

Chapter One

Introduction

1.0 Overview:

This study aims to investigate the use of translation in enhancing learning performance of students at the university level. It tries, as much, how can students at the university level benefit from translation courses in learning a foreign language and promote the four skills acquired earlier, definitely : listening, speaking, reading and writing. Schaffner, (2002:125) lists the following benefits of translation : (a) improve verbal agility (b) expand student's vocabulary in L2, (C) develop their style, (d) improve their understanding of how language work,(e)consolidate L2 structures for active use, (f)monitor and improve the comprehension of L2. Hence, there is a great need for translation to be used in our national curricula so as to improve students' language proficiency and enable them to interact more effectively in both languages: Arabic and English. Conversely , as language is used as a means of communication, translation can be the best tool to achieve this goal, for the effective use of language needs great efforts and more interaction to cope with the social, economical, and political development in the world of today. Douglas (2003: 1) states:

" The present-day rapid development of science and technology, as well as the continuous growth of cultural, economic. and political relations between nations, have confronted humanity with exceptional difficulties in the assimilation of useful and necessary information"

As stated in the above mentioned quotation, the world is constantly changing, and people want to capture ongoing events that take place around the world. Thus, translation helps us to achieve this goal and make this endeavor possible.

Douglas, (2003:1) also adds:

'The study of translation and the training of professional translators, is without question an integral part of the explosion of both intercultural relations and the transmission of scientific technological knowledge'

As a matter of fact, students at the university level and EFL learners need to develop their skills, train themselves so as to become competent and proficient translators to cope with the revolution in science and technology. Translation helps the people to recognize civilizations of the past, events that took place around the world, and become familiar with the implications of modernization and globalization. In fact, translation has a crucial role to play in the development of the nations and in the transmission of information between them. People around the world need to recognize cultures of others and their attitudes towards certain matters.

Susan Bassnett, (2002:1) confirms that:

Not only it has become important to access more of the world through the information revolution, but it has become urgently important to understand more about one's own point of departure

Consequently, according to the ideas mentioned here by Susan Bassnett, translation has an important role to play in enhancing understanding of an increasingly fragmentary world for the world is constantly changing, and it can be seen as a fundamental act of human exchange. Again, the study also attempts to gain comprehensive useful insights into the principles of translation, advanced theories and be able to apply these theoretical principles in translation. Finally, the study also gives attention to linguistic

anthropology, particularly in the field of organization of language, including identification and analysis of units of speech. It does not pretend to cover all these aspects of such issues, for not all provoke it in a suitable way or fashion, but to show some significance of these aspects of language in translation.

1.1 Context of the Problem.

There is a great need for translation to be used in our national curricula in order to improve students' language proficiency and enable them to interact more effectively in both languages ,definitely: Arabic and English. As language is used as a means of communication, translation can be the best tool to achieve this goal, for EFL learners and students at the university level confront many difficulties to have adequate and appropriate translation courses which enable them to become more competent and interactive in English language. Thus, the effective use of language needs great efforts and more interaction to cope with the social, economical, and political development in the world of today. Therefore, translation texts should contain different types of materials, namely: cultural, scientific, technical, instructional and above all pedagogical.

1.2 Statement of the Problem.

As the title indicates, the study focuses on the using.. of translation in enhancing learning performance of students at the university level .It tries, as much, how can students and EFL learners promote their language proficiency and skills through translation. The study also attempts to figure out and trace the effective ways of the application of translation theories in education and in language teaching, for students at the university level encountered by many difficulties in recognizing and comprehending units of speech in translation texts and they are not able to communicate

effectively. So, this study will investigate the using of translation in enhancing learning performance of students at the university level.

1.3 Questions of the Study.

1. Can translation be the best method in language teaching for improving students' performance at the university level ?
2. To what extent does translation contribute to language learning in terms of vocabulary, comprehension and fluency?
3. How can translation be made more attractive to motivate students at the university level and EFL learners ?
4. What is the most important educational and pedagogical value of translation method compared to other methods of language learning?
5. In what aspect of language can students benefit a lot from translation?
6. Providing examples of how can translation activities be included in a communicative and interactive way in the classroom?
7. What is the best method of translation types that suit university level?
8. Can translation be a part or included in our national curricula at the secondary level?
9. Is there any need for professional translators to introduce or teach translation courses?
10. Is there a difference in attitude towards the role of translation in language teaching between bilingual and monolingual countries ?

1.4 Hypothesis of the Study.

- 1-Translation can enhance the learning performance of students at the university level.
- 2-Students university and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.
- 3-Translation activities take a long time and can promote only two skills in language, definitely : reading and writing.
- 4-Translation texts should be in accordance with students' attitudes and level.
- 5-Translation texts should emphasize the educational , pedagogical and communicative value.
- 6-Students at the university level and EFL learners cannot comprehend or interpret translation texts unless they are well competent in L1.
- 7-Translation in the target language is easier than translation in the source language.
- 8-Translation courses in most universities are inadequate and do not enable students to communicate effectively.
- 9-Difficulties encountered by students at the university level in translation studies are due to the weaknesses in L 1.
- 10-Mastering of L1 of Students University and EFL learners enables students to become more proficient translators in both languages: Arabic and English.

1.5 Objectives of the Research.

- 1-This study aims to investigate the effect of translation in enhancing learning performance of students at the university level.
- 2-It also aims to draw attention on this specific area of study in language and concentrate on its importance as the best method for promoting performance of EFL learners in general and university students in particular.
- 3-It tries, as much, to consolidate the idea of the importance of educational, pedagogical and communicative value of translation.
- 4-It also gives comprehensive useful insights on how can translation be used and implemented as a method of teaching alongside with other methods of teaching in language.
- 5-Pave the way for more researches, debates and discussion in the field of translation.
- 6-Enable people to look at the world as the most world-wide of different cultures and sciences uniting scholars , researchers of mankind wherever they are.

7-The study attempts to serve those who work in the field of translation studies in general and those who work in the field of education and language teaching in particular.

8-To contribute to the field of discourse analysis.

9-To focus on the influence of Arabic language competence in enhancing learning performance of students at the university level.

10-To identify the best method of teaching translation compared with other methods in English language.

1.6 Significance of the Study.

The significance of the study is based on the fact that it emphasizes the importance of translation as a science in general, as a method of teaching in English language and its effect in enhancing learning performance of students at the university level in particular. Though a number of studies have already been undertaken to discuss such issues of translation studies, the thesis focuses more on a very specific area that related to university students and how to promote their performance. The study also gives more comprehensive useful insights on how can translation be used as a method of teaching alongside with other methods in English language. As language is used as a means of communication, translation plays an important role to

help people with different cultures and attitudes to recognize , comprehend, and have bilateral relationships with each other as well

1.7 Limits of the Study.

This study is limited to study the using of translation in enhancing learning performance of students at the university level. It is confined to search this phenomenon among university students of different universities those who take translation courses as compulsory and optional. For example, Sudan University of Science and Technology, Gezira and Sinnar University. Therefore, the results and findings of this research can be generalized to other university students as a real world of teaching and learning. And , if the findings are not to be generalized to other students universities, for the different systems of those universities which qualify their students' attitudes and cultures.

1.8 Research Methodology.

This research will be descriptive ' showing the traditional, current and important role of translation in language teaching ' analytical ' analyzing the empirical evidence of the hypothesis' , and exploratory ' outlining the possible uses of translation in different fields of knowledge and their degrees of acceptance.

In this research the researcher will develop two methods for collecting data and information from the respondents to testify the validity and reliability concerning the study under consideration.

The first method is The questionnaire which will be distributed equally to two groups : the first group is assigned randomly to represent students at the university level of Sudan University of Science and Technology. The second group is assigned to represent professional or experienced people who work in the field of translation. Both groups study English as a foreign language and their first language is Arabic. The main reason for the questionnaire is to measure students' attitudes and ideas concerning the study the effect of translation in enhancing learning performance of students at the university level.

Chapter Two

Literature Review

2.0 Background.

Certainly, many of the main approaches to the study of translation developed during the twentieth century, focusing particularly on the past thirty years. It was during this period that translation studies emerged as a new academic field, at once international and interdisciplinary.

Venuti , (2004:1), states the following facts about this period :

"This growth has accompanied by diverse forms of translation research and commentary ,some oriented toward pedagogy, yet most falling within-or crossing traditional academic disciplines, such as linguistics, literary criticism, philosophy, and linguistic anthropology

As stated in the above quotation , translation theories during these periods have conceptual frameworks and trends emerged according to certain circumstances and conditions that governed these periods of times. Thus , any account of theoretical concepts and trends must acknowledge the disciplinary places in which they emerged in order to understand and evaluate them.

Louis Kelly has also argued that ' a complete theory of translation has three components : specification of function and goal; description and analysis of operations; and critical comment on relationships between goal and operations" Venuti , (2004 : 4)

The main trends in translation theory during this period are deeply rooted in German literary and philosophical traditions in : Romanticism, Hermeneutics and existential phenomenology. They assume that language is not so communicative as constitutive in its representation of thought and reality, and so translation is seen as an interpretation which necessarily reconstitutes and transforms the foreign text. A key assumption in this development is the autonomy of translation as an independent academic field stands on its own right, derivative but nonetheless independent as a work of signification.

Venuti again, (2004 : 5), has argued and confirmed that:

"The history of translation can in fact be imagined as a set of changing relationships between the relative autonomy of the translated text, or translator's actions and two other concepts : equivalence and function"

Generally speaking, and as stated in the previous mentioned quotation, translation as a work of art can be studied and manipulated with in terms of equivalence and function. Equivalence has been understood as " accuracy' ,or 'adequacy' , or 'correction' , or 'fidelity'. It is, in fact, a variable notion of how the translation is connected or similar to the foreign text in terms of vocabulary, syntax and semantics. Function has been understood as the potentiality of the translated text to release diverse effects, beginning the communication of information and the production of a response comparable to the one that produced by the foreign text in its own culture. Yet , the effect of translation can be social, specifically cultural, and

political. Function is a variable notion of how the translated text is connected or similar to the receiving language and culture.

Broadly speaking, the changing importance of translation concepts, whether autonomy, equivalence or function, may be determined by various factors such as: linguistics, literary criticism, cultural and social. Translation theory in the early twentieth century are marked by competing tendencies : a formalist interest in technique, usually expressed as innovative translation strategies that match new interpretations of foreign text, and a strong functionalism, a recurrent notion of translation projects to cultural and political agendas. Yet any translation intends to perform a transmitting function cannot transmit anything but information. Translation is a mode. To comprehend it as a mode one must go back to the original, for that contains the law governing the translation and its translatability. Translatability is an essential quality of certain works, which is not to say that it is essential that they can be translated, it means rather, that a specific signification inherent in the original, manifests in its translatability. Building on this idea, linguistics manipulate with the issues of translatability by analyzing specific translation problems and describing the methods that translators have developed to solve them. The most important theory of language is that, it is used as a means of communication. The signal achievement of Roman Jakobson is to have introduced a semiotic reflection on translatability. He mentions three types of translation:

1-Intralingual translation.

2-Interlingual translation.

3-Intersemiotic translation.

Intralingual translation of a word uses either another word, more or less synonyms or resorts to a circumlocution. Yet , synonymy, as a rule, is not

complete equivalence: for example, "every celibate is a bachelor but not every bachelor is a celibate" . In Arabic it can be translated as thus :

كل راهب هو عازب وليس كل عازب هو راهب

A word or an idiomatic-phrase, briefly a code unit of the highest level, may be fully interpreted only by means of an equivalent combination of code units:

"Every bachelor is an unmarried man, and every unmarried man is a bachelor".

Or "Every celibate is bound not to marry, and everyone who is bound not to marry is a celibate"

Likewise, on the level of interlingual translation, there is no ordinary equivalence between two code-units. Most frequently, however, translation from one language into another substitutes messages in one language not for code-units but for entire messages in some other languages. Such translation is a reported speech ; the translator recodes and transmits a message received from another source. Thus translation involves two equivalent messages in two different codes.

As for intersemiotic, equivalence in difference is the main problem of language and the pivotal concern of linguistics. No linguistic item may be interpreted by the science of language without translation of its signs into other signs of the same system or into signs of another system. Any comparison of two languages implies an examination of their mutual translatability because languages differ in what they must convey and not in what they may convey.

2.1 Stages of Translation.

Peter Newmark considers that there have been four successive stages in translation theory. These four stages are cumulative, in the sense that they contain all the types of translation theories, or in a wider sense, 'translation studies' at different times, but they do not eliminate each other. Translation theory is an operational instrument, which it is both : useful, i.e. "specifically required, as well as practical' and 'occasional' ,i.e. focused on an occasion on a particular set of translation tasks.

2.1.1 The Linguistic Stage.

This stage covers mainly literary texts, that is poetry ,short stories, plays, novels and autobiography up to the 1950. It is mainly concerned with the continually recurring discussion of the merits of word-for-word , as opposed to sense –for- sense translation, and of course this is the pre-linguistic stage. The term word-for-word comes from that, translation of any literary work should be similar to or as equivalent as the original in terms of vocabulary and syntax. Alexander Fraser Tytler in his *Essay on the Principles of Translation* derives three rules for word-for-word translation :

- 1-That the translation should give a complete transcript of the ideas of the original work.
 - 2-That the style and manner of writing should be of the same character as that of the original.
 - 3-That the translation should have all the ease of original composition.
- Tytler defined a good translation as one in which 'the merit of the original work is so completely transfused into another language as to be as

distinctly apprehended, and as strongly felt, by a native of the country to which that language belongs, as it is by those who speak the language of the original work, (Tytler 1797:14,15,16)

Generally speaking, as sense-for-sense, the translator attempts to transmit or convey the same effect of the original text established by the author in the mind of his readers or audience of the target language. The target readers or audience should have the same effect that felt by the original readers and audience in terms of the general theme of the subject matter, register, the linguistic point and the overall style of the language. Indeed , the dominance of the theory of sense-for –sense over word-for-word, was the beginning of the emergence of the interpretive theory of translation, where natural has become cognitive and close is rejected as linguistic. During these periods of times, translations of poetry and historical works achieved some prominence. From the beginning of the nineteenth century, the Romantics, with their interest in local cultures, began to take a more detailed and scrupulous interest in translation which was close and even faithful. The first religious writings during this period was the translation of the Bible and the Quran which was sent by the God to the Prophet Mohammed, peace be upon him. However, some people believed that the translation of the Quran was not admitted and should be treated as a miracle and cannot be paraphrased or imitated by a man.

2.1.2 The communicative Stage

This stage begins from around 1950 and it covers non-literary and literary texts. It is much concerned with the categorization of text types, registers, the wide range of readership groups: educated or less –educated to expert and the identification of types of procedures for translating various kinds of texts. Indeed,

It marks the application of linguistics to translation studies. The primary function of language is communication and the Danish philosopher Kiergard mentions the different uses of language as follows :

- 1-To dissipate superfluous nervous energy.
- 2-To direct notion in others.
- 3-Communicate ideas.
- 4-As a means of expressions.
- 5-For the purpose of record.
- 6- As an instrument for thinking.
- 7-To give the delight merely as sounds.

According to the general purpose of translation and the function of the source text, that is to communicate information in the original message to the readers and audience of the target language, Peter Newmark ,(1981: 12-15), distinguishes between translation of an expressive text, which focuses on the author and his style, translation of an informative text, which

emphasizes the content of the message, and translation of a vocative text, which the focus is on the reader.

A distinction has to be made between literary and non-literary text, that is, the literary text frequently manipulates poetry, short stories, plays and novels. On the other hand, the non-literary text is mostly concerned with the specific issues such as ,documentary , scientific and knowledgeable matters. In the analysis of both literary and non-literary text, there are numerous and varied things that should be put into considerations. First, according to the function of the source text, the translator focuses or emphasizes the pragmatic meaning of the literary text, and his intention is to discover the deep structures of the language used. Second, according to the quality or degree of specialization , the translator attempts to translate accurately what is exactly said in the non –literary text and transfer the most important information included in it. And as it has been mentioned earlier, that the text is of three types; expressive, which concentrates on the author and his style, an informative text, which concentrates on the content of the message, and vocative ,which concentrates on the reader.

Generally speaking, and, according to linguistic analysis which manipulates with grammar, vocabulary, semantics, syntax and morphology, the communicative function of translation is to transfer and convey information from the source language (SL) to the target language(TL) readers. Finally ,the communicative translation, which is at the highest

level, an attempt to produce on its readers an effect as close as possible to that obtained on the readers of the original in such a way that both content and language are readily acceptable and comprehensible to the readers and audience.

2.1.3 The Functional Stage.

This stage begins from around 1970 and it covers mainly the non-literary texts, that is, the real world. It focuses on the intention of a text and its essential message, rather than the language of the source text. It tends to be seen as a process which contains; the message, the translation and the reader. Functional stage can be seen as a reaction against the restrictions of linguistics and the academic details of language analysis. It concentrates mainly on the satisfaction of the reader with the intention and the purpose of the message whether the text is expressive, informative or vocative. And according to the translation approach used in producing the target text, the translator should differentiate between two main types of translation, semantic translation, which attempts to render, as closely as the semantic and syntactic structures of the second language allow, and communicative translation, which attempts to produce on its readers an effect as close as possible to that obtained on the readers of the source language. Generally speaking, according to the communicative function of the translation in relation to that of the source text, translations can be either the same

function translations or different function translations. In other words, a same function translation of a vocative source text would result in a vocative target text, whereas a different function translation of a vocative source text may result in an informative target text.

2.1.4 Ethical Stage.

This stage begins form around 2000 and it concentrates on the authoritative and official or documentary texts in addition to the serious literary texts. In both kinds of translation, the translator is pursuing and tracing the information included in the source text. Indeed, as the world is constantly changing and the people want to capture the ongoing events that take place around the world, ethical translation can play an important role to serve the people in such a matter. The situation is transformed and the world has become driven by mass political changes , economics, migrations, wars, terrorism and the role of translation is urgent in making the organizations of the world collaborate with each other to help the people of the world to overcome such problems. The medium of this collaboration is language which can be used by a number of nations and organizations. Hence, there has been a universal increase in the importance of both general language competence and proficiency in general, and authoritative or documentary translation in particular. Finally, foreign language learning has become more urgent to cope with the social changes

and the role of translation is considered to be one of the most important necessity and skill that learners should have acquired and recognized.

2.2 The Process of Translation.

Apart from being an act of communication and a textual operation, translation is a process of cognitive activity carried out by translators. Therefore, one has to take into consideration the mental processes involved in the course of a translation task as well as the capacity translators are required to possess in order to translate adequately. The analysis of the translation process entail a great deal of complexity. It is constrained by intrinsic difficulties inherent in studies which aim at tapping into any kind of cognitive processing; it is not amenable to direct observation. The difficulties related to the investigation of the translation process are magnified by the different phases through which the process unfolds and by the complexity of the interwoven abilities and forms of specialized knowledge which play an integral part in it.

Newmark , (1988 : 19), argues that translation process has four levels:

"It begins with a method of approach. Secondly, when we are translating, we translate with four levels more or less consciously in mind: (1) the SL text level, the level of language (2) the referential level, (3) the cohesive level, (4) the level of naturalness."

According to the previous mentioned quotation, translation process works within four levels operate with each other in certain ways. Firstly, on the source language level, the translator should go back to the language used by the original author to define first what type of language is: expressive, informative or vocative. Secondly, on the referential level, which is very essential level in translation process because it enables the translator to synthesize the information about the events and situations which formulate the text and then build on his ideas depending on the comprehension of this reference. Thirdly, on the level of cohesion, the translator is mainly concerned with the lexico-grammatical items and the cohesive devices which were used in the text so as to make it more comprehensible and understandable for his readers in a way that is readable. Finally, on the level of 'naturalness', or 'sameness', or 'appropriateness', or 'fidelity', the translator attempts to produce a text that is similar to the original one in terms of semantics, syntactic structures and vocabulary. This naturalness can be of two main types; formal and dynamic. Eugene Nida who is one of the most prominent figures and scholars in translation theory, distinguishes between two types of equivalence; formal equivalence and dynamic equivalence. Formal equivalence focuses on the message and the author style in general in terms of form and content. Dynamic equivalence is based on the principles of the effect, i.e. the relationship which has been made between the receiver and

the translation produced by the translator in the target language which may have the same effect that was made by the original author in the source language.

Indeed , the main purpose of translation is to transfer meaning from the source language into the target language, while preserving the meaning, style, and the effect of the source text, and at the same time respecting the sentence syntactic structure, lexico-grammatical items and the semantic values of the target language. Translation quality can be assessed in terms of three goals; reliability, fluency, and appropriateness. Reliability means the text message in the source language is accurately transferred into the target language text in terms of semantic equivalence, technical accuracy and textual completeness. Fluency means that the translation reads well and makes sense in the target language ; i.e. be readable, clear and intelligible in the target language, have a natural and easy form of expression in the target language, conform to the grammar and discourse conventions in the target language. Appropriateness means that the style, tone, and function of the source text are appropriately transferred into the target language text : be stylistically appropriate : that the manner and style of writing should be the same of the source text language.

2.3 Models of Analysis of the Translation Process.

Discourse analysis can be defined as the study of language as a means of communication from linguistic point of view. It involves the stylistic features of language in terms of, expressive, informative and vocative text, the referential elements to the concepts of the text in the original form, language above and beyond the sentence, language as meaning in interaction, and language in situational and cultural context. It also attempts to find regularities in discourse and its main concepts are cohesive devices that bind sentences to each other grammatically and lexically. The meaning of a lexical item can only be discovered by studying that particular item in contrast to others which are closely related. There is no meaning apart from significant differences or contrasts. By grouping together words which are related to one another and then systematically looking at the contrasts between these words, one is able to determine the meaning. The shared meaning components and the contrastive meaning components can thus be described more precisely. Lexical items are related to each other in various ways and occur in various semantic sets. One way in which languages group words by the relationship known as part-whole. For example, in English chin, cheek, forehead, nose, and ear are all parts of the head. Head, hand, neck, trunk, arms, legs, and feet are part of the body. Of course, there are many sets made up of words in a part-

whole relationship in any language. Researchers have put forward several models of analysis about the mental processes of translation carried out by translators. Here, I consider four of the most representative models of analysis of the translation process described in chronological order.

2.3.1 The Interpretive Model.

The interpretive model of translation theory is one of the most influential one in the cognitive approach to the study of translation. This method produced a very solid ground of work on the analysis of interpreting. Interpretive Translation Theory identifies three phases of the translation process, namely, (1) understanding, (2), deverblization, and (3) re-expression.

2.3.1.1 Understanding

Understanding is conceived as an interpretive process came from the generation of sense. According to ITT, experience in translation has shown that linguistic knowledge alone does not suffice and it needs to be supplemented by other cognitive inputs : encyclopedic knowledge and contextual knowledge. Additionally, interpretive translation theory highlights the role of understanding and distinguishes between immediate memory, which stores words for a short time, and cognitive memory which stores the whole range of knowledge possessed by an individual.

2.3.1.2 Deverblization.

Deverblization for (ITT) , sense is the non-verbal synthesis resulting from the process of understanding. Therefore, (ITT) postulates the existence of an immediate phase of deverblization resulting from the phase of understanding and the beginning of the phase of re-expression. This phase is very essential in the process of translation for it is considered to be the language of the sense to reproduce the meaning of a text into another language in the way that the author intended. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another. And , as Seleskovitch said," Everything said in one language can be expressed in another."

2.3.1.3 Re-expression.

In a similar way to the process of understanding, re-expression involves the whole cognitive apparatus of an individual and generates an association between linguistic and non-linguistic knowledge. This phase presupposes a non-linear movement from a non-verbal "deverblization" in a natural language and it is considered to be similar to the process of expression in monolingual communication. (ITT) unfolds as a triangular process consisting of signs , a non-verbal phase and reverblization.

2.3.2. Bell's Linguistic and Psycholinguistic Model.

Bell builds on linguistic and psycholinguistic perspectives to present a model which is divided into the phases of analysis and synthesis . It employs elements of artificial intelligence in its structural organization and adopts the framework of systemic-functional linguistics for its conception of language. Bell's model accounts for translation in terms of information processing and requires both short-term- memory and long-term –memory for the decoding of source language input and the encoding of target language output. The model follows up a top down/ bottom up process of structure. It starts with the visual recognition of the words of the source text; then undergoes syntactic parsing in combination with mechanisms of lexical search processed by a frequent structure analyzer; this followed by semantic and pragmatic processing to generate a semantic representation supported by an idea organizer and a planner. Once the decision of translation is taken at the level of semantic representation, the input is reprocessed by synthesizers distributed in pragmatic, semantic and lexico-grammatical levels to be encoded in a new writing system and gives rise to a target text. Generally speaking, this theory depends on the memory system mechanism in terms of visual word recognition system, the syntactic analyzer who manipulates with the frequent structures and lexis to present the semantic form of the source text.

2.3.3 Kiraly's Sociological and Psycholinguistic Model.

Kiraly considers translation both as a social (external) and a cognitive (internal) activity. He presents two models of the translation process: a social model and a cognitive model which draws on psycholinguistics. In Kiraly's social model, the translator is considered an active participant in three interrelated situational contexts, namely that of the source text, that of the target text, and a particular text related to the translational activity. In Kiraly's cognitive model the translator's mind is an information-processing system in which a translation comes from the interaction of intuitive and controlled processing using linguistic and extralinguistic information. Kiraly's psycholinguistic model consists of :

- 1-Information source.
- 2-The intuitive workplace.
- 3-The control processing centre.

Information sources include long-term memory which stores cultural, physical ,social schemata; discourse frame; translation-related schemata; lexico-semantic knowledge; morpho-syntactic frames ,source-text input and external resources, that of information books, data bases, native speaker informants, etc.

Kiraly draws on the distinction between a subconscious workplace and a controlled processing centre. He insists that these do not operate in

isolation and proposes an intuitive or relatively uncontrolled workplace in which information from long –term memory is synthesized with information from source text input and external resources without conscious control. Broadly speaking, there are three main factors in Kiraly's model work with each other in certain ways. The first factor is social which is mainly concerned with the information sources and the background knowledge that the translator may have in order to operate with the source text. The second factor is cognitive which manipulates with these information when conveyed to the human brain in a way that is processed according to the interactions between the intuitive and controlled system. The third factor is the workplace which is mainly concerned with the processing of information which come from the long-term memory to be synthesized with the information source text input and external resources intuitively.

2.3.4 Relevance Theoretic Model.

Gutt builds on relevance Theory (RT) to develop an account of translation as interpretive language use. According to the (RT) human inferential processes are accounted for the maximization of relevance. The notion of relevance is defined in terms of effort and effects involved in ostensive-inferential communication to generate cognitive or contextual effects. On the one hand, the communicator ostensively manifests his

intention to make something manifest, with ostension being defined as intentionally showing someone something. On the other hand, the audience makes an effort to infer what is ostensively communicated on the basis of evidence provided for this precise purpose. For relevance theory, human communication is a case of ostensive-inferential communication. In its framework, relevance theory also presupposes two types of use for mental representations, descriptive and interpretive; each of them refers to a corresponding type of resemblance. Descriptive resemblance establishes a correlation between an object or a state of affairs in the world and a mental representation, while interpretive resemblance does this between two mental representations. According to Gutt , translation is a case of optimal interpretive resemblance in which two utterances, or even more generally two ostensive stimuli, interpretively resemble each other to the extent that they share their explicatures and implicatures. In other words, the translator's task is to ostensively manifest to his readers or audience all relevant aspects which are ostensively and inferentially conveyed by the source text.

2.4 What is Translation?

(Hatim and Munday : 2004: 24), defines translation as follows:

"Translation is a phenomenon that has a huge effect on everyday life."

The Concise Oxford English Dictionary defines translation as thus : "*The act or an instance of translating, 1-a written or spoken expression of the meaning of a word, a speech, book, etc, in another language.*" In these two definitions, translation in the first one relates to as a process and in the second one as a product. This means that the term translation encompasses very two distinct perspectives. The first perspective focuses on the role of the translator in manipulating with the original text, (ST) and turning it into another language. The second perspective concentrates on the concrete activity produced by the translator. Translation is an incredibly broad notion which can be understood in many different ways. For example one may talk of translation as a process or as a product, and identify such sub-types such as literary and non-literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting. This definition introduces further variables, first the sub-types, which include not only typically written products such as literary and technical translation, but also translation forms that have been created in recent decades, such as audiovisual translation, a written product which is read in conjunction with and image on screen cinema, television, DVD or computer game.

Roman Jakobson as mentioned earlier defines translation in terms of:

1-Intralingual translation or rewording is an interpretation of a verbal sign by means of other signs of the same language image.

2-Interlingual translation or ' translation proper' is an interpretation of verbal signs by means of some other language.

3-Intersemiotic translation or transmutation is an interpretation of verbal signs by means of non-verbal sign system, like music.

Newmark (1988 : 5) defines translation as follows:

' It is rendering the meaning of a text into another language in the way that the author intended the text. '

Newmark also adds to this definition , (1988: 6) :

"Translation has its own excitement, its own interest. A satisfactory translation is always possible, but a good translator is never satisfied with it. There are no such a thing as perfect, ideal or correct translation"

According to this definition, there are two things to work on with it: the first thing is translation as a process, as an activity produced by a translator which depends mainly on linguistics, psychology, sociology and philology.

The second thing is the translator who manipulates the original text and turns it into another text in another language. Generally speaking, there is no such thing as a perfect, ideal or correct translation. A translator is always trying to extend his knowledge and improve his means of expression, he is always pursuing facts and words. He is actually works on the four levels: firstly ,translation as a science, which entails knowledge and verification of the facts and the language that describes them. Secondly, as a skill, which calls for appropriate language and acceptable usage. Thirdly, as an art, which distinguishes good from bad writing ,creative and intuitive. Lastly , as a matter of taste, where argument ceases,

preferences are expressed, and the variety of meritorious translations is the reflection of individual differences.

(A.G.Oettinger :1960 : 110) defines interlingual translation as follows :

"interlingual translation can be defined as the replacement of elements **of** one language, the domain of translation, by equivalent elements of another language"

(Catford : 1965 : 20), defines translation as thus :

"The replacement of textual material in one language (S L) by equivalent material in another language (T L).

In all the above mentioned definitions, the term or the word translation or equivalence is used to describe only the target text, the output or the products resulting from the translating process. It is not used to describe the source text or the potential material.

2.5 Translation Depends on Transfer.

Pym , (2010 : 15) , states the following about transfer and culture :

"If there are any closed cultures, we know nothing about them. This might sound pious, but if it can be accepted that we do not live within certain closed cultures-that our own culture is open and it is engaged in exchange with open culture-; it is also possible to accept that everything we know about cultures beyond our own has come to us, has been appropriated or, through processes of transfer and translation.

As stated in the above quotation, it might then be concluded that transfer and translation operate with other in the transmission of culture and information. But the important question we should ask, in what way do they work ? and how can they relate to each other?

If there were no material transfer, and if texts were not moved across time and space, there would be no translation. This suggests that translation can be seen as a response to transfer. Thus, transfer and translation are open up to two quite different ways of approaching the distance they work on, the first based on responses, the second on representations. Texts are only translated because they are transferred. The word 'translation' is derived from translates, past participle of the Latin verb : transferre, which means to carry over, across or beyond.

In this light, translation can be seen as a special kind of response to things that have been transferred or are meant to be transferred. In other words, we move from ST to TT via a phase called transfer. This is the stage in which the analyzed material is transferred in the mind of the translator from language A to language B. What does this essentially mental activity involve ? it is important to remember that during transfer kernels are not treated in isolation since they already be markedly, temporally, spatially and logically." Hatim,"2010 : 67 ". But they would be still raw material which the translator, in the light of his or her knowledge of TL structure,

must now modify in preparation for restructuring. Along similar lines, structural differences between SL and TL are reconciled at the sound, word, and sentence or even discourse level. It is probably here that the strategy is worked out, and decisions regarding such matters as 'register' and 'genre' are initially taken. This, rather than a simple replacement exercise of actual SL elements with their literal TL counterparts, 'transfer' is a dynamic process of 'reconfiguration' in the TL of sets of SL semantic and structural components.

Venuti , (2000 : 121), argues that translation equivalence :

" Theorists tend to assume that the foreign text is fairly stable object, possessing invariants, capable of reduction to precisely defined units, levels, and categories of language and textuality. Equivalence is submitted to lexical, grammatical, and stylistic analysis; it is established on the basis of text type and social function".

According to the previous stated quotation, the original text is one cohesive unit that can be translatable in terms of vocabulary, grammar and semantics within certain linguistic features, comparable with the target text, readable to the audience .Broadly speaking, during the period of 1960s and 1970s many theorists and scholars of translation have devised equivalence into many types such as : formal and dynamic equivalence, paradigmatic equivalence, communicative and semantic equivalence and textual equivalence.

Formal equivalence focuses attention on the message itself, in both form and content. In such a translation one concerned with such correspondence as poetry, sentence to sentence, and concept to concept. Depending on this idea, one is concerned that the message in the target language should match as closely as possible the different elements in the message in the source language. This means that the message in the target language or culture is constantly compared with the message in the source language or culture to determine standards of accuracy and correctness. A translation of dynamic equivalence aims at complete naturalness of expression, and tries to relate the receptor modes of behavior relevant within the context of his own culture, it does not insist that he understands the cultural patterns of the source-language context in order to comprehend the message. If a translation is to meet the four basic requirements of (1) making sense,(2) conveying the spirit and manner of the original,(3) having a natural and easy form of expression ,(4) producing a similar response, and it is obvious that at certain points the conflict between content and form or meaning and manner will be acute, and that one or the other must give way. Differences in translation can generally be accounted for three basic factors: (1) the nature of the message,(2) the purpose of the author, and (3) the type of the audience. Messages differ primarily in terms of form and content. Of course, the content can never be completely abstracted from the form, and the form is nothing apart from the content; in some messages the content is of primary consideration, while in others the form must be given a higher priority. The primary purpose of the translator may be information as to both content and form. In addition to the different types of messages and the multi-purposes of translators, one must also consider the extent to which prospective audiences differ both in decoding ability and in potential interest.

2.6 Equivalence Defines Translation.

It is assumed that the descriptions of the relation between the input of translational work often refer to the notions of equivalence. Translation is generally seen as a process of communicating the foreign text by establishing of identity or analogy with it. In 1963 George Mounin argues that 'equivalence is based on universals of language and culture, questioning the notion of relativity that in previous decades made translation seems possible'.

2.7 Types of Equivalence.

Antony Popovic distinguishes four types of equivalence :

1-Linguistic equivalence, where is homogeneity on the linguistic level, both SL and TL texts, i.e. word for word translation.

2-Paradigmatic equivalence, where is equivalence of the elements of a paradigmatic expressive texts, i.e. elements of grammar, which is of highly importance than lexical equivalence.

3-Stylistic translational equivalence, where is functional equivalence of elements in both original and translation aiming at an expressive identity with an invariant of identical meaning.

4-Textual equivalence or syntagmatic equivalence , where there is equivalence of the syntagmatic structuring of a text, i.e. equivalence of form and shape.

2.8 The Unit of Translation.

Indeed , there are many times that a translator cannot operate with the text because of the many difficulties that encountered by him and hinder his progress to move a step further while translating. Thus, there may be, as in real life situations , a strategy to divide the text into small segments or units so as to facilitate his/ her task and make translation easy. Basil Hatim, who is one of the most famous theorists and scholars in translation studies, adopts the notion of this segmentation of translation process.

Hatim , (2010 : 157) , argues that :

"Because of the difficulty of analyzing the translation process, there is no full agreement as to what the unit of translation is. Some theorists stress that the major unit must be the text itself, that it is impossible to translate well unless the significance of the whole text has been established."

As stated in the above quotation, one of the most noticeable difficulties that face translators, is to define first the unit of translation to begin with, i.e. which part of the text, the whole text, word by word ,or paragraph by

paragraph. It is, in fact, one of the prerequisites and fundamental step to put it into consideration. Yet practicing translators are often required to undertake a translation without having had the time, or in some instances, the opportunity to read or access the whole of a lengthy text.

According to the particular role they play in the message, several types of units of translation can be recognized :

1-Functional unit, i.e. units whose elements have the syntactic function.

2-Semantic units, i.e. units of meaning.

3-Dialectic units, i.e. expressing a reasoning.

4-Prosodic units, i.e. whose units have the same intonation.

2.9 Translation Shift.

The term "shift" is used first by Catford , which means the departure from formal correspondence in the process of going from the source language to the target language in terms of two major types : (1) level shift, and (2) category shift.

At the level shift, the translator can move from a SL item at one linguistic level to the TT which has an equivalent at a different level. It has to be put into consideration that translation between the levels of phonology and graphology, or even grammar or lexis, is impossible. Translation between

two different languages which have two different systems that govern these languages, is very difficult. The only level the translator can work on, is the level of grammar to lexis or from lexis to grammar, and such level are quite common. In doing so, the translator should look at the changes that occur in both ST and TT pair in .

At the category level, this referred to unbounded and rank-bound translation : the first being approximately " normal" or "free" translation in which SL-TL equivalences are set up at whatever rank is appropriate. Usually, but not always, there is a sentence-sentence equivalence, but in the course of a text, equivalences may shift up and down the rank-scale, often being established at ranks lower than the sentence. The term rank-bound translation is used to refer only to those special cases where equivalence is deliberately limited to ranks below the sentence, thus leading to bad translation. Generally speaking, unbounded translation equivalence may occur between sentences, clauses, groups, words and though rarely morphemes. Broadly speaking, category shift may occur in terms of structures, word class, units of speech and intra-system shifts.

2.10 Translation Procedures.

Jean Paul Vinay and Jean Daren't have given a taxonomy that has been most frequently employed by those investigating translation shifts. Depending on this taxonomy, translators can choose from the different

methods of translating, namely : borrowing, calque, literal, transposition , modulation, equivalence and adaptation. In some translation tasks it may be possible to transpose the source text language element by element into the target language , because it is based on either (I) parallel category ,such as structural or (2) parallel concepts, which are the result of met linguistic parallelisms.

2.10.1 Borrowing

Borrowing is the simplest of all translation methods that can be applied in translation process. It did not occasionally need to use it in order to create a stylistic effect in translation. For example, there are some words that have no equivalents in the other language but only to introduce them as they are and at the same time to give flavor to the culture of the source language:

SL Culture Words or Terms.	Their Equivalents in Arabic.
Russian Words:" Rubles".	الروبلات
American Words : "Dollar".	الدولار
French words: " Franc".	الفرنك
Mexican Spanish Food: "Tequila"	تكويلا
"Tortillas"	تورتيلات

2.10.2 Claque.

A calque is a special kind of borrowing whereby a language borrows an expression form of another, but then translates literally each of its elements. The result is either: (1) a lexical calque , i.e. a calque which respects the syntactic structure of the TL, whilst introducing a new mode of expression : or (2) a structural calque ,i.e. a calque which introduces a new construction into the language.

2.10.3 literal Translation.

Literal , or word for word, translation is the direct transfer of a SL text into grammatically and idiomatically appropriate TL text in which the translator's task is limited to observing the adherence to the linguistic servitudes of the TL. If ,after trying the first three procedures, the translator regard a literal translation as unacceptable. A translator must return to the methods of oblique translation. Unacceptable means that the message :

- (I) The message gives another meaning.
- (ii) Has no meaning at all.
- (iii) Is structurally impossible.
- (iv) Does not have a corresponding expression within metalinguistic experience of the TL or,
- (v) Has a corresponding expression, but not within the same register.

In principle, literal translation is a unique solution which is the reversible and complete in itself. It is most common when translating between two languages of the same family, e.g. between French and Italian, and even more when they also share the same culture. In the preceding methods, translation does not involve any special stylistic methods between Arabic and English because of the different methods in the two languages. If there were multi-purposes dictionaries, translators would be able to solve the problems of stylistic differences, grammatical structures, conceptual words in the two languages, by choosing the appropriate word in translation. But such dictionaries do not exist and therefore translators start off with words or units of translation, to which they apply particular procedures with the intention of conveying the desired message or meaning.

2. 10. 4 Transposition.

The method called transposition involves replacing one word class with another without changing the meaning of the message. Beside being a special kind of translation procedure, transposition can also be applied within a language. In translation there are two types of transposition : (1) obligatory transposition, and (2) optional transposition. For example,

He announced he would return, in Arabic can be translated as thus:

أعلن انه سوف يعود

By transposing a subordinate verb with a noun, thus:

He announced his return, in Arabic can be translated thus:

أعلن عن عودته

From a stylistic point of view, the base , the first sentence, and the transposed, the second , do not have the same value of expression but have the same meaning.

2.10.5. Modulation.

Modulation is a variation of the form of the message, obtained by a change in the point of view. This can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic, or awkward in the TL. As with transposition, translators must distinguish between free or optional modulation and those which are fixed or obligatory. A classical example of an obligatory modulation is the phrase: the time when-----, can be translated as thus: the moment where-----.The type of modulation which turns a negative SL expression into a positive TL expression is more often than not optional, even though this closely linked

with the structure of each language, for example : it is not difficult to show-

-----can be translated as thus : it is easy to show-----

2.10.6 Equivalence.

It has been repeated and stressed greatly that one and the same situation can be rendered by two texts using completely different stylistic and structural methods. In such cases, the translator is dealing with the method which produces equivalent texts. The classical example of equivalence is given by the reaction of an amateur who accidentally hits his finger with a hammer , if he were English his cry of pain would be as' ouch', but if he were Arabic this would be interpreted as 'آخ'.

Most equivalences are fixed and belong to a phraselological repertoire of idioms, proverbs, nominal or adjectival phrases, etc. In general, proverbs are perfect examples of equivalences, e.g.

English Proverbs.	Their Equivalents in Arabic.
1- Too many cooks spoil the broth.	كثرة الطباخين تفسد الحساء.
2- A bird in the hand is worth ten in the bush.	طائر في الكف ولا عشرة في الهواء.
3- Do not cry over the spilt milk.	لات ساعة مندم.
4-All that glitters is not gold.	ليس كلما يلمع ذهباً.
5-Man does not attain all his heart's desires for the winds do not blow as the vessels wish.	ليس كلما يتمني المرء يدركه تأتي الرياح بما لا تشتهي السفن

English Proverbs.	Their Equivalents in Arabic.
6-Victory does not come by jealousy.	الحسود لن يسود.
7-He is a happy man who is warned by another man's deeds.	العاقل من اتعظ بغيره.
8-A sound man in a sound body.	العقل السليم في الجسم السليم.
9-Make hay while the sun shines.	إذا هبت رياح فاغتنمها.
10-To jump out of the frying pan into the fire.	كالمستجير من الرمضاء بالنار.

2.10.7 Adaptation.

It is used in those cases where the type of situation being referred to by the SL is unknown in the TL culture. In such cases translators have to create a new situation that can be considered as being equivalent. Adaptation can, therefore, be a situational equivalent. It is particularly, frequently used in the translation of books and film titles .e.g.

Three Men and a Baby.

=Three Men and a Moses Basket.

2.11 Translation as a Learning Method.

Indeed , the use of translation can help learners to acquire, develop and strengthen their knowledge and competence in English language with the use of other methods, for example grammar translation approach, structural approach ,audiolingual approach, and it can be integrated with each other skills, namely : writing and reading in terms of vocabulary development and syntactic structure. Translation activities make students communicate

actively in both the source language and the target language and at the same time can observe the stylistic differences in grammatical structures, vocabulary development, syntax and make contrastive analysis. Hence, students can reach the maximum level of their learning if they are encouraged well and motivated to use translation activities properly and adequately. It has been assumed that translation as a learning method is not suitable for learners because it is much concerned with traditional grammar approach, which concentrates mainly on writing skill. But recently, foreign language teachers have been reviving the use of translation for different learning purposes, for instance, pedagogical, alongside with other purposes in learning a foreign language. Additionally, successful learners can translate each language into another, though they cannot communicate actively. One of the most important thing that should be put into consideration, is that, the learning material must be interesting, pedagogical, purposive and related to the learners' knowledge and experience.

It is worth saying that teachers of translation when elaborating their programmes and establishing techniques to teach translation, must also decide what kind of knowledge and what kind of competence they want to teach the students because teaching of translation is different from that in the departments of English and the programmes of translation studies must

take into account the requirements of modern society and the increasing demands for translators in such a society. For instance, technology, economy , politics, medicine and law. Thus, our national curricula should include such subjects as cultural studies to cope with the cultural or social institutions of the country of the target language. In the future learners will be able to know more about the ways and techniques in which the brain manipulates information and transfers concepts from one language to another. The basic problem of formulating an adequate theory of translation is the fact that translation actually takes place in the mind and we do not know what actually happens. In many cases, people who have never studied the principles of translation turn out to be much more translators than those who may have studied translation in some schools designed specifically for translation studies. Unfortunately, most books about translation are written by those whose range of experience is largely academic and have nothing to do with the skill of translation. Methods of teaching are also conditioned by educational philosophy, approaches about language nature and how it can be taught and learnt alongside with the conceptions about interaction.

Indeed , there is a relationship between linguistics and translation. Ferdinand De Saussure and Noam Chomsky, fathers of modern linguistics and transformational generative grammar, have a lot to do. Saussure in his

course in general linguistics posits a basic dichotomy which he makes between langue, ' language as a system' and parole, 'living dynamic and evolving speech used by individual human beings'. Within the structure of language , the meaning of words depends on their relationship to other words, not on their form. Langue and Parole are similar to Chomsky's 'competence' and 'performance'. Language as a system, consists of contrastive relations between its various constituent elements which derive their meaning and value within the system from simultaneous presence of all over other elements. The language system possesses an implicit grammar which makes communication possible among its users. The language thus consists essentially of a highly structured lexis and syntax. As an observable phenomenon, linguistics is concerned with the science and theory of how language works and provide categories and generalizations on observation of language effect. Translation as modern science manipulates with philosophy, linguistics, psychology and sociology and literary translation in particular relevant to all these sciences. The major tool of translation is language and translation operates on theories and practices of language .

Chapter three.

Research Methodology.

3.0 Introduction.

This study is descriptive,' showing the traditional current and important role of translation in language teaching, analytical,' analyzing the empirical evidence of the hypothesis, and exploratory,' outlining the possible uses of translation in different fields of knowledge, technology and their degrees of acceptance. In this research, the researcher developed the questionnaire for collecting data and information from the respondents to testify the validity and reliability of the study under consideration. This method for data collection is most commonly used by researchers for this type of research..The questionnaire which was distributed to Sinnar, Gezira and Sudan University of Science and Technology students to represent the whole population and as a sample of the study.. All groups are assigned randomly to represent the whole population, and they study English as a foreign language and their first language is Arabic. The main reason for the questionnaire is to measure students' attitudes and ideas about the study the effect of translation in enhancing learning performance of students at the university level. Therefore , the population of this study has been already identified and the results of the study will be generalized.

3.1 Population of the Study.

Population of the study are those who study translation courses as obligatory and optional at different levels in the university. In this research the researcher has already identified population and the sample of the study will be university students of Sudan university of Science and Technology, Sinnar and Gezira university students to testify validity and reliability of the questionnaire. The validity of the questionnaire depends mainly on the procedures which will be used so as to measure what was supposed to measure in order to be valid. The reliability of the questionnaire refers to the quality of measurement procedures that provide accurate scores and results, having repeatability and constancy of variables related to the questions of the study. According to the validity of the questionnaire, there are two important things that must be put into consideration, internal validity and external validity. In case of internal validity, one may ask, does the study really investigate the proposed research questions, and is the researcher able to control over the research conditions? On the other hand, and in case of external validity, the researcher should recognize how well the results of the study can be generalized in terms of population and variables.

3.2 Sample of the study population

The researcher has distributed the questionnaire to 77 students , those who study translation courses as obligatory and optional a at the university of Sinnar, Gezira and Sudan University of Science and technology. The questionnaire contains 15 questions manipulated the hypothesis and questions of the study to measure what was supposed to measure in terms of reliability and validity. The researcher found that most of the answers of the respondents are in the range of strongly agree and agree.

3.3 Processing and Analysis of Data.

In analyzing data, the researcher used Pearson's formula to testify the hypothesis and discover the correlation coefficient among the variables of the study under consideration.

Descriptive Statistics

No.	Statements.	N	Mean	Std. Deviation	Minimum	Maximum
1	Translation can enhance the learning performance of students at the university level.	77	4.2338	.99863	1.00	5.00
2	University students and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.	77	3.8831	.97298	1.00	5.00
3	Translation texts should be selective in terms of vocabulary and grammar that are pertinent to the source language.	77	4.1558	.77908	2.00	5.00
4	Translation courses should emphasize educational, pedagogical and communicative value of university students	77	3.8961	1.02063	1.00	5.00
5	University students and EFL learners cannot comprehend or interpret translation texts unless they are competent in L1.	77	3.7532	1.07796	1.00	5.00
6	Translation in the target language is easier than translation in source language	77	3.5195	1.32397	1.00	5.00
7	Translation courses in most universities are inadequate and do not enable students to communicate effectively.	77	3.2857	1.31647	1.00	5.00
8	Difficulties encountered by university students in translation are due to the weaknesses in L1	77	3.7143	1.02414	1.00	5.00
9	Mastering of L1 university students and EFL learners enable students to become more proficient translators in both language : Arabic and English	77	3.7792	1.03394	1.00	5.00
10	Translation can improve the two important skills in language: reading and writing	77	4.0260	1.18070	1.00	5.00
11	Literal translation can improve students' performance in both language: Arabic and English.	77	3.6753	1.16350	1.00	5.00
12	Time given to translation in the classroom is not adequate	77	3.5714	1.10535	1.00	5.00
13	Contrastive analysis should emphasize the role of translation the learning process	77	3.5974	1.00341	1.00	5.00
14	Translation courses should focus on the viable vocabulary of everyday life.	77	3.7922	1.21761	1.00	5.00
15	Translation courses should be in accordance with students level and attitudes.	77	3.9091	1.11428	1.00	5.00

3. 4 Validity of the Questionnaire.

According to the equation of Pearson's formula the researcher found that Chi-square test value is often used to judge the significance of population variance .The researcher stated the scores of chi-square of the fifteen statements of the questionnaire as thus :

Chi-Square	75.792 ^a	36.961 ^a	35.052 ^b	35.143 ^a	25.143 ^a	16.961 ^a	6.052 ^a	40.078 ^a	34.494 ^a	46.312 ^a	22.805 ^a	23.195 ^a	39.948 ^a	24.494 ^a	36.831 ^a
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

3.5 Reliability of the Questionnaire.

The researcher used the same formula to identify the reliability of the questionnaire in terms of correlation coefficient as thus :

Pearson's Correlations															
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	1	.028	.189	.192	-.117-	.096	.209	.002	-.051-	.184	.259*	-.206-	.161	.311**	.078
		.806	.099	.094	.312	.406	.068	.987	.658	.108	.023	.072	.162	.006	.498
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.028	1	-.062-	.014	.123	.089	-.025-	.191	.301**	-.135-	.106	.149	.140	.124	.245*
	.806		.590	.903	.288	.443	.829	.097	.008	.243	.361	.197	.225	.284	.032
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.189	-.062-	1	.021	.172	-.169-	-.057-	.090	-.038-	-.004-	-.045-	-.288*	.250*	.035	.047
	.099	.590		.859	.135	.142	.624	.439	.740	.969	.697	.011	.029	.765	.686
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.192	.014	.021	1	.168	.157	.218	.085	.202	.155	.171	.042	.074	.099	.385**
	.094	.903	.859		.145	.172	.057	.465	.077	.178	.138	.719	.521	.392	.001
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	-.117-	.123	.172	.168	1	.128	.087	.209	.187	.046	.009	-.024-	.345**	.351**	.156
	.312	.288	.135	.145		.268	.450	.068	.104	.688	.940	.838	.002	.002	.175
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77

Pearson's Correlations															
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	.096	.089	-.169-	.157	.128	1	.125	.091	.027	-.009-	.231*	.154	.100	.011	.229*
	.406	.443	.142	.172	.268		.278	.429	.814	.940	.044	.181	.387	.926	.045
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.209	-.025-	-.057-	.218	.087	.125	1	-.105-	.124	-.064-	-.059-	.149	.158	.144	.161
	.068	.829	.624	.057	.450	.278		.365	.281	.580	.611	.197	.170	.211	.161
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.002	.191	.090	.085	.209	.091	-.105-	1	.039	.028	.098	-.098-	.155	-.006-	-.058-
	.987	.097	.439	.465	.068	.429	.365		.736	.809	.397	.397	.177	.958	.618
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	-.051-	.301**	-.038-	.202	.187	.027	.124	.039	1	-.038-	-.159-	-.095-	.154	.151	.199
	.658	.008	.740	.077	.104	.814	.281	.736		.741	.168	.409	.181	.189	.082
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.184	-.135-	-.004-	.155	.046	-.009-	-.064-	.028	-.038-	1	-.051-	-.173-	-.047-	.397**	.122
	.108	.243	.969	.178	.688	.940	.580	.809	.741		.658	.133	.687	.000	.291
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.259*	.106	-.045-	.171	.009	.231*	-.059-	.098	-.159-	-.051-	1	.054	.033	.184	.261*
	.023	.361	.697	.138	.940	.044	.611	.397	.168	.658		.640	.775	.109	.022
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	-.206-	.149	-.288*	.042	-.024-	.154	.149	-.098-	-.095-	-.173-	.054	1	-.063-	-.204-	.160

Pearson's Correlations															
No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	.072	.197	.011	.719	.838	.181	.197	.397	.409	.133	.640		.588	.075	.164
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.161	.140	.250*	.074	.345**	.100	.158	.155	.154	-.047-	.033	-.063-	1	.200	.179
	.162	.225	.029	.521	.002	.387	.170	.177	.181	.687	.775	.588		.081	.120
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.311**	.124	.035	.099	.351**	.011	.144	-.006-	.151	.397**	.184	-.204-	.200	1	.102
	.006	.284	.765	.392	.002	.926	.211	.958	.189	.000	.109	.075	.081		.376
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77
	.078	.245*	.047	.385**	.156	.229*	.161	-.058-	.199	.122	.261*	.160	.179	.102	1
	.498	.032	.686	.001	.175	.045	.161	.618	.082	.291	.022	.164	.120	.376	
	77	77	77	77	77	77	77	77	77	77	77	77	77	77	77

**. Correlation is significant at the 0.01 level (2-tailed).

4.0 Introduction.

This chapter is designed to analyze and discuss data collected from the respondents concerning the study under consideration. The researcher used the SPSS programme to analyze data and to state the results of the hypothesis whether with or against in order to testify the validity and reliability of the questionnaire. The researcher used chi-square , co-relation co-efficiency and the percent of Pearson's formula to measure what was supposed to measure.

4.1 Results of the Questionnaire.

Table [4.1]

Translation can enhance the learning performance of students at the university level.

Options.	Observed N	Expected N	Residual
strongly disagree	4	15.4	-11.4-
disagree	1	15.4	-14.4-
neutral	4	15.4	-11.4-
agree	32	15.4	16.6
strongly agree	36	15.4	20.6
Total	77		

Figure [4.1]

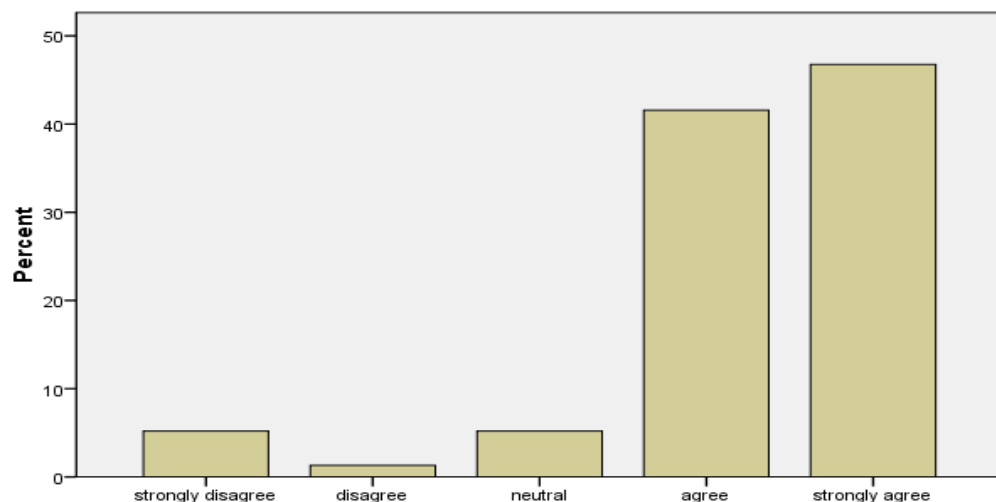


Figure [4.1] shows that the majority of the respondents of the total numbers of the study sample 45% are strongly agree that translation can enhance the learning performance of students at the university level while 40% are agree that students can improve their performance through translation process. The respondents are male and female who represent the majority of the group.

Table [4.2]

University students and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.

Options.	Observed N	Expected N	Residual
strongly disagree	1	15.4	-14.4-
Disagree	6	15.4	-9.4-
Neutral	17	15.4	1.6
Agree	30	15.4	14.6
strongly agree	23	15.4	7.6
Total	77		

Figure [4.2]

University students and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.

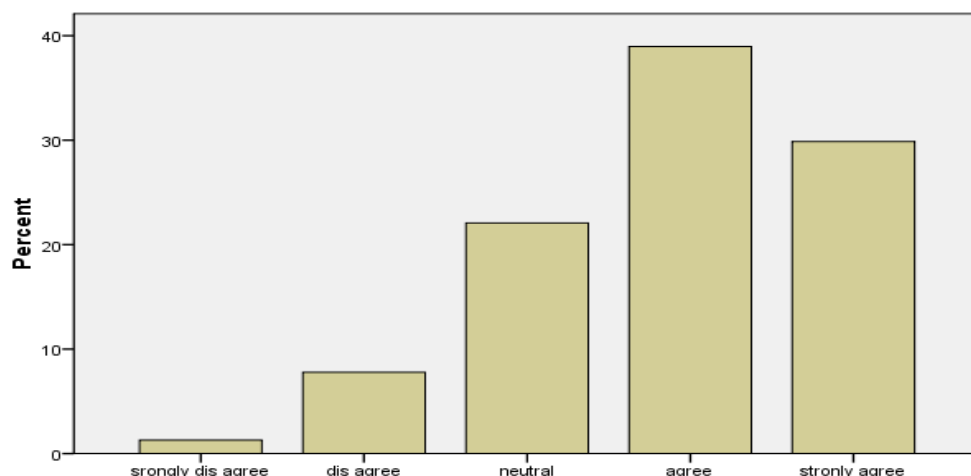


Figure [4.2] illustrates that the most of the respondents of the total numbers of the study sample 38 % agree that students will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2 whereas 30% strongly agree that students will become more motivated if they are involved tremendously in the same language units of speech. In fact, the influence of the mother tongue on English language learners is considerable and inescapable.

Table[4.3] Translation should be selective in terms of vocabulary and grammar that are pertinent to the source language.

Options	Observed N	Expected N	Residual
disagree	2	19.2	-17.2-
Neutral	12	19.2	-7.2-
Agree	35	19.2	15.8
strongly agree	28	19.2	8.8
Total	77		

Figure [4.3] Translation should be selective in terms of vocabulary and grammar that are pertinent to the source language.

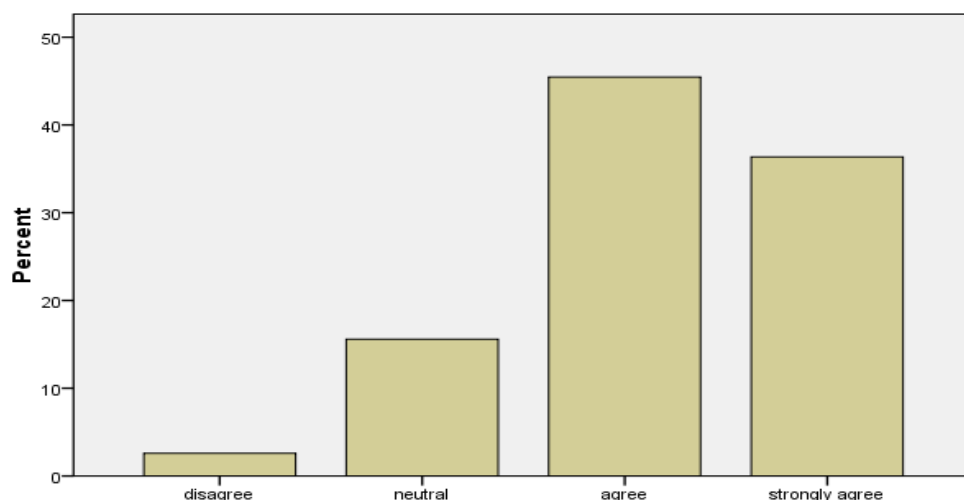


Figure [4.3] illustrates that 40% agree that translation should be selective in terms of vocabulary that are pertinent to the source language while 35% strongly agree that translation should be selective in terms of vocabulary

and grammar that are pertinent to the source language. Lecturers and translators should focus on the viable vocabulary and grammar that students can benefit from in a way to facilitate learning and skills.

Table .[4.4] Translation courses should emphasize the educational, pedagogical and communicative value of university students

Options		Frequency	Percent	Valid Percent	Cumulative Percent
	strongly disagree	2	2.6	2.6	2.6
	Disagree	5	6.5	6.5	9.1
	Neutral	17	22.1	22.1	31.2
	Agree	28	36.4	36.4	67.5
	strongly agree	25	32.5	32.5	100.0
	Total	77	100.0	100.0	

Figure [4.4]

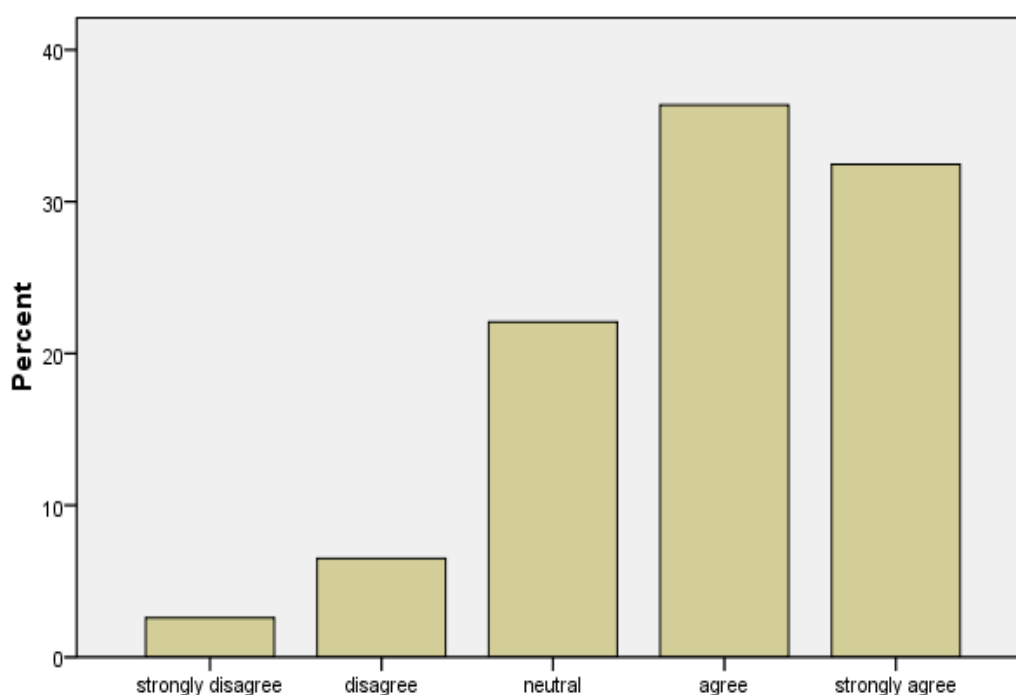


Figure 4.4 shows that the majority of the respondents' opinions 35% from the total numbers agree that translation courses should emphasize the educational, pedagogical and communicative value of students at the university. University students have different attitudes that should be focused on and the role of the teacher is to help them practice and manipulate these values through translation. Therefore, translation will be more efficient and students will be more interactive as well.

Table [4.5] University students and EFL learners cannot comprehend or interpret texts unless they are well competent in L1.

Options.	Observed N	Expected N	Residual
strongly disagree	2	15.4	-13.4
Disagree	5	15.4	-10.4
Neutral	17	15.4	1.6
Agree	28	15.4	12.6
strongly agree	25	15.4	9.6
Total	77		

Figure [4.5]

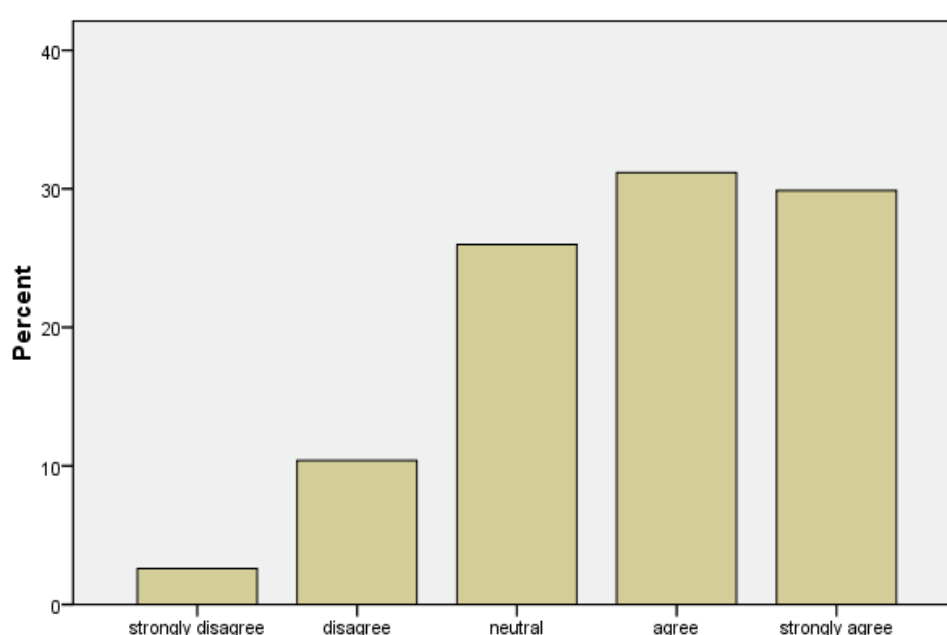


Figure [4.5] represents that most respondents of the total numbers 30% agree that university students cannot comprehend or interpret texts unless they are well competent in L1. Comprehension depends mainly on skilled reading whether intensive or extensive, and as language is a means of communication , teachers and lecturers need to use different types of methods in order to develop reading and translation.

Table [4.6] Translation in the target language is easier than translation in the source language.

Options.	Observed N	Expected N	Residual
strongly disagree	4	15.4	-11.4-
Disagree	19	15.4	3.6
Neutral	13	15.4	-2.4-
Agree	15	15.4	-.4-
strongly agree	26	15.4	10.6
Total	77		

Figure [4.6] Translation in the target language is easier than translation in the source language.

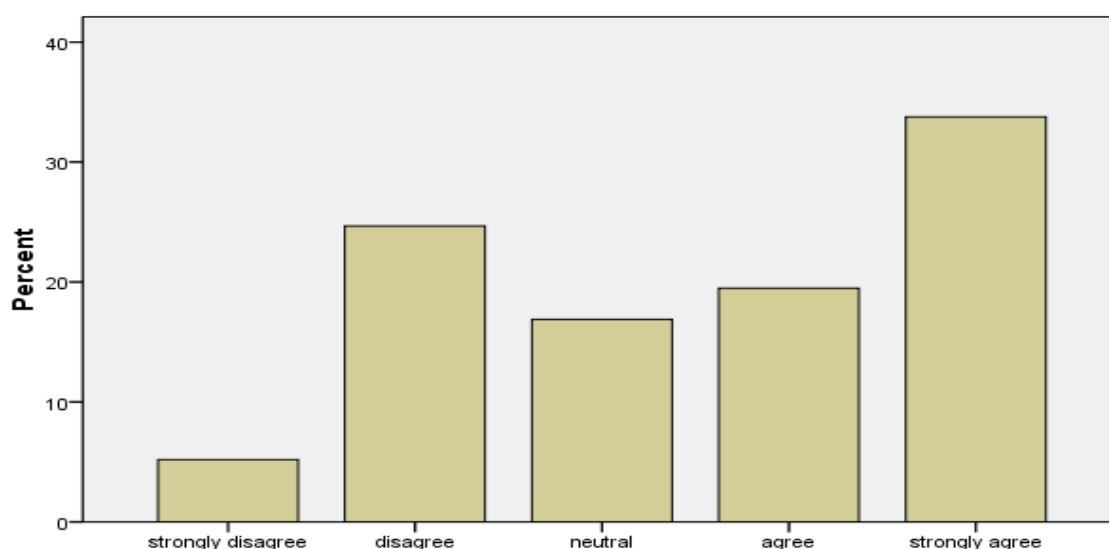


Figure [4.6] shows that the most common answers of the respondents' opinions 35% strongly agree that translation in the target language is easier than translation in the source language. However , there is a considerable

amount of respondents disagree with this statement. Translation in or to the target language is a matter of practicing and it needs to be developed through this kind of activity to obtain more competence and performance.

Table[4.7] Translation courses in most universities are inadequate and do not enable students to communicate effectively.

Options.	Observed N	Expected N	Residual
strongly disagree	8	15.4	-7.4-
disagree	17	15.4	1.6
neutral	14	15.4	-1.4-
agree	21	15.4	5.6
strongly agree	17	15.4	1.6
Total	77		

Figure [4.7] Translation courses in most universities are inadequate and do not enable students to communicate effectively.

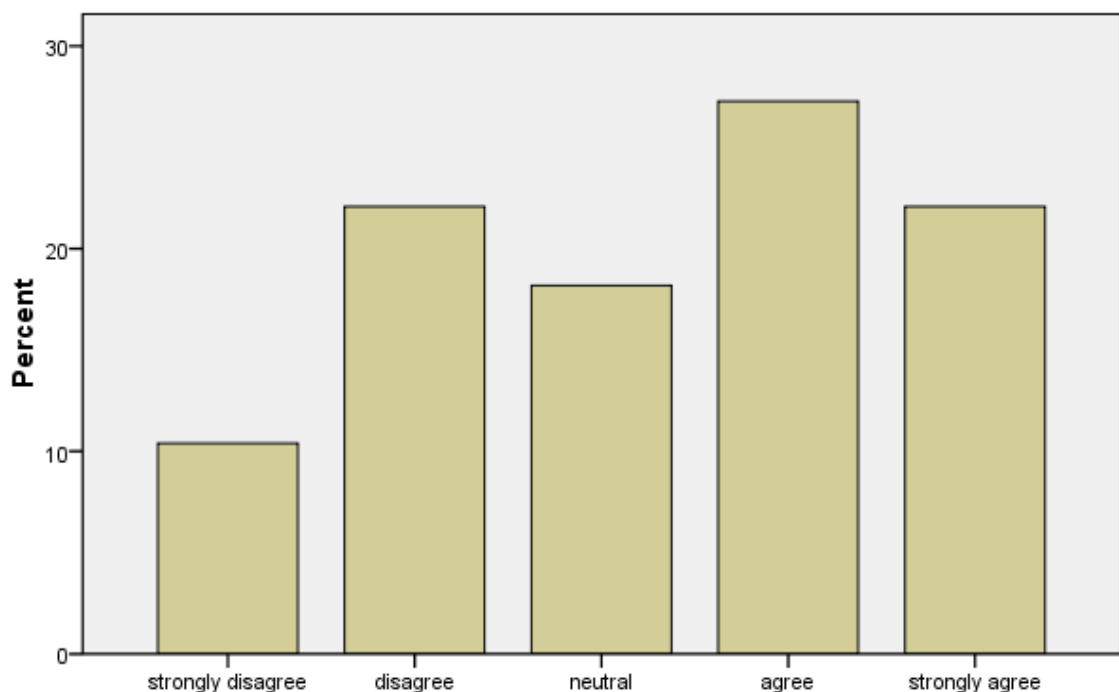


Figure [4.7] represents that the most common answers 38% agree that translation courses in university are inadequate and do not enable students

to communicate effectively. Different types of translation courses which contain different types of materials : cultural, economic , political and scientific will enable students to increase their understanding. As language is used as a means of communication, translation can improve the linguistic competence and it helps university students to be proficient communicators.

Table [4.8] Difficulties encountered by students at the university level in translation are due to weaknesses in L1.

Options.	Observed N	Expected N	Residual
strongly disagree	1	15.4	-14.4-
disagree	12	15.4	-3.4-
neutral	12	15.4	-3.4-
agree	35	15.4	19.6
strongly agree	17	15.4	1.6
Total	77		

Figure [4.8] Difficulties encountered by students at the university level in translation are due to weaknesses in L1.

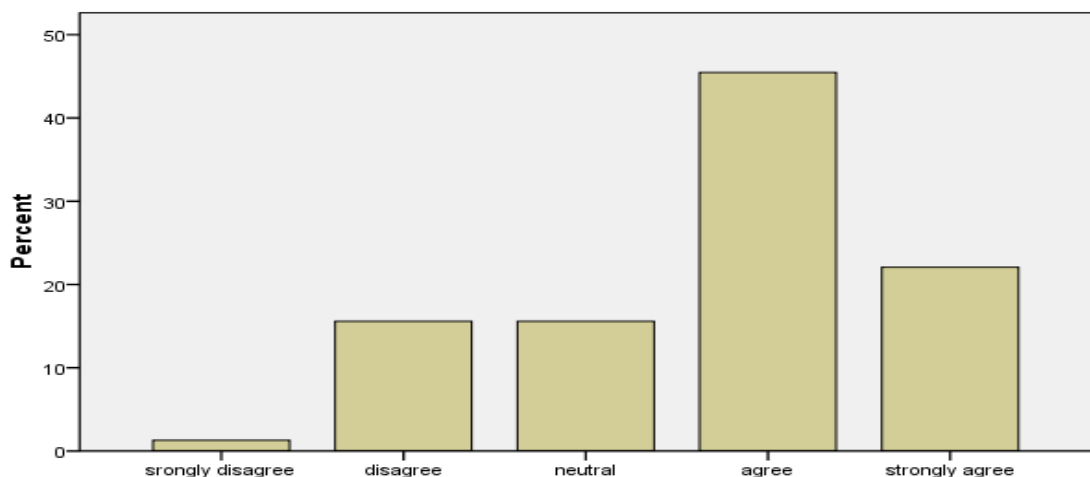


Figure [4.8] shows that the majority of the respondents' opinions 45% agree that difficulties encountered by students are due to weaknesses in L1. These weaknesses affect the general understanding and students become

discouraged when dealing with translation activity. Weaknesses can be categorized into different types, for example, syntactic sentence structure, cultural background about the differences between the two languages, and the semantic level of both languages : Arabic and English.

Table [4.9] Mastering of L1 of university students and EFL learners enable students to become more proficient translators in both languages : Arabic and English.

Options.	Observed N	Expected N	Residual
strongly disagree	2	15.4	-13.4-
Disagree	8	15.4	-7.4-
Neutral	15	15.4	-.4-
Agree	32	15.4	16.6
strongly agree	20	15.4	4.6
Total	77		

Figure [4.9] Mastering of L1 of university students and EFL learners enable students to become more proficient translators in both languages : Arabic and English.

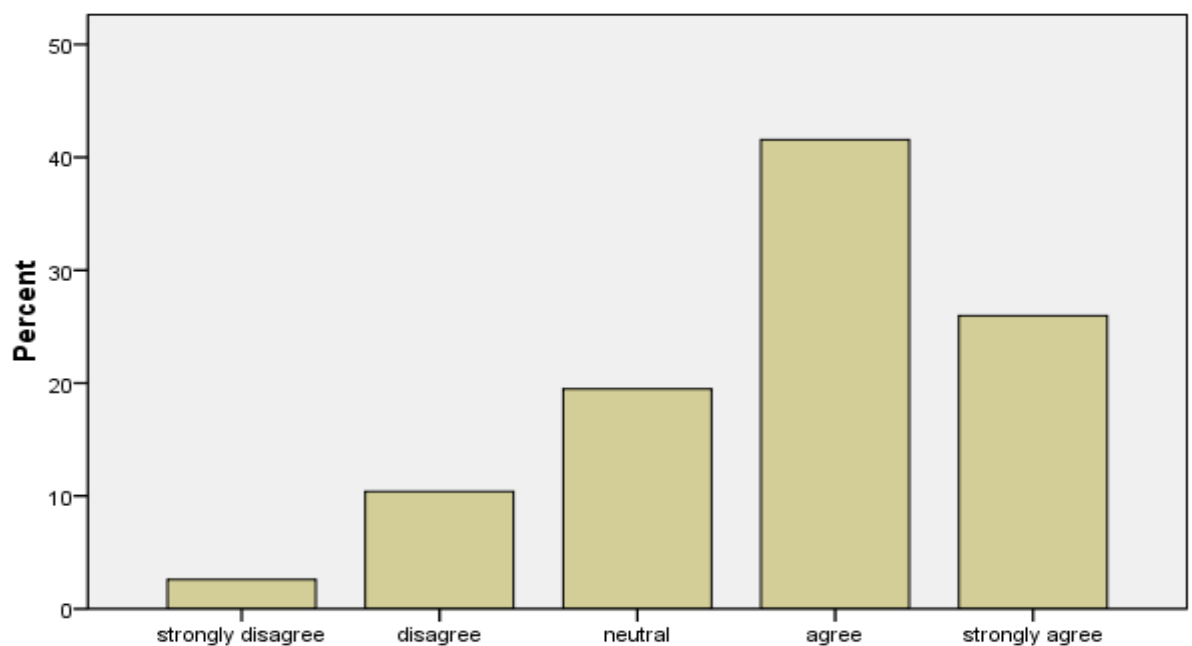


Figure [4.9] shows that the majority of the respondents 40% , agree that proficiency in Language 1 will enable students to become competent translators in both languages. If students have cultural background and linguistic competence about their mother tongue , this will help them to be able to translate from the source language and transfer meaning into the target language. In fact, inefficiency in translation is due to weaknesses in L1.

Table [4.10] Translation can improve the important skills in language: reading and writing.

Options.	Observed N	Expected N	Residual
strongly disagree	5	15.4	-10.4-
disagree	3	15.4	-12.4-
neutral	13	15.4	-2.4-
agree	20	15.4	4.6
strongly agree	46	15.4	20.6
Total	77		

Figure [4.10]

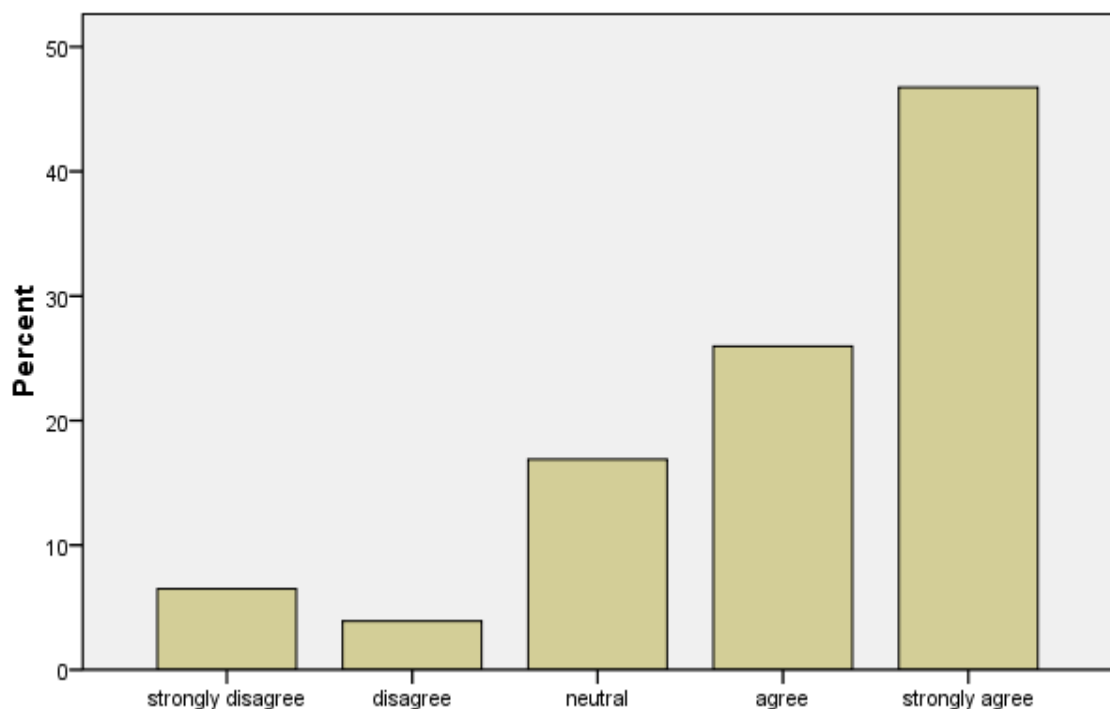


Figure [4.10] illustrates that the most common respondents' opinions 46% strongly agree that translation can improve the two important skills in language: reading and writing. Translation depends mainly on understanding and it needs to be supported by extensive reading in order to develop this understanding in a way to facilitate the process of translation. Extensive reading helps students to develop their skills and be proficient translators communicators.

Table [4.11] Literal translation can improve students' performance in both languages : Arabic and English.

Options.	Observed N	Expected N	Residual
strongly disagree	4	15.4	-11.4-
disagree	10	15.4	-5.4-
neutral	14	15.4	-1.4-
agree	28	15.4	12.6
strongly agree	21	15.4	5.6
Total	77		

Figure [4.11] Literal translation can improve students' performance in both languages : Arabic and English.

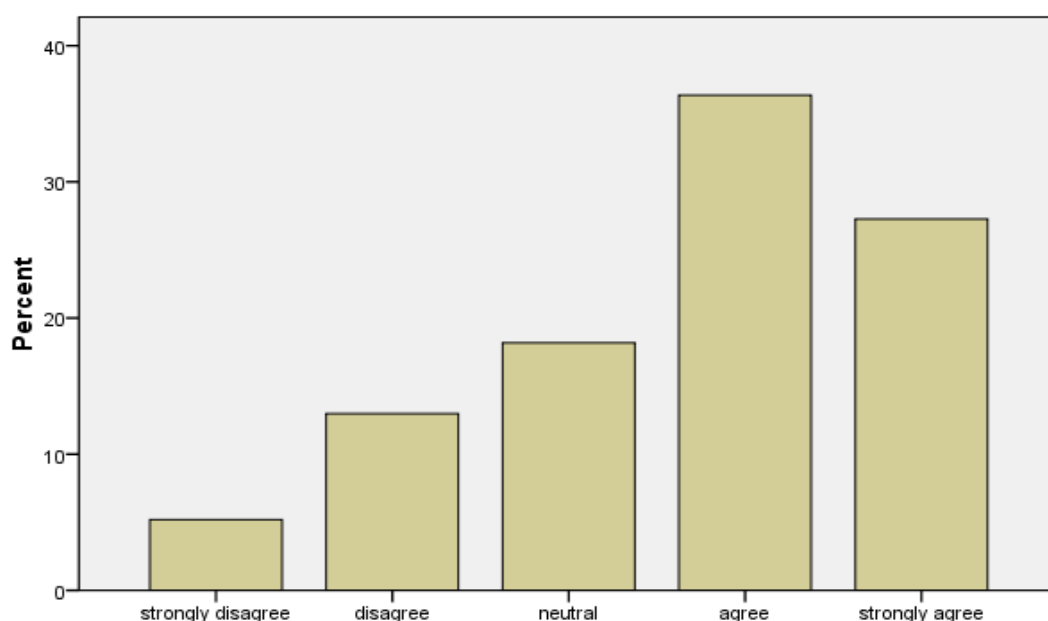


Figure [4.11] The figure above shows that most of common answers of the respondents' opinions 36% agree that literal translation or word for word translation is efficient in improving students' performance at the university level. Literal translation is to transfer the meaning of one word and move to another without changing the meaning of the word in the source language while sense for sense translation is to transfer the semantic meaning in the target language that is as the same as the one in the source language.

Table [4.12] Time given to translation in the classroom is not adequate.

Options.	Observed N	Expected N	Residual
strongly disagree	4	15.4	-11.4-
Disagree	7	15.4	-8.4-
Neutral	30	15.4	9.6
Agree	28	15.4	7.6
strongly agree	20	15.4	2.6
Total	77		

Figure [4.12] Time given to translation in the classroom is not adequate.

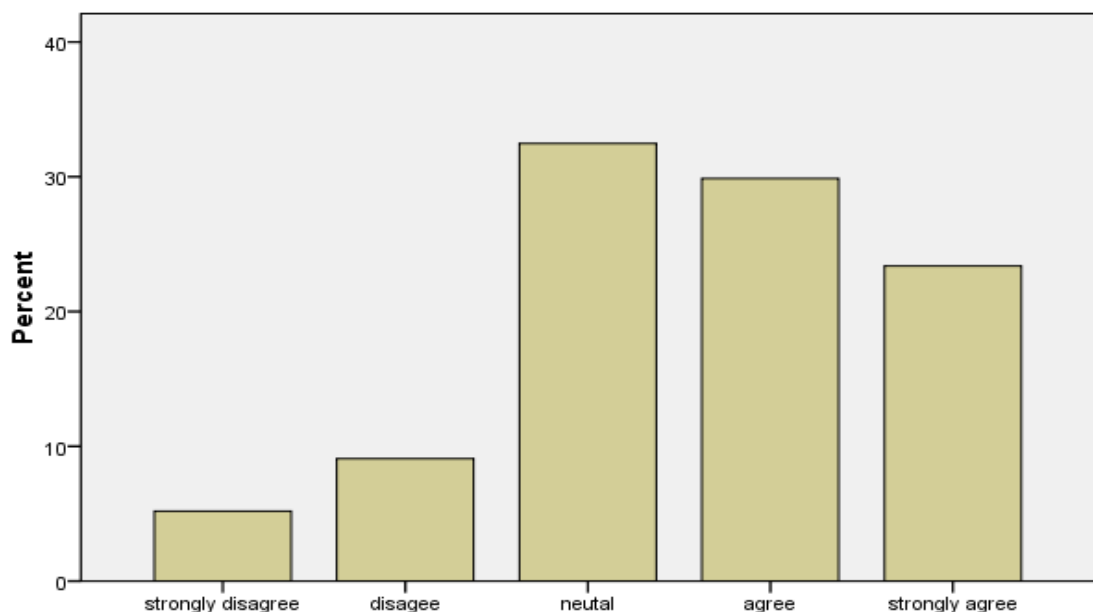


Figure [4.12] The figure above shows that the most common answers of the respondents' opinions here 30% neutral , 28% agree and 20% strongly agree that time given to translation activity is inadequate and students will not be able to practice translation activity efficiently or interactively. Giving students sufficient time in the classroom is very essential and they will be able to develop their linguistic competence in translation.

Table [4.13] Contrastive analysis should emphasize the role of translation in the learning process.

Options.	Observed N	Expected N	Residual
strongly disagree	4	15.4	-11.4-
disagree	4	15.4	-11.4-
neutral	30	15.4	8.6
agree	40	15.4	16.6
strongly agree	13	15.4	-2.4-
Total	77		

Figure [4.13] Contrastive analysis should emphasize the role of translation in the learning process.

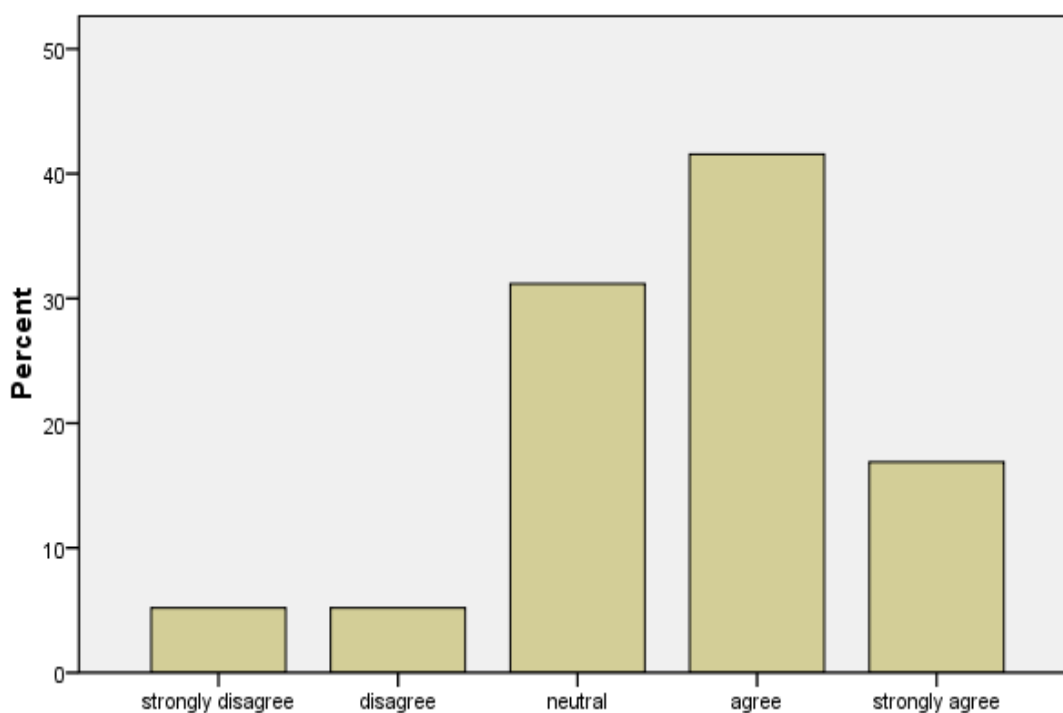


Figure [4.13] shows that the majority of the respondents' opinions towards this statement that contrastive analysis should emphasize the role of translation in the learning process. Students will benefit from the similarities and differences between the two languages when dealing with translation because of the different systems of Both. These similarities and differences will affect students' performance in translation.

Table [4.14] Translation courses should focus on the viable vocabulary of everyday life.

Options.	Observed N	Expected N	Residual
strongly disagree	5	15.4	-11.4-
Disagree	12	15.4	-6.4-
Neutral	20	15.4	-.4-
Agree	25	15.4	4.6
strongly agree	38	15.4	13.6
Total	77		

Figure [4.14] Translation courses should focus on the viable vocabulary of everyday life.

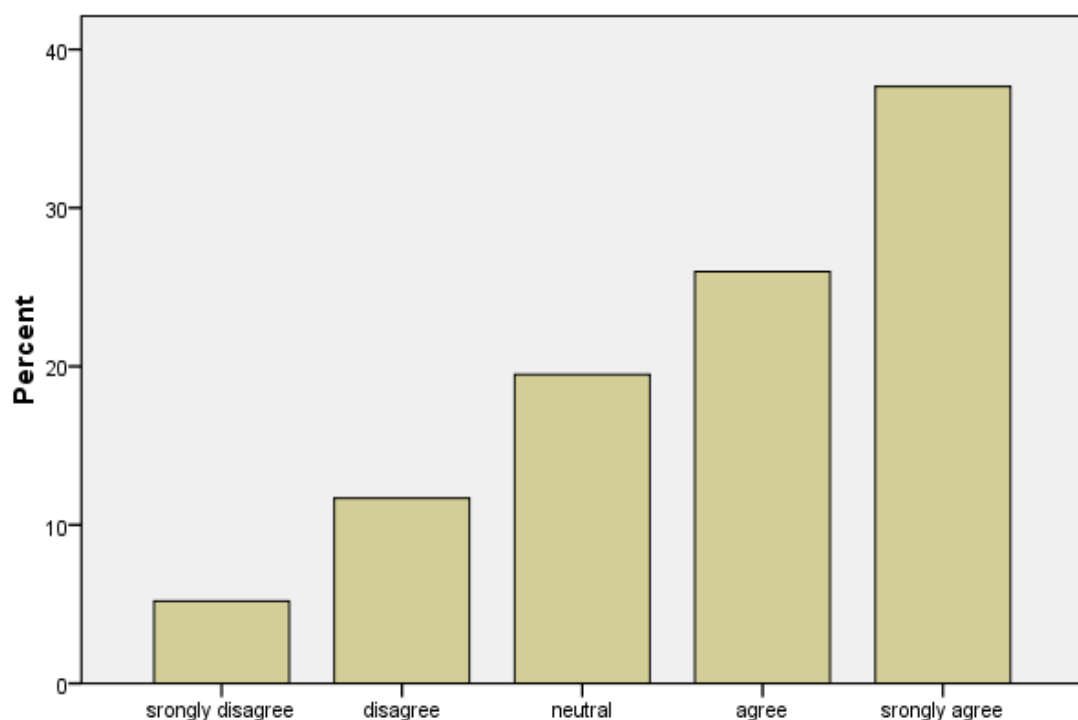


Figure [4.14] shows that the most common answers of the respondents' opinions 38% strongly agree that translation should focus on the viable vocabulary of everyday life because vocabulary is considered to be the building blocks for translation. As translation is a means of communication between different people of the nation, students need to develop their vocabulary in order to communicate effectively and interactively. Little amount of vocabulary will not help students to improve their linguistic competence and proficiency in translation.

Table {4.15] students courses should be in accordance with students' level and attitudes.

Options.	Observed N	Expected N	Residual
strongly disagree	2	15.4	-13.4-
Disagree	10	15.4	-5.4-
Neutral	9	15.4	-6.4-
Agree	38	15.4	12.6
strongly agree	38	15.4	12.6
Total	77		

Figure [4.15] students courses should be in accordance with students' level and attitudes.

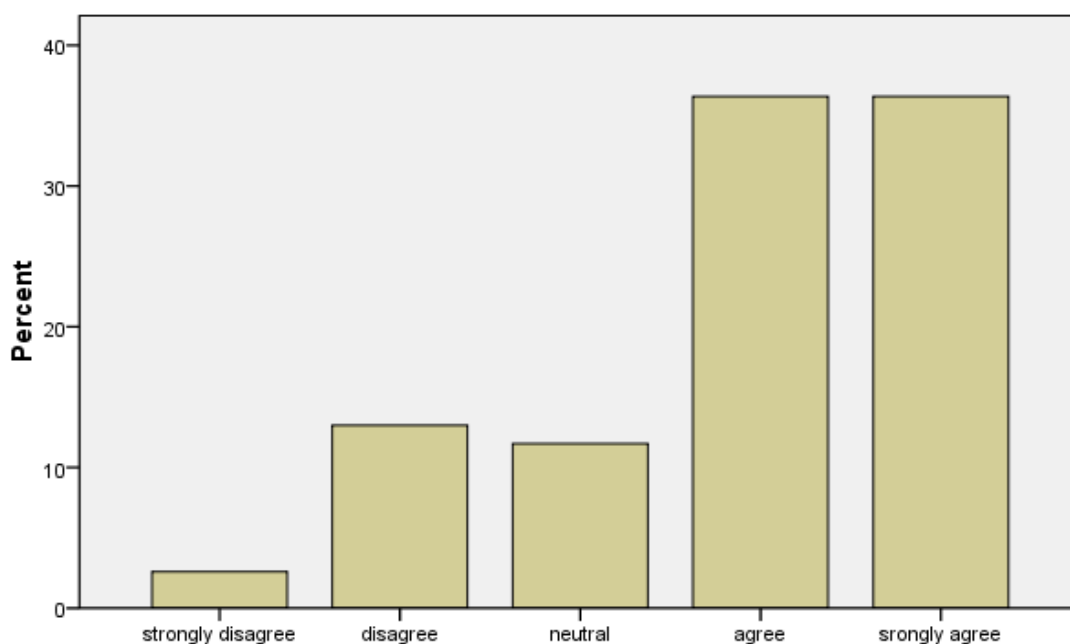


Figure [4.15] shows that the most common answers of the respondents' opinions 38% agree and 38% strongly agree that translation courses should be in accordance with students' level and attitudes. If translation courses or activity is at students' level , rationale and attitudes , students will be able to benefit a lot from translation and avoid translation difficulties encountered by in translation process. According to Bloom's taxonomy, cognitive , psychological and attitudinal domains are integrated.

Chapter Five

Summary, Findings and Recommendations

5.0 Introduction.

This chapter contains summary, findings and recommendation for further studies. According to the data collected and statistical results, the researcher states findings of the study the effect of translation in enhancing the learning performance of students at the university level and also states recommendations according to the respondents' opinions and to their degree of significance in attempt to testify the hypothesis of the study under consideration:

- 1- Translation can enhance the learning performance of students at the university level.
- 2- Students university and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.
- 3- language, definitely : reading and writing.
- 4- Translation activities take a long time and can promote only two skills in language.
- 5- Translation texts should be in accordance with students' attitudes and level.

- 6- Translation texts should emphasize the educational , pedagogical and communicative value.
- 7- Students at the university level and EFL learners cannot comprehend or interpret translation texts unless they are well competent in L1.
- 8- Translation in the target language is easier than translation in the source language.
- 9- Translation courses in most universities are inadequate and do not enable students to communicate effectively.
- 10- Difficulties encountered by students at the university level in translation studies are due to the weaknesses in L 1.
- 11- Mastering of L1 of students university and EFL learners enable students to become more proficient translators in both languages: Arabic and English.

5.1 Findings of the Study.

The researcher states the following findings :

- 1- Translation can enhance the learning performance of students at a university .
- 2- Univesity students and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.
- 3- Translation courses should be selective in terms of vocabulary and grammar that are pertinent to the source language.
- 4- Time given to translation activity in the classroom is not adequate .

- 5- Translation courses should be in accordance with students' level and attitudes.
- 6- Mastering of L1 of university students and EFL learners enable students to become more proficient translators in both languages : Arabic and English.
- 7- Difficulties encountered by students at the university level is due to weaknesses in L1.
- 8- Translation in most universities are inadequate and do not enable students to communicate effectively.
- 9- Translation can improve the two important skills in language : reading and writing.
- 10- Translation courses should emphasize the educational and communicative value of translation and at the same time should focus on the viable vocabulary of everyday life.

5.2 Recommendations and Suggestions.

According to the respondents' opinions, statistical results and data collected, the researcher recommends and suggests the following :

- 1- Translation courses should contain different types of materials in order to enable university students and EFL learners to have cultural background about these different
- 2- Types of materials.
- 3- Contrastive analysis should emphasize the role of translation in the learning process.
- 4- Much emphasis should be given to semantic translation to help university students and EFL learners to become proficient translators and communicators.
- 5- A lot of activities , drills and tasks in different types of translation should be given to students by proficient translators.
- 6- Using different types of multimedia in translation process, particularly simultaneous translation, is very efficient.

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Improvement from Theory to Practice

Manchester –st Jerome.

University of Rennes.

**Sudan University of Science
and Technology.
College of languages.**

Survey Name.	Questionnaire.
Domain.	Translation.
Programme.	PhD.
Title.	"The effect of translation in Enhancing Learning Performance of Students at the University Level".
Question Form.	Multiple Choice Question.
Level.	University.

Dear colleague , dear participant,

I would like you to respond to my questionnaire questions by placing a tick in one place only from the list given to you in the box answer mode underneath so as to gather information about the study the effect of translation in enhancing learning performance of students at the university level.

(A) Box Answer Mode.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.
%70	%15	%10	%5	%0

(B) Response Mode.

University.	Subject.	Degree.	Date.	
			From.	To.

Item (1)

Translation can enhance greatly the learning performance of students at the university level.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (2).

Students university and EFL learners will become more motivated if they are involved tremendously in language units of speech in L1 compared to L2.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (3)

Translation courses should emphasize the educational, pedagogical and communicative value.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (4).

Translation courses should be in accordance with students' attitudes and level.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (5)

Translation courses should be selective in terms of vocabulary and grammar that are pertinent to the source language.

Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (6).

Translation courses in most universities are inadequate and do not enable students to communicate effectively.

Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (7).

Translation texts should emphasize the educational, pedagogical and communicative value of students at the university level and EFL learners.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (8) .

Students university and EFL learners cannot comprehend or interpret translation texts unless they are well competent in L1.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (9). Translation in the target language is easier than translation in the source language

. 1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (9).

Difficulties encounter students at the university level in translation are due to the weaknesses in L1.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (10).

Mastering of L1 of students university and EFL learners enable students to become more proficient translators in both languages: Arabic and English.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (11) Translation can improve greatly the two important skills in language: reading and writing.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (12) Literal translation can improve students' performance in both languages : Arabic and English.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (13) Time given to translation activities is not adequate.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (14) Contrastive analysis should emphasize the role of translation in learning process.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (15) .Translation courses should focus on the viable vocabulary of everyday life.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (16) .Translation courses should be taught by professional translators.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (17) .Translators should focus on the communicative value of translation and at the same time the cultural varieties.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (18). Translation as a learning method of teaching compared to other methods, is the best one.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (19). Vocabulary and grammar are the building blocks for translation.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Item (20).competence in L2 enable university students and EFL learners to become proficient translators.

1	2	3	4	5
Strongly Agree.	Agree.	Undecided.	Disagree.	Strongly disagree.

Table No. (3-1)

Study Sample Size of Questionnaire.

No.	Questionnaire.	Distributed.	Received.	% of Received.
1	Students.			
2	Teachers.			
Total.				

Table No. (3-2)

Study Sample Respondents in Details.

		Field of Specialization.					
University.	No of Respondents.	Translatio n.	Linguistic s.	Literatur e..	E. language.	ELT.	%
Sudan.							
Khartoum.							
Al-neelain.							
Total.							

B) Response Mode.

University.	Subject.	Degree.	Date.
			From. To.

Study Sample Size of Questionnaire.

No.	Questionnaire.	Distributed.	Received.	% of Received.
1	Students.			
2	Teachers.			
Total.				

Study Sample Respondents in Details.

University.	No of Respondents.					
		Translation.	Linguistics.	Literature.	ELT.	%
Sudan.						
Khartoum.						
Al-neelain.						
AL-azhari.						
Total.						