

## Teaching Journalistic Style to Students of Translation

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### Abstract

This study surveyed teaching journalistic style (JS) to students of translation. It aimed at pinpointing the significant role of translation in journalistic services as well as shedding light on the importance of teaching journalistic style (JS) to students of translation. Several points were discussed to endorse the significance of the topic in questions the researcher uses descriptive analytical method. After reviewing the literature related to the field of journalistic translation (JT), the researcher came up with that: The students majoring in translation should be aware of the essential cultural and linguistic knowledge. They need to expand their perspectives in vocabulary or lexical items either connected with journalistic translation (JS) or otherwise and they also have to broaden their grammatical competence for more professional journalistic style translation. Stylistic dissimilarities and mismatches were simultaneously shown to sign the discrepancies between linguistic varieties and usages and how they influence the process of translation in terms of translators professionalism in conveying the given texts into the target language. Having reviewed the investigated points of the study, the researcher provided the following crucial recommendations for more explorations in the field of (JS) : Journalistic style is one of the linguistic styles which are commonly used in the ongoing era of technology, so students of translation are supposed to be exposed to this very style intensively to grammatical rules and the aspects of language contextualization. And also Journalistic translation should be developed and improved to match the outbreak of technology and globalization which give rise to the advent of so many news agency and media production firms.

**Keywords: teaching, style, journalistic, translation.**

### المستخلص

قامت هذه الدراسة بمسح تدريس الأسلوب الصحفي لطلاب الترجمة. هدفت الدراسة إلى إبراز الدور المهم الذي تلعبه الترجمة في الخدمات الصحافية كما عمدت إلى تسليط الضوء على أهمية تدريس الأسلوب الصحفي لطلاب الترجمة. نُقِشت العديد من النقاط في هذه الورقة لتعزيز موضوع النقاش. وبعد تحليل الأدبيات المتعلقة بالترجمة الصحافية خلص الباحث إلى أنه يتعين على الطلاب المتخصصين في مجال التربية إدراك المعرفة الجوهرية للثقافة واللغة، كما يحتاجون إلى تعميق رؤاهم في المفردات المتعلقة بالترجمة الصحافية وغيرها و أيضا ينبغي أن يقوموا بتطوير كفاءتهم النحوية للمزيد من الترجمة الصحافية الاحترافية. قام البحث أيضا بتفنيد الاختلافات الأسلوبية لإظهار التباينات بين استخدامات وتنوعات اللغة وكيف يؤثر ذلك على عملية الترجمة من ناحية احترافية المترجمين في نقل النصوص المعطاة إلى اللغة المستهدفة. بعد استعراض ما سلف ذكره أوصى الباحث بالآتي: الأسلوب الصحفي هو من الأساليب اللغوية الشائعة الاستخدام في عصر التقنيات لذا ينبغي تعريض طلاب الترجمة لهذا الأسلوب بصورة مكثفة



كما يجب تدريسهم القواعد للنحوية، ومظاهر تسييق اللغة كما أن الترجمة الصحافية يجب أن تُطور وتُحسن لتلائم الفتح التقني والعولمة التي أدت إلى انتشار وكالات الأنباء وشركات الانتاج الإعلامي.  
الكلمات المفتاحية: التدريس، الأسلوب، الصحافي، الترجمة.

### Introduction

Translation is a branch of applied linguistics. It is a vast and elusive area which necessitates profound knowledge and deeply rooted culture in various fields to decipher and manipulate the challenges of conveying meanings from and into different cultures taking into account the peculiarity of cultures and disciplines. Translation is defined as “*an essential tool that enables people all over the globe to share information, news, culture, literature and sciences among others.*” (Dweik&Thalji, 2016). In (Webster. 1974) “*translation is changing from one state or form to another, to turns into one’s own or another’s language.*” These definitions give translation a pivotal significance in our life as human beings as we need to live in communities, understand one another and significantly consider the wants and needs of ourselves. Language is a mediator among human beings, but the fact of having so many different languages in the world makes it harder to express one’s wants and needs to every single one unless he speaks the language they speak. Translation is the only one way of doing that and when someone deals with a communicative value as he communicates with a foreigner prosperously, it means that he translated his mother tongue (MT) into the other

interlocutor’s native language (NL). Hence, there will be a successful discourse and speech act as a result of the code-switching process which was conveniently led by the speakers who use different native tongues . (Howwar, 2013) endorsed that a translator should be careful when translating culturally-bound and idiomatic expressions. Culturally-bound expressions make translation a taxing job for translators. Translation falls in various sub-taxonomies according to the purpose. Every discipline has its own style of translation with certain features, characteristics and terminology. Thus, translators are required to be well informed and aware of an assortment of several styles and registers linguistically and stylistically for more professional translation that can appropriately convey the desirable meaning. “*There are main kinds of translations: One is form-based and the other is meaning-based. Form-based translations attempt to follow the form of the source language and are known as literal translations. Meaning-based translations make every effort to communicate the meaning of the source language*” (Larson. 1984. P.14). This study is a combination of translation and pedagogy. It surveys the probability of teaching journalistic style to students of translation.



As those students are under practicing various styles of translation, they have to be exposed to journalistic style of translation particularly the world is witnessing outbreak of lots of news agencies all over the world synchronizing with the ongoing political and diplomatic issues as well as the vicissitudes of social life. News reporters are progressively confronted with a kind of productivity and renewability as a result of the world uprising events. Journalistic translation (JT) is a different style which has its own characteristics and features. It can be fostered in students' minds gradually through scientific-based practice. Furthermore, students majoring in translation should be equipped with the needful implications and dimensions of (JT).

#### **Objectives of the Study**

This study aims at: pinpointing the significant role of translation in journalistic services as well as shedding light on the importance of teaching journalistic style (JT) to students of translation.

#### **What is Journalistic Style?**

Journalistic style is defined as “*the style of writing used to report newspapers, television broadcasts, on radio and on the internet*” (Journalistic style. (n. d) In study.com. Retrieved Jan. 2020 from URL.)

In linguistic stylistics language is used in various styles according to the contexts in which a language occurs. Generally speaking, the user of a particular natural language doesn't keep speaking using a

single style all day long and that is due to the different contexts he undergoes. (Nida. 2001. 50) stressed the idea of linguistic contexts and language use by endorsing that the different registers employed in a discourse, namely ritual, formal, informal, casual, and intimate, often serves as a diagnostic devices to mark different sociological relations between the characters of degrees of presumed identity between speakers and audiences. Furthermore, he stated that as a result of experiencing various contexts, people appropriately use vocabulary and structures that would match the given contexts.

Journalistic style is one of the linguistic styles that we are exposed to in our everyday language particularly those who are interested in journalism. Journalistic language is very special. It has its own terms and vocabulary. The contexts in which journalistic language is used are different from the other linguistic styles. Some lexical items are exclusively used in journalistic style and not otherwise. e. g. words like “convening, inauguration,... etc.) are obviously journalistic. (Webster. 1974).

#### **Features of Journalistic Translation**

Before approaching the phenomenon of journalistic translation itself, it is worth looking at the two otherwise distant fields beyond such a translation from a unifying point of view. Most importantly, both journalism and translation play an indispensable role in the Age of Information.



Not only do they inform the reader, but they also facilitate the flow of information itself. In terms of “how one field can benefit the other”, there is a certain degree of reciprocity involved – in order to carry out a translation, one needs to search for information; and to achieve some information, one needs to translate as well. When it comes to the use of language, it seems important to realize what influence both activities have over their reader’s; that is why journalists and translators are often ascribed an enormous manipulative power.

Journalistic style is relatively free from all types of imaginary linguistic forms. It rather tends to be more factual as it expresses certain realistic issues. Short sentences and straightforward structures are usually used. Journalistic language has so many abbreviated forms and acronyms, so a translator needs to procure and fully master these linguistic forms. (Emery. 2004. 11) used an instance to clarify how a translator approaches a text that has abbreviated forms used in journalistic style:

“We wish to refer to the convening of the 22<sup>nd</sup> summit of the GCC, welcoming the meeting of our brothers the Heads of the Council in their country, Oman.....”

**Back-translation:** "نود أن نشير إلى انعقاد

القمة الثانية والعشرين لمجلس التعاون الخليجي في

مسقط، مرحبين بالأخوة قادة المجلس في بلادهم عمان"

In the above translated excerpt there is an abbreviated form which necessitates prerequisite knowledge of such kind of linguistic unit where the translator is required to convey the meaning of that

unit referring to what it stands for exactly apart from the conventional strategies that a translator follows in translating an obscure linguistic construction. Hence, it could be said that the journalistic style is not dissimilar to the most scientific styles where translators deal with universal linguistic varieties, a language that is almost unified all over the world, so they don’t have lots of opportunities to deviate from the norms of journalistic style.

### **History of Journalistic Translation (JT)**

People need translation in their lives because they are socially, religiously, worldly, scientifically or beneficially connected and they need to have mutual connections with one another as their lives require that. In the ancient times kings and men of state used to translate the messages they sent to their enemies and neighbors to settle disputes and complete treaties and agreements, without translation that would not had been possible. (Palmer. 2009. 186) reported that “*If Translation Studies is a young discipline, news translation research is in its infancy. There are, of course, numerous studies on news language, but most of them largely ignore the role of translation in news production.*” (Routledge. 1998) spoke about the little work of citing the historical issues of (JT). He found out that there were no specific entry for the information of the information in news outlets other than occasional references, as in the entries devoted to dubbing and subtitling.



One of the books which included some documentary information about (JT) is “The Handbook of Translation Studies in which (Benjamins) included two entries related to news translation (2001. 181). That might amply prove the little work of citation and documentation to the issues of (JT).

(Espejo. 2011. 191) argued that the corpus of translated news texts is a challenge for academics, unlike literary or Bible translations, the availability of the journalistic translated materials is limited. The first “newspapers” were called “avvisi,” as the comprised short news items. And yet translation was as the very base of the birth of journalism, often as a result of the wars occurring in the various parts of Europe. Beller noted that the first English newspapers or corantos, were for the most part translations from Latin, German and French ( Beller .1927. 276). Nonetheless, journalistic translation was not commonly used in the previous centuries. The newspapers were more domestic than they are now, and that is probably due to the technological breakthrough the world has witnessed since the last years of the twentieth century.

#### **Teaching Journalistic Style to Students of Translation**

Students of translation have to be aware of different cultures, registers, linguistic styles, jargons, and language varieties to enable themselves decode or decipher almost all the texts they approach, so majoring in translation means mastering as much cultural and linguistic knowledge as one can because it is an interdisciplinary

field which is approximately interwoven with all the branches of knowledge. The need for translation is growing enormously more and more and the number of professional translators is expanding in return and that is surely due to the communicative demand of the world population as the frontiers of time and place are getting mended. People recently have been capable of communicating with one another in different parts of the globe in almost no time. (Nida. 2001. 99) noted that In order to match the need for interlingual communication, the teaching of foreign languages is rapidly increasing, and in Europe alone there are at least seventy-five institutions concentrating on teaching the principles and practice of translating and interpreting. In addition, many university departments of foreign languages are introducing courses in interlingual communication. There are now more than forty academic journals dealing with the issues of translation and interpreting, and during the 20th Century more than 300 books have been published about problems and solutions to interlingual communication. The number of professional translators has grown enormously. In the European Union there are some 2,500 in-house translators, while in Hong Kong alone there are some 6,000 full-time free-lance and agency translators. The Professional Translators Society of China has a membership of more than 40,000 translators, and the total number of people in the world spending either most or all of their time translating or interpreting probably exceeds 300,000, but they cannot keep up with the demand.





A number of commercial firms are also investing heavily in programs for translating. Already there are more than eighty-five sets of languages for which there is at least some automated system for translating, and there are more than 400 orthographic systems for computer use. Internet translating and interpreting represents a thirty billion dollar a year market that is growing at the rate of 14% percent a year.

### **What do Students need to master Journalistic Translation**

To study journalistic style, students of translation should be edified in a group of linguistic and non-linguistic issues. The more they absorb these issues, the more they will master (JT). The chunks in questions can be couched in the below mentioned points:

#### **Vocabulary**

Various definitions have been labeled to vocabulary, but the most agreed one is that vocabulary is words learning. Harmer (2007) states that vocabulary is not only to know the words but also to know the relationships of these learned words to other words in the sentence. Scrivener (2011) further argues that “lexis” rather than the more familiar word “vocabulary” should be used. That is because of the availability of corpora. The use of the word lexis implies a major shift in understanding, attitude, and approach. Therefore, Michael Lewis wrote a book (called *The Lexical Approach* in 1993) that reflects this new paradigm in thinking of vocabulary teaching. It stresses that learning words in isolation are the wrong way of augmenting foreign language

lexical items acquisition. They should be incorporated into learning grammar and other language skills meaningfully.

Every branch of knowledge has its own vocabulary and terms. Journalistic translation is a combination of terms related the language of journal articles, radio or TV broadcasting, news, magazines and newspapers. Students are required to master these linguistic units of the very field and survey the corpus of its language. Vocabulary are the backbone of language and a language is mainly a set of vocabulary connected together through complicated processes to make meaning. There are many morphological processes through which words are made and formed and also there are syntactic regulations that would contextualize lexical items and morphological units to elucidate meanings and senses out of every single linguistic construction.

To learn a new word professionally, a student needs to follow various strategies of learning new words. He has to specify which part of speech is that word? How is it pronounced? Is it countable or non-countable? Does it have more than one meaning? How can it be used in contexts? Does it belong to a particular register? Are there any cultural considerations using that very word? These questions may help a learner majoring in translation particularly journalist translation master the use of that word in terms of almost everything.

One aspect of effective vocabulary learning requires figuring out what needs to be studied about a word (Canale,2014).



This is called the learning burden of a word and differs from one word to another according to the ways in which the word pertains to some factors such as first language knowledge, already existing knowledge of the second language and/ or other known languages. The way to work out the learning burden scientifically is to reflect on each aspect of what is vital in knowing a word. Generally, knowing a word requires being able to identify its form and its meaning at the basic level. Harmer (2007) enlarges this condition to include two more aspects of knowing a word: usage and grammar. By usage, he means understanding the word's collocations, metaphors, and idioms, as well as style and register (the appropriate level of formality), being aware of any connotations and associations the word may have. On the other hand, by grammar, he states that language learners should be able to use the word in the suitable, correct, grammatical structures. It can be concluded that a language learner masters a word if he/she is able to define, spell, pronounce it correctly, be aware of its connotation, affixes, and he or she can use it in a context as well as discern its grammar. All these requirements make learning vocabulary look a complicated process as learners should be able to recall the word and recognize it in its spoken and written forms.

Vocabulary items include paradigmatic and syntagmatic relations, etymology, and other types of word theoretical knowledge. Having mastered these

lexical issues, a translator will be able to estimate, and appreciate the word order in a sentential constructions in terms of grammatical concordance and sense relations so that the desirable meaning will smoothly be out there. Vocabulary knowledge is good for dealing with meaning of linguistic units and both types of form-based and meaning based genres of translation. As well as it can properly expand the skills of the learners of translation.

## 2. Grammar

The process of teaching grammar systematically, started so long ago during the advent of teaching grammar translation method (GTM). It was centered on teaching grammatical rules and translating linguistic units starting from simple words up to more complicated linguistic units or unit of speech larger than a sentence. Irrespective of students' language proficiency, it could be notice, the tendency of several students is to prefer learning Grammar which they believe is necessary for developing the language. In contrast, studies report (e.g. Jean and Simard, 2011) learning and teaching grammar is boring. Even though generally ESL teachers and learners agree on the importance of teaching and learning grammar, there are differences in the way grammar should be taught. Arising from the principle of Grammar Translation Method (Richards and Rodgers, 2001), grammar was taught as a separate lesson with a heavy focus on grammar rules, using mother tongue. Ellis defines grammar teaching as:



“Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it.” (Ellis,2006: 84). Sadat (2017. 6), as a result of his review on teaching grammar, concludes that language instructors should blend grammar teaching with Communicative Language Teaching in order to achieve both linguistics and communicative competence in the classroom. He further states that ‘any language instructor should take into consideration some important questions such as what, how, when, and why should we teach grammar?’ Also, teaching grammar will largely depend on the level of the learners, therefore a good teacher always teaches based on the levels of the learners.’

Teachers believed that by teaching grammar they themselves enhance their own grammatical competence. This knowledge enables students of translation write and speak more accurately with confidence as well as they can be more potent and professional in translation. In addition, they get satisfaction as they could broaden their translational perspectives and insight into the texts they are exposed to. Teachers believed that grammar and writing skills are inter-related where grammar is necessary for students’ errorless writing. It helps the students enhance their language skills by

understanding the structure and write and speak more accurately. Teachers considered grammar knowledge is important in developing language proficiency as it is connected with the four skills such as writing, speaking, listening and reading. Hence, grammar is important to master those skills accurately. It is asserted that students should know the grammar rules as it is vital for communication as well as comprehension of the texts in addition to conveying meaning through translational processes.

The outcome of the study indicated that students like to learn grammar continuously throughout their study but they do not want exclusive and explicit grammar lessons. They prefer to learn grammar along with other skills. Hence, it is the duty of the language lecturers/ instructors to teach grammar without making it boring to the students. Further this study did not make direct observation of grammar teaching in classes nor did it obtain an in-depth view of teachers. Therefore, a future study is needed to investigate the teaching of grammar, mainly to find the methods used in teaching grammar, their impact and also to find the constraints faced in teaching grammar.

Abadri, L and Badawi, A (2020) claim that a newspaper headline is a very short summary of a news report. The grammar of headlines is often non-standard and they can be difficult to read. The main features of the grammar of headlines are the use of a series of nouns and the use of ellipsis





### 3. Meaning

Translation is concerned with transferring the meaning of a text into another language and that process submits to some regulations which can maintain the meaning to be transferred. Translation is all about conveying meanings. Hence, it is pivotal to a great extent to teach meaning with its aspects and dimensions to students of translation. (Nida. 2001. 13) explained the cruciality of meaning in the various styles of translations by saying:

*For professional translators what counts is the effective transfer of the meaning because that is precisely what clients want and need. Their concern is not the formal features but the content of the text. For example, in documents from Spanish-speaking Latin America coming to the European Union the customary phrase cooperación económica is not rendered by Commission translators as “economic cooperation” but as “help” or “assistance,” because that is precisely what is involved. Nevertheless, people preparing texts for the European Union continue to use cooperación económica, because asking directly for economic help or support would imply that these countries are economically Contexts in translating or politically inadequate, which of course they are, or they would not be asking for financial help.*

According to (Larson. 1984. 11) the goal of a translator is to produce a translation which is idiomatic; that is one which has the same meaning as the source language but it is expressed in the natural form of the receptor language, the meaning not the form. Furthermore, disregarding the

importance of meaning in translation would lead to form-based translation which is misleading and unprofessional as it fails in most cases to convey the desirable meaning that the source text implicates.

Meaning-based form of translation is meaningful and capable of making a text as understandable as it should be. It fairly transfers texts into the target language without misconception or misunderstanding.

### Culture and Language proficiency

Culture is defined as “an integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationship and expected behaviors of a racial, ethnic, religious or social group, and the ability to transmit the above to succeeding generations” (Goode, Sockalingam, Brown & Jones, 2000) This means that language is not only a part of how we define culture, it also reflects culture. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes. Through initiative such as the national standards for foreign language learning, language educators in the United States have made it a priority to incorporate the study of culture into their classroom curricula. Cultural knowledge is one of the five goal areas of the national standards.



Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. (National Standards in Foreign Language Education Project, 1996, p. 27)

Culture is one of the most important factors in having a good translational career. It is not enough to learn vocabulary and structures of a particular language because the linguistic knowledge of that language apart from its culture will not qualify you to use it perfectly in terms of using its four skills. Translators are usually confronted with culturally-bound or culture specific words and phrases, so they have to be aware of the cultural knowledge of the languages they deal with. Cultural aspects can be acquired through the exposure to authentic materials delivered by the members of the target language community.

Film and television segments offer students an opportunity to witness behaviors that are not obvious in texts. Film is often one of the more current and comprehensive ways to encapsulate the book, feel, and rhythm of a culture. Film also connects students with language and cultural issues simultaneously (Stephens, 2001), such as depicting conversational timing or turn-taking in a conversation. At least one study showed that students achieved significant gains in overall cultural knowledge after watching videos from the target culture in the classroom ( Herron, et. al, 1999). The idea of teaching culture is nothing new to second language teachers. In many cases, teaching

culture has meant focusing a few lessons on holidays, customary, clothing, folk songs, and food will these topics may be useful, without a broader context or frame they offer little in the way of enriching linguistic or social insight specially if a goal of language instructions is enable students function effectively in another language and society. Understanding the cultural contexts of day-to-day conversational conventions such as greetings, farewell, forms of address, thanking, making requests and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to whom, and in what situations, and it means understanding the beliefs and values represented by the various forms and usages of the language. Culture must be fully incorporated as a vital component of the language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Students can be successful in speaking second language only if cultural issues are an inherent part of the curriculum.

#### **Recommendations**

On the basis of discussing the above investigated points, the researcher suggests the following recommendations for more explorations in the field of journalistic translation on the part of students majoring in translation:

- Journalistic style is one of the linguistic styles which are commonly used in the ongoing era of technology, so students of translation are supposed to be exposed to this very style intensively.



- Students of translation should be encouraged to master linguistic structures, meanings, grammatical rules and the aspects of language contextualization.
- Journalistic translation should be developed and improved to match the outbreak of technology and globalization which give rise to the advent of so many news agency and media production firms.
- Lots of researches have to be conducted on this area which is very essential and significant in political, social and diplomatic lives.
- Teaching linguistic knowledge to students of translation should be tackled properly to deepen their perspectives and insight into language aspects so that they would find it not so hard to translate different texts easily and perfectly.

### Conclusion

The significance of this study emerges from the importance of teaching journalistic style to students of translation. The study defined the essential role of translators in transferring cultures and encouraging mutual understanding among the population of the globe. The researcher depicted and explained the concept of journalistic style and the historical implications that are somehow connected with that linguistic style moreover to how translators manipulate their translational knowledge to deal professionally and succinctly with that distinctive linguistic style. The features which are peculiar to journalistic style were displayed to show profoundly the obstacles and dilemmas encountered by the students of translation while dealing with journalistic style. The

researcher also explicated the essentiality of teaching vocabulary items either journalistic or otherwise and also grammar rules to students of translation to expand their perspectives and linguistic repertoire in translating (JS).

Eventually, students should study meaning deeply as it is the backbone of translation. Meanwhile, meaning-based translation is the most preferable and endorsed. Professional translators are those who are well informed and skillful in using this form of translation unlike those who practice form-based one which is inferior to the latter.

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