigates this topic, examining its impact on second-year LMD students at Abdelhamid Ibn Badis University using qualitative and quantitative methods. The research aims to shed light on the efficacy of the teaching approach and its implications for students' language development.

# **Chapter Three**

## **Research Design and Data Analysis**

### 3.1 Introduction

This chapter presents the analysis of the empirical data for this study, which examines how L2 English students at the University of Mostaganem tend to think in Algerian Arabic and then reformulate in English by keeping the structure of their language and its rules. This research objective aims to investigate such effects on students' translations and help them appropriately use the transfer from Arabic into English as learners of English. Moreover, it looks into whether or not a new variety of English specific to Algerian students is taking place. The study aims to find solutions through strategies, among them the Baker taxonomy, to make the transfer from Arabic and French into English and from English into Arabic or French constructive in learning English instead of unconstructive. In doing so, one attempts to validate or deny the research hypotheses that state that teaching translation strategies assists English learners in avoiding literal and word-for-word transfers. This chapter presents the research methodology, the study's participants, and the research methods, which include questionnaires, texts, interviews, and videos, ending with the data analysis.

### 3.2 Research Design

It is essential to perform experimental research to regulate and modify factors. The research presented here selects a mixed-method approach derived from quantitative and qualitative research. This approach is chosen so that both qualitative and quantitative data could be used to analyse and interpret the effect of translation strategies on participants' ability to avoid the interaction of L1 in their English learning process. However, this factor, i.e., translation strategies, involves changes in performance, learning attitudes, beliefs, and interaction on the part of students. For this reason, the researcher has focused on the student's motivation, perceptions, and attitudes to investigate such effects. Instead of a cross-sectional method, a longitudinal method is employed. It helps provide a more detailed description of that component and investigate the changes due to including translation in the language acquisition process.

### 3.3 Context of the Study

This study was undertaken in the English department of Abdelhamid Ibn Badis University in Mostaganem. Before teaching translation, the researcher taught second-year LMD English students written and oral expression. Students' writing and speaking difficulties

were given significant consideration. The influence of their L1 on their English writing and speaking was a crucial factor to examine. Teaching translation module prompted the researcher to widen this study and look for alternative teaching approaches and strategies to enhance students' writing and speaking skills.

Created in 1998 by the executive decree n°98-24 of July 7, 1998, the University of Abdelhamid Ibn Badis of Mostaganem comprises eight educational sites, six halls of residence, three farms, and one central library. This university has 25,000 educational places (amphitheatres, rooms for tutorial classes, and laboratories of analysis). In 2009, 19 research laboratories and 98 research projects were set. The university centre library is found in I.T.A. It has internet space for 56 workstations available for graduate and post-graduate students. This library also contains 38,265 titles, 118,051 national and foreign languages volumes, 4 databases, and an online subscription service for its users (Djoub. 2016).

Since the 2007-2008 academic years, the English Department has implemented the LMD reform in response to the diverse demands of its students and to meet societal and economic issues. As with the other higher education systems in Algeria, this change was introduced in parallel with the classical system. Before enrolling in a bachelor's degree programme, students selected either the LMD reform or the prior system. During the third academic year of its implementation i.e., 2009–2010; however, students were limited to the three-degree cycles alone.

This reform includes three-cycle, bachelor of arts, master's, and doctorate degrees. The Bachelor of Arts consists of six semesters with different modules. The translation module is included in the third and fourth semesters and is untitled 'Initiation to Translation' (for second-year students). Then, for the fifth and sixth semesters, it becomes 'Translation and Interpreting' (for third-year English students). Teaching translation, as mentioned in the canvas, aims to strengthen students' knowledge and help them develop their skills in the literature and civilization fields.

The teaching of translation is included in the formal syllabus, where it is specified to take three-hour tutorials per week, for a total of forty-five hours per semester for L2 and L3 students. Its evaluation consists of the mark of continuous assessment of 50% and the final exam at 50%. Translation does not stop at the license level and is taught in different master's specialities.

From 2007 to 2019, this module was a lecture taught for one hour and a half a week at Mostaganem University. In 2020, the administration respected a part of the canvas and made modifications related to the hours of instructing translation for L3. Three hours divided into two tutorial sessions replaced the one hour and a half, while for L2, no changes occurred.

The translation module was attributed to the teacher without any direction or suggested syllabus. This new module's purpose or main objectives should have been pointed out, unfortunately, that was not the case. Even the contents of the canvas for this module were neither available nor transmitted to the teacher in charge. The teacher was obliged to elaborate schedules and objectives for this new module for L2 and L3 students under her responsibility.

### **3.4 Participants**

The study was conducted with a total of 138 informants, who were all native Arabic speakers and second-year students of English. The participants were selected randomly to ensure that the sample was representative of the population under study. However, many students failed to attend the first lecture when the experiment commenced. Despite the high number of students enrolled in the module, which was over 300, the researcher proceeded with the remaining 138 participants for the pre-test and post-test to ensure consistency and avoid introducing confounding variables into the study. However, all 300 students participated in the remaining experiments.

The participants were studying English and intending to obtain an English language licence, and they had no prior formal training in translation. The new module, 'Initiation to Translation,' was introduced to them for the first time. This module sets up translation, allowing participants to gain a basic understanding of this field. Despite the challenges encountered during the study, the researcher was determined to find significant solutions. The study's results would provide valuable insights into the participants' ability to learn English and translation, and help improve language teaching methods and practise.

### **3.5 Data Collection**

Conducting a comprehensive investigation requires obtaining input from different perspectives. Therefore, delivering a questionnaire to teachers of English from Mostaganem and Oran University was deemed crucial. This approach enables the inclusion of various

views, which is advantageous for the reliability of the outcomes. Teachers of English with distinct periods of practice possess unique experiences that are critical in providing important information about the progress of the investigation. They can offer diverse opinions, insights, and solutions to issues, essential for discussing and analysing different viewpoints.

Furthermore, gathering critical information from different English teachers before commencing the investigation with students was essential to avoid potential flaws in the study's design. The teachers' inputs are valuable for identifying gaps and potential issues that may arise during the research process, enabling the researchers to anticipate and address them early. By doing so, the investigation will be more robust, and the findings will be more accurate, thereby contributing to advancing knowledge in English language teaching.

At the outset of the investigation, a pre-test was conducted during the first meeting between students and their translation teacher. This test served as an initial assessment of the students' knowledge and understanding of the subject matter. To supplement this, a questionnaire was circulated to the L2 students in order to gather additional information that would be beneficial for the researcher in the subsequent stages of the investigation. The questionnaire contained questions that aimed to determine the participants' preferences in terms of the types of texts they enjoyed reading.

During the second lecture, the researcher provided four texts to the students. These texts were chosen based on the students' preferences in the initial questionnaire, which had been circulated one week earlier. The investigation took a more personalised approach by selecting texts that aligned with the participants' genre preferences. This approach ensured that the texts examined were genuinely exciting and relevant to the students. Consequently, the study was better positioned to produce meaningful and actionable results that could positively impact the students' learning outcomes. By tailoring the selection of texts to the participants' preferences, the researcher created a more engaging learning experience that encouraged her students to participate more actively in the investigation.

Through conducting a pre-test and questionnaire at the beginning of the investigation, the researcher gained valuable insights into the students' existing knowledge and interests, which were essential in designing subsequent stages of the study. The tailored approach taken in the second lecture, where texts were selected based on the students' genre preferences, helped ensure that the investigation was more engaging and relevant for the students. This

approach maximised the potential for producing meaningful and actionable results, which would positively impact the students' learning outcomes. Hence, the researcher's approach of using the pre-test, questionnaire, and personalised selection of texts helped improve the study's overall quality and usefulness. By taking a targeted and personalised approach, the researcher created a more meaningful and engaging learning experience for the students, ultimately enhancing their learning outcomes.

To encourage students to engage with the task of translation, the researcher carefully selected four texts that were appropriate to their level of proficiency. The aim was to create an enjoyable and stress-free experience for the students, while also challenging them to develop their translation skills. Students were given the option to translate one of the four English texts into either French or Arabic, depending on their language proficiency. Sufficient time was given to students to read through all four texts before making their choice, and the researcher provided clear and detailed explanations of the task. Despite all instructions being included in the handouts, the teacher was available to provide additional assistance when needed.

After completing the task, the researcher administered a second questionnaire to the students to gather more detailed information about their knowledge and understanding of translation. The questionnaire aimed to identify the students' attitudes towards translation and their perceived strengths and weaknesses in this area. The researcher intended to use this data to inform the design of future translation tasks and identify areas where additional support and guidance may be necessary. The questionnaire results will serve as a helpful tool in pinpointing the areas where the students need to focus and improve upon. Furthermore, the researcher can use the insights gained from the questionnaire better to shape their teaching to the students' needs actively. Using these questionnaires was essential in providing the researcher with a deeper understanding of the students' translation experience and helping them identify areas for further development.

It is important to note that determining the students' familiarity with translation and any prior experience is crucial in ensuring the validity and reliability of this study. Previous research suggests that students' prior knowledge and experience can significantly influence their performance in translation tasks (Alves & Gonçalves, 2016). For instance, students with previous experience with translation tend to perform better and may require different



approaches to teaching than those who are entirely new to the task (Martínez Lirola & Torrente Sánchez, 2020).

By collecting this information, the researcher can better analyse the students' first translation attempts and adapt their lectures to meet the specific needs of the students. This approach is consistent with the notion that personalised learning is more effective in enhancing students' learning outcomes (Huang et al., 2016). By adapting the teaching approach to the students' prior knowledge and experience, the researcher can ensure that their teaching is more relevant and engaging, leading to improved learning outcomes.

Interestingly, determining the students' familiarity with translation and any prior experience is an essential step in ensuring the validity and reliability of this study. Moreover, it allows the researcher to modify their teaching approach to the specific needs of the students, which can lead to improved learning outcomes.

Once the initial questionnaire was completed, the translation lectures began. In the first lecture, the students were introduced to the historical background of translation and its various definitions. It was essential to provide a comprehensive understanding of the translation field and help the students appreciate the significance of this subject. The lecture covered the development of translation through time, including its evolution and various stages. Moreover, the different approaches to translation were discussed, such as the target-oriented and source-oriented approaches.

During the lecture on translation, the instructor aimed to provide the students with a comprehensive understanding of the translation field by introducing them to the various types of translation, such as literary, technical, and scientific translation. Different types of translation require specific skills, knowledge, and competencies to be successful (Snell-Hornby et al., 2010; Olohan, 2018). By discussing the various types of translation, the instructor helped the students better understand the specific requirements and skills necessary for each type. This knowledge will be helpful when the students undertake their translation tasks.

Moreover, the lecture introduced the students to the different strategies and techniques used in translation, such as paraphrasing, modulation, and adaptation. These strategies are essential for producing high-quality translations (Olohan, 2018; Nord, 2018). By providing the students with an understanding of these techniques, the instructor equipped them with the necessary skills to undertake their translation tasks successfully.

Furthermore, the translation lectures aimed to provide the students with a comprehensive understanding of the field of translation and the necessary skills to undertake their translation

tasks successfully. By introducing the historical background and different definitions of translation, the students were better equipped to appreciate translation's importance and understand the various techniques and strategies used in this field. Therefore, the lectures gave the students the knowledge and skills to produce high-quality translations.

Scholars emphasised different theories and explained different strategies. The main ones were taught to students by insisting on Baker's (1992) new taxonomies. Students learned about fundamental issues affecting translation, methods, strategies, and procedures to help them handle the translation of simple texts. Furthermore, because they were new to translating, it was necessary to point out things that seemed obvious to them when they were not:

1. A bilingual or multilingual person is not impulsively a good translator.
2. The translation is not the transfer of words but the transfer of meanings.
3. The transmission of meaning without understanding the source and target languages is impossible.
4. They learnt essential instructions on how to deal with cultural gaps.

Baker's work on translation also involves focusing on the word level. In her book "In Other Words: A Coursebook on Translation," Baker discusses the challenges of translating individual words and the importance of understanding the context and culture in which they are used (Baker, 2011, pp. 36–39). She emphasises that a word can have multiple meanings depending on the context, and a translator needs to be aware of these nuances to produce an accurate translation. Baker also discusses the use of dictionaries and other reference materials to aid in word-level translation and the importance of considering both words' denotative and connotative meanings.

By paying attention to the word level, translators can ensure that their translations accurately convey the intended meaning of the source text. Understanding the nuances of words and their cultural context can also benefit students beyond translation, as it can improve their overall language proficiency and communication skills in English. By focusing on the word level, students can better understand English vocabulary and grammar and learn to express their ideas more accurately and effectively. It can increase confidence in using English in academic and professional settings. Baker's work on translation at the word level provides valuable insights and strategies for students learning English as a second or foreign language.

Furthermore, students were trained during the translation lectures to describe and determine problems in the texts and then enumerate strategies until they found adequate ones. Teachers tell students immediately, not just in the translation module, that it is vital to understand assignments and texts while reading them. Understanding the text and its meanings is the first big challenge affecting their translations.

Understanding the meaning of a text is indeed crucial for effective translation. In addition to providing a foundation for accurate translation, it enables students to engage more deeply with the text and better convey its intended message. According to Lommel and Polzin (2019), understanding the meaning of a text is a fundamental component of the translation process. Teachers can play a crucial role in helping students understand the texts they translate by encouraging active reading strategies, such as highlighting keywords and phrases, taking notes, and asking questions. By doing so, students can better understand the author's intended message and the cultural context in which it is situated, which can help them produce more accurate and effective translations (Duff & Doherty, 2015, p. 15).

Moreover, during the translation process, students need to be able to identify and articulate any problems or difficulties they encounter. It can involve recognising ambiguities in the source text, identifying unfamiliar cultural references, or grappling with complex syntax. By developing the skills to identify and describe these issues, students can begin to formulate effective strategies for resolving them. This process can involve consulting dictionaries or other reference materials, researching cultural references, or working collaboratively with other students or instructors (Munday, 2016, p. 112).

By emphasising the importance of understanding texts and developing strategies for addressing translation challenges, teachers can help students become more confident and competent translators. It, in turn, can have far-reaching benefits for their language proficiency and communication skills inside and outside the classroom. Ultimately, mastering the art of translation requires a combination of linguistic proficiency, cultural awareness, and strategic problem-solving, and it is up to teachers to provide their students with the tools and resources they need to succeed (Gile, 2015, p. 32).

At the word level, Baker's taxonomy of equivalence provides a systematic approach to addressing problems of lexical equivalence in translation (Baker, 1992, p. 25). Lexical equivalence refers to the matching of words or phrases from the source language to the target

language. However, finding an exact equivalent for each word can be challenging, especially when dealing with words that have multiple meanings or that do not have an equivalent in the target language. Baker's taxonomy proposes strategies such as borrowing, calquing, and transposition to address these challenges (Baker, 1992, p. 54).

Nida's (1964) concept of dynamic equivalence also highlights the importance of finding equivalent expressions in the target language rather than translating each word literally. This approach emphasises the dynamic relationship between the source and target texts, and aims to produce a translation that conveys the same effect on the target audience as the original text did on the source audience. Similarly, Newmark's (1988) concept of semantic translation focuses on the meaning of the text rather than the form, and suggests that the translator should aim to convey the same message as the original text while adapting it to the target language and culture.

To sum up, these theories emphasise the importance of equivalence in translation and how translators can use systematic frameworks such as Baker's taxonomy to identify and address problems of equivalence at the word level. This systematic approach can help learners of languages understand structural changes in language and can be beneficial in developing their translation skills.

The informants were 138 second-year students, all native speakers of Arabic. They were chosen because the translation was an innovative module designated "Initiation to Translation." Before referring to translation practice, the participants were familiar with the basic concepts of translation theory and many studies on equivalence. Mona Baker's (1992) classes of equivalence and the strategies employed to solve non-equivalence situations were instructed. Baker (1992), in her book *"In Other Words"*, suggests precise and methodical strategies associated with the various levels of language and discourse that are comprehensible and not complicated to study and practise by different learners.

This inquiry aims to evaluate the impact of a new translation module on English learners. The research investigates the directionality of translation, determining whether participants prefer direct or indirect translation from English to Arabic or from Arabic to English. It also explores the strategies used by students when dealing with translation difficulties. Furthermore, considering diverse text types, the study examines how students analyse different texts while translating from English to Arabic. Additionally, the research

investigates how the first language (L1) influences translation. The study also focuses on instructing students on various strategies, emphasising Baker's taxonomy (1992), as her categorisation provides immediate solutions to the different problems that novice or professional translators may encounter.

Baker's taxonomy (1992) offers eight strategies that novice and professional translators use when encountering translation difficulties. Baker's taxonomy serves as the foundation for this study, which looks at how students handle translation issues before and after receiving lectures on translation. Evaluating the effects of translation lectures after students have learned fundamental translation theories and various studies on equivalence and strategies is crucial. Baker's taxonomy (1992) was taught to address non-equivalence situations. In her 1992 book "In Other Words," Baker presents a practical set of strategies associated with the different levels of language and discourse that are comprehensible and straightforward to learn and apply. This research aims to provide insights into how students can develop their translation skills and proficiency by applying different strategies and using systematic frameworks such as Baker's taxonomy.

In translation studies, scholars have long recognised the importance of providing students with a comprehensive understanding of the various strategies and techniques employed in the translation process. As early as 1977, Vinay and Darbelnet emphasised the importance of analysing texts and identifying potential challenges in the translation process (Vinay & Darbelnet, 1977). Similarly, Baker's taxonomy mentioned explicitly in this study, has been widely recognised as a valuable tool for approaching translation tasks in a structured and systematic manner (Baker, 1992).

One of the critical reasons for teaching translation to learners of English is to provide them with the necessary background and skills to approach translation tasks with an objective and analytical mindset rather than relying solely on their mother tongue. As House (1997) notes, the influence of the learner's mother tongue can often lead to errors and inaccuracies in the translation process, making it essential to provide learners with a structured framework for approaching translation tasks.

To address this issue, students in this study were instructed on various translation strategies, including Baker's taxonomy. By providing students with a structured framework for analysing texts and identifying potential challenges in the translation process, instructors

can help them develop the skills and knowledge necessary to approach translation tasks with a more objective and analytical mindset. After completing the instruction, the students' translation abilities were assessed by comparing their first and second translations of the exact text, providing valuable insights into the effectiveness of the instructional materials (Pym, 2003).

Moreover, by assessing the impact of instructional materials on learners' translation skills, instructors can refine their teaching approach and better meet the needs of their learners. As Pym (2003) notes, assessing the impact of instructional materials is an important aspect of translation pedagogy. By determining whether the course materials have positively impacted learners' translation abilities, instructors can refine their teaching approach and better meet the needs of their learners.

In summary, the purpose of teaching translation to learners of English is to provide them with the necessary background and skills to approach translation tasks with an objective and analytical mindset rather than relying on their mother tongue. Through a structured approach to teaching translation, the purpose of this research is to use different tools to see how instructors can help learners develop the skills and knowledge they need to accurately and effectively convey meanings into English, ultimately improving their overall translation abilities in a way that helps them control their transfer from their mother tongue. By assessing English learners' ways of translating from Arabic into English and experimenting with different tasks, the researcher can refine their teaching approach and better meet the needs of the English learners.

The third part of the questionnaire was provided after students translated their texts for the second time. The purpose was to see the impact of translation courses on students. Moreover, it was required to know the students' opinions about this new module.

The first experiment denoted their translation from English into Arabic and French. Another experiment was necessary to know how students translate from their mother tongue into English to avoid students' boredom from exercising similar tasks. The researcher suggested another task type: translating sequences from an Algerian comedy, "Achour el Achir." through dubbing and subtitling. Students had to translate sequences from this series. They could choose one sequence out of the ten the researcher suggested.

An interview with students was required to obtain precise answers. The questions from the students' interviews were there to complete the second questionnaire. Students do not like to write a lot, and individual oral discussions are constructive since they can ask the teacher whenever there is uncertainty concerning answers to some questions. The discussion with the students may help clarify some ambiguous answers and avoid misunderstanding in interpreting their responses to the questionnaire. The interview was also necessary to get their impressions and feedback concerning the videos they needed to translate from Algerian Arabic into English.

To recapitulate, the main steps and tools used in this research were as follows: At the outset of the investigation, a pre-test was conducted during the first meeting between students and their translation teacher. This test was an initial assessment of the students' knowledge and understanding of the subject matter. To supplement this, a questionnaire was distributed to the L2 students to gather additional information that would benefit the researcher in the subsequent stages of the investigation. The questionnaire contained questions to determine the participants' preferences regarding the types of texts they enjoyed reading.

During the second lecture, the researcher provided four texts to the students. These texts were chosen based on the students' preferences in the initial questionnaire circulated one week earlier. The investigation took a more personalised approach by selecting texts aligned with the participants' genre preferences. This approach ensured that the texts examined were genuinely exciting and relevant to the students. Consequently, the study was better positioned to produce meaningful and actionable results that could positively impact the students' learning outcomes. By adapting the selection of texts to the participants' preferences, the researcher created a more engaging learning experience that encouraged the students to participate more actively in the investigation.

After completing the task, the researcher administered a second questionnaire to the students to gather more detailed information about their knowledge and understanding of translation. The questionnaire aimed to identify the students' attitudes towards translation and their perceived strengths and weaknesses in this area. The researcher intended to use this data to inform the design of future translation tasks and identify areas where additional support and guidance may be necessary.

By conducting a pre-test and questionnaire at the beginning of the investigation, the researcher gained valuable insights into the students' existing knowledge and interests, which were essential in designing subsequent stages of the study. The tailored approach taken in the second lecture, where texts were selected based on the students' genre preferences, helped ensure that the investigation was more engaging and relevant for the students. This approach maximised the potential for producing meaningful and actionable results, positively impacting the students' learning outcomes. The researcher's approach of using the pre-test, questionnaire, and personalised selection of texts helped improve the study's overall quality and usefulness. By taking a targeted and personalised approach, the researcher created a more meaningful and engaging learning experience for the students, ultimately enhancing their learning outcomes.

The third part of the questionnaire was provided after students translated their texts for the second time. The purpose was to see the impact of translation courses on students. Moreover, it was necessary to examine if courses on translation helped students translate better. To ensure the reliability of the research, a comparison between the first translation and the second was necessary. Moreover, it was required to know the students' opinions about this new module.

The first experiment was their translation from English into Arabic and French. To complement the steps of the research, it was essential to see if students used the same ways while translating from their language into English. Another experiment was necessary to get reliable answers and know how students translate from their mother tongue into English. Exercise and repeating similar tasks make students feel bored, which led the researcher to suggest a new task type: translating passages from sequences of an Algerian comedy, "Achour el Achir," through dubbing and subtitling. Students had to translate sequences from Achour al-Achir. They could choose one sequence out of the ten the researcher suggested for particular reasons. They only had to consider the number of characters. For example, if the passage featured four characters, the students would represent each. Every student was assigned a passage from the chosen character to translate. *Although some French and English words exist, Algerian Arabic is the primary language used in these series.* The purpose of choosing Achour el Achir is that most students watch it because it is a fun series. Then it was time to examine how students handled humorous sequences while translating them into English.



An interview with students was required to obtain precise answers. The questions from the students' interviews were there to complete the second questionnaire. Students prefer to write sparingly, and individual oral discussions are constructive since they can ask the teacher whenever there is uncertainty concerning answers to some questions. Discussing with the students may help clarify some ambiguous answers and avoid misunderstandings in interpreting their responses to the questionnaire. The interview was also necessary to get their impressions and feedback concerning the sequences they needed to translate from Algerian Arabic into English.

This study aims to investigate how students translate and what challenges they face in the process. Six research questions have been formulated to guide the study. The first three questions focus on students' translation strategies, their awareness of difficulties, and their application of recommended strategies. The fourth question explores whether literal and word-for-word translations impact the emergence of a new variety of English in the Algerian context. The fifth question explores the attitudes of students towards the translation module. Finally, the sixth question examines the potential of teaching translation to help EFL students become more fluent in English and better manage the influence of their mother tongue. The study will test six hypotheses, which provide tentative answers to the research questions and serve to guide the analysis of the data.

The following schedule of tasks was implemented in this study. On October 21st, 2018, the first lecture/discussion with the students was held, followed by the delivery of the first part of the questionnaire. On October 28th, 2018, the students were asked to translate one of four texts, followed by completing the processes they carried out.

On November 4th, 2018, the second part of the questionnaire was delivered, and the first course on translation was conducted, focusing on the question of what translation is. On November 11th and 18th, 2018, various scholars held lectures on numerous translation theories. On November 25th, 2018, direct and oblique translation techniques were covered.

On December 2nd, 9th, and 16th, 2018, deeper explanations and practice were provided on direct and oblique translation techniques. On December 23rd, 2018, the first part of Baker's Taxonomy was covered. There was a winter holiday from December 23rd, 2018, to January 6th, 2019. From January 7th to the 26th, exams were held for the first semester.

On January 27, 2019, a review of the first section of Baker's taxonomy and a discussion of the second section were both conducted. Additional explanations and practical exercises on Baker's taxonomy were provided on February 3 and 10, 2019. Furthermore, on February 17 and 24, 2019, courses on audio-visual translation were held.

On March 3rd, 2019, students were assigned to translate passages from Achour Al Achir. On March 10th, 2019, after students realised that there would be a grade for the activity, they demanded more explanations. On March 17th and 24th, 2019, sessions were held on audio-visual translation practice, during which students discussed different helpful software and shared information.

The spring holiday was observed from March 27th to April 7th, 2019. On April 7th, 2019, different strategies were revised through practise. On April 14th, 2019 students translated texts via many techniques, including Baker's Taxonomy. On April 21st, 2019, the second translation of the texts presented on October 28th, 2018, was carried out.

On April 28th, 2019, the last section of the questionnaire was distributed. The students began their video presentations on May 5th and 12th, 2019, followed by the teacher's interview. The presentations were interrupted from May 15th to May 31st because of final exams. After the exams, presentations resumed for nearly two weeks of daily meetings.

The study aimed to gather insights from teachers regarding their experiences with students and the challenges encountered in the process of learning English. This objective served as a complement to the observations made regarding students and their learning difficulties. Furthermore, the study sought to assess the attitudes of English language teachers towards teaching translation to university-level students in order to enhance their English language proficiency. To achieve these objectives, a questionnaire was distributed to teachers with varying levels of experience. This approach allowed for the exploration of potential differences in opinions based on teaching experience. The overarching goal was to collect a diverse range of perspectives and assess their relevance, ultimately leading to the development of approaches that could better meet the needs and expectations of both students and teachers.

On June 18, 2018, a nine-question questionnaire was distributed to English language teachers at the University of Oran, and on June 19, it was distributed to teachers at the

University of Mostaganem. A total of 38 teachers, each with varying levels of teaching experience, completed and returned the questionnaires on the same days they were distributed.. The purpose of the questionnaire was to gather insights from teachers about their experiences with students and their attitudes towards teaching translation to improve students' English language proficiency to understand better the challenges students and teachers face in the English language learning process. Subsequently, the collected data was later analysed to identify common themes and patterns and to develop approaches that could better meet students' and teachers' needs and expectations.

### **3.6 Analysis of the Teachers' Questionnaire**

The study sought to gather the perspectives of 38 English department teachers from Oran and Mostaganem Universities. To ensure a diverse range of opinions, teachers with varying levels of experience were included in the survey. This approach aimed to provide a well-rounded view of the subject and contribute to more robust and consistent results. The questionnaire was thoughtfully designed, consisting of nine questions. It incorporated both closed-ended and multiple-choice questions, allowing respondents to freely express their opinions while also providing structure to their responses to prevent fatigue. The primary goal was to collect detailed and comprehensive information regarding the teachers' teaching experiences in English and their perceptions of the translation subject.

The questionnaire was meticulously crafted to extract specific information from teachers. Its questions were strategically designed to elicit the teachers' opinions regarding the translation module's effectiveness in helping students improve their English while also identifying the challenges they encountered when teaching various subjects to English learners. This data collection process was of paramount importance in pinpointing the strengths and weaknesses inherent in the current approach to teaching translation and in delineating potential enhancements for the module. The questionnaire plays a pivotal role in gathering data from experienced English language teachers. Their wealth of opinions and experiences furnishes invaluable insights into the existing landscape of translation teaching. These insights, in turn, serve as a compass for identifying avenues to enhance the efficacy of this indispensable facet of language education. In essence, the questionnaire serves as an indispensable tool for procuring invaluable data and insights from seasoned English language educators.

According to a recent study by Hu and Lam (2020, p. 101), the length of teaching experience is a crucial factor for understanding teacher perspectives and obtaining a variety of opinions. This result is consistent with the findings of earlier studies by Lee and Lim (2019, p. 68) and Wang and Wang (2018, p. 17), which emphasised the importance of taking teacher experience into account in educational research. As emphasised by Wang and Wang (2018, p. 18), teacher experience can have a significant impact on research outcomes, and the inclusion of data from various experiences can be helpful in identifying unexpected results.

Additionally, as Amemiya et al. (2021, p. 5) pointed out in their recent study, experienced teachers are likely to have developed their teaching strategies based on their understanding of their students' needs. It reinforces the importance of considering teacher experience when designing language teaching modules, such as the translation module examined in this research.

The primary inquiry of the questionnaire was centred around the participants' teaching experience, which is a crucial factor in understanding the backgrounds of teachers and gathering diverse perspectives. The teaching experience of the respondents varied, ranging from a minimum of two years to a maximum of nearly forty years, providing a diverse range of opinions. Moreover, it is important to acknowledge that the presence of teaching experience can significantly impact the results of research, and this variety in experience amplifies the possibility of unexpected discoveries. Furthermore, instructors with extensive experience are likely to have refined their instructional approaches through their understanding of their students' needs.

Based on their teaching experience, the teachers were classified into five distinct groups, as visualised in Figure 3.1. This categorization facilitated a more comprehensive data analysis and enabled the identification of any discernible patterns or trends in the responses, contingent upon the teachers' levels of experience.

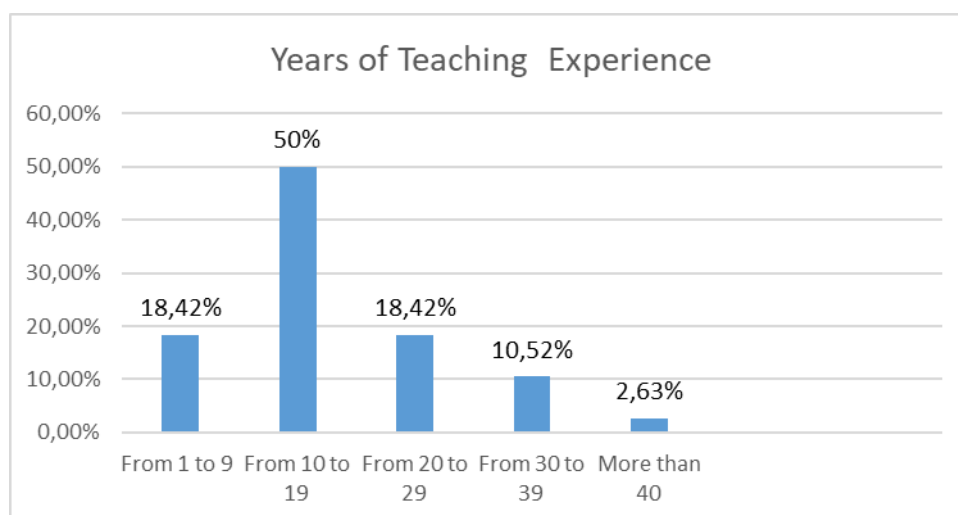


Figure (3.1) Teaching Experience

Table 3.1 Years of Teachers' Experience (the First Category)

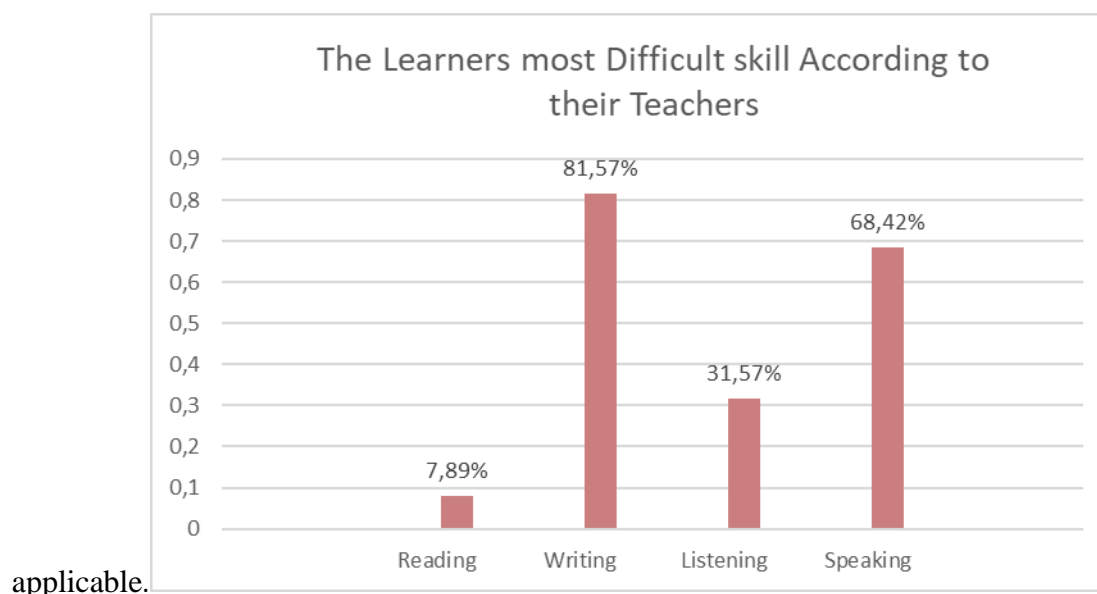
Years From 1-9	1	2	3	4	5	6	7	8	9
Teachers' Years of Experience	0	1	0	1	1	1	1	2	0
Total		1		1	1	1	1	2	7

This study categorised the participants into groups based on their teaching experience. The first category, comprising 18.42% of the teachers, had experience ranging from two to eight years. Among the seven teachers in this category, one had two years of experience, and the second, third, and fourth had four, five, six, and seven years of teaching, respectively. Additionally, two teachers had eight years of experience.

The second category, representing almost 50% of the participants, consisted of teachers with ten to nineteen years of experience. Nineteen teachers fell into this category, with years of experience ranging from ten to nineteen years. Specifically, two participants had ten years of experience, one had twelve years, four had thirteen years, two had fourteen years, one had fifteen years, three had sixteen years, and six had eighteen years of teaching experience.

The third category consisted of teachers with twenty to twenty-nine years of experience, representing 18.42% of the participants. There were seven teachers in this category, and their teaching experience ranged from twenty to twenty-nine years. The second category consisted of teachers with a range of experience from twenty to twenty-five years. Within this category, three teachers had exactly twenty years of experience, while three others had twenty-two years of teaching under their belts. Additionally, one teacher had accumulated twenty-five years of teaching experience. The fourth category, which represented 10.52% of the participants, comprised three teachers, two of whom had thirty-two years of experience. In contrast, the third had thirty-eight years of teaching experience. Finally, the last category comprised 2.63% of the participants and included teachers with over forty years of experience.

The second question was a multiple-choice format with the intention of assessing the skills that, from the teachers' perspective, students found challenging. Its purpose was to discern the skills considered most essential and identify any shared perspectives. The question included four options: reading, writing, listening, and speaking, allowing teachers to select more than one option as

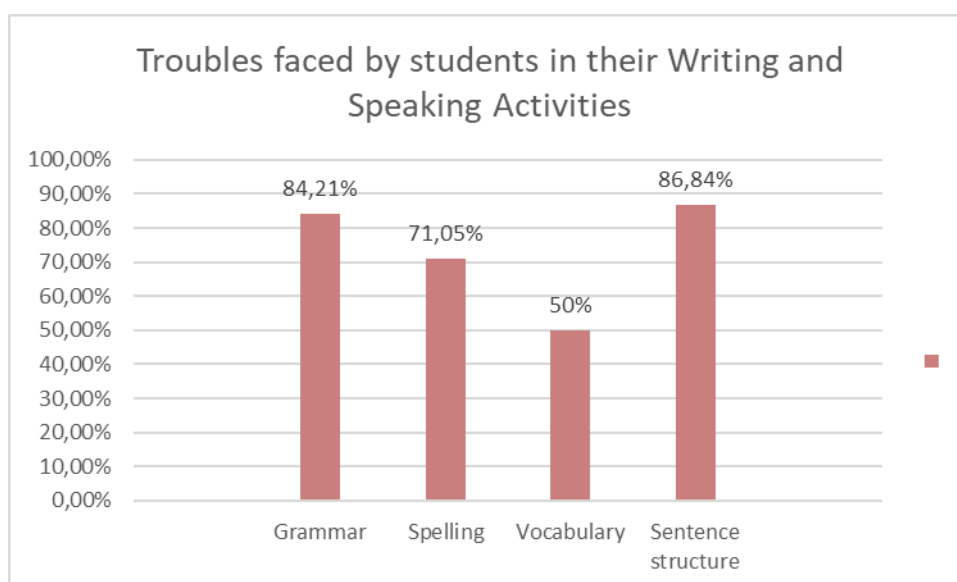


**Figure 3.2 The Most Difficult Skill for Students**

In response to the multiple-choice question, 7.89% of teachers stated that they found reading a less difficult skill for students. In contrast, 31.57% of teachers identified listening as the most challenging skill for their students. Interestingly, speaking and writing were the most difficult skills, with 68.42% and 81.57% of teachers expressing that their students struggled

with these abilities, respectively. These findings demonstrate that most teachers agree with students' difficulties acquiring and developing language skills, particularly speaking and writing.

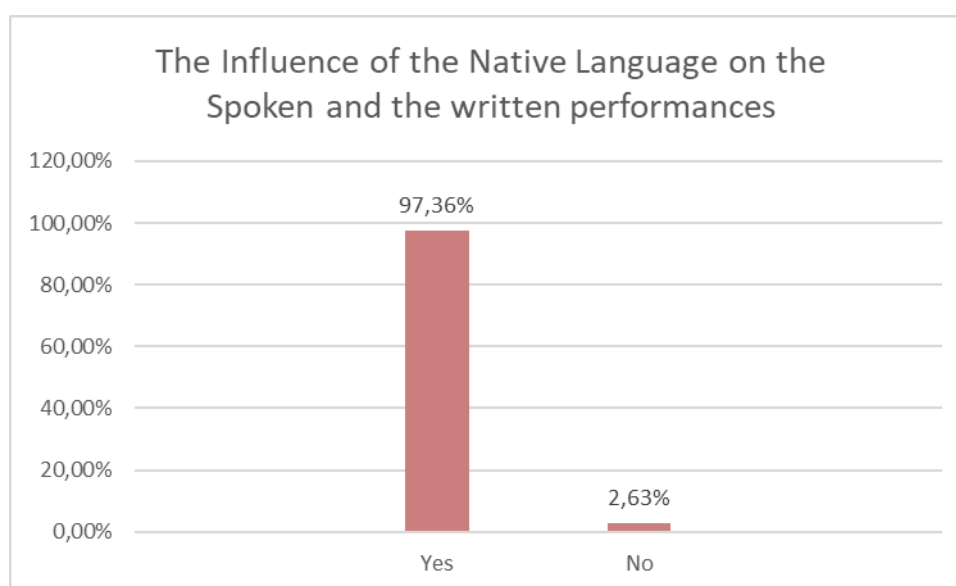
The third question of the survey aimed to investigate the types of errors teachers observed in their students' written and spoken performances. The questionnaire included four options for the teachers, with the possibility of selecting more than one choice. The objective of this question was twofold: first, to assess whether all teachers were equally aware of the different types of language difficulties faced by their students, and second, to help the researcher gain a deeper understanding of the kinds of errors that students made in their translation tasks. By analysing the teachers' responses, the researcher could identify common patterns of mistakes that needed to be addressed in the classroom and gain insights into the factors that may contribute to these errors.



**Figure 3.3 Students' Writing and Speaking Issues**

According to the survey results, a significant majority of the respondents, 84.21%, identified grammatical errors as a major challenge in students' writing and speaking skills. However, an even higher percentage of teachers, 86.84%, pointed out that sentence structure posed a more significant problem in their students' performances. The data also showed that 71.05% of the respondents detected spelling mistakes in their students' work, while 50% of the teachers acknowledged that their students struggled with vocabulary. These findings provide valuable insights into the specific areas in which students need improvement and can be used to guide instructional strategies to address these issues.

The fourth question in the survey aimed to investigate whether teachers perceived any influence of students' native language on their writing and speaking skills. It was a dichotomous question that required a simple yes or no answer. Subsequently, the teachers were asked to elaborate on their choices and provide examples to support their responses. This question was important as it sought to identify whether language barriers, such as the influence of students' first language, could affect their performance in the target language. The detailed responses from the teachers would allow for a more comprehensive understanding of this potential issue and could inform instructional approaches to address it.



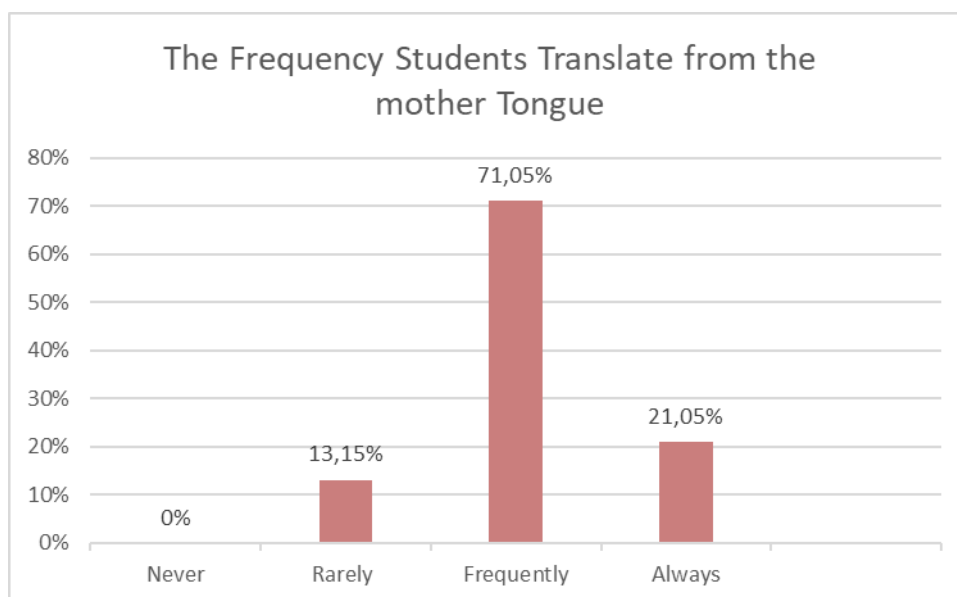
**Figure 3.4 Native Language Influence**

The research findings illustrated in Figure 3.4 shed light on the impact of students' native language on their writing and speaking skills. An overwhelming majority of teachers (97.36%) acknowledged that they always observed the influence of students' mother tongue on their language performance. In comparison, only a small percentage (2.63%) claimed never to have noticed such an effect. This finding emphasises the need for language educators to be mindful of the students' native language and its influence on their foreign language acquisition.

The result also aligns with the researcher's investigation into transferring language skills from the mother tongue to English. Thus, it highlights the significance of developing instructional strategies considering students' first language and the challenges they may face when learning a second language. However, more research is necessary to better understand how students' native language affects their English language learning. Therefore, the researcher could



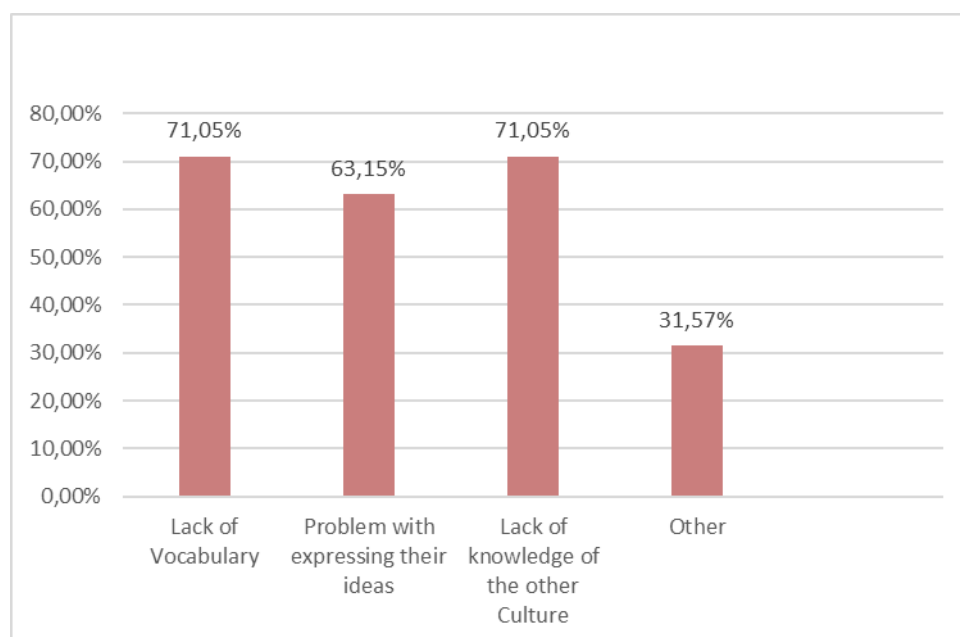
experiment with different teaching approaches and techniques to address these challenges and provide solutions for teachers and learners.



**Figure 3.5 The Frequency Students Translate from the Mother Tongue**

The survey results showed that most teachers, representing 92.1%, reported that their students used their native language (L1) in their English language classes. When asked how frequently their students translated from their L1 to English, the highest response rate was for "frequently", with 71.05% of the teachers selecting this option. It was followed by "always" with 21.05%, while "rarely" was selected by only 13.15% of the teachers. Interestingly, no teacher selected "never" as a response, indicating that students use their L1 to some extent in their English language learning process.

A crucial multiple-choice question was asked to gain a deeper understanding of why students used their L1 in their English language classes. The teachers were given several options to choose from, including clarifying meaning, communicating with other L1 speakers, completing tasks more quickly, feeling more comfortable, and understanding grammar better. These findings are essential as they provide valuable insights into why students use L1 in their English language learning. This information can update teaching strategies and help teachers better understand their students' language learning needs.



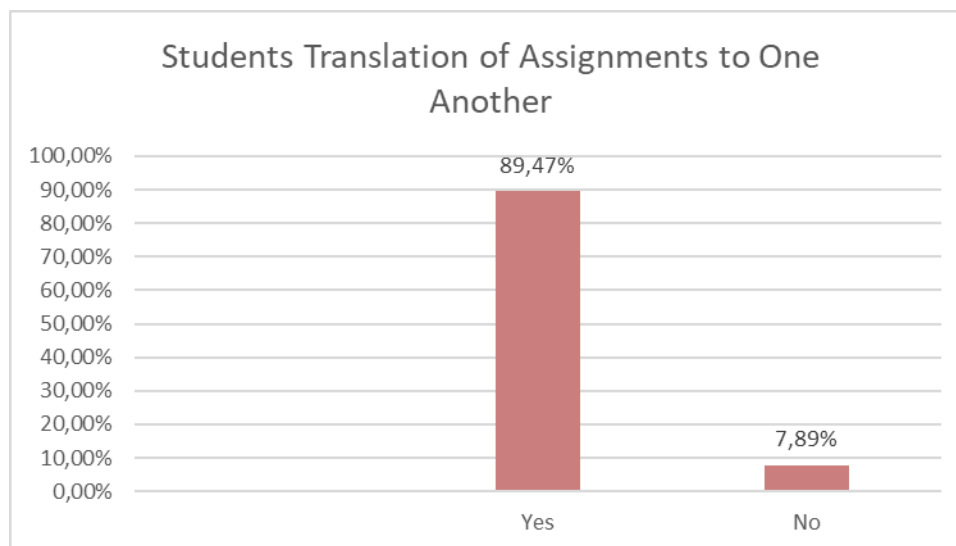
**Figure 3.6 Exploring the Use of L1 in the Classroom**

According to the survey results, 71.05% of the teachers cited a lack of vocabulary and ignorance of foreign cultures as the two main reasons students struggled with in their English language classes. This finding is significant because it suggests that students may need help understanding and communicating effectively in English due to a lack of exposure to foreign cultures and insufficient vocabulary knowledge. To address these issues, teachers could incorporate more cultural activities and authentic materials into their lessons and focus on building their students' vocabulary through various methods such as reading and word games.

The third most frequently selected issue was related to expressing ideas in English, with 63.15% of teachers reporting it as a problem. This finding indicates that students may have difficulty articulating their thoughts in English, which could affect their ability to participate in class discussions and express themselves effectively. Teachers could help their students overcome this challenge by providing more opportunities to practise speaking and engage in conversation activities.

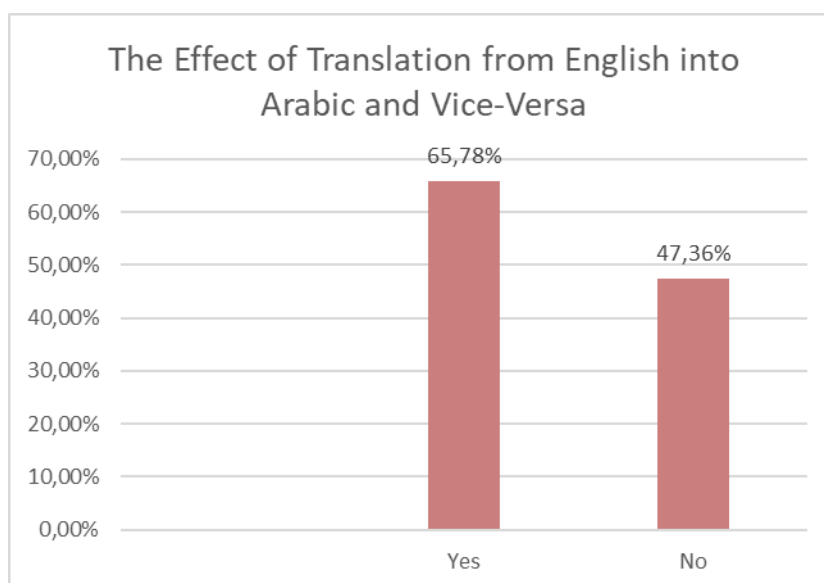
Furthermore, 31.57% of teachers reported other unspecified issues that their students encountered in their English language classes. These results suggest that students may face additional challenges in their language learning, requiring further investigation and research. Teachers could explore these issues in more detail to identify potential solutions and improve their students' language learning experiences.

Question seven of the survey asked the teachers whether they were aware of students translating to each other in their native language to understand the teacher's assignments, instructions, explanations, and guidelines (Johnson, 2018; Poon, 2020). This question aimed to gain insight into the extent to which this activity was common among students and why they might resort to such a strategy.



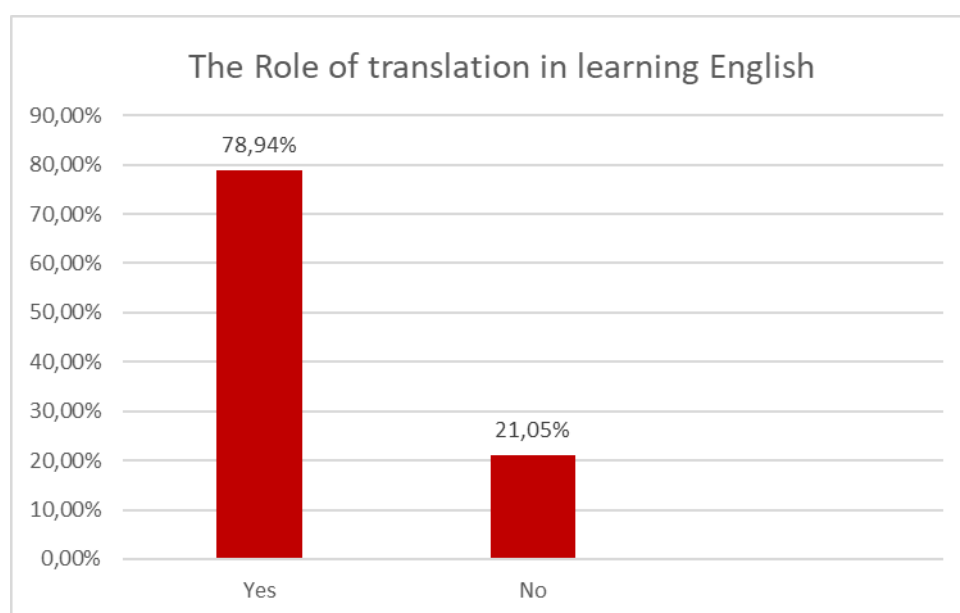
**Figure 3.7 Assignment Translation**

The results of question eight indicated that most teachers believed that translation between standard Arabic and English could help promote better understanding among students. The percentage of teachers who responded "yes" was 65.78%, while only 47.36% replied "no." It suggests that a significant proportion of teachers favour using translation as a tool to facilitate learning, while a smaller proportion is opposed to it. However, it is important to note that the question did not specify the context in which translation would be used, and there may be different opinions depending on the specific situation. Additionally, further research could be conducted to explore the reasons behind these opinions and how they may be related to factors such as teaching experience, subject matter, and student demographics. The findings suggest a need for greater discussion and reflection on the role of translation in the language classroom and how it can be effectively integrated into teaching practices.



**Figure 3.8: The Effect of Translation from English into Arabic**

The survey's final question aimed to gather teachers' insights of the new translation module recently added to the curriculum and its potential benefits for students' English language skills. The aim was to explore whether teachers believed that teaching translation could be an effective way to enhance language learning and improve students' understanding of the target language (González-Davies, 2004). González-Davies (2004) argued that translation could be a valuable tool for language learning, allowing students to develop their language skills and cultural knowledge by analysing and interpreting texts in their L1 and the target language.



**Figure 3.9: Translation and Language Improvement**

The analysis of the survey results indicated that most teachers, 78.94%, approved of teaching translation in the classroom, while 21.05% disagreed. Interestingly, both groups were allowed to explain the reasoning behind their views. The teachers who approved translation teaching highlighted its potential benefits, such as enhancing students' understanding of the target language and improving their analytical and critical thinking skills. On the other hand, the teachers who opposed teaching translation expressed concerns about the risk of overreliance on translation and the possibility of neglecting other language skills (Baker, 2011). These findings suggest that while translation teaching can be a valuable tool for language learning, it should be used judiciously and in combination with other language teaching methods to maximise its benefits and minimise its potential drawbacks.

After carefully analysing the outcomes of the teachers' questionnaire and acknowledging the importance of delving into the use of translation in language teaching, the research is now progressing toward collecting data from the students' perspective. The students' questionnaire serves as a tool to gather general information that will help shape the next phase of the research. It is essential to recognise that not all students have the same learning style or share the same motivations, and gathering information about these factors is critical to the success of the investigation. Obtaining a better understanding of the students and situating them within the study will result in more reliable and accurate results. Therefore, the questionnaire seeks to elicit information on students' preferred types of texts, their motivations for studying English, and other general information. Such information will help the researcher design a practical methodology for the following research phase.

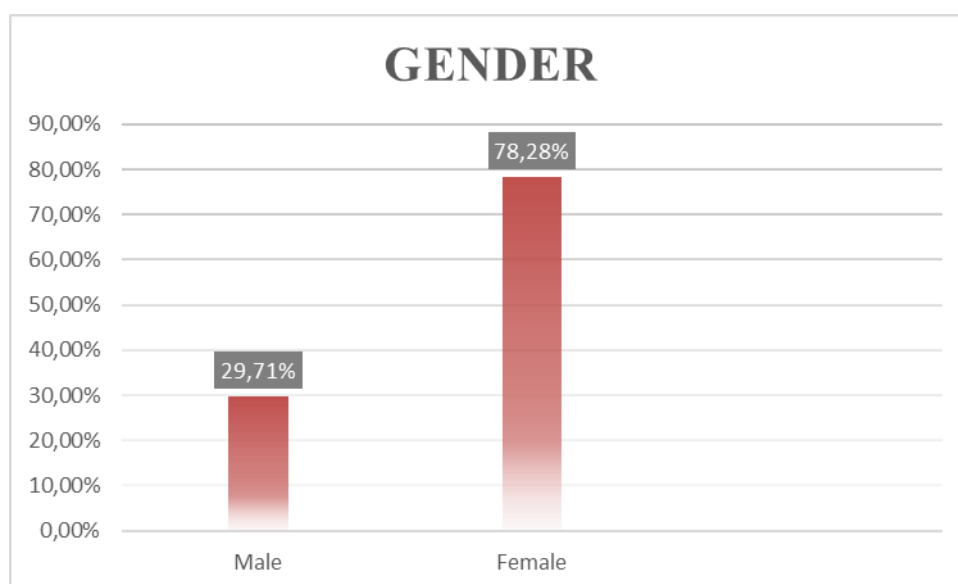
### **3.7 The Analysis of the Students' Questionnaire**

Three different parts constituted the students' questionnaire. The objective was to limit the number of questions so that students could focus and provide complete answers. Because whenever there were many questions, students needed to complete them or avoided filling in the details. The first part concerned the pre-test to provide general information about students and to prepare the test for the next session. The second questionnaire was distributed before testing their translations during the second meeting. The last part dealt with the information students got about translation before taking any courses. It was done before the final exams and looked at how the translation lectures affected the students.

### 3.7.1 Part One of the Questionnaire: General Information

The questionnaire was distributed to 138 students during the first lecture on translation. To get their attention and get good information, the researcher told them that their answers had to be complete and precise to help improve the teaching of this new module.

The first question concerned gender to determine which of the two genders was almost predominant. However, it was necessary to mention the reason for this question. The researcher tried to involve males and females equally and controlled them while attributing different tasks to get well-balanced results. Moreover, during the pre-test, it was observed that females were more attentive and concentrated.

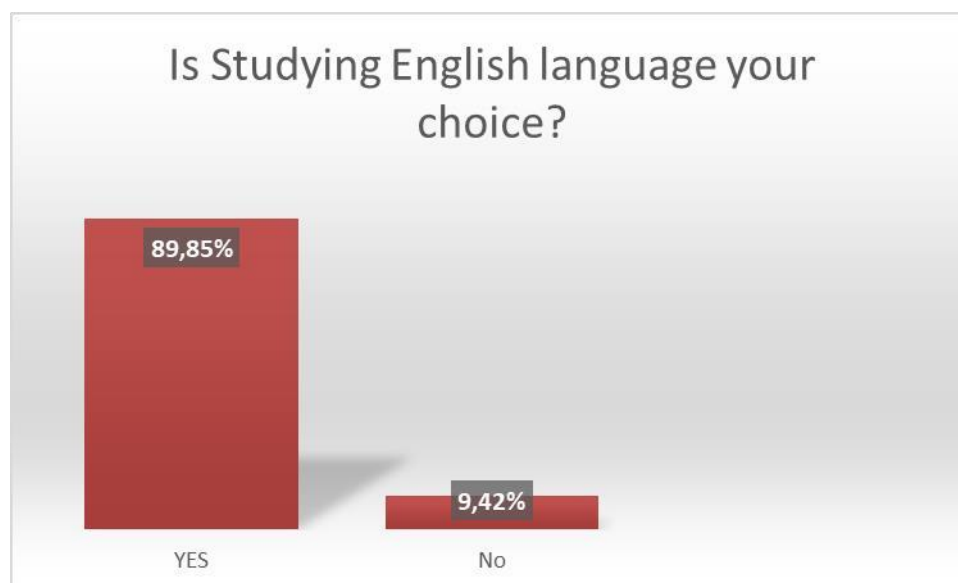


**Figure 3.10 The Informants' Gender**

As indicated in Figure 3.10, 29.71% of the participants were male, while the majority, 78.28%, were female. This gender distribution can be attributed to the fact that more women tend to pursue English as a major than men, resulting in a significantly higher number of female participants in this study.

To gather information about the students' motivation for learning English, the second question of the questionnaire sought to determine if studying English was a personal choice. This information is essential as it helps identify the influence of choice on the student's learning process. It is well established that studying a chosen field differs significantly from an imposed one, and such a difference can impact the level of students' involvement and engagement in the learning process. By understanding the students' motivation for studying

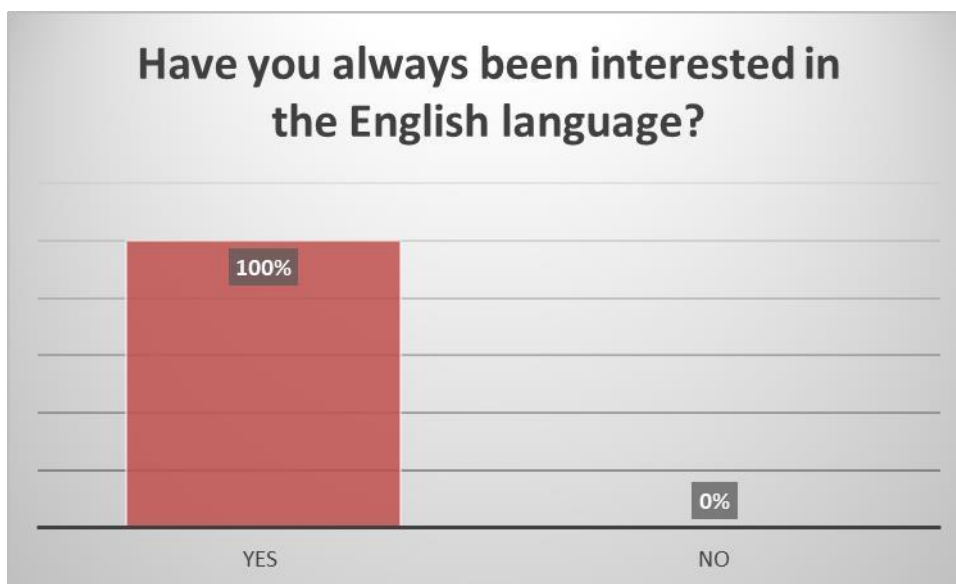
English, the researcher can identify possible challenges they may face and design effective strategies to overcome them.



**Figure: 3.11 The English Language as a Choice**

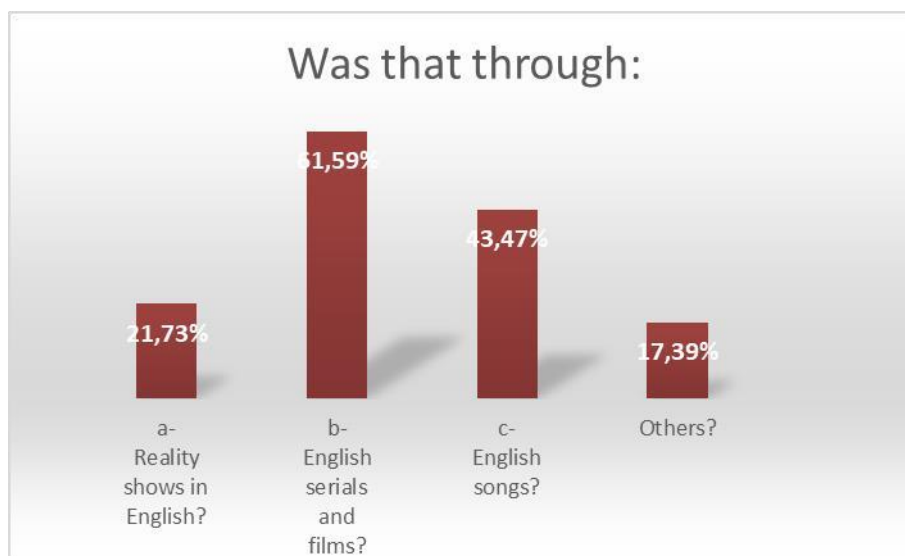
To the question, of whether studying English was a personal choice, one informant responded with a mixed response, while the majority of the informants, comprising 89.85%, answered affirmatively. The remaining minority, 9.42% of the total informants, responded negatively to the question.

To ensure an impartial evaluation of the research data, it was crucial to determine the students' interest in the English language before they started studying it at university. Figure 3.12 presents the results, showing that all students responded affirmatively to the question. This information is crucial because it can indicate a higher level of motivation and interest in the language, which can impact their learning experience positively. Knowing that all students were interested in English before enrolling in university suggests they may have more exposure to the language and its culture, providing a solid foundation for language learning.



**Figure: 3.12. Interest in The English Language**

Further information was necessary if the students responded positively to the previous question. Thus, the researcher proposed three distinct English programs and added a fourth option, "other." If none of the three proposed programs fit the students' situation, they were encouraged to provide additional information.



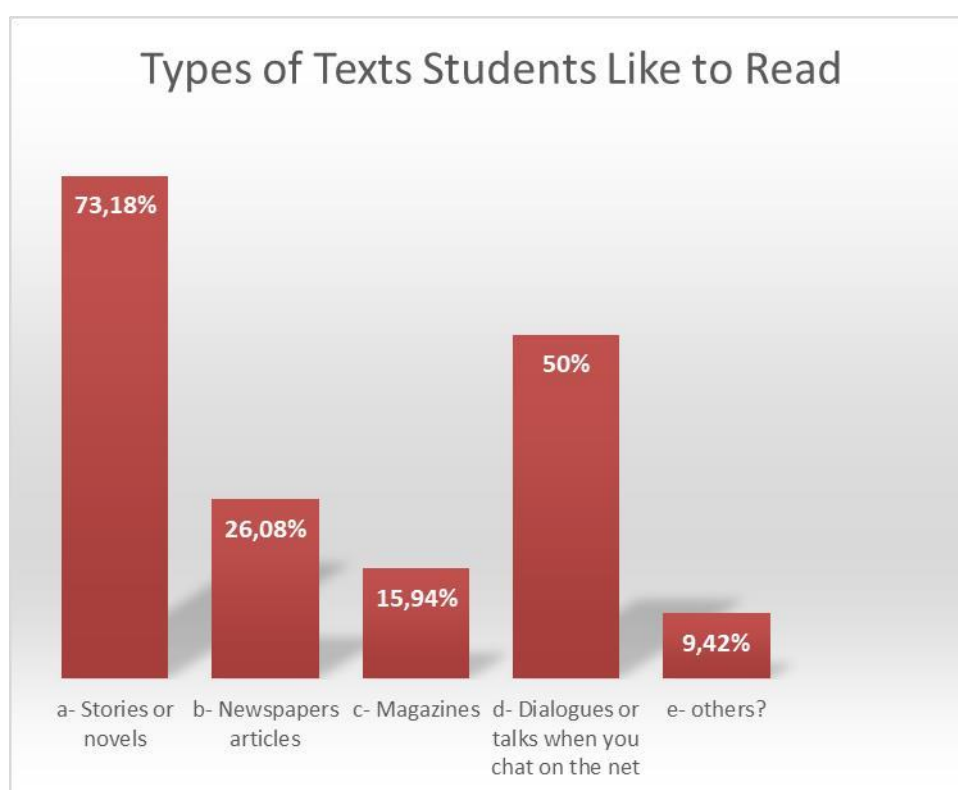
**Figure 3.13: Interest in Different English Programmes**

According to the data presented in Figure 3.13, most students predominantly indicated English series and films, accounting for 61.59% of the responses. At the same time, English songs were the second most popular choice, with 43.47% of the informants selecting them. Additionally, among those surveyed, 21.73% preferred reality shows, while the remaining



17.39% mentioned online games and social media platforms for interacting with native speakers."

As part of the survey, students were asked about their preferred reading topics. It was a crucial aspect of the research, as it helped the researcher to identify the kinds of texts that would be most appealing to the students in the next phase of the study.



**Figure: 3.14. Students' Preferences on Reading Texts**

The data collected revealed that 73,18% of the students chose stories or novels; 50% selected internet conversations and dialogues; 26,08% mentioned newspaper articles; 15,94% designated magazines, and 9,42% picked others.

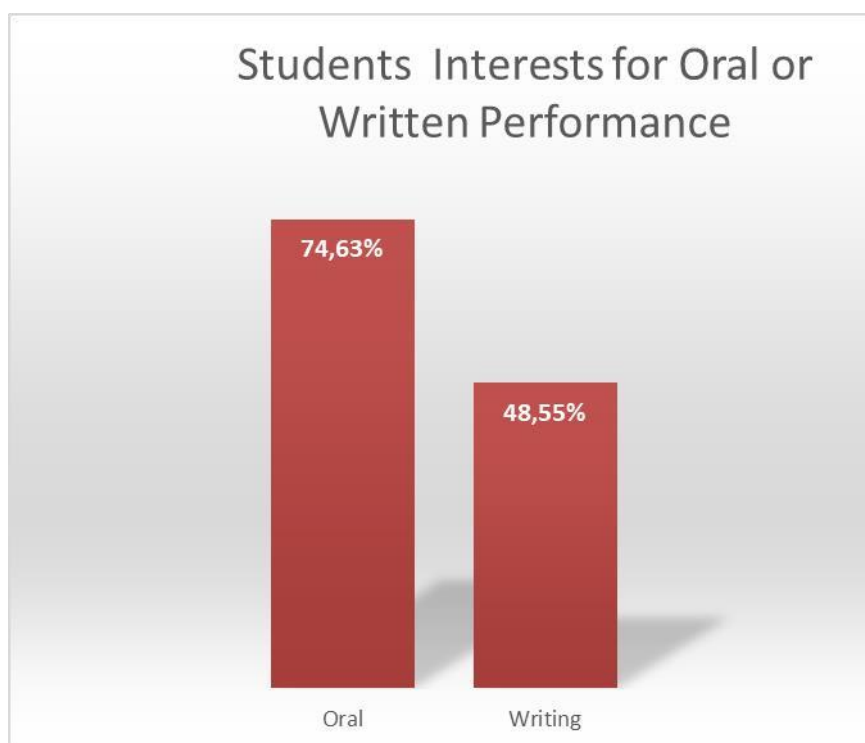
This question was related to the topics students preferred to read, suggesting various answers, as shown in the table below. To avoid ambiguity and to indicate all topics mentioned by students, the table below provides different kinds of readings, each taking equal percentages. As seen in Table 3.4, most students revealed more than one kind.

Table: 3.5 Different Types of Topics Students' Prefer Reading

Similar percentages are mentioned for different types of readings (From the lowest to the highest)	Kind of Topics	Students' Number (138)	Percentage %	Total
1,44%	Philosophy	2	1,44%	1,44%
2,17%	Psychology	3	2,17%	2,17%
2,89%	Mangas, recipes, Action	12	2,89% X3	8,69%
3,62%	Health Articles, Poems	10	3,62% X2	7,24%
5,79%	Religions ,Fashion	16	5,79% X2	11,59%
6,52%	Politics	9	6,52%	6,52%
7,24%	Legend, Mystery, Fiction	30	7,24% X3	21,73%
7,97%	Culture, Drama, Fun, Horror	44	7,24% X4	31,88%
10,14%	Adventure	14	10,14%	10,14%
13,76%	Scientific, Economical	38	13,76% X2	27,53%
23,91%	Romance	33	23,91%	23,91%
36,95%	Real Social Stories	51	36,95%	36,95%

The table shows the percentage of students who prefer to read different types of topics and the types of readings mentioned in the previous question. The results reveal that the most popular topic students prefer to read is real social stories, with 36.95% of the students selecting this option. The second most popular topic is romance, with 23.91% of the students selecting it. Other popular topics include scientific and economic articles, adventure, and culture. On the other hand, philosophy and psychology are the least popular topics, with only 1.44% and 2.17% of the students selecting them, respectively.

According to Figure 3.15, the question's objective was to determine whether students were more interested in oral or written performance. The collected data revealed that most students, 74.63%, were interested in oral expression, while 48.55 % were interested in writing. This information is essential for developing instructional strategies that will assist students in enhancing their proficiency in their preferred mode of expression. In addition, by identifying these preferences, teachers can design activities that cater to students' interests and provide them with an engaging learning experience. Notably, oral and written skills are equally important in English, and students must be proficient in both to communicate effectively in various settings. Therefore, educators should employ a variety of instructional strategies.



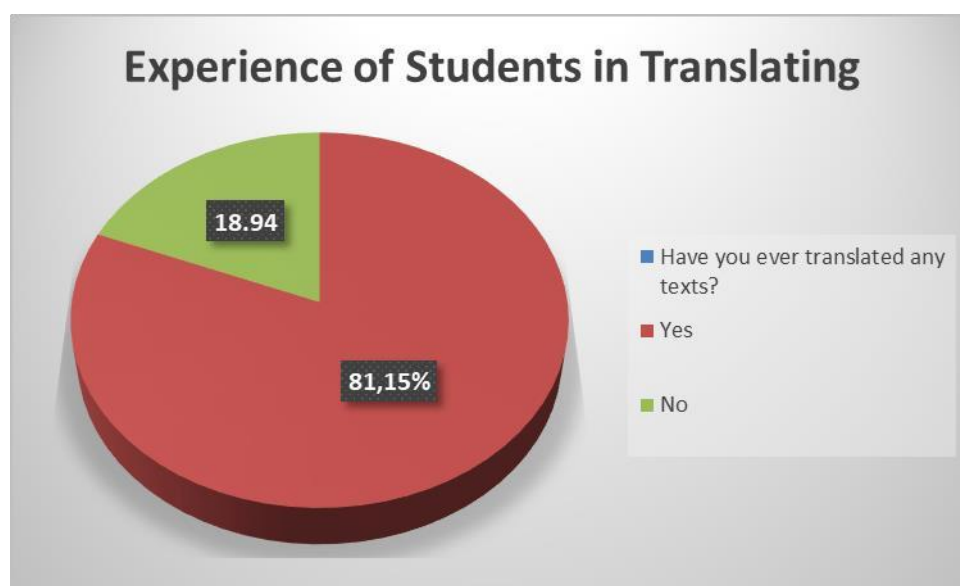
**Figure: 3.15: Students' Interests in Oral or Written Performance**

Informants were required to explain their answers to learn more about their choices and more accurately analyse their answers. Students demonstrated their preferences for oral communication because of the lower effort required compared to writing. In writing, students often need to revise their drafts and make multiple attempts to convey their message effectively. In contrast, oral communication allows for spontaneous expression and requires less preparation, making it a less consuming form of communication. Moreover, students mentioned that oral communication can help them communicate with native speakers more

effectively, allowing them to practice their listening and speaking skills in a more natural setting.

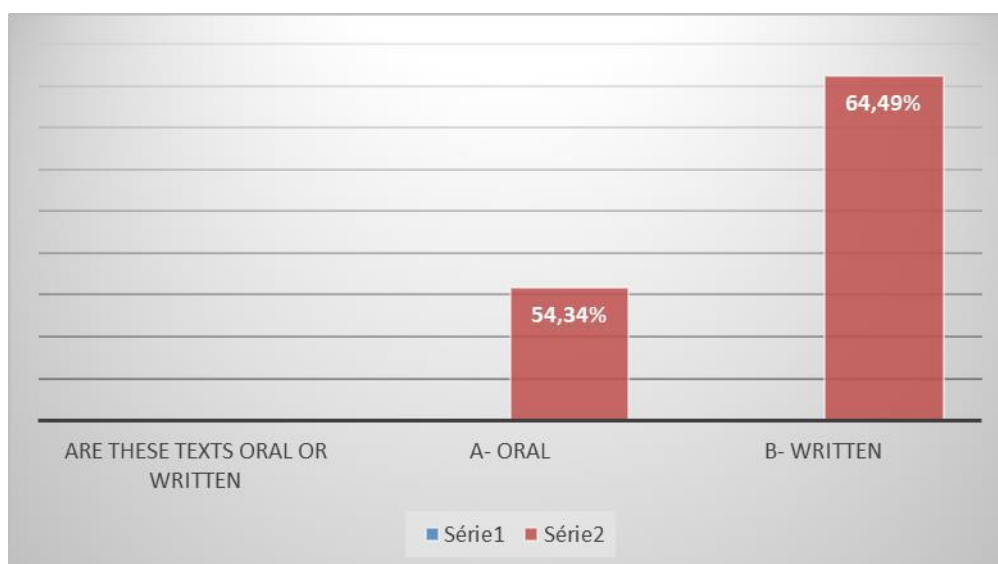
### 3.7.2 Part Two of the Questionnaire before any Courses in Translation

The first question asked whether students had previously translated or not any texts, and as shown in the graph below, 81,15% of the respondents said yes, while 18,84% said no.



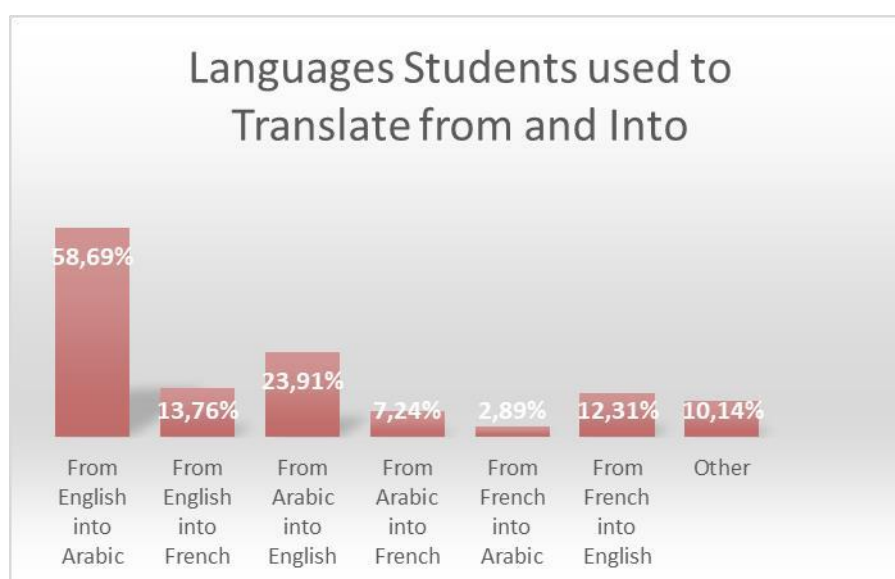
**Figure. 3.16. Experience of Students in Translation**

The next question concerned students who usually replied yes to the first question since this one was matched with the first one. The question seeks to determine whether the students' form of translation was oral or written. The use of the term "translation" for both oral and written forms was done intentionally by the researcher since students were not yet familiar with translation.



**Figure 3.17. Students' Form of Translation**

In this question, students needed to specify the language they used to translate (SL) and into which language (TL). The informants specified variable languages, as mentioned in Figure (3.18).

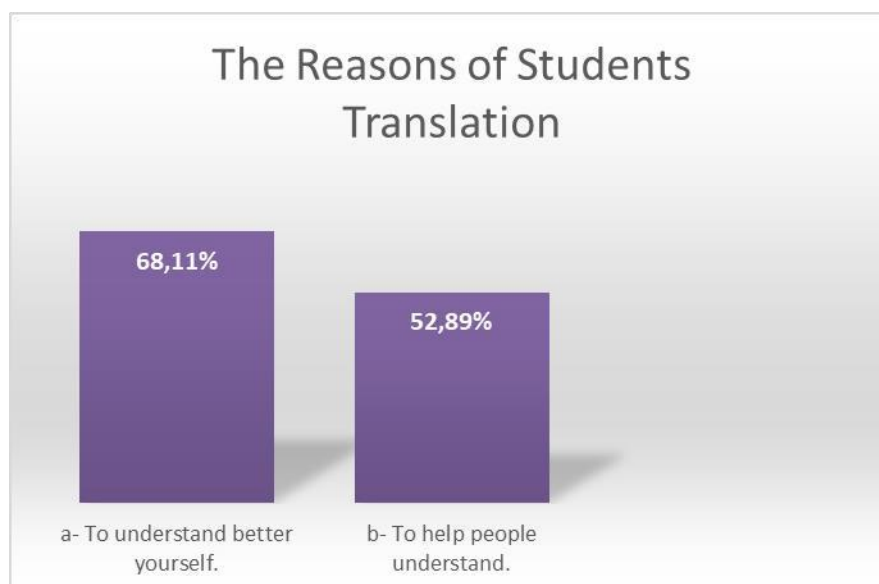


**Figure 3.18. Languages Students Used to Translate from and Into**

The translation from English into Arabic received the highest percentage of responses (58,69%), followed by 23,91% for the translation from Arabic into English. 13,76% of students referred to the transfer from English into French; 12,31% of respondents indicated the translation from French into English, and just 7,24% cited the translation from Arabic into French. Similarly, at most, 2,89% suggested translating from French into Arabic. Finally,

10,14% represented different translations from and into other languages, such as Russian into Korean, English into German, German into Arabic, Arabic into Japanese, and Hindi into English, respectively. It is important to note that the languages referenced in ‘other ’ may be associated with the television and internet programmes that students have been inclined to consume in recent years.

The present inquiry is linked to the previous one in the event that students engaged in translation prior to any direct exposure to formal translation. Therefore, it is imperative to ascertain the underlying factors that prompted students to engage in translation activities prior to formal instruction. The students were provided with two distinct suggestions that were directly linked to the researcher's prior observations.



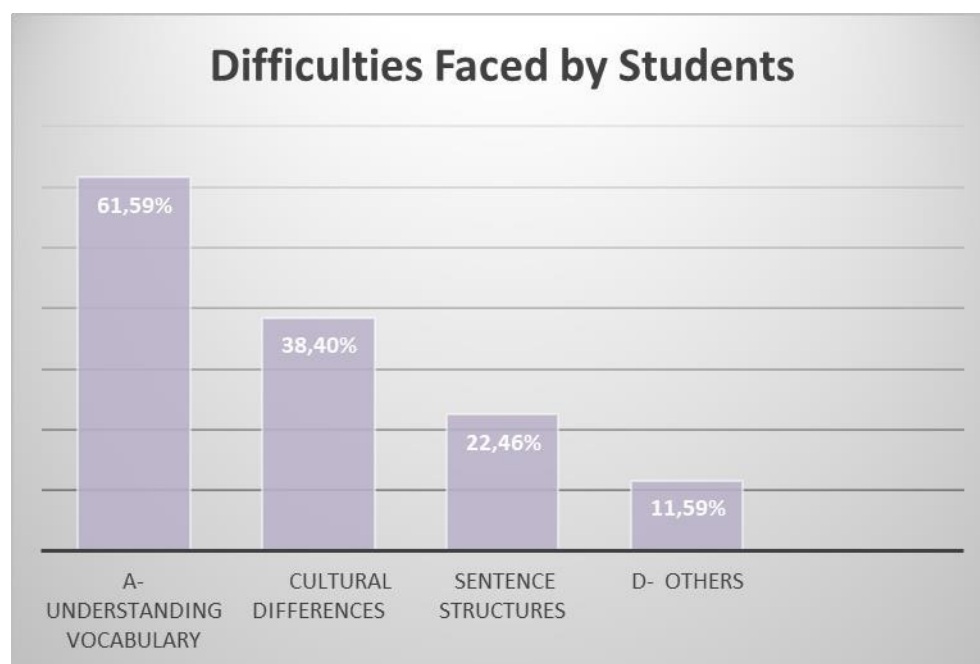
**Figure 3.19. The Reasons for Students' Translation**

A disparity of 5.22% was noted between the initial and subsequent suggestions. Consequently, the majority of the participants, specifically 68.11%, indicated that they engaged in self-translation as a method to enhance their personal understanding of an idea or phrase. Furthermore, a substantial proportion of the respondents, namely 52.89%, reported using translation to aid others in comprehending the subject matter. The question sought to uncover the factors driving students to resort to translation. Students had the option to include additional suggestions if the issues they encountered were not addressed. Moreover, they could elucidate their reasons by providing illustrative examples.

Most students primarily attributed their motivation for translation to the two suggestions provided, indicating that the main reason was to gain a better understanding of the teachers' explanations. They found that this approach also aided them in conveying information to their peers. This practice boosted their confidence, even when explaining concepts to their friends in Arabic, as it reinforced their retention of information and enhanced their comprehension.

The next question was provided in a multiple-choice structure, comprising three proposed alternatives, while the fourth option was designated as 'other' to encompass any further possible responses. The objective was to capture the challenges students encounter in their English language learning.

The figure above illustrates the various difficulties that students face. It is evident that the most prevalent challenge, with a substantial majority of 61.59%, was related to understanding vocabulary. Cultural differences emerged as the second most prominent obstacle, accounting for 38.40%. Sentence structure ranked third, comprising 22.46% of the reported difficulties. Finally, the category labelled 'others' occupied the fourth position, with a representation of 11.59%. Additionally, it was noted that students selected 'others' without specifying the nature of these challenges.



**Figure 3.20. Difficulties Faced by Students**

The final question of this part aims to discern how students confronted their English difficulties. Notably, students were offered the flexibility to respond in various suggested languages. The researcher deliberately used this strategy for two main reasons. Firstly, it allowed the researcher to gauge whether students would opt for the language in which they were most proficient, thereby revealing their weaknesses. Additionally, it served as an indicator of students' ability to articulate their thoughts and ideas in English. Secondly, the approach sought to elicit comprehensive information by permitting students to express themselves freely in the language they believed they were most proficient in. This question ensures that all relevant information can be captured, regardless of the language chosen by the students.

Some students chose to respond in English, whereas others selected Algerian Arabic, French, or classical Arabic as their preferred means of communication. The main determinant impacting this decision was the students' impression of their linguistic proficiency and their capacity to communicate effectively in a specific language. Students who used the English language generally experienced a greater sense of ease and proficiency in its usage. Conversely, the remaining students who opted for languages other than English claimed that their chosen languages facilitated a more effective expression of their thoughts and opinions.

In the third lecture, the pre-test was administered. Prior to this, the teacher selected four English texts based on the preferences expressed by most students (as indicated in the first part of the questionnaire). The researcher aimed to identify common preferences among students regarding the types of texts they enjoyed reading. This approach was intended to facilitate the learning process for these novice students. The selected texts were articles sourced from British and American societies, addressing topics with relevance to Algerian society. These texts were chosen because they align with students' interests and provide content they can read and comprehend effectively, thus easing their transition into their first "formal" translation task without apprehension. During the pre-test, students were given the freedom to select one of the four texts and translate it either from English into French or Arabic.

In addition, the teacher provided valuable guidance to assist the students in this process. Each student received two sheets for the pre-test. The first sheet contained information about the four available texts and the assigned topic. Students were allotted forty minutes to review the texts and select the one they preferred to translate. These texts were

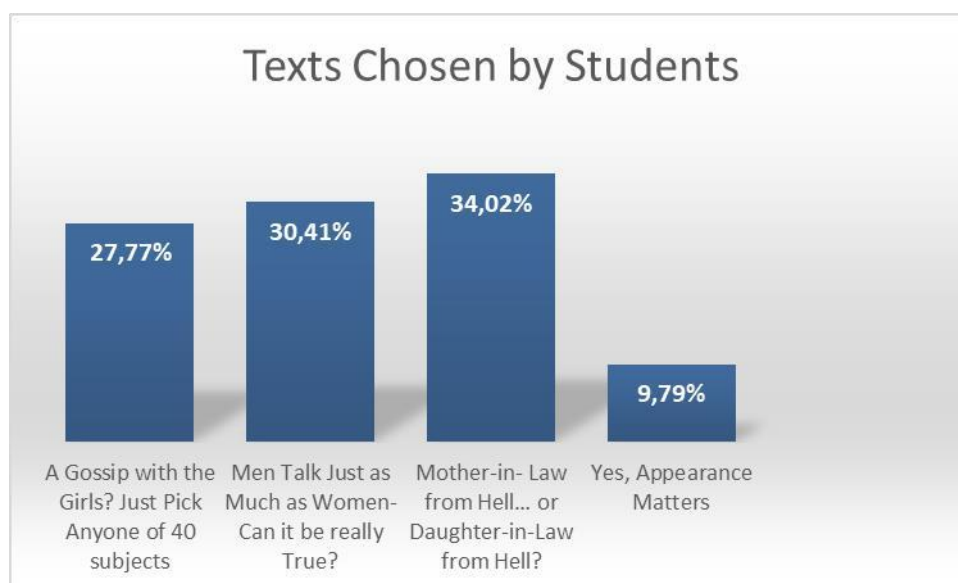


intentionally brief, not exceeding twenty lines each, to ensure an efficient selection process. Ten minutes were dedicated to reading each text and making a decision. The researcher prepared the second sheet specifically for the translation task. It included spaces for students to fill in the title of their chosen text and indicate the language they had selected for their translation (Arabic or French). The teacher made sure to clearly outline these instructions on the sheet, helping students avoid any omissions. Furthermore, at the bottom of the page, students were instructed to provide a rationale for their choice of text and to outline the steps they followed to complete the task thoroughly. After selecting their respective texts, students were allotted one and a half hours for the translation process."

### **3.8 The Four Texts' Description**

The teacher thoughtfully selected four texts, taking into account the students' level, as they had not engaged in formal translation before and had not received any translation lectures. Additionally, the chosen English texts were specifically selected for their cultural aspects, which roughly paralleled those found in Algerian society. This decision aimed to simplify the students' tasks and ensure relevance to their own experiences. Furthermore, certain sentences within these texts were deliberately chosen to assess the students' awareness of the influence of cultural aspects on language use.

After the L2 students' lectures were completed, they were assigned the task of retranslating the same texts they had previously worked on. It's important to note that they were not allowed to select a different text from the original four provided. This stipulation was made for research purposes, as it was essential to have them retranslate the exact text they had initially chosen at the beginning of the year. This approach facilitated a meaningful comparison between their pre-test and post-test translations, allowing for the assessment of any improvements made following the translation lectures.



**Figure.3.21. Texts Chosen by Students**

The first text, titled "A gossip with the girls? Just pick any one of forty subjects,"<sup>1</sup> can be located in Unit 3B on pages 28–29 of the course materials. This text is an adaptation of the Daily Mail Website and delves into the art of discussion among women. It comprises four distinct paragraphs, each contributing to a deeper understanding of the topic. In the initial paragraph, the text challenges the stereotype that women engage in trivial conversations and instead asserts that they discuss a wide range of more than forty subjects. The second paragraph further delves into an analysis of these diverse topics, drawing a comparison between the subjects typically discussed by men and women. Moving on to the third paragraph, it explores the timing and transition between topics in women's conversations as compared to men's. Lastly, the fourth and final paragraph highlights the underlying motivations behind conversations among women and men, shedding light on the differences in their communication styles and goals.

The second text, titled "Men talk just as much as women—can it be true?" can also be located in Unit 3B on duplicate pages, and it is an adaptation from the New Scientist. This text discusses a study conducted in Arizona that challenges the stereotype suggesting that women talk much more than men. The text reveals that studies conducted on students at the University of Arizona by psychologists have yielded results that question the validity of the

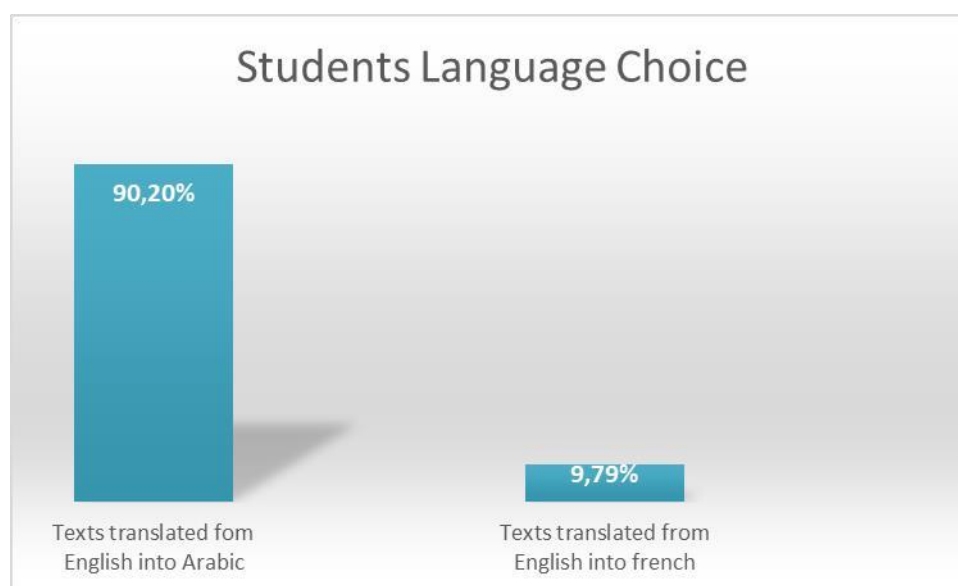
<sup>1</sup>It is worth noting that the grammatically correct form should be: "Gossip with the girls? Just pick any one of the 40 subjects." However, no corrections were made to the original source text to maintain its authenticity

belief that women are more talkative than men. Professor Matthias Mehl and his colleagues, in particular, anticipated that the most talkative participants would be women. However, the study's findings defied this expectation, as it turned out that four men were the most talkative. This challenge to the stereotype of women being more talkative than men gained traction following the publication of "The Female Brain" by Louann Brizendine, who claimed that women use twice as many words as men.

The third text, titled "Mother-in-law from hell... or daughter-in-law from hell?" can also be located in the same book, specifically in Unit 4B on page 40. This text is adapted from a news website and portrays a common issue that often arises between mothers-in-law and daughters-in-law. The text tells the story of Heidi, who was invited to spend a weekend at the home of her fiancé's family. However, upon returning to London, she received a harshly worded email from Freddie's stepmother, criticising her behaviour during the visit. This unexpected email left Heidi shocked and upset. In response, she shared the email with her close friends, who found it both amusing and surprising. Subsequently, her friends forwarded the email to others, leading to a cascade of comments and discussions about 'the mother-in-law from hell.'

The fourth text, titled "Yes, appearance matters," is also sourced from the same book, specifically Unit 6B on page 61. It is an adaptation of the New York Times, which centres around the significance of appearance. This theme is explored through the real-life story of Susan Boyle. Susan Boyle gained fame as a contestant on "Britain's Got Talent." Initially, she was perceived as a 47-year-old single woman who lived alone with her cat, and her appearance did not capture much attention. However, when she began singing, she left everyone in the audience astonished. The text highlights how people often make quick judgements about others based on their appearance. In Susan Boyle's case, her appearance was in line with her socioeconomic status and lack of worldly experience. Notwithstanding her subsequent endeavours to modify her physical appearance via cosmetics and hair colouring, the narrative emphasises the enduring presence of societal preconceptions rooted in physical appearance.

After giving a succinct overview of the four English texts, it is crucial to look at the decision-making process that students used to decide whether to translate their chosen texts into French or Arabic.



**Figure. 3.22. The Students' Language Choice**

Figure 3.22 illustrates that the vast majority of respondents, specifically 90.20%, chose to translate the texts into Arabic, while only 9.79% opted for French as their translation language. The pre-test evaluation focused on assessing how students approached the translation of texts prior to receiving formal translation lectures. It aimed to gain insights into their interaction with the source texts and their strategies for addressing translation challenges. Notably, students were not provided with formal translation lectures during this phase, which meant they had to rely on their own efforts without direct guidance from the teacher. The teacher's sole role was to provide clarification regarding assignments to ensure that students could complete their tasks accurately. During the pre-test, the researcher took an observational approach, merely observing how students engaged with the texts and tackled the translation process.

The pre-test phase revealed a broad spectrum of strategies and behaviours employed by the students. Notably, some students appeared to grapple with confusion and attempted to engage in discussions with their peers. The teacher intervened to emphasise the importance of individual effort during the test. In response to the given task, it became evident that certain students preferred a specific approach: reading the texts aloud. They believed this method significantly contributed to their comprehension. To accommodate this preference, students were permitted to whisper softly to themselves, ensuring minimal disruption to their peers. Moreover, the students' approaches to the translation task displayed notable diversity.

While some promptly initiated translation after selecting the text, others opted for a more meticulous approach, involving the highlighting of specific words and phrases following several readings. The pre-test provided valuable insights into the varying levels of confidence among students. Some exuded a strong sense of assurance in their translation abilities, while others appeared visibly apprehensive.

### **3.9 The Analysis of the Students 'Translation**

Upon evaluating the students' handouts, the initial considerations revolved around their approach to sentence structure, word selection, singular and plural usage, gender agreement, and, ultimately, noun translation. The analysis aimed to identify commonalities in students' translations of sentences, words, and nouns to establish patterns and ensure clarity. It's essential to emphasise that the pre-test analysis primarily focused on how students engaged with and translated the selected texts. At this stage of the study, no specific procedures, methods, or strategies were taught, as formal translation lectures had not yet been conducted. The primary objective was to gain insight into students' approaches to the texts. To this end, students were given the freedom to translate the English texts into either Arabic or French. The analysis primarily focused on issues relevant to the study's scope, with a particular emphasis on students' strategies during the translation process. Highlighting specific terms within students' translations of various texts was employed to provide initial insights into the characteristics of these primary terms. It is aimed to enhance visual clarity and facilitate a more straightforward understanding for the reader of the analysis.

#### **3.9.1 Students' Translations at the Sentence Level: Text One**

Currently, the grouping of similar translations for identical English sentences guides the organization of the student-provided translation examples. This classification methodology effectively mitigates redundancy and repetition in the analytical process. It is noteworthy that students possess the opportunity to select between translating from English into either French or Arabic, with a prevailing preference for Arabic translation over French. The initial sections of this study focus on the examination of student translations from English to French, followed by an examination of student translations from English to Arabic. The purpose of these analyses is to provide insight into the strategies employed by students in their approach to and manipulation of sentence structures within particular sections of the texts. A

rigorous process of sample selection is undertaken to ensure comprehensive representation and analysis of various aspects.

### 3.9.1.1 From English into French

**a-** A gossip with the girls? Just pick any one of forty subjects.

- 1- Une **rumeur** avec les filles ? **Seulement choisis** n'importe **lequel** des quarante sujets.
- 2- Les **potins** avec les femmes juste **prenez** n'importe quel **sujet parmi 40**.
- 3- **Les bavardages** entre filles juste prenez n'importe quel sujet parmi les 40.
- 4- Les rumeurs entre filles, **prends** juste n'importe quel sujet parmi les 40.
- 5- Bavardages avec les filles, **choisissez** seulement n'importe quel sujet parmi les 40.

In analysing the students' translations without considering the context, it becomes evident that many of them employed word-for-word and literal translation techniques. Initially, they assigned an equivalent Arabic word to each English word. In the second approach, they followed a similar pattern, with the exception of the word "just," which was translated as "juste." The analysis of the first three sentences (1, 2, and 3) reveals that the majority of students preferred a word-for-word translation method, while the remaining students opted for a literal translation, as seen in the final two sentences (4 and 5). Additionally, there was a common tendency among students to translate "gossip" as "rumeur," which misses the intended sense of casual conversation. It's important to note that in English, adverbs typically precede the verb, whereas in French, they are often placed after the verb, as demonstrated in sentences 4 and 5. This difference in adverb placement can result in structural and stylistic variations between the two languages.

**b-** Women are experts at gossiping and they often talk about trivial things, or at least that's what men have always thought.

- 1- Les femmes sont expertes dans la médisance et elles souvent parlent sur banale des choses, ou au moins c'est ce que les hommes ont toujours pensé
- 2- Les femmes sont expertes en commérages et elles parlent souvent de choses banales, ou du moins c'est ce que les hommes ont toujours pensé.

These are primarily students' translations of sentence (b). In sentence (1), a word-for-word translation is evident, where the English sentence structure is retained and each word in the source language (SL) is exchanged with a word in the target language (TL). This approach results in the phrase "elles souvent parlent," which is a word-for-word

translation. In contrast, sentence (2) represents a more literal translation. In this case, students rearranged the words to conform to French conventions, resulting in the phrase "ells parlent souvent." This translation appears more natural than the word-for-word one and aligns better with the typical French word order. Importantly, the literal translation in sentence (2) maintains the original meaning of the source language without altering its intended sense. The analysis highlights that the direct substitution seen in translation (1) leads to an unnatural phrasing with the verb placement, while translation (2) adjusts the word order to match French conventions, resulting in a smoother and more idiomatic rendition of the sentence.

**c-**However, according to research carried out by professor Petra Boynton a psychologist at the University of London, when women talk to women their conversations are not trivial at all, and cover many topics (up to 40) than when men talk to other men.

- 1- Cependant, selon des recherches portées dehors par Professeur Petra Boynton, un psychologue à l'Université de London, quand les femmes parlent aux femmes leurs conversations **ne sont pas banales du tout** et couvrent nombreux sujets (en haut de 40) que les hommes parlent à d'autres hommes.
- 2- Néanmoins, selon des recherches menées par le professeur Petra Boynton, psychologue à l'Université de London, lorsque les femmes parlent aux femmes, leurs conversations **ne sont pas du tout anodines** et couvrent de nombreux sujets (jusqu'à 40) que lorsque les hommes parlent à d'autres hommes.

Once again, the contrast between word-for-word translation and a more literal approach is evident in the provided sentences. In sentence (1), a word-for-word translation was employed, preserving the structure of the source language. However, this approach resulted in several issues with word choice and word order, rendering the sentence incomprehensible. For instance, "portées dehors" was used instead of the more appropriate "menées" or "effectuées," and "en haut de 40" was translated literally as "up to 40" instead of the correct expression "jusqu'à 40." These errors contributed to the lack of clarity and coherence in the translation.

On the other hand, in sentence (2), a literal translation approach was used. Despite being a literal translation, the sentence could be understood. The choice of words and the preservation of the grammatical aspect of the target language's structure played a crucial role

in making this translation more understandable. For example, the use of "Néanmoins" for "However" and "lorsque" for "when" provided better transition and coherence within the sentence. Additionally, the accurate translation of phrases such as "ne sont pas du tout anodines" for "not trivial at all" and "couvrent de nombreux sujets (jusqu'à 40)" for "cover many topics (up to 40)" contributed to a smoother flow and clearer meaning.

In summary, while both sentences use literal translation methods, the effectiveness of the translation in sentence (2) demonstrates the importance of word choice and structural considerations in achieving clarity and coherence in the target language.

**d-** Women's conversations range from health to their houses, from politics to fashion, from films to family, and from education to relationship problems, almost everything, in fact, except football.

- 1- **Les femmes conversations intervalle** de santé à leurs maisons, de la politique à la mode de films à la famille, et de l'éducation, **à la relation problèmes**, presque tout, en fait à l'exception du football.
- 2- **Les conversations des femmes** vont de la santé à leurs maisons, de la politique à la mode, des films à la famille et de l'éducation **aux problèmes relationnels**. Presque tout, en fait, sauf le football.

The predominant strategy employed by students in these translation exercises is a literal or exact translation, whereby the syntactic structure of the source language (SL) is preserved in the process of translating into the target language (TL). This observation suggests that students frequently hold the belief that simply substituting words from one language with their counterparts in another language, while preserving the original language's structure, is satisfactory for effectively communicating the intended message of an expression. Both translations (1 and 2) exhibit issues related to English grammar and structure. In sentence (1), numerous errors in word choice and word order render the sentence incomprehensible. For instance, "intervalles de santé à leurs maisons" should be "vont de la santé à leurs maisons," and "de l'éducation, à la relation problèmes" should be "de l'éducation aux problèmes relationnels." Similarly, the phrase "en fait à l'exception du football" is awkward and should be revised to "en fait, sauf le football."



On the other hand, sentence (2) demonstrates a higher level of accuracy and smoother flow. The choice of words and their order are more appropriate, resulting in a clearer and more comprehensible translation. For example, "des films à la famille et de l'éducation aux problèmes relationnels" is a correct and coherent translation. In summary, while both translations adhere to a literal or word-for-word approach, the quality of the translation in sentence (2) underscores the significance of selecting appropriate words and structuring sentences correctly to achieve clarity and coherence in the target language.

e-Men tend to talk about fewer subjects, the most popular being work, sports, jokes, cars, and women.

- 1- Les hommes ont tendance **de parler** de moins de sujets, les plus populaires **étant travail**, sports, blagues, voitures et les femmes.
- 2- Les hommes ont tendance **à parler** de moins de sujets, les plus populaires étant le travail, le sport, les blagues, les voitures et les femmes.

The translated sentences (1 and 2) showcase a word-for-word approach, highlighting the linguistic similarities between English and French. The primary distinction between these two translations lies in the use of articles in the second sentence (2). This word-for-word translation is suitable as it remains comprehensible to the reader. Both translations (1 and 2) are generally accurate and do not exhibit significant issues. However, in translation 1, a minor error is present in the usage of the definite article "les femmes." The correct translation should be "des femmes" or simply "femmes." Translation 2, on the other hand, accurately employs the definite article "les femmes." In summary, while both translations rely on a word-for-word approach, the main difference is the appropriate usage of articles, with translation 2 using the definite article correctly.

f-Professor Boynton interviewed over 1,000 women for her study.

- 1- Le Professeur Boynton **a interviewé** plus de 1000 femmes pour son étude.
- 2- Le Professeur Boynton **a mené des entretiens** avec plus de 1 000 femmes pour son étude.

Both students' translations provide accurate representations in French. The structure of the source language text (SLT) aligns with the target language text (TLT), and there is no difficulty in comprehending the TLT even when a word-for-word translation is employed.

This demonstrates the success of these translations in maintaining coherence and clarity. In this particular sentence, the word-for-word translation approach used in both translations did not impact the meaning. The provided translations retain the essence of the original sentence, effectively communicating Professor Boynton's engagement in interviews with a significant number of women for her study. This showcases that, in certain instances, a direct translation approach can capture the intended meaning while preserving clarity.

**g-**She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

- 1- Elle aussi trouvé que les femmes bougent rapidement d'un sujet à un autre en conversation tandis que les hommes habituellement collent à un sujet **pour une longue période de temps**
- 2- Elle a également constaté que les femmes passent rapidement d'un sujet à un autre dans une conversation, alors que les hommes s'en tiennent généralement à un sujet **pendant de plus longues périodes.**

When analysing the structure of the original English sentence, it becomes apparent that the two French translations provided by students aim to capture the essence while grappling with structural complexities. In Translation 1, students primarily adopt a word-for-word methodology. Although this approach mirrors the English structure, it gives rise to certain infelicities in phrasing. For instance, the phrase "bougent rapidement" for "move quickly" is a literal transference. Similarly, "habituellement collent" accurately conveys the essence of "usually stick" in terms of meaning, yet it lacks the innate fluidity inherent in the original text. Moreover, "pour une longue période de temps" faithfully mirrors the original structure, but it lacks the finesse found in the English rendition.

On the other hand, in Translation 2, the remaining students present a more balanced approach, wherein literal translation is executed in a manner that upholds coherence. "Passent rapidement d'un sujet à un autre" effectively encapsulates the concept of "move quickly from one subject to another." Nonetheless, the inclusion of "dans une conversation" for "in conversation" could be regarded as superfluous and potentially dispensable without compromising comprehension. Each translation attempts to replicate the English structure. Translation 1 emphasises more noticeable word-for-word choices, resulting in clumsy expression. In contrast, Translation 2 strikes a better balance between literal translation and

natural expression, resulting in a more cohesive rendition of the original idea. However, both translations can still be improved to ensure a more seamless and idiomatic phraseology while maintaining structural integrity.

**h-** Professor Boynton also says that men and women chat for different reasons. In social situations, women use conversation to solve problems and reduce stress, while men chat with each other to have a laugh or to swap opinions.

- 1- Le professeur Boynton aussi dit que les hommes et les femmes **chat** pour différents raisons. Dans **les sociales situations**, les femmes utilisent les conversations pour résoudre et réduire le stress, tandis que les hommes chatchent avec l'un l'autre pour avoir un rire ou échanger des avis.
- 2- Le professeur Boynton dit également que les hommes et les femmes discutent pour des raisons différentes. Dans **les situations sociales**, les femmes utilisent la conversation pour résoudre des problèmes et réduire le stress, tandis que les hommes discutent entre eux pour rire ou échanger des opinions.

The translation of the last two sentences of the initial text highlights students' division into two categories. In the first, a word-for-word translation approach was used, overlooking structural considerations. Conversely, the second group employed literal translation, sometimes preserving meaning and at other times deviating from it. Notably, no additional techniques were employed. At this stage of study, maintaining the source language structure and transferring words to the target language suffice to convey meaning.

The first group's translation closely emulated the English sentence structure, resulting in awkward French phrasing. This subgroup primarily relied on word-for-word translation. Conversely, the second group of students pursued a literal translation approach that demonstrated improved structural coherence and adherence to French grammar, despite a few lingering issues. Translation 1 exhibited a higher prevalence of structural and grammatical shortcomings, hindering coherence and authenticity. In contrast, Translation 2 showcased a more deliberate integration of French structure and grammar, leading to heightened coherence and more eloquent expression. Moreover, it achieved a heightened level of precision in conveying meaning, eschewing a complete reliance on word-for-word translation.

### 3.9.1.2 From English into Arabic

When examining the evaluation of students' translations from English to Arabic, it becomes apparent that a significantly larger proportion of students opted to translate from English to Arabic as opposed to those who have chosen to translate into French. This study undertakes a comprehensive examination of the strategies employed by students when translating from English to Arabic, with a specific emphasis on the challenges posed by structural elements. The analysis seeks to investigate how students navigate these intricate structural nuances, shedding light on the substantial hurdles they encounter. To enhance clarity, the present analysis focuses on specific cases that elucidate the manner in which students negotiate these complex structural features.

a- A gossip with the girls? just Pick any one of forty subjects

- 1- لغوة أو ثرثرة مع البنات نط أي واحد من أربعين المواضيع.
- 2- ثرثرة مع البنات؟ ما عليك سوى نط أي واحد من أربعين موضوع عا.
- 3- النميمة مع البنات؟ نط اختر اي موضوع من الأربعين.

In the first two translations (1 and 2), students predominantly employed word-for-word strategies. These translations closely mirror the English sentence structure, but at times, they lack idiomatic coherence when rendered into Arabic. Translation 3, on the other hand, adopts a distinct approach. It embraces a literal translation strategy while introducing modifications to the grammatical structure, resulting in enhanced fluency.

The initial two translations closely replicate the original sentence's structure, although occasional unsmooth phrasing arises due to the direct transference of word order and word meanings without context consideration. In contrast, Translation 3 employs a literal translation technique that involves adjusting the grammatical arrangement to bolster coherence while preserving the intended meaning. In terms of maintaining structural fidelity, all translations succeed in encapsulating the essence of the source sentence, although there are instances where they might not seamlessly align with the natural structure of the target language.

b- Women are experts at gossiping and they often talk about **trivial things**, or at least **that's what men have always thought**.

- 1- النساء تكون خبيرات في الثرثرة وهن غالباً نتحدثن حول تناهات أو على الأزل هذا ما إذا  
الرجال دائماً كانوا يتكرونها

2- النساء خبيرات ني الزميمة وغالبًا ما يتحدثن عن أشياء نادرة، أو على الأقل هذا ما يعتقدوه الرجال دائمًا.

When analysing the translations of the provided English sentence, it becomes evident that two Arabic translations (1 and 2) employ distinct strategies when dealing with structural and phrasing aspects. Translation 1 closely follows a word-for-word approach, directly substituting English words with their Arabic counterparts. However, this method overlooks the structural differences between the source and target languages, resulting in a lack of idiomatic coherence. Translation 2 in contrast, takes a more thoughtful approach by modifying certain grammatical characteristics to better align with the Arabic structure. As a result, the phrasing becomes smoother and more coherent, leading to improved structural fidelity. To conclude while Translation 1's word-for-word strategy results in structural misalignment, Translation 2's approach, incorporating better structural adjustments, yields a more idiomatic and cohesive representation of the original sentence.

- c- However, according to research carried out by professor Petra Boynton a psychologist at the University of London, **when women talk to women** their conversations are not trivial at all, and cover many topics (up to 40) **than when men talk to other men.**

1- لكن نبعأ إلى بحث نم نننننننن بواسطه برونننننن بونرا بونننننن عالم ننس ني جامعة لندن. منى النساء نتحدث إلى نساء محادناننن ال نكون نادرة على الطالق ونغطي العديد من المواضيع (نوق 40) من منى الرجال يتحدثون إلى آخرون رجال.

2- ومع ذلك، ونننننننن لبحث أجراه البرونننننن بونرا بونننننننن نحصانننننن نسي ني جامعة لندن عندما نتحدث النساء مع النساء، نإن محادنانننن لبيت نادرة على الإطالق، ونغطي العديد من الموضوعات (حنى 40) مما يحدث عندما يتحدث الرجال مع رجال آخريين.

Upon analysis of the English sentences produced, it is evident that the students employed approaches such as word-for-word translation and literal translation. Translation 1 exhibits an exact replication of the source text (ST) in the target text (TT), with little consideration for the target language's grammar. This approach resembles machine translation and lacks idiomatic coherence. Translation 2, in contrast, demonstrates a more nuanced strategy. It takes certain grammatical aspects into account, although it occasionally struggles to fully convey the intended meaning. The translation choices seem to be made individually without always considering how words interact within phrases or sentences.

In summary, the translations supplied exhibit variations in terms of their clarity and coherence. Although Arabic Translation 1 exhibits issues with repetition and structural alignment, Arabic Translation 2 demonstrates a more lucid and cohesive framework. Nevertheless, Translation 2 could potentially enhance its quality by addressing specific elements to achieve a more cohesive and fluid rendition. In general, these analyses underscore the importance of considering not only the precision of translation but also the structural intricacies to successfully communicate the intended meaning across languages.

d-Women's conversations range from health to their houses, from politics to fashion, from films to family, and from education to relationship problems. Almost everything, in fact, except football.

1- للنساء محادثات ني نطاق من الصحة لهنزالم، من السياسة إلى الموضة، من الأفالم إلى الأسرة من التعليم إلى العالمة والمشاكل، نؤربها كل شيء ني الواقع، باستثناء كرة القدم

2- ننراوح حوارات النساء من الصحة إلى المنزل، ومن السياسة إلى الموضة، ومن الأفالم إلى الأسرة، ومن التعليم إلى مشاكل العالمة. كل شيء نؤربها، ني الواقع، ما عدا كرة القدم.

The Arabic translations provided in sentences 1 and 2 underscore the students' employment of both word-for-word and literal translation techniques. In the context of Translation 1, a noticeable comprehension difficulty arises as the resultant text strictly adheres to the structure and vocabulary of the source text. This approach overlooks the inherent rules of the target language, leading to a lack of idiomatic coherence. In contrast, Translation 2 initially sustains a higher level of coherence and clarity. It takes into account specific structural aspects of the target language, contributing to its initial intelligibility. However, as the sentence unfolds, it progressively becomes perplexing, revealing challenges in maintaining a consistent structure and ensuring clarity throughout the translation to effectively convey the intended message.

e- Men tend to talk about fewer subjects, the most popular being work, sports, jokes, cars, and women.

1- الرجال هم يملون إلى الحديث حول أقل مواضيع وأكثرا شعبية كوزها العمل، الرياضة، الفكاهة والسيارات والنساء

2- يميل الرجال إلى الحديث عن موضوعات أقل، وأكثرها شيوعا هي العمل والرياضة والفكاهة والسيارات والنساء.

Once again, the majority of students employed word-for-word and literal translation techniques, as evidenced in the Arabic translations provided above. Translations 1 and 2 of the English sentences demonstrate a consistent approach aimed at faithfully reproducing the structure of the original text. It closely replicates the structure of the original sentence, resulting in a literal interpretation. However, it may lack colloquialism and idiomatic expression. Similarly, Translation 2 maintains a comparable framework while introducing certain structural modifications to achieve more fluid expression and improved logical consistency. However, it is clear that these translations highlight the students' inclination to predominantly use methods that involve direct and literal translation. This approach often fails to consider the inherent grammatical nuances and syntactic conventions of the target language, potentially resulting in translations that lack fluency and stylistic coherence.

This analysis underscores the importance of not only conveying the literal meaning of words but also taking into account the syntactic and structural conventions of the target language. Striking a balance between preserving the integrity of the original structure and adhering to the norms and standards of the target language is crucial for achieving a smoother and more culturally relevant translation that effectively resonates with native speakers.

f-Professor Boynton interviewed over 1,000 women for her study.

- 1- البروننيسور بويونتون قابل أكثر من 1000 امرأة في دراسته.
- 2- البروننيسور بويونتون أجرت مقابلات مع أكثر من 1000 امرأة في دراسته. -
- 3 أجرى البروننيسور بويونتون مقابلات مع أكثر من 1000 امرأة في دراسته

In this section, the Arabic translations (1, 2, and 3) differ structurally from the original English sentence: "Professor Boynton conducted interviews with more than 1,000 women for her research." While the word-for-word translation in the target language (TLT) is generally understandable, each of these translations exhibits distinct structural characteristics. Translation 1, like Translation 2, appears to employ a word-for-word strategy, closely mirroring the English sentence's structure. However, this strict adherence to English word order and syntax results in a lack of fluency and naturalness in the resulting Arabic sentence. The direct transfer of word order from English to Arabic, in an attempt to preserve the original structure, hinders the fluid and coherent expression expected in Arabic. In contrast, Translation 3 makes an effort to enhance coherence by rearranging elements to achieve a more balanced structure. Like using the verb at the beginning of the sentence,

respecting one aspect of Arabic grammar. However, this attempt falls short of achieving the desired level of fluency and coherence expected in idiomatic Arabic.

In conclusion, while these translations may be understood in Arabic, they often struggle to achieve a seamless transition from English to Arabic while maintaining proper Arabic grammar and idiomatic expression. This analysis highlights the challenges of accurately capturing both the explicit meaning and the structural nuances that contribute to coherence and fluency in the target language.

**g-** She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

- 1- هي ايضاً وجدت أن النساء تتحركن بسرعة من واحد موضوع إلى آخر ني المحادثات، بينما الرجال عادة يلتصقون ني موضوع أطول الفترات من الوقت.
- 2- ووجدت أيضاً أن النساء يتنقلن بسرعة من موضوع إلى آخر ني المحادثة، بينما يلتزم الرجال عادةً بموضوع واحد لفترات أطول من الوقت.

The translations presented in sentences (1) and (2) exemplify the application of both word-for-word and literal translation strategies by students. In sentence (1), the introductory segment lacks clarity and diverges from the original text in the source language. This exemplifies a word-for-word strategy, wherein words are chosen without taking into account their contextual significance in the target language. Moreover, the final portion of phrase (1) exhibits a deficiency in terms of clarity and comprehensibility. On the other hand, the literal translation in sentence (2) demonstrates improved performance, albeit requiring modifications to align with the grammatical conventions of the target language. While it deviates from certain grammatical conventions of the source language, it corrects specific elements of the target language's structure and modifies certain phrases to better conform to the target language's standards. In conclusion, the translations mentioned above confirm the students' tendency to rely on word-for-word and literal translations while sometimes neglecting to consider the nuances inherent in the target language.

**h-** Professor Boynton also says that men and women chat for different reasons. In social situations, women use conversation to solve problems and reduce stress, while men chat with each other to have a laugh or to swap opinions.



1- البروننيسور بونينون أيضا يقول إن الرجال والنساء يتحدثون لمختلف الأسباب. ني المواظف الاجتماعية، النساء تستخدم المحادثة لحل المشكلات وتزيل التوتر، بينما الرجال يتحدثون مع بعضهم البعض للضحك أو لتبادل الآراء.

2- يقول البروننيسور بونينون أيضا أن الرجال والنساء يتحدثون لأسباب مختلفة. ني المواظف الاجتماعية، تستخدم النساء المحادثة لحل المشكلات وتزيل التوتر، بينما يحدث الرجال مع بعضهم البعض للضحك أو لتبادل الآراء.

In the final two sentences of the text, students stuck to the same plan (a literal translation). Similarly, the two last sentences do not follow or adhere to the exact structure of the TL and follow the structure of the ST. Nonetheless, the primary meaning can still be grasped.

Prior to concluding this section, which examines the transfer of sentence structure from English to both French and Arabic, it is imperative to clarify that the terms "literal translation" and "word-for-word translation" are not completely synonymous, despite being occasionally used interchangeably. The distinction arises from the fact that "word-for-word translation" entails the transfer of words without taking into account the structure or meaning of the target language. On the other hand, it is worth noting that "literal translation" may consider specific grammatical elements of the target text to improve consistency. Furthermore, it is crucial to acknowledge that the efficacy of literal translation is enhanced when dealing with languages that possess comparable grammatical characteristics. While certain sentences can undergo a literal translation without altering their significance, there are instances where the intended meaning may be compromised.

In the examination of students' translations, it's noteworthy that the majority, if not all, of the students employed literal and word-for-word translation techniques. Students substituted every word in their chosen language for translation. Word-for-word and literal translations dominated their approaches. The selected examples illustrating students' translations demonstrate the direct transfer of every word into French or Arabic, sometimes without conveying the intended meaning. Their primary focus seemed to be on mechanically transferring each word from English into French or Arabic, often without due consideration for structural nuances.

The strategies employed by students who translated into French and those who translated into Arabic were remarkably similar. Despite French sharing more morphological features with English compared to Arabic, both sets of translations encountered similar challenges. Students often believed that maintaining the source language's structure wouldn't

impact the meaning of the target language and that simply transposing words from one language to another would suffice for conveying meaning. This belief underscores the notion that they viewed translation as a direct word transfer, which is an oversimplification. This further highlights the necessity for students to develop a more nuanced understanding of text manipulation during translation as well as a grasp of various translation techniques and strategies. Additionally, their provided translations often appeared to rely on intuitive choices rather than deliberate application of techniques.

In summary, the analysis reveals that students predominantly leaned towards word-for-word translation, often retaining the structure of the source language. Some students attempted literal translation, taking into account certain grammatical aspects. However, even in these cases, achieving seamless and coherent target language expressions proved challenging. The prevalent use of these techniques underscores the need for students to move beyond rigid adherence to source language structure and explore strategies that ensure both structural fidelity and target language fluency. Moving forward, the next step involves analysing students' translations at the word level. This process provides deeper insights into how individual word choices impact the quality of the translation and sheds light on potential improvements to enhance the accuracy and coherence of the rendered text.

### **3.10.1 Students' Translation at Words Level**

The selection of words in a translation plays a pivotal role in conveying the intended meaning accurately and effectively. Every word carries nuances, cultural connotations, and shades of meaning that significantly influence the interpretation of a text. In the context of translation, careful consideration of word choices is essential to capturing the essence of the source text while ensuring the coherence and fluency of the target language.

Analysing students' translations at the word level provides a closer examination of how these choices impact the translation's precision and quality. This scrutiny reveals the intricate interplay between language and meaning, highlighting the critical role that meticulous word selection plays in producing a successful and faithful translation. Consequently, it is crucial to examine how students select counterparts during translation and assess the adequacy of their choices. The examination begins by analysing translations from English to French and then from English to Arabic.

### 3.10.1.1 From English into French

The careful use of vocabulary is of utmost importance in the pursuit of effective translation. Every word holds substantial meaning, connotation, and cultural context, making it a crucial element for properly conveying the underlying essence of a written piece. Therefore, the analysis of students' choice and usage of words in their translations provides valuable insights into their strategies and the challenges they face. The objective of this inquiry is to examine certain terms and the translation choices made by students. The subsequent tables present a range of words alongside multiple translations provided by the students. This evaluation is carried out in the specific domain of English-to-French translations, enabling the researcher to identify the subtleties and intricacies that define the students' choice of words during the translation process.

**Table. 3.6. Students' Translations of Main Words of the Title**

The Words in SLT	Students' Translations in TLT
<b>A gossip</b>	Une rumeur, Les rumeurs, Un potin, les potins, les bavardages, les commérages, Les ragots, les médisances.
with	Avec, entre, des.
the	Les, des

girls	Filles, dames, femmes,
Just	Juste, seulement, simplement
pick	Choisis, Choisissez, prendre, prenez, prends
anyone	n'importe lequel, n'importe quel
Oof	Des, de, parmi.
forty	Quarante, 40,
subjects	Sujets, sujet

*a- A gossip with the girls? Just pick any one of forty subjects. (title)*

Table 3.5 shows the way students translated every word. Starting with the word "gossip," they translated it into French, opting for the following equivalents: "rumeur," "rumeurs," "potin," "potins," "commérages," "ragots," "médisances," and "bavardages." These French synonyms suggest a negative interpretation of speaking negatively about others, except for "bavardage," which can represent both a positive and a negative way of speaking about others. In this context, "gossip" refers to discussions about various interesting topics rather than spreading rumours. Furthermore, all of these words can be found in dictionaries and can be synonyms for the word "gossip" in its context, which is not always the case.

Moreover, while some students used singular forms of words such as "rumeur," "potin," and "ragot," others used plural forms. Students should have considered whether to use the singular or plural because some could not distinguish the English singular from the plural or forgot they were dealing with two different systems. The word "girl" represents "a female child or young woman, especially one still at school" (Cambridge, 2022). "Girls" was translated into "filles," "dames," and "femmes." Even if the meanings of these three translations differ in dictionaries and represent different meanings, they are acceptable in this situation. If the context is taken into account, "dames" and "femmes" are more appropriate, but "filles" is also an acceptable translation because age is no longer an issue in everyday speech, and girls or "filles" can also be used for very old ladies.

In English, "pick" can be used with the feminine, masculine, and plural forms without modification. Similarly, variations are observed in the French translations for the masculine

and feminine forms, with some students using 'prend' for the singular and others opting for 'Prenez' in the plural, which is also suitable for formal contexts. "Prend" and "Prenez" are conjugated, while some students used "prendre," which is an infinitive verb. Students translated "choisis" and "choisissez," which can be accepted since they do not affect the meaning. Furthermore, in this case, "pick" is the synonym for "choice," and both can be used interchangeably.

In English, the adverb "just" can have several meanings; in this sentence, it expresses "simply," which is used to emphasise the sentence and is translated into French as "simplement" or "juste," and "seulement" by students. Except in a few sentences where students used word-for-word translation, all translations of "just" are acceptable. "Adverbial adjectives are almost always placed after the verb" (French Grammar Rules, 2020).

Some students used "sujet" and "sujets" twice in the title, whereas French, like English, does not tolerate repetition. Repeating information or words that the reader is already familiar with is unnecessary. "With" is a preposition that means "in the same place as"; "avec," "entre," or "directly," "comméragé des femmes" is the way "with" is translated into French. "Avec," "entre," and "des" are accepted translations since they do not affect the sentence's meaning.

When analysing the students' translations of the title at the lexical level, it becomes apparent that the choice of words plays a vital role in determining the accuracy and coherence of the translated text. The observed disparities in their selections serve to underscore the nuances and complexities that are part of the process of translation.

*b- Women are **experts** at gossiping – and **they** often talk about **trivial** things, or at least that's what **men** have always thought. However, according to research **carried out** by **professor** Petra Boynton a **psychologist** at the University of London, when **women** talk to **women** their **conversations** are not trivial at all, and **cover** many topics (up to 40) than when **men** talk to other men.(passage One)*

Sentences are gathered, and words that have already been stated or that have no effect on the translation are disregarded. The emphasis was placed on the words that alter the meaning. To prevent redundancy, the single and plural forms were also noted.

### Table.3.7 Students' Translations of Main Words of Passage One

Words in English SL	Student's Translation into French TL
Experts	Experts, expert, experte, expertes, Spécialistes, machiavéliques
They	Elles, ils, elle
Trivial	Trivial, triviales, insignifiants, insignifiant, banales, inutiles, futiles,
Men, Women	Homme, un homme, des hommes, femme, la femme, femmes , es femmes, des femmes
Carried	Porté, transporté, adopté, menée, effectuée
Out	Par, dehors, extérieur, ailleurs
Professor	La professeuse, le professeur, la professeure
Conversation	Conversation, jacasserie, papotage
Cover	couvrent,,cachent,dissimulent

As depicted in Table 3.7, the translation of the word "experts" by students exhibited a range of interpretations. Some students rendered it as "experts," preserving the original form, while others introduced an "e" to create "experte," reflecting the feminine form. Additionally, a distinct group translated it as "expertes," accounting for the plural aspect. Both "experts" in English and "expertes" in French can be used interchangeably, signifying the same thing. Furthermore, some students opted for "spécialistes," which is an acceptable alternative in this context. Notably, a final group used the term "machiavéliques," which denotes speaking improperly and immorally about others. This choice illustrated the students' perception of gossiping as a negative form of speaking about others. For these students, the word "machiavéllique" was deemed the ideal approach to conveying the negative and forbidden nature of gossip.

In terms of gender agreement, the pronouns 'Elles,' 'ils,' and 'elle' were employed in translations. The majority correctly chose 'elles' in the plural form. However, some students translated it as 'elle,' which is singular and does not align with the context of the text. This issue is comparable to other instances where words were not translated in their plural forms, such as 'women' and 'men,' which were translated in the singular. This demonstrated that these students may not have been aware that 'women' and 'men' are irregular plurals, not requiring an 's' for pluralization. The last category's use of 'ils' indicates that they did not distinguish between the feminine and masculine forms in English.

Regarding the word 'trivial,' derived from the Latin 'trivialis' and having the same meaning in French and English, students employed various French equivalents. However, since the meaning was preserved in all translations, they were deemed acceptable and did not alter the connotation. Primary students' translations are presented in Table 3.7.

The translation of the phrasal verb 'carried out' presented a challenge for most students. They often interpreted the first word 'carried' separately from the second 'out,' resulting in varying degrees of preservation and distortion of the intended meaning. Acceptable translations included 'menée par' and 'effectuée par,' which appropriately incorporated 'par' to convey the accurate connotation. However, other students' choices, such as 'porté,' 'transporté,' and 'adopté' for 'carried,' and 'dehors,' 'extérieur,' and 'ailleurs' for "out," did not align with the intended meaning in the source language text. These choices seemed to be arbitrary, with students selecting from among synonymous options in the target language dictionary without considering the context.

The word 'professor' presented an interesting gender agreement challenge in translation. Some students translated it into the masculine form 'Professeur,' while others opted for the feminine form 'professeuse.' This discrepancy may be attributed to either the students not recognising 'Petra' as a female given name and translating it as 'Professeur' in line with the masculine form, or they understood that rank was not inherently associated with the individual who occupies it, as in the context of the text. Another category chose 'la professeuse,' indicating an attempt to apply the French rule that the feminine form of words ending in 'eur' is 'euse.' However, this rule has exceptions, and 'professeuse' may not be accurate in this context.

In the translation of 'conversations,' referring to 'talks and discussions' in this part of the text, students commonly employed 'conversation,' which is an acceptable choice as it pertains to interactions between women without specifying the type of communication. However, some students altered the context by translating it as 'jacasserie,' signifying pointless chat with much noise. This departure from the intended meaning occurred as students associated it with their understanding of gossip.

Finally, in the SLT translation of 'cover,' meaning 'comprise,' 'comprise,' and 'deal with,' students directly translated the word as 'couvrent,' which has an identical meaning in French. Others chose 'cache,' 'dissimule,' 'cachent,' and 'dissimulent' in both singular and

plural forms. These translations altered the original sentence's meaning. When seeking synonyms in the TL dictionary, students occasionally select words without considering their contextual meaning, assuming a direct correlation between the words in the SLT and TL dictionaries.

*C- Women's conversations **range** from health to their houses, from politics to fashion, from films to family, and from education to relationship problems. Almost everything, in fact, except football. Men **tend** to talk about fewer subjects, the most **popular** being work, sports, jokes, cars, and women.* (passage Two)

**Table. 3.8 Students' Translations of Main Words of Passage Two**

Words in English SL	Student's Translation into French TL
Range	Change, changent, vont, gamment, assortent,
Tend	Tient, ont tendance, tendre

Several students translated the word 'range' in a manner that deviated from its usual plural form, opting for 'change' in the singular. This deviation from the plural form was a recurring error. Conversely, some students appropriately used 'changent' in the plural and 'vont,' choices that effectively maintained the sentence's intended meaning, describing the various types of discussions women engage in. On the other hand, 'gamment' and 'assortent' were selected by other students as translations for 'range.' Those who chose 'gamment' did so simply because it appeared among the French synonyms, without considering its contextual meaning. The choice of 'assortent' seemed to involve transliteration from English, as 'assort' is a synonym of 'range,' albeit with limited applicability in this context.

The word 'tend,' which typically carries a straightforward meaning, was primarily translated as 'ont tendance' by the majority of students. This translation is acceptable and aligns with the original meaning. However, it was unexpected to encounter alternative translations such as 'tient' and 'tendre.' 'tient' is derived from the verb 'tenir,' meaning 'to hold,' and does not convey the intended meaning in this context. On the other hand, 'tendre,' which appears to be a transliteration of 'tend' with the addition of 're,' diverges significantly in meaning. In French, 'tendre' can refer to emotions, foods that are easy to cut and chew, or objects that offer little resistance to pressure, none of which align with the intended meaning in the text.



This analysis highlights the variations in word choices made by students during translation and underscores the importance of selecting appropriate equivalents that accurately convey the intended meaning in the given context. It also emphasises the need for students to not solely rely on dictionaries but to consider contextual relevance when choosing words for translation.

In the present excerpt, the analysis of sentences d and e is conducted jointly, as the primary emphasis is placed on translations that diverge at the word level.

- d- *Professor Boynton interviewed over 1,000 women for **her** study. She also found that women **move** quickly from one subject to another in conversation, whereas men usually **stick** to one subject for longer periods of time.* (passage three)
- e- *Professor Boynton also says that men and women **chat** for different reasons. In social situations, women **use** conversation to **solve** problems and reduce stress, while men chat with each other to have a **laugh** or to **swap** opinions.* (passage four)

**Table. 3.9. Passage Three and Four Main Words Translations**

Words in English SL	Student's Translation into French TL
Her	Ses, son
Move	Passent, changent, se déplacent, bougent,
Stick	S'entient, restent, collent, coller,, secontentment, transpercent, se coincent
Chat	Chat, discutent
Solve	Rompre, orquer r, resoudre
Laugh	Sourire, rire
Swap	Troquer, remplacer, échanger

The translation of “her” prompted diverse interpretations, with some students opted for “ses,” while others chose “son.” However, a notable concern arises from the confusion

between singular and plural forms. This inconsistency in translation impacted the association with the subsequent word, “study.” “Ses études” suggests ongoing study, while “son étude” indicates research, thereby altering the context.

The English term “move” can assume diverse meanings based on the specific context. In English-French dictionaries, the primary proposed counterparts are ‘bouger’ and ‘déplacer,’ clarifying why certain students selected ‘bougent’ and ‘sedéplacent.’ However, this preference fails to align with the intended meaning of the source text (SLT), resulting in a lack of coherence. On the other hand, a smaller portion of students chose ‘passent’ and ‘changent’ as alternatives, which better suit the context and maintain coherence.

In the context being discussed, the term “stick” signifies the act of persisting in a situation over an extended period. Another valid translation option is ‘se orquer r t.’ Nevertheless, a minority of students who used this term made a spelling error, resulting in ‘secontentement’—a noun form—while mistakenly adding ‘se,’ rendering it inappropriate. Alternatively, a group of students chose synonyms such as ‘collent,’ ‘transpercent,’ and ‘se coinent,’ which can be found in English-French dictionaries. This observation highlights two key insights. Firstly, some students tend to assume that any synonym in the target language effectively conveys the intended meaning. Secondly, it reinforces the notion that directly translating isolated words between languages yields comparable effects and generally does not distort meaning, as these words belong to the same spectrum of synonyms. Conversely, a subset of students concentrated on comprehending the contextual significance of ‘stick.’ As a result, they translated it as ‘s’entiennent,’ a fitting choice given the situation.

The translation of “chat,” meaning “discuss” or “talk” in this context, was preserved as “chat” by some students in their French translations. Although this word can be employed in informal contextual settings in French, the issue arises in its usage, as they retained it in the same form as it is used in English when they needed to employ the plural form of the French verb. Conversely, the remaining students correctly used “discutent,” which adheres to the appropriate verb form.

On the subject of “solve,” it signifies finding solutions. However, translations like “orque” (break up) and “orquer r” (give up) deviate from the intended meaning of resolving problems. Some students rightfully chose “résoudre,” an appropriate translation,

while others opted for “sauver.” This unexpected choice could result from an association with the following word, “problem,” revealing a misalignment with the text’s intent.

Turning to ‘laugh’, which was accurately translated by the majority as ‘rire,’ presented a perplexing situation when a few students rendered it as ‘smile’ in French, equivalent to ‘sourire’. This confusion is puzzling given that ‘smile’ has a distinct French translation. This observation strongly implies that this particular group of students might not grasp the clear distinction between ‘smiling’ and ‘laughing,’ mistakenly deeming them interchangeable, despite the evident divergence in meaning between the two actions.

Examining the variability in translating “Swap” follows a pattern similar to previous cases, highlighting the impact of synonym selection. While the correct translation is “échanger,” students opted for “orquer” and “remplacer.” This further underscores the point that the choice of synonyms without careful consideration of contextual nuances can lead to inaccuracies in translation. The term “échanger” precisely fits the context of mutual exchange, a nuance that the other terms fail to “apture.

With a focus on the students’ approach to translation, the preceding analysis delved into a selection of English terms and their corresponding French translations. The purpose was to emphasise how students’ perceptions of word meaning and the degree to which they considered contextual nuances influenced their translation decisions. This examination exposed a recurring tendency among students to opt for direct and literal translations, often overlooking the intricacies of context that are essential for accurate transfer. Consequently, this inclination led to various instances where the intended meaning was altered or lost altogether. It is important to emphasise that while not all words were individually addressed to avoid redundancy, the underlying issue of translation precision remained consistent across the selections. Even when the specific words differed, the broader theme of inadequate consideration for contextual nuances persisted. As the analysis now shifts its focus to the students’ translation of English terms into Arabic, the exploration deepens into how these challenges in word choice and contextual understanding manifest in a new linguistic landscape.

### **3.10.1.2 From English into Arabic**

The analysis of terms in isolation distinctly defined the students' approach to English-to-French translation. This section thoroughly investigates the underlying factors that shaped and impacted the students' English-to-Arabic translations. When students engage in the process of translating text from one language to another, they encounter a multitude of challenges, especially when dealing with words that possess multifaceted meanings and nuanced cultural connotations. The Arabic translation of certain English words becomes a focal point, offering insights into students' varying interpretations, linguistic abilities, and the decisions they make during the translation process. This analysis delves into specific English words and their corresponding Arabic translations, providing a deeper understanding of how students navigate these complex linguistic and cultural nuances.

A- A **gossip** with the girls? Just pick any one of 40 subjects

**Table 3.10. The title's Main Words Translations**

Words in English SL	Student's Translation into Arabic TL
Gossip	الذميمة، لغوة ثرثرة، الدردشة، الزبيل والذال الإشاعات
Girls	فتيات، البنات، الشابات، النساء
Pick	اختار، اختاري، اختر، اخناروا، اخنرن، اطف، اطفني، اطفوا، اطنن

The Arabic translation of the word 'gossip' posed an interesting challenge for students. While the Cambridge English Arabic dictionary provides 'ذميمة' as the equivalent, emphasising its potential for untruthfulness in discussing others' private lives, some students indeed chose 'ذميمة' as a synonym for gossip. However, some students used the notable misspelling 'ذ', which in Arabic means 'nonsense,' while others correctly translated it as 'ذ'. This translation preserves the meaning of the source text.

Furthermore, the term 'ثرثرة', which has various meanings including 'gossip' and 'nonsense', as well as other synonyms like 'chat' and 'small talk,' provided students with multiple options. Students who chose 'لغو' and 'ثرثرة' offered appropriate and acceptable translations. In contrast, some students translated it as 'الذميمة', 'الذيل والذال', and 'الإشاعات', which have connotations more aligned with 'rumour' rather than 'gossip,' and these choices might not convey the intended meaning in this context.

The translation of 'girls' in the title displayed variation based on students' backgrounds and their interpretation of the term. 'البنيات' and 'الشابات' were appropriate translations, with the latter signifying young women but still acceptable in the context of the title. 'البنات' was also used, indicating both 'daughters' and 'girls,' making it a reasonable choice. However, some students opted for 'النساء,' which refers to 'women,' especially adult females, and might not align with the intended meaning in the context of the title.

The translation of 'the verb'pick' in the imperative form showcased two distinct groups among students. The first group selected the correct Arabic word, 'اختر,' while the second group chose 'اقطف,' which, while an equivalent for 'pick' in some contexts, might not be suitable in this particular context. Additionally, students in both groups used different forms of 'pick' in Arabic.

**Table 3.11. Students' Translation of 'Pick'**

SLW Pick	
Students' Translations	
Group I Translations اختار Different Moods	Group II Translations اقطف Different Moods
اختار	اقطف
اختاري	اقطفي
اختر	اقطف
اخاروا	اقطفوا

اخترن	أقطنن
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Table 3.11 illustrates the diverse usage of singular and plural forms of 'اخترن' and 'أقطنن' by students, along with variations in the application of masculine and feminine forms. It's important to note that students are not solely responsible for these variations, as the English imperative form of 'pick' and similar verbs does not specify single, dual, plural, masculine, or feminine forms. Arabic, however, does make such distinctions, which leads students to choose different translations of 'اخترن' and 'أقطنن' based on their individual knowledge and interpretations.

b-Women are *experts* at *gossiping*, and they often talk about *trivial* things, or at least that's what men have always *thought*. C-However, according to *research carried out* by *Professor Petra Boynton*, a psychologist at University College London, when women talk to women, their conversations are not trivial at all and *cover* many more topics (up to 40) than when men *talk* to other men. (Passage One)

Table 3.12 Passage One Main Words Translations

Words in English SL	Student's Translation into Arabic TL
Experts	خبراء، خبيرات، كليات، أكابر، متخصصون، متخصصات، مختصات، مختبرات
Trivial	بلاهة، ناهة، ناهة، عادية، بدئية، الطينية، الطينية والضعيفة، محددة، غير محددة، أمور بدئية، سخيفة، سطحية، محزنة، الكالم الباناه، محولة
Research	دراسة، الدراسات، بحث، الأبحاث، البحوث
Carried	قامت به، أجرته، أنجزه، مر نوع، مؤول

Out	خارجي، ظاهري، بعيد
Professor	البروفيسور، البرونيسورة
Cover	تغطي، تحوي، تعالج، تكسو، تغلف، تخني

The diverse range of translation choices made by students underscores the complexities and nuances of the translation process. Below is a summary of the observations pertaining to the translations of particular words:

Students selected different words for 'experts', a plural noun used for feminine and masculine forms in English. It is defined as "people with exceptional skill or understanding in a particular field. Students respected the plural form even though not all translations were accurate, but there were some issues with the feminine and masculine forms. Students proposed the following translations for this term: 'مخبرات، مخصصات، مخصصات، محترفات' Despite some differences when defining these translated Arabic terms, they all indicate specialisation in something. In this case, it involves "gossiping," and all of these transfers may be acceptable.

Moreover, students respected the feminine plural form of Arabic. Other students just used *مخصصين* and *خبراء* which is the masculine plural in Arabic, while a minority used *مخبرات* and which is irrelevant in this context since it is related to "size" or "age." Two students used *الكثير*; their translation did not affect the meaning. At this stage, most students translated words out of context; however, individual words did not destroy the meaning in this instance. Some students' inappropriate use of the feminine form was the only source of the problem.

The first observation about the translation of 'trivial,' which in this context means 'unimportant,' is that students made an excessive number of transfers to this adjective, such as *تجاهل العالم الناه، ناهة تجاهل العالم الناه، ناهات، ناهات*. These conversions are closer to 'superficial' or 'shallow' than 'uninteresting topics'. Others used 'عدالة' which is a legal proceeding, and the only plausible explanation is that they confused it with 'trial', which had no relevance to the context. The use of "مجهولة" is inconsistent in this context because discussions are not classified as 'unknown' but as 'uninteresting', and this differs. When checking synonyms in different English-Arabic dictionaries, all synonyms suggested by students in table 3.12 are included, depending on the situation. The students focused on the word without its contextual meaning because any synonym sufficed for them.

In English, the word research does not have a plural, whereas in Arabic, both duality and plurality exist, which explains why students switched between the singular and plural forms. Some students rendered it as 'دراسة', which has multiple meanings in Arabic, including 'research' in the context of this text. Similarly, 'بحث' has numerous synonyms, one of which fits the context, making both choices appropriate. The use of the plural forms by other students, 'الدراسات' and 'البحاث' is inadequate given that the research concerns one subject area.

The phrasal verb 'carried out' was separated into two parts and translated separately, which completely altered its meaning. A minority of students provided a correct transfer without detaching 'carried' from 'out' and selected equivalents such as 'أجرته، أنجزه، قامت به', all of which are acceptable except for 'أنجزه' which uses the masculine form. The remaining students separated the words and selected synonyms such as 'مزيل، مرنوع' for 'carried' and correlations such as 'ظاهري، خارجي، بعيد' for 'out'. If each of the two words were used independently in a different context, these phrases would be acceptable translations. Such transfers demonstrate that the majority of students translate words independently.

In Arabic, the equivalent of 'professor' in this context is 'أسنادة جامعة', but this interpretation is too general and does not specify the rank. Teachers' ranks at the university differ, and there is no equivalent except the borrowed word 'professor'. For this term, students used transliterations in the masculine and feminine forms. 'البرونيسور، البرونيسورة' is sometimes used in translated texts in this manner, but the only Arabic equivalents of professor are 'أسناد' used in translated texts in this manner, but the only Arabic equivalents of professor are 'أسنادة جامعة' or 'أسنادة جامعي'. All transfers are acceptable; the only issue is that those who chose the masculine form thought that 'Petra Boynton' was a man. It is evident in the rest of their translation, where they continued using the masculine form, which distorted the meaning.

The students' translations of 'cover' are divided into two categories. The first involved students who selected various synonyms that successfully preserved the meaning of words such as: 'تغطي، تحوي، تغطي'. The second consisted of words that distorted meaning and did not convey it, such as 'تغطي، تغطي'. The author's intended meaning is to include or discuss additional topics whereas the use of 'تغطي' is to place one thing over another, which is not the case in this passage. Moreover, other students employing 'تغطي' in Arabic could have several meanings and definitions except the one suggested by this text. Again, main students selected words separated from their contexts which led to confusion. Moreover, students think that all synonyms found in dictionaries are similar and espouse all meanings.



Women's conversations **range** from health to their houses, from politics to fashion, from films to family, and from education to relationship problems. Almost everything, in fact, except football. Men **tend** to talk about fewer subjects, the most **popular** being work, sports, jokes, cars, and women. (Passage Two)

Table 3.13 Passage Two Main Words Translations

Words in English SL	Student's Translation into Arabic TL
Range	نور، تمحور، تراوح، نشكيلة، نطاق، تمند
Tend	يميل، يحضر، يراؤب، يشرف، يرضي
Popular	

The term 'range' can be used in different situations depending on the settings. As specified in Table 3.13, each group of students presented an interpretation. The first group selection of 'نور، تمحور، تمند' is appropriate because students considered the meaning. The other groups chose words that can be synonyms for "range," such as "نراوح، نشكيلة، نطاق" but are used in other contexts or situations. The students chose synonyms at random and used them in contexts that provided ambiguity.

The correct Arabic connotation is 'tend' , 'يميل' which is close to the intended meaning in SL. The remaining students chose suggested synonyms from English-Arabic dictionaries, such as 'يحضر، يراؤب، يشرف، يرضي'. Unfortunately, these synonyms do not suit this context.

In this context, the term "popular," which means "common," "habitual," "regular," or "widespread," has multiple translations. Some students' transfers were 'أغلبينها' and 'شائعة' , which did not distort the meaning of the rest of the sentence. Others opted for 'شعبية' , 'مشهورة' . These are also synonyms in bilingual dictionaries that suit other circumstances. Furthermore, in Arabic contexts, 'popular' is frequently used with people more than things, just as with topics in this text.

Professor Boynton **interviewed** over 1,000 women for **her study**. She also **found** that women **move** quickly from one subject to another in conversation, whereas men usually **stick** to one subject for no longer periods of time. (passage Three)

Table 3.14. Passage Three Main Words Translations

Words in English SL	Student's Translation into Arabic TL
Interviewed	سأل، تحدث، زادت باسئجاب سأل، تحدث، خاطبت، اسئجوبت
Her study	زاء دراسئها، من أجل دراسئها، أكثر من 1000 امرأة لدراسئها، أكثر من 1000 امرأة لدراسئهم، أكثر من 1000 امرأة من أجل دراسئهم،
Also found	هي أيضا وجدت، هي أيضا لاحظت، هي أيضا الكشئت
Stick	عؤون، بلصؤون، بئون، بئون

The initial observation regarding the translation of 'interviewed' revealed that some students employed the masculine forms سأل, تحدث, while others correctly chose the feminine forms خاطبت, اسئجوبت. A secondary observation pertained to the treatment of this term. Some students rendered it as one word, such as 'زالت' and 'سأل', while others preferred a two-word construction, such as 'أجرت مؤابلة' and 'زادت باسئجاب'. Furthermore, as evident in the preceding Arabic examples, variations were noted in the use of singular and plural forms, with some students opting for 'إجراء مؤابالت' and 'أجرت مؤابالت', which is the correct choice. The translations provided by students exhibited a range of approaches. While some of these renditions were deemed acceptable, others resulted in a distortion of the intended meaning. Incorrect interpretations, such as 'الكشئت', 'سأل', 'الندعئ', 'الكشف', 'زأل', 'بئى', 'سئدعت', and 'سئدعت', whether in the masculine or feminine form, deviated from the intended meaning.

The translations provided by the students for 'her study' exhibited notable variations. Some students translated it as 'أنزاء دراسئها', intending to convey the period when she was actively engaged in her educational pursuits. However, others opted for 'أنزاء دراسئها للزساء', a translation that, in Arabic, implies a focus on the study of women rather than the intended subject matter. In a different vein, some students used the plural form 'أنزاء دراسئها', suggesting multiple studies, which is grammatically incorrect and, notably, mirrored this error in the Arabic expression. These differences in translation choices resulted in divergent meanings that did not accurately convey the intended message, as highlighted in Table 3.14. Two students' translations, 'بئى سئاق الدراسة البئى نؤوم بها' and 'بئى سئاق بئها', aligned more closely with the intended meaning."

The students' word-for-word translation of 'هي أيضا وجدت، هي أيضا لاحظت، هي أيضا الكشئت' resulted in a significant change in meaning. In this literal interpretation, it suggests that

other researchers have conducted similar research and discovered similar results. However, in the source language text (SLT), Petra Boynton was the sole researcher mentioned.

Once again, the majority of students opted for a literal translation of 'stick' into 'بلصقون'. While this term may be understood in the context of the Algerian dialect, it is not suitable for the specific context employed by the students. A check in a bilingual dictionary reveals that 'بلصق' appears alongside synonyms for 'stick,' such as

ر غ رَس، أَصْل، صِرْق، شَب، نَفَز، وَخَز، وَضَع، وَخَز، طَعَن، مَرَّ، لَزَقَ، شَرَك. This indicates that the students may have chosen this term at random, assuming that any synonym would convey the intended meaning.

*Professor Boynton also says that men and women chat for different reasons. In social situations women use conversation to solve problems and reduce stress, while men chat with each other to have a laugh or to swap opinions. (passage Four)*

The misinterpretation of students regarding the translation of the words "men" and "women" for "different" and "reasons" highlights the challenges of translating idiomatic or context-dependent expressions. In the SLT, the phrase implies that men and women have different topics of conversation. However, the students' interpretation of Arabic suggests that men and women converse with one another for a variety of reasons, which changes the original intention.

Students' use of a literal, word-for-word translation approach is to blame for this misinterpretation. When translating word by word, especially in idiomatic or context-dependent phrases, the intended meaning can easily be lost or distorted. Additionally, some students may believe that synonyms in bilingual dictionaries are interchangeable and have identical meanings in all contexts, which can lead to inaccuracies in translation.

It is crucial for students to not only have a strong grasp of the languages involved but also to consider the broader context and idiomatic expressions when translating. This emphasises the importance of context-based translation and the need to convey the intended meaning accurately rather than focusing solely on individual word translations. The analysis of this first text reflected similar translation attitudes among the majority of students.

### 3.11 Students' Translations of the Three Texts

The researcher conducted a comprehensive and meticulous analysis, purposefully selecting specific samples from the remaining three texts to avoid redundancy. This thorough selection process aimed to demonstrate that students' translations received in-depth scrutiny without any being overlooked. The selection criteria were primarily centred on two fundamental aspects: the structural elements and the choice of words.

Significantly, the students demonstrated a consistent approach in terms of both the structural components and lexical selections in all four texts. Consequently, the decision to showcase some similar examples from the remaining three texts illustrates what has already been noticed: that the majority of students predominantly employed the same approach. Therefore, the analysis shifted towards mainly exploring novel sentence types, including proverbs and idioms, along with their corresponding translations into Arabic. The objective of this shift was to offer novel perspectives and prevent any potential redundancy. In the next section, a few specific examples are delineated.

### **3.11.1 Students' Translations at the Sentence and Word Levels of Text Two**

A thorough analysis was conducted, and the researcher selected specific samples from the text 2 to avoid redundancy while demonstrating that all of the students' translations were carefully examined and none were overlooked. The following examples from text two were chosen:

#### **3.11.1.1 From English into French**

The primary emphasis lies on the translations conducted by students from English to French.

**Text 2:** Men talk just as much as women – can it really be true?

It appears that none of the students who chose to translate this text provided a translation for the title, even though all the spaces to be filled on the sheet of paper were clear. Additionally, it seems that students who opted for English-to-French translation were confident in their abilities.

a- research by psychologists at the University of Arizona has shown that the stereotype that **women talk** more than men may not be true. (Sentence one)

- 1- **Recherche** de **psychologistes** de l'université **d'Arizona** a montré que **le stéréotype** que **les femmes parlent** plus que les hommes peut-être pas vrais.
- 2- **La recherche psychologique** à l'université d'**Harizona** a démontré que le stéréotype **féminin** qui parle plus que **la femme** est peut-être pas vrai.
- 3- **Une recherche** par des **psychologistes** de l'université d'Arizona a montré que (**a space is left**) **la femme parle** plus que **l'homme** est peut-être vrai.
- 4- Une recherche par des **psychologues** de l'université **Arizona** a montré que le stéréotype que **les femmes** parlent plus que **les hommes** peut-être **pas** vrais.

The translations provided by students appear to lean towards a word-for-word approach. This is evident in the striking similarity among the four translated sentences, where the primary difference is the language used, while the word order remains consistent. Consequently, the structural elements in both the source language (SL) and target language (TL) are nearly identical. When it comes to word choice, it seems that students translate individual words independently, potentially resulting in some loss of meaning and nuance.

**Table 3.15** Main Words Translations of Sentence One

<i>The English Words</i>	<i>Students' French Translation</i>
Research	Recherche, Une recherche, La recherche
<i>Psychologists</i>	<b>psychologists, psychologique, psychologistes, psychologues</b>
Arizona	<b>d'Harizona, Arizona</b>
Stereotype	<b>le stéréotype</b>
Women	<b>Les femmes, Feminin, Femme</b>

Talk	<b>parle, parlent</b>
Men	<b>hommes, homme</b>

The French term for "research" is "la recherche," or in its plural form, "les recherches." However, in English, when the plural form is used, it functions as a verb. Consequently, it is essential to include an article when commencing a French sentence in this context. A closer examination of Table 3.15 reveals that some students initiated their translations with "recherche'," while others opted for "une recherche." It's worth noting that neither of these translations is entirely accurate. The former lacks a definite article, which is essential in French sentence structure. The latter employs an inappropriate indefinite article, making the term "research" overly broad and unspecific in this particular context. It's evident that "la recherche" in this text pertains to specific research conducted by defined individuals at a particular university, necessitating the use of the definite article "la."

Some students retained the English noun 'psychologists,' while others added an 'e' ('psychologistes'). The specific context in which the translation is used influences the diversity of translation choices.. It is important to recognise that while 'psychologistes' may seem unusual in everyday conversation, it is a plausible choice in certain contexts, particularly in academic or professional settings. Additionally, some students opted for 'psychologique,' which is an adjective, not a noun, and this choice highlights the importance of context in translation. However, 'psychologues' stands out as the most accurate translation, capturing the essence of the term 'psychologists' in French.

The analysis of the translation of "Arizona" in this text reveals diverse approaches employed by students. While some students retained the term "Arizona" without any modification, others added an "H" to it. The reason behind this variation is not immediately clear, and it may be attributed to potential spelling mistakes or uncertainties. However, a particularly noteworthy observation is that in Sentence 4, some students interpreted "Arizona" as the name of the university where the experiment took place rather than referring to the state. This interpretation could indeed have a significant impact on the meaning of the source language text, potentially leading to confusion or a different interpretation of the context.

The majority of students were successful in translating the term "stereotype," which closely resembles its French counterpart "stéréotype," with the addition of French accents. However, it's worth noting that a portion of students left this term blank, failing to provide an

equivalent word. This omission might be attributed to a lack of familiarity with the term's meaning in both the source language (SL) and target language (TL).

'*Women*', the irregular plural form in English, is translated in this text again in the singular form by some students as 'femme'. It shows that the problem comes from ignoring English grammatical rules. Another translation for women was 'feminine', which can be accepted. However, the problem is with the rest of the sentence, where the student translated "men" into "women" which affects the meaning of the TLT and makes it atypical.

In this sentence, the verb 'talk' is in its plural form, indicating that it refers to the action of multiple individuals engaging in conversation. However, students' translations of this verb showed variation. While some students correctly rendered it into French as 'parlent,' matching the plural form, others used the singular 'parle.' One significant factor contributing to this variation might be students' familiarity with English grammar rules and their potential confusion regarding verb forms. Furthermore, students' proficiency levels in both English and French likely influenced their translation choices. Those with a higher degree of proficiency in both languages may have been better equipped to make nuanced translation decisions, taking into account the context and grammatical structure. Conversely, students with less proficiency might have employed a more literal or simplistic translation approach, resulting in variations in their translations.

The analysis of the translations for this text indicates that students who worked on this passage employed similar translation approaches to those observed in text one, especially concerning structural aspects. This consistency is reflected in the structural resemblance between the target language text and the source language text, which is evident in the full-text translations. The pattern of separating words from their meaning, which was noted in most, if not all, students, also persists in this text. Furthermore, since this text deals with research-related subject matter and incorporates terminology and concepts similar to those discussed in text one, there was no need to repeat the analysis for these shared elements, as students approached them in a similar manner across both texts. The focus was on identifying sentences that differed from the previous text to detect any new translation patterns or challenges that might have arisen.

Meanwhile, in the last sentence of the second text, the author used a borrowed proverb or a mixture of two different sayings. Before analysing the students' first translations, it was necessary to discuss this point. **"It says that to be a good male, it's better not to talk—that**

**silence is golden.**" First, this saying does not fit the end of this text because everything before it concerned research done to determine whether the stereotype which says women are more talkative than men is true or not. The researcher noticed that no saying is included in the original text from which this adaptation is taken. However, the sentence was maintained to evaluate how students deal with the translation of sayings and proverbs.

*b- It says that 'to be a good male, it's better not to talk—that silence is golden.'*

- 1- Il dit que 'pour être un bien mâle, il est mieux pas parler- que silence est d'or.'
- 2- Il dit que 'pour être un bon mâle, il est préférable ne pas parler- que le silence est en or.'
- 3- Il est vrai de dire qu'un bon homme, moins bavard que le silence est en or.'

In the analysis of the students' translations, a notable challenge arose when confronted with a sentence from the original text that contained a borrowed proverb or perhaps a mixture of two different sayings. The English sentence read, "It says that to be a good male, it's better not to talk—that silence is golden." Curiously, the source text from which this adaptation was drawn did not originally include any such proverb. Still, it was retained for the purpose of evaluating how the students would handle the translation of sayings and proverbs into French.

The students' attempts at translating this sentence varied considerably. In the first translation (b-1), each English word was replaced with its French counterpart without regard for the meaning, resulting in a literal word-for-word rendition that lacked coherence and correctness. This translation struggled to convey the intended meaning effectively. The second translation (b-2) offered a more literal approach but considered some grammatical aspects, making it somewhat acceptable. However, even this translation fell short of conveying the intended meaning effectively. The final translation (b-3) attempted to maintain some semblance of meaning but ultimately produced a sentence that was confusing and incoherent.

The students' translations struggled to capture the essence of the original English sentence due to the complexity of translating proverbs or sayings while maintaining coherence. The original English sentence presented a challenge in itself, as it seemed to blend different sayings, making accurate translation into French a demanding task that none of the



students fully mastered. As a next step, it would be valuable to examine how students tackled the Arabic translation of this text to gain further insights into their way of translating.

### 3. 11.1.2 From English into Arabic

In this phase of the study, the focus is on the translation of Text 2 into Arabic, with a specific emphasis on understanding the translation approaches employed by students and the challenges they encountered during this task. It's worth noting that there was some variation among students in their approach to translating the title into Arabic; some students chose to provide an Arabic title, while others did not. Furthermore, students generally continued to use the same translation method as observed in their previous translations. Regarding the structure of the target language text (TLT), students mostly maintained its structure, but there were instances where certain words were not effectively used in the translation. The main issue observed was the tendency to translate individual words independently from their original context, which at times resulted in translations that did not accurately convey the intended meaning of the original text. This highlights a common challenge in translation, where maintaining the contextual meaning can be complex.

*a- Men talk just as much as women – can it really be true?*

1-رجال يتحدثون نوط بؤدر ما النساء- وسعها حوا تكون حؤبؤة؟

2-رجال يتحدثون بؤدر ما النساء- هل يمكن أن يكون صحيح؟

3-الرجال يتكلمون مثل النساء-هل يمكن نعال أن تكون حؤبؤة؟

4-الرجل يتحدث تمام بكثرة كالمراة-هل هذا نعال صحيح؟

5-رجال يتحدثون نوط بؤدر ما النساء- هل في الح حؤبؤة هذا صحيح؟

6-الرجال يتكلمون مثل النساء-هل ممكن أن تكون حؤبؤة صحيحة؟

These are the main translations provided by students. The first example (1) shows to what extent the first group of students translate words separately and do not even check their translations. The idea needs to be finished in a word-for-word translation; the first part of the Arabic transfer needs to be completed; otherwise, the real meaning cannot be perceived in the TL. Similarly, the first part of sentence (2) corresponds to the translation of the preceding one

except for the omission of the word 'نُظِّتْ', while this omission does not significantly alter the intended message, it does impact the accuracy and specificity of the translation.

Sentence (3) introduces a notable change in semantic interpretation. It translates "talk" as "تتكلم" (speak), which could be understood as "Men speak like women." This translation captures a different nuance compared to the original sentence, emphasising behaviour rather than the amount of talking.

Translation 4 introduces significant changes. A category of students translated "men" as "الرجل" (the man) in the singular form, which is not faithful to the original plural "men." Additionally, it uses "المرأة" (the woman) in the singular, whereas the English sentence refers to women in the plural form. This kind of mistake is repeated whenever an irregular plural is used. The translation of 'men' is 'الرجل' and 'women' is 'المرأة' while in the source text, the author uses the plural form.

Sentences (5) and (6) in the Arabic translation continue the pattern observed in earlier translations, where students used phrases like "هل ني الحؤبؤة هذا صحيح؟" (Is this really true?) and "حؤبؤة صحيح" (true fact) to translate "can it really be true?" In both sentences, the term "حؤبؤة" (truth or fact) is incorporated into the translation. While the students' intention may have been to emphasise the idea of truth, the addition of "حؤبؤة" in these sentences can be seen as somewhat redundant. In Arabic, using "حؤبؤة" alone is generally sufficient to convey the notion of something being true or a fact. The inclusion of "صحيح" (true) or "صحيح؟" (true?) becomes superfluous and may even create some awkwardness in the translation. Therefore, a more streamlined and idiomatic translation would involve using "حؤبؤة" alone to effectively convey the intended meaning.

**b-** It says that 'to be a good male, it's better not to talk—that silence is golden.'

نقول لكي تكون أَسِحَّ يَدِ ذَكَرٍ مِنْ أَلْفِضَلِ أَلِ تَحَدِثِ - هذا الصمت

1- ذهب

2- "نقول إنه" لكي تكون ذكراً جيداً، من ألففضل أَلِ تَحَدِثِ - هذا الصمت من

ذهب 3- "لؤد زال" ليصبح ذكر جيد أنه أفضل من أَلِ تَحَدِثِ - والصمت ذهب

4- "نقول" لكي تكون أحسن ذكر من ألففضل أَلِ تَحَدِثِ - هذا السكوت ذهب

As observed in the overhead, students' Arabic translations, whether word-for-word or literal, are used. Each word is given an equivalent, providing the desired meaning or not. For the literal translation, for example, while in sentence (1), the adjective in the Arabic translation is kept before the noun, in sentence (2), the grammatical feature of Arabic is respected, and the adjective is mentioned after the noun.

The translation of 'good' into 'أجيد' is unacceptable in this context. The term *أَجْرَدٌ* in Arabic means 'having a long, beautiful neck', which has nothing to do with the meaning or intent of this saying. The students who opted for this transfer confused the grammatical alterations, conceivable with the term *أَحْسَنُ* 'which is the superlative form of *حَسَنٌ*' in Arabic and corresponds to the 'best' in English. In the case of *أَجْرَدٌ* being transferred into *أَجْرَدٌ*, this is not possible, and the meaning is completely altered.

The translation of the second part of sentence (1) by the first group of students of the phrase *هذا الصمت ذهب* can be interpreted as 'this silence is gone' instead of 'silence is golden' as specified in the SLT. Similarly, in sentence (4), another group of students replaced the Arabic word *الصمت* with its equivalent synonym *السكوت* and applied the same translation as the previous group for the rest of the phrase, which is *ذهب* and means 'gone' and does not correlate to the intended meaning either.

The analysis of text two was precise and concise since consideration was given to the concern of this research, which is the structure and the selection of words by students. For the sake of consistency and concerning the number of texts, the focus in the remaining texts was primarily on the structure and word transfer when they were comparable; only selected samples were presented, not all of them. Moreover, anytime something new and relevant to the issue of this investigation is noticed, it is instantly reported.

To conclude, similar ways of translating are detected in this second text. The English structure is maintained. Most students used word-for-word translation, while the rest employed literal translation. Furthermore, students preferred translating words separately and were certain that the meaning would remain the same.

### 3.10.2 Students' Translations at the Sentence and Word Levels of Text Three in Arabic

In this analysis of Text 2, it is notable that none of the students opted for a French translation; instead, they all chose to translate it into Arabic. The analysis, consistent with previous texts, primarily focused on evaluating the students' structural and word choices. Regarding the title, the majority of students did not attempt to translate it. For those who did, their translations exhibited variations influenced by cultural and contextual nuances related to the topic. Some students incorporated words that do not exist in Arabic, while others introduced misspelt terms. Despite efforts to pinpoint the issues with these words, it proved challenging to find equivalent terms or suggest approximate, similarly spelled alternatives to rectify the problem. The following selections serve as examples of the translations that the students provided:

a- *Mother-in-law from hell... or daughter-in-law from hell?*

1- أم في الوانون من الجحيم ... او اليبزة في الوانون من الجحيم؟

2- حماتها من الجحيم ... أم زوجة ابنها من الجحيم؟

3- الحماة الشمطاء ... أم زوجة البن الشيطانة؟

4- حماة من جهنم أم بنت من جهنم

5- أالم الوادمة من الزار

6- الحماة من الجحيم... أم زوجة البن من الجحيم؟

7- الحماة ... أو الكزة أو زوجة البن من الجحيم؟

8- أالم الغريبة الوادمة من الزار... أو الملولة الغريبة الوادمة من الزار؟

These are the principal translations of the title. Even from the beginning of text analyses, word-for-word and literal translations dominated students' translations. It is the first time the students' translations have been noticed as diverse. The translation of sentence (1) is a complete, word-for-word translation in which words are translated separately from their meanings. It is attributed to the students' ignorance of the meaning of 'mother-in-law' and 'daughter-in-law' for the two terms 'mother' translated into 'أم' and 'daughter' into 'اليبزة' were easily translated into their literal equivalents in Arabic. Students separated the two words from the phrase '-in-law', which in English is a prepositional phrase used to refer to a parent

of the husband or the wife. The translation of '-in-law into 'في الزانون' into Arabic is due to their association of the term law to its specific context, which is not related to family relationships in their minds.

Different students' translations of 'mother-in-law' were provided. Some students thought the words referred to the mother, 'الأم' which was not the case. Others recognised its significance and transferred it to 'لحماة', which is the husband's or wife's mother' in Arabic. The transfer of 'daughter-in-law', on the other hand, varied from 'الابنة' to 'بنات', the literal translation of the word daughter into 'الابنة' or 'بنات' in another context might be acceptable, but not in this one. The writer meant daughter-in-law, and the correct equivalent is 'البنة أو زوجة' 'البن'. The word, 'البنة' can refer to either the son's or brother's wife in Arabic.

The majority of students translated 'Hell' into 'لجحيم' or 'جحيم' or 'الزار', while the remaining students related it to the noun that came before it in both the first and last parts of the sentence where they employed it, as seen in sentences (3) زوجة الابن الشيطانية and الاحماة الشمطاء (3). This kind of transfer reflects the attitudes of Algerian society's mothers-in-law toward their daughters-in-law and vice versa. The translation of sentence (5) is also odd because the first part is interpreted as 'الأم الزادمة من الزار' and the second as 'المحلولة الغريبة الزادمة من الزار', not only both parts do not provide the intended meaning, but no Arabic meaning could be found to this word 'المحلولة'. Furthermore, the computer rejected the word and suggested alternatives, but none were suitable.

Students' transfers of the title depended on their interpretations. The majority of translated words differed from their real meaning. The trouble for the majority was with their confusion about their mother-in-law and daughter-in-law and the word-for-word transfer. For the first time, when a different translation of the title did not use word-for-word or literal translations, the title adaptation was incorrect, as was the case with sentence (5) 'الأم الزادمة من الزار', which had no relation with the text.

Two additional examples of British customs are drawn from the text. The objective is to assess students' knowledge of English etiquette and understanding of collocations.

*b- You should not take **additional helpings** without being invited to by your host.*

1-أنت يذبغي أال نأخذ إضانات المساعداة بدون أن نأخذ دعوتك من مضيفك -

2.ال يجب أن نأخذ أي مساعداة إضانية دون أن يطلب منك مضيفك ذلك

3-ال يلزم أن نأخذي مساعده جانبية دون أن نغزموك على ذلك هوست -

4.يبدغي أن ال نأخذي إضانات إضانية بدون دعوة من هوست

5-ال يلزم أن نأخذي مساعدات جانبية إن لم تكوني مدعوة من طرف المضيف

6-ال يجب عليك البدء بالمساعدات قبل أن يطلب منك ذلك

7-ال يمكنك القيام بالمساعدات الروتينية حتى يطلب منك ذلك مضيفك

In terms of structure, the most common translations used by students were word-for-word and literal translations, in which students exchanged each English word with an Arabic word while maintaining the same structure. Second, even if efforts were made in terms of the grammatical aspect, students could not provide the projected meaning of the SLT.

The real issue in the translation of this sentence was the misunderstanding of the collocation of 'additional helping'. Students separated 'additional' from 'helping' and translated them separately, resulting in a literal translation that distorted the SLT's proposed meaning. Using collocations in English is frequent; ignoring them leads to misinterpretation. It is clearly shown in the above sentences. Students' translations suggested 'helping' with 'cleaning tasks'. Other suggestions could have been more precise and meaningful in this or any other context.

The concrete meaning of 'additional helpings' in this context concerned 'second helpings' of portions related to food. In this context, the mother-in-law blames her daughter-in-law for taking supplemental food without asking, which is forbidden, especially in British protocol. The Arabic translation of "host," "هوست", suggests that the students mistook it for a name. Then, no translation was necessary; transliteration sufficed. Some students also used the masculine form when the feminine form was demanded.

*c- You should not lie in bed until late morning.*

1-يجب أال نكذبني في السرير حتى وُت متأخر صباحا

2-ال يجب عليك الكذب عندما تكون في السرير حتى الصباح

3-ال نسلقي في الفراش حتى وُت متأخر من الصباح

The choice of students' translations of sentence c is related to their transfer of the term 'lie'. Even if 'lie' is followed by the word 'bed' in the sentence, it helps students distinguish between a lie related to someone who is going to bed and someone who says lies. Some students associate it with a 'liar', which refers to a person who cannot be trusted 'الكاذب' and 'الكاذب' rather than 'liar', which corresponds to 'كاذب' في سريره. Homophones are incessantly confounding for those who are not fluent in a language. The use of these two incorrect Arabic words in the sentence distorted its meaning and made the meaning unfamiliar to its readers. For example, sentence (1) could mean that you cannot lie until late morning, but you can lie before that.

The students' translation of sentence (3) is the closest to the SLT meaning. Students could interpret 'lie' as 'ال كسرافي'. There are other synonyms for this word in Arabic, but since the meaning is not altered, this translation could be acceptable, especially when contrasted to the two first translations.

The structure of the source language text is maintained most of the time, but when that is not the case, and some changes occur, the meaning needs to be preserved. The students' deficiencies could be estimated thanks to the analysis of their translations. Again, troubles at the structural and word levels are noticed. Students' tendency to translate words and synonyms out of their context is becoming tangible.

### 3.10.3 Students' Translations at the Sentence and Word Levels of Text Four in Arabic

Text Four, entitled "*Yes, appearance matters*", was translated into Arabic, but no French translation was provided. Just a few students chose this text. The first interpretation is that this is the longest text compared to the other three texts. Students who did not consider text length chose it because they used to watch the programme in which the protagonist appeared. They were familiar with the changes that occurred to her, which made them feel the task was less complicated and manageable.

The first short title was in text four, which made the task of the students easier even if, again, not all students translated it.

a- *Yes, appearance matters.*

1-نعم، المظهر مهم

2-نعم، المظاهر مهمة

3-نعم، المظهر يهم

4-نعم، للمظهر أهمية

5-نعم، للمظاهر أهمية

6-المظاهر مهمة

The analysis of the students' translations reveals that some of them retained the structure of the source language text (SLT), and the meaning remains comprehensible in the target language text (TLT). In contrast, others omitted the Arabic word for "yes" ("نعم"), and this omission did not significantly alter the meaning. When translating titles, if a literal translation is feasible and does not distort the original meaning, it is generally preferable to use it for clarity and fidelity to the source text.

The analysis of the students' translations highlights a minor issue regarding the use of the plural form with "appearance," which is translated into Arabic as "المظاهر," the plural form of the word. However, this does not significantly impact the meaning of the text. Another noteworthy observation pertains to the term "matters," which underscores the importance of appearance in this context. Students translated it into Arabic using various grammatical forms, including the masculine and feminine forms (as seen in sentences 1 and 2), as an adjective "مهمّة," as a noun "أهميّة," and even as a verb "يهم." These variations can be categorised as transpositions in oblique translation techniques, and students employed them instinctively. Importantly, all of these translations conveyed the same essential meaning, making them acceptable in the context of the text.

An English idiom was selected to see how students dealt with idioms.

*b- not to judge a book by its cover.*

1-عدم الحكم على الكتاب من غالنه -

2ال نحكم على الكتاب من عنوانه

3-ال نحكم على الكتاب من غالنه



4- ليس الرأضي كتاب به غطاء

5- ليس الحكم على كتاب من كالمات

6- أل ززنؤد الكتاب من غالنه

In the analysis of students' translations of the English idiom "not to judge a book by its cover," it is evident that most students provided appropriate translations, conveying the intended meaning effectively. However, there were a few exceptions worth noting. Sentence (4) stands out as an example of word-for-word translation, where the words were transferred from English to Arabic without regard for their meaning. This type of translation did not capture the essence of the idiom and resulted in a nonsensical Arabic sentence.

Additionally, there is a variation in the translations for the word 'cover' in Arabic. Some students used 'غالنه' (ghilafih), while others used 'عزوانه' ('onwanuh). Both terms are valid in Arabic and can be used interchangeably without significant issues. Sentence (5), which used 'كالمات' (kalimatih) as a translation for 'cover,' did not find an equivalent translation in Arabic samples. This variation suggests that students' specific translations depended on their association of words with the word 'book' mentioned in the idiom. It is also worth noting that not all students appeared to be aware that they were dealing with an idiom, which could have influenced their translation choices.

To sum up, while the majority of students effectively conveyed the idiom's meaning in Arabic, there were some variations and literal translations that highlighted the complexities of idiomatic expressions in translation. Additionally, the multiple Arabic terms for 'cover' underscore the richness of the language and the importance of choosing the most contextually appropriate term. Finally, the recognition and understanding of idioms proved to be a significant factor in translation accuracy.

### 3.11 Conclusion

This part of the chapter answers the following research questions: how do students translate? What difficulties do they face when translating, and are they aware of them? It also tests these hypotheses: students translate differently depending on the context and the various obstacles they encounter; students do not face any trouble while translating. The findings indicate that students predominantly employed word-for-word and literal translations, which

allowed them to preserve the structure of the source language. They translated by imitating the SLT instead of choosing the proper meaning. In addition, students individually translated words from one language to another, assuming that this was sufficient to convey the same meaning. Moreover, they believe that any term in a dictionary's list of synonyms matches the meaning of the word they are seeking. Moreover, a lack of fluency in English, French, and Arabic is directly related to the inability to recognise sentence structure. The next chapter concentrates on the post-study of the students' translations of these four texts after delivering lectures on translation where different theories, procedures and strategies are expounded.

**Chapter Four**  
**The Impact of Strategies on**  
**Students' Translations**

## **4.1 Introduction**

Chapter Four complements the previous one, starting with a post-study of students' translations of the four texts (already explained in chapter three). Moreover, the third section of the students' questionnaire is then presented to enhance the clarity of this study. In addition, an analysis of the students' translations of passages from "*Achour-el-Achir*", this time from the native language into English, is investigated. Finally, an exploration of students' interviews is explored.

## **4.2 A Comparative Analysis of Students' Performance**

Students needed to translate the same texts again after different lectures on translation. The purpose was to examine the impact of translation courses on students by comparing their first and second translations. A comparison of students' transfers from English into French and Arabic at the word choice and structure levels is analysed. In their first translations, most students maintained the source language's structure. They predominantly used word-for-word and literal translations. They also concentrated on employing synonyms, considering that all have similar meanings. After lectures on translation theories, procedures, and different strategies, it was time to test the effect of translation on students.

In this study, students were gradually introduced to the concept of translation, drawing on the work of scholars such as Nida (1969), Newmark (1981), Bell (1991), Munday (2012), and Long (2013), who have highlighted various theories. Translation examples were presented and clarified before explaining Baker's taxonomy (1992), with students instructed on essential factors influencing translation strategies and enabling them to translate simple texts. As novice translators, it was essential to emphasise points that may appear simple but are, in fact, complex. The scholars underscored that a bilingual or multilingual person is not necessarily a good translator, as translation is a transfer of words and meanings. It requires understanding both the source and target languages and any cultural differences that may affect meaning.

During the translation task, students also learned how to define and determine problems in the texts and list possible solutions until they arrived at the most appropriate one. Importantly, from the outset of the translation module, students were reminded of the importance of understanding assignments and texts as they were read. Indeed, the first significant challenge impacting their translation performance was how well they understood the text and its underlying meanings. After completing these assignments, the translation

skills of the participants were evaluated to assess the extent to which they had learned to understand the source language text better and to apply translation strategies to produce more effective target language translations.

The purpose of evaluating the students' translation skills was to determine whether they had retained the information taught, especially Baker's taxonomy, and if they could apply these concepts when identifying and addressing translation issues. One of the critical strategies presented to the students was Baker's (1992) approach to equivalence, which provided them with various methods for resolving translation challenges that lacked a direct equivalent in the target language. Baker's taxonomy was stressed to students, as it offers precise and systematic strategies for studying different levels of language and discourse. It was essential to ensure that the students understood and could apply these strategies, regardless of their learning style.

A comparative analysis of their first and second translations is required to determine whether the students used the taught and suggested strategies. According to Baker (1992), comparing translations is a fundamental method of evaluating translation quality and determining the effectiveness of translation strategies. By conducting comparative research, one can gain a deeper understanding of the issue and offer more effective solutions. A comparative study is essential to evaluating the strategies' effectiveness and determining the extent to which students could apply them. According to Pym (2010), a comparative analysis is crucial for examining translation quality and identifying improvement areas. It allows for a detailed examination of the differences and similarities between two or more translations. It can provide valuable insights into the translation process and highlight areas where further training or guidance may be necessary. Comparative analysis has been widely used in translation studies, and several scholars have highlighted its importance in evaluating translation quality and identifying translation issues (Baker, 1992; Toury, 1980; Pym, 2007).

Furthermore, comparing the first and second translations can provide valuable insights into the students' development and growth in their translation skills (Mossop, 2001). By analysing the differences between the two translations, one can identify areas for improvement and assess the effectiveness of the strategies taught. Moreover, a comparative analysis can reveal whether the students have progressed or improved their translation skills. Munday (2012) stated that translation training aims to raise the calibre of students' translations. By comparing the first and second translations, it is possible to assess whether

the students have been able to apply the taught strategies and whether there has been any improvement in the quality of their translations.

Moreover, comparing the first and second translations can provide valuable feedback to the students, allowing them to identify areas where they need to focus their efforts in future translations. According to Mossop (2014), feedback is crucial for developing translation skills because it enables students to reflect on their work and make the necessary improvements. In summary, a comparative study between the first and second translations is a valuable tool for evaluating students' translation skills and assessing the effectiveness of the strategies taught. It can provide valuable insights into the translation process, highlight areas for improvement, and offer valuable feedback to the students.

### **4.3A Comparison of Students' Text Translations (Pre/Post-Studies)**

The primary goal of this comparison is to contrast the students' first and second translations to evaluate their translation skills and determine whether they could apply the taught strategies effectively. The researcher informed the students beforehand that the translation test would be assessed to motivate them to perform at their best. This awareness was crucial because it encouraged the students to take the translation seriously and put forth their best effort.

The pre-test was conducted during the first lecture, but not all students were present on October 28, 2018. Therefore, only the translations of students who had taken the pre-test were compared to ensure the authenticity of the research. The second translation was completed on April 21, 2019, and several examples were extracted from each text and compared to the students' initial translations. The objective of the comparison was not to identify the most significant translations but to assess whether the students' translations changed or remained unchanged. The comparison was primarily based on the structures and word selections of the texts to identify whether the students had implemented the taught strategies effectively.

It is important to note that comparing the first and second translations is a valuable method for assessing the students' progress in their translation skills. As previously mentioned, Mossop (2001) and Munday (2012) highlighted the importance of comparing translations to assess the effectiveness of the taught strategies and identify areas for improvement. Moreover, comparing translations can provide feedback to the students and enable them to reflect on their work and make necessary improvements, as stated by Mossop (2014). Therefore,

comparing the students' first and second translations is essential in evaluating their translation skills and assessing the effectiveness of the strategies taught. Furthermore, in the analyses of students' French and Arabic translations, the initial translations of the students (pre-test) and the subsequent translations of the students (post-test) follow the introduction of each source sentence. Subsequently, a thorough examination and comparison are conducted. The terms in bold highlight characteristics of the primary terms in the students' translations. These are also identical alongside the four texts

### 4.3.1 A Comparative Analysis of the Students' Translations: Text One

Text one, titled "A gossip with the girls? Just pick any one of forty subjects" serves as the source for the extracts provided below. It is noteworthy that certain students opted to employ French, while others selected Arabic as their medium of expression. In the context of English-to-French translations, the diverse student groups primarily provided the following translations:

#### 4.3.1.1 From English to French

*STS<sup>1</sup>; Women are experts at gossiping and they often talk about trivial things, or at least that's what men have always thought.*

Students' pre-test translations

- A. Les femmes sont expertes dans la médisance et elles **souvent** parlent sur **banale** des choses, ou au moins c'est ce que les hommes ont toujours pensé. W-F-W T

Students' post-test translations

1. Les femmes sont très bavardes et elles parlent **souvent** de choses **insignifiantes**, toutefois c'est **l'opinion** des hommes.
2. Les femmes sont des expertes en commérages et leurs **discussions** sont ordinaire néanmoins c'est **le raisonnement** des hommes.

In Sentence (A), the issue in the initial translation lies in the placement of the adverb 'souvent' and the adjective 'banale' within the sentence. Students adhered to a word-for-word translation and maintained the English word order, resulting in an incoherent French sentence. Conversely, in the second translation, students, in both instances, correctly positioned the

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<sup>1</sup>STS: source text sentence

adverb and adjective. Moreover, they placed emphasis not only on the lexical content but also on the semantic and syntactic aspects of the sentence. Even though they employed different words to convey the same idea as the source language text, this is evident in the post-test samples provided.

*STS: However, according to research carried out by professor Petra Boynton a psychologist at the University of London, when women talk to women their conversations are not trivial at all, and cover many topics (up to 40) than when men talk to other men.*

Students' pre-test translations

B. Cependant, selon des recherches **portées dehors** par Professeur Petra Boynton, un psychologue à l'Université de London, quand les femmes parlent aux femmes leurs conversations ne sont pas banales du tout et couvrent nombreux sujets (en haut de 40) que les hommes parlent à d'autres hommes.

Students' post-test translations

3- Néanmoins, d'après une recherche **menée** par le Professeur Petra Boynton, **une** psychologue à l'Université de **London**, lorsque les femmes parlent **entre elles**, leurs discussions ne sont pas du tout banales et **présentent** de nombreux sujets (**plus de 40**) **que quand** les hommes parlent **entre eux**.

4- Pourtant, d'après une recherche **conduite** par le Professeur Petra Boynton, une psychologue à l'Université de **Londres** quand les femmes **discutent** entre elles, leurs **discussions** ne sont pas du tout banales et **exposent différent** sujets (au-delà de 40) que quand les hommes parlent entre eux.

While reviewing the students' initial translations of sentence B, one can observe a tendency towards word-for-word translation. This is evident in their steadfast adherence to the original word order and the use of French words that closely resemble their English counterparts, such as 'conversations' in English becoming 'conversations' in French or 'cover' being translated as 'couvrent.' This reflects the students' tendency to think that words spelled similarly in English and French automatically mean the same thing in both languages and can be used and understood similarly. Moreover, any synonym of a word checked in a dictionary can transfer meaning. For some students, any word found in the list of synonyms or written in a similar manner can convey the intended meaning. These



two selected examples recur not only in this sentence but also reappear multiple times throughout Chapter 3. Although there are instances where English and French words can be used interchangeably to convey similar meanings, this principle is not always true.

In the post-test translation, as noticed in sentences (3) and (4), students needed to adhere to English's structure or vocabulary. Instead, they focused more on preserving the French meaning. For instance, they used the plural in the first translation, while the singular form of the ST is preserved in the second. Moreover, students' translations varied from '*portées dehors*', the transfer of 'carried out' in their initial translations, to '*menée*' and '*conduite*' in their second ones. Another change occurred in students' translations of the following phrases in the SLT: '*when women talk to women*' and '*when men talk to other men*'. Initially, when students translated them into French, they maintained the same structure, '*Quand les femmes parlent aux femmes*' and '*Les hommes parlent à d'autres hommes*'. However, in their second translations, they dared to make some modifications for the first time, and the transfer was '*Quand les femmes discutent entre elles*' and '*Quand les hommes parlent entre eux*'. Students did not want to rewrite the sentence as they did in their initial translation and avoided repeating women and men in the same sentence and used '*elles*' and '*eux*' instead of '*women*' and '*men*'.

SLS *She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.*

Students' pre-test translations

- C. Elle aussi trouvé que les femmes **bougent** rapidement d'un sujet à un autre en conversation tandis que les hommes habituellement **collent** à un sujet pour une longue période de temps.

Students' post-test translations

- 5- Elle a également constaté que les femmes **passent** rapidement d'un sujet à un autre dans une conversation, alors que les hommes **s'en tiennent** généralement à un même sujet pendant des heures.
- 6- Elle a également constaté que dans une discussion, les femmes **passent** rapidement d'un sujet à un autre tandis que les hommes **passent** de très longs moments à parler du même sujet.

In a similar vein, students' pre-test translations for sentence (C) were characterised by a word-for-word or literal approach. The previously highlighted examples from their pre-test clearly demonstrate that they simply rendered it into French without a conscious application of any specific translation strategy or methodology. Their responses during the pre-test phase show that they translated to the best of their abilities without specifically stating the methods or techniques they used. Furthermore, they regarded their translations as coherent and meaningful, even though words were often translated in isolation from their contextual significance. In contrast, in their subsequent post-test translations, students underwent a perceptible shift in their approach. They began to consider their comprehension of the text, reconfiguring their translations in accordance with the principles of the target language text.

In their translations of sentences 5 and 6, students took into account the French structure, and they also paid close attention to the words' meanings, avoiding repeating similar inaccuracies as in their pre-test. They started associating words with the sentence's overall meaning rather than treating them in isolation. In the pre-test, words like 'move' and 'stick' were translated as 'bougent' and 'collent,' missing their intended context. However, in the post-test, students focused on their contextual meaning and successfully rendered them as 'passent' for 'move' and 's'entient' for 'stick.' When these words are considered within the full sentences (5) and (6), they convey the same meaning as indicated in the source language text.

As previously stated, significant emphasis was placed on addressing critical aspects to prevent redundancy. In this phase of the research, the primary objective was to ascertain whether any alterations occurred in the students' translations. Consequently, the selection of specific examples proved adequate for this demonstration. Most students modified their second French translations, indicating they began to be more audacious and ceased attempting literal or word-for-word translations. A handful of students maintained the exact first translation. Both versions maintained the same structure and employed comparable vocabulary. Changes did not occur in the translations of all students, but most of them did, and this shows that they began to grasp that translation is the transfer of meaning rather than the transmission of isolated words. This comparison focused on the English-to-French translations of students, highlighting just the most significant cases to prevent redundancy.

### 1.3.1.2 From English to Arabic

Many changes were noticed in the students' second translations from English into French. A comparative analysis is performed to determine whether or not students who chose to transfer from English to Arabic translations modified their alternative translations.

*Women are experts at gossiping and they often talk about trivial things, or at least that's what men have always thought.*

#### Students' Pre-test Translations

1. النساء تلفون خبيرات في الثرثرة ومن غالباً يتحدثن حول نكاهات أو على الأزل هذا ماذا الرجال دائماً كانوا ينفكرونه
2. النساء خبيرات في الزميمة وغالباً ما يتحدثن عن أشياء تافهة، أو على الأزل هذا ما يعتقد الرجال دائماً.

#### Students' Post-test Translations

1. يعتقد الرجال أن النساء خبيرات في الثرثرة بخصوص مواضيع ساذجة نوط
2. تغير النساء خبيرات في الثرثرة في مواضيع غير مهمة أو هذا ما يظنه الرجال
3. يرى الرجال أن النساء خبيرات في التهميم والحوارات التافهة نوط.

In their initial translations, the majority of students used word-for-word translation (sentence 1), and just a few of them employed literal translation (sentence 2) (pre-test translation). Only some grammatical aspects were considered. In contrast, the students made many adjustments in their second translations; the most distinguished one was that they began their Arabic sentences with a verb. Even though students chose different verbs, they matched the expected meaning. Moreover, the English sentence started speaking about women and then men. In the translation of sentence (2), the students made minor changes. They included a verb at the beginning of the sentence following Arabic structure while retaining the idea related to women in the first part of the sentence. On the other hand, students dared to completely change the structure of the SLT in both translations of sentences (1) and (3). They started with the second part of the sentence and concluded with the first, maintaining the idea and the meaning but reformulating the structure.

*Women's conversations range from health to their houses, from politics to fashion, from films to family, and from education to relationship problems. Almost everything, in fact, except football.*

## Students' Pre-test Translations

1. للنساء محادثات في نطاق، من الصراحة لمنزلهم، من السياسة إلى الموضة، من الأفعال إلى الأسرة ومن التعليم إلى العالمة والمشاكل نؤريها كل شيء في الواقع باستثناء كثرة الأدم
2. ننراوح حوارات النساء من الصراحة إلى المنزل ومن السياسة إلى الموضة ومن الأفعال إلى الأسرة ومن التعليم إلى مشاكل العالمة. كل شيء نؤريها في الواقع ما عدا كثرة الأدم.

## Post-test Translations

1. ننمحوور محادثات النساء حول مواضيع شتى ننمد من الحديث عن الصراحة والبيت إلى السياسة والموضة، ومن الأفعال إلى الأسرة وأخيرا من التربية إلى مشاكل في العالمة. ننحدثن نؤريها في كل شيء عدا موضوعا واحدا ينمئل في كثرة الأدم
2. ننحدث النساء نيمًا بيزها عن كل شيء نؤريها عدا كثرة الأدم، وننمد حواراتها من الحديث عن الصراحة والمنزل، السياسة والموضة، الأفعال والأسرة، إلى غابة التعليم ومشاكل العالمة.
3. لنم ننمحوور محادثات النساء حول مواضيع شتى ننمد من الحديث عن الصراحة والبيت إلى السياسة والموضة، ومن الأفعال إلى الأسرة ومن التربية إلى مشاكل في العالمة الزوجية
4. ننطرق النساء في حواراتها إلى الحديث عن جديد الصراحة التدابير المنزلية، الأخبار السياسية، جديد الموضة، أحدث الأفعال، العناية بالأسرة، التربية والتعليم وأخيرا المشاكل الزوجية. ننحدث النساء مع بعضهم البعض عن كل شيء نؤريها إلى عن موضوع واحد ينمئل في كثرة الأدم

Sentence (1) is difficult to comprehend in the pre-test translations because the ST translation follows the principles of the TL and is an identical copy of the ST structure and vocabulary. Even though a part of the TL's structure is compensated for in sentence (2), which is initially smoother and more logical than sentence (1), the sentence becomes progressively more confusing. However, students' post-translations emphasised the target language's structure, meaning, and word selections rather than attempting to maintain the same order of SLT terms as in the pre-test. They focused primarily on the meaning of the SLT and how to restructure it in the TL, considering the rules of the TLT and not those of the SLT.

In the four different translations provided in students' post-test, they started their sentences with a verb. Some students preserved the ideas or information order similar to the SLT and just restructured them with respect to the rules of the TLT. Others dared to make changes not just at the level of adjusting the order of ideas of the SLT but also by modifying

words to make their translations more natural by adding words that help TLT readers understand correctly.

The students' translations of these sentences were surprising. They started exploring new possibilities and defied word-for-word and literal translations' influence. They succeeded in avoiding literal translations and employed more elaborate procedures in their translations. For example, all students translated the word "*fashion*," which has no direct equivalent in Arabic, into 'لبووضة' which is a borrowed word and is understood and used this way in Arabic. The fact that some students clarified the meaning of 'لبووضة' in a footnote, although it was a well-known borrowed word, is noteworthy. Students did not find a direct equivalent in Arabic, and since 'لبووضة' is borrowed and transliterated, they found it necessary to define the word. It was not necessary in this case, but they did, and the positive thing is that they remembered that whenever a loan word is used, an explanation of the word is necessary the first time, and then it can be used as it is.

Another consistent change in some students' translations is remarked. One example is chosen in sentence (4) Arabic translations, but there were other approximate translations. Students added words to make their translations adequate with the language. They wanted to avoid ambiguity by adding details. For example, in English, the author used '*from health to their houses, politics to fashion, films to family, and education to relationship problems.*' It was translated into:

عن جديد الصحة، التدابير المنزلية، الأخبار السياسية، جديد الموضة، أحدث الأفلام، العناية بالأسرة، التربية والتعليم  
وأخيرا المشاكل الزوجية

If the English sentence is compared with the Arabic translation, it is noticeable that each English word is translated into two Arabic words. The purpose is to help the reader grasp what is being said better. Furthermore, it has to do with the fact that languages differ and that it is sometimes necessary to modify by adding some words to assist the audience in understanding. The adjustments added by some students did not distort the meaning; on the contrary, they made it more specific. Furthermore, some students preferred to translate '*relationship problems*' into 'المشاكل الزوجية' rather than 'مشاكل العلاقات' due to cultural and religious differences. Of course, a relationship does not concern marriage alone and could concern other connections between people (teachers, students, friends). However, considering the topic and all that comes before, in this context, it concerns couples living together (married and unmarried), which is not accepted from the religious side. Thus, these students used cultural substitution.

Some students omitted the second part of sentence (3), which says, "Almost everything, except football." The ST says that women talk about more than forty different topics, but not all are mentioned. Thus, it was unnecessary to keep the second sentence, where the subject they never talked about is mentioned; therefore, it was preferable to omit it.

The comparison between the students' translations of the first text and the second one into French and Arabic revealed many differences. A minority of students maintained word-for-word and literal translations, while the majority changed their translations. The persistent students' use of word-for-word and literal translations dissipated and paved the way for the appearance of other strategies.

### **4.3.2 A Comparative Analysis of Students' Translations: Text Two**

The comparison in text two, entitled, "Men just talk as much as women...Can it really be true?" concentrated on the students' different translations from English into French and then from English into Arabic.

#### **4.3.2.1 From English into French**

*Research by psychologists at the University of Arizona has shown that the stereotype that women talk more than men may not be true.*

##### Pre-test Translations

1. Recherche de psychologues de l'université d'Arizona a montré que le stéréotype que les femmes parlent plus que les hommes peut-être pas vrais.
2. Une recherche par des psychologues de l'université d'Arizona a montré que (a space is left by the students) la femme parle plus que l'homme est peut-être vrai.

##### Post-test Translations

1. Des recherches menées par des psychologues de l'Université de l'Arizona ont montré que le stéréotype selon lequel les femmes parlent plus que les hommes n'est sûrement pas vrais.
2. Une recherche conduite par des psychologues de l'université de l'Arizona a dévoilé que le stéréotype disant que les femmes sont plus bavardes que les hommes peut- être inexact.

3. Le stéréotype disant que les hommes sont moins bavards que les femmes est discutable surtout après la recherche dirigée par les psychologues de l'université de l'Arizona.

4. Des recherches guidées par des psychologues de l'Université de l'Arizona ont montré que le stéréotype selon lequel les femmes parlent plus que les hommes est sûrement faux.

In their pre-test translations, students used word-for-word transfer. Some parts of the translated sentences are the same. The only noticeable difference is that the language was changed, but the order of the words continued to be the same. The structures of both SL and TL are the same. Even the way the English sentence started is replicated. English and French share some similar aspects in structure, undoubtedly, this similarity demonstrates efficacy only under specific conditions.

Moreover, when it comes to word choice, it is clear that students translated words separately. On the other hand, several adjustments have been made to the students' translations in their post-test translations. Their translations varied in both word selection and sentence structure. Not only did students avoid word-for-word and literal translation, but they also supplied miscellaneous translations, as indicated above in their post-test translations.

The translation of sentence (1) reproduces the ST's meaning, respecting the TT's structure. The main difference is that changes occurred in the first part of the sentence, where the verb is placed directly after 'research' considering the French structure. The rest of the sentence structure is maintained and is a part where English and French are used interchangeably without altering the meaning. Moreover, in the three post-test translations, the English word '*has shown*' is translated differently without altering the meaning. Similarly, with the transfer of '*may not be true*' into '*n'est sûrement pas vrais*'; '*peut- être inexact*'; '*est sûrement faux*' and '*discutable*', students translations diverged from using negative forms; affirmative ones; verb plus adjective. They did not limit themselves to reproducing the idea but also-expressed it their way without altering the ST meaning.

In sentence (3), students had enough courage to modify the structure entirely. In addition, they replaced a negative phrase in the SLT with a verb and an adjective in the TLT. Furthermore, they began their sentence with '*le stéréotype*' rather than '*la recherche*' and did not duplicate the English sentence that introduces: '*that women talk more than men may not be true*'. Students translated it as : '*les hommes sont moins bavards que les femmes est discutable*'. In the pre-test, students believed that literal translation was the most effective

method for preserving meaning; therefore, they never exceeded its limit. On the other hand, while completing the post-test translations, students developed their perceptions and realised they needed to move away from word-for-word translation. They began to modify their translations with increasing confidence.

*It says that 'to be a good male, it's better not to talk—that silence is golden*

#### Pre-test Translations

1. Il dit que 'pour être un bien mâle, il est mieux pas a parler- que silence est d'or.'
2. Il est vrai de dire qu'un bon homme, moins bavard que le silence est en or.'

#### Post-test translations

1. 'La parole est d'argent, mais le silence est d'or.'
2. 'On ne se repent guère du silence, et l'on se repent maintes fois d'avoir parlé.'

Students maintained the original text's structure in the pre-test translation. Again, each English word is translated into French without regard to its significance in the sentence. The meaning is ambiguous in the pre-test translations, and the two proverbs are connected strangely. On the other hand, in the "post-translations," students selected two proverbs borrowed from Arabic and used them independently. Most students used 'La parole est d'argent, mais le silence est d'or,' while the remaining students used Proverb (2).

### 4.3.2.2 From English into Arabic

*Men talk just as much as women – can it really be true?*

#### Pre-test Translations

1. رجال يتحدثون نوط بؤدر ما النساء- وسعها حزا تكون حؤبؤة؟
2. رجال يتحدثون بؤدر ما النساء- هل يمكّن أن يكون صحيح؟
3. الرجال يتكلمون مثل النساء- هل يمكّن نعال أن تكون حؤبؤة؟
4. رجال يتحدثون نوط بؤدر ما النساء- هل في الحؤبؤة هذا صحيح؟

#### Post-test Translations

1. هل النساء حزا أكثر ثرثرة من الرجال؟
2. معدّل الثرثرة عند النساء والرجال



3. النساء، الرجال والنثرة  
4. الرجال الجنس النثران الآخر

In the pre-test translations of the proverb, students translated it literally. The first part of the proverb's origins could not be found, while the second is taken from Arabic and translated literally. However, in the post-test translations, students used proverbs that are proper to the Arabic culture, following the second part of the proverb, 'silence is golden' in the three samples presented above in the post-test. None of the students considered the first part of the SLT proverb (if it is a proverb, no information could be found about it except within the adopted text). Students exchanged proverbs in the SL with corresponding proverbs or sayings in the TL rather than just explaining their meaning.

*It says that 'to be a good male, it's better not to talk—that silence is golden.'*

#### Pre-test Translations

1. نقول الكي تكون أجيد ذكر من اللفضل أال نتحدث - هذا الصمت ذهب  
نقول إنه "الكي تكون ذكراً جيداً، من اللفضل أال نتحدث - هذا الصمت من ذهب"

#### Post-test Translations

1. إذا كان الكالم من نضة نالسيركوت من ذهب  
2. الكالم كالبواء إن أزلت من زنع وإن أكثرت من صرع  
3. لبيت النثرة عيب، إنها مرض

The new additions in this text are that the students adjusted and added many things to their English translations into French and Arabic. They stopped imitating the structure and began selecting context-appropriate terms. The stunning addition in this translation is that they started adding, omitting, and taking decisions with less anxiety and increasing confidence. To conclude, different translating methods are detected, and the English structure is no longer maintained. Moreover, most students rejected literal and word-for-word translations. Furthermore, most students stopped translating words separately because they likely discovered that doing so altered the meaning of their translations.

### 4.3.3 A Comparative Analysis of Students' Translations of Text Three

As already mentioned, no French translation was provided to this text.

*Mother-in-law from hell... or daughter-in-law from hell?*

#### Pre-test Translations

1. أم في الأانون من الجحيم ... او البنة في الأانون من الجحيم؟
2. حماها من الجحيم ... أم زوجة ابنها من الجحيم؟
3. الاحمة الشمطاء... أم زوجة البن الشيطان؟

#### Post-test Translations

1. امصغار الاحمة لزوجة الابن
2. انبؤادات حماة مئسلطة
3. الاحمة المئسئبة
4. سلوك زوجة الابن المئسئنز
5. زوجة الابن المكروءة

Three preliminary translations of the title were chosen at random. Before and after the test, the translations of the titles differed. In the pre-test, students suggested diverse translations with respect to the SLT, some were understandable while others were meaningless. The translation of a title must be alluring, intriguing, and informative. Moreover, it must be close to the ST title. Students' post-translations corresponded to the context. The characteristic of the students' 'post-test translations is that in sentence (1) both the mother-in-law and daughter-in-law are mentioned, while in the students' remaining titles, one of them is indicated, and this does not affect the translation since it adheres to the meaning of the text. Students' ways of translating the title are inspired by shared opinions related to the relationship between mothers-in-law and their daughters-in-law.

*You should not take additional helpings without being invited to by your host.*

#### Pre-test Translations

1. أنت بئبغئ أال نأخذ إضائات المئساعءات بدون أن نئم ءعوتك من مئبفك 2. ال بئبب أن نأخذ أئ مئساعءة إضائبة ءون أن بئلب مئك مئبفك ءلك 3. ال بئبم أن نأخذئ مئساعءة جانبة ءون أن بئبمك على ءلك مئسء 4. بئببئ أن ال نأخذئ إضائات إضائبة بدون ءعوة من مئسء

#### Post-test Translations

1. ال يجب أن نأخذ أي مساعدة إضرانية دون أن يطلب منك مضيفك ذلك
2. ال يجب عليك البدء بالمساعدة قبل أن يطلب منك ذلك 3. ال يجب أن نتناولين طعاما إضرانيا بدون استئذان من مضيفك
4. ليس من اللطيف أخذ المزيد من الطعام دون إذن من صاحبة البيت
5. ليس من اللطيف أخذ المزيد من الطعام دون أن يسمح لك بذلك

The pre-and post-test translations were nearly identical, except for a few students who translated it correctly in the post-test. An idiom is employed in this line, and the majority does not appear to understand it. Not only was it challenging to identify, but also to formulate. There is no rule or indication that a particular phrase constitutes an idiom. Students are aware that idioms exist in English, but they could only identify idioms they had previously employed. Most students' interpretations related to guests helping with dishwashing or bringing something. In English culture, bringing a gift to a host is considered proper. On the other hand, the accurate interpretation involved adding food without permission, which is not tolerated in British protocol. Only a few students could understand it because they undoubtedly already knew it.

No distinction is made when a new idiom is introduced in a text or conversation. Moreover, an idiom is a phrase or expression with a distinctive meaning that is unconnected to the meaning of separate words. Idioms are essential in English because native speakers always employ them. The meaning of idioms is not derived from literal translations or the transfer of isolated words; instead, their meaning is related to culture and context, and they are conventional.

*You should not lie in bed until late morning.*

#### Pre-test translations

1. يجب أن لا تكذب في السرير حتى وقت متأخر صباحا
2. ال يجب عليك الكذب عندما تكون في السرير حتى الصباح
3. ال تسلق في الفراش حتى وقت متأخر من الصباح

#### Post-test translations

1. ال يمنع أن تسرخي في الفراش لفترة متأخرة من الصباح
2. ليس من اللطيف أن ننضلي زائمة إلى غاية وقت متأخر من الصباح.
3. من قلة الأدب الاستيقاظ المتأخر في بيت الآخرين

In the pre-test translations mentioned in Chapter 3, students confounded the two homophones 'lie' and 'lie'. The first thing the researcher checked was the post-text translations. Except for two students, no one repeated the same misperception. Moreover, in the post-translation, students kept the idea and reformulated it. Some students focused on lying in bed until late in the morning. Others insisted that, while invited to someone's house, it was ill-mannered to wake up late. Students provided several translations; they diverged in style but converged in meaning.

Most students followed the rules of the TL and disregarded those of the SL when translating this third text. They studied its significance in the SL and rephrased it in many ways in the TL without altering it. The only issue students had was with idioms transfer.

#### 4.3.4 A Comparative Analysis of Students' Translations: Text Four

As previously indicated in the preceding chapter, a small percentage of students opted for this text, and their preference was to conduct translations into Arabic. Consequently, no French translations were furnished in these cases.

*Yes, appearance matters.*

Pre-test Translations

1. نعم، المظهر مهم
2. نعم، المظاهر مهم
- نعم، المظهر يهمهم 4. نعم،  
للمظهر أهمية

Post-test Translations

1. بالطبع المظاهر مهمة
2. المظهر مهم بالتأكيد
3. لألسف المظهر مهم
4. نعم المظاهر مهمة
5. المظاهر مهمة نعال
6. أكيد أن المظهر مهم
7. المظاهر مهمة وبالذليل
8. نعم المظهر يهمهم

As observed in the above students' translations, some students maintained the structure of the SLT, and the meaning is comprehensible in the TLT. The real issue was the use of the singular form by some students and the plural form by others. In English and especially in this context, 'appearance' can be either countable or uncountable. In more general and common circumstances, the plural form of appearance is also appearance. But in Arabic, both singular and plural forms exist and can be used depending on the context.

Some of the post-test translations of titles are comparable to the pre-test translations. In contrast, others differ in one aspect that relates to the students' opinions and understanding of the text. Such as the use of 'الْبَطْع-ع-' at the beginning of the sentence is like confirming the importance of appearance in a positive way. The same is valid for sentences (2), (5) and (6) with the use of 'مُتَبَدِّلٌ كَلِمًا', 'مُتَبَدِّلٌ كَلِمًا', 'مُتَبَدِّلٌ كَلِمًا'. The first two words are used to confirm that 'appearance matters' while the last one 'مُتَبَدِّلٌ كَلِمًا' most likely refers to the evidence used in the text to confirm that 'appearance matters.' Compared to their first translations, students developed their decision-making abilities and their self-confidence.

*not to judge a book by its cover*

#### Pre-test Translations

1. عدم الحُكْم على الكتاب من غالنه
2. ال نُحْكَم على الكتاب من عزوانه
3. ال نُحْكَم على الكتاب من غالنه
4. ليس الرّاضي لكتاب به غطاء
5. ليس الحُكْم على كتاب من كلمته
6. أَل ززنؤد الكتاب من غالنه

#### Post-test Translations

1. ال نُحْكَم على الكتاب من عزوانه
2. ال نُحْكَم على الكتاب من غالنه

The students in the pre-test translations provided numerous translations of the idiom, while in the post-test translations, just two possibilities were presented. Even if pre-test translations were considered acceptable, it is crucial to indicate that this idiom is a loan translation from English into Arabic. The exact equivalent phrase that is always used in Arabic is 'ال نُحْكَم على الكتاب من عزوانه' and to a lesser extent, the second phrase 'ال نُحْكَم على الكتاب من غالنه'

غالبه'. Sometimes, proverbs are taken from one SL culture, translated literally, and used for the same purpose in the TL culture. It is the case with this English proverb that has been translated into Arabic. The majority succeeded in translating it because it exists in both cultures.

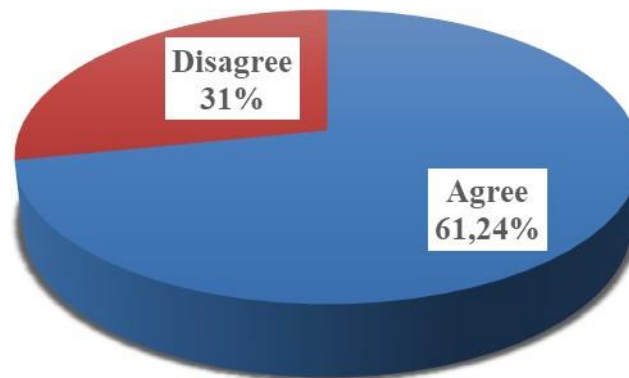
After analysing the students' translations before and after the translation lectures, it became apparent that most of them needed to modify their approach to translation. The comparison revealed that the students had begun exploring alternative translation options, whether easy or challenging. By doing so, the students showed that they were developing their skills and becoming more aware of the importance of producing accurate and coherent translations. However, the comparison also highlighted that the students still needed help with some aspects of the English language, such as irregular plurals and feminine and masculine forms. These areas are relatively tricky for non-native speakers of English, and the students must continue to work on them to produce high-quality translations. In conclusion, while most students have progressed in their translation skills, there is room for improvement, and they should continue refining their abilities.

The final portion of the questionnaire was distributed after students translated their texts the second time. The purpose was to determine whether or not students perceived an improvement after taking translation courses. Furthermore, it was essential to determine if students retained the same negative perception of translation following the researcher's receipt of student feedback concerning this new module at the beginning of the academic year. This part of the questionnaire tries to answer the question related to students' attitudes toward translation and the hypothesis: Students negatively react toward the translation module.

Part three's first question was: Is being bilingual enough to be a translator?

This question is vital in evaluating the students' understanding of translation, their awareness of the skills required to produce accurate translations, and the information they have retained from the course. Despite the commonly held belief that bilinguals can translate effortlessly, translation is a complex task that requires both language proficiency and a wide range of skills and knowledge. By asking the students to justify their choice, the researchers can gain insights into their thought processes and evaluate their understanding of translation. Moreover, the students' explanations can provide valuable feedback that can be used to improve the translation course and tailor it to the students' needs. By achieving tangible outcomes, such as identifying areas where the students may be struggling, the researchers can evaluate the effectiveness of the course and determine whether the students have acquired the

necessary skills to produce accurate and coherent translations. This question is crucial in assessing the students' translation skills, checking their retained information, and determining the effectiveness of the teaching strategies.



**Figure 4.1. Measuring Students' Attitudes towards Bilingualism in Translation**

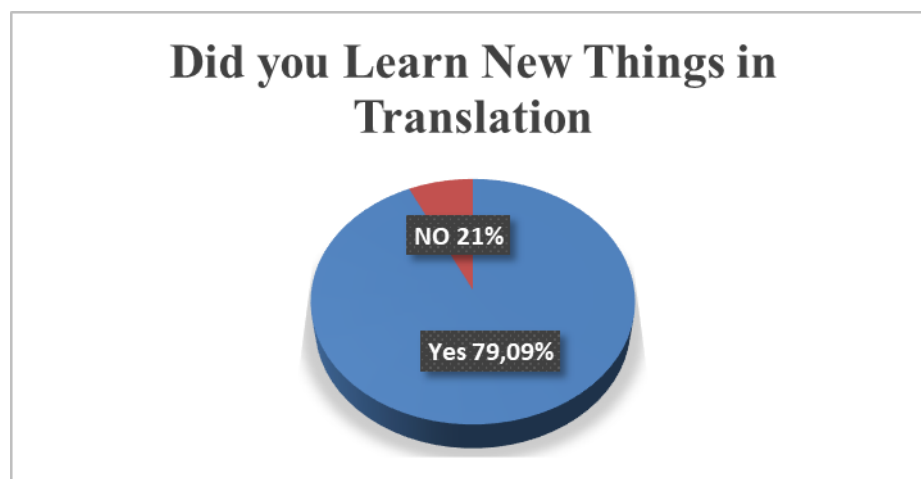
Most students, representing 61.24% of the total, agreed that being bilingual was sufficient and did not feel the need to provide any additional comments. However, among the minority who did offer comments, a range of opinions were expressed. One student commented from a religious perspective, stating that while he did not necessarily agree with the statement, a typical Arabic saying says that "those who learn a people's language are immune from their plots." Another group of students argued that being bilingual provided a broad vocabulary essential for quickly producing high-quality translations. Meanwhile, some students opted not to comment, as they agreed with the statement. In contrast, others emphasized the importance of being able to contact native speakers, as this would be a significant advantage when translating. The range of opinions expressed demonstrates the issue's complexity and highlights the need for a comprehensive understanding of the skills and knowledge required to produce accurate and coherent translations.

Out of the students who disagreed that bilingualism is enough, 31% of them elaborated on their disagreement. They emphasised that, while being bilingual is essential, more is needed to become an effective translator. A translator must possess various skills, including excellent communication, writing, and reading abilities, as well as the ability to adapt quickly to different translation strategies. Additionally, some students argued that knowing more than just two languages is crucial to being an effective translator. They pointed out that having a broader linguistic background allows translators to better understand the nuances of the

languages they are translating and produce more accurate translations. The final group of students who disagreed with the notion that bilingualism is enough stated that possessing at least three skills was crucial but did not specify to which skills they were referring. These students' responses demonstrate that more than bilingualism is needed to be an effective translator, and a range of additional skills and knowledge are necessary to produce accurate and coherent translations.

The second question in part three was: Did you learn new things in translation?

Indeed, the second question also aimed to assess whether the students had become aware of the benefits of translation for improving their English language skills. By asking whether they had learned new things in translation, the researchers could determine if the students had recognized the value of translation as a tool for language learning. If the students had learned new things in translation, it would indicate that they had gained a deeper understanding of the English language and had improved their proficiency through the translation process. Additionally, their responses could help the researchers identify which aspects of translation were most effective in improving the students' English skills, allowing them to tailor the course accordingly. Overall, this question played a crucial role in evaluating the effectiveness of the translation course as a language-learning tool and determining how well the students grasped its benefits.



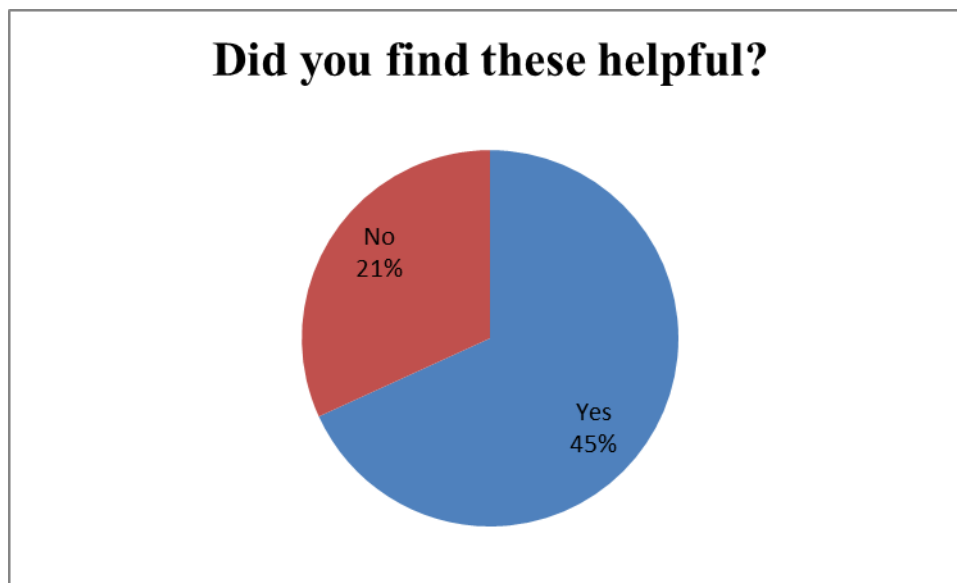
**Figure 4.2. Assessing Students' Learning in Translation**

Based on the survey results, most students (79.09%) responded that they had acquired new knowledge from the translation module, indicating that the course was practical in expanding their understanding of translation. However, 21% of students reported not learning



anything new from the module. While some of these students may have already studied translation in the past, further investigation would be needed to determine the exact reasons behind their responses. Nonetheless, these results suggest that most students found the translation course informative and valuable in expanding their knowledge of the subject.

This question was related to the preceding one to help students consider better all that they did in translation and connect it, then answer if it was helpful or not.



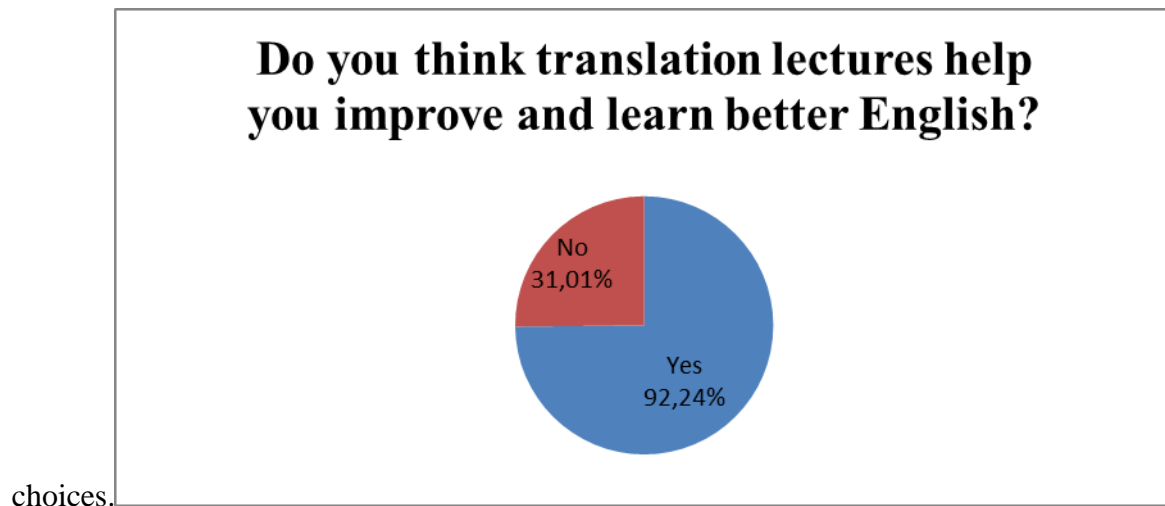
**Figure 4.3. Translating Students' Thoughts**

According to the survey results, students had varying perspectives on the translation module. Most students (45%) found the module fascinating, indicating that they enjoyed the course and found it engaging. This response suggests that the course kept students interested and motivated to learn about translation.

However, 21% of students reported that they did not find the module necessary or beneficial, which could indicate that they did not see the practical application of the course material or struggled to see how it could benefit them. Further investigation may be needed to understand why these students had this perspective and whether changes to the course could address their concerns.

The varying perspectives of students highlight the importance of understanding their individual needs and motivations when designing and delivering courses. Educators can tailor their teaching methods and course content to better engage and motivate students by understanding the reasons behind students' positive or negative responses. To ensure accurate

and direct responses, students were asked if they believed translation courses could assist them in learning and improving their English. Throughout the year, the researcher taught translation with an objective and delivered an implicit message to the students to determine whether they would get it. They were also asked to illustrate their

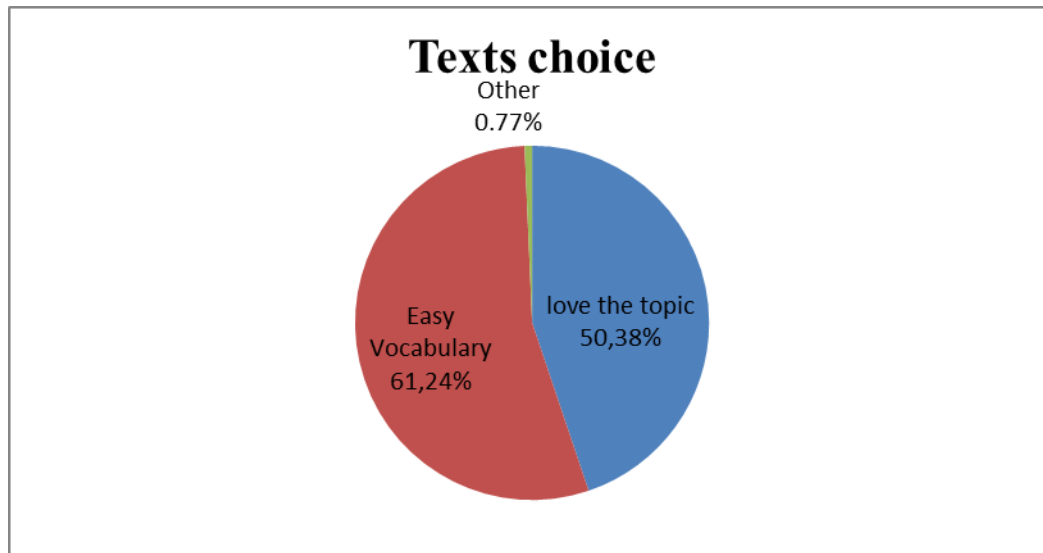


**Figure 4.4. Measuring Students' Belief in Translation Course Benefits for English Learning**

In the three preceding questions, which were all interrelated, the researcher attempted to elicit answers that were reliable and crucial to the outcome of this study. 31,01 % of students who did not find it helpful noted that translation is generally taught to students specialising in this profession and not English students. Instead of wasting time with such a module, it is better to include more grammar and oral expression sessions. Others said that translation could be more helpful in a country where French is the second language, and English is a foreign one. A final category stated they had sufficient English vocabulary and did not need to supplement it with vocabulary from other languages, such as French and Arabic.

On the other hand, 92,24% of respondents who found it helpful gave many reasons, some of them did not use technical terms, but they expressed their opinions clearly. Most students mentioned that connecting meaning to culture helped them a lot and made them mindful that the transfer of words is also related to culture. They also learned more about English language characteristics. Some students who used to think in Arabic and reformulate their thoughts in English believed it was simple and effective before translation courses. However, they understood that the transfer had to include the target language's structure, grammar, and culture. In addition, students reported that they knew there was a specific

method for translating expressions and that not all can be translated literally. Some students stated that they learned a great deal about English that they did not previously know. They taught, for instance, that English is about conveying ideas and thoughts, not simply words, and that not all synonyms included in dictionaries have identical meanings.



**Figure. 4.5. Exploring Students' Reasoning for Choosing the Text to Translate**

While the four texts were handed out to students, this question was asked, and some students forgot to respond. Therefore, it was repeated in the questionnaire, but this time with two alternatives and 'other' included in case students had other reasons for their selection. It was essential to understand the reasoning behind their decisions for specific purposes.

61,24% of the students selected the text because of its easy vocabulary, while 50,38% chose it because they liked the topic. For the remaining 0,77% of students, their reasons were that they knew about the topic before, which helped them. Furthermore, others stated that watching comparable videos on television facilitated their tasks.

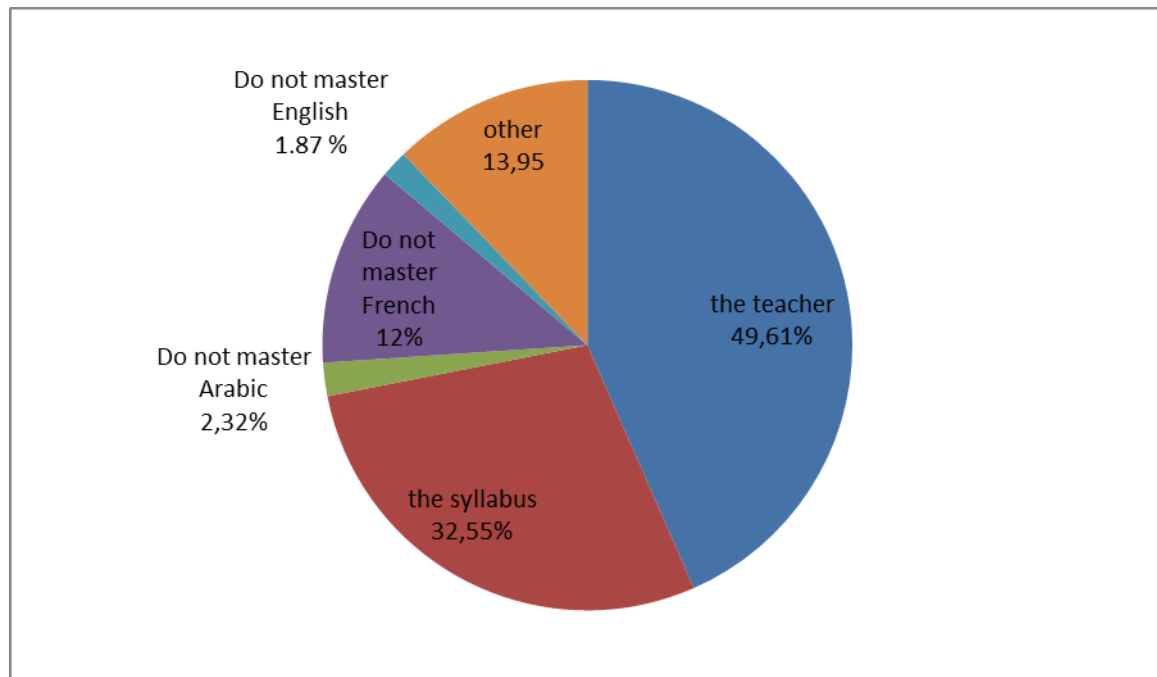
Then, the students were asked to recommend ways to make the translation module more engaging. The objective was to see if they liked how translation was taught. Moreover, their ideas as students can be constructive in making the module more engaging, and any adjustments that might benefit future students are appreciated.

Most students suggested adding more tutorial sessions; due to the large number of students, not all of them can participate. Moreover, they suggested moving the lectures from the afternoon to the morning because they were too exhausted to follow in translation after

studying different modules all morning. Others suggested additional audio-visual tasks employing modern technology, adding that when the teacher ordered the translation of video passages, the class became more exciting for them. In addition, including translated sections from comedy, students' favourite songs, and excerpts from plays, books, and series would make it more appealing and engaging. Furthermore, many students demanded the use of humour in the classroom, such as screening humorous films and videos on topics that students enjoyed translating and discussing during the translation lectures. Lastly, some students advocated for additional interpretation exercises because they thought them entertaining, amusing, and beneficial for enhancing their spoken skills.

The last question concerned the module (Initiation to Translation) and whether they found it exciting. After they selected their choice, the researcher suggested multiple reasons to help explain why they found it exciting or not. The majority responded interestingly, while a minority of respondents said it was unnecessary. There were five options, with a sixth "other" option added in case they needed to provide different reasons (check Figure 4.6)

Figure 4.6 depicts the reasons why students like or dislike this module. 49,61% of students felt the teacher made the lecture enjoyable, while 32,55% said the syllabus made it enjoyable. Moreover, the remaining 13,95% of students who selected 'other' mentioned they found it interesting because of the videos they were asked to do. On the other hand, the remaining students expressed disinterest due to language limitations. 2,32% acknowledged their difficulties with Arabic, whereas 13,955% acknowledged a similar issue with French. Surprisingly, the remaining 1.87 % reported having difficulty with English.



**Figure 4.6. Motivating Translation Interest**

The questionnaire used in this study consisted of a total of twenty questions, which were divided into three sections. The final question of the third section was the one discussed above and concluded the survey. Each section was assigned to students independently, and the questions corresponded to a distinct period and objective of the investigation. The third section, which included the question about students' perspectives on the "Initiation to Translation" module, provided a detailed overview of their views on the course and its effectiveness. The data collected from this section helped the researchers evaluate the course's impact on the students' learning outcomes and identify areas for improvement.

#### **4. 4Analysing the Impact of Translation Techniques**

The next step in the study involved analysing the students' translations of sequences from "Achour Al Achir" from Algerian Arabic into English. This analysis aimed to assess the students' ability to apply the translation techniques and strategies covered in the course to a real-world translation task. The results of this analysis would provide valuable insights into the effectiveness of the course in developing students' translation skills.

The objective of the students' text translations was the transfer from English to Arabic; nevertheless, to perform a thorough study with correct results, it was required to check how they translated from their native language into English. This experiment aims to determine

whether literal and word-for-word translations influence the emergence of a new variety of English in the Algerian context and to test the hypothesis that a new variety of English is emerging among young Algerians.

Students had to translate Sequences from Achour al-Achir. They were free to select one sequence among the ten suggested by the researcher for specific reasons to see how students deal with different confronted while translating from Algerian Arabic into English. They were free to choose the group with whom they wanted to collaborate. However, each student in the group was obliged to translate and dub the dialogue of the character he or she selected. Students did not appreciate doing this task, complaining that it was too hard for students at their level. They stopped complaining and became more competitive once they realised that their task would be evaluated and their efforts would be considered. They began asking questions and selecting the students with whom they wanted to work in a manner that demonstrated their motivation and desire to produce the highest quality work.

Sultan Achour 10, also in Arabic as (السلطان عَشْرَور العَشْرَور), is a 30-minute Arabic television series created by Djaffar Gacem and broadcast on June 18, 2015. The story takes place in a fictitious North African kingdom known as "the Achourite Kingdom," which is ruled by Sultan Achour 10. It depicts his daily adventures with his family, people, and other kingdoms. The series is considered Algeria's most significant comedy production and was the most-watched programme in the country during Ramadan 2015.

Multiple factors led to the selection of this series for this experiment. It attracts students' attention since it is full of humour. More importantly, it represents Algerian culture, Algerian Arabic as the spoken language, and French and English loanwords. Different situations representing Algerian behaviours are represented in this series, which compiles numerous Algerian idioms and phrases. Because they are almost all included in this series, observing how students handled them is an excellent opportunity.

As indicated previously, students were allowed to choose one from the sequences suggested by the researcher. The researcher chose these sequences to investigate how students overcame the difficulties of translating structures and specific terms for which there were few or no equivalents in the TL. Sequences that students did not select were briefly described. It was also an attempt to see if students could collect adequate data throughout the year and use it when needed. *Baker's taxonomy* is the modal used to evaluate students' translations. These various sequence analyses aim not to analyse how students dub and synchronise their voices but rather their translations from Algerian Arabic to English. Students were required to submit both the original and translated (dubbed) versions of their sequences.

Moreover, they were tasked with delivering both the script of the original speech and their translations. For the dubbing activity, students downloaded a programme over the internet that facilitated their task. The researcher selected the sequences presented in this research. They were designated to avoid repeating similar things. A comparison was made for students who randomly chose and translated similar passages. None of the sequences translated and dubbed by students were disregarded, but it was redundant to repeat similar information. Nonetheless, it is essential to study them since they confirm or refute the hypothesis.

Students exerted great effort to offer the most accurate translations. However, it is vital to note that not all students possess effective laptops, application skills, and internet connections. However, working in groups aided significantly and required students to share resources and information to obtain the most outstanding results. Even if all students could complete this assignment, they did so in different manners. Some students presented merely the translated sequences. Others offered both the source and translated sequences, and the last group included both the source and translated parts with their scripts. All participants received identical assignments, although not all students followed them. Fortunately, the translated sequences formed the basis for this investigation. The researcher spent countless hours rewriting the original and student versions; not all students respected all tasks; therefore, the researcher had to copy the scripts to help verify the students' translations from the SL into TL.

#### **4.5 Students' Translations Strategies in Subtitling and Dubbing**

The transcriptions and translations provided in this section serve as illustrative examples of the renditions frequently encountered among students in the ten sequences. However, the primary focus was on the analysis of five sequences from among the ten. These specific sequences were chosen because they encompassed a broad spectrum of errors and diverse translations. This selection was considered justified as it facilitated a comprehensive study of all the errors found in the ten recommended sequences.

The analysis of students' sequences initially addressed the issues commonly observed among the majority of students. It then shifted its focus to their transfers at the level of structure and word choice, which constitute the focal points of this research. Firstly, the translated sequences were compared to the original speech, and subsequently, the translations

of several students were collected and compared to avoid duplication. The corresponding translations from the students were labelled numerically. For instance, the number 001 denoted the first group of approximations, the number 002 the second group, and so forth.

#### **4.5.1 Sequence one: The Chinese have arrived**

This scene depicts a group of Chinese travellers who journeyed to the kingdom of Achour with the expectation of indulging in a dish known as Mhadjeb. Their dissatisfaction became evident when they failed to receive the promised delicacy. The Chinese individuals voiced their concerns and openly expressed their disappointment regarding their inability to savour the expected Mhadjeb. The circumstance is further characterised by a layer of irony, as the Chinese exhibited a sincere admiration for Mhadjeb yet lacked the culinary skills to prepare them, accentuating their sense of letdown. Faced with this unfulfilled promise, the Chinese felt compelled to address the situation. Their course of action was either to receive the thousands of promised Mhadjeb or entertain the idea of resorting to hostilities to obtain them. All of these actions, naturally, unfolded in a lighthearted and humorous manner.

In this first sequence, substantial difficulties would be discussed, even if they did not represent significant aspects of this investigation, because they would aid in identifying the students' various issues. Only a few samples would be stated for the remaining sequences to prevent a recurrence of similar issues. Moreover, new detections would be permanently listed.

**Table 4.1 The Chinese have Come**

Original Script	Students'	Students' Translat	Students' Translat	Students'
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	Translations001	ions 002	ions 003	Translations004
نوري: موالى موالى، راهم جاو شناوا موالى	Noory: Your majesty.... Your majesty, the chinese are coming.	Nori: My lord  The Chinese have come	Your majesty, your majesty, there are coming from chnawa your majesty	Nouri: Majesty, majesty they came the Chinese majesty

In the source language screenplay, Nouri used 'موالى' three times from the beginning of his speech until it ended. As demonstrated in Table 4.1, the students' translations varied. The first group of students represented by 001 used 'majesty' and said it just twice at the beginning, whereas 002 employed "my Lord" and used it once. Both 003 and 004 opted for "majesty" and used it three times in the same way in imitation of the source language script. Then, all students translated 'شناوا' into Chinese except for the group represented by 003, who transliterated it from Algerian Arabic into English. The following observation was made regarding grammar and how students translated this expression 'راهم جاو شناوا' it was transferred as 'the Chinese are coming' by 001, 'the Chinese have come' by 002, 'there are coming' by 003 and finally 'they came the Chinese' by 004. Since, in this sequence, the Chinese were waiting outside, the present perfect is an appropriate choice. While the use of the present continuous changes the meaning and leads to misinterpretations since it proposes that the Chinese are still coming from China and have not yet arrived.

Most students used word-for-word translation, as shown in Table 4.1, except for group 002, which presented a translation that did not imitate the SLS. For the remaining translations, 001 is a literal translation, whereas 003 and 004 are word-for-word translations where each word is replaced with an equivalent in the TL while preserving the structure of the Algerian dialect.

**Table. 4.2 Variations in Students' Interpretations**

Original Script	Students'	Students'	Students'	Students'

	Translations 001	Translations 002	Translations 003	Translations 004
عاشور: شنأوا أو عاله، لايوم عندهم ماتش؟	Achoor: Chinese!!! Do they have a match today?	Achour:The Chinese oh... Do they have a match today or what?	Chnawa ohh why? Do they have a game?	Achour : Chinese Oh why Today? They have a match?

This sentence is related to the Algiers football team MCA, and 'Chnawa' is their nickname. As illustrated in Table 4.2, all the groups translated 'شنأوا' into 'Chinese' except for group 003, which transliterated it only and preserved it 'chnawa'. The second issue was with the translation of 'ماتش' which is typically a sporting competition or event in which two individuals or teams compete against one another, but in the Algerian context, 'match' used singularly, refers to "football. 003 translated it into "game because in bilingual dictionaries 'game' was a possible synonym. As seen in Table: 4.2, the rest of the groups translated it as "match" without adding "football," resulting in an incomplete translation.

**Table. 4. 3 Cultural Influence on Students' Translations**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
نوري: ال موالى راني على شنأوا ناع الشين	Noory: No.... your majesty! I mean the Chinese of china.	Nori: No my lord, I am talking about Chinese of china	No Majesty I mean the chnawa of china	Nouri :No, Majesty, I mean Chinese of china.

All students translated "ناع الشين" into "Chinese of China," except for students in group 003, who preserved the Arabic phrase and transliterated it as "Chnawa of China," retaining 'China' while substituting 'Chinese.' This translational divergence aligns with the other groups, as highlighted in Table 4.3.

Due to their mother tongue's influence on their linguistic background as well as their concern over the use of alternative terms, the students chose to translate words for words to maintain structural fidelity, which they found to be more comforting. However, it is noteworthy that a more apt translation could be "I mean the Chinese" or "I mean Chinese people." This is due to the fact that, by default, the use of 'Chinese' typically refers to the

people of China. Nonetheless, within the specific context of Algeria, the focus of the students' translations reveals a connection to an Algerian football team known as 'Chnawa,' to dissociate it from the term 'Chinese of China.' To avoid misunderstandings, they found it necessary to specify and translate it: Chinese of China or Chnawa of China. The focus on contextual specificity draws attention to the subtleties in the students' viewpoints by illuminating how cultural references shape the complexities of translation.

**Table:4.4 Students' Omissions**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
جواد : موالى Echec et mat	Omitted	Checkmate my lord	The king is dead	Omitted

Students were asked to choose a character and to translate his speech. The character named jawad playing chess with King Achour performed less in this sequence. Therefore, students belonging to Groups 001 and 004 neither mentioned the speech in the script nor uttered it in the sequence; they omitted it entirely. Whereas 002 translated 'Echec et mat 'into 'Checkmate my lord', which is adequate, 003 translated it into 'the king is dead', which could not be accepted because, by definition, a king in the game of chess cannot die. Checkmate derives from 'sheikh-mat, ' meaning "the old man is dead." A king cannot die in this game, but the game is lost if the king is placed in checkmate.

Table. 4.5 Students' Alternation and Misinterpretation

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
عاشور: تعرف تجي فاي وقت لي ليزادم كي يكون مركز، تجي ديما تجي ناخسرنا اللعب، آو عاليه نوري وعاليه راك تشوف حتى ايشاك إمات ما نؤتلهاش واش بيهم هاد الشناوا واش يحوسو؟ ؟	Ashoor: What's wrong with those Chinese? They <b>always</b> come in inappropriate time ...and made me lose <b>always</b> with the same problem. What do they want?	Achour: you come only when I' m focused and ruin the game for the both of us, why nori why? You see I couldn't figure out when checkmate. What do they want anyway?	Nouri you come always when Iam focus why why I felt?  What do they want? Speak	Achour: You know to come m at the moment the human being is concentrated to looseus playing. Ooh why Nouri why? What have they these Chinese. what are they looking for?

Even though some students tried to avoid replicating the structure of the source language, they largely maintained a comparable aspect and form in their translations. As demonstrated in Table 4.5, Achour blames Noory in the SLS for interrupting him constantly during crucial moments while students alter the meaning. The speech was about 'Nouri' and not the Chinese, but the 001 group attributed it to the Chinese instead of Nouri, leading to confusion. Additionally, they repeated the word 'always' in the same sentence, which is redundant in English. These students also used the expression "made me lose with the same problem," which implies that the Chinese caused him to lose with the same problem and that they had previously visited him, which is inaccurate and distorts the SL meaning.

Students' 002 translations respected the SLS and identified that Achour, at the beginning of his discourse, was talking to and about Nori. They used the following expression: "You come only when I'm focused and ruin the game 'for the both of us'. They could have translated it more simply by omitting "both of us": An alternative translation could have been "You just show up when I'm concentrating and ruin our game'."

03 translations reduced the speech and used only its first part incompletely; they mentioned the idea that shows that Nouri constantly interrupts Achour, then skipped the ideas

that followed and went directly to the last idea that wondered why the Chinese were there. Finally, they added the word 'speak' as an order to 'Nouri.

04 was a complete, word-for-word translation in which students also removed the following Algerian passage: "نشروف حنى ايشراك إمات ما نؤنلهاش" Then continue translating the remaining ideas literally. The missing passages from the Arabic scripts submitted by the students to the researcher probably represented expressions the students found difficult or unnecessary to translate. Baker suggests omitting needless words or expressions because, in certain circumstances, omitting the translation of a phrase or statement may seem like a radical technique, but it may be even more beneficial. Translators use this method to avoid lengthy explanations when explaining the significance of a single item or term is unnecessary for the reader to comprehend the translation.

**Table 4.6 Students Disregarding the Chinese Speech**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
Chinese leader: Ni hao Chinese speech then عاشور Chinese again.	Chinese leader..... Achour..... Chinese.....	They completely ignored the Chinese speech and went directly to the next speaker	Ni hao Achour ten	Ignored

As indicated in Table 4.6, the Chinese leader delivered the entire speech in Chinese exclusively when communicating with Achour. For non-Chinese speakers, the only recognisable word was "Achour." Among the groups, 001 chose to mimic the Chinese speech, but only "Achour el Achir" was intelligible. Group 002, on the other hand, opted to disregard the Chinese leader's speech. They lowered the volume, yet the lips continued to move, and no sound was audible until the next segment. In contrast, students in group 003 translated the phrase "Ni hao Achour Ten" and omitted the rest of the speech. Meanwhile, group 004 chose to ignore the leader's entire address.

Students could not imitate or translate Chinese since they did not understand or speak the language. Like their classmate, they could have recorded the leader's address. Their deletion is likely due to Baker's taxonomy, which states that omission is preferred if the part

does not change or influence the meaning. Moreover, in the following section, the interpreter would translate what the leader stated; this was likely another reason they did not translate to avoid redundancy.

**Table: 4.7 Students' Recall of Translator vs. Interpreter**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
المترجم النوري صليبي: السلام عليكم عاشور العاشر	The Chinese translator: Peace be upon you.	The Chinese Translator: Piece(piece) be upon you Achour Acher	The Chinese Interpreter: Hello Achour Ten	The Chinese Translator: <i>El Salamoo Alaykom Achour el Acher</i>

The selection of this passage was influenced by the fact that it combines several components of the material delivered to the students and can be used to assess the information they have retained and applied. The majority of students used 'translator' and 'المترجم' in their translations, despite having been taught that the translator deals with written forms while the interpreter deals with verbal forms. They all used 'Chinese Translator' except for group 003, which remembered and used 'interpreter'. All of the students used 'المترجم' and not 'النوري' in their Arabic script.

The following observation concerns the translation of 'السلام عليكم'; the interpreter used the Arabic Muslim salutation. The students of groups 001 and 002 rendered it "Peace be upon you," group 003 as 'hello' and group 004 maintained it and transliterated it as '*El Salamoo Alaykom*'. This final group used italics to indicate that the phrase was borrowed. It shows they remembered how to use loanwords. Since it is a well-known greeting, students from groups 001, 002, and 003 could have transliterated it similarly. Nevertheless, given that the assignment required translation, they likely preferred to do so.

The subsequent scene contains similar comments to the preceding one. Again, most students maintained the structure of the SLSc, and the same set of students used an interpreter while the remaining students continued to use a translator.

Table 4.8 Students' Translation and Source Language Imitation

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
عاشور: اه وعاله ر هو زعنان قولو ينحي الزعاف ويهدر و رانا حنا باش ننعاونو ننضل.	Achoor: Ah And why is he angry? Tell him that we 're here to speak and work together and no need to be upset.	Achour: and why is he angry... tell him to calm down and we are here to talk to go ahead speak.	Why he is angry? Tell him to leave anger and speak... we will help him with pleasure	Achour: Ah Why is he angry? Tell him to peel off anger and talk; we are here to help each other, go on

From the beginning of this sequence until the scene mentioned in Table 4.8, the students imitated the SLSc to a high degree, remaining close to the SL terms, as evidenced by all the provided translations. Some students made modifications but needed help to create a meaningful transfer that completely ignored the SLSc confidently. The influence of word-for-word and literal translation is omnipresent in most of their transfers.

For the first two translations (001 and 016), students made some modifications and were able to provide acceptable translations that were not exact copies of the SLSc structure, with the exception that students belonging to 016 could have omitted the word "speak" at the end, as the phrase "go ahead" came before and was sufficient for the receptor to understand that Achour wanted the interpreter to translate his speech to their leader. Go ahead. For the two last translations represented in (038 and 059), the structure and word choices differed; as in the translation of 'ينحي الزعاف' as 'to leave anger' or 'to peel off anger'. The final translations of 059 provided a complete, word-for-word translation, with words or phrases demonstrating that students translated words independently.

The following scene translation traces the typical quality students use in translating borrowed words. They used blending that characterises phonological and grammatical features of Arabic with a French-borrowed word. It was the first issue, then the use of 'Mhajib', a typical Algerian word.

Table: 4.9 Students Transliteration

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
المترجم: المحاجبي بروم يهملنا وين راهم؟	Chinese translator: The mhajeb you have <b>promoted</b> to us, where is it?	The mhajeb that <b>promised</b> to send us where are they?	Mhajeb; where are the mhajeb that you <b>promised</b> us	Translator: <i>Elmhajeb</i> that <b>nous a promis</b> where are they?

The AA sentence contains two new elements. The first is an Algerian word 'المحاجب' whereas the second is a transliterated borrowed French word 'بروم يهملنا'. For the Algerian word 'محاجب', all of the students transliterated the Algerian term as 'Mhajeb' because of the word specificity and their inability to locate a food that resembled it. Several translations of 'بروم يهملنا' have been proposed. The first group represented by 001 in Table 4.9 used 'promoted' which signifies "advertised," which is useless in this context. The students, symbolised by 002 and 003, translated the borrowed word into English as 'promised'.

However, the final group 004 rendered the entire speech in English except for 'Mhajeb', which was transliterated and written in italics, and then 'بروم يهملنا' rendered as 'tu nous a promis'. The students mirrored the SLSc, so they translated the Algerian Arabic terms into English, transliterated Mhajeb, which has no equivalent in English, and then retained the loan word and used it in French in their translations. Students did not add a definition to the loan word as suggested by Baker's taxonomy, and this can be attributed to the fact that they knew the word, so it was unnecessary to define it.



Table 4.10: Diverse Challenging Translations by Students

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
عاشور: أنا جامي بروميت للشين المحاجب، في الحقبة ي عنني وهادي النبريتي مشي راني زبخبالك، حنا زخدمو زيت الزيتون، المحاجب دوك بينانزا داكور في الدار، بصح نرومي المحاجب لالشين هادي في الحقبة زاع ما خمتش فيها..	Achoor: M'hajeb! I have never <b>promoted</b> the Chinese with the m'hajeb, actually, with olive oil but <b>promoting</b> the Chinese with m'hajeb, this I have never think about.	I never promised china with Mhajeb and this is the truth I'm not hiding it. We make olive oil. Yes we make mhajeb at home but... promising China with Mhajeb I never thought about it.	Ohh I never promised mhajeb to you. It is the reality <b>heinhhhh</b> we make olive oil, We only cook it at home together, this fact I never thought about it.	Achour : I <b>jamais promis</b> to chinamhajeb, the truth you know and this <b>islaverité</b> I am not hiding, we produce olive oil . <i>Mhadjeb</i> between us <b>d'accord</b> at home but <b>promettre</b> Mhajeb to China this in the truth I never thought of it

The initial comments pertain to students' translations in general. Translation 001 in Table 4.10 simply states that Achour promised olive oil to the Chinese, which is a misinterpretation, and students were not attentive enough to grasp the true meaning. For 002 and 003, the translations did not alter the meaning, and finally, for 004, each borrowed French term in the SLScr is substituted with a French word in their English translation. Translations of 001 omitted an entire sentence *مشي راني زبخبالك* *وهادي النبريتي* *وهادي النبريتي* *وهادي النبريتي* *وهادي النبريتي*, which appears not to affect the meaning. At the same time, it was translated as 'this is the truth I am not hiding it' by 002, as 'It is the reality' by 003, and finally as 'this is *la verité* I am not hiding,' by 004, which is a complete, word-for-word translation.

Table 4.11. Students' Translations of "موالتي"

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
الجزرال نارس: موالي خليني نفهمك، نهار اللي مرضت موالتي رازان	General Fares: Your highness let me explain, the day when sultanaRazan was sick,	My lord let me explain...the day queen razan got sick	let me explain to you majesty. When her majesty razan was ill.	General Fares: Majesty let me explain to you; the day her majesty razan got ill

The phrase "موالتي رازان" was translated as "queen Razan" by 002, "her majesty Razan" by both 003 and 004, and "sultana Razan" by 001, as indicated in table 4.11. The intention of 001 was most likely to specify that Razan is a Muslim sovereign, though referring to her as "queen" or "majesty" in English sufficed for the others.

The last scene in Table 4.12 was the last challenge for students who chose this sequence.

Table 4.12. Students' Translation Challenges and Strategies

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
عاشور: أه م اللؤيتوش كيناه لثوبيوهم علينا, خاطرش فيها يد من ايا,	They do not know how to imitate in doing m'hajeb	So, you tried to copy it... it requires a hand you know?	Ah didn't know you wanted to imitate them because it needs hands.	Achour : Ah you didn't find how you <i>copier</i> them from us because it has a hand here
وريني تشوف ناعهم المحاحب خدموهم, كيناش هادو نتوما جريتوهم؟	. Show me those m'hajeb! You .....you made those mhajeb?	Let me see how your mhajeb are made... so you tried these?	Show me let see the mhajeb. Those you tried them	show me to see their <i>mhajeb</i> how they made them. These, <b>yourself you tried them?</b>
نقول خريطة, هالك شم, على بالك هادو يؤدرويكوبيو لئاش بصح غير المحاجب لي ما لثوبيوهم, يؤدروش باش نعرف بلي حنا فور نوربلزاف	It is like a map. Look.. <b>Smell them, smell them</b> .you know that those people can imitate anything unless m'hajeb, to know that we are superb.	It seems like a map... these are Mhajeb? <b>Smell it</b> . Those people can copy anything but not Mhajeb. This lets you know that we are the best.	<b>hmm</b> .see a map, this a mhajeb? You know those people can copy anything except mhajebThey can't do it. So, you know we 're <b>excellent, excellent</b> so much	It is like a map sniff, you know these can <i>copier</i> everything but except <i>mhajeb</i> , they cannot <i>copier</i> them, to know that we are strong too strong.
هادي تجي كاسة نع الحمام بالك كاش ما نخرج شوية مؤطنة من ذاتك بصح باش تكون هادي محاجب يا حسراه السماو الارض راهي بعيد على المحاجب			This can be <b>Kassafor hammam</b> you may make some <i>mkatfa</i> from yourself but to make this mhajeb <b>heeeehhe eh</b> sky and floor so far from mhajeb.	This can be <i>bekassafor hammam</i> maybe it gets out some <i>mkatfa</i> from you but this to be <i>mhajeb</i> alas sky and earth it is far from <i>mhajeb</i>
معلش المهم اليوم راكم معروضين عندي هاك رللو رزوه			Anyway, you are invited at me. <b>Take bring</b> him his staff	No worries, importantly today you're invited by me. Take, give him back his livelihood.

The students in groups 001 and 002 handled this scene identically: they dismissed the following passage since it contained complex sentences and terms to translate. The remaining

two groups, 003 and 004, attempted to translate them using transliteration and literal translation. However, they could have defined the terms to make them understandable to the target language audience. In the 001, students began their translations with "they," but in the SLScr, Achour is speaking directly to the Chinese; therefore ""you"" should be used instead. 001 omitted "خاطرش ندها يد حزاااا" while 002 translated it as "it requires a hand", 003 as "it needs hands'hands' and 004 as "it has a hand here" whereas the proper translation could have been "It needs a dab hand". Dab hand is informal and suits the AA since it is informal too.

Students faced other issues and could not find equivalents, so they borrowed words from AA. The first was "*kassa*", which was just transliterated when students could fetch its equivalent, i.e. "exfoliating glove". Students also used the term "*hammam*," which is appropriate since it already exists and is known and used by English speakers. "Turkish bath" was another option, but none of the students considered it. Students who translated this section once again employed transliteration for *Mkatfa*, an Algerian variant used in soups similar to vermicelli but in much smaller and thinner shapes.

In this concluding section of the sequence, the researcher briefly highlights students' challenges when translating this passage. The focus was on the new issues students encountered and how they addressed them. More than half of the students who selected this sequence did not attempt to translate difficult portions, while others did. Furthermore, the students permanently employ word-for-word translation and transliteration, albeit only in some circumstances. Students resort to it the majority of the time.

In the following sequences, the researcher mainly concentrated on new types of passages to determine how students translated them to address new issues rather than repeating previously mentioned observations.

#### **4.5.2 Sequence Two: Maria**

The first significant observation concerns parts written in English with Algerian Arabic in the original script. There were groups of students who did not translate the English texts into French, while others did so. These students translated every English passage into French, except for a few words that appeared to have been missed unintentionally. Some selected examples are stated in table 4.13, displayed in column three (translation 002); similar examples for the remaining translations (001 and 003) at the word and structural levels were already addressed in the first sequence entitled "The Chinese have arrived," which eliminates

the requirement to repeat similar tendencies in translations. Consequently, the emphasis in this sequence labelled "Maria" is on the new translation variables utilised by students.

**Table 4.13 Students 'Translations of English Passages into French**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003
ماريا: هكدا عاشور نن ماي دونر تدمدها لواحد كئيم بزبين	Maria: Achour ten you give my daughter to someone like pnipen.	Achoordix you want to <b>marié ma fille</b> to someone like pnipen.	Like this Achour ten my daughter you <b>gave her</b> to someone like Pnipen
عاشور: :: ماريا ماي دوت مشي غير وحدك أنا ناني بزتي وزيد بزبين جا باش بزيكي بزي شيو وربحها، والنسيبي؟	Achour: Maria, she is not only your daughter, she is also my daughter plus pnipen came to retrieve chiou and he won have you forgotten?	Maria, she is not only <b>votre fille</b> , she is <b>ma fifi</b> too Moreover, Pnipen came to bring back chiou and he won it have you forgotten?	Maria my daughtnot by yourself me too my daughter and plus Pnipen came to take chiou he won it or you forgot.
ماريا: ائس بيكوز اف يو عاشور نن	Maria: It's because of you Achour ten	C'est à cause de vous Achour <b>Dix</b>	It's because of you Achour ten

Students represented by 002 translated all English passages used in the Algerian Arabic Source Script sections into French, providing an intriguing new perspective. In addition, the script mentioned "Inspector Tahar," a well-known Algerian comedian. The analysis of the translations provided in Table 4.14 revealed that group 002 substituted "Johnny English" for "Inspector Tahar" and added a short, humorous segment from his film to Achour's sequence to make the translation more understandable and engaging for the intended audience. As demonstrated in Table 4.14, group 002's innovative translation strategy contrasts with the translations provided by the other students, who completely ignored the humorous passage, resulting in a less engaging and potentially less accurate translation.

This insight emphasises the significance of imagination and cultural awareness in the translation process. Group 002 was able to create a more engaging and reliable translation by substituting a local cultural reference with a well-known international one and including a humorous element. This demonstrates the significance of cultural differences and context in

translation, as well as the potential advantages of incorporating creative approaches in the translation process.

**Table 4.14: Students' Translations and Group 002's Innovative Approach**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003
عاشور: نوپسناي ماريا نوپسناي، كپناش ما ندخلش عند بندها پمادا هادي والراك حابلپناغي د نامي نچپولكم باه ندخلو؟	Achoor: Maria calm down. Why can't she see her daughter? She is her mother or do you wish to see her family record book so we can get in.	Tu stay Maria tu stay how come she can't see her daughter she is her mom or do you want us to show you our <b>livret de Famille</b> to get in.	<b>Tuesday</b> Maria Tuesday, how doesn't she enter to her daughter the mother she is or you want we bring you family record book to enter.
د دور هلا پرحم والديك كپما زال لزيكتور الطاهر هلا پرحم، نلو مي ماريا	Open the door for the love of God. Follow me, Maria.	Open please before I do like Johnny English? <b>Suivez-moi</b> Maria.	Open the door God bless your parents like said inspector Tahar may God rest his soul. Follow me, Maria.

As Table 4.15 demonstrates, students who previously translated sections into French occasionally forgot to do so.

**Table 4.15. Occasional Disremembering of French Translations by Students**

Original Script	Students' Translations 001	Students' Translations 002	Students' Translations 003
عيلة: مام	Mom	<b>Mom</b>	Mom
ماريا: نو كنانت بي پوس عاشور نن. بيني الزم نهرب	Maria: you can't be serious, daughter you must escape	Vous ne pouvez pas etre serieux Achour <b>Ten</b> my daughter must escape	you can't be serious, Achour ten my daughter must escape

As students opted to translate every English word and sentence into French, they were required to do so for all passages; nonetheless, they occasionally forgot, as with the words "mom" and "ten."

The investigation of this sequence mainly focused on novel translational characteristics. Students tend to use word-for-word transfers, but little focus was placed on avoiding repetition. This sequence demonstrated how some students used imagination and originality to tackle translation challenges. They recalled and utilised the adaptation by replacing Johnny English with Inspector Tahar. While omitting the sequence was the most straightforward option for the others. Furthermore, when translating from Algerian Arabic to English, students may encounter English words, phrases, or sentences that are commonly used in the Algerian dialect. While there is no single correct way to translate these passages, the intended audience and purpose behind the translation should be taken into account.

As scholars have noted, students should be mindful of their intended audience when code-switching in translation. If the target audience is primarily English-speaking, it may be appropriate to use English words or phrases, but if the audience is Francophone, it may be more effective to use French words or phrases (Benrabah, 2014). Additionally, students should provide context and explanation when using code-switching in translation to ensure that the intended meaning is accurately conveyed. This can be achieved through footnotes, glosses, or parenthetical explanations, particularly for readers who may not be familiar with the code-switching patterns of Algerian Arabic (Grosjean, 2010). Alternatively, using equivalent phrases in the target language can be more effective than code-switching to avoid confusion (Muysken & Backus, 1992).

Lastly, students should avoid overusing code-switching in translation, as this can lead to confusion and make the text difficult to read (Myers-Scotton, 2006). Therefore, students should carefully consider their audience and purpose when translating and use code-switching judiciously to ensure effective communication.

In conclusion, students should approach translation with mindfulness of their intended audience and purpose. They should avoid word-for-word transfers and repetition, and instead use imagination and originality to tackle translation challenges. When using code-switching in translation, students should provide context and explanation to ensure accurate conveyance of the intended meaning. Additionally, equivalent phrases can be used to avoid confusion. Lastly, students should avoid overusing code-switching in translation to ensure effective communication.

### 4.5.3 Sequence Three: The Lion Attacks

The passage centres on Fares, the commander in King Achour's army. As the leader of an army, Fares is expected to possess qualities such as bravery and an unwavering willingness to engage in battle. However, the actuality of Fares' conduct is quite different. This passage reveals the truth about Fares, as observed by the king, the minister, and Baji, who was unfortunate enough to experience Fares' cowardly behaviour firsthand.

As stated previously, the emphasis is on the new aspects identified in the sequences and not on the repetition of the same difficulties students face. The primary objective of this investigation is to compile a list of problems and suggest some strategies for assisting students in avoiding them. As with all other sequences, the students had to write the original script before translating it.

Certain students needed to exercise greater care during the process of transcribing the original scripts, as some inadvertent errors were detected that had the potential to impact the intended meaning. It was explicitly instructed for students to adhere to the Source Language Script (SLSc). However, while evaluating their script transcription, several significant errors were identified.

**Table 4.16: Character Substitution**

The Original Script	Students Transcription 001	Students' translation 001
قندیل: نت بطلقو علك سبع بفط بديويها معاك	قندیل: نت بطلقو علك سبع دروك بديروها معاك	<b>Burhan:</b> You were attacked by a lion? This matter can only be accomplished by sending you a cat not a lion.

Some students (001) needed clarification on the characters' names. As shown in Table 4.16, they substituted the name of Burhan, the king's Wiseman, for that of Kandil, Achour's prime minister. They made the error in the SLSc and continued it in their translation, substituting one character for another as shown in the table

A number of students have been observed to omit substantial words and phrases from the Source Language Script (SLSc). The intention behind these omissions, whether deliberate



or unintentional, could potentially be attributed to the fact that students may not have fully understood or clearly heard certain parts of the original script. For instance, in the case of the phrase 'راهومشردخ', it is possible that this particular expression was unfamiliar to them, leading to the decision to omit it as it might have been easier to do so. Please refer to Table 4.17, which visually contrasts the transcription that the 001 students submitted with the original script while presenting the corresponding text from the original script in bold for reference, to better understand these instances of omission.

**Table 4.17: The Students' Omissions**

The Original Script	Students Transcription 001
عاشور حديث نسقسيك يخي لنتو لئف لئف شوف الراجل لئذاه راه مقطع ناع راهومشردخ شوف ن راك تقول مابكان	عاشور حديث نسقسيك باخي لنت لئف لئف شوف الراجل لئذاه راه مقطع ننا راك تقول مابكان

Table 4.18 presents a meticulous comparison between the original script and the transcriptions submitted by students from the designated groups, denoted as 001. This analysis reveals a conspicuous disparity: certain students within these groups amalgamate the dialogues of distinct characters, specifically باجي (Baji) and عاشور (Achour), thereby deviating from the fidelity of the original script. It is worth mentioning that within the original script, a segment of dialogue is shared between Achour and Baji. However, in the students' transcriptions, this part is exclusively attributed to Baji. The observed distinction highlights the divergence from the script's intended character interactions and dialogue distribution.

**Table 4.18: Inconsistencies in Students' Transcriptions**

The Original Script	Students Transcription 001
باجي: درك أنا نحكي لك أحوالي . نارس هو الذي رماني على راسي. أنا قوندو الجهرال هو الذي يزدم الأول في الحرب. هو الذي سببني فرجع عليا ومن بعد نالحق أنا	ج: درك أنا نحكي لك أحوالي . نارس هو الذي رماني على راسي. أنا قوندو الجهرال هو لي يزدم الأول في الحرب هو الذي سببني فرجع عليا ومن بعد نالي نالحق أنا. ومن بعد؟ نلقو عليا السبع. واحفظ وانا واش درت؟ <sup>2</sup> واش حبيبي ندير موالبي؟ طلعت نالشرحرة بصح لحنني

<sup>2</sup>The students mistakenly attributed passages to Baji when they belonged to Achour.

	وعظني ومن بعد راح وخ النبي مأذنه مناش وعاله
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Table 4.19: Students' Misattribution of Dialogues

عاشور: ومن بعد	Attributed to Baji
باجي: طلقو ع لدا السبع	
عاشور: يا حنيظ وزت واش درت؟	Attributed to Baji

As highlighted in bold in Table 4.19, the students mistakenly attributed the passage to Baji. However, a significant alteration was introduced: in the original script, Achour's dialogue is as follows: "عاشور: ومن بعد" whereas in the students' transcription, where it was erroneously attributed to Baji, it reads, "باجي: طلقو ع لدا السبع". This discrepancy can be attributed to several factors. Firstly, the influence of their peers within Group 001 may have played a role, as they collectively misunderstood the character attribution. Secondly, the students' relative inexperience in transcribing scripts in this particular context may have contributed to their error. Finally, a logical assumption based on the character's context influenced their choice. Believing the speech belonged to Baji, and considering that Baji was recounting events that happened to him, their use of "وازا" instead of "وزت" seemed both logical and coherent within their interpretation of the scene.

The underlying reasons for this departure appear to stem from either a misunderstanding or an oversight on the students' part. It is conceivable that they encountered challenges in discerning the intended division of dialogue between the characters, leading to the inadvertent combination of their respective speeches. The students' primary focus on transcribing auditory input rather than visual cues may have contributed to this confusion's emergence due to a lack of clarity in differentiating each character's lines. Moreover, it becomes evident that there was insufficient review or cross-checking of the passage to rectify their misinterpretation, further contributing to this discrepancy.

Table 4.20: Cat' Omission and Use

The Original Script	Students Transcription 001	Students translation 001
<p>قندیل: نت بطلقو ع لیک سربع بیط بأرویهه معاک</p>	<p>قندیل: نت بطلقو ع لیک سربع دروک بڈروها معاک</p>	<p>Burhan: You were attacked by a lion? This matter can only be accomplished by sending you a cat not a lion.</p>

The term "cat" is noticeably absent from the students' transcriptions of the original script; however, it is consistently present in their translations. This recurring pattern of errors is evident in the various sequences recommended to students. It is important to clarify that the choice to analyse this specific sequence was driven by a diverse range of errors found within it. This selective approach serves a dual purpose: to avoid redundancy and to highlight a spectrum of fundamental mistakes evident in both students' transcriptions and translations. These omissions and inconsistencies can reasonably be attributed to lapses in concentration during the transcription process. Distractions, difficulties in maintaining prolonged focus, or a hurried approach to the task are likely factors contributing to the frequent occurrence of these errors. Consequently, disparities emerge between the transcriptions and subsequent translations.

Another noteworthy observation in this sequence pertains to the diverse linguistic strategies employed by students when translating cultural expressions from their native language to English. This observation opens a window into the multifaceted nature of the translation process, highlighting how students direct the intricacies of conveying cultural nuances across language boundaries. In examining the students' work, it becomes evident that there is a wide spectrum of approaches employed, each reflecting the student's unique perspective and linguistic competence.

Table 4.21: Varied Students' Approaches to Idiom Translation

The Original Script	Students translation 001	Students translation 002	Students translation 003
باجي: درك انا بحكي لك اموالي . نارس هو الی رماني على راسي.	Baji : I can clarifis this for you my lord It was Faras mistake. He pushed me to lead the army.	Baji: My Lord, I can make this clear for you. Faras erred in doing that. He encouraged me to command the troops.	Baji:Now, I will tell you what happened my lord, Fares is the one who <b>threw me under the bus<sup>3</sup>.</b>

As highlighted in Table 4.21, various translations were provided, unveiling intriguing insights into the diverse approaches employed by students when translating from Algerian Arabic into English. Some students adopted a direct approach, wherein they borrowed and transliterated the original Arabic phrase, such as رماني على راسي 'Rmani 3la rassi,' into their translations. This specific approach required minimal effort, as it essentially maintained the structural integrity of the phrase, involving a straightforward substitution of Arabic characters with their English counterparts without digging into the deep nuances of semantics.

The preference for transliteration observed among some students can be attributed to their previous familiarity with calques, instances where certain idiomatic expressions underwent literal translation between Arabic, French, and English. In these particular cases, the translated idioms consistently served the same purpose and transmitted comparable meanings across these distinctive linguistic and cultural contexts. It is important to acknowledge that the clarification supplied in relation to this technique was limited to certain idioms and did not constitute a personal attribution. The use of transliteration by these students underscores the potential impact of calques on their decision-making in translation. Furthermore, it is conceivable that certain students may not have comprehensively understood the complex cultural subtleties inherent in the phrase in their mother tongue, hence augmenting their tendency towards transliteration.

Other students, in their choice to simplify their translation (Translation 002), reflect their aim to streamline the dialogue, much like taking a direct route through a complex landscape. By condensing the original Arabic, they prioritised clarity and accessibility, opting

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<sup>3</sup> Threw me under the bus" is an idiom in English. It means that someone has betrayed or abandoned you, often in a situation where you expected them to support or protect you.

for a straightforward path that allows English-speaking readers to navigate the dialogue easily. This simplified approach ensures that the essential message is conveyed clearly while minimising potential confusion or misinterpretation, resembling the provision of listeners with an easy path to follow through an unfamiliar environment.

In Translation 003, the group of students adopts a more idiomatic approach by employing the English expression "threw me under the bus" to convey the same idea. This idiomatic choice, distinct from the more literal or concise approaches in previous translations, effectively encapsulates the essence of the original dialogue by employing a culturally familiar English expression. It imparts a vivid and colloquial portrayal of the situation, rendering it readily relatable to English-speaking readers. Furthermore, this choice underscores the students' diligent research to find an equivalent idiom, highlighting their commitment to thorough investigation. It may also be indicative of the students' prior familiarity with this idiom, showcasing their dedication to crafting a culturally resonant and contextually accurate translation.

The translations of "العَيد" (El Aid) in the students' translations vary, and the choice of translation depends on the context and target audience. In the Table 4.21 Translations 001 and 002 maintain the Arabic term, preserving cultural authenticity and working well for audiences familiar with Arabic culture. Translation 003, "Is it the feast?" takes a descriptive approach, providing contextual clarity and catering to a broader English-speaking audience unfamiliar with Arabic culture. Translation 004 is clear and concise. It highlights the use of "Christmas" and suggests a connection between the holiday and the context of giving. The suitability of each translation centres on the need for cultural authenticity and the audience's familiarity with the term's cultural connotations.

Additionally, the decision of group of students represented by 004 to replace the original Arabic expression "العَيد" (El Aid) with "Christmas" in their translation is noteworthy and reflects their choice based on cultural equivalence. "Christmas" is a well-known and widely celebrated holiday in English-speaking cultures, carrying a similar sense of festivity and importance as "العَيد" does in Arabic-speaking cultures. This choice of "Christmas" effectively conveys the cultural significance and festive nature of the holiday, making it relatable to English-speaking readers. Moreover, it demonstrates cultural sensitivity by acknowledging and respecting the diverse backgrounds of the readers. This showcases the students' understanding of adaptation to ensure comprehension and inclusivity, bridging potential gaps in cultural understanding for a wide audience. Considering that the specific

context of the original script involves the giving of money and gifts to deprived individuals, the substitution of "العيد" (El Aid) with "Christmas" becomes more understandable, aligning with the festive occasion's essence, characterised by generosity and gift-giving.

**Table 4.22: Students' Cultural Equivalents**

The Original Script	Students' translation 001	Students' translation 002	Students' translation 003	Students' translation 004
عاشور: راه العيد؟	Achoor:Is it l'aid?	Achour:Is it l'aid.	Achour:is it the feast?	Achour: is it Christmas?

The researcher retained the students-submitted transcription in their original form without making any corrections. This decision was made so that the researcher could comment on the writings and highlight various errors that students made. Moreover, structural and grammatical errors were not considered to avoid redundancy, as these errors were already considered in previous samples.

This research aims to bring attention to the different types of errors that students commonly make in their transfers. By not correcting the scripts, the researcher can accurately represent the types of mistakes that students make. It will help other researchers and educators understand students' common errors, which can inform the development of effective teaching strategies and curricula.

It is important to note that the focus of the study is not on correcting grammatical and structural errors but rather on identifying and categorising them. This approach can help identify patterns in student mistakes and inform targeted interventions to improve their skills.

This part focused on the new translational characteristics observed in the students' translations. While some students made errors in their translations due to confusion about character names, omissions of essential words and phrases, or combining speeches from different characters, others demonstrated creativity and originality in using linguistic strategies to convey cultural expressions in English. However, students must be mindful of their intended audience and purpose when translating, use code-switching judiciously, and avoid overusing it. Providing context and explanation, using equivalent phrases in the target language, and avoiding confusion through footnotes or glosses are also effective strategies for ensuring accurate and effective communication. By identifying these common mistakes and

suggesting helpful strategies, this investigation aims to assist students in improving their translation skills.

#### **4.5.4 Sequence Four: Razane's Conspiracy**

Razane, who happens to be King Achour's second wife and Fares' sister, conspired with her brother to administer drugs to the food served in the castle, which caused everyone to fall asleep. It was done to steal the exam questions to ensure her son's success. As planned, they succeeded in their scheme. However, their plan was foiled when Abla, the king's daughter, uncovered their ploy and immediately informed her father.

The first event describes how Abla confirmed her suspicions regarding Razane's actions, while the second tells Abla to inform her father of what had happened. These two sequences were tackled separately, respecting the scenes. Initially, the passage outlines how Abla came to affirm her suspicions about Razane. Abla was able to confirm her suspicions and gain a clearer understanding of what had occurred. In the second sequence, the passage shifts its focus to Razane's discussion with the king, interrupted by Abla then relaying to her father what she had learned about the actions of Razane and Fares.

The students' creativity in choosing some of them to change the background music following the circumstances also distinguishes the translation of this passage. They used representative music for every circumstance. When Abla spoke with Burhan, a suspenseful and dramatic track was played. Then, when Razane was with King Achour, requesting a budget for the party, they switched to a humorous soundtrack. When Abla interrupted them to inform the king of the situation, they switched back to a suspenseful soundtrack.

Furthermore, in the opening sequence for the presentation, the students incorporated a unique and engaging element that highlighted their creativity and attention to detail. Specifically, some students listed their names in English next to the character they portrayed in the sequence and the number and title of the sequence they had chosen. It introduced the students and their respective roles and provided a clear and organised structure to the presentation's opening.

By including this personal touch in the opening sequence, the students demonstrated their ability to think outside the box and utilise their creative skills meaningfully. Such

elements often indicate a well-planned and thoughtfully executed presentation and can contribute to a positive audience experience. Moreover, including specific sequence titles and numbers highlighted the students' attention to detail and ability to facilitate the researcher's or viewer's ability to recognise them without asking. The students' use of English names, clear sequence titles, and structured formatting in the opening sequence reflected their dedication to creating a cohesive and polished presentation while showcasing their talents and creativity.

While other students used a new way of dubbing in this sequence, which diverged from the dubbing provided in the preceding sequences, most students in previous sequences used dubbing, whether by omitting all sounds and recording their voices simply or keeping the music of the original version and dubbing. This time, some students preferred to use voice-over dubbing. In voice-over dubbing, the original soundtrack is still audible in the background, but the volume is lowered to allow the voice-over to be heard clearly. The voice-over is typically recorded in the target language. It may provide additional information or clarify the original dialogue, mainly when the original language is unfamiliar to the target audience.

Another group of students provided a transliterated version of the original script (Algerian Arabic Using the English Alphabet), but they did not entitle it to a transliterated dialogue; they also referred to it as the original script as well as providing the English translation.

#### 4.5.4. 1 Razane's Conspiracy Scene One

**Table 4.23 A Comparison of Students' Translations for Phrase**

"برهان: موالتي خلعتني غير الخير"

Source Language Script	Students' Translations 001	Students' Translations 002	Students' Translations 003
برهان: موالتي خلعتني غير الخير	Bourhan: your majesty,...you freaked me out,.. what's wrong ?	Burhan: Oooh, yes yes, your Majesty.	Bourhane: My lady what's going on.

In general, all three translations accurately convey the central message of the script. However, there are some differences in word choice, sentence structure, and tone. Based on the provided translations, the best English translation for the Algerian Arabic phrase



"برهان: مولاي خلع عني غيّر الخبر" would be "Bourhan: Your Majesty, you freaked me out. What is wrong?"

While Burhan's response of "Oooh, yes, yes, your Majesty" is a correct translation of the words, it does not accurately convey the meaning of the original phrase. Bourhane's response, "My lady, what's going on?" also does not accurately capture the nuance of the original phrase.

The phrase "مولاي خلع عني غيّر الخبر" can be interpreted as expressing surprise, confusion, or concern. Bourhan's response, "Your Majesty, you freaked me out. "What is wrong?" accurately conveys the sense of surprise and concern that the original phrase conveys. It also retains the respectful tone that is appropriate when addressing royalty. In sum, the best translation accurately conveys the original phrase's meaning and tone while also considering cultural context and appropriate language use.

**Table 4.24: Students' Translations of the Source Language Script**

Source Language Script	Students' Translations 001	Students' Translations 002	Students' Translations 003
عبلة:قولي حجاش عندك رزان وفانك عطيني الدوا ناع الرقاد ؟	Abla :tell me did Razan <u>visited</u> you and asked for sleeping pills ?	AbLa: Tell me, Did Razan ask you for the sleeping pills?	Abla: Tell me, did Razane came and asked you if you have sleeping medicine

The translation that respects English rules and would seem natural to native speakers of English is, "Tell me, did Razan come to you asking for sleeping pills?" This sentence follows proper grammar rules, uses clear and concise language, and sounds natural to a native speaker of English. The other two options convey the same meaning, but they contain grammar and vocabulary errors that make them fewer effective translations. For example, "Tell me, did Razane came and asked you if you have sleeping medicine?" contains a verb tense error (using "came" instead of "come"), "asked" instead of "ask," and "have" instead of "had," and uses "medicine" instead of "pills," which could potentially confuse.

Table 4.25 Students Varied Translations of the Same Sentence

Source Language Script	Students' Translations 001	Students' Translations 002	Students' Translations 003
برهان: موالتي حببيني مندهولماش؟	Bourhan: your majesty!did you expect the opposite?	Burhan: How dare I not to Your Majesty?	Bourhane: yes, I gave her my lady, why?

The best English translation that respects English rules and would seem natural to a native speaker of English is "Your Majesty, did you expect anything else?". This translation conveys Bourhan's surprise at the question while maintaining a polite and respectful tone suitable for addressing a monarch.

The second translation, "How dare I not to Your Majesty?", while it does convey a sense of respect and subservience, does not make grammatical sense in English. The correct phrasing would be "How could I not, Your Majesty?" which still maintains the sense of deference while using proper English grammar.

The third translation, "Yes, I gave her my lady, why?" is grammatically correct but lacks the respectful tone appropriate for addressing a monarch. "My lady" is a term more suitable for addressing a peer or a lady of one's station and may come across as too familiar or even disrespectful in this context.

As a result, the first translation is the best choice because it conveys the appropriate tone and complies with English grammar rules, making it the most likely to be well-understood by an English native speaker.

Table 4.26: Variations in Students' Translations of the Source Text

Source Language Script	Students' Translations 001	Students' Translations 002	Students' Translations 003	Students' Translations 004
عيلة: عرفتها ... عالبالك بالدوا ..... لي حده نيهله رتدت كامل الغاشي و سررت لي سوجي	Abla : I knew it, Bourhan, <u>have</u> <u>you known</u> that she made everyone fall asleep using it and stole the <b>exam sheets</b>	Abla: I knew it! Do You know that she used them on us and stole <b>the</b> <b>subjects?</b>	Abla: I knew it, oh Bourhan, Do You know that with that medicine that you gave <b>it to</b> her she made everyone sleep and <b>stole my</b> <b>exam</b>	Abla: I knew it, Burhan. Did you know that she used the medicine you gave her to make everyone fall asleep and <b>stole the</b> <b>exam</b> <b>papers?"</b>

All translations convey the central message of the source text: that Abla knew that someone made everyone fall asleep and stole the exam papers. However, there are differences in how the translations convey the information. The leading translation errors are related to word choices and sentence structures. In the first sentence, "have you known that" (Students' Translations 001) is not the correct way to ask a question in English. In the second sentence, "using it" (Students' Translations 001) and "she used them on us" (Students' Translations 002) are too literal. In the third sentence, "everyone sleep" (S) (Students' Translations 003) is not correct grammar. In the fourth sentence, "stole the subjects" (Students' Translations 002) and "stole my exam" (Students' Translations 003) are not precise translations of the source text. Overall, students' translations 001 and 004 are the most accurate translations of the source text. They both use "stole the exam papers", which is the most precise translation of "سررت لي سوجي". The changes in (Students' Translations 003) using **stole my exam** may lead to misunderstanding, while the use of "you gave **it to** her" The translation appears awkward and unnatural.

#### 4.5.4.2 Razane's Conspiracy Scene Two

In this sequence, a group of students preserved the Arabic nickname "شوشو" that Razane used to refer to her husband, King Achour, and transliterated it as "shoo shoo." However, another group of students opted to translate the nickname as 'wee wee,' assuming it would be more suitable for native speakers. This decision was influenced by a film they had

viewed, in which King William was also referred to as 'weewee.' Nevertheless, this discrepancy underscores the students' recognition of the significance of cultural context and linguistic nuance in cross-cultural communication to avoid misunderstandings and convey meaning accurately.

Once again, the purpose of this section is to highlight new details found in some students' translations. Due to the fact that Algerian Arabic is predominantly an informal language, the majority of the translations done by the students were only approximate and rarely or never incorporated English idioms. However, a minority managed to include idiomatic expressions in their translations, demonstrating a deeper understanding of the English language and a willingness to go beyond a standard translation. They kept in mind the suggestions of scholars among them Baker (2011) who claims that idiomatic expressions are crucial in conveying the tone, meaning, and cultural nuances of a text. She argues that idioms cannot be translated word for word and that translators need to use their creativity and cultural knowledge to find equivalent expressions in the target language.

These students exhibited mastery of English idioms, which requires a good grasp of specific nuances and the ability to use them effectively in conversation. Idioms are important not only for accurately conveying meaning but also for enhancing the overall quality of the translation. They add depth and richness to the language and provide a more vivid description of the intended message. Table 4 provides a comprehensive list of the idiomatic expressions used by the students, along with their respective translations.

Table 4.27 Students Idiomatic Equivalents in Translating Algerian Arabic

The Source Language Script AA	Students' Idiomatic Equivalent in English 004
عاشور: بصح ماشي وبت ناع هاد الهدرة ناع البودجي. رازي مش غول دوكتا رزان ويخي ديچا جابنا البوجي الول سزينو لخلخيني	Achoor: "I'm sorry, but discussing the party's budget right now is <sup>4</sup> <b>like flogging a dead horse</b> . I'm really <sup>5</sup> <b>swamped with work</b> . Besides, you already got me to sign off on the initial budget, so it's <sup>6</sup> <b>water under the bridge now</b> ."
رزان: بصح شوشو راني باغيها نديروحد الحنانة يسمعو بيها كامل الناس وني باغيها نزيدي وحد الشونتور يسموه كادر الشينوي	Razane: I want <sup>7</sup> <b>to pull out all the stops</b> and throw a party that will <sup>8</sup> <b>knock people's socks off</b> besides hiring a singer named Kader Chinwe.
: موالي هادا كادر سليما راه مع الخمسة اللوال ناع توب سانك	Fares: "Your Highness, this Kader is one of the <sup>9</sup> <b>crème de la crème</b> , a real <sup>10</sup> <b>top-tier</b> talent that stands <sup>11</sup> <b>head and shoulders above the rest</b> ."

In conclusion, although the majority of students' translations lacked specific idiomatic expressions, a few were able to incorporate them effectively, highlighting the importance of having a strong grasp of the nuances of a language and the ability to use them appropriately in translation. The effort made by these students who spent time looking for equivalents in English showed their investment and seriousness.

The analysis of the students' translation and dubbing of sequences from Algerian Arabic into English revealed several insights into their language proficiency and translation

<sup>4</sup>Idiom: "Like flogging a dead horse." Definition: To waste time and energy on something that is no longer useful or productive.

<sup>5</sup>Idiom: "Swamped with work." Definition: Overwhelmed with too much work to do; extremely busy.

<sup>6</sup>Idiom: "Water under the bridge." Definition: A past event or situation that cannot be changed or undone, and should therefore be forgotten or forgiven.

<sup>7</sup>Idiom: "Pull out all the stops." Meaning: to do everything possible to make something successful or impressive.

<sup>8</sup>Idiom: "Knock people's socks off." Meaning: To impress or surprise someone in a very positive way.

<sup>9</sup>"Crème de la crème" means "the best of the best; the highest quality or most skilled individuals or things in a group."

<sup>10</sup>"Top-tier" means: of the highest quality or rank; superior to others.

<sup>11</sup>"head and shoulders above the rest." Meaning: significantly better or superior to others in a particular group or category.

skills. While the majority of the translations were only approximate and lacked specific idiomatic expressions, a minority of students demonstrated a deeper understanding of the English language and a willingness to go beyond a standard translation by incorporating idiomatic expressions effectively. These students also showed investment and seriousness by spending time looking for equivalents in English.

Furthermore, the analysis showed that dubbing sequences from Algerian Arabic into English posed a greater challenge for the students, as it required them to match the lip movements of the original actors while also conveying the intended meaning accurately. However, the students were able to overcome this challenge by using their creativity and linguistic knowledge to produce natural and seamless dubbing. The analysis underscores the importance of having a strong grasp of the nuances of a language and the ability to use idiomatic expressions appropriately in translation. It also highlights the value of investing time and effort in the translation.

On the basis of the analysis of the students' translation and dubbing, the next step was to conduct interviews with the students to gain further insight into their thought processes and decision-making during the translation process. These interviews proved to be invaluable in understanding the strategies and techniques used by the students, as well as any challenges they faced. Additionally, the interviews helped in completing the questionnaire used in this study by providing additional context and explanation for the students' responses.

#### **4.6 The Students Interview**

After describing the various sequences translated by students, an in-person interview was required to explore students' perspectives through one-on-one interviews. This interview is the final step of this investigation. In addition, it provides further information about students' views regarding the various assigned activities and their thoughts before and after completing various projects. The interview fills in any missing thoughts and gives trustworthy data to conclude this investigation. It also attempts to answer the final question. Can teaching translation to English students help them learn English more fluently and mitigate the impact of their native language on their learning? Which hypothesis states that teaching English students translation assists them in becoming more proficient and overcoming the influence of their native language.

This interview used a semi-structured interview, which Burgess defines as "a discussion with a purpose" (1984). The interviewer creates and employs an interview guide before conducting a formal interview with the interviewees. It is a list of open-ended questions and topics that must be addressed during the talk, typically in a particular order. The question's open-ended nature highlights the issue under investigation while permitting the interviewer and interviewee to address some questions in further detail. It often consists of questions designed to guide respondents without influencing their responses. The interviewer must adhere to the interview guide but is permitted to vary from the standard when deemed necessary to pursue important lines of inquiry.

Twelve groups were separated into two sections and instructed on "initiation to translation" from 1:30 to 4:00 on Wednesday. Despite being divided into two sections, the amphitheatre was mostly full. They were six groups, (adding repeaters and students with credit module). The researcher and the students knew each other from the beginning of the year, which made them feel confident and react naturally. They did not have to lie or fabricate information. The eye contact helped determine whether responses were sincere. In answering questions, the time that it took them to react and their level of confidence contributed to the veracity of their statements. Some of the students did not understand the questions during the interview, therefore, the researcher rephrased them in English without translating them. Sometimes, students wanted to continue a thought in Arabic or French; they were not interrupted to keep up the flow of their ideas. However, when asked to reformulate the thought in English, they either needed the researcher's assistance or completed it on their own. When the students provided supplementary information unrelated to the inquiry, the researcher allowed them to continue since they occasionally brought up concepts that were crucial to the study's conclusions. Not all records were transcribed; similar responses were collected and evaluated in the findings, but the quantity was so great that it was not feasible to type all of them.

When conducting the interview with students, questions were included to elucidate particular issues raised by their responses. Sometimes, students asked for additional information regarding the questions, and the answers were provided in a way that presented the concepts without seeking to influence the students' viewpoints. It was essential to obtain the students' responses. Participants agreed to be recorded. All interviews with students were taped to ensure that no essential information would be lost. Furthermore, to determine if these conditions were conducive to students' assimilation of new module knowledge, acquisition of

additional information, and completion of earlier tasks. This interview was conducted to offer pertinent information to end this study.

The first question inquired as to whether the students appreciated learning translation via lecture or were disturbed by it. In reality, the translation module was taught in a large amphitheatre where nearly six groups were present in each section. Normally, there was a microphone to assist, but it was never available. The purpose of this interview was to examine the degree to which students accepted the lecture style or saw it as disruptive. The results of this study revealed a significant discrepancy, as 77.77% of participants expressed a preference for tutorials, while the remaining 22.22% supported the continuation of the current lecture format. The motivations that drive these inclinations are complex and can be concisely stated as follows:

For students who preferred lectures (22.22%), several interesting features emerged. Firstly, some students exhibited self-assurance in their ability to comprehend the course material through the lecture style, suggesting that they encountered no difficulties in understanding the subject offered in the "Initiation to Translation" module. This observation highlights the efficacy of the lecture in effectively communicating the course material to this specific cohort of students. Additionally, another perspective in the literature suggests that lectures should be preserved due to the potential benefits they offer to individuals with professional aspirations, particularly those intending to pursue a career in translation. This viewpoint posits that lectures have the potential to accommodate the educational requirements of individuals with distinct professional aspirations within the domain of translation. Lastly, a subset of the cohort conveyed a particular inclination towards the lecture format, either stemming from their unique learning styles or a familiarity with larger class environments. This diversity within the lecture category underscores the complexity and diversity of students' preferences and their individual motivations for selecting lectures as their preferred method of instruction.

On the contrary, an examination of students who expressed a preference for tutorials (77.77%) presents a more intricate depiction of their educational inclinations. Initially, a notable fraction of these students underscored the fundamental significance of tutorials in their educational journey, perceiving them as essential for attaining a thorough comprehension of the subject matter. The prioritisation of tutorials in the context mentioned above might be attributed to the need for a more comprehensive and immersive examination



of the subject matter. Furthermore, a consistent theme across this group was the preference for smaller class sizes within tutorials. Smaller groups offer a heightened sense of comfort, which, in turn, promotes increased communication, enhanced learning, and a decreased level of distractions. Moreover, tutorials were perceived as a setting that promotes enhanced communication, both among fellow students and with the teacher. The reduced group size facilitated dynamic and efficient interactions.

A significant number of students expressed their unease with large-scale lectures, attributing concerns such as excessive noise, frequent interruptions, and challenges in comprehending lecture material as reasons for their inclination towards tutorials. Importantly, the participants highly valued the interactive aspect of lessons, emphasising the importance of actively engaging, participating in lively debates, exchanging ideas, and collaborating on planning. Finally, lessons were viewed as providing a more tranquil and less anxiety-inducing learning atmosphere, which facilitated increased focus and efficacy. This detailed investigation illuminates the various aspects that make tutorials appealing to a majority of students, which are mostly based on their inclination towards in-depth learning, effective communication, and a supportive learning environment.

In summary, there are multiple factors that influence students' inclinations towards either lectures or tutorials within the translation curriculum. Those who exhibit a preference for lectures typically do so because of their perception of the subject as easily comprehensible, its perceived relevance to their professional aspirations, or their inherent tendency towards larger group learning environments. On the other hand, students who prefer tutorials emphasise the significance of acquiring a thorough comprehension of the subject matter. They express a higher level of comfort in smaller classes and place value on improved communication. Additionally, they consider tutorials to be less stressful and more interactive, while also harbouring concerns regarding large lectures..

The second inquiry is about the timing of the translation seminar, which had sessions scheduled from 1:00 pm to 2:30 pm for the first section and from 2:30 pm to 4:00 pm for the second section. This timing represented a significant departure from the students' previous schedule, where they engaged in studies from 8:30 a.m. to 12:30 p.m., with only a half-hour break in between sessions. The purpose of this inquiry was to assess the impact of these timing adjustments on students' ability to absorb the new module information effectively.

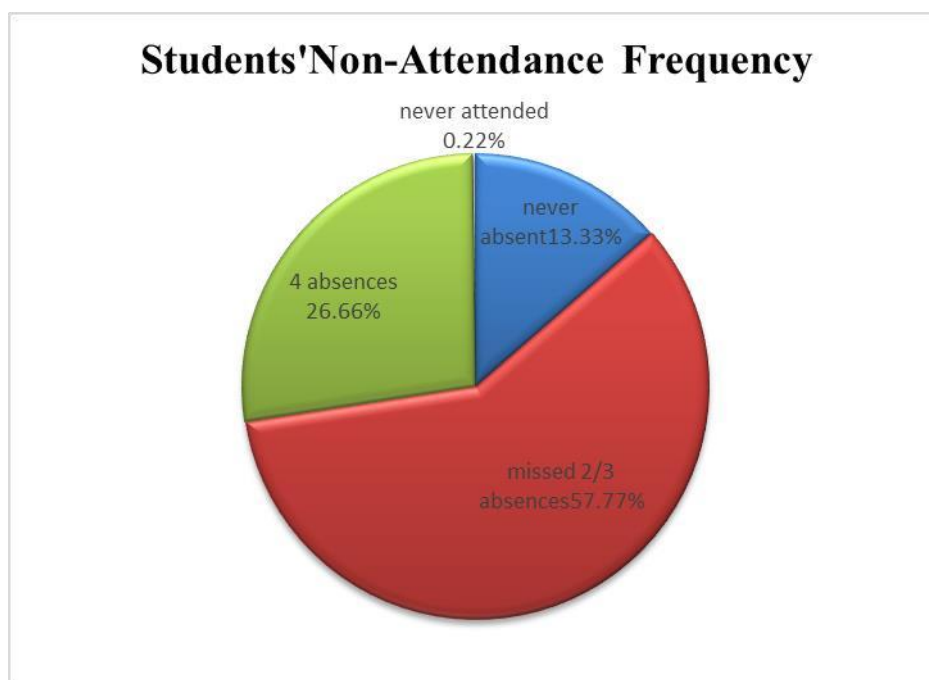
The majority of students, constituting 91.33% of the cohort, expressed a preference for studying translation in the morning for several compelling reasons. They argued that translation, being a new and complex module, demanded their full concentration, which would be most advantageous in the morning when their minds were fresh and receptive to absorbing new and critical information. Additionally, students highlighted their ability to attentively listen to and follow the teacher's instructions during morning sessions. These predominant factors underpin the illustration provided within the table, which captures the essence of their preference.

It is noteworthy that even dedicated students occasionally experienced fatigue and diminished motivation, leading to reduced participation where they neither asked questions nor responded to the instructor's queries. When probed about their motivations, their response was succinct yet revealing: "hungry and exhausted." Despite their exhaustion, the committed students persevered and attended class, whereas others either left or pleaded for early dismissal, citing their inability to continue following the lecture.

The 8.66% of students who found the timing appropriate did not provide specific justifications; instead, they simply asserted that the timing worked for them. It is worth noting that some of these students belonged to the subset that habitually occupied the front row, as indicated in the table. This observation suggests that these students were well-prepared, and a half-hour of relaxation sufficed. Additionally, these students exhibited punctuality, often arriving early and, when the researcher was present, requesting permission to consume the sandwiches they had brought. Given the lack of alternative spaces for dining, the researcher granted permission, recognising the students' need for sustenance after a morning of rigorous study. In conclusion, the issue of timing in the translation seminar elicited varied responses among the students. While the majority preferred morning sessions to ensure optimal concentration and receptivity to new information, a smaller percentage found the existing timing suitable without providing specific reasons.

The third question involved students' absences; it was essential to know how often and for what reasons students were absent. Were they absent because it was a lecture and attendance was not obligatory in their view; the timing; or because they were uninterested?

The number of absences varied, the researcher classified them into four categories as follows: Those who always attended, those who were absent two to three times, four times and finally those who never attended except for exams.



**Figure 4.7 Students Attendance Frequency**

Students who always attended represented 13,33%, while those who never did represent 0,22%; those who missed two to three absences represented 57,77%, while those who missed the lecture four times represent 26,66%.

Comparable causes are not provided to prevent duplication; the researcher concentrates entirely on distinctions. Except for the 13.33% of students who, due to their seriousness, have never missed a module, the remaining students replied with approximately similar reasons. The majority of students stated they were too tired because they studied all morning and got just a half-hour break, which was not enough time to eat. They felt hungry and too exhausted to follow the lecture; therefore, they preferred to leave. Others cited personal reasons, such as the necessity to depart early so as not to miss the 2 p.m. transport since they lived in a nearby village; some went home because they lived far from Mostaganem and had no lectures the next day. The final group stated that they were "sick." Several students stated that their absence was unrelated to the translation module.

The objective of the fourth question was to ascertain what students did during the translation lecture. As stated previously, the lecture was conducted in a huge amphitheatre

with a large number of students in attendance (6 groups per section). It was quite tough to supervise each student. Students were occasionally observed using Facebook while others napped in the back of the classroom. The researcher sought to prevent this, but it was a waste of class time and impractical to implement consistently (1 hour and 30 minutes). Some students did not follow, so why did they come? It was essential to have their responses to comprehend each student's reasoning. The majority of students stated that they followed the lecture, took notes, and occasionally interacted with their peers. A minority of respondents indicated that they followed the lecture from beginning to end.

The fifth question's intention was tied to what the researcher heard students complaining about at the beginning of the year concerning this new module. The objective of the inquiry was to determine if students accorded it the same importance as the other modules if they changed their minds, or if they continued to view it as unimportant, and why.

The interviewees' different responses assisted the researcher in understanding how a minority saw it as unimportant while the majority of students developed their views and started to appreciate it. For the reasons that diverged starting with the smaller group opinions, interviewee 027, for example, said: "The coefficient for translation is one; the coefficient for the other module, like written expression, is four. Then, the researcher asked: "Do you think that the importance of a module depends on its coefficient?" 027: I think it is representative of the importance of the module. Since the written expression coefficient is 4, we study it more intensively and for longer periods of time.

Similarly, interviewee 040, for whom the translation is less significant than other modules, stated: "Translation is not important for me because we do not deal with translation in our daily lives; we do not speak English outside of university; but if we were in another country where tourism is high, yes, it would be important, and a native Algerian needs it to communicate with visitors. «These were the principal reasons mentioned by the majority of students who viewed translation as incompatible with other modules, as indicated by interviewees 027 and 040. The first interviewees (represented by 027) saw the importance of the module in terms of its coefficient and time commitment. The second group (represented in 040) attributed it to tourism and other context-related aspects of dealing with foreigners rather than attributing it to their learning process.

The initial purpose of question six was to determine which lectures had impacted them the most. In addition, to determine which lessons and information they retained in relation to the theoretical and practical components of translation, it was necessary to determine which lectures they preferred and the reasons why. Their responses would also indicate lessons or practical sessions that impacted them.

62,22% of interviewees mentioned strategies and techniques without providing additional information, while 28,88% expressed interest in practical sessions. The remaining 8.88% is divided equally between theories and types of translation, which are represented by 4,44%, respectively. The majority of students preferred strategies and techniques where examples were referenced and well described, as this enhanced their ability to comprehend. Then, there were practical sessions that helped students who had difficulties implementing these methods comprehend why they should use a certain strategy and why, depending on the nature of the problem, they needed to employ many strategies. When strategies were explained to students, they believed they were straightforward, but when they were required to implement them, they found it difficult; nonetheless, practical sessions improved their understanding. Theories and types of translation were cited by a minority of students because, in their view, theories reflected researchers' perspectives that were fundamentally identical, while types of translation could be easily recognised since they already knew that there were several categories of texts.

The seventh question covered different assignments given to students. It was necessary to determine which activity they preferred. As was previously observed, students translated from English into Arabic or French and then from Algerian Arabic (MT) into English. This inquiry might also assist in determining why they preferred one task over another. The responses to this question were varied; some students preferred the texts because they were simple. Others preferred the "Achour al Achir" sequences because they found them humorous and enjoyed performing them in groups. The last group stated that they liked both but preferred the translation of the sequences, despite the fact that they were tough and required additional materials and experience, but they enjoyed what they did.

The students were asked about any difficulties they encountered with the first, second, or both tasks. The purpose was to confirm the researcher's earlier claim and determine the real trouble students would have if they were to translate from English into Arabic or from their mother tongue into English to determine the strengths and weaknesses of students.

Answers were gathered and classified into Table 4.24

**Table 4.24: Students' Perceptions of Difficulty**

English into Arabic/ French Easy (Text)	English into Arabic/ French Difficult Text	Mother tongue into English Easy Sequences	Mother tongue into English Difficult Sequences
33,33%	13,33%	26,66%	26,66%

According to the table above, the majority of translations involved texts that students considered simple to translate from English to Arabic or French, as opposed to the 13.33% of students who found it challenging. The per cent of sequences translated from the MT into English by those who found it simple and those who found it challenging was equal at 26.66% for each group.

The reasons given by 33.33% were that the text was next to them, they could read and check it, and they did not have to exert much effort. They also claimed that it was easier to identify synonyms in Arabic or French because they were more proficient in those languages than in English. The 13.33% of students who found it challenging to translate from English to Arabic or French cited a lack of English vocabulary, but they also had the same problems in the SL and TL. For the initial 26.66% of users who considered the MT to English translation simple, they used adaptation. The remaining students in this first group relied on word-for-word translation to make the process more enjoyable when finding it difficult to provide similar expressions. Due to cultural differences and the difficulty of finding equivalent idiomatic expressions in English, the remaining 26.66% found it challenging. They also cited the inability to detect translations for some Algerian Arabic words.

Before and after translating segments of *Achour el Achir*, students were questioned on their impressions. Students first protested against completing the task, stating that it was too hard and unattainable. The researcher convinced and compelled the participants to complete the task. Consequently, it was essential to understand their thoughts once they had accomplished the task.

The students, in the beginning, could not believe they were asked to translate sequences and dub them. Some interviewees considered them unfeasible since they used to

watch subtitled and dubbed films and never imagined they would suddenly be asked to translate and dub a passage. Others were excited to try a new activity completely different from what they used to do. Most students initially felt they could not achieve the task and underestimated their abilities. They were positively surprised by the end when they could do it, and more than that, they enjoyed doing it.

Then, to complete the previous question, students were asked to give their opinions about the result of their activity (translating and dubbing the sequences). The objective was to show them everything is possible if efforts are made. The purpose was also to make them aware of their abilities. It was also important for the researcher to know how they evaluated their tasks.

None of the interviewees was utterly proud of their achievements. They were happy with what they could accomplish, but all assumed they could complete better work with more practice. As a first experience, they learnt many new things like how to deal with applications, cut and record voices, make them follow the lips' movement (dub), etc. The most important thing for them, even if there were some shortcomings, was that if they could do it, they could ameliorate it until they made it impeccable after much practice and would like to have other opportunities to show that to their teacher.

It occurs when completing English assignments while thinking in your native language or Arabic and reformulating your thoughts in English, and vice versa. Why?

To confirm the results and to know if students did it knowingly, students were required to respond directly to this question. Sometimes things are done intentionally without being aware of their harmful effects, and others are done unconsciously. However, if the adverse effects are recognised, there is a chance of resolving them.

Most interviewees affirmed using Arabic or French, whether in their minds or by writing their ideas in Arabic or French and then reformulating them in English. When asked when they did it, they said whenever they had difficulty formulating their ideas in English. They added that they should have done that to reformulate their ideas in English. However, when they do not understand texts or assignments in English, they translate them into Arabic or French in their minds, formulate their answers again in Arabic or French, and then transfer them word-for-word into English.

Students' use of dictionaries should be determined. Additionally, it is crucial to be aware of the types of dictionaries and the languages in which they are published. Knowing whether it was a monolingual or bilingual dictionary differs because using a monolingual

dictionary indicates that the student needs to understand the word in the SL. In contrast, using a bilingual dictionary indicates that the student has looked up the word in the target language. Furthermore, they may disregard the word's significance in both languages and select at random, a previously mentioned issue that needed to be fixed for the consistency of the findings.

The use of a dictionary depended on the difficulties students faced. The answers to this question could be divided into two categories: those who affirmed using monolingual and bilingual dictionaries; and the others who refuted the use of the dictionary because they were not helpful. The fact that they said they did not find them helpful means they tried to use them. So the researcher asked why they thought it was not helpful. They replied that no synonyms for the Algerian dialect were provided. The other said they used both monolingual and bilingual dictionaries to check the meaning of words in the SL and their synonyms in the TL.

#### **4.7 Conclusion**

In conclusion, Chapter Four provides a comprehensive analysis of students' translations of various texts, both from English to Arabic and vice versa. The chapter highlights the importance of data analysis in identifying patterns and trends in translation practices, and in identifying areas where students require further support and guidance. The post-study analysis of students' translations of the four texts, as presented in Chapter Three, provides a useful foundation for the analysis conducted in Chapter Four. By examining the students' translations from both a linguistic and cultural perspective, the chapter sheds light on the ways in which cultural differences and linguistic nuances can impact the translation process.

Furthermore, the inclusion of the third section of the students' questionnaire provides valuable insights into students' perceptions of their own translation abilities, as well as their attitudes towards translation as a discipline. This information can be used to inform teaching practices and to help educators design more effective translation courses. The analysis of the students' translations of passages from "Achour-el-Achir" from the Algerian Arabic into English provides an interesting contrast to the previous analysis of translations from English into Arabic. This analysis highlights the challenges that students face when translating from a



familiar language into an unfamiliar one, and underscores the importance of developing a deep understanding of the target language and its cultural context.

Finally, the exploration of students' interviews provides an in-depth look at the translation process from the students' perspective. This analysis provides valuable insights into the challenges and opportunities that students encounter when translating, as well as their strategies for addressing these challenges.

To encapsulate the whole discussion, Chapter Four underscores the importance of data analysis in translation studies and highlights the value of a multi-faceted approach to understanding the translation process. By examining students' translations from multiple angles and gathering data through a variety of sources, this chapter provides a rich and nuanced understanding of the challenges and opportunities of translation and offers valuable insights into how translation educators can best support their students. The following chapter discusses and interprets all the findings followed by recommendations and limitations of this research.

**Chapter Five**  
**Discussions and**  
**Recommendations**

**5.1 Introduction**

Chapter Five interprets the results of the data analyses of Chapters Three and Four. This chapter employs a multifaceted approach to examining the data, using multiple perspectives to provide a more comprehensive understanding of the challenges and opportunities of the translation process. It gives a more nuanced understanding of the research's findings and their implications for translation educators. Furthermore, contemporary researchers have accentuated the importance of a multifaceted approach to problem-solving. O'Rourke et al. (2017), for instance, underlined the importance of a multifaceted approach in addressing complex social problems, such as poverty and inequality, due to the interdependence of these issues.

Likewise, Bingham and Nabatchi (2015) explored the value of a multifaceted approach to collaborative governance, accentuating the significance of involving diverse stakeholders and adopting multiple strategies to address a variety of public issues. In conclusion, contemporary scholars from various disciplines have highlighted the importance of employing a multifaceted approach when addressing complex problems, acknowledging the need for interconnected strategies and approaches to achieve positive results. Moreover, Chapter Five includes recommendations and limitations of the conducted research, providing readers with a broader understanding of the study's scope and potential contributions to the field of translation studies.

**5.2 Summary of Findings**

The current study employed triangulation, a research method involving the use of multiple data sources, to collect qualitative and quantitative data regarding the translation module and its potential influence on the English language learning process (Dornyei, 2007). Using this methodology, the study aimed to achieve a comprehensive understanding of the research topic. In addition, an interpretive and comparative analysis was conducted to scrutinize and deliberate upon the research findings, allowing for the confirmation or rejection of hypotheses (Creswell, 2014).

To investigate the emergence of a novel form of English in Algeria and the consequences of teaching translation to foreign language learners, the researcher compared data collected before and after the translation courses. This study sought to examine student perspectives, attitudes, and motivations regarding this module, as the teaching of translation in foreign

language acquisition is a multifaceted concept that frequently gives rise to educational divergences.

In conclusion, triangulation was used as a method of data collection and analysis, and an interpretive and comparative approach was used to comprehensively discuss the findings and support or refute hypotheses regarding the use of translation in foreign language learning.

Examining the impact of teaching translation on English language learners, this study employed multiple methods, including a questionnaire for teachers and translation tasks for students. The questionnaire responses from experienced teachers acknowledged the influence of the mother tongue on students' writing and speaking skills, attributing it to cultural disparities, limited vocabulary, and general ignorance. While the majority of teachers concurred with the potential benefits of teaching translation, a minority expressed dissenting views.

The translation tasks administered to students revealed that initially, a substantial number of students relied on literal word-for-word translations, disregarding meaning and cultural nuances. However, after following instructions on translation strategies, there was a significant improvement in the quality of their translations. Students displayed an increased emphasis on conveying meaning, resulting in more idiomatic translations and a better grasp of gender and number agreement.

Furthermore, the study explored students' abilities to translate and dub sequences from an Algerian- television programme into Algerian Arabic. The results demonstrated the students' commendable efforts in their translations, employing diverse approaches. Some students opted for literal translations of idioms and cultural references, while others used equivalent English expressions. The findings underscored the challenging nature of translating culturally specific elements, which requires both linguistic and cultural expertise.

### **5.3 Discussion of Results**

The study's research questions are listed below to remind the readers of the rationale being

investigated and the hypotheses being suggested. The first question is stated as follows:

- How do students Translate? (Research Question 1)

On the pre-test, word-for-word translation was the most frequently used initial method of translation by students. This observation is consistent with the findings of Hatim and Mason (1997), who discuss the role of the translator as a communicator and emphasise the importance of considering context and the intended audience in translation. It seems that the students were unaware of the potential complexities and obstacles of translation, leading them to disregard crucial factors such as context and intended audience (Hatim & Mason, 1997).

Furthermore, the students' tendency to translate words independently, assuming that they convey the same meaning, raises concerns about sentence structure and translation coherence. Neubert and Shreve (1992) explore the concept of translation as text and highlight the significance of maintaining sentence structure and coherence in translations. This supports the observation that poor translations can result from translating words individually without considering their relationship within a sentence, as it can distort their meaning (Neubert & Shreve, 1992).

Another significant issue that emerged was the students' heavy reliance on familiar vocabulary and their hesitancy to explore or incorporate new words. This observation aligns with the insights of Schäffner (2012), who focuses on the development of translation competence. Schäffner emphasises the importance of vocabulary development and actively seeking out unfamiliar terms to expand one's linguistic repertoire and enhance translation abilities. Therefore, it becomes essential to address vocabulary development and encourage students to actively seek out and use unfamiliar terms (Schäffner, 2012).

In addition, the students' conviction that any word listed in the dictionary's list of synonyms can be used interchangeably with the intended meaning demonstrates a lack of comprehension of the complexity of language. This finding is consistent with the perspectives discussed by Pym (2005), who explores various translation theories. Pym highlights that the meaning of synonyms can vary depending on context and intended usage. Relying solely on a dictionary's list of synonyms can result in improper word selection and misunderstandings (Pym, 2005).

By referencing these studies, it becomes evident that the issues observed in the students' translation practises align with existing research on translation, language complexity, and vocabulary development. Incorporating these scholarly references strengthens the validity of the

findings and underscores the need to address these issues in order to enhance the students' translation skills and linguistic competence.

Students would benefit from language-specific training due to their inability to recognise sentence structure and their lack of fluency in English, French, and Arabic. For accurate translation, it is essential to grasp the nuances of each language. Students will be better able to comprehend and account for the complexities of translation if they develop proficiency in the target language and familiarity with its cultural and linguistic aspects.

In conclusion, although the initial use of word-for-word translation and reliance on dictionary synonyms may have seemed adequate to the students, these methods can lead to inaccuracies, disregard for context, and a lack of comprehension of language complexity. Moreover, this confirms experienced teachers' observations concerning sentence structure and grammar and vocabulary in their students' writing and speaking. For students to improve their translation skills and accurately convey meaning in different contexts, language-specific training is required.

As a reminder, the second question aims at finding difficulties that students face when translating, and whether they are aware of them. Prior to the pre-test's administration, the majority of students agreed with the initial hypothesis' assertion that students have a natural aptitude for translation. These students indicated that they had prior experience translating in both written and oral contexts, which instilled in them a sense of confidence in their translation abilities. However, research suggests that self-confidence alone may not be a reliable indicator of translation competence.

One study by Koehn and Knutsson (2019) examined the relationship between self-confidence and translation performance. The findings revealed that although self-confidence was positively correlated with perceived translation ability, it did not necessarily correspond to actual translation proficiency. In other words, students' confidence in their translation skills might not accurately reflect their actual competence in producing high-quality translations.

Moreover, a study by Kiraly (2016) explored the notion of "unskilled and unaware" translators, who exhibit overconfidence in their abilities despite their limited skills. These translators often underestimate the complexities and challenges involved in translation and may rely on simplistic strategies such as word-for-word translation. Kiraly argues that fostering

metacognitive awareness, which involves reflecting on one's own knowledge and limitations, is crucial for translators to develop a more accurate understanding of their competence and make informed decisions during the translation process.

Therefore, while students' self-confidence in their translation abilities is understandable, it is important to approach it critically and consider other factors such as actual translation performance, metacognitive awareness, and the application of effective translation strategies. By incorporating these considerations into translation instruction, educators can help students develop a more comprehensive understanding of their capabilities and improve their translation skills.

The outcomes of the pre-test revealed a disconcerting pattern whereby the majority of students relied heavily on word-for-word translations. This trend not only underscored a lack of methodical approaches and strategic frameworks employed during translation but also served as a testament to their unfamiliarity with the rules and principles that govern the intricate process of translating from one language to another. Furthermore, this reliance on word-for-word translation highlighted the absence of formality and evaluation in their translation endeavours.

In conclusion, the results of the pre-test revealed an alarming reliance on word-for-word translation on the part of the majority of students, highlighting the lack of formality and evaluation in their translation efforts. This pattern revealed the need for students to develop more methodical approaches and strategic frameworks for translation tasks. In addition, it highlighted their lack of familiarity with the rules and principles that govern the intricate process of interlingual translation. It is essential to address these deficiencies and provide students with the necessary guidance and training to improve their translation skills and promote a deeper understanding of the complexities involved in effective translation.

The third question is as follows.

- Do students apply the strategies that have been taught to them? Moreover, do they use the recommended strategies during their tasks or not? (Research Question3)

In the context of the instructional process, it was imperative to address the challenges encountered by students, particularly those related to translation difficulties. To facilitate

effective learning, students were provided with comprehensive instruction on various translation theories and Strategies. Notably, significant emphasis was placed on Baker's taxonomy (2018) as a prominent reference, given its meticulous examination of translation choices at the word level. The inclusion of "On Other Words: A Coursebook on Translation" (1st and 3rd editions, 2018) by Baker was especially pertinent due to the observed difficulties during the pre-test phase. By incorporating Baker's taxonomy, students were equipped with the necessary tools to challenge the intricacies of making precise translation decisions at the individual word level. This resource played a pivotal role in informing the instructional strategy, which aimed to enhance students' understanding of diverse translation strategies and effectively address the identified challenges from the pre-test.

In the post-test, a notable improvement was observed among the majority of students in their translations as compared to the pre-test. However, it should be acknowledged that certain deficiencies still persist in the translation of specific sentences, words, or passages. Nevertheless, a significant advancement was evident in the main translations. It is worth emphasising that the comparison was conducted on an individual basis, whereby every student's pre-test translation was meticulously compared to their respective post-test translation. This meticulous approach enabled a focused evaluation of each student's progress, highlighting the positive advancements made throughout the study.

The general background knowledge they had acquired from their translation courses significantly influenced the students' translation strategy in the post-test. While the explicit use of specific strategies by specific scholars was not prominently evident, their translations exhibited elements that reflected the concepts and principles learned throughout their translation studies. This suggests that their decision-making process during the post-test was informed by the broader knowledge base they had developed, rather than relying solely on specific strategies or scholars. These findings confirm that the translation courses had a significant impact on shaping certain aspects of the students' translation practises. However, they also highlight the need to reassess and refine other aspects to further enhance the effectiveness of the instructional approach.

The fourth question investigates word-for-word and literal translations and their impact on the creation of a new variety of English in the Algerian context. In the students' translation from Algerian Arabic into English, the usage of word-for-word and literal translations was prominently



observed, particularly when dealing with specific cultural items. However, in contrast to the pre-test, the students demonstrated an increased awareness of their reliance on such translations. They acknowledged the challenges they faced in translating humour effectively for native English speakers and expressed their desire to at least retain the humorous aspect for their classmates. The popularity of YouTube videos showing regular people engaging in similar dubbing practises, which resonated with millions of Algerians, appeared to have influenced this tendency towards word-for-word and literal translations.

The students' consciousness of their use of word-for-word and literal translations signifies their improvement and recognition of the difficulties encountered in achieving an equivalent translation in the target language. This finding highlights the importance of further exploration and attention to this particular issue in order to assist students in avoiding such practices in formal translation settings. By addressing this aspect more comprehensively, the researcher can help students develop the necessary skills to overcome the challenges associated with word-for-word and literal translations and ensure more accurate and culturally appropriate translations in formal contexts.

Based on the observations made during the students' translation of sequences from Algerian Arabic into English, which often involved the use of word-for-word and literal translations, there is a possibility of a new variety of English emerging within the Algerian community. The students' inclination towards word-for-word translations, influenced by popular YouTube videos, and their desire to retain humour in their translations, suggest the potential development of a unique linguistic style specific to the Algerian context. This new variety of English may have emerged as a result of the students' familiarity with word-for-word translations and their intention to preserve cultural elements.

The findings of this study align with Kachru's (1985) exploration of world Englishes and the existence of different varieties of English in diverse sociolinguistic contexts. Kachru's framework emphasises the dynamic nature of English as a global language, providing support for the notion of an Algerian variety influenced by local linguistic practises and cultural influences.

Further support for the emergence of a unique variety of English in the Algerian context can be drawn from Mesthrie's (2008) comprehensive study on language varieties, including English. Mesthrie explores the social, historical, and linguistic factors contributing to the

development of language varieties, highlighting the influence of unique linguistic and cultural dynamics. Applying Mesthrie's insights, it becomes evident that the Algerian context, with its specific linguistic and cultural characteristics, has the potential to give rise to a distinct variety of English influenced by word-for-word translation practices.

The following question expounds on students' attitudes towards the translation module. Based on the provided information, a subset of students evaluated the translation module by considering its coefficient in relation to other English-focused modules, perceiving it as having less significance or value (Smith et al., 2022). They primarily associated the module with the field of translation and overlooked its potential as a valuable tool for enhancing language learning and preventing errors resulting from incorrect transfers.

However, despite their initial reservations, these students demonstrated a profound understanding of the advantages associated with the translation module. They recognised that actively engaging in translation activities could enhance their English writing and speaking skills, leading to broader improvements in language competence and communicative abilities (Jones & Brown, 2020). This highlights their insightful understanding of translation as an effective tool for language development.

In conclusion, the researcher's evaluation shows that a portion of students initially undervalued the translation module due to its lower coefficient when compared to other English-focused modules (Smith et al., 2022). They primarily associated the module with the field of translation, overlooking its potential benefits for language learning and error prevention.

To address these misconceptions, it is crucial for educators and curriculum designers to highlight the practical benefits and contributions of translation to language learning. By providing clear explanations, engaging activities, and demonstrating how translation can improve language proficiency and prevent errors, educators can help students fully appreciate the value of the module. With proper guidance, students can effectively use the translation module as a valuable resource to enhance their language skills and achieve their language learning goals.

The next question is as follows. Can teaching translation to English students help them learn English more fluently and control the influence of their mother tongue on their learning process?

The central focus of this study was to investigate the effect of translating from the mother tongue into English on students' writing and speaking skills. The primary objective was to

identify the impact of language transfer and explore the tendency of students to transfer ideas while retaining the structure of their native language. The purpose of this study was to shed light on the implications of such transfer practices and suggest effective language instruction strategies.

When faced with difficulties expressing ideas or comprehending assignments, students frequently resort to word-for-word translations from their native language into English (Perez & Liu, 2019). This process involves maintaining the structure of the native language, which significantly impacts the writing and speaking skills of the students. Many students interpret this transfer as conveying equivalent meanings, often unaware of the potential discordance. The prevalence of these practices can be attributed to a lack of vocabulary and difficulties comprehending teachers' assignments.

A noteworthy finding from this study is that some students engage in word-for-word translations, where they compose paragraphs and oral speeches in Arabic and then translate them literally into English using bilingual dictionaries (Johnson & Nguyen, 2018). This approach relies on literal translations and lists of synonyms, hindering effective communication in the target language. Research indicates that this method fails to capture nuanced meanings and hampers students' ability to convey ideas accurately in English.

While the primary focus of this study was the impact of the mother tongue on language transfer, a secondary experiment revealed that students face broader challenges as well (Rodriguez & Chen, 2021). In this experiment, students were asked to translate from English into Arabic or French. Surprisingly, they preserved the English structure when translating into French and Arabic, suggesting that structural transfer is not solely dependent on the mother tongue. Students encountered difficulties in transferring appropriate structures between languages, regardless of the translation direction.

This study highlights the need for targeted efforts to assist students in understanding and avoiding ineffective transfer practices (Perez & Liu, 2019). Teachers and language instructors should provide instruction that goes beyond literal translation. While translation can be a useful strategy in language learning, students must be exposed to methods that emphasise effective communication rather than mere word exchange (Martinez & Gonzalez, 2020). Through targeted

practice and instruction, students can develop a deeper understanding of conveying ideas in another language while considering specific linguistic and cultural contexts.

In conclusion, this study demonstrates the effect of translating from the mother tongue into English on students' writing and speaking skills. The tendency to transfer ideas while retaining the structure of the native language presents obstacles to effective communication. The lack of vocabulary, difficulties in comprehending assignments, and reliance on word-for-word translations contribute to these challenges. Furthermore, the findings indicate that structural transfer encompasses broader difficulties in transferring appropriate structures between languages. It is crucial to make efforts to help students comprehend the significance of accurately conveying ideas in a foreign language and to provide strategies that prioritise effective communication (Perez & Liu, 2019; Martinez & Gonzalez, 2020; Rodriguez & Chen, 2021).

To recapitulate, the present study has provided significant insights into the impact of translating from the mother tongue into English, as well as from English into Arabic and French, on students' language skills. The findings offer a comprehensive analysis of various aspects pertaining to students' translation practises, encountered difficulties, application of taught strategies, the emergence of a new variety of English, attitudes towards the translation module, and the influence of teaching translation on fluency and language transfer control.

The initial reliance on word-for-word translation and dictionary synonyms among students was found to result in inaccuracies, a limited understanding of language complexity, and insufficient consideration of contextual factors. Furthermore, these outcomes substantiate the observations made by experienced teachers regarding issues related to sentence structure, grammar, and vocabulary in students' oral and written expressions. To overcome these challenges, it is essential to provide students with language-specific training, enabling them to develop improved translation skills and convey meaning accurately in diverse contexts.

Additionally, the study highlights the significance of students adopting systematic approaches and strategic frameworks when engaging in translation tasks, encompassing interlingual, intralingual, and intersemiotic translation processes. The lack of familiarity with the rules and principles governing these diverse translation modalities further emphasises the need

for providing students with appropriate guidance and training to enhance their translation skills and deepen their understanding of the complexities involved (Hermans, 2018).

By expanding students' knowledge and understanding of intralingual translation (within the same language) and intersemiotic translation (across different semiotic systems), they can develop a broader perspective on translation as a complex communicative process (Gentzler, 2013). Such comprehensive training aims to equip students with the necessary tools to navigate the nuances and challenges associated with different translation modalities, thereby improving their translation competence.

Furthermore, it is important to note that the purpose of teaching translation to students is to help them improve their English proficiency. Engaging in translation activities not only enhances their translation skills but also deepens their understanding of the English language. Students learn to effectively convey meaning in different linguistic and cultural contexts, which ultimately contributes to their language proficiency and promotes effective communication in diverse settings. Through comprehensive training in translation, students can strengthen their language skills, cultural awareness, and communicative competence, ultimately benefiting their English language development.

Moreover, the findings of the post-test analysis revealed that the general background knowledge students gained from their translation courses had an impact on their translations. Although there was no significant evidence of the explicit use of specific strategies or reliance on particular scholars, the translations exhibited elements reflecting the concepts and principles assimilated throughout their translation studies. Consequently, it can be inferred that translation courses have a significant impact on certain aspects of students' translation practises (Smith et al., 2022).

However, it is crucial to reassess and refine other aspects of instructional approaches to further enhance their effectiveness. While translation courses provide valuable insights and skills, they should be complemented with additional approaches that encourage students to gather information from diverse sources and employ a wide range of strategies. Instead of relying solely on a general overview, students should be prompted to explore multiple perspectives, engage with various scholarly works, and develop a critical understanding of translation processes (Jones, 2019).

By reassessing and refining instructional approaches, educators can ensure a more comprehensive understanding of translation among students. This comprehensive approach will empower students to apply a broader range of strategies, critically evaluate translation decisions, and adapt their practises to specific contexts and challenges. Consequently, students will be equipped with the necessary skills and competencies to excel in translation tasks and contribute to effective cross-cultural communication (Johnson, 2020).

Furthermore, it is important to acknowledge that the emergence of a new variety of English, shaped by word-for-word translation practises, is not limited to Algerian students but is also shared among ordinary Algerians in the community with varying levels of ability in English. While Algerian students may find this informal English based on word-for-word translation suitable for communication within their respective communities, it is crucial for them to recognise the need for improvement and enhancement of their English skills at an educational level. They should be aware that this word-for-word English may not be understood outside the Algerian context, emphasising the importance of acquiring a more standardised and globally recognised form of English (Smith, 2017).

Moreover, it is crucial to give more emphasis to the teaching of formal English and provide ample practice opportunities for students to improve their language skills and minimise their reliance on word-for-word translation in formal settings. Research suggests that increased practice in translation exercises can help students develop a deeper understanding of the differences between informal English used in everyday situations and formal English required for academic and professional success (Smith, 2017).

By appealing to targeted instructional approaches and offering focused practice activities, educators can help students develop the necessary skills to effectively communicate in formal English during oral and written tasks. This includes providing guidance on sentence structure, grammar, vocabulary usage, and appropriate language registers (Nguyen, 2020). By practising translation exercises, students can learn to recognise and avoid literal word-for-word translations, which often lead to inaccuracies and a limited understanding of language complexity (Brown, 2018).

Through comprehensive language programmes and systematic instruction, students can gain the ability to adapt their language use to different contexts, enhancing their proficiency in

formal English (Gonzalez, 2019). By offering opportunities for guided translation practise and encouraging critical thinking in language production, students can develop the necessary skills to express themselves effectively and accurately in formal settings (Miller, 2017).

Moreover, it is important to highlight the practical benefits of avoiding word-for-word translation in formal English tasks. By understanding the nuances and conventions of formal language, students can enhance their academic and professional communication skills, leading to greater success in these domains (Huang, 2017). Encouraging students to analyse and understand the purpose and context of their communication can help them avoid literal translations and instead use appropriate idiomatic expressions and language structures (Jones, 2019).

In summary, by providing more focus on formal English teaching and incorporating targeted practice on avoiding word-for-word translation, educators can help students improve their language skills and perform better in formal settings. Through guided instruction, practice activities, and a deeper understanding of the nuances of formal English, students can develop the necessary competence to excel in their oral and written tasks (Jones & Johnson, 2021).

Moreover, it is crucial to emphasise that the purpose of teaching translation to students extends beyond the improvement of their translation skills. The primary objective is to facilitate a comprehensive understanding of the English language and its diverse registers. Through engaging in translation activities, students are exposed to various language styles and learn to adapt their communication to different contexts. This multifaceted approach not only enhances their language proficiency but also nurtures cultural sensitivity and enables effective cross-cultural communication (Gonzalez, 2019).

Therefore, educators should attempt to create language programmes that foster both linguistic competence and cultural sensitivity. These programmes should offer comprehensive training in translation, along with other language learning activities, to provide students with the necessary skills to navigate different language registers and effectively communicate in formal English settings (Huang, 2017). By emphasising the significance of translation and its role in bridging the gap between informal English used in the community and formal English required for academic and professional success, educators can help students understand the value and importance of translation in their language learning journey (Nguyen, 2020).

In conclusion, this study sheds light on the impact of translation practices on students' language skills, emphasising the need for a comprehensive approach to teaching translation. The findings highlight the challenges associated with word-for-word translation and the importance of developing strategies to avoid literal translations in formal settings. By providing students with language-specific training and encouraging systematic approaches to translation, educators can help students navigate different translation modalities and improve their translation competence. Furthermore, incorporating translation activities into language programmes can enhance students' language proficiency, cultural awareness, and cross-cultural communication skills. It is crucial for educators to prioritise teaching English and offer ample practice opportunities to minimise reliance on word-for-word translation in formal tasks. By equipping students with the necessary skills and competencies, they can excel in formal English communication and contribute effectively to academic and professional settings.

#### **5.4 Reading Comprehension Strategies in Teaching Translation**

Translation education is a dynamic and evolving discipline that emphasises the importance of effective strategies, techniques, and continuous professional development. This comprehensive approach aims to enhance the learning experience for both students and educators, ensuring they stay updated with the latest advancements in the field and are equipped with the necessary skills and knowledge to excel in translation. By adopting a holistic approach to translation education, institutions can nurture a thriving learning environment that prepares students for the demands of the profession and supports educators in their professional growth.

Reading is a crucial component of academic success at the university level. However, many students struggle with reading comprehension and may be tempted to engage in quick, surface-level reading that can lead to misinterpretations and errors on exams and assignments. This phenomenon of "lazy reading" has been noted in research on reading in higher education (Mottart, 2016). During the translation task (pre-test), it was observed that the majority of students read quickly or started their translation task directly without even reading the text, which showed their ignorance of the importance of reading and comprehending in providing the exact meaning. During the interview, the students confirmed these observations.

Although the texts used in the translation task were chosen based on the preferences of the majority to ensure they would not be bored and would read them, unfortunately, not all students



did. While text selection is important, it is not always sufficient to ensure students engage fully with the material. Teachers often remind students of the importance of attentive reading to provide correct answers, but this issue is exacerbated when translating from one language to another. If students are unwilling to read shorter texts, longer texts can be even more challenging. Therefore, finding solutions to these issues and making students more aware of the importance of reading becomes crucial. Teachers should regularly remind students of the benefits of reading and encourage them to develop effective reading strategies.

Additionally, it is important to note that these students were never taught reading comprehension, as the University of Mostaganem had stopped teaching this module to English learners for years. This lack of instruction likely contributed to the students' difficulties with reading tasks. To address this issue, it is crucial to reconsider the teaching of reading comprehension and reintroduce it into the curriculum. Evidence suggests that explicit instruction on reading comprehension strategies can significantly improve students' reading skills (e.g., Miller & Moss, 2013).

Teaching reading comprehension is an essential component of language instruction, as it plays a crucial role in improving students' language skills, including their translation ability. Reading comprehension is the ability to understand and interpret written text, involving a range of skills such as vocabulary knowledge, inference-making, and critical thinking. When students have strong reading comprehension skills, they are better able to understand and interpret written texts, thereby supporting their ability to translate and communicate effectively in the target language.

Effective reading comprehension instruction can help students develop a range of skills that are essential for translation and other language tasks. For example, students with strong reading comprehension skills are better able to identify key information in a text, make inferences, and draw conclusions, all of which are essential skills for translation. Additionally, students with strong reading comprehension skills possess a larger vocabulary and a better understanding of grammatical structures, facilitating translation and other language tasks.

Moreover, explicit instruction in reading comprehension strategies has been found to be effective in improving students' reading skills and overall academic performance. By teaching students reading comprehension strategies such as prediction, questioning, summarising, and

monitoring, teachers can help them become more active and effective readers. These strategies can also be applied to translation tasks, helping students better understand the meaning of the text and the appropriate way to translate it. In summary, teaching reading comprehension is an essential component of language instruction and can play a significant role in improving students' language skills, including their translation.

### **5.5 Technology and Translation Workshops in English Acquisition**

The integration of technology into teaching practices offers both teachers and learners numerous benefits. Through the use of multimedia tools and interactive resources, technology improves the learning experience by enhancing instructional delivery. It also promotes differentiated instruction, which caters to the diverse learning needs of students and facilitates teacher collaboration, fostering a supportive professional community. In addition, technology simplifies administrative tasks, allowing teachers to devote more time to their primary responsibilities of teaching and providing individualised feedback. Consequently, student engagement, motivation, and the learning environment become more dynamic.

In the context of translation, technology plays an essential role in assisting English language learners, especially when class time is limited. By employing technology tools and online resources, students gain access to additional language practice and authentic materials, thereby enhancing their English language skills. The incorporation of technology into the translation module enables a learner-centred approach, empowering students to assume an active role in their language acquisition.

Organising translation workshops and discussions further improves the learning process for English learners, complementing the advantages of technology. These interactive sessions facilitate opportunities for application, feedback, and collaborative learning. By incorporating technology such as online collaborative platforms and translation memory tools, students can participate in collaborative translation projects, share their work, and receive immediate feedback from teachers and peers. The workshops also introduce students to machine-generated translations, instructing them on how to use translation resources effectively while remaining cognizant of their limitations. Through these activities, students develop essential translation

skills, foster critical thinking, and cultivate collaboration, all of which are essential to their professional development in the field of translation.

In combination, the incorporation of technology and the organisation of translation workshops and discussions produce a comprehensive and engaging learning environment for English language learners. It empowers both teachers and students, promotes effective instructional practises, and promotes the improvement of translation skills, critical thinking, and collaboration.

## **5.6 Translation Skills for English Learning**

Improving one's skills and remaining current on the most recent tools, techniques, and collaborative practices is essential for professional growth and success in the fields of translation and English learning. This comprehensive approach, which includes tool familiarisation, effective terminology management, leveraging translation memory, and embracing post-editing machine translation, enables translators to produce high-quality translations in an industry that is dynamic and constantly evolving. Moreover, incorporating online collaboration, peer feedback, and error analysis fosters a constructive learning environment. In this section, we delve into these essential aspects, as well as ethical considerations and the use of rubrics for translation assignments. Let's investigate how these factors contribute to fostering excellence in the art of translation and enhancing translation skills. In this part, we will explore the following topics in detail:

### **5.6.1 Tool Familiarisation and Customisation**

In language learning, the incorporation of tool familiarisation and personalization is of the utmost importance. It entails familiarising students with a variety of electronic translation tools, such as SDL Trados, MemoQ, Google Translate, and DeepL, as well as providing guidance on how to personalise and optimise their usage to improve language translation efficiency.

#### **5.6.1.1 Introduction to Tool Familiarisation**

Introducing students to a variety of widely used electronic translation tools, including SDL Trados, MemoQ, Google Translate, and DeepL, is crucial for their language learning journey. By explaining the purpose and advantages of using these tools in the translation process, accompanied by concise overviews of each tool and an emphasis on their key features and

functionalities, students become more engaged in completing these tasks. Furthermore, illustrating real-life situations where these tools have been effectively employed helps students grasp their potential and facilitates their seamless adoption of electronic tools.

Continuing the discussion on tool familiarisation, the next phase involves guiding students through the user interface navigation of the chosen translation tools. This involves providing comprehensive demonstrations of the primary functions and tasks, including file importing and exporting, project creation, and access to relevant resources. Taking advantage of visual aids such as screenshots and screen recordings aids comprehension. Moreover, conducting live demonstrations that focus on particular tasks or features enables students to comprehend sequential processes, such as the creation of translation memories, terminology management, and the use of machine translation engines. The inclusion of real-world examples and case studies further demonstrates the effectiveness of these tools in enhancing productivity and precision.

In the subsequent phase, students engage in hands-on exercises aimed at applying the translation tools and improving their English language proficiency. Working with sample texts from various language pairs and domains is a part of these exercises, which also include clearly stated objectives and anticipated outcomes. For example, students are given the task of translating a provided text using SDL Trados translation memory. They import the text, segment it, and employ the translation memory to maintain consistency and integrate suggested translations from memory.

Furthermore, it is crucial to address common challenges that students may encounter when using translation tools. Comprehensive discussions provide troubleshooting tips and strategies to overcome these challenges. Additionally, best practices for maximising tool usage and resolving technical issues are shared. For example, if students encounter difficulties aligning segments in the translation memory, a demonstration of employing the alignment feature in SDL Trados is provided to align source and target segments accurately, thereby effectively using the translation memory.

To demonstrate the effectiveness of the translation tools, samples of translations produced using these tools are showcased, highlighting the benefits and improvements achieved. A comparative analysis between translations produced with and without the tools is presented to illustrate the impact on accuracy, fluency, and productivity. Moreover, specific features or

functionalities that contribute to better translation outcomes are discussed, enabling students to understand their significance. For instance, illustrative sample translations in different language pairs and domains are shared in the following paragraphs to provide practical examples for both teachers and learners.

Language pairs play a crucial role in the field of translation, as they define the specific combinations of source and target languages used in the translation process. Here, a range of language pairs within different translation domains is presented to illustrate their significance and application.

In the domain of medical translation, the English-French language pair is employed to accurately convey medical research papers. By translating a sample research paper investigating the effects of a new drug on cancer patients from English to French, students gain practical experience in navigating the intricacies of medical terminology and effectively communicating medical findings. This hands-on exercise allows students to delve into the nuances of grammar and sentence structure in both languages, enabling them to better comprehend the distinctions between English and French grammar rules and structures within the context of medical discourse.

Similarly, in the field of legal translation, language pairs such as French or Arabic to English are used. Assigning a translation task involving a contract agreement between two companies, for instance, provides students with an opportunity to explore the grammatical and structural differences between legal language in French, Arabic, and English. Through this exercise, students not only enhance their language skills but also develop a deeper understanding of the legal systems and conventions inherent in each language, fostering their ability to accurately convey legal concepts and obligations in English.

Literary translation, which encompasses language pairs such as French or Arabic to English, presents a unique opportunity for students to appreciate the nuances of cultural expressions and the intricacies of literary style. Assigning a translation task involving a renowned Arabic novel, for example, allows students to analyse and interpret the distinct grammatical structures, literary techniques, and cultural references inherent in the original text. By engaging with these complexities, students deepen their understanding of the English language system while honing their literary translation skills.

In the realm of tourism translation, language pairs like English to French and English to Arabic play a vital role in facilitating effective communication in the tourism industry. Assigning translation tasks involving tourist brochures promoting travel destinations and attractions in Japan allows students to examine the grammatical structures and language conventions specific to tourism discourse. By comparing and contrasting the translations in different language pairs, students gain insights into how linguistic choices, sentence structures, and cultural adaptations impact the overall message and appeal to the target audience. This exercise not only enhances their understanding of the English language system but also equips them with the skills to convey comprehensive information about travel offerings to diverse linguistic communities.

By attracting students to these translation tasks across various language pairs and domains, educators provide a structured and immersive environment for students to explore the intricacies of grammar rules, sentence structures, and cultural nuances within the context of professional translation. These exercises enable students to develop a deep understanding of the English language system, strengthen their translation skills, and foster their ability to navigate linguistic and cultural differences effectively.

In the context of Algeria, specifically, Mostaganem University, where students are typically familiar with Arabic, French, and English, the insertion of the presented language pairs in translation tasks serves a significant purpose in enhancing their English language skills. By offering translation exercises in English-French and English-Arabic, students with different language backgrounds are provided with an equal opportunity to improve their English proficiency. This approach ensures that learners who have a stronger grasp of French or Arabic can actively engage in the translation process and contribute to a balanced development of their language abilities.

Through these language pairs, students actively participate in translation exercises that encompass diverse domains such as medical research, legal documents, literary works, and tourism materials. By working on these tasks, students not only enhance their understanding of grammar rules, sentence structures, and cultural nuances within the context of professional translation, but they also strengthen their English language competence. This comprehensive approach aims to foster a deeper appreciation and mastery of the English language system, allowing students to effectively navigate linguistic and cultural differences.

In conclusion, the implementation of translation tasks utilising specific language pairs serves as a valuable tool for enhancing English language learning at Mostaganem University. By engaging students in practical exercises across various domains, they gain a comprehensive understanding of the differences in structures, grammar rules, and language conventions between English and their native languages. Moreover, this approach ensures equal opportunities for all learners and promotes a balanced development of their language skills. Ultimately, through active participation in these translation tasks, students promote their English proficiency and broaden their horizons in the field of translation and language acquisition.

### **5.6.1.2 Customising Translation Electronic Tools**

Customising translation tools is a valuable practice that offers significant improvements to translation workflow and accuracy. By customising translation tools, teachers can adapt them to their specific preferences and project requirements. This level of customization enables teachers to optimise the translation process and leads students to produce more accurate and contextually appropriate translations. With customised tools at their disposal, teachers can improve the overall translation experience for their students, allowing them to achieve greater levels of precision and proficiency in their work.

Furthermore, it is essential that teachers provide step-by-step instructions on how to use and customise electronic translation tools. This guidance plays a central role in enabling students to effectively employ these tools according to their individual needs. Teachers' assistance is essential in helping students navigate the process of adjusting settings, incorporating dictionaries or resources, and creating shortcuts or macros that align with their specific preferences and project requirements. By offering clear instructions on these configuration options, students can personalise the tools to enhance their translation experience. This personalised approach not only promotes greater accuracy and efficiency in their work but also enables them to achieve optimal results in their translations.

Moreover, to actively engage students in the customization process, teachers can assign translation tasks that require students to experiment with translation tool customizations. This approach encourages students to explore various configurations and features that can enhance their workflow and productivity. For instance, students can select their preferred translation tool,

investigate its customization options, adjust settings, add pertinent dictionaries or resources, and create custom shortcuts or macros. This sample activity allows students to actively participate in the customization process. Furthermore, students are then tasked with documenting their modifications and analysing how these enhancements positively impact their translation workflow. By reflecting on their customization choices, students gain a deeper understanding of the tools' capabilities and how they can improve their translation process.

Additionally, teachers can create opportunities for students to discuss the impact of customization on their translation workflow and to share their personal experiences with customization. This collaborative approach permits students to share tips, strategies, and best practices for customising translation tools effectively. Students can find new ways to improve their translation processes by learning from one another's experiences. In addition, the process of customising translation tools provides students with numerous benefits for enhancing their translation workflow and language skills. Students can enhance their translation processes by customising the tools according to their individual preferences and project requirements, resulting in more accurate and contextually appropriate translations.

It is indeed worth noting that the customization of translation tools can have a positive impact on language growth. By encouraging students to rely less on literal translations and instead foster their understanding of the target language. Customization allows students to explore different settings, features, and resources that enhance their language comprehension and proficiency. Through the modification of settings, the addition of dictionaries, and the creation of custom keyboard shortcuts or macros, students can navigate the complexities of language more effectively. This process not only expands their vocabulary but also fosters their language skills, enabling them to develop a deeper understanding of the target language.

In conclusion, the collaborative nature of sharing and discussing personal experiences among students fosters a culture of knowledge exchange, allowing students to learn from one another's insights and strategies. This collaborative strategy encourages students to reflect on their language choices, solicit feedback, and revise their translations, thereby fostering continuous language improvement. By recognising the importance of customising translation tools and incorporating them into language instruction, teachers can encourage students to not



only excel in their translation skills but also enhance their language proficiency. Using personalised tools, students can navigate the complexities of language, promote accurate and fluent translations, and actively participate in the process of language improvement.

### **5.6.2 Translation Resources and Techniques**

The use of translation resources and techniques in language learning provides learners with valuable tools to aid in their language acquisition. Dictionaries, glossaries, and translation memory tools are examples of such resources that enable learners to explore and understand the meaning of words, phrases, and expressions in the target language. Further details are given in the following suggested resources.

#### **5.6.2.1 Terminology Management and Glossaries**

As educators, teachers have the opportunity to demonstrate to their students the advantages of incorporating terminology management tools and comprehensive glossaries into language instruction. These resources play a critical role in enhancing translation accuracy and language proficiency. By introducing students to terminology management tools, guiding them in creating and managing glossaries, and assigning exercises that focus on the accurate and consistent translation of specialised terms, teachers can inspire students to develop effective terminology skills and generate high-quality translations.

Moreover, teachers need to explain the process of identifying and collecting specialised terms from credible sources, and subject-specific databases to guide students in the creation and management of glossaries related to their translation projects. In addition, it is beneficial to demonstrate how to enter and organise terms, their definitions, contexts, and preferred translations into the terminology management tool.

Furthermore, to ensure the accurate and consistent translation of specialised terms, teachers can assign translation tasks that specifically require students to use terminology management tools. It is advantageous to provide texts or projects that are related to specific domains where precise terminology is essential. Teachers should guide their students to refer to the glossaries they have compiled in order to maintain consistency and employ the appropriate

translations for any specialised terms encountered. Teachers should also emphasise the importance of regularly reviewing and updating glossaries to reflect changes in terminology. Discussing strategies for confirming the accuracy and applicability of terms can be beneficial as well. Additionally, teachers should encourage students to continually add to their glossaries and expand their knowledge of domain-specific terminology.

**Example Task:** Teachers can conduct a comprehensive review of an existing legal translation glossary. They then provide clear instructions to their students, guiding them to identify and rectify any inaccurate or outdated terms found within the glossary. Furthermore, teachers should assist their students in incorporating newly developed terms from the legal field. It is decisive to emphasise the importance of justifying any modifications made during this review process, ensuring transparency and clarity in the changes implemented.

Teachers are there to assist their learners in improving their language proficiency by creating more accurate and natural translations and avoiding the limitations of word-for-word translation caused by language transfer by effectively using a glossary within the translation module. Incorporating terminology management tools and comprehensive glossaries into language instruction enables teachers to guide students towards becoming skilled translators capable of producing accurate, contextually appropriate, and culturally sensitive translations. These resources provide students with valuable language tools that contribute to their language improvement and provide opportunities to also succeed in the field of translation. By incorporating these techniques and exercises, teachers can assist their students in developing strong terminology skills, expanding their vocabulary, and refining their translation skills, ultimately preparing them for professional translation work.

### **5.6.2.2 Translation Memory Practice**

Translation Memory (TM) is a powerful tool that stores previously translated segments, such as sentences or phrases, along with their corresponding translations. This guide aims to introduce the concept of translation memory and its benefits to language learners. By using translation memory tools like SDL Trados or MemoQ, learners can improve their translation efficiency, ensure consistency, and achieve cost-effectiveness in their projects.

The teachers' role is to ensure that students become familiar with the concept of translation memory by selecting sample texts that have been previously translated and saved in a translation memory. It is crucial to choose texts that cover a range of topics or domains, exposing students to various types of translations. In addition to providing the source texts, teachers should include the corresponding pre-existing translations from the translation memory for reference and comparison. This approach will enable students to observe how the stored translations can be employed, fostering a better understanding of the benefits and functionality of translation memory in the translation process.

Furthermore, teachers play a crucial role in providing instructions to their students on how to maximise the benefits of a computer-assisted translation (CAT) tool, which includes utilising the translation memory feature. They can recommend reputable CAT tools such as SDL Trados Studio or MemoQ, which are widely used in the industry. Students should receive guidance on importing the provided sample texts into the chosen CAT tool and configuring their work environment accordingly.

Additionally, teachers need to demonstrate to the students the effective use of computer-assisted translation (CAT) tools, including the translation memory feature, emphasising how it can aid the translation process and enhance efficiency. SDL Trados and MemoQ are renowned CAT tools that offer a range of features, including translation memory, terminology management, and collaboration tools. These tools are designed to boost productivity and ensure consistency in translation work. SDL Trados and MemoQ are well-known CAT tools that translators use to increase productivity and ensure consistency in translation, offering features such as translation memory, terminology management, and collaboration tools.

By equipping students with the knowledge and skills to exploit CAT tools effectively, teachers enable them to work more efficiently and deliver high-quality translations. The use of CAT tools not only enhances productivity but also promotes consistency and accuracy in translations, ultimately contributing to the success of students in their translation endeavours.

**Example Task:** In this task, the teacher has the option to provide students with a sample text and a translation memory tool. The students are then instructed to import both the original source text and its corresponding pre-existing translation into the translation memory tool. Once imported, the students are encouraged to employ the translation memory tool to suggest or

retrieve translations for specific segments of the text that align with the previously stored translations in the memory. However, it is important for the students to carefully review and make any necessary edits or adaptations to the suggested translations, ensuring that they are accurate and suitable for the current context. To sum up, this task involves using the translation memory tool to assist in the translation process, while also allowing the students to refine and improve the translations as needed.

Moreover, to ensure a comprehensive understanding of the translation memory tool, it is crucial for the teacher to actively facilitate a discussion among the students, encouraging them to reflect on their individual experiences with the tool. During this discussion, students should be prompted to share the benefits they observed while employing translation memory. These benefits may include significant time savings, improved translation consistency, and increased productivity. Additionally, students should be encouraged to discuss any challenges or obstacles they encountered during the process. It is important to emphasise the need for justifying any changes made during the review process, ensuring transparency and clarity in the modifications implemented. This comprehensive approach not only enhances the students' comprehension of legal terminology but also contributes to the quality and reliability of the glossary.

By actively participating in translation memory practice, learners can fully harness the benefits and overcome potential challenges, ultimately enhancing their translation skills and efficiency. It provides them with valuable hands-on experience in using translation memory tools effectively, which will serve them well in their future translation endeavours.

- **Post-Editing Machine Translation (PEMT)**

Post-editing machine translation (PEMT) involves human translators revising and enhancing machine-generated translations. It recognises that machine translation (MT) systems, such as Google Translate or DeepL, can produce translations that necessitate human intervention to improve precision, fluency, and quality. PEMT plays a crucial role in the translation industry by enhancing efficiency and productivity while preserving the human touch.

Teachers can provide students with machine-generated translations of texts or segments in the target language with varying degrees of quality and post-editing requirements. They should

clearly communicate the objective of the task, which is to evaluate and enhance machine-generated translations through post-editing.

Teachers should guide students in assessing the accuracy, fluency, coherence, and adherence to the intended meaning of machine-generated translations. They can provide guidelines or criteria for evaluating the quality of the translations produced by a machine. Students should be encouraged to make revisions, corrections, and adjustments to improve the quality of their translations.

Example task: Teachers can create an exercise where students are tasked with editing a machine-generated translation to assess its accuracy and coherence. The instructions would involve analysing the given machine translation and comparing it with the original text. This exercise allows students to identify errors, inconsistencies, and areas that require improvement. Their objective would be to enhance the precision, fluency, and overall quality of the translation while preserving the original meaning.

Furthermore, this task serves as a valuable opportunity for students to recognise and address language transfer errors, thereby increasing their awareness of such challenges. Teachers can provide guidance on best practices, including maintaining consistency, adapting the translation for the target audience, and making appropriate stylistic choices. Additionally, this exercise provides teachers with a chance to explain to their students the detrimental effects of direct translation from one language to another without considering essential factors like grammatical rules and cultural nuances.

By using this technique teachers make students understand the role of human intervention in improving machine-generated translations by introducing the concept of post-editing machine translation, assigning tasks for post-editing machine-generated translations, and developing skills for assessing and improving these translations. This exercise enables students to improve their translation skills, cultivate their critical evaluation skills, and adapt machine-generated translations to the desired level of quality. Additionally, it offers valuable opportunities for English language practice and development.

In conclusion, post-editing machine translation (PEMT) is essential for improving the quality and precision of machine-generated translations. It acknowledges the need for human intervention to enhance translation precision, fluency, and quality. Teachers can incorporate

PEMT tasks into language instruction by providing students with translations generated by a machine for evaluation and improvement. This enables students to cultivate critical evaluation skills and enhance their translation abilities. In addition, these tasks provide students with opportunities to address language transfer errors and comprehend the significance of taking grammatical rules and cultural nuances into account. By engaging in post-editing exercises, students can improve their translation skills, adapt machine-generated translations to the desired level of quality, and increase their English language proficiency. The incorporation of PEMT tasks into the curriculum enables students to comprehend the role of human intervention in enhancing machine-generated translations and enhances their language learning and translation skills.

- **Quality Assessment of Machine Translation**

Machine translation plays a significant role in facilitating communication across languages. However, assessing the quality and efficacy of machine-generated translations is crucial to ensuring accuracy and effectiveness. It is important to understand the limitations and challenges of machine translation and recognise the need for human assessment to improve the output.

To provide students with practical experience in quality assessment, teachers can assign machine-translated texts or sentences for evaluation. These texts should cover a range of topics and difficulty levels to offer diverse evaluation opportunities. By evaluating different types of translations, students can gain a comprehensive understanding of the strengths and weaknesses of machine-generated translations.

Introducing students to quality assessment tools, such as BLEU (Bilingual Evaluation Understudy) or human evaluation criteria, is essential. These tools enable students to assess the accuracy, fluency, and quality of machine-generated translations. Teachers should explain how these tools work and their significance in evaluating machine translation outputs.

Assessing accuracy and readability: In the evaluation process, students should focus on assessing the accuracy and readability of machine-generated translations. They can compare the translations to reference translations or source texts to evaluate their accuracy. Additionally,

students should consider the readability of the translations, analysing grammar, syntax, and the use of idiomatic expressions to ensure fluency and naturalness.

Example task: To provide students with hands-on practice, teachers can assign a task to evaluate the quality of machine-generated translations using the selected quality assessment tools. Students should assess the accuracy and fluency of the translations using the BLEU score or human evaluation criteria. They should also provide feedback on the strengths and weaknesses of each translation, highlighting areas that require improvement.

After completing the evaluation task, it is important to facilitate a discussion where students can share their evaluation results and observations. This discussion provides an opportunity to discuss the strengths and limitations of machine translation based on the assessment outcomes. Students can also reflect on the role of human intervention in improving machine-generated translations and discuss strategies for enhancing translation quality.

By assigning machine-translated texts for evaluation, introducing quality assessment tools, and guiding students in assessing accuracy and readability, teachers can help students develop critical evaluation skills in the field of machine translation. This exercise enhances students' understanding of the strengths and limitations of machine translation and empowers them to identify areas for improvement. Additionally, by focusing on quality assessment, students are encouraged to prioritise accuracy, fluency, and naturalness in their English output, avoiding language transfer issues.

In conclusion, the roles of quality assessment and post-editing machine translation (PEMT) in the translation are distinct but crucial. PEMT involves human editing to improve precision and fluency, whereas quality assessment evaluates machine-generated translations. Both approaches are essential to research and instruction, emphasising the need for human evaluation and intervention to improve machine translation. Recognising and incorporating both approaches provide a comprehensive understanding of machine translation and facilitate its application. By combining quality assessment and PEMT, researchers and educators advance machine translation and ensure high-quality translations in a variety of linguistic contexts.

- **Researching Translation Tools and Trends**

In the rapidly evolving field of translation, it is crucial for students to stay updated with the latest developments in translation tools and technologies. By keeping informed about emerging trends, students can enhance their translation skills and increase their employability in the industry.

Moreover, to encourage students' active engagement in researching translation tools and trends, teachers can provide them with a list of emerging technologies to explore. Topics may include neural machine translation, cloud-based translation platforms, advancements in natural language processing, or any other relevant areas. This task allows students to investigate specific technologies and understand their features, benefits, and limitations.

Students are encouraged to choose an emerging translation technology or tool that interests them and conduct comprehensive research on its various aspects. They should carefully analyse and evaluate its features, benefits, and limitations and prepare a presentation to share their findings with the class. Furthermore, students should explore and discuss the potential impact of the chosen technology on translation, considering its advantages for translators as well as the challenges it may present. The inclusion of relevant examples or case studies can enhance the practical understanding of the researched technology.

Interestingly, teachers can allocate dedicated class time for students to present their research findings, allowing them to showcase the knowledge they have acquired through their research and analysis. Furthermore, teachers play a vital role in fostering engaging discussions among the students, centred around the potential benefits and challenges associated with the tools or technologies they have explored. These collaborative discussions create an environment for the exchange of ideas and perspectives, enriching the learning experience for all students involved.

By engaging in such discussions, students can share their unique perspectives, insights, and opinions with their peers. This exchange of ideas promotes a deeper understanding of the subject matter and encourages critical thinking. It also provides an opportunity for students to learn from each other and explore different viewpoints related to the tools or technologies researched. Through these lively discussions, students can enhance their communication skills, build



confidence in presenting their research, and foster a collaborative learning environment. Teachers should facilitate and guide these discussions, ensuring that all students have the opportunity to contribute and actively participate in the dialogue.

By assigning research tasks on emerging translation tools and technologies, teachers empower students to actively explore and understand the evolving landscape of the translation industry. Engaging in this exercise helps students develop critical thinking skills, stay updated with the latest advancements, and gain insights into the potential implications of these tools and technologies for their future careers as translators. Moreover, researching emerging technologies enables students to avoid language transfer issues by familiarising themselves with cutting-edge translation tools and technologies that can provide more accurate and contextually appropriate translations in English.

- **Collaborative Practices**

Collaborative practices in education encompass the integration of group work, cooperative learning, and collaborative projects, fostering an interactive and cooperative learning environment. These practices promote student engagement, deeper understanding, and the development of essential lifelong skills such as communication, critical thinking, problem-solving, and teamwork. In the context of online education, collaborative practices extend to the use of digital tools and platforms, allowing students to collaborate remotely, share resources, and engage in meaningful interactions. Online collaborative practices further enhance communication skills, encourage active participation, and provide students with the opportunity to develop digital literacy skills while achieving learning outcomes in a flexible and inclusive manner.

### **5.6.3.1 Online Collaboration with Translation Tools**

Teachers play a crucial role in introducing students to the concept of online collaborative translation platforms, such as Google Docs, Trello or Slack with built-in translation features. They highlight the advantages of using these platforms, including real-time collaboration, seamless communication among team members, and version control.

To promote collaborative work, teachers need to form groups of students and assign translation projects that require teamwork. They provide texts or documents to be translated and allocate specific segments or sections to each group member, emphasising the importance of effective communication and coordination within the group.

Teachers encourage students to actively collaborate and provide real-time feedback on each other's translations using collaborative translation platforms. They guide students on using the platform's commenting, reviewing, or tracking features to offer feedback and suggestions.

They also organise discussions to address the feedback received and provide guidance on addressing any identified issues or improvements. An example exercise involves assigning a document for translation to student groups, where each member works on specific sections using the online collaborative translation platform. Feedback and suggestions are encouraged among group members to ensure consistency and quality, leading to collaborative revisions for improved accuracy and fluency.

Furthermore, teachers facilitate debriefing sessions where groups can share their experiences working collaboratively on the translation project. They encourage students to discuss the challenges faced, effective collaboration strategies, and the role of translation tools in streamlining the process. Teachers emphasise the importance of teamwork, communication, and leveraging translation tools for efficient and accurate translations.

By incorporating online collaborative translation platforms, assigning group translation projects, and providing real-time feedback, teachers can enhance students' collaboration skills and deepen their understanding of working with translation tools in a team setting. This approach promotes effective teamwork and exposes students to the practical aspects of using translation tools for collaborative projects, preparing them for real-world translation scenarios. Additionally, it fosters a focus on accuracy, fluency, and context, avoiding language and word-for-word transfers from Arabic or Algerian Arabic into English through collaborative discussions and revisions.

- **Peer Feedback and Review**

Teachers play a vital role in facilitating peer feedback. By introducing the concept of peer feedback and highlighting its significance, teachers help students improve their translation skills

and avoid language and word-for-word transfers from Arabic or Algerian Arabic into English. Scheduling dedicated sessions where students can exchange their translated texts and provide feedback to their peers creates a structured environment for constructive criticism. It is important for teachers to develop clear guidelines or templates that outline expectations and structure for providing feedback on translations, incorporating aspects such as accuracy, fluency, cultural appropriateness, and adherence to guidelines. Teachers can provide examples or model feedback to demonstrate effective commenting techniques. Emphasising collaboration and mutual support encourages students to actively engage in peer discussions, sharing their perspectives and insights. Creating a cooperative and inclusive environment fosters a comfortable space for students to give and receive feedback.

Example tasks: It can involve allocating time for students to exchange their translated texts and provide feedback, focusing on accuracy, fluency, cultural appropriateness, and adherence to guidelines. Teachers can also model effective feedback through examples or demonstrations, guiding students to provide constructive comments during the translation process.

By integrating peer feedback sessions, creating guidelines for feedback, and fostering a collaborative learning environment, teachers facilitate an environment where English learners can improve their English skills and avoid language and word-for-word transfers from Arabic or Algerian Arabic into English. Peer feedback allows students to gain insights from their peers, identify areas for improvement in their translations, and enhance their understanding of language nuances and cultural appropriateness. This collaborative approach encourages students to actively participate in the learning process, receive diverse perspectives, and refine their translation skills through constructive feedback.

- **Translation Workshops and Discussions**

Teachers have the opportunity to underscore the significance of translation workshops and discussions in nurturing the development of translation skills and cultural competence. By introducing the concept of these workshops and carefully scheduling dedicated sessions or study days, ample time is provided for students to engage in in-depth discussions and exchange their translated works. Encouraging students to present and deliberate on their translated texts

empowers them to articulate their decision-making processes, strategies, and challenges, thereby fostering profound introspection regarding the translation process. Establishing an environment that promotes supportive group discussions facilitates active participation and engagement among students, allowing them to offer constructive feedback and suggestions to their peers.

Furthermore, designating specific study days to acquaint students with various facets of English culture, including traditions, customs, literature, and popular culture, enriches their comprehension of cultural subtleties in translation and their impact on accuracy and efficacy. By instilling an appreciation for cultural elements during the translation process, teachers ensure that student translations are culturally appropriate and effectively convey the intended meaning. Engaging students in cultural activities, such as watching English movies, reading literature, or participating in relevant events, further, enhance their language skills and cultural awareness.

By establishing translation workshops and discussions, while concurrently encouraging student presentations and group feedback sessions, educators create an environment of collaborative learning, actively involving students in the translation process and enabling them to benefit from the valuable insights of their peers. Additionally, integrating study days to familiarise students with English cultural aspects helps them develop a profound understanding of the English language, culture, and idiomatic expressions. This comprehensive approach ultimately augments students' English proficiency, cultural competency, and translation abilities.

- **Incremental Translation Projects**

The concept of incremental translation projects involves dividing larger translation tasks into smaller, more manageable segments with checkpoints and deadlines. This approach allows for a structured and systematic translation process, offering several benefits for improving translation skills and language proficiency. By breaking down larger translation projects into smaller segments, students can focus on specific tasks or requirements at a time. This targeted approach helps them concentrate their efforts and attention, leading to a deeper understanding of the translation content and context. Working on smaller segments also reduces the overwhelming feeling that may arise from tackling a large translation project all at once.

Assigning checkpoints or milestones throughout the translation process serves as a means of ongoing assessment and feedback. These checkpoints provide opportunities for students to

receive guidance and suggestions on their translations, allowing them to make necessary adjustments and improvements along the way. Regular feedback helps students identify areas of strength and areas that require further development, fostering a continuous learning process.

Setting deadlines for each milestone ensures that progress is made and the translation project stays on track. Deadlines create a sense of urgency and accountability, motivating students to manage their time effectively and maintain a steady workflow. Meeting deadlines teaches students the importance of timely delivery and helps develop their time management skills, which are valuable in the professional translation field.

The benefits of incremental translation projects extend beyond the immediate task at hand. By working on smaller segments and receiving continuous feedback, students can refine their translation skills and language proficiency over time. They develop a better grasp of linguistic nuances, improve their accuracy and fluency, and gain a deeper understanding of the cultural and contextual aspects involved in translation.

In conclusion, the concept of incremental translation projects, with its focus on breaking down larger tasks into smaller segments with checkpoints and deadlines, provides numerous advantages for improving translation skills and language proficiency. This approach promotes focused work, ongoing assessment and feedback, effective time management, and growth in translation abilities.

In incremental translation projects, students must make informed decisions about word selection, sentence structure, and cultural adaptations. This process is essential for developing their critical thinking and problem-solving skills as they navigate the inherent challenges of translation. In addition, it facilitates comprehension of the distinct rules and structures of both Arabic and English. By understanding these distinctions, students can avoid confusing the rules of the two languages and produce translations that are both accurate and culturally appropriate.

#### **5.6.3.5 Scheduling Individual Conferences**

The implementation of individual conferences enables the allocation of dedicated time for one-on-one meetings with each English learner. To facilitate this, a schedule or sign-up system can be established, allowing students to book individual conference slots according to their convenience.

During these conferences, the primary objective is to deliver personalised feedback and guidance. Prior to the conference, the teacher thoroughly examines the translation work of each student, providing specific feedback on their strengths, areas for improvement, and strategies for growth. The teacher ensures that individual challenges or concerns raised by the student are duly addressed, resulting in tailored support being offered.

The conferences are also designed to tackle specific challenges and extend customised assistance to each learner. Attentive listening by the teacher enables them to grasp the student's questions, doubts, and difficulties related to translation. Subsequently, based on the unique requirements of each learner, the teacher offers targeted support and guidance, which may include supplementary resources, exercises, or recommendations for improvement specifically tailored to their language development.

The creation of a supportive environment is of paramount importance during individual conferences. The teacher fosters an open and welcoming atmosphere, establishing a safe space wherein learners can freely express themselves without experiencing anxiety or apprehension of judgement. Encouragement is given to students to raise questions and openly share their thoughts and concerns pertaining to their translation work. Throughout the process, the teacher exhibits empathy and understanding while providing constructive feedback, with the intention of enhancing learners' confidence and motivation.

In summary, individual conferences assume a significant role in furnishing English learners with personalised feedback and guidance. Through the deliberate addressing of specific challenges and the provision of tailored support, these conferences serve to refine learners' translation skills and prevent the occurrence of erroneous transfers. Moreover, the creation of a supportive environment during these conferences contributes to a positive learning experience and augments learners' development of the English language.

- **Additional Considerations**

In addition to the aforementioned points, there are supplementary aspects that are crucial for teachers to consider to facilitate the improvement of their students' learning processes. These points encompass:

**5.6.4.1 Ethical Considerations in Translation**

Introducing the importance of ethical considerations in the field of translation is crucial for upholding professional standards and ensuring the integrity of translation work, particularly in the context of technology-assisted translation tools. To initiate this discussion, it is beneficial to engage students in thoughtful conversations about the advantages and limitations of machine translation, particularly in the context of novice translators. Encourage students to explore and analyse the potential risks associated with an overreliance on machine translation, such as its potential impact on their language skills and their ability to grasp the nuances inherent in translation.

Furthermore, it is essential to emphasise the indispensable role of human translators in guaranteeing accurate and culturally appropriate translations. Shed light on the limitations of machine translation in capturing context, cultural nuances, and idiomatic expressions. Emphasise the value of human intervention in refining and enhancing machine-generated translations to meet the required standards of accuracy and quality.

A key aspect to highlight is the importance of upholding high standards of accuracy and quality in translation work. It is crucial to discuss the potential risks of relying solely on machine-generated translations without proper assessment and post-editing. Encouraging students to critically evaluate the output of technology-assisted tools is essential to ensuring that the translations meet the required standards. By emphasising the need for thorough evaluation and post-editing, students can develop the skills necessary to maintain accuracy and quality in their translation work.

By incorporating discussions on ethical considerations into the curriculum, teachers provide students with a robust ethical foundation in translation. These discussions serve to foster responsible translation practises, enhance students' proficiency in navigating technology-assisted tools, and motivate them to produce translations that are both accurate and culturally appropriate. Moreover, by emphasising the importance of human intervention and maintaining accuracy and quality standards, students learn to avoid literal transfers and instead focus on producing translations that effectively convey the intended meaning in English.

**5.6.4.2 Translation Assignments with Rubrics**

Introducing the concept of designing translation assignments with clear rubrics for evaluation is essential to promoting transparency and guiding students' translation work. The purpose of rubrics is to provide explicit evaluation criteria and establish clear expectations. To develop clear rubrics, it is important to outline specific criteria that will be used to evaluate translation assignments. These criteria may include accuracy, fluency, cultural appropriateness, adherence to guidelines or style guides, and effective communication of the intended message. Each criterion should be clearly defined, and an appropriate weightage or point allocation should be assigned to ensure a fair assessment.

When evaluating translations, several key criteria should be considered. Accuracy assesses the correctness and reliability of the translation in conveying the original meaning without introducing errors or omissions. Fluency evaluates the readability and naturalness of the translated text in the target language. Cultural appropriateness takes into account the cultural context and ensures that the translation aligns with the target audience's cultural norms and expectations. Adherence to guidelines evaluates how well the translation follows any specific guidelines or style guides provided.

To promote self-assessment and student engagement, it is beneficial to provide the rubrics in advance when assigning the translation task. Teachers should thoroughly explain the rubrics to ensure that students understand the evaluation criteria and can align their efforts accordingly. Students should be encouraged to self-assess their work using the rubrics before submitting the final translation. This enables them to identify areas for improvement and make necessary revisions based on the evaluation criteria provided in the rubrics.

Furthermore, it is crucial to reinforce the importance of maintaining high standards of accuracy and quality in translation work. Teachers should discuss the risks associated with blindly accepting machine-generated translations without proper assessment and post-editing. Students should be encouraged to critically evaluate the output of technology-assisted tools and ensure that their translations meet the required standards.

By designing translation assignments with clear rubrics, teachers establish a framework for transparent evaluation and provide students with the necessary guidance. Rubrics enable students



to understand the expectations, self-assess their work, and make improvements before submission. They also ensure consistent and fair evaluation, aligning with the learning objectives of the translation module. This approach promotes accurate, fluent, culturally appropriate, and guideline-adherent translations, thereby facilitating the improvement of English learners' skills and helping them avoid language and word-for-word transfers from Arabic or Algerian Arabic into English.

### **5.6.4.3 Error Analysis and Correction**

To enhance the development of translation skills, it is beneficial to create translation exercises that specifically target common linguistic errors or challenges encountered in the translation process. Selecting texts or passages that contain examples of these errors provides practical learning opportunities for students. Conducting a review and discussion of the translations submitted by students as a class allows for a collective analysis of errors. This process involves identifying recurring mistakes or errors and providing clear explanations and clarifications on why these errors occur and how to correct them. Examples from students' work can be used to illustrate specific points and facilitate comprehension.

Encouraging active participation from students in error analysis discussions and reflection on their own translations helps them identify and learn from recurring mistakes. By helping students recognise patterns and common errors in their work, teachers can offer guidance on strategies and techniques to overcome these challenges and enhance their translation skills.

By adding translation exercises that target common linguistic errors and analysing errors collectively as a class, teachers create valuable learning opportunities for students to improve their translation skills. Through explanations and corrections, students gain a deeper understanding of language principles and their application in translation. This approach fosters reflective learning, helps students develop a critical eye for errors, and promotes continuous improvement in their translation abilities. Ultimately, it enables English learners to avoid language and word-for-word transfers and enhances their proficiency in translating from Arabic or Algerian Arabic into English.

It is worth noting that the deliberate emphasis placed on certain aspects throughout the sections is not redundancy, but a purposeful strategy to reinforce and underscore their

significance. By highlighting key points related to ethical considerations, human intervention, and maintaining accuracy and quality standards, the message becomes more compelling and memorable. This approach ensures that both teachers and students comprehend the critical significance of these factors in the field of translation. It serves as a reminder that ethical awareness, human expertise, and a meticulous focus on quality are essential for producing accurate and culturally appropriate translations. Rather than being ineffective, this repetition strengthens the core principles and values that drive successful translation practices, ultimately assisting teachers and students in their pursuit of high standards in translation.

Moreover, the improvement of English learning and translation skills is greatly aided by the incorporation of collaborative practises with translation tools and resources, as well as the personalization and familiarisation of these resources by students. Teachers can make the classroom come alive with discussions, group projects, and translation workshops that get students involved.

In conclusion, to ensure the effectiveness of translation education, it is crucial for educators to stay updated on emerging technologies and tools in the field. Continuous professional development and engagement with industry experts allow teachers to integrate new tools and technologies into their teaching methodologies. By doing so, students receive comprehensive training and acquire the necessary skills to excel in the dynamic translation landscape.

Furthermore, incorporating technologies and tools that students are familiar with and use in their daily lives not only enhances their interest and motivation but also makes the learning experience more engaging and relatable. This approach prepares students to effectively navigate and use these technologies in their future careers as translators, while also promoting their English language learning. By embracing the integration of technology, educators empower students to become skilled and adaptable professionals who can thrive in the ever-evolving translation and English learning domains. This holistic approach equips students with the knowledge, skills, and technological proficiency they need to make valuable contributions in the field and succeed in their translation and language learning endeavours.

**5.7 Motivation, Self-Awareness, and Diverse Tasks in Translation**

In addition, it was evident that some students were not fully aware of their abilities and had a tendency to underrate themselves. However, the dubbing and translation tasks allowed them to uncover talents and skills they were previously unaware of. Despite initial resistance and hesitation, students realised, as they engaged in the assignments, that the tasks were not as daunting as they had initially perceived. This realisation contributed to the expansion of their self-awareness and confidence in their abilities.

Motivation and self-awareness play a significant role in the success of students in translating and improving their English skills, in addition to the strategies and recommendations outlined in this chapter. Throughout the research conducted for this study, it was observed that students' motivation increased when they were informed that their performance would be evaluated and graded. This external incentive inspired students to strive for excellence in their translation work by exerting their greatest efforts. Educators can motivate students to maximise their potential and improve their English proficiency through translation activities by establishing clear expectations and implementing a grading system.

In addition, the study revealed the importance of self-awareness in the development of translation skills and English language proficiency among students. When initially tasked with dubbing and subtitling a sequence, many students expressed reluctance, perceiving it to be an impossible task. Despite the availability of applications that could simplify their tasks, they demonstrated reluctance and hesitation. Students engaged in the assignment and were able to complete it as a result of the researcher's persistence and assurance that their work would be evaluated. In subsequent interviews, students expressed enjoyment and satisfaction with the assignment, emphasising how it differed from their usual interactions with the instructor. Introducing novel and varied activities prevents monotony and piques students' interest, motivating them to actively participate and explore their translation skills, thereby enhancing their English proficiency.

Furthermore, collaborative group work was identified as an effective method for fostering motivation, self-awareness, and English language growth. By working in groups, students were able to share knowledge, learn from one another, and participate in discussions and debates. Through interactions with peers, this collaborative environment encouraged self-reflection and

self-awareness as students discovered their strengths and areas for improvement. Not only does group work increase motivation, but it also fosters valuable interpersonal and communication skills, which are essential for translation, language acquisition, and cross-cultural collaboration.

Motivation, self-awareness, and self-confidence had a clear impact on the students' experiences. Even if they initially lacked confidence in their abilities, students' self-esteem increased after completing the translation sequences successfully. They admitted that their work may not have been flawless, acknowledged that it was a valuable learning opportunity, and expressed a desire to improve. This newfound confidence had a positive impact on their motivation and willingness to take on future translation challenges, thereby enhancing their English language proficiency.

In addition, students expressed a desire for more engaging and varied assignments, suggesting that other teachers implement similar modifications to improve their English-learning experience through translation. They acknowledged the significance of variety and enrichment in their educational journey, emphasising that engaging and stimulating tasks not only fostered their enjoyment but also facilitated their language acquisition. Educators can create an environment in which students are encouraged to explore their potential, take risks, and develop a sense of autonomy in their translation skills by introducing innovative and diverse tasks that enhance English language acquisition.

The incorporation of motivation, self-awareness, and varied and enjoyable tasks into translation education not only cultivates students' translation skills, but also enhances their self-confidence and fosters a love of learning, especially in the context of English language development. Teachers can instill in their students a sense of empowerment and motivation by providing them with opportunities to face challenges, experience success, and recognise their own progress in mastering the English language through translation activities. Educators can create a stimulating and enriching educational environment that promotes enjoyment, self-confidence, and continuous growth in English language proficiency by embracing variety and innovation in teaching methods.

The findings of this study also demonstrate the importance of recognising and fostering students' self-confidence, motivation, and self-awareness, as well as their desire for varied and enjoyable tasks, to improve their English translation skills. By incorporating these elements into

translation pedagogy, educators can empower students to excel in formal English contexts, communicate effectively in diverse linguistic and cultural settings, and develop a lifelong passion for translation and learning.

Moreover, while assigning tasks to students, it is evident that not all students exert the same effort in completing them. This observation is consistent with the notion that students have a variety of skills and learning styles. Nonetheless, it is intriguing to note that in some instances, average students achieve extraordinary results, exceeding expectations. This finding emphasises the complexity of student performance and the necessity of considering individual factors beyond initial assumptions. In addition, it is important to note that some students focus solely on task completion without necessarily seeking deeper engagement or high-quality outcomes.

Additionally, numerous experts in the field back up the idea of student engagement. Fredricks, Blumenfeld, and Paris (2004) highlight the potential of the concept and discuss the state of the evidence regarding school engagement. Their research underscores the importance of considering individual factors and acknowledging the complexity of student performance. Similarly, Skinner and Pitzer (2012) delve into the developmental dynamics of student engagement, coping, and everyday resilience. Their work sheds light on the multifaceted nature of student engagement, accentuating its cognitive, emotional, and behavioural aspects.

Reeve and Tseng (2011) contribute to the understanding of student engagement by introducing agency as a fourth aspect. Their research highlights the significance of students' active involvement and sense of control during learning activities. Additionally, Shernoff, Csikszentmihalyi, Schneider, and Shernoff (2003) explore student engagement from the perspective of flow theory, emphasising the importance of optimal challenge and intrinsic motivation in fostering engagement.

Reschly and Christenson (2012) further address the complexity of the engagement construct. Their examination of the evolution and future directions of engagement underscores the need for clarity and conceptual refinement. They emphasise the diverse dimensions of engagement and the necessity of considering these dimensions in educational research and practise.

Taking these scholarly perspectives into account, it is evident that engagement in learning is multidimensional. It encompasses cognitive, emotional, and behavioural aspects, as well as the

students' active involvement, interest, and curiosity. The multidimensionality of engagement highlights the complexity and diversity of students' experiences and underscores the importance of considering and promoting meaningful learning experiences that encompass various dimensions of engagement.

There are strategies that can help teachers create a more inclusive and differentiated learning environment when addressing the needs of a diverse group of students in the same classroom.

- **Flexible Grouping:** Organise students according to their needs and abilities for specific tasks or activities using flexible grouping strategies. This allows for individualised instruction and support within a larger class setting. Group students according to their readiness, interests, or learning styles, and provide instruction that is specific to their needs. (Tomlinson, 2001).
- **Learning Stations or Centres:** Establish learning stations or centres in the classroom where students can engage in a variety of activities based on their individual needs and interests. Each station can offer varying levels of difficulty or focus on a variety of learning objectives, allowing students to self-select tasks that correspond to their abilities and preferences. (Marzano, Pickering, & Heflebower, 2012)
- **Differentiate assignments** by offering multiple versions or difficulty levels of the same task. Adjust the task's level of difficulty or depth to accommodate students' varying levels of preparedness. This ensures that all students work on comparable material at an appropriate level of difficulty. (Wormeli, 2006)
- **Individualised Learning Plans:** Create personalised learning plans or personalised learning pathways for each student. Collaborate with students to establish objectives, identify their strengths and areas for improvement, and then modify instruction and evaluations accordingly. This permits individualised pacing and content selection within the overall curriculum framework. (Tomlinson, 2001)
- **Use scaffolding techniques** to assist students in gaining access to and mastering the curriculum. Provide additional assistance, resources, or direction to students

who may need it. Reduce scaffolding gradually as students gain confidence and independence. (Marzano, R. J., Pickering, D. J., & Heflebower, T. 2012)

- Encourage collaboration and support between peers in the classroom. Pair students with distinct abilities or strengths to collaborate on assignments or projects. This promotes cooperative learning and allows students to support and learn from one another. (1994, Johnson & Johnson)
- Continuous Assessment and Feedback: Assess students' progress on a regular basis and provide timely feedback to facilitate their learning. Utilise formative assessments to collect data on students' comprehension, then modify instruction accordingly. individualised feedback to address the specific needs of each student and help them advance. 2012 ; Moss & Brookhart

In a large class with a fixed curriculum, it is essential to recognise that it may not always be possible to meet the needs of every student. Educators can create a more inclusive and differentiated learning environment that considers and supports the diverse needs of students to the greatest extent possible by implementing these strategies. In addition, these experts have provided valuable insights and strategies regarding individualised instruction and scaffolding techniques to support the learning and development of students in the classroom, considering that it would help the efficiency of the learning process, which is related to involving all the class and not just a part of it.

### **5.8 Exploring Unrealised Opportunities for Translation Education**

A number of scholars have acknowledged the positive impact of translation on language skills and effective English usage. Venuti (1995) investigates the influence of translation on language acquisition. According to Venuti, translating texts exposes students to a variety of linguistic structures and idiomatic expressions, thereby contributing to the development of linguistic competence. Similarly, Chesterman (1997) emphasises the benefits of translation in language acquisition. He emphasises how translation assists students in bridging the gap between their native language and the target language, thereby enhancing their language skills.

Similarly, Hatim and Munday (2004) investigate the multifaceted aspects of translation and its role in language skill development. They emphasise that translation not only increases vocabulary but also fosters a deeper understanding of different cultures, thereby enhancing language skills. In addition, Malmkjaer (2005) focuses on the linguistic aspects and pedagogical value of translation. Malmkjaer emphasises how translation contributes to the development of linguistic skills and fosters intercultural understanding. In conclusion, Baker (2018) provides exercises and examples to develop translation skills. Claiming that by translating, students can improve their language skills and reduce interference from their native tongue.

In combination, these authors and their respective works offer valuable insights into the advantages of translation as a tool for enhancing language skills and promoting more efficient use of the English language. Their perspectives emphasise the significance of incorporating translation into language education to facilitate vocabulary expansion, cultural comprehension, and linguistic proficiency. Their works provide insights, practical guidance, and theoretical foundations that support the inclusion of translation activities in the language classroom.

Further studies on how to promote the teaching of translation to English learners can be done in the following scope of research

- The Function of Translation in Fostering Intercultural Communication Competence
- Examining the Function of Cultural Competence in Translation Education
- The use of corpus-based approaches in translation, language instruction, and language acquisition
- Assessing the Value of Collaborative Translation Activities for Language Learning

**The Function of Translation in Fostering Intercultural Communication Competence:** The purpose of this study is to investigate the function of translation in fostering intercultural communication competence among English language learners. It can examine how translation activities can enhance students' understanding of cultural nuances, foster empathy, and facilitate effective cross-cultural communication. This research can contribute to a deeper understanding of how translation instruction can foster intercultural competence in language learners by focusing on the intercultural aspects of translation.



**Examining the Role of Cultural Competence in Translation Education:** This study can examine the role of cultural competence in translation education. It can investigate how incorporating cultural competence training into translation instruction can improve students' ability to convey cultural references and idiomatic expressions accurately. This study can provide insights into effective pedagogical approaches for teaching translation with cultural sensitivity by examining the relationship between translation and cultural competence.

**The Application of Corpus-Based Methodologies to Translation, Language Instruction, and Language Acquisition:** This research can investigate the application of corpus-based approaches to English language learners' translation instruction. It can investigate how the use of corpora, which are large collections of texts, can improve learners' translation skills, increase their language proficiency, and expose them to authentic language usage. This study will contribute to the development of evidence-based practises in translation education and language instruction by investigating the effectiveness of corpus-based approaches.

**Assessing the Value of Collaborative Translation Activities for Language Learning** This study may concentrate on the advantages of collaborative translation activities in language learning contexts. It can investigate how collaborative translation tasks enhance the linguistic and socio-cultural knowledge of learners through interaction, negotiation, and peer feedback. By examining the impact of collaboration on translation competence and language learning outcomes, this research can shed light on the efficacy of collaborative approaches in translation education.

By addressing specific aspects of intercultural communication, cultural competence, corpus-based approaches, and collaborative learning, these research topics can contribute to the existing body of knowledge in the field of translation education. They have the potential to shed light on effective teaching practises, inform curriculum design, and offer educators evidence-based strategies to improve the teaching of translation to English language learners. Through these studies, a deeper understanding of the benefits and pedagogical implications of teaching translation can be gained, leading to the advancement of the field and the enhancement of language education.

The following outline suggests the teaching of translation with specific objectives to help students improve their English.

Introduction to Translation and Cultural Awareness (2–3 classes):

- Introduce the concept of translation, including audiovisual translation.
- Discuss the purpose and goals of audiovisual translation exercises, emphasising the importance of cultural awareness in this context.
- Engage students in activities that highlight the cultural differences between English and Arabic, both in general translation and audiovisual translation.

Basic Translation Techniques, including Audiovisual Translation (3–4 classes):

- Introduce fundamental translation techniques, including those specific to audiovisual translation.
- Cover subtitling techniques, such as timing, line breaks, and condensation.
- Discuss dubbing techniques, including lip-sync and voice acting.
- Provide examples and practise exercises for each technique, incorporating audiovisual materials.

Vocabulary and Contextual Meaning (2-3 classes):

- Focus on expanding vocabulary and exploring contextual meaning, including within the context of audiovisual translation.
- Teach students strategies to identify the appropriate meaning and connotation of words in audiovisual contexts.
- Provide translation exercises that emphasize the importance of capturing the intended meaning in audiovisual translation scenarios.

Idiomatic Expressions and Cultural References (2-3 classes):

- Introduce idiomatic expressions and cultural references commonly used in audiovisual content.
- Help students understand the cultural context behind these expressions in the context of audiovisual translation.
- Engage students in translation exercises that require them to convey idiomatic expressions accurately, taking into account audiovisual elements.

Translating Cultural Concepts and Audiovisual Adaptation (3–4 classes):

- Discuss the challenges of translating cultural concepts and adapting them for audiovisual translation.
- Explore strategies for conveying cultural concepts effectively in audiovisual translation, considering both subtitling and dubbing.
- Assign translation tasks that involve cultural concepts in audiovisual contexts, encouraging students to adapt accordingly.

Syntax and Structure Adaptation, including Audiovisual Translation (3–4 classes):

- Address the tendency to retain the English sentence structure while translating audiovisual content into Arabic.
- Provide guidance on adapting sentence structures, word order, and syntax in the context of audiovisual translation.
- Offer practise exercises that require students to restructure sentences and adapt them in audiovisual translation scenarios.

Translation Evaluation and Feedback, including Audiovisual Translation (2–3 classes):

- Teach students how to evaluate their own audiovisual translations and provide constructive feedback to their peers.
- Engage students in peer review sessions where they assess audiovisual translations based on accuracy, cultural appropriateness, and capturing the intended meaning in audiovisual contexts.
- Provide individualised feedback and guidance to help students improve their audiovisual translation skills.

## **5.9 Translation Outline for English Teachers**

The "Translation outline" is a valuable resource designed specifically for English teachers to enhance their students' translation skills. With a focus on improving English language proficiency and fostering cultural sensitivity, this outline offers a structured framework for effective teaching. By following it, teachers can guide their students in mastering translation techniques, expanding vocabulary, and adapting sentence structures. The aim is to help students

overcome common challenges such as mother tongue interference and develop a deep understanding of cultural nuances. Through a combination of classroom instruction and practical exercises, this outline provides teachers with the tools they need to promote language growth and cultural competence in their students.

Course 1: Introduction to Translation and Cultural Awareness (2–3 classes) Content:

- Introduction to translation, including audiovisual translation
- The importance of cultural awareness in audiovisual translation

Practise Suggestions:

- Cultural comparison: Use audiovisual materials and translation applications to compare cultural differences between English and Arabic. Reflect on cultural implications.

Class/Homework: In-class Time Required (Course): 2-3 classes Time Required (Practice): 60 minutes per class

Course 2: Basic Translation Techniques, including Audiovisual Translation (3–4 classes)

Content:

- Fundamental translation techniques
- Subtitling techniques: timing, line breaks, condensation
- Dubbing techniques: lip-sync, voice acting

Practise Suggestions:

- Subtitling exercises: Use audiovisual translation applications to practise subtitling techniques (timing, line breaks, condensation).
- Dubbing exercises: Utilise audiovisual translation applications to practise dubbing techniques.

Class/Homework: In-class Time Required (Course): 3–4 classes Time Required (Practice): 60 minutes per class

Course 3: Vocabulary and Contextual Meaning (2–3 classes) Content:

- Expanding vocabulary
- Strategies for identifying appropriate meaning and connotation

Practise Suggestions:

- Contextual translation: Use translation applications to explore contextual meaning in audiovisual contexts and provide accurate translations.

Class/Homework: In-class Time Required (Course): 2-3 classes Time Required (Practise): 60 minutes per class

Course 4: Idiomatic Expressions and Cultural References (2–3 classes) Content:

- Introduction to idiomatic expressions and cultural references
- Cultural context behind idiomatic expressions in audiovisual translation

Practise Suggestions:

- Idiomatic subtitling: Use audiovisual translation applications to accurately translate idioms in audiovisual materials.

Class/Homework: In-class Time Required (Course): 2-3 classes Time Required (Practise): 60 minutes per class

Course 5: Translating Cultural Concepts and Audiovisual Adaptation (3–4 classes) Content:

- Challenges of translating cultural concepts and adapting them for audiovisual translation
- Strategies for conveying cultural concepts effectively

Practise Suggestions:

- Audiovisual cultural concepts: Use translation applications to translate and adapt cultural concepts in audiovisual materials.

Class/Homework: In-class Time Required (Course): 3–4 classes Time Required (Practise): 60 minutes per class

Course 6: Syntax and Structure Adaptation, including Audiovisual Translation (3–4 classes)

Content:

- Adapting sentence structures, word order, and syntax
- Analysing complex English sentences in audiovisual context

Practice Suggestions:

- Sentence restructuring: Use translation applications to practise adapting sentence structures and syntax in audiovisual translation.

Class/Homework: In-class Time Required (Course): 3–4 classes Time Required (Practise): 60 minutes per class

Course 7: Translation Evaluation and Feedback, including Audiovisual Translation (2–3 classes)

Content:

- Self-evaluation of audiovisual translations and providing feedback
- Evaluating accuracy, cultural appropriateness, and capturing intended meaning

Practice Suggestions :

- Peer review and feedback: Exchange audiovisual translations with peers and provide feedback based on accuracy and cultural appropriateness.

Class/Homework: In-class Time Required (Course): 2-3 classes Time Required (Practise): 60 minutes per class

In summary, the implementation of a suitable outline for teaching translation not only enables English teachers to effectively manage their time but also prevents them from experimenting with ineffective strategies and methods. Teachers can provide students with a clear roadmap for language improvement and translation skill development if they have a well-structured plan with specific objectives and purposes. This outline permits a systematic approach to addressing significant areas such as vocabulary expansion, cultural awareness, syntax adaptation, and translation evaluation accuracy. Teachers can maximise their instructional time, provide targeted guidance, and facilitate meaningful practise activities by adhering to a purposeful plan. Not only does the use of an appropriate outline benefit teachers by facilitating efficient planning, but it also improves the learning experience for students, leading to enhanced language proficiency and translation skills.

## **5.10 Conclusion**

This study investigates the impact of teaching translation to English language learners. The findings highlight the influence of the mother tongue on students' writing and speaking skills, which is primarily attributed to cultural disparities, limited vocabulary, and a lack of

cultural awareness. However, the study also reveals the potential advantages of incorporating translation instruction into language learning. Through the implementation of translation tasks and the use of specific strategies, students demonstrated significant improvements in their translation abilities. The shift from literal word-for-word translations to a focus on conveying meaning and capturing cultural nuances indicates their progress. Their enhanced grasp of gender and number agreement and proficiency in idiomatic expressions further support this development.

The examination of translating sequences from Algerian Arabic into English highlights the challenges of dealing with culturally specific elements, even for familiar topics. Students faced difficulties expressing their own culture and conveying its nuances accurately in the target language. This highlights the importance of linguistic competence and deep cultural understanding in producing effective translations. To address these complexities, educators can provide targeted support, create a supportive learning environment, teach cultural adaptation techniques, and foster collaboration. This approach helps students navigate the challenges of translating cultural items more effectively, leading to enhanced language proficiency and cultural competence. Ultimately, students will be able to produce accurate and nuanced translations that capture the essence of the target language's cultural elements.

The study underlines the significance of teaching translation as a means to enhance the skills of English language learners. By providing guidance, strategies, and ample opportunities for practice, educators can facilitate students' understanding of language and culture, ultimately leading to improved translation skills. However, it is crucial to approach the integration of translation instruction into the language learning curriculum thoughtfully, considering individual needs, cultural sensitivity, and the goals of language education.

This research contributes to the broader field of language teaching and learning by shedding light on the role of translation instruction in fostering language proficiency and cultural awareness. As further research advances and best practises in teaching translation are refined, educators can adapt and refine their approaches to better support English language learners on their path to language acquisition.

# General Conclusion



## General Conclusion

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Translation is crucial in language acquisition and can significantly improve students' English acquisition. The traditional grammar-translation method dominated language instruction in the past, relying heavily on directly translating texts between languages. Numerous academics have criticised and debunked this strategy due to its limitations and ineffectiveness in fostering the development of communicative language skills. Opinions regarding translation have evolved, resulting in the development of new teaching strategies and a more nuanced understanding of its benefits.

In the past, the conventional grammar translation method underlined remembering vocabulary and grammar rules and translating sentences and texts between languages. It gave reading and writing skills precedence over verbal communication. However, this method was disapproved for accentuating form rather than function, resulting in inadequate speaking and listening skills.

As language instruction progressed, academics began to question the efficacy of the grammar-translation method and sought alternative approaches that fostered communicative competence. This change in perspective resulted in the development of new teaching methodologies, such as the communicative approach and task-based learning, which emphasised the significance of authentic language use and meaningful communication. With shifting perspectives on language instruction, translation has found a new place in the context of language learning. Instead of being the sole focus of instruction, translation became a useful tool for enhancing language skills and fostering comprehension. It is now acknowledged that translation can enhance vocabulary growth, reinforce grammar concepts, improve reading comprehension, and foster critical thinking skills.

In addition, translation enables students to bridge the gap between their native language and English, facilitating knowledge transfer and cultural understanding. By interacting with texts in both languages, students can make connections, identify similarities and differences, and develop a more nuanced understanding of language use. Moreover, incorporating translation is consistent with learner-centred and communicative language teaching principles. Instead of literal translation, students are encouraged to consider meaning, context, and cultural nuances. This method encourages learners to engage actively with the target language and to think critically and

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creatively.

The role of translation in language learning has been revised in recent years as its importance has become more widely acknowledged. Educators now view translation as a complementary tool that can be strategically integrated into a broader curriculum instead of a stand-alone technique. It is used in conjunction with other language-learning activities, such as speaking, listening, and writing, to promote the development of the entire language.

The significance of translation in language learning, particularly for enhancing students' English learning, has undergone a significant shift. Previously criticised and refuted by scholars, the traditional grammar-translation method has given way to new teaching approaches that prioritise communicative competence. Translation has found a new place in language education, serving as a valuable tool for reinforcing language skills, cultivating critical thinking, and fostering cultural understanding. Its incorporation within a learner-centred and communicative framework enables a more comprehensive and effective language learning experience.

The addition of the translation module in the English department at the University of Mostaganem, without initially providing a clear purpose, was a significant step in recognising the potential benefits of translation in language learning. However, it became apparent that the module lacked specific objectives and direction, leading to challenges for both students and teachers. The difficulties faced by students in the written expression module prompted the researcher to critically evaluate the situation and explore the potential of translation strategies as a solution to address the issues arising from incorrect transfers.

Diagnosing the challenges faced by students and the potential benefits of translation strategies, the researcher embarked on a deliberate process to explore the effectiveness of these strategies in addressing the issues at hand. The objective was to employ translation as a valuable tool to help students overcome difficulties and enhance their language proficiency. By carefully considering the problems related to inaccurate transfers and focusing on improving students' writing and speaking skills, the researcher aimed to demonstrate the tangible benefits of the translation module and dispel any negative impressions students may have had about its perceived unnecessary nature.

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The existing gap in research, particularly within the Algerian context, served as inspiration for the researcher to delve into the investigation of the impact of translation on L2 English students' learning and improvement. Identifying the shortfall of studies in this specific field within the Algerian educational setting, the researcher sought to address this gap and contribute valuable insights to the existing body of knowledge. By conducting experiments and empirical research, the researcher aimed to shed light on the potential effects of incorporating translation activities into language instruction.

The focus was on understanding how translation could positively influence L2 English learners' language acquisition process and facilitate their improvement in English proficiency. The research aimed to explore various aspects related to the impact of translation, including its effect on structure, vocabulary acquisition, grammar comprehension, reading comprehension, writing skills, and language competency. By systematically designing and implementing experiments, the researcher aimed to gather empirical evidence to support or refute the hypotheses regarding the benefits of translation in language learning.

The specific context of Algerian L2 English learners at Mostaganem University was crucial in this investigation. By conducting the research within the Algerian educational system, the researcher sought to address the unique needs, challenges, and characteristics of Algerian learners. This approach aimed to provide relevant and applicable insights to the local educational context, enabling educators to use translation positively in teaching a language and get a positive view on the addition of this module. Through the research, the researcher aimed to contribute to the body of knowledge on language learning pedagogy and offer practical implications for language educators. By examining the impact of translation in the Algerian context, the research sought to fill the existing research gap, provide valuable insights, and contribute to the improvement of language teaching methodologies.

The gap in research, particularly within the Algerian context, inspired the researcher to investigate deeply the impact of translation on L2 English students' learning and improvement. By conducting experiments and empirical research, the researcher aimed to address the existing gap, generate valuable insights, and contribute to the field of language teaching and learning. The

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research aimed to provide practical implications for educators and contribute to the improvement of language instruction methodologies within the Algerian educational setting.

Based on the research conducted, several findings and observations emerged. Firstly, it was observed that the use of word-for-word translation and reliance on dictionary synonyms was perceived as adequate by students, which led to inaccuracies, a lack of consideration for context, and a limited grasp of language complexity. This led to the wrong structure, grammar, and vocabulary in both their written and spoken English. This made it evident that language-specific training is necessary for students to enhance their translation skills and accurately convey meaning in various contexts.

Furthermore, there is a troubling reliance on word-for-word translation among the majority of students, highlighting a lack of formality and evaluation in their translation attempts. This pattern underscores the need for students to develop more methodical approaches and strategic frameworks when engaging in translation tasks. Additionally, it shed light on their unfamiliarity with the rules and principles that govern the intricate process of intra- and interlingual translation. Furthermore, courses on translation helped the majority of students better understand that translation is not related to the transfer of single words but to the transfer of meanings according to specific rules. Importantly, there was a focus on Baker's taxonomy, but the results reveal that students used information gathered from different scholars and used it when they saw it appropriate to the context.

Another notable finding was derived from the students' translation of sequences from Algerian Arabic into English. Many of these translations exhibited a tendency towards word-for-word and literal translations, suggesting the potential emergence of a distinct variety of English within the Algerian community. This distinctive linguistic style specific to the Algerian context may be changing as a result of well-liked YouTube videos and a desire to preserve cultural elements. It is important to acknowledge that this phenomenon arose from the students' familiarity with word-for-word translations and their intention to retain humour in their translations.

Despite their initial reservations, the students demonstrated a profound understanding of the advantages associated with the translation module. They acknowledged that active

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engagement in translation activities could enhance their English writing and speaking skills, leading to broader improvements in language competence and communicative abilities. This insight highlighted the students' recognition of translation as an effective tool for language development. Furthermore, the research findings indicated that students faced challenges in accurately transferring language structures not only from Arabic and French into English but also from English into Arabic and French.

This observation highlights the bidirectional nature of structural transfer difficulties and suggests that students may encounter obstacles when trying to align the grammatical and syntactical aspects of different languages. These struggles emphasise the need for targeted instruction and support to address these transfer issues comprehensively. By addressing these challenges from both translation directions, educators can effectively guide students in developing the necessary skills to overcome structural transfer difficulties and enhance their language proficiency.

Following the completion of this research and a comprehensive analysis of the data, it is now possible to either validate or discredit the hypotheses employed. Regarding the hypothesis positing that students exhibit divergent translation approaches contingent upon the context and encountered obstacles, the findings of this study unequivocally refute this assertion. The data unambiguously indicates that the students demonstrated a lack of awareness concerning translation issues and exhibited no proactive efforts to address them. Instead of adopting adaptive strategies, they consistently relied upon word-for-word translation, thereby yielding ineffectual outcomes in terms of conveying the intended meaning.

After conducting this research and conducting a comprehensive analysis of the data, it is now possible to evaluate the proposed assertions. The findings of this study discredit the notion that students employ diverse translation approaches based on contextual factors and encounter obstacles. Instead, the data clearly indicates that students lack awareness of translation issues and make no proactive efforts to address them. They consistently rely on word-for-word translation, which proves ineffective in conveying the intended meaning.

Furthermore, the study confirms that students often approach translation tasks with a perception of relative ease, possibly due to their limited understanding of the complexities

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involved in translating between languages. Their belief that a direct word-for-word exchange accurately conveys meaning initially facilitates their work. However, this lack of awareness ultimately leads to subpar translations that fail to accurately convey the intended meaning.

Concerning students' adoption of recommended strategies without hesitation, the research reveals significant observations. While students demonstrate a significant influence from the general background knowledge acquired during their translation courses, the use of specific strategies advocated by scholars like Baker is not prominent. Nevertheless, their translations reflect the concepts and principles they learned throughout their translation studies. Although students do not strictly adhere to individual scholars' strategies, they effectively incorporate the broader principles and concepts taught in their translation education.

The possibility of the emergence of a new variety of English in the Algerian context is highly plausible. This can be attributed to the incorporation of borrowed English words into Algerian Arabic, observed not only among English learners but also among the general population. Additionally, the use of English in advertisements, both printed and displayed, as well as the adoption of English names for shops, further supports the growing significance of English within the Algerian community. These trends suggest that English is increasingly permeating various aspects of daily life in Algeria, contributing to the potential development of a distinct Algerian English variety.

Students' initial negative reactions towards the translation module, the study confirms this observation. However, as students progressed in their engagement with the module, their reservations gradually diminished. Over time, they developed a profound appreciation for the advantages associated with incorporating the translation module into their language learning. This positive shift in attitude highlights the potential benefits and value that the translation module can bring to students' language development.

Lastly, the study confirms that teaching translation to English students aids in developing fluency and managing mother-tongue influence. The research provides significant insights into the effects of translating between students' mother tongue and English, as well as between English and other languages such as Arabic and French, on their language skills. The findings encompass various aspects, including students' translation practises, encountered challenges,

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application of taught strategies, the potential emergence of a new English variety, attitudes towards the translation module, and the impact of teaching translation on fluency and control of language transfer. Collectively, these findings contribute to a better understanding of the benefits and implications of incorporating translation into language education.

The present research study has limitations that are important to note for future consideration. A significant limitation is the absence of adequate materials, such as computers, during practical translation sessions. The lack of necessary technological resources may have prevented students from engaging in hands-on translation exercises and effectively utilising translation software or online resources.

Second, the time allotted for translation instruction, which was only an hour and a half per week, may not have been sufficient to thoroughly cover translation's complexities and nuances. The short duration may have limited the depth of instruction and practise, thereby impeding the development of translation skills among students.

The format of teaching translation as a lecture to a large number of students is another limitation. The class size may have made it difficult for the instructor to check and listen to each student's individual translation work. This restriction could have limited the amount of personalised feedback and guidance that could have been provided, potentially affecting the quality of students' learning experiences and their capacity to enhance their translation skills.

Another limitation of the study was the need to initiate the investigation with students at the beginning of the academic year due to time constraints and the multiple phases of the research. Unfortunately, not all students attended the initial sessions, which resulted in a limited number of participants for the pre-test (138 students instead of the intended 300). Similarly, for the post-test, although more than 300 students were present, only 138 translations were considered for the comparison due to the absence of the remaining students during the test. As a result, the sample size was restricted, which may have influenced the generalizability of the results.

Future research and pedagogical considerations should take these limitations into account in order to address the identified challenges and improve the efficacy of translation instruction.

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This research would benefit teachers who oppose translation in language teaching by demonstrating its potential benefits for English learners. It can help teachers understand the positive aspects of translation and dispel misconceptions. The research can demonstrate how translation enhances vocabulary, grammar, and cultural understanding, and aids in transferring knowledge. By highlighting these benefits, teachers may incorporate translation activities and develop effective teaching methodologies that integrate translation. Ultimately, this research promotes inclusive language education and improves outcomes for English learners.

The research could demonstrate that translation can be a valuable tool in language education when used appropriately and in conjunction with other language learning strategies. It could provide evidence that translation can enhance learners' understanding of vocabulary, grammar, and cultural nuances, and facilitate the transfer of knowledge from their native language to English.

By shedding light on the benefits of translation, this research can foster a more balanced perspective among teachers and encourage them to incorporate translation activities into their teaching practices. It may help dispel the notion that translation is solely a crutch for learners and demonstrate that it can be a valuable skill in today's interconnected and multilingual world.

Furthermore, the research could provide insights into effective ways of integrating translation into language teaching methodologies, such as the use of authentic texts, collaborative translation exercises, or technology-based translation tools. This knowledge could support teachers in developing innovative and engaging approaches that leverage translation as a means to enhance language acquisition and proficiency.

Eventually, by addressing the concerns and objections of teachers who disapprove of translation, this research could contribute to a more inclusive and comprehensive language education approach. It could promote a more nuanced understanding of translation's role in language learning, leading to more effective pedagogical practices and better outcomes for English learners.

In conclusion, this research sheds light on the challenges associated with teaching translation to English as a Foreign Language (EFL) students and highlights the importance of



## General Conclusion

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implementing effective teaching strategies that take into account both cognitive and cultural aspects of language transfer, while also respecting the structure of the source and target languages. By equipping students with the appropriate tools and strategies, it is possible to increase their language proficiency and foster a deeper understanding of various cultures. This study demonstrates the significance of addressing translation as a fundamental aspect of language education, thereby enhancing students' language skills and facilitating intercultural communication, all while respecting the structural nuances of both the source and target languages.

The present research, which was exploratory in nature, raises a number of unanswered questions that require further investigation. Specifically, the study did not investigate the effect of technology on translation outcomes or whether the use of translation software or online resources influences students' translation strategies. Furthermore, the research did not investigate the influence of individual learner characteristics, such as language proficiency, on translation strategies and outcomes. In addition, neither the long-term effects of teaching translation on students' language development nor their ability to transfer translation skills to other language tasks were examined. These areas offer fruitful avenues for future research to increase our knowledge of translation pedagogy and its implications for language learning.

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# Appendices

# Appendices

# **Appendix A:**

**Bouzid promotes the use of  
English.**

# الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

الوزير

رقم ك 56/أ.خ.و/2019

بالجزائر، في 08 أيار 2019

إلى السادة رؤساء الندوات الجهوية للجامعات

الموضوع: بخصوص تعزيز استعمال اللغة الإنجليزية.

المرجع: نتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019.

في إطار مساعي دائرتنا الوزارية لتحسين مرتبة النشاط التعليمي والبحثي لمؤسسات التعليم العالي الجزائرية، وكذا تفتحها على المحيط الدولي، وتطبيقا لنتائج الندوة الوطنية للجامعات المنعقدة بتاريخ أول غشت 2019، أبلغكم بأنه قد تفرز تنصيب فوج تفكير قطاعي، يضم مختصين في الميدان ومسؤولين بالإدارة المركزية، لتقديم مقترحات عملية بخصوص الموضوع.

في هذا الشأن، أطلب منكم اقتراح ستة (06) خبراء، من الأساتذة والباحثين المختصين والمؤهلين، لاسيما في اللسانيات واللغة الإنجليزية، مع موافاتي ببياناتهم في أقرب الأجال (الاسم واللقب، الرتبة، المؤسسة، الهاتف والبريد الإلكتروني).

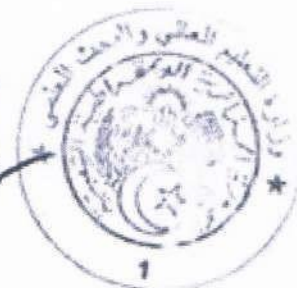
سأبلغكم لاحقاً بتاريخ تنصيب فوج التفكير القطاعي والذي يُنتظر أن يتم في غضون الأسبوع الثالث من شهر سبتمبر 2019.

للإشارة، سيتم، أيضاً، تنصيب فوج تفكير قطاعي مشترك، تحت إشراف دائرتنا الوزارية، يضم ممثلي قطاعات عدة من أجل اقتراح مخطط عمل متكامل

وانفا من مساهمتكم الإيجابية، تقبلوا فاق التحيات.

وزير التعليم العالي والبحث العلمي

الدكتور: بوعبد الطيب





# **Appendix B:**

## **The Teachers' Questionnaire**

## Teachers' Questionnaire

We would be grateful if you take the time to complete the following survey. Would you please provide sincere answers to the reliability of the research.

**Put a Tick(✓) next to your answer.** (Sometimes you may tick more than one possibility).

1. How many years have you been teaching English?

2. Which language skill do you think is the most difficult for learners?

a- Reading

c- Listening

b- Writing

d- Speaking

3. What kind of mistakes do students make in writing and in speaking?

a- Grammar

c- vocabulary

b- spelling

d- sentence structure

4. Is there any influence of the native language on your students' spoken and written performances?

Yes

No

Explain:

.....  
.....;

5. When speaking or writing, do students translate from their mother tongue into English?

Never

Rarely

Frequently

Always

6. What do you think are the reasons for using L1(mother tongue)

a- Lack of vocabulary   
culture

c- lack of knowledge of the

b- Problem with expressing their ideas

d- Others

Mention them :

.....  
.....

7. Do students translate to one another to understand the teacher's assignments (instructions, explanations, guidelines)?

Yes  No

8. Do you think translation from standard Arabic into English and from English into standard Arabic can really help students to better understand?

Yes No

Why: .....

9. Can teaching translation help students improve their language level?

Yes  No

Why?

.....  
.....  
.....  
.....

Thank you

# **Appendix C:**

## **The Students' Questionnaire**

## Students' Questionnaire

I would be grateful to take some time to complete the following survey. Would you please provide honest answers?

Put a Tick(✓) next to your answer. (Sometimes you may tick more than one possibility).

Male  Female  Age

### Part I: General Information

1- Is studying the English language your choice?

YES

NO

2- Have you always been interested by the English language?

YES

NO

3- If yes, was that through:

a- Nilesat channels?

b- YouTube American and English videos?

c- American and English reality shows?

d- Others?

Mention them:

.....  
.....

4- What types of texts do you like to read?

a- Stories or novels

b- Newspapers articles

c- Magazines

d- Dialogues or talks when

you chat on the net

e- Others?

Mention them:

.....  
.....

5- What kind of topics do you prefer to read?

.....  
.....

6- Are you interested more in oral performance or the written one?

Oral

Written

**Part II: An overview of translation before studying the module of translation**

7- Have you ever translated any texts?

YES  NO

8- Were these texts oral or written?

a- Oral

b- Written

9- From which language into which language do you translate most of the time?

From ..... into.....

10- For what purposes?

a- To understand an idea better yourself

b- To help someone understand

Explain with examples

.....  
.....

11- What difficulties do you face while translating?

a- Understanding vocabulary

b- Culture differences

c- Sentence structures

d- Others

Mention them:

.....  
.....

12- What do you do to overcome such difficulties? For this last question, you can answer in any language you prefer. (Classical Arabic, Algerian dialect, English or French).

.....  
.....  
.....

Translation lectures started in the third semester. What do you expect from this new module?

.....  
.....  
.....

**Part III: After studying the module of translation**

13- Being bilingual is enough to be a translator.

Agree with  Disagree

Explain.

.....

14- Did you learn new things in translation?

YES  NO

15- Did you find these helpful?

YES  NO

16- Do you think translation lectures help you improve and learn better English?

Yes  No

Explain:

.....  
.....

17- Remember at the beginning of this year, you have been asked to choose one among four texts to translate, was your choice based on:

- a- Your love of the topic
- b- Your understanding of its easy vocabulary
- c- Others

Explain why?

.....  
.....

18- What would you suggest to make the translation module more interesting?

.....  
.....

19- Your impressions concerning this module (Initiation to Translation:

Interesting  Unnecessary

The reason is:

- a- The teacher a
- b- The Syllabus is not interesting b
- c- Do not master the Arabic language c
- d- Do not master the French language d
- e- Do not master the English language e
- f- Other f

Mention them

.....  
.....

Thank you, Merci, شكرا



# **Appendix D:**

## **The Four Texts to Translate**

**Choose one of the following texts and translate it into French or Arabic**

**Explain the reason of your choice in few words and outline steps you followed to translate it.**

### **Text 1**

#### **A gossip with the girls? Just pick any one of 40 subjects**

Women are experts at gossiping – and they often talk about trivial things, or at least that's what men have always thought. However according to research carried out by Professor Petra Boynton, a psychologist at University College London, when women talk to women their conversations are not trivial at all, and cover many more topics (up to 40) than when men talk to other men.

Women's conversations range from health to their houses, from politics to fashion, from films to family, from education to relationship problems. Almost everything, in fact, except football. Men tend to talk about fewer subjects, the most popular being work, sport, jokes, cars, and women.

Professor Boynton interviewed over 1,000 women for her study. She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

Professor Boynton also says that men and women chat for different reasons. In social situations women use conversation to solve problems and reduce stress, while men chat with each other to have a laugh or to swap opinions.

Adapted from the Daily Mail website

### **Text 2**

#### **Men talk just as much as women – can it really be true?**

Research by psychologists at the University of Arizona has shown that the stereotype that women talk more than men may not be true. In the study, hundreds of university students were fitted with recorders and the total number of words they used during the day was then counted.

The results, published in the New Scientist, showed that women speak about 16,000 words a day and men speak only slightly fewer. In fact, the four most talkative people in the study were all men.

Professor Matthias Mehl, who was in charge of the research, said that he and his colleagues had expected to find that women were more talkative.

However, they had been sceptical of the common belief that women use three times as many words as men. This idea became popular after the publication of a book called *The Female Brain* (2006) whose author, Louann Brizendine, claimed that 'a woman uses about 20,000 words per day, whereas a man uses about 7,000.'

Professor Mehl accepts that many people will find the results difficult to believe. However, he thinks that this research is important because the stereotype, that women talk too much and men keep quiet, is bad not only for women but also for men. 'It says that to be a good male, it's better not to talk – that silence is golden.'

Adapted from the New Scientist

### Text 3

#### **Mother-in-law from hell... or daughter-in-law from hell?**

Everyone knows it can be difficult to get on with your in-laws, but for 29-year-old Heidi Withers, it may now be impossible. Heidi was invited to spend the weekend with her fiancé Freddie's family at their house in Devon, in south-west England. But soon after they returned to London, Heidi received a very nasty email from Carolyn Bourne, Freddie's stepmother, criticizing her manners.

Here are a few examples of your lack of manners:

- When you are a guest in another's house, you should not declare what you will and will not eat – unless you are allergic to something.
- You should not say that you do not have enough food.
- You should not start before everyone else.
- You should not take additional helpings without being invited to by your host.
- You should not lie in bed until late morning.
- You should have sent a handwritten card after the visit. You have never written to thank me when you have stayed.

Heidi was shocked, and immediately sent the email on to some of her close friends. Surprised and amused, the friends forwarded it to other people, and soon the email had been posted on several websites, with thousands of people writing comments about 'the mother-in-law from hell'.

Adapted from a news website

### Text 4

#### **Yes, appearance matters.**

When Susan Boyle first walked onto the stage of the Britain's Got Talent TV show people immediately thought that she looked like a 47-year-old single woman, who lived alone with her cat (which in fact she was). Nobody thought for a minute that she had a chance of doing well on the show, or could ever become a star. But when she opened her mouth and started singing I Dreamed a Dream, from the musical Les Misérables, everybody was amazed. After the video of her performance went viral, journalists started talking about how wrong it is to stereotype people into categories, and how we should learn, once and for all, 'not to judge a book by its cover'.

But social scientists say that there are reasons why we judge people based on how they look. On a very basic level, judging people by their appearance means putting them quickly into categories. In the past, being able to do this was vitally important, and humans developed the ability to judge other people in seconds. Susan Fiske, a professor of psychology and neuroscience at Princeton University, said that traditionally, most stereotypes are linked to judging whether a person looks dangerous or not. 'In prehistoric times, it was important to stay away from people who looked aggressive and dominant,' she said.

One reason why our brains persist in using stereotypes, experts say, is that often they give us generally accurate information, even if all the details aren't right. Ms Boyle's appearance, for example, accurately told us a lot about her, including her socio-economic level and lack of worldly experience.

People's enthusiasm for Susan Boyle, and for other underdogs who end up winning, is unlikely to stop us from stereotyping people. This maybe one of the reasons why, although Ms Boyle expressed the hope that 'maybe this could teach them a lesson, or set an example,' she did begin to change her appearance, wearing make-up, dying her grey hair, and appearing in more stylish clothing.

# **Appendix E:**

## **Pre- and Post-Test Papers**





Post-test

Full Name: : (mentioned by the teacher)

The Title of the chosen text: **Men talk just as much as women – can it really be true?**

<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
---

Mention the strategies used in your translation.

1- .....

2- .....

3- .....

4- .....

5- .....

6- .....

7- .....





Post-test

Full Name: (mentioned by the teacher)

The Title of the chosen text: **Yes, appearance matters.**

.....
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.....
.....

Mention the strategies used in your translation.

1- .....

2- .....

3- .....

4- .....

5- .....

6- .....

7- .....

# **Appendix F:**

## **Dates and Tasks**

Dates	Tasks
Sunday, October 21 <sup>st</sup> 2018	First lecture/Discussion with students and delivery of the first part of the questionnaire.
Sunday, October 28 <sup>th</sup> 2018 followed by the completion of the processes they carried out.	The students' translation of one of the four texts,
Sunday, November 4 <sup>th</sup> 2018	Delivery of the second part of the questionnaire And the first course on translation (what is translation?)
Sunday, November 11 <sup>th</sup> & 18 <sup>th</sup> 2018 various scholars	Lectures on numerous translation theories by
Sunday, November 25 <sup>th</sup> 2018	Direct & Oblique Translation Techniques
Sunday, December 2 <sup>nd</sup> , 9 <sup>th</sup> & 16 <sup>th</sup> 2018	Deeper explanations and practice on direct and oblique translation techniques.
Sunday, December 23 <sup>rd</sup> 2018	Baker's Taxonomy (the first part)
<b>23<sup>rd</sup> December 2018 to 6<sup>th</sup> January 2019 Winter Holiday</b>	
<b>From January 7<sup>th</sup> to the 26<sup>th</sup> exams of the First Semester</b>	
Sunday, 27 <sup>th</sup> January 2019	Revision of Baker's taxonomy (the first part) +Baker's taxonomy (the second part)
Sunday, February 3 <sup>rd</sup> & 10 <sup>th</sup> 2019	Further explanations and practice on Baker's taxonomy
Sunday, February 17 <sup>th</sup> & 24 <sup>th</sup> 2019	Courses on Audio-visual translation
Sunday, March 3 <sup>rd</sup> 2019	Assignments For the translation of Passages from Achour Al Achir.
Sunday, March 10 <sup>th</sup> 2019	As soon as students realised there would be a grade for the activity, they demanded more explanations.
Sunday, March 17 <sup>th</sup> & 24 <sup>th</sup> 2019	Sessions on audio-visual translation practice Students discussed different helpful Software (sharing information)
<b>27<sup>th</sup> March To 7<sup>th</sup> April Spring Holiday</b>	
Sunday, April 7 <sup>th</sup> 2019	Revision of different strategies through Practise
Sunday, April 14 <sup>th</sup> 2019	Translation of texts via many strategies, including Baker's Taxonomy.
Sunday, April 21 <sup>st</sup> 2019 on October 28, 2018	The second translation of the texts presented
Sunday, April 28 <sup>th</sup> 2019	The distribution of the questionnaire's last section
Sunday, May 5 <sup>th</sup> & 12 <sup>th</sup> 2019	The start of the students' video presentations followed by the teacher's interview.
15 <sup>th</sup> to 31 <sup>st</sup> May exams	Interruption of students' presentations because of final
After the exams presentations resumed for nearly two weeks of daily meetings	

# **Appendix E:**

# **Transcription**



غِي نُ ، سَمِي صِيْذِي : اَل سَال عَا شُو نُ اَل عَا شُو نُ  
اَل مُنَا نُ ج مُنَا  
مُ اَل مُنَا

عَا شُو نُ ر : و ع مُنَا سَا ل هَا اَل يَدُوْ عُوْة  
لَا اَل مُنَا  
يَا

ج مُنَا : جِرَا ل مُنَا اَل مُنَا مُنَا مُنَا مُنَا  
مَعَك ي مُنَا مُنَا مُنَا مُنَا مُنَا  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا

عَا شُو نُ ر : اَهُ و عَا ل هَا رَا و ز عَا ن ، ح ي ف رَا نَا شَا نَا اَل وَا ل مُنَا  
وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا

اَل مُنَا ج مُنَا : ب ل ي وَا ن رَا هَم ؟  
مُ اَل مُنَا حَا ج مُنَا مُنَا مُنَا  
هُ مُنَا مُنَا

عَا وَا نُ : جَا ه ي ت ش ي ن اَل مُنَا حَا ج ح ي وَا ل ع ي وَا د ي ل ي وَا ل وَا ل وَا ل وَا ل وَا ل  
اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا

اَل وَا نُ : مُنَا حَا ج د و ك مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا  
دَا ك وَا ل دَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا

اَل مُنَا مُنَا عَا شُو نُ وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
ج : اَل عَا ر ه وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا

شَا نَا وَا : .....

عَا شُو نُ وَا : س ب ، اَل ج رَا ل ع ي ، س اَل ل وَا ح اَل وَا ح اَل وَا ح اَل وَا ح اَل وَا ح اَل وَا ح  
نَا وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
مُ اَل مُنَا حَا ج  
عَا ل وَا ح حَا ج م عَا ح مُنَا بَا هَا ك  
لَا ش ي ن وَا ل وَا ل وَا ل

اَل ج رَا ل س : خَا يْذِي ك ، نَهَا وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
نَا م وَا ل ي نَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا

عَا شُو نُ وَا : ه ه ه ه ه

اَل ج رَا ل ل نَا وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
رَا ح ج رَا ح ش ي ش م ن ل ش ي ن ، م اَل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا  
عَا ط وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل وَا ل  
مُ اَل مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا مُنَا

ذُرُورًا ، نَا نُورِح ، لَغ لَغِي رَجِي وَكَلَا ، ب , ش وَ دَا نُروها  
 نَشُّو جَا نُو وَرَا مِن فَلَكَ مَحَا ج بُو نُورِحِيهَا وَ وَرَا مِن فَلَكَ  
 عَاشُو نُورِ مِن لَشِيهِن جَا عِلَا جَال ج ، صَا هَادُو عِلَا ي بَا لِك  
 : ي وَ الَمَحَا ي جَا يَهَا نُورِ مَحَا لَقَبَانَوَّة  
 وَ

، ، ، : هَا س وَ زِدِي هِي نُورِحَا ج مَا نُودَش ، مَا ع وَ شَنَّاش  
 الَمُهَا نُورِ جَا كِي ي وَ الَمُ نُونَو  
 ا

عاش و شو : ما ل ش و به و ع  
أه أوك و م ع  
و ه و  
خاطوش هانبا ، ورې وې ش و شو  
ي كا وود ف  
ال م  
حاجب كا ه م  
كېداش خذ  
موهم

هادو شو و شو خريطة هاك  
ننا و ما م ؟ ناولج ، م  
ش  
علاى با لك ها شو لكلا  
و و و و و ش

ي شو و شو ه م ، باش حنا شو شو  
ن شو و شو لي شو و شو  
صاح اش نون ها دهى كاس ن ع  
ال م م و لك  
ض راهي با ع و ع  
ال م حاجب . مع  
مع شو ع شو  
ي

هاك رد و شو ر شو ق

- /ˈnʊəri: məʊˈleɪ məʊˈleɪ, ˈra:ɦom ˈdʒa:ʊ ʃæˈna:wə ˈməʊˈleɪ/
- /ˈʕa:ʃʊr: ʃænˈna:wə ɔ: ˈʕæla: , li: ˈjawmin ʕindəˈɦom ,ma:ɪʃ/
- /ˈnʊəri: məʊˈleɪ ˈra:ni ʕæˈla: ʃænˈna:wə ta:l ˈla:ʃi:n/
- /ˈʕa:ʃʊr: tæʕˈrɪfu ˈdʒaɪ filˈwæqt li: lɪbna:du:mu mi:n ˈja:ku:nu: ˈma:rkæz, ˈtæx,sær əˈlʕæb, ˈa:w ˈʕæla: wæʃ ,bi:ɦom ˈhæ:dæ ʃæn:aˈwa: wæʃ ˈjaɦæwsu/
- /ˈnʊəri: ˈænaə wi:n ʕæˈla: ˈbæ:li:, maɪˈku:nu: ˈba:gi:n ˈgairu: ˈka:ʃ ˈhæ:d ʒə/
- /æɪ mʊˈta:rd ʒɪm əsˈsɪnʒi: əsˈsæla:mu ʕæˈleikʊm, ˈʕa:ʃʊr əl ˈʕa:ʃɪr//ˈʕa:ʃʊr: wæ ʕæˈlaikʊm əsˈsæla:m, ,hæɪˈhædrə/
- /æɪ ˈmu:tərdʒɪm: əl ˈmæ:ɦa:d ʒɪb li: bu:ru:,mi:θəmˈlna: wi:n ˈra:ɦom/
- /ˈʕa:ʃʊr: ˈʔænæ: ˈdʒa:mi bu:ru:ˈmi:t lɪ ˈlæ:ʃi:nə əl-, maɦa:d ʒɪb, fi-l-ɦæqi:qah ˈjaʕni: waˈha:di: ləˈfi:ri:ti: ˈmaʃi: ˈra:ni: nə ta:xa:bbælu:kə. ɦæn:æ nəx ˈdimu: ˈzæjt æz-zæjtu:n, əl-, maɦa:d ʒɪb biˈdu:k ,baɪ:ɪˈna:tɪnæ ˈda:ku:r fi-d-da:r. ˈba:sɪɦ ,næbiˈru:mi:ʒi əl-, maɦa:d ʒɪb lilaashiina haadii fi-l-ɦaɪiqah ˈqa:ʕa ma xama:mˈtaʃ fiɦa. ˈʕa:ʃʊr: ˈʔa:ˈa:h ru:ɦa daxluɦom/
- /ʃæn:æˈwa: : ˈja:ɦu:næ:hi, ˈʕa:ʃʊr/
- /ˈʕa:ʃʊr: ˈfæmbt ˈgeɪr ˈɪsmi/
- /æɪ ˈmu:tərdʒɪm: əsˈsæla:mu ʕæˈleikʊm, ˈʕa:ʃʊr əl ʕa:ˈʕa:ʃɪr/
- /ˈʕa:ʃʊr: wæ ʕæˈlaikʊm əsˈsæla:m, hæˈði:h əl-ˈhædrə/
- /æɪ ˌdʒi:niˈra:lu: ,nta:ʕonə ˈbæghjə ˈjaɦdir maʕa:k fi ˈmawðiʕim ,mu:ɦim, waˈra:ɦu zuʕˈfa:n ˈʃwæjʒəh//ˈʕa:ʃʊr: ,a:ɦu wæˈha:lə ,ra:ɦu zuʕˈfa:n, ˈqu:lu ˌjunɦi: æz-zuʕˈʕa:f wa-yuhˈdir wa ˈra:na: ˈɦona: ,ba:ʃ nə ,tæʕa:wənu/
- ˈʕa:ʃʊr: ,a:ɦu wæˈla:ɦu: ˈra:ɦu ,zu:ʕˈfa:n, ˈqu:lu ˌjunɦi: æz-zuʕˈʕa:f wa ˈjuɦdæru: wa ˈra:na: huˈna: ,ba:ʃ nə ,tæʕa:wənu/
- æɪ ˈmu:tərdʒɪm: əl ˈmæ:ɦa:d ʒɪb li: bu:ru:,mi:θəmˈlna: wi:n ˈra:ɦom/



/'ʒɑ:fɔr: 'ʔænæ: 'dʒa:mi bu:ru:'mi:t lɪ'læ:ʃi:nə əl-, maħa:d̄ ʒɪb, fi-l-ħæqi:qah 'jaʃni: wa'ha:di: lə'fi:ri:ti: 'maʃi:  
'ra:ni: nə ta:xa:bbælu:kə. ħæn:æ nəx'dimu: 'zæjt æz-zæjtu:n, əl-, maħa:d̄ ʒɪb bi'du:k ,baj:i'na:tɪnæ 'da:ku:r  
fi-d-da:r. 'ba:sʌħ ,næbi'ru:mi:ʃi əl-, maħa:d̄ ʒɪb lilaashiina haadii fi-l-ħaqiiqah 'qa:ʒa ma xama:m'taf fiha.  
'ʒɑ:fɔr: ,ʔɑ:'ɑ:h ru:ħa daxluħom/

/ʃæn:æ'wa: : 'ja:hu:næ:hi, 'ʒɑ:fɔr/

/'ʕɑ:ʃʊr: 'fæmt 'geir 'ismi/

/æɪ 'mu:tərdʒɪm: əɪ 'mæ:ħɑ:d̪ zɪb li: bu:ru: mi:θəm 'lɪnɑ: wi:n 'ra:həm/

/'ʕɑ:ʃʊr: 'ʔænæ: 'dʒɑ:mi bu:ru: 'mi:t lɪ'læ:ʃi:nə əɪ- maħɑ:d̪ zɪb, fi-l-ħæqi:qah 'jaʃni: wa'ha:di: lə'fi:ri:ti: 'maʃi: 'ra:ni: nə ta:xa:bbælu:kə. ħæn:æ nəx'dɪmu: 'zæjt æz-zæjtu:n, əɪ- maħɑ:d̪ zɪb bi'du:k ,baj:ɪ na:tɪnæ 'da:ku:r fi-d-da:r. 'ba:sah̪ ,næbi:ru:mi:ʃi: əɪ- maħɑ:d̪ zɪb lilaashiina haadii fi-l-ħaqi:qah 'qa:ʕa ma xama:m'taf fiha. 'ʕɑ:ʃʊr: ,ʔɑ:'ɑ:h ru:ħa daxluħəm// 'ʕɑ:ʃʊr: fæ'ri:su: buru: 'malkum əɪ- maħɑ:d̪ zɪb, əɪ- ,dʒi:ni'ra:lu:/

/'ʕɑ:ʃʊr: fæ'ri:su: buru: 'malkum əɪ- maħɑ:d̪ zɪb, əɪ- ,dʒi:ni'ra:lu: 'ta:ʕi: fæ'ri:su: ar'wɑ:h ar'wɑ:h 'ɑ:rwa:h ar'wɑ:h, 'fahmni: ,jarħæmu: 'ba:bæk wa-ʔaf'ha:di: əɪ-ħi'ka:ʒah 'ta:ʕi: əɪ- maħɑ:d̪ zɪb maʕa 'la:ʃi:n jarħæmu: 'ba:bæk/

/əɪ- ,dʒi:ni'ra:lu: 'fa:ri:su: mə'laɪjæ xæl'li:ni: naf'hamɪk, 'næħæru l-lɪ ma'ridtæ mə'la:ti: ,ra:zɑ:n/

/'ʕɑ:ʃʊr: 'hi:jæ/

/əɪ- ,dʒi:ni'ra:lu: fæ'ri:su: ruħtæ dʒibtæ'lahæ: ,ħæʃi'ʃætæn mɪn ,la:ʃi:n, ma: ,dæ:rtili: ʃi'wajæ mæ'ħɑ:d̪ zɪbu: 'ba:h nəd:ɪj:æħəm ,maʕa:ʒa:, 'darjæt ʃi: ,ħubai'ba:tɪħim ,jæðu:qu:, ,qa:læk mæ tæ'ru:ħiʃu min ,ɣæri la: dʒi:bælnɑ: ,maħɑ:d̪ zɪbu:, bu:ru:mi:tluħim ,ʃi:waja: maħɑ:d̪ zɪba: ,da:ru:hæ min ni:jætɪħim wa ra:kæ ,taʃawwof 'dʒɑ:w// 'ʕɑ:ʃʊr: mɪn ,la:ʃi:n 'dʒɑ:w ʕæ'læ: ,al- ,maħɑ:d̪ zɪb, 'ʕa:fi: ,ha:du: ,ja:bæθəm ,al-bæn:ætu ʕæ'læ: ,ba:likæ/

/əɪ-mu'targɪm: wə 'keɪmə saɪ'i:næ n'di:ru: əɪ-mæħɑ:'d̪ zɪb ma: ,qædarn'na:ʃ, ma: ʕɑ'ræfna:ʃ/

/'ʕɑ:ʃʊr: 'ɑ:h mæli: 'qɪ:tu:ʃ ki:'fa:h tku: 'bi:jʊ:ħəm ʕæl'lajnæ:, xɑ:tərf fi:'hæ: jædu ,hænɑ:jæ, wa ri:'ni: ,tæʃæ'w:ɔfu ,əɪ-mæħɑ:'d̪ zɪb ,tæʕuhəm ki:'fa:ʃ ,xid:mu: 'hu:m, ,ha:du: nætwæmæ ,dʒærbtu: 'hu:m? tæ'qu:lu xæri:tæh, ,ha:kæ ʃæm:, ʕælæ ba:'li:kæ hæ:du: jaqaddu:ru: yku: 'bi: kalaf bi'sah̪ħ 'ɣajri əɪ-mæħɑ:'d̪ zɪb li: ma: yuqaddiru:ʃ yku: 'bi:ħum, ba:ʃ tæʕ'raf 'bæli: 'ħna: fu:r 'balba:za:f/

/'hædi 'tʒi: 'kæsa:tæʕ ,al 'fiæm:æm 'bælæk 'ka:ʃ ma t'ħarad ʃwija m 'qatf mæn ðɑ:'tæk 'baʃun bæst'ku:n 'hædi 'mfia:dʒæb jæ 'fiasraʔ ,sma: w lær'ð'æ:hi bʕid 'ʕalæɪ mfia:'dʒab mæʕliʃ 'al ,ju:m ra:kum mæʕru:'d ajn 'ʕandi 'ha:k 'radlu 'ræzkʊ/

### Sequence Three: The Lion Attacks

نارس موالى لئالكنيك كاننت ملوحة و أزا كننت راس الحربة زدمت عليهم و الجنود مورايوا موالى غي شانونا بدينزا زربحو غشونا موالى طلونا سبيع  
ؤندبل: زنت يطلونو عليك سبيع؟ بقط يبرو بها معاك عاشور حببت نسؤسيك يخى كننو كئف كئف شوف الراجل كئناه راه مقطوع و اع  
راومشردخ شوف زنت راك نؤول مازكان

باجي: درك أزا نحكى لك أ موالى . نارس هو الى رماني على راسي. أزا ئونلو الجوزال هو الذي يزدم الول ني الحرب. هو ئالي سبيوني زرعج  
علها ومن بعد زلحق أزا

عاشور: ومن بعد

باجي: طلونا علها السبيع عاشور: ئا حنيظ وزنت واش درت؟ باجي: واش حببيوني زبدر موالى؟ طلعت ني الشجرة بصح لحنوني وعرضني  
ومن بعد راح و خالني مانهمش عاله ئندبل: ونارس وبن كان؟ باجي أعطى الريح لرجليه كي هو كي الجنود ناوعو عاشور: هادي



أُفُّوْ

عَاوِرُوْ	فُؤُوْ	فُؤُوْ	فُؤُوْ	فُؤُوْ	فُؤُوْ	فُؤُوْ	فُؤُوْ
اَلْاَوْرَاقُ	اَلْاَوْرَاقُ	اَلْاَوْرَاقُ	اَلْاَوْرَاقُ	اَلْاَوْرَاقُ	اَلْاَوْرَاقُ	اَلْاَوْرَاقُ	اَلْاَوْرَاقُ
وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ

مَانُوشُ	مَانُوشُ	مَانُوشُ	مَانُوشُ	مَانُوشُ	مَانُوشُ	مَانُوشُ	مَانُوشُ
اَلْمَانُوشُ	اَلْمَانُوشُ	اَلْمَانُوشُ	اَلْمَانُوشُ	اَلْمَانُوشُ	اَلْمَانُوشُ	اَلْمَانُوشُ	اَلْمَانُوشُ
وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ	وُؤُوْ

عاشُ وُؤُوْ وهدا شُكُّ اَلْعَرَبِيُّ رَهْا ؟  
 : ي ون ك



عَ قُلَّةَ رَاك نَّ رَهْدًا يُ يَحَا بَا هَا ؟  
 : نَا رِوَعِ بَالِ هَ رَاك  
 دُ رِوَةَ  
 ا كَلَّا يَّ

عَا شُو رُو : ش رُو رِوَه  
 مَا رِوَا : تَا رِوَجِ رِوَجِ نَا رُو دُو ؟  
 وَ يِرِ وَ  
 هُ

عَا شُو رُو مَا كَلِ بَا رِوَش  
 :

مَا رِوَا عَ قُلَّةَ فَا سَا كَا رِوَبِ  
 : هُ هُ  
 هَا وَ

عَا وَ رُو : مَلَا نَلِ سَا كَا رِوَبِ مَا رِوَا , مَا رِوَالِ مَا رِوَالِ  
 نَا رِوَا رَاهِي عَ رِوَا رَا مَا رِوَالِ صَا , زَا مَلَا عَ رِوَالِ  
 رَا نَا رِوَا رَاهِي عَ رِوَا رَا مَا رِوَالِ صَا , زَا مَلَا عَ رِوَالِ  
 رَا نَا رِوَا رَاهِي عَ رِوَا رَا مَا رِوَالِ صَا , زَا مَلَا عَ رِوَالِ

وَ كَهْدًا حَا فِي رِوَا  
 بِي يَحَا لِي رَا وَ م  
 سَا كَا رِوَبِ سَا كَا رِوَبِ سَا  
 هُ هُ هُ

**Maria:** [ma:rija:]: "Hakda ʕa:fu:r tan ma:j du:tar tumadha lawahidi ki:ma bni:bin."

**Ashour:** [ʕa:fu:rim]: "Ma:rija: ma:j du:t mafī:ŋ yi:r wahdak ʔa:na: ta:ni binti wa:zi:du bni:bin d̄ za: ba:f jri:ki:bi:ri fi:w war'buħuha wala nis'si:ti."

**Maria:** [ma:rija:]: "Itsbi:ku:z uf ju: ʕa:fu:r tan."

**Ashour:** [ʕa:fu:rim bi:ku:z af ju:]: "ʔa:na: bi:ja:ku:z af ju: ma:rija: ha:ti:t ra:si ba:f yataqa:ʔaʕ taqu:li:li bi:ku:z af ju: ra:si ka:na haytaqa:ʔaʕ ʔana qu:tlu ma:naqbəlf wa'hi:ja da:ʕalat ru:hha waf habi:ti:ni nadir'luha ma:rija: ajf fi: ha:'danta si:n ju: tu:bki ka:nt ma:tiq:u:laʕ naqbalu bi:k."

**Ashour:** [ʕa:fu:rim]: "Wahadi ʃkun qa:laka ʕali:ha?"

**Maria:** [ma:rija:]: "U:bin d durbi:li:z ʕa:fu:ru ma:rija:, waw maħsu:buŋ qa:talu:kum ħuluwulba:bi."

**Guard:** [ħa:ri:s]: "ma:fi:ha:f, nant tadaxxulu hu:ja ma: tadaxuluʃ."

**Maria:** [ma:rija:]: "ha:wu: ʔi:ziŋ ða:tu, ʔana: ma: ndaxalf ʕan:da binti."



م دِهَڤَا ڤُو ڤَا ت ڪا ڇل ڀت لي س ڙو ڇي  
 ها رڙو ڏڏا ا ڦلغ اشي و ر  
 ڦو

هان : م ڙوال ڀي م ڀا ا ف ، ما ع ڙ م ڙوال ڀي ا ڀ ڀي  
 ڀا ر ڀي را ا ڦن ا ڪا ڀي ڀا ڀي ، ڀي  
 ڀي ڀي ڀي ڀي ڀي ڀي ڀي ڀي ڀي

ع ڙوال ڦا : ج اها شس صح  
 ما ال  
 ڦو  
 عا

ڀا هان : م ڙوال م ڙوال ڀي  
 ر ڀي  
 ڇ ن :

رازا شو شو ڦو و ، وا ش من شو شو مشي ڏورڪا را ڀي غ ڀي ڦو ڦو ڦو  
 ه ڦا عا ڦو ڦو ڦو  
 ڦو ڦو ڦو  
 شو شو





ع ُجَلَاةٌ : موالَي

عاشُ وُورُ ع ُجَلَاةٌ ولس صانَا ؟  
: ُ  
ي

ع ُجَلَاةٌ : صا ش : ع ُجَلَاةٌ شاص رَوا ي ُوي الح ُرب  
ما نَ نار وُ نُ وُوي لَ ك ، الم  
ا  
ي  
ة  
ُ

ع ُجَلَاةٌ صحاس ال ُ ب خ ي ع ُود ُوال من م ُونا رزان ُرت لي ُوجي  
: نا ر نَاعك ها ك , يم اَل ر ك جج  
ح

رزان : كې ُاش ؟

ع ُجَلَاةٌ كې ش م ُوالي هي دَار ُو ال ُي و ع س ُون ُوجي  
: نَ ، ونا و دَار ُو ال ُي و ع س ُون ُوجي  
ا

رزان : را ي شَا رَوا ي ع ُجَلَاةٌ ما ش نا ُوس : خسا رَوة ع ُك اخ ي ع ُجَلَاةٌ  
ع رَونا ُ نُ وُوي نَ وُ ال ُي اَل ر ك جج  
ي  
ا  
ح م

ح ، ج ُة ش ف ي  
ك ُ ي هلس ما  
را ُود و

**Burhan:** /bɒr'ha:n/: [xlaxti:ni: yi:r elxi:r ku:li:li,

**Abla:** /'æblə/: Ku:li ma: 'd̥ za:tɪf ʕind-ak Razan wa qa:tal-uk ʕaʕi:ni al-dwwa ta:ʕ al-ruqa:d?

**Burhan:** /bɒr'ha:n/: 'i:h d̥ za:t-ni al-ba:rih molati wa 'ʕalabat-li al-dwwa al-qasi:h illi ʕand-i:.

**Abla:** /'æblə/: wa nta mu:di:t-hu:l-ha: bɒr'ha:n/?

**Burhan:** /bɒr'ha:n/: molati 'ħabi:ti:-ni ma: nma'del-ha:f/?

**Abla:** /'æblə/: ʕara:f-tu-ha:, ja 'bɒr'ha:n/ ʕul'ba:lə-k 'bəli bi al-dawwa al-lli madi:t-hu:l-ha: 'raʔad-t ka:mə-lu al-ʕa:ʕi wa suri:qat li suwwa:ji.

**Burhan:** /bɒr'ha:n/: molati ra:ni mu'taʔas:if, 'ʔa:na ma: ka:nɪf ʕal'ba:li molati, qa:til-i: bali ma: 'd̥ za:nɪf al-nuʕa:s.

**Abla:** /'æblə/: ma: 'd̥ za:ha:f al-nuʕa:s, saħħ?

**Burhan:** /bɒr'ha:n/: molati molati.

**Razan:** /ræ'zæn/: ju:fu.

**Ashur:** /'æʃu:r/: fu:ʃu 'hu:na bu:ʕdæn, waf min fu:ʃu maf ja: du:rkæn ra:ni:ra:ni ju:nju:n.

**Razan:** /ræ'zæn/: 'i:ha bi-saħħi 'd̥ zi:t ba:f ta'zi:dli ʕi'wæjjætun fi: al-bi:d̥ zi lil-ħaf'lah ʕala ba:liki.

**Ashur:** /'æfu:r/: bi-sahhi maj'ji waqt ta:ʃ al-hadra:t ta:ʃ al-bi:d̄ zi ha:'di: ʃal'ba:li-ka ra:zan wa an'ti ja xii ʃa'fa:ti al-bi:d̄ zi al-lawal 'sinnænji:t-tu: ka'laxti:ni.

**Razan:** /ræ'zæn/: bi-sahhi ʃu:ʃu 'ra:ni: ba:yi:ja nu'di:run wa:hid al-ħaf'lah yas'maʃu:ru bi:'hi:ja ka:mi-læl-nna:s.

**Ashur:** /'æfu:r/: ʔa'hu:.

**Razan:** /ræ'zæn/: wa ra:ni: ba:yi:ja nan'd̄ zi:bu wa:hid al-ʃa:ntu:y 'sammaw-hu: ka:dir 'ʃinwi.

**Ashur:** /'æfu:r/: ka:dir al-'ʃinwi:/? ʃak'kon ha:'dhan ka:dir.

**Faris:** /'færi:s/: 'mawla:i hadha ka:diru si:li:ma, ra: ma:ʃa al-xamsat al-lawal ta:ʃut-tawb sanj 5.

**Ashur:** /'æfu:r/: tu:b sanj 5. r'mi:mim. mal'iih bi-sahhi ʃal'la:ha ma: ta'd̄ zi:bu:ʃ ha:dak al-mu'ʃanni miski:nu al-lli ʃindu.

\*\*Andu bazaf ma ghanaash waa ismu hu ash-shaab Ghalatii ta:ʃajibuni bazaf diik al-ʃanniyyatu ntaa'u ta'al illi hub yakburu ma'aaha wuuuu. Hahahahaha.

**Razan:** /ræ'zæn/: hahahahaha.

**Ashur:** /'æfu:r/: basah du:ka la: ʃalaj.

**Razan:** [ʃandhu bza:f ma: ya:na:ʃ w asmu huʃʃa:b yaʃa:ti taʃdzibuni bza:fi di:k eʃʃi ganiyyatu naʃ a:ʃu huwa 'hibbin jakbur maʃaha 'wuwu wu wu]

**Razan:** [hahaha]

**Ashur:** [basahha duka laʃlayna laʃlayna kay raaki duk tihdri ʃayru ʃala lbedja: w nizi:du raaki su:ga buli wli:dna rah yasbaħu albaka]

**Razan:** [ʔan ʃa:ʔa lla:hu ʔiʃa: rani su:gu:ga]

**Ashur:** [su:gu:ga]

**Ashur:** [waʃraha raza:n waʃraha ʔa:ja: si:di ma naʃalihalakʃ fi jaqlbik nadzi:bu ka:diru ha:ða ta:ʃu:r la: ʃi:n ʔaja]

**Abla:** [mu:la:j]

**Ashur:** [ʃabla binti waʃ ʃa:fa:]

**Abla:** [ma: ʃa:fa:]

**Fares:** [qu:li:li ʃabla ʃa:ʃira:lika]

**Abla:** [saħa: fa:risu lħarb naʃ a:ka xaliha ʃandak mawla:i millaxir martik ra:za:n xarzat li suwwagi]

**Razan:** [kif:a:ʃ]

**Abla:** [kif:a:ʃ mawla:i, hiya w fa:risu da:ru:lina fi: lma:kal ta:ʃ rruqaddu saraqū li suwwagi]

**Razan:** [ra:ki ʃa:rfa ho ʃara:ki tʃqoli ʃabla: tʃtahmi fija ana ma taħaʃmiʃ]

**Fares:** [ħsa:ra ʃli:ki ʔuxti ʃabla kaj tʃahdi ʃla: ħa:dʒati kunti ra:ʔda w ma ʃaftiha:ʃ]

# **Appendix F:**

## **Students' Transcriptions and Translations Samples**

lion's attacks

Group members :

██████████ (group 5 )

██████████ ( group 6 )

██████████ (group 6 )

██████████ ( group 8 )

**Fares's role by ██████████ :**

1/the original script :

- موالى الطائفيك كانت مباحة و انا كنت راس الحريا ، زدمت عليهم و الجنود مورانا موالى غي شانونا بيدنا نربحو غشونا يا موالى ، طلونا السبع
- موالى خلبوني زدهمك
- ها يحو شابا غي ندير لهم انا يا
- امرك موالى

2/the translation :

- my lord the attack was good , and I was at the helm of the war , I entered them by force with the soldiers behind me my lord when they saw us win they cheated us my lord and take out the lion
- my lord let me explain to you
- let them put , what am I going to do for them
- yes lord

**Achour's role by ██████████ :**

1/the original script :

- حبيت نسؤسك ، ياخي كنتوا كينكيف ، شوف الرجل كيناه راهو مقطع ناع راهو منشردخ شوف ، و زنا راك نؤول ، مازكا .
- و مبد
- يا حنيظ و زنا وش درت ؟
- هاذي زعم لي ئللي الطائفيك و راس الحريا ، راس الهربة وي
- نارس ، روح ،روح ،روح خاطرش درك نخيشك كثر من السبع
- بادجي،وش راك ناعد ندير هنا زنا
- انا عال راك نسنازي انا ، ياخي روح عند برهان يداويك راك مخبوش
- هاو العيد!

2/the translation :

- I want to ask you , you were together right ! Look how the man seem like a tramp wearing torn clothes, and you you seem as, a model .

- and then
- God forbid and what did you do ?
- yet you told me the tactic and warlord,in fact coward.
- Fares go go ,go away , otherwise I will scratch you more than lion
- Badji,what are you doing here
- why you are waiting for me , go to Bourhan to treat you you are scratched
- Is it Christmas !

**First minister's role by [REDACTED] :**

**1/the original script :**

•هه ننا بطلؤو علويك سبيع غير بقط يندر يوهه م م عا  
 •و نارس و ين كان ؟  
 •سكننا نارس ، لو كان المملكةات لخرين يس م عو بيذا يحوطننا ني الجزان  
 •اوو موالى الزم هذا نارس نغزلوه من م نصب الجزال راح دبرلنا نصيحة.

**2/the translation :**

- Heh you get attacked by a lion a cat can finish you .
- and where was Fares ?
- Keep silent fares ,If the other Kingdom hears about us they will put us in Newspaper.
- Oh my lord we have to eliminate Faras from this general grade , he will make a scandal.

**Badji's role by [REDACTED]**

**1/the original script :**

•درك انا نحك بلك موالى ، نارس هو لي رماني على راسي ، انا نبلو الجزال هو لي يزدم الول ني الحرب ، هو والى اسبوني ذرع ج عليهم  
 م بعدا زلاحق انا  
 •طلؤو علوا سبيع  
 •وش حبيوني ندير موالى ، طلعت ني الشجرة بصح لحوني و عضني ومم بعد راح و خالني منهم تش عال  
 •عطا البريح لرجليه كي هو كي الجزود ناوعو  
 •نسينا نيك موالى  
 •بصح موالى منعطونيش الدراهم باش نشري الحوايج

**2/the translation :**

- Now, I will tell you what happened my lord , Fares is the one who threw me under the bus , i told him the army chief is the first one to fight in war ,he told me to go ahead and spy on them than i will follow you
- They attacked me with a lion
- What did you want me to do my lord ? , i climbed a tree , but he followed me and bited me . Then he went ane left me , i didn't understand why .

- He run away with his soldier
- Waiting for you my lord
- But my lord you didn't give me money to buy new clothes.

00:00:01,160 --> 00:00:01,800

(عبلّة): برهان.  
(Abla): Borhan.

00:00:02,120 --> 00:00:02,920

(برهان): موالني lady.  
(Borhan): My

00:00:03,120 --> 00:00:04,240

(برهان): خلع عيني غير لخير  
(Borhan): You scared me, What's wrong ?

00:00:04,660 --> 00:00:06,660

(عبلّة): نولي ما جات عندك رزان و نيلك عطيني دوا نع رواد.  
(Abla): Tell me did Razan come to you to give her sleeping drugs ?

00:00:06,840 --> 00:00:08,840

(برهان): إيه ج انني بارح موالني  
(Borhan): Yeah, she came to me yesterday, my lady.

00:00:09,110 --> 00:00:11,180

(برهان): و طيليلي دوا ناسح لي عزيدي.  
(Borhan): And she demanded from me the strongest medicine that I have.

00:00:11,680 --> 00:00:13,020

(عبلّة): وزنا ددبهنهولها برهان؟!  
(Abla): And you give it to her Borhan?!

00:00:13,660 --> 00:00:15,660

(برهان): موالني جبيني منمدهاش؟  
(Borhan): My lady, you expected me not to give it to her?

00:00:16,570 --> 00:00:17,210

(عبلّة): عرينها!! it!  
(Abla): I knew

00:00:18,180 --> 00:00:22,480

(عبلّة): يا برهان عالبالك بلي بالدوام لي مدبهنهولها رقت كامل الغاشي و سر نيلي سوجي  
(Abla): Oh! Borhan did you know that with the drug you gave her she made everyone fall asleep and stole the test papers.

00:00:26,170 --> 00:00:28,170

(برهان): موالني راني منأسف  
(Borhan): My lady, I apologize.

00:00:28,440 --> 00:00:30,440

(ازا ما كانش عال بالي موالني : برهان)

(Borhan): I didn't know, my lady.

00:00:32,030 --> 00:00:34,030

( برهان ): نالتلي بلي ماجاهاش نعاس

(Borhan) She told me that she couldn't sleep.

00:00:36,000 --> 00:00:37,310

عبلية: ماجاه الزعاس!?

(Abla): She couldn't sleep!?

00:00:37,850 --> 00:00:38,330

(.عبلية): صحا

(Abla): Okay.

00:00:39,950 --> 00:00:41,950

( برهان ): موالني موالني!

(Borhan): My lady ! My lady!

00:00:47,500 --> 00:00:48,450

( رزان ): شوشو!

(Razan): Shoushou!

00:00:48,640 --> 00:00:50,030

(عاشور): شوشو هنا بعدا

(Achour): Shoushou even here.

00:00:50,130 --> 00:00:52,930

(عاشور): وش من شوشو؟ دمشي دوكا ع زدي ريزو، شوشو؟

(Achour): Which Shoushou? Not now I'm in a meeting, Shoushou ?

00:00:53,530 --> 00:00:56,550

( رزان ): ايه، بصح جيت باش نزيدلي شو يا غاز بدجي للحنلة عبدالك

(Razan): Yeah, but I came so you can increase the party's budget a little more, you know.

00:00:57,020 --> 00:00:59,540

(عاشور): بصح مشي و زت ناع الهدرة ناع البوجي، رازي مش غول دوكا رزان

(Achour): It's not the time to talk about the budget ,I'm busy right now Razan.

00:00:59,560 --> 00:01:02,680

(عاشور): و ياخي ديجا شني بوجي لول سزيو! الفخيني

(Achour): You've already seen the first budget I signed for ! So You've tricked me.

00:01:03,380 --> 00:01:10,430

( رزان ): بصح شوشو ازي باغوا ندير وحد الحنلة يس معو بهما لكامل الزاس.. و رازي باغوا نزيد وحد الشينوغ سموه كداغ الشزوي... هاهاه called

(Razan): But shoushou I want a party that all the world hears about and I want to have this singer

Kader El Chinoui.

00:01:11,760 --> 00:01:13,490

(عاشور): لكادير شزوي ؟ ؟

(Achour): Kader Chinoui

00:01:13,700 --> 00:01:14,960

(عاشور): شكون هذا لكادير ؟

(Achour): Who's this Kader?

00:01:15,330 --> 00:01:20,970

(جزال نارس): موالني هدا لكادر سليلما راه مع 5 لوال ناع توب 5



(General Fares) : My lord, this Kader is amazing! He is among the 5 first in the top 5!

00:01:21,460 --> 00:01:22,670

(عاشور): نوب 5؟

(Achour): Top 5 ?

00:01:24,810 --> 00:01:25,400

(عاشور): هلو.

(Achour): Good.

2900:01:25,660 --> 00:01:29,850

عاشور): بصح عالہ منج پبوش هداك الم غزي مسكبن لي عندو بزاف مغزاش سموه الشراب غلطي

(Achour): But why don't we bring that poor singer who hasn't sung for a long time, he's called Sheb Ghalti.

00:01:29,980 --> 00:01:33,330

(عاشور): نغجيني بزاف ديك الغنية ناعو هاديك ناع لي حاب يكبر معاه و

(Achour) : I really like that song of his which is about when he wanted to grow old with her and...

00:01:34,080 --> 00:01:36,080

(.. رزان): اوه

(Razan): Oh..

00:01:36,330 --> 00:01:42,710

بصح دروك .. ال غلطي ال غلطي كبركي دروك نهدر غبر على بوجي و نزيدو راكي سبر بلبي ولينا راح بريح الباك (عاشور

(Achour): But now? Anyway, anyway since now you're talking only about the budget and increasing it, are you sure our son is going to get his baccalaureate?

00:01:44,290 --> 00:01:46,290

(رزان): نساله، اوه راني سور

(Razan): By God's will, Yes I'm sure!

00:01:48,750 --> 00:01:50,750

(عاشور): واعرة رزان واعرة

(Achour): You're dangerous Razan, dangerous.

00:01:51,110 --> 00:01:55,290

(عاشور): انا سبدي من خليه الكش ني قلبك نجبو كادير ناع الشين انا

(Achour): Alright my lady, I'll do as you wish, we'll bring Kader of China, then.

00:01:58,520 --> 00:01:59,160

(عبله): موالبي

(Abla): My lord!

00:01:59,340 --> 00:02:01,620

(عاشور): عبلة بنبي واش؟ سانا؟

(Achour): Abla my dear, what? are you okay ?

00:02:02,030 --> 00:02:03,100

(عبله): ماص اناش! okay!

(Abla): I'm not

00:02:03,180 --> 00:02:04,730

(جزال نارس): موالبي عبلة شاصرالك!؟

(General Fares) : My Lady Abla what happened to you ?!

00:02:05,240 --> 00:02:07,240

(جزال نارس): موالبي الحرب! it's war !

(General Fares): My lord,

00:02:08,180 --> 00:02:10,789

(عبلّة): صح نارس الحرب ناعك خلوها عندك.

(Abla): Okay, Fares, keep your war to yourself.

00:02:11,009 --> 00:02:14,840

(عبلّة): موالى ملأخر مرتك رزان خرجت السوجي

(Abla): My lord! straight to the point your wife Razan leaked the exam papers.

00:02:16,360 --> 00:02:17,080

(رزان): كيناش؟!

(Razan): How ?!

00:02:17,740 --> 00:02:19,740

(عبلّة): كيناش؟

(Abla): How?!

00:02:19,940 --> 00:02:24,270

(عبلّة): موالى ! هي و نارس درولزا نالم الفلة دوا ناع رزاد و سرزولي سوج

(Abla): My lord! Her and Fares put sleeping drugs in our food and stole the test papers.

00:02:25,440 --> 00:02:29,400

(رزان): راكي عارنا شراكي نؤولي عبلة؟ ندهمي نوا أزا؟ منحشميش؟

(Razan): Are you aware of what you're saying, Abla ?! Accusing me ?! Have you no shame ?!

00:02:30,940 --> 00:02:36,440

جزال نارس( : خسارة علوك خني عبلة لكي شهمدي على حاجة كرتني راقدة مش نندبهاش

(General Fares): Shame on you sister Abla you're testifying to something, you were sleeping to even see.

00:02:36,480 --> 00:02:36,650

(عبلّة): موالى!

(Abla): My lord!

the end.

*-Borhan: Translation by Ouakouak Fatima Zahra and Dubbing by Ouali Nesrine.*

*-Abla: Translation and Dubbing by Soltane Ben Allou Touatia.*

*-Razan: Translation and Dubbing by Zerrouki Zineb.*

*-Achour: Translation and Dubbing by Saadi Zohra*

*-General Fares : Translation and Dubbing by Slamnia Aya.*

Subtitles made by [REDACTED].

Editing [REDACTED] and [REDACTED]

### ***Difficulties found while translating:***

*- Difficulties in finding the appropriate word for the translation, the english language is filled with different synonyms and it was difficult to pick a word that has conveys the desired meaning.*

*- Difficulties in translating proverbs and certain specific sayings and finding the suitable translation and equivalent to them.*

- Difficulty while dubbing, sometimes the translation turned out longer than the original speech of the character therefore it was difficult to sync the audio and the video.

***The translation techniques applied:***

- We sought to deliver a faithful translation and used both direct methods of translation such as literal translation and indirect translation methods such as transposition and equivalence.

Nouri: My lord ,my lord the chinese have come .

Ashour :chaines ohhh do they have a match or what?

Nouri :No,no my lord i am speaking about chaineese ,the people of china

Ashour:you come to me at the wrong time and ruin the game why Nouri why ?ilost and i didn't realize what 's wrong with these chinese ?what are they want?

Nouri:i don't know.my lord .they must want something ,my lord .

Ashour :i will not play enter them.

Enter the Chinese

Ashour:i only knew the name.

The chinese :Hello Ashour 10 .

Ashour :ohhh finally.

The chaineese our general come to talk to you about an important topic ,and he was littele bit angry.

Ashour :why he is angry told him to calm down and we are here to comperate .please go ahead.

The chaineese: hamburger you promised us where are they ?

Ashour :i do not promised china to hamburger and thise is the truth .we make olive oil but hamburger we made it at home but i never promised china ,i never thought .

The chinese :thise who promised us hamburger .

Ashor : my genel !!! Feres ,come feres come .please please,what is the story of hamburger with china ?

Feres:my lord let me explain to you whene Razan got sick and i wont to bring herb from china my mother brought me a littel hamburger to took it with me so i took it a little and gave theme to test they sad you will not go untill you bring us a hamburger and they took it seriously and come

Ashour: they come form china because of hamburger of course they loved and like the test .

The chinese : when ever ,we tried to make them we could not and did not know .

Ashour: you want copied theme ,because tere is a secret.show me how did you make them !?tise what you treid ?Map thise is hamburger !!!(Ashour to feres)they can do every thing but hamburger no .to that we are

perfect and perfect a lot .this fit to be loofah gor shower but it so far for homburger so far so far .so you are my guests today .(Ashouf to Nouri )give it to them.

Ashour: [REDACTED]

Nouri : [REDACTED]

The chinese: [REDACTED]

Fares: [REDACTED]

## L2 GROUP 9

. الزوري :مالي موالى لفا انى الصبونيون

عاشور :اووه الصبونيون هل لديهم مبراة ؟

.الزوري :ال يا موالى انا اتحدث عن الصبونيون شعب الصبني

عاشور :هل تعلم انك دائما تأتوني نالوؤت الخطأ و تنسرد عليا الالع ؟ لقد خسرت دون ان اعى .ما بهم هؤلاء الصبونيون ؟عن ماذا يدحون ؟

. الزوري : ال اعلم موالى .

عاشور :لن الالع ادخلهم

.التحدث بالصبونية

.عاشور :لم اعرف سوى اسمي

.المترجم :سالم عليكم عاشور ٠١

. عاشور : هذا هو الكالم

. المترجم :جزر الزا انى ليناكلم معك ني موضوع مهم وهو غاضب وليال

. عاشور :لماذا هو غاضب واه يناكلم دون غضب و نحن هنا لكي نساعدون ،نفضل . نكلم

الجزرال الصبوني

المترجم :المحاجب البنى وعدنا بهم اين هم ؟

. عاشور : انا لم اعد الصسن بالمحاجب و هذه هي الحؤيؤة نحن نصنع وبت الزبون محاجب ! لم انكر قط . نكلم

النفارس الصبوني

. المترجم : هذا هو من وعدنا بالمحاجب

. عاشور :جزال نارس جزالي هو الذي وعدكم؟! نعال نارس نعال نعال اشرح لي ما هي قصة المحاجب مع الصيّن

نارس : دعني اشرح لك هو ابي عندما مرضت رزان ذهبت لكي احضر لها عشيبة من الصيّن ،اممي حضرتت لي المحاجب لمي اخذهم معي و .  
انا اعطيهم الزلزل لكي يتوؤوا نؤالوا لي لن تذهب من هنا حتى نحضر لنا المحاجب ،وهم صدؤوا وانوا نعال

. عاشور :انوا من الصيّن الى هنا من اجل المحاجب يعزي اعجبتهم و احبوا

المطرحم : ومما حاولنا صنع المحاجب لم نقرر ولم نعرف

عاشور: ارزي كيف صنعتموها ،هذه انتم جريتموها! خريطة!!! هذه محاجب)عاشور لنارس( هم يسقطون نعال لكل شئ ال المحاجب .هذه  
نصلح لنكون لينة للحمام لكن محاجب جد بعيدة بعيدة كثيرا .انتم ضبونني اليوم .عاشور لنوري(خذ اعطهم

1'Work with the sites that were sent by you and search for another application to work with “inshot”.

2'The words are related to the Algerian culture and there are no words that have the same

meaning in English, such as "el-mohadjeb".

3'Working as a group due to the discontinuation of studies, so we resorted to working in a group .

4' Talking and stopping according to personalities.

It was a new experience , we enjoyed doing it together.

Translation test

Sequence: Maria

ماريا : هكا عاشور نين بينني نمددها لواحد كقيم بينين  
عربية : هكذا عاشور العاشر سنزوج ابنتي لشخص مثل بينين

Eng: this is it Achour ten ! You're marrying my daughter off to Pnipen

عاشور : ماريا ماي دونر ميش وحدك انا نان بينين و زيد بينين جا  
باه بركبيري شوو و ربحها وال نسيني

عربية : ليهيت ابنتك وحدك انا أيضا ابنتي . إضافة إلى ذلك بينين جاء السرجاع شوو و ربح، هل

نسيني؟

Eng: She is my daughter too. Plus Pnipen came to retrieve chio and he  
won. Did you forgot ?

ماريا : it's because of you Achour ten

عربية : لقد حدث بسببك يا عاشور العاشر

عاشور : you of because انا you of because حطيت راسي باش يقطع نؤولولي  
you of because راسي كان راح يقطع انا نؤلو مارؤبلش و هي دخلت روحها واش حبيبي ندبر  
عربية : بسببي؟ بسببي انا؟ ماريا انا ضحيت بحباني و أنت نؤولين بسببي كازوا على وشك أن  
يقطعوا رأسي، انا قلت ازي ال أوئل لكن هي حشرت نسهما . ماذا تريدوني أن أفعل؟

Eng: Because of me !! Maria i gave my life for her and you are saying  
because of me. They were about to take off my head, i told him that i  
don't accept this marriage, but she involved herself into this. What do  
you want me to do

ماريا : you seen t'hadn she if نبيكي كازنت منؤولش نؤبل بيك  
عربية : لو لم نراك نبيكي لم نكن لنؤبل به

Eng: If she hadn't seen you crying she wouldn't say yes /accept him

عاشور : هاذي شكون واكل عابها  
عربية : من أخبرك بهذا؟؟

Eng: who told you about this??

عاشور: Open the door. Please

عربية: انضح الباب. من نضلك !

عاشور: ماريا ! انضحك حلو الباب

عربية: ماريا ! لقد طلبت منكم فتح الباب

Eng: Maria ! She asked you to open the door

الحراس: مانيه اش اذت تدخل هي متدخلش

عربية: ال يمكن. اذت نستطيع الدخول لكن هي ال

Eng: No! You can get in but she can't

ماريا: that is how انا متدخلش عند بنيني

عربية: كيف هذا ! ال نستطيع الدخول عند ابنيني؟

Eng: How is that ! I can't enter to my daughter ?

عاشور: Tuesday ماريا Tuesday ! كيف هذا متدخلش عند بنينا ماما مذي وال راك حاببن  
نحبولكم famille de livrer باه ندخلو door the open برحم والديك كيفما نال انسينكتور  
الطاهر هلال برحم و.....

عربية: اهدني يا ماريا اهدني ! كيف ال نستطيع الدخول عند ابنينا، هذه أمها، أم نريدون حنا  
احضار دننر العائلة لكي ندعونا نمر ؟ انضح الباب من نضلك كم نال الضابط طاهر هلال برحم

Eng: Put the gun down Maria ! Why she can't enter to her daughter? She

is her mother, or you want to see our family book ! Open the door for

god sake as detective Tahar said RIP

Mom: عيلة

عربية: أمي

عاشور: هلال غالب يا بنيني واش حبيبتنا ندبرو هذا هو مكتوبك عالبالي جا شويرة مدحد mais

نواني

عربية: هلال غالب ابنيني ال نستطيع ناعل شيء هذه نسمك / هذا ندرک ، صحیح أنه سمین نلوال لکنه

بنيني



Eng: This is your destiny my daughter i'm afraid we can't do anything, he  
maybe little chubby but sufficient

نهرب الزم بنيني ماما you can't be serious Achor ten ماريا

عربية: ال يمكن أن تكون جادا عاشور العاشر ابيني يجب أن نهرب

Eng: you can't be serious Achor ten, she have to run away

عيلة: impossible ماما حبيبي بنين يۇئىل بابا

عربية: ماسح يۇل أمي! س يۇئىل بنين أبي

Eng: impossible mom! Pnipen will kill my father (if i did)

عاشور: يۇل يۇلها يا بنيني يۇل يۇلها تحبي باباك يموت

عربية: أخبيرها يا ابيني. هل تريدن أن يموت أبوك؟

Eng: tell her sweetly...they'll kill me

ماريا: لوكان نزوجي مع بنين أنت لي نموني ماشي باباك

have you seen his size !!

عربية: إذا نزوجت به أنت س نمونين ليس أباك. هل رأيت حجمه!!

Eng: you are the one dying if you marry him. Have you seen his size !!

عاشور: شينو شينو مكاش كيناه مبنونيمش هذاك ايه بصح مابك زاج يوش الس يد عنود شوقة لي

دودان زبادا هذا مكان. زؤلك حاجة بنيني هذاك لي راكي نشوني نيه مع شوقة رجيم و شوقة نونينغ

أنا زؤلك يولي مازكا

عربية: لقد رأيت، ليس ممكن أن ال زراه، لكن ال نبالغوا لدينه الؤل من الوزن الزائد نقت. لو يمارس

الرياضة مع التزام حمية غذائية س يصبح مثل عارض الأزياء

Eng: there is no way you can unsee him, but don't exaggerate he just has

more fatts, if he strict to a diet with some exercises he'll look like a model

عيلة: راك فانع بالهدرة لي راك نهدر نيه بابا

عربية: أبي هل أنت مبنع بما نؤول؟ / هل ضم يرك مراح

Eng: you talking seriously Dad ?

عاشور :شويوا

عربية :ؤلوال

Eng: kind of

عاشور :? what are we going to do

عربية :ماذا سنعمل؟

عاشور :معالبالش

عربية :ال أعلم

Eng: i don't know /i have no idea (clue)

عاشور : abla you have to escape

عربية :عبلة يجب أن نهرب

عاشور :مكان ال سكايب ال نايبر ماريا راهي مازلت عدنا نرصة الراجل مزال مقطعنالوش  
الشروط، راني رايح نديرلو وحد الپسنة نؤلك حاجة نخبطو بيها للراس نؤكول كيدمان و يسمح بيها  
عربية :ماريا ال سكايب وال نايبر .الزالت هنالك نرصة، لم نضع شروطنا بعد، سنضع شروط  
حنى نؤكول كيدمان لن نستطيع نكلدها /سنؤوم بوضع شروط ناعجزية

Eng: Maria no Skype nor Viber. We didn't set our conditions yet so we  
still have a chance. We will make a list even Nicole Kidman can't afford it.

Names: [REDACTED] Chosen sequence:

L2 G06

The Algerian Arabic script:

عاشور :هكذا Maria

daughter My سَمَل واحد كَيْم بِنِين  
Achour : ،مارِيا daughter my ،مَشِي غَيْر وَحَدِك

ازا نازي بِنِي

و زيد بِنِين جا باش بَرِيك بَدِيرِي شِيو و رِيح ه وال نَسِينِي !

Maria : It's because of you, Achour 10

راسي because of you ? نُوولِي نَقَطَعْت باش راسي حَطِيْت ? because of you Maria ازا ? Because of you Achour : كِي

راح بِنَقَطَع ازا وُلُتُو مَارِيَلِش

و هي دَخَلت رُوْح ه ، واش حَبِيْبِينِي نَدِيرلِه ا؟

Maria : If she hadn't she knew بِيه زُوْبِل مَانُوْلِش نَبِكِي

Achour : و هاذي شَكُون الِي وَاك عَلِيه ا؟

Maria : Open the door, please

Maria : Achour ! وَاكَلِكَم حَلُو البَاب

Guard : مَانِيَه اش ، زنا نَدَخَل و هي مَانَدَخَلِش

Maria : How is that ? ازا مَانَدَخَلِش عِنْد بِنِينِي؟

Achour : Tuesday Maria, Tuesday.

كِنَاه مَانَدَخَلِش عِنْد بِنِينِه ا؟ بِمَاه ا هاذي . وال رَاك حَاب نَحَبُولِك

famille de livret زِنُوْمَا باه نَدَخَلُو؟

"Open ze door

ارْحَم والِدِيك "كَيْم ا وَاك الِزِسِيكْتُوْر الطَاهِر حَلال بَرِحْمُو .

Follow me, Maria.

Abla : Mom !

Achour : حَلال غَالِب يَا بِنِينِي واش حَبِيْبِينِي نَدِيرُو ، هَذَا هُو مَكْنُوْبِك

عَالِيَالِي جا شُوْبَة مَدْحَدَح

Mais نُوَالِنِي

Maria : You can't be serious Achour 10, نَمْرَب الزَم بِنِينِي

Abla : Impossible ,mom . حَبِيْبِينِي بِنِينِي بُوْنَل بابا؟

Achour : اِيه نُوولِيْلِه ا يَا بِنِينِي نُوولِيْلِه ا ، نَحْبِي بابَاك بِمُوْت؟

Maria : لوَكَا نَنْزُوْجِي مَع بِنِينِي اَنْت الِي نَمُوْنِي مَشِي بابَاك . Have you seen his size !

Achour : شِنُو شِنُو ...مَكَاش كَيْنَاش مَانَشُوْنِيْمَش هَذَا

اِيه بَصْح مَانَاكْرَا جَبْرِيُوْش ، واش

الْمَرِيْد عِنْدُو شُوْبَة لِيُوْدَان زِيَادَة هَذَا مَكَا ن

زُوْلِك حَاجَة بِنِينِي هَذَا الِي رَاكِي نَشُوْنِي نِيَه

مع شويا ريجيم و شويا

footingازا زؤولك، بولي ،

mannequin

Abla : راك زانع بالهدرة اللي راك نهدر نيها بابا؟

Achour : شويا

Maria : What are we going to do ?

Achour : معالباليش

Maria : Abla ! You have to escape

Achour : !ماريا

مكان ل

Skype

ل

Viber

، راهي مزالت عندينا نرصة، الراجل مزال ما قطع الوش الشروط، رايح نديرو لو وحد الپينا زؤولك حاجة، نخبطو بيها للراس

Kidman Nicole و پيس مع نيها

The English script:

Maria: So that's how it's going to be, Achour 10! Ma fille doesn't deserve someone like Pnipen.

Achour: Ma fille not just yours! She's my daughter as well. Besides, he came to collect his prize, but you seem to have forgotten.

Maria: C'est à cause de toi, Achour 10!

Achour: À cause de toi ? Me à cause de toi, Maria ? I put my life on the line and you tell me à cause de toi ? I almost got killed because I refused. And she dragged herself into this mess, what do you want me to do?

Maria: Si elle ne t'avais pas vu pleurer she wouldn't have accepted his proposal.

Achour: And how do you know about that?

Maria: Ouvrez la porte, s'il-vous-plaît

Achour: Maria ! She told you to open the door.

Guard: No way. You can get in but not her.

Maria: Comment ça ? I can't see my daughter?

Achour: Doucement, Maria, doucement. How come she can't see her daughter? Or do you want the family booklet as a proof? "Open ze door arham waldik", as the late Inspector Taher once said. Suis-moi, Maria.

Abla: Maman !

Achour: What do you want us to do, my daughter? This is your destiny. A bit shitty but... You're gonna get used to it.

Maria: Tu ne peux pas être sérieux, Achour 10! My daughter has to escape!

Abla: Impossible, maman. Do you want Pnipen to kill my dad?

Achour: Tell her, Abla. Do you want me dead this badly?

Maria: If you get married with him you're the one getting killed not your father! Est-ce-que t'as vu sa taille !

Achour: I saw him, don't worry. There's no way you can miss him. But don't exaggerate! He's a bit chubby but, with some good diet and a bit of working out he can compete with models in no time!

Abla: Are you convinced with what you're saying, dad?

Achour: Just a little bit.

Maria: Mais qu'est-ce qu'on va faire ?

Achour : No idea.

Maria : Abla ! Tu dois t'enfuir !

Achour: There's neither fuite nor esquivé, Maria! We still have a chance. We're going to write conditions that will be impossible to accomplish to the point that, even if it was Nicole Kidman, he would drop her!

The obstacles I faced:

- It was hard to understand some words and meanings of the original script.
- Impossible to translate word by word most of the times (direct translation), so we have to translate the meaning. (Use of oblique translation techniques : transposition, modulation, reformulation, adaptation, compensation)
- Trying to keep the jokes understandable and relatable in the translated language.
- had to make a contrast between the English used in the original script and the translated one, so we replaced it by French in order to keep the same idea and make the difference.

Original script → Translated script

English → French

Arabic → English

- Dubbing in the right time and for an exact amount. I had to omit a lot of words from the translated script and sometimes even re-do the whole translation so it can fit in.
- Dubbing was the easiest as it was the final step.

- Writing Arabic in the Word file was a bit tricky but not impossible.
- The hardest part after translating the script was the video editing as we faced many problems with it, managed to do it. But at end we really enjoyed what we did and were proud of that as a first achievement.

i L2

The original text

نوري: موالى موالى، راهم جاو ثناوا موالى

عاشور: شنواوا أو عالاه، ليوم عندهم ماتش؟

نوري: موالي راني على شنواوا ناع الشين

عاشور: تعرف جاي في الوقت لي لينا دم مين يكون مركز، نخسر اللعب، أو عالاه واش بيهم هاد الشناوا واش يحوسو

نوري: أنا وين عال بالي، ما يكونو باغيين غير كاش حاجة

عاشور: آاه روح دخلهم

شناوا: يا هوناهي,,,

عاشور: نهمت غير اسمي

المترجم الصيوني: السالم عليكم عاشور العاشر،

عاشور: وعليكم السالم ها الهدرة،

المترجم: الجنرال زناعنا بغا يهدر معاك في موضوع مهم، وراهو زعان شوية،

عاشور: اه وعالاه راهو زعان، قولو ينحي الزعاف ويهدر و رانا هنا باش نعاونو ننضل،

المترجم: المحاجب لي بروم يهملنا وين راهم؟

عاشور: أنا جامي بروميت للشين المحاجب، في الحؤيفة يعني و هادي النبريتي مشي راني زخابك، حنا نخدمو زيت  
الزيون، المحاج بدوك بيانا دكور في الدار، بصحن برومي المحاجب للشين هادي في الحؤيفة ناع ما خمتش فيها.

المترجم: عاشور العاشر هادا هو لي بروم لنا المحاجب،

عاشور: الجنرال شناوا:,,,

نارس برومالمك المحاجب، الجنرال ناعي، نارس ارواح ارواح آآأرواح ارواح، نهمني يرحم باباك واش هادي الحكاية  
ناع المحاجب مع الشين يرحم باباك،

الجنرال نارس: موالي خليني نفهمك، نهار اللي مرضت موالتي رازان

عاشور: هيه

الجنرال نارس: رحت جبتله حشيشة من الشين، ما دارتلي شويه محاجب باه زديهم معايا، ديت شي حبيبات عطيتهم يذوقو،  
فالك ما نروحش من غير ال جيانا محاجب، بروم يلقم شوية محاجب داروها من زبهم وراك تشوف جاو،

عاشور: من الشين جاو على جال المحاجب، صافي هادو جابهم البنة على بالك،

المترجم: و كيم سويونا زديرو المحاجب ما زديروناش، ما عرفناش،

عاشور: آه مالؤيتوش كيناه نكوبيوهم علىنا، خاطرش فيها يد هنايا، وريني تشوف المحاجب ناعهم كيناش خدموهم، هادو نتوما  
جربتوهم؟ نقول خريطة، هالك شم، على بالك هادو يذودرو يلقوبو لكش بصرح غير المحاجب لي ما يذودروش  
يلقوبوهم، باش تعرف بلي حنا نور بلناش،

Noory : You majesty.... Your majesty, the chinese are coming.

Achoor: Chinese!!! Do they have a match today?

Noory: No .... your majesty! I means the Chinese of china.

Achoor: What's wrong with those Chinese? They always come in inappropriate time....and made me lose always with the same problem.What do they want?

Noory: How am I supposed to know? But for sure they need something.

Achoor: Enter them, enter them.

Chinese leader:..... Chinese.....

Achoor: The only thing that I got is my name.

Chinese translator: Peace be upon you.

Achoor: Peace be upon you! Now we're talking.

Chinese translator: Our Chinese leader came to talk to you about an important issue .... and he's upset.

Achoor: And why is he angry?Tell him that we 're here to speak and work together and no need to be upset.

Chinese Leader: ..... Chinese.....

Chinese translator: The mhajeb you have promoted to us, where is it?

Achoor: M'hajeb! I have never promoted the Chinese with the m'hajeb,actually, with olive oil but promoting the Chinese with m'hajeb, this I have never thought about.

Chinese guard: ..... Chinese.....

Chinese translator: oh! Achoor Asher That's the one who promoted us the M'hajeb.

Achoor: General Fares promoted you with m'hajeb!!! Fares, come,come, come here, come. Tell me what's going on here with the story of mhajeb with those Chinese?

General Fares: Your highness let me explain, the day when sultanaRazan was sick, I went to bring her a herb from china, my mom prepared me some m'hajeb, I took some for them to taste. They told me not to leave from here until I give them some of it, then, I promised them but they took it seriously and came here

Achoor: They came from china to eat m'hajeb?

Chinese Translator: We tried really hard to make them, but we could not, we do not know how.

Achoor: They do not know how to imitate in doing m'hajeb. Show me those m'hajeb! You ..... you made those mhajeb? It is like a map. Look. Look. Smell them, you know that those people can imitate anything unless m'hajeb, to know that we are super.

ماريا: هكدا عاشور تن ماي دوتر تدمدها لواحد كئيم بزيين

عاشور:: ماريا ماي دوت مشي غير وحدهك انا ناني بزيين وزيد بزيين جا باش پريكي پيري شيو وربحه، وال نس پيني

ماريا: انس بيكوز اف يو عاشور تن



عاشور بيكوز اف يو انا بيكوز اف يو ماري حطيت راسي باش يتقطع نقوليلي بيكوز اف يو راسي كان هي تقطع انا قوتلو  
مانزولش وهي دخلت روحها واش حبيبتيني زديرله  
ماريا ايف شي هادنت سين يو نوبكي كازنت مانقولش زويل بيك  
عاشور: وهادي شكون قالك عليها؟

ماريا: اوبن د دوريليز

عاشور ماريا ,,,,,, محسوب وانكلم حلو الباب

ال حارس: مافيه اش، نت ندخل هي ما ندخلش

ماريا: هاو ايز ذات؟ انا ما ندخلش عندي بيتي

عاشور: نويسناي ماري نويسناي، كفياش ما ندخلش عندي بيتي اياما هادي وال راك حاب نجيبولكم لوفغي د نامي باه  
ندخلو اوبن د دور هلا برحم والديك كيم وال لوسيكور الطاهر هلا برحمه، فلو مي ماري  
عبلة: مام

اشوية مدح دح مي توالفي

هلا غلب يا بيتي واش حبيبتينا زديرو هذا هو مكيتوك على بالي جا

ماريا: يو كازنت بي سيديوس عاشور نن، بيتي الزم تهرب

عبلة: ايمبوسيل مام، حبيتي بزوين فونل بابا

عاشور: قوليله يا بيتي قوليله نحبي باباك يموت،

ماريا: لو كان نزوجي مع بزوين انتي اللي تموتي مشي باباك، هاف يو سين هي سايز

عاشور: شينه، شينه، ماكانش كفاش ما تشوفيش هداك مي بصح ما نكزاجريوش واش السيد عنده شويه لي دودان زياده  
هذا ما كان نقولك حاجة بيتي هداك اللي راكي تشوفي نيه مع شوية ريجيم وشوية نوتيزج انا نقولك يولي مانكان،

عبلة: راك فانع بالعدرة اللي راك تهدر فيها بابا؟

عاشور: شوووييه

ماريا: وانت اروي جويزج شو دو؟

عاشور: ماعالبالپش

ماريا: عبلة يوهاف تو اسكايب

عاشور: ماكان ال سكايب ال نايبير ماري، راهي مازال عنديا نرصة، الراجل مازال ما نطعن الو الشروط راح زديرلو واحد  
البيتة نخبطو بيه للراس نيكول كيدمان ويسمح فيها،

## English Version

Maria: Achoor ten you give my daughter to someone like pnipen.

Achoor: Maria, she is not only your daughter, she is also my daughter plus pnipen came to retrieve chiou and he won have you forgotten?

Maria: It's because of you Achoor ten

Achoor: because of you. I because of you. Maria, I put my head in danger and now you say because of you. My head was about to be cuttered and still I refused. She was the one to interfered what else could have I done.

Maria: If she had not seen you weeping, she would not have accepted.

Achoor: Now, who told you about that?

Maria: Open the door please

Achoor: Maria..... She said open the door.

Guard: You can get in, she can't.

Maria: How is that I can't see my daughter?

Achoor: Maria calm down. Why can't she see her daughter. She is her mother or do you wish to see her family record book so we can get in. Open the door for the love of God. Follow me Maria.

Abla: Mom

Achoor: it's God wish honey. What can we do? It's your destiny. I know it's a bit tubby but you will get used to it. It's your destiny.

Maria: To be serious, child you must escape

Abla: Oh mom, what if he kills dad?

Achoor: Tell her dear tell her do you want your father to be killed?

Maria: If you marry pnipen you will be the one who will die not your father. Have you seen his size?

Achoor: I saw him, yes I saw him. There is no way not to see him. But let not exaggerate but the man has few bands that' all let me tell you something dear. That men with few exercises and some diet. I'm telling you, he will look like a model.

Abla: Are you Ok with what you are saying?

Achoor: just a tiny bit.

Maria: What are we going to do?

Achoor: I don't know.

Maria: Abla you have to escape.

Achoor: There will be no Skype no Viber. Maria we still have a chance. We haven't printed our conditions yet. Iam gone to give him a hell of a list. He will disengaged even Nicole Kidman.

عللة : برهان

برهان: خلعتبني غير الخير ذوليلي





عبلة: كيناش موالى، هى ونارس دارولنا فى الماكلة دوا ناع الرزاد و سرقولى سوجى  
رزان: راكى عارنه شاراكى نقولى عبلة ندهمى نيا أنا ما نحشميش،  
نارس: خسارة عليك اختى عبلة كى نشهدى على حاجة كنتى راودة و ما شفتيهاش.

English Script

Abla : Borhan

Borhan : Your majesty, you've shocked me, what's wrong ?

Abla: Tell me. Did Razane come to you and asked you for sleeping drugs?

Abla: And you give it to her?

Borhan: Your majesty, you didn't want me to give it to her?

Abla: I knew it Borhan. You know that by the drug that you gave it to her, she make all people sleep and stole the subjects.

Borhan: I am sorry your majesty, I didn't know your majesty, she told me she couldn't sleep.

Abla: She couldn't sleep, okay.

Borhan: your majesty, your majesty.

Razane: shooshoo

Ashoor: ooh, shooshoo here! Shooshoo not now. Iam in a court

Razane: Yes but I came to you so you rise the party budget.

Ashoor: It's not time to talk about the party budget. I am busy now razane and you've seen the first budget I've already sign it.

Razane: But shooshoo. I want to organize a party which all people should hear about it.

Ashoor: ah

Razane: And I want to add a singer which called "kader chinoui"

Ashoor: "kader chinoui" whose kader?

Fares: your majesty this is kader is one of the first five from the top five.

Ashoor: top five emmmm good but why don't we bring that singer who has a long time since he sing he called "galtter" I really like his song which " he want to grow up with her"

Ashoor: But anyway, you are talking about the budget and so, are you sure that our son will have his bac?

Razane: If our God pleased! Yes I'm sure.

Ashoor: tough one razane, tough one. Okay for you we will bring kader of china.

Abla: Your majesty

Ashoor: Abla my daughter! What are you good?

Abla: Not good

Fares: tell me Abla what happend's to you? Your majesty the war.

Abla: Thanks Fares your war keep it to yourself. Your majesty, from the end, your wife split the subjects.

Razane: What?

Abla: What ? Your majesty, Fares and her put in our food sleeping drug and they stole the subject.

Razane: You know what are you saying abla? You accuses me ? Shame on you.

Fares: Shame on you my sister Abla. How you testifies about something that you were sleeping and you haven't seen.

L2 Group 4 :

The script in Arabic :

عيلة: برهان

برهان: موالني

عيلة: تؤولي مجاتش عندك رزان وغانلك عطيتي الدواء ناع الرزاد ؟

برهان: ايه جاتني البارح وطلباني الدواء التاسح لي عندي

عيلة: وزيانا مدهينوله آ برهان!؟

برهان: موالني حبيتيني مدمدهولم اش؟

عيلة: عرندها عالبلك بلي الدواء لي مدهينوله رقت كامل الغاشي و سررت لي سوجي

برهان: موالني راني مأسف انا ماكانش علبالي وغانلني بلي مجازيش الزعاس

عيلة: مجاهاش الزعاس صح!؟

برهان: موالني موالني

رزان: شوشو

عاشور: شوشو هنا بعدا؟؟ واشن من شوشو!! عندي رزادو

رزان: شوشو ابيه بصح جهت باه نزيدلي البوجي للحنة عالبالك

عاشور: بصح ماشي وبنها هاد الهدرة ناع البوجي.. نزي مش غول دوک آرزان ونزي جاها ششني البوجي اللول سزيو... لكختبزي

رزان: بصح شوشو راني باغها نديروحد الحنة بس معو بيها لكامل الناس ونزي باغها نزيد وحد الشونبور بس معو هكادر الشونبوري!!!

عاشور: كادر الشونبوري شكون هدا كادر؟؟

نارس: موالي هادا كادر سبليهم راه مع الخمس اللوال ناع نوب سانك

عاشور: نوب سانك؟؟؟

نارس: ابيه

عاشور: مابيح بصح عاله مجبوش هاداك المغزي المسكين لي عنده بزاف مغزاش وسمو الشاب غرني نعيميني بزاف هذيك الغنزة ناعو هذيك ناع نحب نكبر معاه.

بصح دوک نعيمنا كي نؤنلك نهدي علي البوجي وزيديو راني سور بلي وليذا راح يريح البالك.....

رزان: نشالله ابيه راني سور

عاشور: واعرة راسة واعرة اهها سا سبدي من خليه الكش نؤلك نجبو دا كادر ناع الشراوة

عبلة: موالي

عاشور: عبلة بنني واش صنا؟؟؟؟

عبلة: مصاناش

نارس: موالني عبلة شسرالك؟؟؟؟..... موالني الحرب!!!

عبلة: صحا نارس حرب ناعك خليه عندك.... موالي مبخر مرناك رزان خرجت لي سوجي

رزان: كيبينااش؟؟

عبلة: كيبينااش!! هي ونارس دارونا ني المكلة دوا ناع رواد وسرؤو لي سوجي

رزان: راني عارنة شراني نؤولي عبلة!! تهمي نيا آنا؟؟ مباحشميش

نارس: خسارة عليك آخني عبلة نشهدي علي حاجة كنني راقدة و مش نديهاش..

عبلة: موالي!!

Transfer the script into English :

Abla :Bourhan

Bourhan : your majesty,...you freaked me out,.. what's wrong ???

Abla :tell me did Razan visited you and asked for sleeping pills ?????

Bourhan :yes she did yesterday your majesty and she asked for the most effective ones that I have

Abla : and did you give it to her Bourhan ???

Bourhan : your majesty !did you expect the opposite ??

Abla : I knew it, Bourhan, have you known that she made everyone fall asleep using it and stole the exam sheets

Bourhan : your majesty, I'm so sorry, I didn't know, your majesty, she told me she couldn't fall asleep

Abla :So she couldn't fall asleep.....fine

Bourhan :your majesty.... Your majesty !!

Razan :ShouShou !!

Achoor : ShouShou...even down here !! ..... what is ShouShou for ?!! Not now I'm in meeting ShouShou !!

Razan :yeah,in the other hand I'm here wanting you to raise the party's budget,you know..

Achoor :it's not a proper timing to talk about the party's budget thought, I'm busy right now... ..... as well you have already seen the first budget, I have signed it, you fooled me..

Razan : but ShouShou I want to set up a party that goes viral and everyone with his dog would hear about it .....And I want to invite a Singer called ;Kadar chenwe

Achoor :Kadar chenwe ??? Who is that ????

Fares : your highness, that's kadar is extremely outstanding he is one of the top five

Achoor :top five ???

Fares :yeaaah

Achoor : good

Hence why we don't invite that poor singer who hasn't sing for a long time.... What was his name ???Chab ghalti..... I really like his song that is about the girl he wanted to grow up with !!.....but now it doesn't matter, It's of no importance ..... Since you are talking about the budget, are you sure that our son will pass the Baccalaureate exam ??!

Razan:by God's willing... yes I am sure

Achoor :what impassable parentage .....okey,then I won't let you longing for that,we will bring that kadar of China

Abla :your highness

Schoor :Abla my daughter, how's it going

Abla: going wrong

Fares : your majesty Abla, what did happen to you ??....your highness fight

Abla :Okey Fares, save your fight for yourself

Your highness, I'll talk straight to the point, your wife Razan leaked the exam sheets

Razan :how's that

Abla :how's that

Your highness,she and fares put on our food sleeping pills and stole the exam sheets

Razan : you know what you are saying Abla ??, you are accusing me.you have got some nerves

Fares :what a loss to you my sister Abla,how you witness something you were asleep and didn't see it ??

Abla: your highness !!

**The absteclcs that we face during translation and the solutions :**



There are several translation and interpretation issues that form either structurally or meaningfully in the process of transferring the same message into the target language :

- Difficulty in founding the equivalent structure in the language we are translating into (English language)
- The cultural practices or expressions said by the speaker of each language are also different and difficult to transfer it.
- Certain terms may not be replaced to found in target language .
- Difficulty in expressing the same meaning in other structural forms of sentences like in the classical Arabic.
- Some expressions attempt to be hardly understood or translated into the target language.

To solve this problems we have suggested :

- Using grammar checking programs and translating techniques or tools.
- Soaking the culture as much as could through movies, Tv shows and books in order to understand the source language and make it easy to find a alternative in the target language. these sources help recognising the local culture and dialects.
- Avoiding literal translation technique for some words and finding appropriate alternative in the target language for a difficult words such as the phrasal verbs .
- It was fun

## Sequence One: The Chinese have Come

نوري: موالى موالى، رام ج او شزاوا موالى

جواد Echec et mat عاشور: شزاوا أو عال، ليوم عندهم ماتش؟ نوري: ال موالى راني على شزاوا ا ناع الشين  
: موالى

عاشور: نعرف تجي في وؤت لي ليزادم كي يكون مركز، تجي ديما تجي نخسرنا اللعب، أو عال نوري وعاله راك تشوف  
حتى ايشاك إمات ما نؤلدهاش واش بيهم هاد الشزاوا واش يحوسو؟

المترجم الفوري الصبني: السلام عليكم عاشور العاشر عاشور: اه وعاله راهو زعان قولو ينحي الزعاف ويهدر و  
رانا هنا باش نتيانزو نفضل

المترجم: المحاجب لي بروم يهملنا وين رام؟ عاشور: أنا جامي بروم يت للشين المحاجب ، في الحؤبؤة يبغي وهادي  
النبريتي مشي راني نخبالك ، حنا نخدمو زيت الزيتون، المحاجب دوك بينانزا دكور في الدار، بصح زيرومي المحاجب  
للشين هادي في الحؤبؤة ناع ما خمتش فيها الجزرال نارس: موالى خليني نفهمك، نهار اللي مرضت موالتي رازان  
[عاشور: أه م اللؤبؤوش كيناه نكوبيوهم عليزا، خاطرش فيها يد مناي، وريني تشوف المحاجب ناعهم كيناش خدموهم،

هادو نټوم جرېتوهم؟ نقول خريطة، هالك شم، على بالك هادو پۇدرويكويو كاش بصر غير المحاجب لي ما پۇدروش  
 يكوپوهم، باش نعرف بلي حنا فور فوريليزاف هادي تجي كاسرة نع الحمام بالك كاش ما نخرج شوية مؤطنة من ذانتك بصر  
 باش تكون هادي محاجب نأ حسراه السم او الرض راهي بعدي على المحاجب. معلىش المهم اليوم راكم معروضين  
 عندى هالك رولو رزو

## Transcription

- ['nu:r i] : [mew'lei mew'lei | 'ra:həm dzæw 'fnewə mew'lei]
- [ʕΛ'ʃu:r] : [ʕnewə ʔə'ʕleh | lju:m 'ʕendhəm ma:tʃ||]
- ['nu:r i] : [la: mew'lei 'ra:ni ʕlə 'fnewə teʕ la: ʕi:n ||]
- [dzə'wæd] : [ʕʕek i ma:t mew'lei ||]
- [ʕΛ'ʃu:r] : [ʕʕrəf tɔzi fi weqt li ləb'nædm ki jku:n mrəkəz tɔzi | 'di:mə tɔzi 'ʕʕsərənə leʕb | əw'ʕleh  
'nu:ri wə'ʕleh | ra:k tʃu:f 'hetə 'ʕʕek i ma:t mə'fəqtəlhæf || weʕ 'bi:həm hæd 'fnewə weʕ 'jħewsu: ||]
- [el mət'erdzɪm əl'fəʊri 'sɪni] : [e'selæm ʕe'leikəm ʕΛ'ʃu:r əl'ʕa:ʕər ||]
- [ʕΛ'ʃu:r] : [ɪh | wə'ʕleh ra:h zeʕ'fæn || 'qɔlɔ 'jneħi zʕef w 'jʕħdɪ w 'ra:nə hnə beʕ nət'ʕæwnɔ | tʕədl | ]
- [el mət'erdzɪm] : [ləm'hædzəb li 'prəmɪthəmənə wi:n 'ra:həm ||]
- [ʕΛ'ʃu:r] : ['ænə 'zɑ:mɪ prəmɪ:t la: ʕi:n ləm'hædzəb | fəl 'ħʕqɪqə 'jeʕni w 'hædi la: 'vɪri:tɪ mə'ʕi 'ra:ni  
nətʕe'bælək | hnə 'nɛxədmo zi:t 'zɪtu:n | ləm'hædzəb dək bi'nætnə 'dʕkɔr fə'da:r | bə'sʕħ nə'prəmɪ  
ləm'hædzəb la: ʕi:n 'hædi gæʕ 'mæxʕməmtʃ 'fi:hə ||].
- [əldzɪm'ra:l 'færəs] : [ mew'lei xə'li:ni 'nfəhmək | nħa:r li mərdət mew'læti rʕ'zɑ:n || ] .
- [ʕΛ'ʃu:r] : [ a:h 'mæɫqɪtu:ʕ 'kɪfəh tɔpɪ'ju:həm 'ʕli:nə | 'xʕt'ərf 'fi:hə jəd 'hneɪə | wə'ri:ni tʃu:f  
ləm'hædzəb 'tæʕhəm ki'feʕ xed'mu:həm || 'hædɔ 'ntu:mə dzərəb'tu:həm || tɔpɪ xʕ'ɪt'ə || hæk ʕm | ʕlə  
'bælək 'hædɔ 'jeqədru 'jɔpɪjɔ 'kɔləʕ bə'sʕħ ɣɪr ləm'hædzəb li 'mæjɔdru:ʕ jɔpɪ'ju:həm || beʕ 'ʕʕrəf  
bəli hnə fɔ:r fɔ:r bəlbə'zæf 'hædi tɔzi ki'jæse teʕ əlhə'mæm 'belæk keʕ 'mætɔxrədʒ ʕwɪə 'mɔɫt'fə mi:n  
ðæk bə'sʕħ beʕ tku:n 'hædi ləm'hædzəb jə ʕes'ra:h smə wlərd 'ra:hi 'bʕi:də ʕlə ləm'hædzəb || 'mæʕli:ʕ  
'lmɔħɪm lju:m 'ra:kəm mʕʕrə'di:n 'ʕendi | hæk 'rɔdleh rəz'qeh || ]

## Sequence two : Maria

ماريا: هكدا عاشور نين ماي دوتر سمددها لو احد كېما بنېن.

عاشور: ماريا ماي دوت مشي غېر وحدك انا نازي بنېني وزيد بنېن جا باش پرېكېپېري شوو وريحها، واليس بنېني؟ ماريا: اتس بېكوز اف  
 پو عاشور نين عاشور: نويسناي ماريا نويسناي، كېناش ما تدخلش عند بندها پما هادي وال راک حاب نجېبولكم لېنخي د نامي باه ندخلو؟  
 اوين د دور هلا پرجم والديك كېما زال لېسېكنور الطاهر هلا پرجمه، نلو مي ماريا

عبله: مام

ماريا: يو كازنت بي سڤر ڤوس عاشور نڻ, بڤني الزم نهرب

- ['mariə] : ['hɛkðə ʔʌ'ʃu:r ten | mar 'da:rə tmədhə 'lɔwæhəd 'ki:mə 'pni:pŋ||]
- [ʔʌ'ʃu:r] : [ 'mariə mar 'dɔ:tə 'wehdək 'æno 'tæni bənti w zi:d 'pni:pŋ dʒa: beʃ jəriki'pi:ri ʃi:w w 'rbehhə | wələ 'nsi:ti ||]
- ['mariə]: [its bi'kɔzəv ju: ʔʌ'ʃu:r ten ||] .
- [ʔʌ'ʃu:r]: ['tu:stei 'mariə 'tu:stei | ki'feʃ 'mætədχɔlf ʔend bənthə || jə'mæhə 'hædi wələ rɑ:k hæb ndʒi'bu:lkɔm 'li:vɣi də'fɑ:mi bæh ne'dɔχlu: || 'əɔpn də dɔ:r ʌ'la:h jər'hem wæl'di:k 'ki:mə qæl lenspik'tʒ:r 't'a:hər ʌ'la:h jər'h'meh | 'fələɔ mi 'mariə ||].
- ['ʔeblə]: [mɑ:m]
- ['mariə]: [jə kənt bi 'siəriəs ʔʌ'ʃu:r ten || bənti 'læzŋ 'təhrəb || ] .

### Razane's Conspiracy :Scene One

برهان: موالني خلع ڤڤني غير الخڤر

عبله: ڤولي مچاتش عندك رزان و ڤانلك عطڤني الدوا ناع الرڤاد ؟ برهان: موالني حڤڤڤني من مدهولم اش ؟ عبلة: عرندنا ... ..عالبلك بالدوا لي مدهڤهله رڤدت كامل الغاشي و سرڤت لي سوجي

- [bɔr'hæn] : [ mew'læti xleʔ'ti:ni 'ɣirəl xir ||]
- ['ʔeblə]: [ 'qɔli mæ'dʒæʔf 'ʔendk rʌ'zɑ:n w 'qatlək 'ʔt'imi dwə tæʔ rɔæd ||]
- [bɔr'hæn]: [ hɛ'bi:ti mænɔəd'hu:l hæʃ ||]
- ['ʔeblə]: [ʔrəʔthʌ || ʔle'bælək | bədɔə li mə'dithu:lhə 'reqdət 'kæməl 'lɣʌʃi w sər'qet lɪ 'sɔʒɪ ||]

### Razane's Conspiracy :Scene Two

عاشور: بصح ماشي و ڤت ناع هاد الهدرة ناع البودجي. راني مشغول دوکا رزان و ڤيخي ديڤا جڤا البوجي الول سڤڤڤنو... كفاخ ڤڤني رزان: بصح شوشو راني باغڤا نڤڤوحد الحنلة ڤسمعو بڤها كامل الزاس وزي باغڤا نڤيد و حد الشونڤور ڤسموه كادر الشڤڤوي نارس: موالني هادا كادر سڤڤڤما راه مع الخمس الوال ناع نوب سانك

- [ɣʌ'ʃu:r]: [ bə'sʌh 'mɛʃi wʌqt tæʃ 'hædəl 'hʌdrə 'tæʃəl 'bʊdʒɪ || 'rɑ:nɪ mɛʃ'ɣu:l 'dɒkə rʌ'zɑ:n w 'jexɪ 'dɪʒə 'dʒeɪə əl'bʊdʒɪ ləwəl sən'ʃi:tu: kələx'ti:ni ||]
- [rʌ'zɑ:n]: [bə'sʌh 'ʃu:ʃu: 'rɑ:nɪ 'bɑ:ɣiə ndi:r 'wehdəl 'heflə jəsəm'ʃu: 'bi:hə 'kæməl nes wni 'bɑ:ɣiə nzi:d 'wehdə 'ʃɒntʒ:r jəsə'mu:h 'kʌder 'ʃi:nwi||]
- ['færəs]: [mew'leɪ 'hædə 'kʌder si'li:mə rɑ:h mʃə əl'xemsə 'lwælə tæʃ tɒp sɛŋk ||]

# Appendix E:

## Transcriptions of Students' Translations

### Phonetic Transcriptions of Arabic Sentences

This annex features phonetic transcriptions of Arabic sentences translated by students, each translated from the same original English sentence. Using the International Phonetic Alphabet (IPA) symbols, each Arabic sentence has its corresponding phonetic transcription.

English Sentence (page 186) :

A gossip with the girls? just Pick any one of forty subjects

Arabic translations (186)

-1 لغوة أو نثررة مع النديات نقط اقطف أي واحد من أربعين المواضيع.

[lɔɣwetɔn aʊ θɑrθɑrtɔn meʕəl fetejæti fɑqɑtʰ iqtʰif ei'jə wæħɪdɪn mɪn ʔɑrbʌʕi:nəl  
mʌwɑdʕi:ʕi ʔ]

-2 نثررة مع النديات؟ ما علك سوي قطف أي واحد من أربعين موضوعا.

[ θArθArAtun meʃəl fetejæti || mæ ʃeleikə sɪwæ qʌtʃi ei wæhɪd mɪn ʔArbʌʃi:nə  
maʊdɔ:ʃen || ]

-3 الزميمة مع البنات؟ نقط اخبر اي موضوع من الاربعةين.

[ e'nemi:metʊ meʃəl benæti || fʌqʌtʃ ʔɪxtər ei'jə maʊdɔ:ʃɪn mɪnəl ʔArbʌʃi:nə || ]

English sentence (page 186) :

Women are experts at gossiping and they often talk about trivial things, or at least that's what men have always thought.

Arabic translations ( page 187)

-1 النساء نكفون خببرات ني الثرثرة ومن غالبًا نكفون حول نكاهات أو على الأزل هذا ماذا الرجال دائما كانوا يكرهه

[ e'nɪsæʔʊ teku:nʊ xebi:rætm fi 'θArθArAti wə hʊ'nə ɣa:lɪben tetehe'deθnə hewlə tefæhætɪn ʔaʊ ʃeləl ʔeqeli hæðə mæðə 'rɪdʒælʊ dæʔmɪn kænʊ ʃʊfʌ'kiru:nehʊ || ]

-2 النساء خببرات ني الزميمة وغالبًا ما يحدثن عن أشياء نانهة، أو على الأزل هذا ما يحدده الرجال دائما.

[ e'nɪsæʔʊ xebi:rætm fi 'nemi:meti wə ɣa:lɪben mæ jetehe'deθnə ʃen eʃjæʔə tæfihetɪn ʔaʊ ʃeləl ʔeqeli hæðə mæ jeʃteqɪdʊhʊ 'rɪdʒælʊ dæʔmɪn || ]

English sentence page (187):

However, according to research carried out by professor Petra Boynton a psychologist at the University of London, when women talk to women their conversations are not trivial at all, and cover many topics (up to 40) than when men talk to other men.

Arabic translations page (187) :

-1 لكن نبعأ إلى بحث تم نكنيه بواسطة برونيشور بيئرا بويونون عالم نفس ني جامعة لندن. مئى النساء نكفون إلى نساء محادناهن ال

نكفون نانهة على الطالق ونكفي العبد من المواضيع (نوق 40) من مئى الرجال يحدثن إلى آخرون رجال.

[ lækɪn tebeʃen ʔɪlə behθɪm te'mə tenfi:ðʊhʊ bɪwɑ:sɪtʃ'ʌti prɒfɪsɜ:r 'petrə 'bɔɪntɪ ʃælɪmi neʃm fi dʒæmɪʃeti 'lʌndɪ || metə 'nɪsæʔʊ tetehe'deθʊ ʔɪlə nɪsæʔɪm mʊhædeθæti'hʊ'nə læ teku:nʊ tæfiheten ʃeləl ʔɪtʃ'ɪɑ:q wə tʊɣʌtʃɪl ʃedi:də mɪnəl mʌwɑ:dʃi:ʃi | faʊqə ʔArbʌi:nə | mɪn metə 'rɪdʒælʊ jetehe'deθu:nə ɪlə ɑ:xeru:nə rɪdʒælɪn || ]

-2 ومع ذلك، ونؤا لبحث أجراه البرونيشور بيئرا بويونون أخصائي نفسي ني جامعة لندن عندما نكفون النساء مع النساء، نأين

محادناهن لئست نانهة على الإطالق، ونكفي العبد من المواضيع (حتى 40) مما يحدون عندما يحدون الرجال مع رجال

آخريين.

[ wə meʃə ðæli:kə | wɪfɪn lɪbehθɪm ʔʌdʒrɑ:h el prɒfɪsɜ:r 'petrə 'bɔɪntɪ ʔʌxɪs'ɑ:ʔi'jʊn neʃsɪ'jʊn fi dʒæmɪʃeti 'lʌndɪ | ʃɪndemə tetehe'deθʊ 'nɪsæʔʊ meʃə 'nɪsæʔɪ | feʔmə mʊhædeθæti'hɪ'nə leɪset tæfiheten ʃeləl ʔɪtʃ'ɪɑ:qi | wə tʊɣʌtʃɪl ʃedi:də mɪnəl mʌwɑ:dʃi:ʃæti | he'tə ʔArbʌʃi:nə | mɪmə jehdʊθʊ ʃɪndemə jetehe'deθʊ 'rɪdʒælʊ meʃə rɪdʒælɪn ɑ:xeri:nə || ]

English sentence page (188):

Women's conversations range from health to their houses, from politics to fashion, from films to family, and from education to relationship problems. Almost everything, in fact, except football.

Arabic translations page (188):

1- للنساء محادثات ني نطاق من الصراحة لمنازلهم، من الرياضة إلى الهواية، من الأفلام إلى الأسرة من التعليم إلى العالمة والمشاكل، نؤرّبها كل شيء ني الواقع، باستثناء كرة القدم

[ lɪ'nɪsʔi mɔhædeθætɔn fi: nɪtʕɑ:qɪm mɪnə 'sʕiθeti lɪmenæzɪlɪhɪm | mɪnə 'sɪjæseti ʔɪlel mɔ:dʕeti | mɪnel ʔeflæmi ʔɪlel ʔɔsreti mɪnə 'tefli:mi ʔɪlel ʕelæqeti wel meʕækɪli | teqri:bi'jen kɔ'lo ʕerʔɪm fil wæqɪʕi bɪstɪθnæʔi kɔrʔɪl qʌdemi ||

2- ننراوح حوارات النساء من الصراحة إلى المنزلة، ومن الرياضة إلى الهواية، ومن الأفلام إلى الأسرة، ومن التعليم إلى مشاكل العائلات. كل شيء نؤرّبها، ني الواقع، ما عدا كرة القدم.

[ teterɑ:wɛhɔ hɪwɑ:rɑ:tɔ 'nɪsæʔi mɪnə 'sʕiθeti ʔɪlel menzɪli | we mɪnə 'sɪjæseti ʔɪlel mɔ:dʕeti | we mɪnel ʔeflæmi ʔɪlel ʔɔsreti | we mɪnə 'tefli:mi ʔɪlə meʕækɪlɪl ʕelæqɑ:ti || kɔ'lo ʕerʔɪm teqri:ben fil wæqɪʕi mæʕædə kɔrʔɪtəl qʌdemi ||

English sentence page (189):

Men tend to talk about fewer subjects, the most popular being work, sports, jokes, cars, and women.

Arabic translations page (189):

1- الرجال ڤمڤلون إلى الحدڤث حول أوّل مواضڤع وألأكثر شعبڤة لكونها العمل، الرڤاضة، النكت السڤارات والنساء

[ e'ɪrdʒælɔ jemi:lu:nə ʔɪlel hedɪ:θi hewlə ʔʌqʌ'li mʌwɑ:dʕi:ʔɪm wel ʔʌkθʌrə ʕeʕbi'jeten kewnehel ʕemelo | rɪ'jɑ:dʕʌtɔ | e'nɔketɔ eser'jɑ:rɑ:tɔ we 'nɪsæʔɔ ||

2- ڤمڤل الرجال إلى الحدڤث عن موضوعات أوّل، وأكثرها شڤوعا هي العمل والرڤاضة والنكت والسڤارات والنساء

[ jemi:lɔ 'ɪrdʒælɔ ʔɪlel hedɪ:θi ʕen mʌwdʕɔ:ʔætin ʔeqelə | we ʔʌkθʌrəhə ʕɔʔju:ʕen hɪl ʕemelo | 'rɪjɑ:dʕʌtɔ | e'nɔketɔ eser'jɑ:rɑ:tɔ we 'nɪsæʔɔ ||

English sentence page (189):

Professor Boynton interviewed over 1,000 women for her study.

Arabic translations page (189):

1- البرونڤسور بوڤنٹون وابل أكثر من 1000 امرأة ني دراسه.

[el prɔfis3:r 'bɔmtɪqɑ:belə ʔʌkθʌrə mɪn elf ɪmrʌʔetɪn fi: dɪrɑ:setɪhi ||

2- البرونڤسور بوڤنٹون أجرت مڤابالت مع أكثر من 1000 امرأة ني دراسه.

[ el prɔfis3:r 'bɔmtɪʔʌdʒrʌt mɔqɑ:belɪn meʕə ʔʌkθrɪ mɪn elfɪ ɪmrʌʔetɪn fi: dɪrɑ:setɪhə/

3- أجرى البرونڤسور بوڤنٹون مڤابالت مع أكثر من 1000 امرأة ني دراسه

ʔʌdʒrə el prɔfis3:r bɔmtɪmɔqɑ:belætɪn meʕə ʔʌkθrɪ mɪn elf ɪmrʌʔetɪn fi: dɪrɑ:setɪhi ||

English sentence page (190) :

She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

Arabic translations page (190) :

1- هي اڤضا وجدت أن النساء تتحركن بسرعة من واحد موضوع إلى آخر ني المحادثات، ڤڤنما الرجال عادة ڤلنصرون ني موضوع أطول البنرات من الوڤت.

[ hɪə ʔaɪdʕʌn wedʒedet ʔenə 'nɪsæʔə tetehe'reknə bɪsɔʕsetɪn mɪn wæhɪdɪm maɔdʕɔ:ʕɪm ʔɪlə ʔɑ:xʌrɪn fil mɔhædeθæti | beɪnemə 'ɪrdʒælɔ ʕædeten jeltʌsʕɪqu:n fi: maɔdʕɔ:ʕɪm lɪʔʌtʕwʌlɪl fʌtʌrɑ:ti mɪnel wʌqti ||

2- ووجدت أيضا أن النساء يتنقلن بسرعة من موضوع إلى آخر ني المحادثة، بينما يلتزم الرجال عادةً بموضوع واحد لترات من الوقت.

[ we wedʒedet ʔaidʕan ʔenə 'nisæʔə jenteqilnə bisorʕetm min maʊdʕ:ʕim ʔilə ʔa:xarim fil mohaedeθeti | bememə jeltezimʊ 'riɖzælʊ ʕædeten bi maʊdʕ:ʕim wəhidiɪm lɪfʔatara:tim ʔtʕwalə minel wʔaqtɪ ]

English sentence page (191)

Professor Boynton also says that men and women chat for different reasons. In social situations, women use conversation to solve problems and reduce stress, while men chat with each other to have a laugh or to swap opinions.

Arabic translations page (191)

1- البرونينسون بوينتون أيضا يقول إن الرجال والنساء يتحدثون لمختلف الأسباب. ني المواقف الاجتماعيّة، النساء تستخدم المحادثة لحل المشكلات وتقليل التوتر، بينما الرجال يتحدثون مع بعضهم البعض للضحك أو لتبادل الآراء.

[ el prɔfis3:r 'bɔintɪ ʔaidʕan jʔqu:lʊ ʔimə 'riɖzælə we 'nisæʔə jetehe'deθu:nə lɪmoxtelɪfil ʔesbæbi || fil mewæqɪfil ʔɪʔtɪmæʕi'eti | e'nisæʔʊ testexdiɪmʊl mohaedeθetə lɪhelɪl moʕkɪlæti we teqli:li 'tʔawʔatori | bememə 'riɖzælʊ jetehe'deθʊ:nə meʕə bʔʕdʕihimɪl bʔʕdʕi lɪ'dʕʔhɪki ʔaʊ lɪtebædʊlɪl ʔa:ra:ʔi ]

2- يقول البرونينسون بوينتون أيضا أن الرجال والنساء يتحدثون لأسباب مختلفة. ني المواقف الاجتماعيّة، تستخدم النساء المحادثة لحل المشكلات وتقليل التوتر، بينما يتحدث الرجال مع بعضهم البعض للضحك أو لتبادل الآراء.

[ jʔqu:lʊ el prɔfis3:r 'bɔintɪ ʔaidʕan ʔenə 'riɖzælə we 'nisæʔə jetehe'deθu:nə lɪʔesbæbɪn moxtelɪfetɪm || fil mewæqɪfil ʔɪʔtɪmæʕi'eti | testexdiɪmʊ 'nisæʔʊl mohaedeθetə lɪhelɪl moʕkɪlæti we teqli:li 'tʔawʔatori | bememə jetehe'deθʊ 'riɖzælʊ meʕə bʔʕdʕihimɪl bʔʕdʕi lɪ'dʕʔhɪki ʔaʊ lɪtebædʊlɪl ʔa:ra:ʔi ]

## Text Two :

English sentence page (214)

*Men talk just as much as women – can it really be true?*

Arabic translations page 214 )

1- الرجال يتحدثون فقط بغير ما النساء- وسعها حقا نكون حقيقة؟

[ riɖzælʊn jetehe'deθu:nə flʔʔtʕ bɪqʔdri mæ 'nisæʔi wesɪʕehə hʔ'qʔʔn teku:nʊ heqi:qeten ]

2- الرجال يتحدثون بغير ما النساء- هل يمكن أن يكون صحيح؟

[ riɖzælʊn jetehe'deθu:nə bɪqʔdri mæ 'nisæʔi – hel jɔmkɪnʊ ʔen jeku:nə sʔhi:hen ]

3- الرجال يتكلمون مثل النساء- هل يمكن نعال أن نكون حقيقة؟

[ e'riɖzælʊ jeteke'lemu:nə miθlə 'nisæʔi - hel jɔmkɪnʊ fɪʕlen ʔen teku:nə heqi:qeten ]

4- الرجل يتحدث تماما بكثرة كالمراة- هل هذا نعال صحيح؟

[ e'raɖʔʊlʊ jetehe'deθʊ temæmen bɪkʔʔrʔʔtɪm kel marʔʔʔti - hel hæðə fɪʕlen sʔhi:hʊn ]

5- الرجال يتحدثون فقط بغير ما النساء- هل ني الحقيقة هذا صحيح؟



[ rɪdʒælɒn jetehe'deθɒnə fʌqʌtʰ bɪqʌdri mæ 'nɪsæʔi – hel fil he'qi:qeti hæðə sʌhi:hɒn ||

6-الرجال يتكلمون مثل النساء-هل ممكن أن تكون حذوية صريحة؟

[ e'rɪdʒælo jeteke'lemu:nə mɪθlə 'nɪsæʔi - hel mɒmkɪn ʔen teku:nə hʌqi:qeten sʌhi:heten ||

English sentence page (215):

It says that 'to be a good male, it's better not to talk—that silence is golden.

Arabic translations page (215, 216) :

1- 'نؤول الكي نكفون أ... د ذكر من الأنضزل أأل نئحذئ - هذا الصمئ ذهب

[ tequ:lɒ | lɪkeɪ teku:nə ʔedʒjedə ðʌkʌrɪn mɪnel ʔʌfdʌli ʔe'læ tetehe'deθə - hæðə 'sʌmtɒ ðehebɒn ||

2- "نؤول إزه" الكي نكفون ذكرا... ج... د، من الأنضزل أأل نئحذئ - هذا الصمئ من ذهب

[ tequ:lɒ ʔɪ'nehɒ lɪkeɪ teku:nə ðʌkʌrʌn dʒeɪ'jɪden | mɪnel ʔʌfdʌli ʔe'læ tetehe'deθə - hæðə 'sʌmtɒ mɪn ðehebɪn ||

3- "لقد قال" لنصيح ذكرا... د إزه أنضزل من أأل نئحذئ- والصمئ ذهب

[ leqʌd qɑ:lə lɪtʊs'bihə ðʌkʌrɪn dʒeɪ'jɪdɪn ʔe'nehɒ ʔʌfdʌlɒ mɪn ʔe'læ tetehe'deθə – we 'sʌmtɒ ðehebɒn ||

4- 'نؤول الكي نكفون أحسن ذكرا من الأنضزل أأل نئحذئ - هذا السكوت ذهب

[ tequ:lɒ | lɪkeɪ teku:nə ʔehsenə ðʌkʌrɪn mɪnel ʔʌfdʌli ʔe'læ tetehe'deθə - hæðə 'sɒku:tɒ ðehebɒn ||

Text Three:

English sentence page (217):

*Mother-in-law from hell... or daughter-in-law from hell?*

Arabic translations page ( 217 )

1- أم ني الوأزون من الجحيم... او البينة ني الوأزون من الجحيم؟

[ ʔɒ'mɒn fil qɑ:nu:ni mɪnel 'dʒehi:mi || ʔɑʊɪl ʔɪbnɛtɒ fil qɑ:nu:ni mɪnel 'dʒehi:mi ||

2- حماتها من الجحيم... أم زوجة ابنها من الجحيم؟

[ hemætohə mɪnel 'dʒehi:mi || ʔem zewdzetɒ ʔɪbnɪhə mɪnel 'dʒehi:mi ||

3- الحماة الشمطاء... أم زوجة الابن الشيطانية؟

[ elhemæto 'ʃʌmtʰɑ:ʔɒ || ʔem zewdzetɒɪl ʔɪbnɪ 'ʃaɪtʰɑ:netɒ ||

4- حماة من جهنم أم بنت من جهنم

[ hemætoɪn mɪn dʒehɛ'nemə ʔem bɪntɒn mɪn dʒehɛ'nemə ||

5- ألم الوأدمة من النار

[ elʔɒ'mɒl qɑ:dɪmetɒ mɪne 'nɑ:ri ||

6- الحماة من الجحيم... أم زوجة الابن من الجحيم؟

[ elhemæto mmel 'dʒehi:mi || ʔem zewdzetol ʔibni mmel 'dʒehi:mi || ]

[ elhemætʊ || ʔewil ke'netʊ ʔeʊ zewdzetʊl ʔibni mɪnel 'dʒehi:mi || ]

8-ألم الغريبة القادمة من الزار...أو الملوثة الغريبة القادمة من الزار؟

: [ elʔʊ'mʊl ʔeri:betʊl qɑ:dɪmetʊ mɪne 'nɑ:ri || ʔewil mɪlqɑletʊl ʔeri:betʊl qɑ:dɪmetʊ mɪne 'nɑ:ri || ]

English sentence page (219)

*You should not take **additional helpings** without being invited to by your **host**.*

Arabic translations page (219) :

1-أزنت بذبغى أال نأخذ إضانات المساعدا بدون أن تم دعوتك من مضيفك

[ ʔentʊ jembeyi ʔe'læ teʔxʊðə ʔɪdʕɑ:fɑ:tɪl mʊsæʔedæti bɪdu:ni ʔen tetɪ'mə deʔwetʊkə mɪn mʊdʕi:fɪkə || ]

2-ال يجب أن نأخذ أي مساعدة إضانية دون أن يطلب منك مضيفك ذلك

læ jedzɪbʊ ʔen teʔxʊðə ʔeɪjə mʊsæʔedetɪn ʔɪdʕɑ:fɪtɪn du:nə ʔen jɪtʕɪlbə mɪnkə mʊdʕi:fɪkə ðælikə

3-ال يلزم أن نأخذ مساعدا جازبة دون أن نعزمك على ذلك هوست

[ læ jelzemʊ ʔen teʔxʊði: mʊsæʔedeten dʒæniʔi'jætən du:nə ʔen jeʔzɪmekə 'ʕelə ðælikə hæʊst || ]

4-ذبغى أن ال نأخذ إضانات إضانية بدون دعوة من هوست

[ jembeyi ʔe'læ teʔxʊði: ʔɪdʕɑ:fɑ:tɪn ʔɪdʕɑ:fɪ'jætɪn bɪdu:ni deʔwetɪn mɪn hæʊst || ]

5-ال يلزم أن نأخذ مساعدا جازبة إن لم تكوني مدعوة من طرف المضيف

[ læ jelzemʊ ʔen teʔxʊði: mʊsæʔedetɪn dʒæniʔi'jætɪn ʔɪn lem teku:ni medʕʊtən mɪn tʕɑɾɪfɪl mʊdʕi:fɪ || ]

6-ال يجب عليك البدء بالمساعدة قبل أن يطلب منك ذلك

[ læ jedzɪbʊ ʕeleɪkɪl bedʔʊ bɪl mʊsæʔedeti qɑblə ʔen jɪtʕɪlbə mɪnkə ðælikə || ]

7-ال يمكنك القيام بالمساعدات الروتينية حتى يطلب منك ذلك مضيفك.

[ læ jomkɪnʊkel qɪjæmʊ bɪl mʊsæʔedæti 'ru:ti:ni'jæti he'tæ jɪtʕɪlbə mɪnkə ðælikə mʊdʕi:fɪkə || ]

English sentence page (219)

*You should not lie in bed until late morning.*

Arabic translations page (220)

1-يجب أال تكذبى نى السرير حتى وئت متأخر صباحا

[ jedzɪbʊ ʕe'læ tekðɪbi: fi 'seri:ri he'tæ wɑqtɪn mʊteʔe'xɪrɪn sʕɑbɑ:hən || ]

2-ال يجب عليك الكذب عندما تكون نى السرير حتى الصباح

[ læ jedzɪbʊ ʕeleɪkɪl keðɪbʊ ʕɪndemə teku:nʊ fi 'seri:ri he'tæ 'sʕɑbɑ:hi || ]

3-ال ستلوي نى الفراش حتى وئت متأخر من الصباح

[ læ testelqi fil fɪræʃi he'tæ wɑqtɪn mʊteʔe'xɪrɪn mɪnə 'sʕɑbɑ:hi || ]

Text Four:

English sentence page (221):

*Yes, appearance matters.*

Arabic translations page (221):

1-نعم، المظهر مهم

[ neʕem | elmlaðʕharu moħimɔn || ]

2.-نعم، المظاهر مهمة.

[ neʕem | elmlaðʕa:ħiru moħr'metɔn || ]

3-نعم، المظهر مهم

[ neʕem | elmlaðʕharu joħr'mɔ || ]

4-نعم، للمظهر أهمية

[ neʕem | lmlmlaðʕħari ehemi'jetɔn || ]

5-نعم، للمظاهر أهمية

[ neʕem | lmlmlaðʕa:ħiri ehemi'jetɔn || ]

6-المظاهر مهمة

[ elmlaðʕa:ħiru moħr'metɔn || ]

English sentence page (222) :

*not to judge a book by its cover*

Arabic translations page (222):

1- عدم الحكم على الكتاب من غلده

[ ʕedemɔl ħɔkmi ʕelɔl kɪtæbi mɪm ɣɪlæfihi || ]

2-ال نحكم على الكتاب من عزوانه

[ læ teħkɔm ʕelɔl kɪtæbi mɪm ʕɔnwænihi || ]

3-ال نحكم على الكتاب من غلده

[ læ teħkɔm ʕelɔl kɪtæbi mɪm ɣɪlæfihi || ]

4-ليس الواضي لكتاب به غطاء

[ leɪsɔl qɑ:dʕrɔ kɪtæbɔn bihi ɣɪtʕa:ʔɔn || ]

5-ليس الحكم على كتاب من كلمانه

[ leɪsɔl ħɔkmo ʕelɔ kɪtæbɪn mɪm kelɪmætihi || ]

[ ?e'læ nenteqidel kıtæbə mın ылæfıhi ||]