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**Evaluating EFL learners' translation skills
case of 3rd year students at Iben Khaldoun
University of Tiaret**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for Master's
Degree in Didactics**

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Dedication 1

This work is dedicated to my beloved parents, who encouraged me in every step I do.

I would like to thank them for their sacrifices and for being always beside me.

I also dedicate this work to my lovely friends Nadjia and hanane for supporting me in every single step that I made

And my special thanks goes to my friend hanane again who shared with me this work, she gave me hope and courage whenever I lose it

To all my family

To all my friends

To all whom I love.

Ines

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Abstract

Evaluating EFL learner's translation skills is regarded as important process. Effective translation learning is essential. However, evaluating its effectiveness can be a significant challenge for learners. In this respect, this study aims to scrutinize EFL learner's translation skills at the third-year level, as they struggle with difficulties in translation that hinder they learning process. The researchers conducted this study through a questionnaire with third year students at Iben Khaldoun University and a structured interviews with (04) teachers in the same university district based on qualitative and quantitative methods for data analysis. The findings revealed that learners face many difficulties in translation at the level of grammar, vocabulary and cultural nuances. Besides, the results revealed that teachers should adopt some strategies and methods, as they must act autonomously to facilitate pupil's translation learning and to improve learners' translation skills such as self-assessment, peer review and formative and summative assessment.

Keywords: EFL learners, Evaluating translation, Formative and summative assessment, Translation Skills

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List of Abbreviation and Acronyms

EFL English as a foreign language

SL Source language

TL Target language

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GENERAL INTRODUCTION

General Introduction

In today's interconnected world, communication across languages is more crucial than ever.

To bridge this gap, effective translation learning is essential. However, assessing its effectiveness can be a significant challenge for educators.

Traditional methods often focus on translating individual words, while a good translation goes far beyond that. It's a complex skill that requires a deep understanding of both the source and target languages. The true mark of a skilled translator lies in their ability to capture the essence of the message and adapt it to resonate with new audiences.

Assessing these skills can be very difficult, especially when traditional methods can miss important aspects of learning ability.

Evaluating translation skills is key to understanding how well someone can convey meaning from one language to another, it's not just about accuracy, but also about capturing the spirit and nuance of the original text.

For third year students, the translation from language to another could be a challenging task for them. Some pedagogical issues can arise such as lack of cultural awareness, weaknesses in grammar and vocabulary, and words that have multiple meanings and missing context, therefore, this study attempts to explore learners' abilities and skills to translate different languages. This study provides strategies that can help students to reduce facing struggles in their translation process.

More importantly, this study sheds the light on the difficulties that learners encounter in translation. It aims to identify the skills and abilities that students possess in order to well translate articles or texts. Moreover, to know how teachers do the evaluation during their learning process, in addition teachers provide strategies to facilitate learners' obstacles that they face, in this regard, to meet the objectives, the following questions are formulated:

1. What are the difficulties that EFL face learners in translation?
2. How can teachers of translation accurately evaluate students' translation skills?
3. What strategies should teachers of translation use to enhance EFL learners' translation skills?

To answer the research questions, the following hypotheses are proposed:

1. EFL learners may encounter several difficulties in translation such as cultural nuances, structural problems, lack of vocabulary and multiple meanings.
2. Teachers translation carefully evaluate their students 'translation skills through checking for any errors in grammar, syntax, semantics, and by considering the translated text's naturalness and flow.
3. Evaluating EFL learners 'translation skills can be done through various methods, such as translation exercises, self –assessment and error analysis.

This dissertation consists of three chapters:

Chapter one outline the theoretical framework and previous studies .it provides insight about the importance of evaluation in learning process, for chapter two, it stands for the translation. It provides an overview regarding the skills and methods that should the learners follow in their translating process .chapter three, which is about the practical section, it discusses the research objectives and methodology employed in this study.

Besides, the analysis and interpretation of the findings. Essentially, recommendations for further improvements

CHAPTER ONE

THE OVERVIEW OF EVALUATION

1.1 Introduction

In this chapter, we'll look the definition of Evaluation as a systematic process that collects, analyzes, and interprets data to determine the efficacy, efficiency, and value of initiatives, policies, or interventions. It seeks to provide evidence-based insights to help notify decision-making processes, improve program outcomes, and ensure accountability. Than we will see the fascinating history of evaluation and how it's evolved into a crucial method for assessing initiatives and informing decisions.

We will start by looking at the essence of evaluation, and then proceed to an examination of the various types of evaluation as there are several forms of evaluation, each with a distinct function and an emphasis on a different facet of the program. Common forms include process evaluation, which looks at how a program is implemented; impact evaluation, which gauges long-term results; formative evaluation, which helps with program development; and summative evaluation, which evaluates a program's overall impact and efficacy. We will display the tools and methods used in the evaluation process this least collects and processes data using a variety of instruments and techniques

1.2 History of Evaluation

While evaluation as an occupation is relatively new, evaluation as a concept and practice dates back thousands of years in human history. The process of assessing and figuring out something's value or worth has a long history. One could contend that when Adam and Eve made decisions based on the information at hand, they were participating in an evaluation process. Humans use evaluation as a basic process to help them make wise decisions. Evaluation is the process of determining the value and worth of different entities and actions. It can be used to measure the efficacy of a program, evaluate the impact of a policy, or assess the quality of a product. Alkin, M. C. (2011). *Evaluation essentials: From A to Z*. Guilford Press.

It's crucial to recognize that evaluation is a flawed procedure, though. Human assessments are frequently carried out with scant information, which may be biased or insufficient. Seldom do we have a clear understanding of every possible outcome of the choices we make. This inherent limitation emphasizes the necessity of using thorough and organized evaluation techniques in order to reduce bias and enhance decision-making. Since evaluation has become a separate profession, assessors work to improve the objectivity and accuracy of assessments by using analytical frameworks, solid methodologies, and trustworthy data collection. They understand how crucial it is to consider various viewpoints, deal with possible biases, and account for uncertainty in their conclusions. According to Shadish, Cook, and Leviron (1990), some researchers trace the origins of evaluation back to evolutionary biology. It makes sense to think that evaluation is involved when species undergo mutations to acquire new traits as a means of survival, as in the case of evolutionary developmental biology (Evo-Devo).

In addition to evaluations linked to gene expression and Adam's decisions, evaluation evidence dates back to 2200 BCE when the Chinese emperor attempted to reassess his court every three years (Shadish et al, 1990; Wainer, 1987). The Chan dynasty started testing employees prior to hiring them about a millennium later, in 1115 BCE. More than two millennia later, in the late 1700s and early 1800s, France and subsequently Britain implemented a comparable system of evaluation for civil servants (Wainer, 1987).

Additionally, in Britain, William Farish of Cambridge University is recognized for having created in 1792 establishing the initial grading scheme (Hartmann, 2000; Soh, 2011). At the time, a few British universities had started to base professor salaries on the quantity of students they were teaching.

As a kind of early entrepreneur, Farish created a system for teaching the greatest number of students with the least amount of labor in order to increase revenue. His approach involved giving students numerical grades. Although some American colleges,

like Yale, gave their students categorical grades, quantitative grading systems did not gain traction in the US until the late 1800s (Schinske & Tanner, 2014).

Early to mid-1800s saw France and Britain shift their focus from evaluating individuals to evaluating policies and programs. The French researcher André-Michel Guerry evaluated a social policy in the 1830s, which is among the first instances of such an evaluation. After researching the relationship between education and crime, Guerry concluded that it had no effect (Cullen, 1975).

Missions to focus on social problems. For instance, the Health of Towns Commission was formed to examine and improve conditions in order to decrease death rates in urban areas across England (British Broadcasting Corporation. 2014).

Statisticians have argued this finding conceptually and with proof (Weiss, 1998), and Guerry also looked at the relationships between crime and suicide (Friendly, 2007) and weather and mortality. Moreover, Jules Depuit, a different French researcher, assessed the value of public works in France in the 1840s using the theory of supply and demand in the economy (Toulemonde & Rochaix, 1994). Great Britain established commissions to concentrate on social issues during the 1840s as well. For example, the Health of Towns Commission was established to investigate and enhance conditions to reduce mortality rates in England's towns and cities (British Broadcasting Corporation, 2014).

1.3 Evaluation Defined

One notable definition is that provided by Scriven (1991, p.139) and later adopted by the American Evaluation Association (2014): “Evaluation is the systematic process to determine merit, worth, value, or significance”. This definition emphasizes the systematic nature of evaluation, as well as the emphasis on determining the worth or value of the object under consideration. It also emphasizes the value of using criteria and standards to guide the evaluation process. In no small part because nearly all evaluation theorists give at least lip service to the notion that evaluation is about merit and worth. (Shadish, 1998).

While evaluators’ approaches and perspectives may differ, the recognition of merit and worth as the core elements of evaluation indicates the field’s common understanding. Therefore, not all evaluators define evaluation in identical manner. As Glass and Ellett (1980, p. 211) once said: “Evaluation more than any science is what people say it is, and people currently are saying it

is many different things”. The quotation from Glass and Ellett (1980) shows the field’s various viewpoints and interpretations of evaluation. It recognizes that evaluation is a multifaceted and ever-changing discipline influenced by the perspectives, needs, and interests of various stakeholders. Evaluation is not a predetermined, universally defined science with limitations.

Suchman (1968, pp.2-3) [Evaluation applies] the methods of science to action programs in order to obtain objective and valid measures of what such programs are accomplishing. The quote from Suchman (1968) emphasizes the use of scientific techniques in evaluation in order to gather objective and valid measures of the success of action programs.

Patton (1997, p.23) Program evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming. Program evaluation is defined succinctly as a systematic process of gathering information about programs in order to make verdicts, enhance efficiency, and notify future initiatives.

Donaldson and Christie (2006) define evaluation:

Evaluation provides information for decision-making, frequently answering the bottom-line question, “Does it work?” Follow-up questions to this basic question are frequently requested by those conducting evaluations. “Why does it work?” For whom does it work best?” “Under what circumstances does it work?”

“How do we make it better?” Evaluators give program stakeholders viable answers to these critical questions.

(Donaldson and Christie, 2006, p. 250)

Donaldson and Christie (2006) emphasize the importance of evaluation in providing information for decision-making and answering important inquiries about program efficacy, improvement, and understanding. At its core, evaluation attempts to answer the basic query, “Does it work?” This question inquires whether a program or intervention succeeds in accomplishing its objectives and creating the desired effects. Evaluators assess the program’s

success and provide based on proof answers to this question by collecting and analyzing data in a systematic manner.

According to the American Evaluation Association (2014) Evaluation is a systematic process to determine merit, worth, value or significance. More, Chen (2015) views evaluation of programs is the systematic collection and analysis of evidence and contextual data aimed at evaluating the planning, deployment, and effectiveness of an intervention program. It entails responding to and asking key questions about the program's purpose, target audience, methods, outcomes, and underlying causes of success or failure.

In his book *Logic of Evaluation*, Scriven argued that arguing that the primary purpose of evaluation is for decision-making is flawed logic. "*Evaluation is what it is, the determination of merit or worth. And what it is used for is another matter*" (1991, p.7). Nevertheless, Scriven's feelings have not prevented evaluators from describing evaluation, at least in part, by deciding on its objective.

Mason and Hunt's (2018) research points out the difficulty of successfully conveying program evaluation to participants, particularly young and emerging evaluators. The study discovered that when describing evaluation to others, evaluators frequently give preference explaining the purpose or results of evaluation over its process. Furthermore, the definition of evaluation may differ according to the context, such as the individual's education, previous experience of evaluation, and position.

The lack of a formal and universally accepted definition of evaluation can indeed create difficulties in effectively communicating its essence to stakeholders and. To address this challenge, it is important to develop clear and concise explanations of evaluation that capture its purpose, process, and value.

1.4. Functions and Advantages of Evaluation

The functions and goals of evaluation in teaching and learning were delineated by Dishd (2020). The information provided by evaluations is used as the foundation for many decisions made in the field of education. We must adhere to the fundamental purpose of evaluation, which calls for practicality for the student and his educational journey. The following are the purposes of evaluation:

In the field of education, evaluation is essential. It contributes to raising the standard of education and offers insightful information about the learning process. In order to ensure effective teaching and learning, this report attempts to investigate the role of evaluation in education. 2. Evaluation Definition and Significance: Prominent evaluator Michael Scriven (1991, p.139) states that *“Evaluation is the systematic process of delineating, obtaining, and providing useful information for judging decision alternatives.”* For a number of reasons, evaluation is crucial in the classroom. According to Ernest R. House, (1980, p.1) *“Evaluation is important in education because it allows us to assess the effectiveness of educational programs, policies, and practices in achieving desired outcomes.”*

This quote is saying that evaluation is necessary in education because it’s the way to check if things are working. It’s like getting a grade on a test, but for the entire teaching system. By evaluating educational programs, policies, and practices, we can see if they are helping students learn what they are supposed to. This helps improve education for everyone.

In the field of education, evaluation has a variety of uses. According to Robert Stake (1975, p.14) *“Evaluation is a process of determining the merit, worth, or value of something—especially in relation to determining its effectiveness or potential for improvement”*. As Peter Airasian (1991, p.6) put it, *“Evaluation is the process of determining the extent to which instructional objectives are achieved”*. It aids in tracking student learning outcomes. According to Daniel L. Stufflebeam, (2001, p.279) *“Evaluation is the systematic process of collecting, analyzing, and*

interpreting information in order to make decisions". Evaluation is also essential to enhancing methods of instruction.

There are a number of advantages to evaluation in education. According to R. L. Linn, (1989, p.13) "*Evaluation provides information that can be used to improve educational programs and their outcomes*". As Paul E. Barton (2002, p.5) put it, "*Evaluation is essential for holding educators and educational institutions accountable for student learning.*" It also encourages accountability. But there are difficulties involved in evaluation. As J. D. Finn (1993, p.72) put it, "*Making sure assessments are impartial and fair is one of the challenges.*" Furthermore, as James T. Sanderson (1995, p.84) puts it, "*Evaluations must strike a balance between the need for accountability and the need for valid measures of educational quality.*" He emphasizes the difficulty in striking this balance.

Evaluation is essential to education because it measures learning objectives, offers insightful information, and enhances instructional strategies. According to Carol Weiss, (1998, p.14) "*Evaluation is the systematic assessment of the design, implementation, and outcomes of a program or policy.*" Teachers can improve student learning and raise the standard of instruction by putting into practice efficient evaluation strategies. Robert E. Stake (1975, p.14) once said, "*Evaluation is not just for assessing programs; it is also for developing programs that work better.*" Here the quotation highlights that evaluation is not just a final exam, but a tool for improvement.

1.5 Types of Evaluation

Evaluation can be divided in a variety of ways: according to function, according to approaches, according to nature of references/interpretation. Orluwene (2019) categorized using various expectations:

1.5.1 Classification based on Nature

This method assesses an individual's maximum developed abilities, considering how well they perform when driven to get the best score possible. A maximum performance exhibition involves figuring out what a student's absolute best at a particular skill is. Thus, achievement and

trait aptitude tests are used in this kind of measurement. Typical performance evaluation falls under the nature of evaluation and is used to predict an individual's behavior. Instead of emphasizing high scores, typical behavior such as interests, attitudes, adjustment, and different personality traits are assessed using instruments like interest inventories and attitude scales and representative responses. Here, the focus is on acquiring.

1.5.2 Classification based on Learners' Roles

This kind of classification placed the performance of learner's evaluation under: Diagnostic evaluation, Formative evaluation, Summative evaluation, Placement evaluation.

1.5.2.1 Diagnostic evaluation

It is carried out to identify the learning challenges encountered during instruction. It is employed to identify the root causes of enduring learning challenges and to create a modified action plan. The majority of the data used in this evaluation come from various observational methods and diagnostic tests. According to Popham, W.J (2011)

1.5.2.2 Formative evaluation

Establishes the value of students' performance, tracks their progress in learning while receiving instruction, and continuously provides teachers and students with feedback on the successes and failures of the teaching-learning process. The methods most frequently used to gather data for formative assessments are teacher-made tests and observational methods. According to Shepard, L.A. (2005)

1.5.2.3 Summative Evaluations

It is completed at the conclusion of a course or program. It is employed to ascertain the degree of achievement of the educational objectives. Examples include evaluations conducted as part of programs (JSS 3, SSS 3) or at the end of terms (first term examinations). It is primarily employed in certification.

1.5.2.4 Placement Evaluation

It is a tool used to assess students before they even begin receiving instruction. It is employed to ascertain how students enter the classroom. Ukwuije (2007) said as much. The placement assessment determines how much a student's interests, heights, and habits will be appropriate for them to pursue a specific program or course.

To Linn & Gronlund (2000) the placement evaluation focused on questions such as:

A. Do the pupils have the abilities and knowledge required to start the scheduled guidance?

B. To what degree have students already attained the knowledge or abilities that the lesson plan aims to impart?

C. How much does the students' hobbies, work styles, and personalities factor into their learning?

Suggested that a particular teaching method might be superior to a different one. It will be necessary to employ a range of strategies, including records of prior success, pre-tests for the course objectives, and oneself methods of observation, and so forth. Inventory reports, observational methods, and so forth.

1.6 Tools of Evaluation

Let us at this point start our discussion about evaluation tools. In this section, we'll talk about the characteristics of a good tool. Any evaluation tool you decide must be carefully picked or developed to fit into your evaluation design and data analysis strategy. This will help you get accurate and trustworthy answers to the questions you want to evaluate. But how do you determine the efficacy of a good evaluation tool? A few features of a good evaluation tool include validity, reliability, utility, and so on.

1.6.1 Observations

Directly witnessing and documenting actions, exchanges, or occurrences in real time constitute observations. This is a very helpful tool when assessing behavior, performance, or

procedures. Depending on the situation, observations can be made in a controlled or uncontrolled environment. They present an objective assessment of the circumstances and abundant qualitative data. *“Observations offer an objective and firsthand account of behaviors and interactions, allowing for an unbiased evaluation of performance and processes.”* Professor Robert Davis, Specialist in evaluation. Robert Davis, (2020, p. 42). This quote is basically saying that watching something happened you (observing) is a great way to judge how well it is going (evaluation).

1.6.2 Tests and Exams

Exams and tests have long been the main tools used in the traditional educational system to evaluate students’ learning and performance. Although summative assessments play a crucial role in assessing students’ mastery of material and skills, there is an increasing awareness that a more comprehensive approach to assessment is required to genuinely foster the development of students. In order to improve the learning process, this essay will examine the drawbacks of relying too much on exams and tests and will support the inclusion of real, formative assessments.

One of the main complaints against the emphasis placed so much on tests and exams is that they often encourage a “teach to the test” mentality, in which learning is reduced to memorization of facts in order to pass an exam. According to education expert Linda Darling-Hammond, “Teaching to the test produces a narrow curriculum and encourages drill and practice rather than deeper learning” (Darling-Hammond, 2010). This is an apt statement. This method may inhibit critical thinking, creativity, and the acquisition of critical abilities that are vital for sustained success.

Moreover, conventional assessments and examinations frequently fall short of fully capturing the range of a student’s skills and knowledge. Prominent education philosopher Alfie Kohn contends that “Standardized tests measure only a narrow slice of what’s important in education” (Kohn, 2000). There is often little opportunity for the demonstration of a deeper understanding or the application of knowledge in real-world contexts in these assessments, which favor the recitation of factual information above the application of knowledge.

1.6.3 Questioning

Questioning is a fundamental technique employed by evaluators to gather robust, insightful data. As Parker states, “Effective questioning is the cornerstone of any robust evaluation strategy”. Parker, E. (2020, p. 47). Through carefully crafted questions, evaluators are able to “uncover hidden assumptions, reveal areas of misunderstanding, and prompt deeper reflection from program participants.” Patton, M.Q. (2018, p. 185).

Questioning techniques can take various forms, such as open-ended questions, probing questions, and clarifying questions. As Stufflebeam notes, “Strategic questioning enables evaluators to gather rich, nuanced data that provides crucial insight into program activities and outcomes.” Stufflebeam, D.L. (2001, p. 63).

The art of questioning is crucial throughout all stages of evaluation – from needs assessment to summative evaluation. As Scriven emphasizes, “The evaluator’s ability to ask the right questions at the right time is what separates effective evaluation from shallow data collection.” Scriven, M. (2007).

Ultimately, a well-designed questioning strategy is essential for producing meaningful, evidence-based evaluations that can inform program improvement and decision-making.

1.6.4 Exercises and Activities

An essential part of the educational process is assessing the progress and learning of the students. In the past, assessments have primarily used written exams and quizzes to gauge students’ comprehension and knowledge. But there has been a growing realization in recent years that exercises and activities can also be effective tools for evaluation. “Assessment should focus on the demonstration of important knowledge and skills, not just the recall of information,” according to Wiggins and McTighe (2005). The ability to assess students’ skills and abilities more thoroughly is one of the main benefits of using exercises and activities as evaluation tools. Written examinations typically place a strong emphasis on applying particular concepts and recalling facts.

On the other hand, tasks and exercises can assess a broader variety of abilities, such as problem-solving and critical thinking. Cooperation as well as inventiveness. According to Hattie (2012), “the most powerful effects on student learning occur when teachers become

learners of their own teaching, and when students become their own teachers.” Additionally, exercises and activities can offer a more contextualized and genuine evaluation of students’ learning.

Students need to show that they understand material by using it in complex problem-solving situations or real-world scenarios, as opposed to just memorizing facts. This method helps to guarantee that students are gaining the practical skills and competencies required for success in their future endeavors in addition to better aligning with the demands of the workplace of the twenty-first century. Assessment “should focus on the ability to use knowledge, not just recall it,” according to Svinicki and McKeachie (2011).

1.6.5 Projects

An essential part of education is evaluation, which enables teachers to assess student comprehension, pinpoint areas in need of development, and assess how well their teaching strategies are working. Projects have become one of the most effective and adaptable methods of evaluating student learning among the many evaluation instruments at hand. Project-based assessment, according to Andrade and Cizek (2010, p.34), “can provide a more authentic and meaningful measure of student learning than traditional tests and quizzes.”

Through projects, students can put their theoretical knowledge to use in real-world situations, which deepens their understanding of the subject. This practical method promotes critical thinking, problem-solving, and the growth of vital 21st-century abilities like creativity, teamwork, and communication. Underlined by Larmer and Mergendoller (2015), “projects allow students to engage in sustained inquiry, critique and revision, and the construction of knowledge.”

In contrast to conventional evaluation techniques like exams and tests, projects give students the chance to demonstrate their learning in a more thorough and all-encompassing way.

According to Wiggins (1998), “performance-based assessments, such as projects, provide a richer and more authentic picture of what students know and can do.”

1.6 Evaluation VS Assessment

For a while, the word "assessment" has been used in the educational community. Since 1973, Alverno College has discussed it (Alverno College, 1985). With the release of *Making a Variation: Outcomes of an A Decade of Assessment in Higher Education* (Banta, 1993), Trudy Banta rose to prominence in the assessment motion, and *Classroom Assessment Techniques* (Angelo & Cross, 1988, p.4) represented *"the first serious effort to meld assessment techniques with teaching tips."* However, most higher education institutions have struggled to establish an assessment culture.

Restored the usefulness of terms, raising the possibility of insightful discussion or learning. This strategic delineation assisted instructors in creating more impactful frames for their improvement- and growth-directed interventions, as well as in identifying some of the affective barriers that prevent students from accepting feedback (basically, because they are accustomed to receiving evaluation and react defensively as a result).

Despite being used most frequently in student affairs, the term assessment might cause the greatest confusion. The term "assessment" is commonly used in education to refer to the process of measuring an individual's knowledge and abilities (Banta & Palomba, 2015, p.1). More recently, the term has come to refer specifically to the evaluation of student learning in higher education (Suskie. 2001), with the term "outcomes assessment" implying the aggregation of individual measures in order to identify group strengths and weaknesses (Banta & Palomba, p. 13). In actuality, though, a lot of people use the phrase "outcomes" only to refer to the particular idea of student learning assessment.

The word "assessment" is frequently used more widely in student affairs to refer to the full evaluation cycle or process. In the seminal work *Assessment Reconsidered*, assessments of programs, operations, and services are included in addition to assessments of student learning. This integrated idea in student affairs is defined by Keeling (2004) as follows: The assessment of learning appears at how well learning experiences such as a curriculum, academic major

certificates program, course, particular classes, student development experience, or experiential learning activity increase students' ability, skill, or competency in a variety of domains.

Upcraft & Schuh's (1996) description of assessment in the field of education, "*Assessment effort to collect, evaluate, and interpret evidence which outlines institutional, divisional, or agency effectiveness, is one of the explanations that is most frequently used*" (p.180). They point out that evaluation is concentrated on applying the assessment evidence for improvement, whereas assessment is focused on effectiveness. Banta (2002) offers a concise definition that incorporates the concept of assessment process or cycle. "*Assessment is a multiple phase, broad process a vehicle. For giving a single activity or series of related activities focus and harmony.*" p. 3.

Whilst assessment emphasizes the learning and teaching processes and consequences, providing feedback for improvement, evaluation is focused on grading the quality of learners' outputs to function properly therefore, evaluation is defined as the structured understanding and giving meaning to results. It examines the original objectives and compares them to the results. An evaluation can serve as a final check to assess the quality of instruction. It is consistently product-oriented. This means that the main controversy is, "What's been learned?"

Although the terms assessment and evaluation are often used mutually, there is an obvious distinction between the two. According to Fenton (1996), assessment is the collection of pertinent data that is reliable for decision-making. An evaluation application to analyze data from a standard and a decision-making method provides information on the

quantity and satisfactory of the learning that took place. Indeed, concerned with offering a basis on which educational decisions are evaluated is subjected to a standardized system that results in making judgments about learning achievements.

Despite their differences, assessment and evaluation work in tandem. While evaluation is only concerned with determining whether or not goals were met, assessment is concerned with gathering data from learners and giving them a specific objective. Additionally, evaluation occurs at the conclusion of the instructions, whereas assessment occurs at the beginning of the process.

Furthermore, evaluation is expected to report only on the accomplishments of learners, whereas assessment aims to improve and promote experience. Krumsieg (1998) contrasts and compares the different aspects of assessment and evaluation.

Dimensions	Assessment	Evaluation
Timing	Formative	Summative
Focus of Measurement	Process-Oriented	Product-Oriented
Relationship Between Administrator and Recipient	Reflective	Prescriptive
Findings and Uses	Diagnostic	Judgmental
Modifiability of Criteria, Measures	Flexible	Fixed
Standards of Measurement	Absolute (Individual)	Comparative
Relation Between Objects of A/E	Cooperative	Competitive

Table1.1: Comparison between Assessment and Evaluation

From: Apple, D.K.et al (1998).

This table provides a comprehensive overview of the key differences between assessment and evaluation, highlighting their distinct purposes, approaches, and applications in the educational context. It is a useful reference for understanding the nuances between these two important concepts and how they can be effectively utilized to support student learning and achievement.

1.7 Evaluation and Feedback

Feedback is an essential component of educational and training programs. It assists learners in maximizing their potential at various stages of training, raising their awareness of strengths and areas for improvement, and identifying actions to take to improve performance. Feedback is the process of providing information in such a way that the recipient is encouraged to accept it, reflect on it, learn from it, apply it, and hopefully make positive changes. Feedback is an important part of the teaching-learning process. It improves the integration of knowledge, skills, and behaviors among teachers and students in the classroom. Feedback is essential for the development of competence and confidence in both teachers and students at all levels of education. It explains good performance.

Feedback is crucial to both learning and good evaluation practices because it not only helps students understand how they did on the evaluation and why their grades were given, but it also—and this is very important—gives them direction on how to become better learners. Feedback, in the words of Brown (2007), is the grease that keeps understanding's gears turning. As said by Nichol (2007). Feedback focuses on teaching students to oversee, control, and accept accountability for their own learning.

Not only can Feedback be used for error correction and grade distribution, but it can also serve as a roadmap for better learning. According to Gibbs and Simpson (2004), feedback can enhance comprehension by providing explanations, inspire students to keep studying, promote the development of generic skills by emphasizing the application of skills rather than the content, correct errors, promote met cognition by encouraging students to reflect on and become aware of the learning processes involved in the assignment, and generate more learning by suggesting additional specific study tasks.

Effective feedback, according to Brookhart (2008), promotes learning and development in both feedback providers and recipients. Good feedback should be easily available to students and helpful in helping them better understand their studies and perform better in the future. It is important to note that not all Remarks are beneficial. Actually, occasionally, comments could be backward and detrimental to students' education. According to Gibbs and Simpson (2004), Race (2010), and Pickford (2007), effective feedback is what this paper promotes. It is dynamic,

behavior-specific, timely, interactive, constructive (must enhance future learning), and requires attention. Additionally, nonverbal and verbal cues should be recognized in effective feedback.

Nearly a century ago, behaviorism—a psychological viewpoint—led to the development of the earliest research and theories regarding feedback (Thorndike, 1913). Negative feedback was viewed as “punishment,” and positive feedback as “positive reinforcement.” Since both punishment and reinforcement have an impact on learning, feedback was thought to be beneficial. This theory has a flaw in that not all feedback is genuinely helpful. In recent times, researchers have endeavored to extract, from the substantial corpus of feedback-related literature that has amassed over the last century, the factors that contribute to the effectiveness or ineffectiveness of various forms of feedback (Bangert-Drowns, Kulik, Kulik, & Morgan, 1991; Butler & Winne, 1995; Hattie & Timperley, 2007; Kluger & DeNisi, 1996). Other scholars have focused on characterizing the features of feedback that works (Johnston, 2004; Tunstall & Gipps, 1996).

Behaviorist theories about response to stimulation relationships are no longer used by educational theorists to explain learning. The importance of the student in the feedback process is acknowledged by more recent research. They examine the type of feedback provided and the setting in which it was delivered. It has come to our attention that the message conveyed is interpreted by the students based on their perception, which is shaped by their past experiences, motivation, and knowledge. It is the student’s responsibility to interpret their coursework, not to react to outside cues. It takes use of and control over one’s own cognitive processes to make meaning. We refer to this as self-regulation.

The research review conducted by Butler and Winne (1995) demonstrated that student knowledge and beliefs are influenced by both internal and external feedback, including student self-evaluation and teacher feedback. Together, they support students’ development of self-regulation by helping them choose their next learning objectives, come up with plans and methods to achieve them, and produce work. Here, it’s critical to remember that teacher feedback does not equal teacher regulation.

1.9 Evaluation of Translation Skills

A critical component of the translation process is the assessment of translation abilities, which aids in determining the precision and caliber of translated texts. It's a challenging task with many moving parts, such as linguistic, cultural, and contextual considerations. We shall examine some definitions and earlier research on the assessment of translation abilities.

The process of evaluating a translator's proficiency and competence in translating a source text into a target language is known as translation skills evaluation. Translation skills evaluation, according to Bahameed (2016), "is a fundamental process that aims to measure the skills, abilities, and knowledge of the translator in order to determine the quality of the translation produced." Translation skills evaluation, according to Angelelli

and Jacobson (2009), is "the systematic collection and analysis of information to determine the quality, value, or worth of a translation or the performance of a translator." This definition places a strong emphasis on the value of an organized, data-driven evaluation process as opposed to one that only uses opinions.

The process of evaluating a translator's abilities is intricate and multidimensional, requiring a deep comprehension of contextual, linguistic, and cultural aspects. The definitions and earlier research covered in this essay emphasize the significance of a methodical and data-driven approach to evaluating translation skills, as well as the necessity of taking into account a variety of criteria and competencies during the assessment procedure. By putting these ideas into practice, scholars and industry professionals can assess translators' abilities and output more skillfully, which will enhance the caliber of translated texts.

1.10 Conclusion

This chapter provided a brief history of evaluation, investigated the definition of evaluation, and discussed various evaluation tools and methodologies. The chapter began by tracing the history of evaluation through social sciences and research methodologies. It emphasized the development of evaluation as a distinct field, emphasizing its significance in determining the efficacy of programs, policies, and interventions. The chapter then moved on to discuss the definition of evaluation.

The chapter also looked at a range of evaluation techniques and instruments. Finally, the chapter made a distinction between assessment and evaluation. While obtaining data and reaching conclusions are part of both processes, evaluation is more concerned with judging the worth, efficacy, or merit of a particular topic, like a program or policy.

CHAPTER TWO

CONCEPTS OF TRANSLATION

2.1 Introduction

Gaining translation proficiency can help EFL learners learn the languages more effectively, and become more independent. This chapter attempts to shed light on the concept of translation, begins with its various definitions and presents the different types and activities of translation. It additionally deals with the most important approaches and the issues that interpreters and the student may face during the translation process. It provides a brief history of translation. It is also meant to introduce the main translation skills, which can help EFL learners in enhancing their general language proficiency.

2.2 Translation Definitions

The general perception of translation is that it is the process of conveying a text's meaning from its original language into a text in its target language. The target language is the language that is translated from the original language (Namit, 1992). The English language makes a terminological distinction between interpreting (Oral or Signed communication between speakers of different languages) and translating (Written Texts); According to this distinction, translation can not start until writing has been used within a linguistic group (Christopher, 1983). Due to the lengthy nature of the translation process, attempts to automate translation or mechanically assist the human translator have been tried since 1940s, with differing degrees of success (Jhon, 2000).

As far as translation is concerned numerous definitions have been developed to properly demonstrate its meaning. According to Foster (1958) translation can be defined as the process of transferring linguistic entities from one language into its corresponding language. Text material is transferred from the source language through the process of translation. According to Ghazala (1995) translation is a generic term that encompasses all procedures and techniques used to translate the meaning of the original language into the target language. This definition places a strong emphasis on the idea that meaning is an essential part of translation.

Translation may define by Catford (1965) as follows: 'The replacement of textual material in one language (SL) by equivalent textual material in another language (TL)' .Findings equivalents in the target language are crucial and he covered the ideas of formal correspondence meaning and complete translation. His characterization of translation as a textual replacement rather than meaning transfer and his language-bound conception of meaning it self have been the focus of arguments surrounding critical retrospective study of his work .Hatim and

Munday(2004) define translation as the act or instance of translating, a written or spoken expression of the meaning of a word speech, book, etc. The tangible translation product, or translation as a product, is what the translator produces.

As we can see from the previous definition, translation involves two poles: the source language or the donor, and the target language or the recipient. Additionally, this process requires a good cultural and linguistic knowledge of both languages (SL. TL).

2.3 Brief History of Translation

Translation is as ancient as the literature itself. The earliest known instance of translation is found in The Rosetta Stone, which has inscriptions in two ancient Egyptian languages- hieroglyphic and Demotic and their translation in ancient Greek. Translation of the poems praising his bravery and commendation were created as early as 3000 BC by the Assyrian ruler Sargon. Hammurabi, the king from Babylonian dynasty, translated his decrees.

Translation has a long history, originating in antiquity, as both the East and the West claim. It is well known that Indians translated the Vedanta, while Westerners translated the Bible. There are three distinct periods in the history of translation in the west:

1) The times before the birth of Christ and up to second or third century AD, translation of literature and religious texts were common at this time. Hebrew Scriptures and literature were translated into ancient Greek. The Old Testament was translated into ancient Greek by the fifth century, which included translations of the epics, tragedies, comedies, songs, prose narratives, etc.

2) The period of fifth century to fifteenth century can be called the dark times of European history. However, several books have been translated into Greek and Latin.

3) The renaissance and modern era: from this periods on, the translations gained steam. Translation primarily aimed to translate poetry until the Second World War. Subsequently, they expanded to a number of fields, including science, technology, banking, law enforcement, and so forth (Abul, 2018).

2.4 Types of Translation

There are a various types and methods are examined for translation, each serving different purposes. According to Rafael (2023) the different types of translation are precisely what we will be discussing below:

2.4.1 Professional Translation

In the simplest terms any translation of using the finished product for professional reasons is considered professional translation, the two most common types of professional translation are medical translation and legal translation. Medical translation, if a translator focuses in medical translation, it indicates that they mostly translate medical-related documents and educational materials. Such as medical records and clinical texts, academic papers and other scientific publications.

2.4.2 Technical Translation

Works on technical materials, which is quite abroad category, involving documents such as user manuals and how to guide and quality control documents, API documentation, patent document.

2.4.3 Commercial Translation

Involves the translation of documents and materials related to business and its communication with customers. This type is typically done by translators that have experience within the business world. Commercial translation can involve content such as reviews and business correspondence, marketing and promotional materials.

2.4.4 Administrative Translation

Refer to the translation of administrative texts, a business government body, or other organization uses on daily basis to perform administration and management tasks. Some of texts that fall under the category of administrative translation include memos and minutes of a meeting and reports and operating procedures, internal and external communication.

2.4.5 Financial Translation

Is the process of translating financial documents, such as account statements, balance sheets, or bank records, into another language, has become an integral part of the business world.

2.4.6 Literary Translation

As you can guess from the name, a translation of literary text, such as a novel, a poem, a short

story, and so on. Literary translation projects are often considered to be one of the hardest forms of translation, especially when it comes to poems since they contain rhymes, puns, idioms, etc.

2.4.7 Script Translation

Focuses on translating scripts for movies, TV shows, as well as other video content into multiple languages with more international movies to fame these days, the need for script translation increases.

2.4.8 General Translation

It is the final type of translation. It refers to the process of translating non-specialized documents for which knowledge of specific terminology is not needed. Such as CVs and job applications and blog articles, travelogs and other journalistic texts.

The classification of types and methods is examined for translation. According to Jakobson (1959) there are three major forms of written translation:

1-Intralingual Translation: or rending (An Interpretation) of verbal signs in the same language.

2-Interlingual Translation: or (Translation Paper) an interpretation of verbal signs by means of some other languages.

3-Intersemiotic Translation: or (Transmutation) or interpretation of verbal signs by means of nonverbal signs system.

By bringing up the various translation types, it becomes clear that the only type that most translators, be they trainees, practitioners, novices, professional, or theorists, find particularly interesting is the second type, which addresses the correct translation of ‘interlingual ‘texts, which involve two different languages, two different codes, and two distinct cultures. As stated by Jakobson (1959)’translation involves two equivalent messages in two different codes.

Equivalence in difference is the cardinal problem of language and the pivotal concern of linguistics’ (p.232).The third type is the translation or representation of oral signs by a painting or a symphony of music or by nonverbal signs. Jakobson draws attention to the main issue that affects translators as researchers in general and translation as a scientific discipline that involves translating between languages using some speech cues. In other words, his goal is to determine how a verbal signal in the source language can be understood and translated into its counterpart in the target language.

Additionally, each theorist has a unique perspective on and classification system for these.

Ghazala (1995, p.5) sees that some of the potential typologies that are accessible are as follows:

- 1-Semantic versus communicative translation.
- 2-Formal versus dynamic translation.
- 3-Non-pragmatic versus pragmatic translation.
- 4-Non-creative versus creative translation.

Ghazala (1995), on the other hand, focused entirely on literal and free translation, he started with literal translation which is of two kinds:

- 1-Word-for word translation.
- 2-Direct translation.

Without accounting for grammatical or linguistic variances, the first form's purpose is to translate individual words. The translator can ascertain the precise equivalents by following fourteen strict rules of languages conformance while translating word for word from the original text.

On the other hand Grammar and linguistic variances are taken into consideration in the second form of direct translation. And in free translation, the translator's primary goal is to provide a target text that is naturally readable, compared to literal translation, this is more focused on the destination text; Free translation does not give the source text's meaning as much consideration. What translators do, as Catford (1965) stated that this simply replacing the item in the source language with a comparable item based on the item's meaning and purpose ;He said “ The source language items rarely have the same meaning in the linguistic sense ; but they can function (The same way) In the same situation” (1965, p.49).

Certain terms may not fully equivalency; even though they appear to convey the same idea, they might not. Even with the best of intentions, a translator may not always find a synonym that

fully expresses the meaning of a word since every unit has a unique set of associations and connotations that make it difficult to translate from one to another.

2.5 Translation Activities

Since the phenomena of translation has always been more likely to be text-bound. The greatest approach to incorporate this latter in the teaching process through the guidance of

translation activities, particularly when it occurs in EFL classes. In this manner both EFL teachers and students might get the most out of this educational tool and use it to improve their conversational skills and usage of other languages. Students may find it more stimulating to master the language's grammar and vocabulary when real texts are used.

Nolasco and Arthur (1995) suggest that translation activities should meet the following criteria:

- 1-Language is used for a purpose.
- 2-Translation activities encourage effective communication.
- 3-Translation activities encourage student's creativity.
- 4-Students should focus on what they are saying, rather than on how they are saying it.
- 5-The teacher only supervises learners.
- 6-Students have the freedom to explain themselves through the different kinds of classroom interactions.

Additionally, translation exercises should always be grounded in the language learning process, using real texts and resources that are appropriate for the learner's proficiency level. In order to improve teaching, the teacher's role in translation activities should involve greater supervision and guidance, and it should focus more on anticipating the challenges that EFL learners will face, choosing the needs of the learners, and evaluating those requirements.

Any translation activity should be well prepared to fit both learner's needs and levels. The text to be translated by learners could be an article from a newspaper or magazine, a technical text, a poem or a letter, or any other type of authentic texts that reflect interest and appropriateness and help to accomplish the main objectives of the translation activity which generally could be vocabulary, grammar enrichment or effective communication encouragement. For more effectiveness, translation activities should be done in the order below: pre-translation, translation activities, then post-translation activities (Scrivener, 2005).

2.5.1 Pre-translation Activities

Techniques used primarily to help students become comfortable with the translation process they will encounter and steer clear of potential pitfalls are typically focused on post-reading, grammar, vocabulary and practical assignment. When assigning new lessons or tasks, teachers should use strategies such as brainstorming topics so that students can better estimate the type of

information they will be expected to learn from the text they be working with. An analysis of the topic or text title can provide useful information for improved comprehension (Richards and Rodgers, 1986).

Preparing their dictionaries, since they too need to have a monolingual and bilingual dictionary readily available. After students have finished reading the book, the teacher can assess their prior knowledge by having them complete anticipation guides. In order to improve comprehension, teachers might use these warming techniques to grab student's attention and encourage them to draw from prior knowledge (Leonardi, 2010).

2.5.2 While-translation Activities

The results will be more satisfying become translation activities can not be completed by simply having students translate a distributed text in front of hem ; instead, teachers and students will feel more at ease and perform better while working on the task after acquainting themselves with the text they will be dealing with and inspiring them to participate (Scrivener,2005).Because translation activities can not be completed independently of other language skills, teachers can take advantage of this interference by having their students complete the translation task using their speaking and listening abilities. They lesson thoroughly in advance of teaching it to students is always essential.

Teachers should also ask their students to bring can also avoid having their students read aloud from the start because this practice may cause more problems than solve. One alternative approach to improve pronunciation and engage students in discussion about he text's substance before translating it is to have certain students read the material loudly after they have carefully read it silently (Grabe and Stoller,2004).

2.5.3 Post-translation activities

Measuring the feedback at the end of the task is vital for better performance in the next one for both students and teachers. After translating the text with the students, it is required to test their feedback towards the task and make sure they have learned what they were supposed to learn from the activity, or at least they have mastered some new words that seemed difficult and unanimous to them whet they first dealt with the text (Richards and Rodgers,1986).

The purpose of post-translation activities is to measure the learner's acquisition of the

translated text. The teacher can do this by asking the learners a series of general questions about the text's subject, which they can also answer in writing, or by having them summarize the text in their own words and have them connected later, or by having a select group of students read their summaries. The pupils concentrate on the task at hand and give it their all when they anticipate being asked for input on the content they are reading.

Post-translation exercises allow the instructor and the students to fix errors, work through comprehension issues with the text, assess the teacher's progress toward the translation task's goals, and assist the students in remembering what they have learned.

2.6 Translation Methods

Some of the methods mentioned by Newmark (1988) in his 'A textbook of translation' are divided in the form of a flattened V diagram:

SL emphasis

Word-for-word translation

Literal translation

Faithful translation

Semantic translation

TL emphasis

Adaptation

Free translation

Idiomatic translation

Communicative translation

Figure 2.1: Translation Methods

According to Newmark (1988) the previous diagram explained that the first group (word-for-word, literal, faithful, and semantic) concentrates on the source language, while the second group (adaptation, free, idiomatic, and communicative) focuses on the target language, in the following way:

2.6.1 Word-for-word translation

This is frequently shown as interlinear translation, when the target language appears directly below the source language. Words are translated individually, according to their most common meanings, while maintaining the order of the SL. Translating cultural terms is done literally.

The primary purpose of Word-for-word translation is either to comprehend the grammatical

structure of the original language.

2.6.2 Literal translation

Grammatical construct in SL are translated into their closest TL counterparts, while lexical words are once more translated singly and devoid of context. Pre-translation process, indicating issues that need to be resolved.

2.6.3 Faithful translation

A faithful translation works within the limitations of the target language's grammatical structure to accurately capture the context of the source text. The translation retains a certain level of grammatical and lexical 'abnormality' (Deviation from SL norms) while transferring cultural terms. It aims to be entirely true to the writer's intention and the text's realization in SL.

2.6.4 Semantic translation

The only way that semantic translation differs from faithful translation is that it has to give greater consideration to the text's aesthetic value, or the lovely and organic sounds of the source language. It also may translate less significant culturally neutral third terms rather than by their cultural equivalents, compromising on meaning where necessary to avoid assonance, word play, or repetition in the final product.

2.6.5 Adaptation

The most liberated translation is this one. It is primarily employed for plays, including comedies, and poetry; the language is altered although the concepts, characters, and storylines are typically maintained by a well-known poet or dramatist has resulted in a number of subpar adaptations, yet others have managed to save historical plays.

2.6.6 Free translation

The content of free translation is replicated without the original form, or the matter without the manner. Generally, it is considerably longer paraphrase of the original text than an alleged interlingual translation, which is frequently pretentious and verbose and it is not really translation at all.

2.6.7 Idiomatic translation

Idiomatic translation accurately conveys the original text, but it often distorts meaning by favoring colloquialisms and idioms that are absent from the source.

2.6.8 Communicative translation

Communicative translation aims to accurately capture the context of the source material in a way that the target audience can understand and find acceptable in terms of both language and content.

2.7 Issues of Translation

Professionals try their best to resolve translation issues. Consequently, they put a lot of effort into determining the causes of these problems. According to Palumbo (2009) the main issue of the translation can be define in this simple question “what makes a text difficult to translate” (Palumbo, 2009, p36). Having prior language knowledge may not imply being able to understand. The main issue that arises during translation, particularly in the area of culture, is differences between the source and target languages. This forces the translator to employ tools to ensure that words are understood correctly. In addition to ambiguity issues, we find grammatical issues that cause problems in the translation process because there are parts of the grammar that are difficult to understand.

Issue	Description	Strategies/ Notes
Cultural References	Difficulty translating idioms, jokes, traditions, etc.	Use cultural equivalents, footnotes, or adapt the content to fit the target culture.
Wordplay and Puns	Wordplay and puns may not have direct equivalents in the target language.	Create new wordplay in the target language or explain the pun if necessary.
Technical Terms	Specialized terminology can lack equivalents in the target language.	Use glossaries, consult subject-matter experts, or create new terms.
Ambiguity	Source text may be intentionally	Preserve ambiguity if possible

	ambiguous, causing difficulties in translation.	or provide multiple interpretations.
Register and Tone	Maintaining the original text's register and tone can be challenging.	Match the target text's register and tone to the source as closely as possible.
Syntax and Grammar	Differences in syntax and grammar between languages.	Adapt sentence structures and grammatical forms to fit the target language norms.
Metaphors and Similes	Direct translations of metaphors may not make sense in the target language.	Use equivalent metaphors in the target language or provide explanations.
Polysemy	Words with multiple meaning can create confusion.	Choose the appropriate meaning based on context or provide clarification.
Proper Names and Titles	Translating names, titles, and honorifics while respecting cultural nuances.	Retain original names if possible or adapt them to fit the cultural context of the target audience.
Consistency	Ensuring consistency in terminology and style throughout the text.	Use translation memory tools and maintain a consistent glossary.
Idiomatic Expressions	Translating idiomatic expressions that do not have direct equivalents.	Find equivalent expressions in the target language or explain the idiom.
Legal and Ethical Issues	Navigating legal constraints and ethical considerations in translation.	Adhere to legal standards and consider ethical implications, especially with sensitive content.

Table 2.1: Translation Issues, common challenge and suggested approaches.

Palumbo, G. (2009). *Key Terms in Translation Studies*. Continuum.

This table is a summary of Pulambo's examination of translation-related concerns, with an emphasis on common problems and solutions.

Ghazala (1995) states that these issues are mainly originated from lexical and structural differences that are found between different languages as the following:

2.7.1 Grammatical Issues

Because English and Arabic are from separate language families, English grammar has several tenses that Arabic does not have. For instance there is no present perfect tense in the Arabic language. Because the present perfect has a present connotation, which may be lost when translated in the past tense in Arabic.

2.7.2 Lexical Issues

The vocabulary distinctions between the source language and the target language make translation a challenging procedure. As Ghazala (1995) states, the translators may find some difficulties in deciphering some keys words, because he is unfamiliar with such words. Sometimes translator is not able to choose the right terms because he may not encounter the equivalent meaning this because of synonymy, polysemy or homonymy.

A.Polysemy and monosemy: translators cannot make the difference between the two and they give one meaning in all cases.

B.Synonymy: Translators cannot distinguish between some words that have the same meanings because they could not replace each other.

2.7.3 Elaborate Issues

Style is a critical piece of significance which may bring about issues in interpretation in the event that it is not contemplated (Ghazala, 1995). The expressive issues that may comfort interpreters at the level of:

a. Ambiguity: It represents a great issue in interpretation. The interpreter can not get the expected implications in light of the style of vagueness.

b.Formality: Since every dialect has its degrees of convention, the interpreter may confront issues due to absence of mindfulness about formal and casual dialect.

2.8 Translation Skills

Translation requires the development of translation skills. A prospective translator cannot effectively begin their career without obtaining them. These skills are divided into several categories and significance levels. But first, what exactly is a skill?

According to dictionary definitions, a skill in general is ‘ proficiency, facility, or dexterity that is acquired or developed through training or experience ‘(The American Heritage College Dictionary ,2004 :1299 ; ‘The ability, coming from one’s knowledge, practice, aptitude to do something well ; competent excellence in performance ; expertness ; dexterity ‘(Webster’s 1996 :1335) ; an ability to do something acquired through practice or learning’(Oxford, 1993 :2883) ; and ‘The ability to do something that comes from training , experience or practice ‘

And dexterity or coordination especially in the execution of learned physical tasks ‘(The Merriam-Webster Unabridged Dictionary Online). These meanings of the term ‘skill’ allow us to determine what it is comparable to: ‘dexterity, finesse, handiness, experience, expertise, expertness, proficiency, knowledge, learning, aptitude, talent’.

All of these synonyms together constitute good skill, and most of them may be used to explain ‘skill’ or at least one of its general aspects

The translation skills refer to any ability that is connected, either directly or indirectly, to translation as a field of study, a career, or a process, whether in theory or in practice, is considered a translation skill. Therefore, a translation skill can encompass language skills such as writing, reading, comprehension, lexical, grammatical, pragmatic, etc. As well as translation skills themselves such as analytical, research, cultural, professional, dictionary, specialization, etc. And general skills that are indirectly related to translation like education, general knowledge, inductive, deductive, etc (Ghazala, 2015).

According to Ghazala (2015) there are three main categories of translation talents: translational language skills, translation skills and translation-related skills that need to be mentioned and quickly explained.

2.8.1 Translational Language Skills

These abilities are mainly language-related and necessary for learning and acquiring other languages in the first place, especially writing, reading and comprehension. Prerequisites for translating into another language naturally include the translator’s ability to read, write, and

comprehend the target language fluently. That is to say, prior to translating anything, any one must possess these fundamental language skills. Here is a list with most of translational language skills:

- . Reading skills
- . Writing skills
- . Comprehension / understanding skills
- . Grammatical skills
- . Lexical / semantic skills
- . Phonological skills
- . Stylistic skills
- . Pragmatic skills

All subsequent translation skills are built upon the first three language proficiency levels, which are prerequisites for translation. Since comprehension is a part of reading, ILR (Interagency Language Roundtable) of the states views them as two. Nonetheless, grammar textbooks classify them as two distinct talents even though they occasionally overlap. Additionally, the ILR limits writing to the target language and reading to the source language. It is not entirely accurate, as both languages necessitate maximum ability in both skills.

In terms of grammar, a lot of translators are not as proficient in TL as they are in SL. Regardless, grammatical proficiency in both languages is typically required in a comparative manner, with the goal of highlighting the grammars' differences and similarities.

Lexical skills are crucial and fundamental. Acquiring and selecting 'the equivalent expression in the target language that both fully convey and best matches the meaning intended in the source language' is one of these abilities.

On the other hand, phonological proficiency can be essential when translating some kinds of literature for the recurrence of sound features and sound effects in them. Among these features and effects are: rhyme, rhythm, alliteration, assonance, consonance, meter, etc.

For stylistic skills, translators are usually weak at this point, because of their little experience with style; they either translate incorrectly or give it only a cursory glance.

Finally, the most challenging abilities are pragmatic ones, which relate to a translator's capacity to interpret implicit social, political, and cultural meanings in language use and go beyond referential interpretations.

2.8.2 Translation Skills

These competencies form the basis of translation as a vocation, a specialty, a body of knowledge, and an academic field. They are the essential elements of the entire translation process. A translator can not be considered professional until they possess them, or a significant number of them. They are regarded as a fundamental set of prior knowledge for translating such as Analytical skills, Methodological and processing skills, Research skills and applying translation methods skills, etc.

2.8.3 Translation-related Skills

There are certain general skills that can be applied to, or required by, various disciplines of study and specialty; these skills are not translation specific. Although indirectly, they are nevertheless pertinent to the field of translation such as Professional skills, Personal skills, General knowledge skills, marketing skills, etc.

2.8.4 Combining the Three Types of Skills

These types of skills, Language Skills, Translation Skills per se and Translation-related General Skills are closely connected, either directly or indirectly. In any kind of translation effort, they overlap and process more subconsciously than deliberately. While language skills are undoubtedly necessary for translation skills, which form the foundation of these abilities, mastering the former is necessary for the latter to be attainable. Similarly, while General skills are mostly the domain of professionals, it is true that they appear to be on the outside of translation skills. However, they can impact them in a variety of impressive ways, more indirectly than directly. As a result, the three different skill sets come together to form what known as Translation Skills (Ghazala, 2015).

2.9 Conclusion

In conclusion, Translation plays a crucial role in transmitting meaning. This process requires a good cultural and linguistic knowledge of both languages (SL and TL). It has a various types each serving different purposes. Translation requires the development of translation skills

by using different activities, which should be well prepared to fit both learner's need and level and to improve teaching. It makes communication between people easier and aids in multilingual understanding, and also in exchanging knowledge between two different cultures.

CHAPTER THREE

RESEARCH METHODOLOGY AND DATA ANALYSIS

3.1 Introduction

This chapter is the practical part that required the researcher to investigate the evaluation of EFL learner's translation skills at Iben Khaldoun University, in an attempt to test our hypothesis, and answer the research questions. The chapter includes various parts; the first part provides a brief description of the sample which is composed of learners, and teachers; the second part is about the use of two instruments, namely pupil's questionnaire and teachers' interview. Following this analysis and interpretation of the obtained data; then the discussion of main findings of the study with some recommendations. Finally, the last part includes a general conclusion.

3.2 Research Aim

Assessing EFL learners' capacity to correctly and efficiently translate materials from their original language into English is usually the main goal of the research on their translation skills. Therefore, this study aims to identifying challenges and areas for improvement in translation competence among EFL learners. Moreover, this study aims at measuring the English comprehension and eliciting the most used methods and techniques for evaluating translation skills.

3.3 Research Methodology

Research Methodology refers to a systematic approach to issue solving through the explanation, description, or systematic prediction of a phenomenon. Without ignoring the research (both qualitative and quantitative), it suggests the procedures the researcher use to gather and examine data in order to respond to research questions.

This study was conducted with students in Iben Khaldoun University of Tiaret. Also, with teachers who took part in this study with their different teaching experiences.

The researchers opt for a questionnaire, an interview, as a data collection instruments, the first one was designed for thirty (30) (EFL) students while the second was administered to four(04) (EFL) teachers in English Department of Tiaret.

3.4 Research Instruments

The researchers opt for a questionnaire addressed to students and an interview for teachers.

3.4.1 Students' Questionnaire

A questionnaire is a research tool that consists of a list of pre-formulated questions. The later can be closed-ended, limiting the respondents' answers to a specified list of items. It typically collects quantitative data. However, it can be left open-ended so that respondents can respond in their own terms and provide qualitative data. It might also consist of a combination of the two. It is also crucial to remember that the questions in it must be related to the research questions.

“Questionnaire allow researchers to gather the information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone.”(Mackey and Gass, 2007; p. 93)

The questionnaire is employed in this study because it is thought to be the most appropriate instruments for selecting reliable data and student's perspectives.

This questionnaire is directed to third-year EFL learners (30) at Iben Khaldoun University of Tiaret. This questionnaire separated into three areas, it consists of sixteen (16) questions, the questions are logically organized, and they are a combination of both closed-ended where learners are invited to select the suitable answer from a set of options; and open-ended questions where the students are free to answer in their words.

Initially, students are asked to specify their age and gender in the first section, then in the second section students are asked to choose answers and justify some of them, the questions were about translation as useful tool and the difficulties, and the problems that facing them. In the last section, the questions were about evaluation practices: feedbacks, scoring rubrics, self-evaluation activities, etc.

3.4.2 Teachers' Interview

According to Fox (2006) the interview is an important data-gathering technique, which involves verbal communication between a researcher and a participant, this technique, is generally used in survey designs and exploratory and descriptive studies. Maccoby and Maccoby (1954) define an interview as an “interchange in which one person...attempts to elicit information or expressions of opinion or belief from another person or persons.” (P.449). an interview is a versatile research tool that allows us to gather valuable and trustworthy data. It also facilitates idea sharing between two or more people to explore a range of themes of mutual interest and diverse issues. This research technique lets participants openly express their thoughts and exchange points of view because it emphasizes the interaction in generating ideas.

There are three types which are said to represent interview:

Unstructured interview: or informal interview, in this instance, the researchers have very little control over the dialogue. Kind of free-flowing conversation.

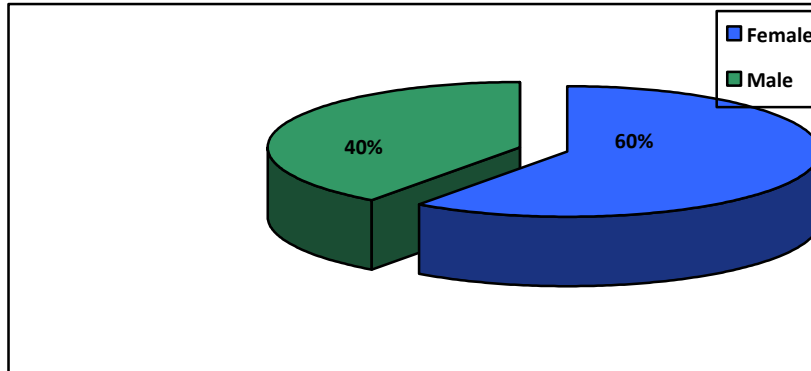
Semi-structured interview: it is a combination of open-ended and close-ended questions.

Structured interview: it is also called a formal interview in which the researcher has a list of predetermined questions in a fixed order.

Our interview is designed for four (04) teachers from English Department. It includes nine (09) questions mainly about the importance of translation and the difficulties that facing them, and the strategies used to facilitate these difficulties as well as their opinions. Essentially, the techniques used by teachers to evaluate translation' skills, and the obstacles may arise in this process. Moreover, the type of the interview was structured and direct.

3.5 Analysis of the Questionnaire

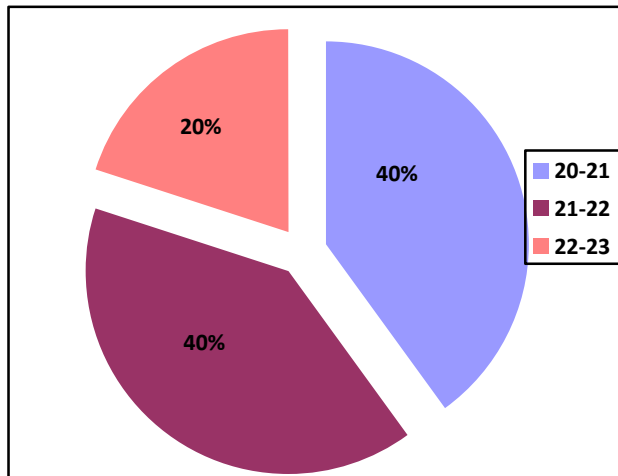
Item 01: Gender



Graph 3.1: Students' Gender

According to the graph, females outnumber males with 60% against 40% probably because females are more interested in learning translation or simply because females schooling rate surpasses males.

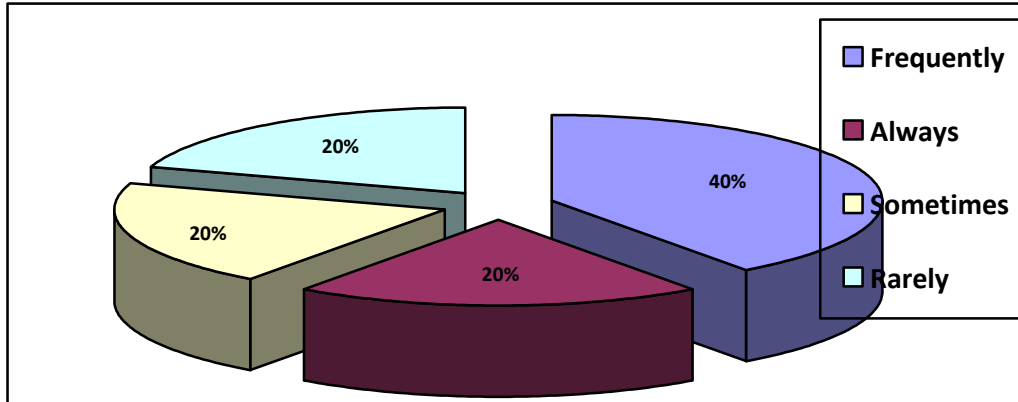
Item 02: Age



Graph 3.2: Students' Age

According to the graph, the age of students varies by 40% between the ages of 20 and 21, and 40% are between the ages of 21 and 22 and 20% of them are 22-23.

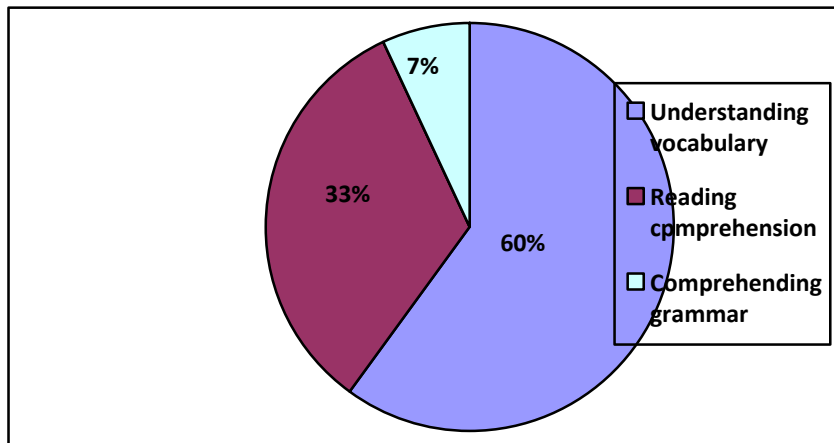
Item 03: How often do you rely on translation as a method to help you in learning English?



Graph 3.3: *The frequently of using translation in EFL learning*

The percentage of students varies from one to another in their reliance on translation as an auxiliary methodology in the learning process, with a percentage of 40% of them relying on it extensively and of 20% of them sometimes depend on it, and 20% rarely rely on it, since the rest 20% of them thought that translation always useful approach. It can be said that the majority of students believe that translation is helpful method in learning English.

Item 04: In which situation do you think translation is most useful?

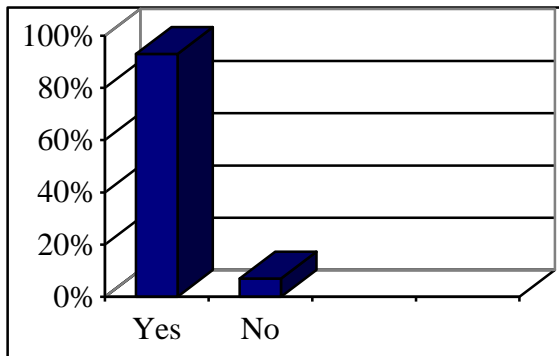


Graph 3.4: *Students' opinions on the usefulness of translation*

From the analysis of the questionnaire we found that 60% of learners found that translation is

useful in understanding vocabulary and 33% of learners think that reading comprehension depends on translation, and 7% of them see that comprehending grammar is the situation that translation is important in.

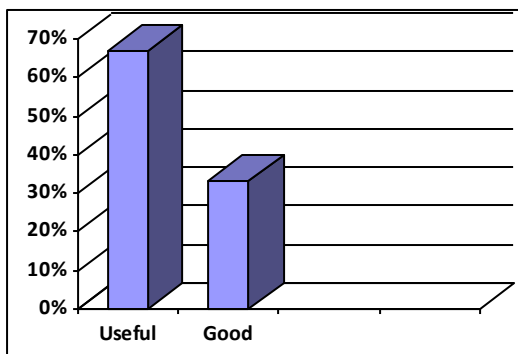
Item 05: Do think that learning translation is important for EFL student?



Graph 3.5: *The importance of translation for EFL students*

From the above graph 93% of EFL students aware of the importance of translation because they think that it are an effective method to improve their level. While the other 7% think the opposite.

Item 06: How do you consider the translation instruction (lessons) you receive?



Graph 3.6: *Students Attitudes towards the translation lessons*

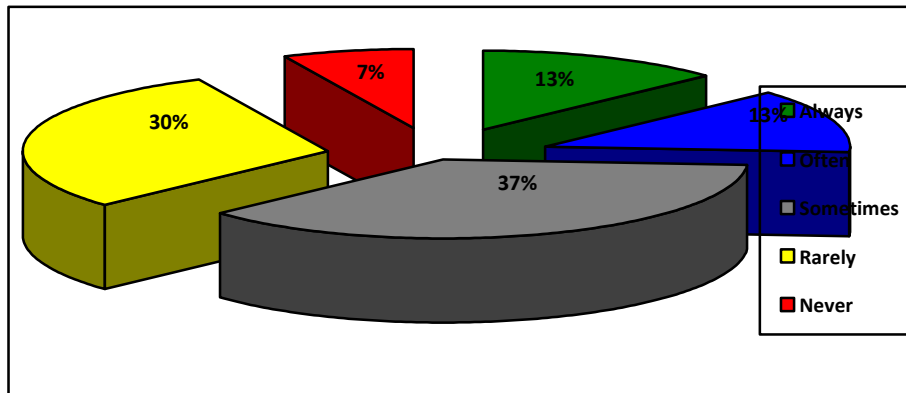
It is clear from the given result above most of the students 67% think that translation lessons are useful and however 33% of them was good because it given a deeper understands about the

language and enhances the critical thinking.

Item 07: What are your weaknesses in translation? What are your difficulties?

The answers were different from the students about their weaknesses, such as difficult words and statements, vocabulary comprehension, words that have multiple meaning, etc. they might face different difficulties for instance in grammar and missing context, cultural nuances.

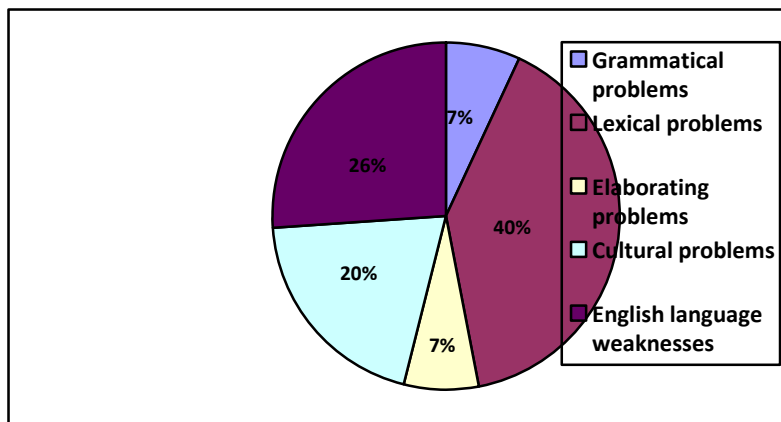
Item 08: Have you ever tried to translate texts, articles, idioms into Arabic?



Graph 3.7: *Students’ attempts to translate into Arabic*

It is clear from the graph that 37% of students sometimes tried to translate several documents into Arabic, whereas 30% of them rarely translate text and articles, and 13% claim that they try to translate always and the same percentage of 13% they often do translation, the rest 7% declare that they never try.

Item 09: What kind of problems do you face when having translation activities?



Graph 3.8: *student’s problems in translation activities*

As it is showed in the diagram 40% of students face a lexical problems and 26% of them have English language weaknesses and 20% struggle cultural problems, 7% have difficulties in grammar and the rest 7% have elaborating problems, whereas none of them have Arabic language weaknesses.

It can be deduced that lexical problems is a great obstacle in translation activities and this may be due to the complexity of the English language's lexis.

Item 10: How do your teachers of translation evaluate your skills? What are the activities to be incorporated in this evaluation?

According to the students' answers, translation teachers evaluate their skills through self-evaluation, commentaries, assessing their accuracy. This process includes different types of activities, such as different types of text (political, medical) and oral exams, translation assignments.

Item 11: Do your teachers of translation offer constructive feedback to help you overcome your weaknesses?

Answers	Always	Often	Sometimes	Rarely	Never
Percentage	47%	26%	20%	7%	0%

Table 3.1: *Students attitudes towards teacher's feedback*

The results presented in the above table indicate that 47% students agree that their teachers always provide them with feedback in order to overcome their weaknesses, and 26% of them said that they often provide them with feedback, and 20% of learners think that sometimes they receive it, while 7% rarely received it from the teacher and 0% answered with never.

Item 12: Do your teachers of translation require you to conduct translation projects?

Answers	Always	Often	Sometimes	Rarely	Never
Percentage	20%	20%	27%	13%	20%

Table 3.2: *Students' opinion about conducting translation projects*

The table clarifies that 27% of learners sometimes, they were asked to conduct translation projects by teachers, while 20% of them always do that, and the other 20% they were often asked to do so, and also 20% of them they were never asked to do that, as for the remaining 13%, they rarely did so.

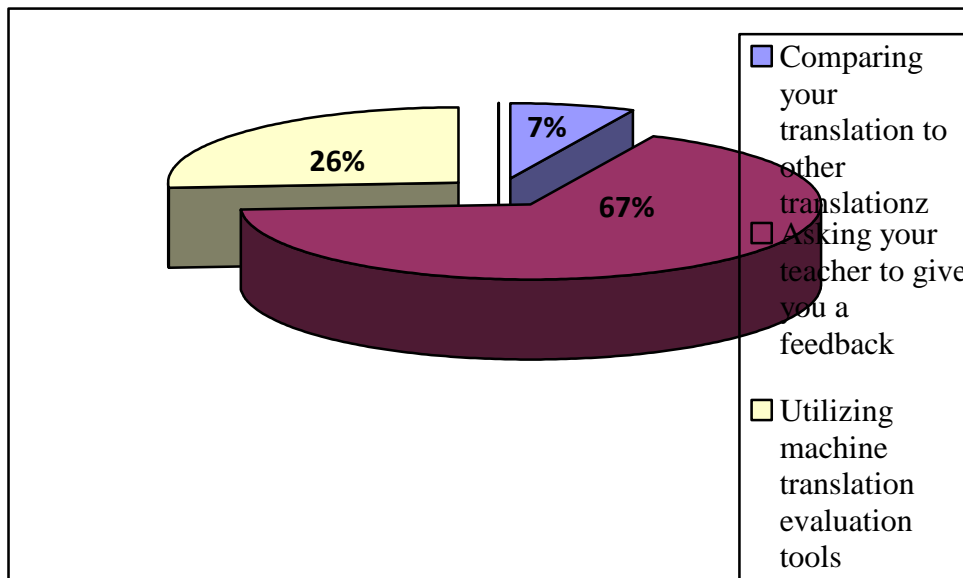
Item 13: Do you conduct self-evaluation activities?

Answers	Always	Often	Sometimes	Rarely	Never
Percentage	13%	7%	27%	46%	7%

Table 3.3: *Conducting self-evaluation activities*

This tables shows that 46% of learners rarely conduct self-evaluation activities, whereas 27% of students sometimes they do these activities, while 13% always doing that and 7% said that they often conduct with it and the rest 7% they never did that.

Item 14: Which techniques do you normally apply to evaluate your translation abilities?



Graph 3.9: *Students techniques to evaluate their translation*

From the given results most of the students 67% choose the second option which is asking the teacher to give them feedback, for improving their language, whereas 26% claim that they use machine translation evaluation tools to know their mistakes or to correct them, and 7% they prefer comparing their translation to other translation, because they that it is helpful in enhancing translation skills.

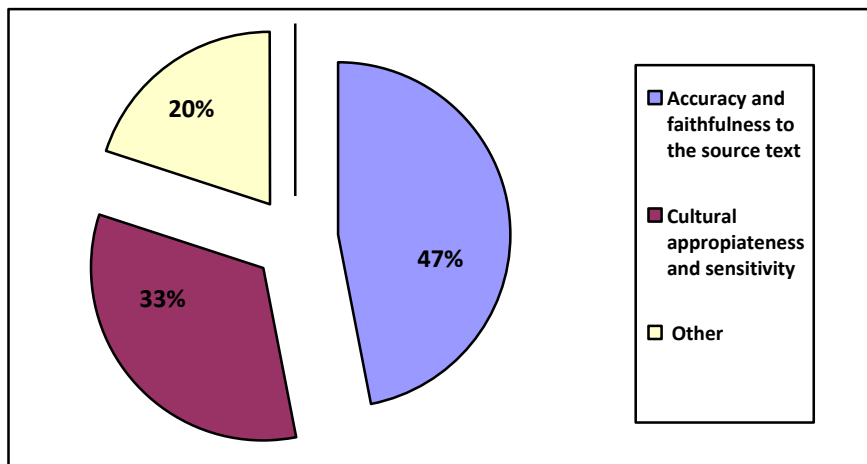
Item 15: In evaluating translation quality, how useful do you think scoring rubrics are?

Answers	Very effective	Effective	Ineffective	Neutral
Percentage	7%	54%	13%	26%

Table 3.4: *The effectiveness of scoring rubrics in evaluating translation*

The results appeared in the above table reveal that the majority 54% of learners found that scoring rubrics are useful in evaluating translation quality, while 26% they said that depending on scoring rubrics is neutral in evaluation, whereas 13% think it is ineffective. The rest 7% are believe that it is effective.

Item 16: According to you, what are most crucial aspects that should be considered in evaluating translation?



Graph 3.10: *Aspects relied upon in translation*

The graphs clarifies that 47% of students found that the most crucial aspects in evaluating translation is accuracy and faithfulness to the source text, however 30% of them declare that the cultural appropriateness and sensitivity is one of the aspects that should take in consideration, while 20% mentioned that understanding vocabulary and grammar, cultural background.

3.6 Analysis of Teachers' Interview

The purpose of this section is to present and analyze teachers' interview. The data were collected through a structured interview consisting of 9 questions in different forms. Almost all the interviews shed light on how teachers can evaluate learners and the main difficulties may face them and looking for solutions to solve this problems.

Question 01: How long have you been teaching in the EFL department?

T1 The first interviewee said that he has being working for 10 years.

T2 The second teacher for 6 years.

T3 The third teacher for 3 years.

Question 02: What are your thoughts on teaching translation to EFL learners? How important do you consider teaching translation in the EFL department?

T1 The first teacher said that teaching translation is pivotal in EFL departments. It is also a fifth skill in language acquisition.

T2 The second teacher said that it can very beneficial that helps EFL learners understand nuances of their languages, improves their languages proficiency, and enhances their cross cultural awareness.

T3 The third teacher said that it is important for enhancing EFL learners' linguistic acquisition, communication competence and cultural understanding. Also, it fosters the intercultural communication skills which are important for language acquisition.

Question 03: What are the difficulties that students face in the module of translation? What are their weaknesses?

T1 The first teacher insisted on understanding and expressing, terminology.

T2 The second teacher mentioned that grasping idiomatic expressions, understanding contexts, maintaining accuracy while conveying meaning. Also the word order, differences in grammar and syntax.

T3 The third teacher said that students, generally, struggle in managing lexical ambiguities and syntactic structures, which leads to issues in achieving accuracy and contextually correct translations

Question 04: What strategies do you use to help learners overcome these difficulties? What kind of feedback do you offer?

T1 The first teacher use learning by practice, problem solving.

T2 The second teacher provides resources such as dictionaries, reference materials. Incorporate technology for translation exercises, use peer review.

T3 The third teacher proposes authentic materials, encourage peer collaborations and try to promote their critical thinking to face linguistic and cultural difficulties.

Question 05: How often do you incorporate practical translation activities into your EFL lessons? What are these activities?

T1 The first teacher said very often.

T2 The second teacher said that it depends on learning objectives and sometimes translate short passages, dialogue, etc.

T3 The third teacher stated that almost all lessons contain practical translation activities.

Translation texts are given to students and they try to find the strategies, methods or procedures used in the translation. Translating texts from English to Arabic or from Arabic to English justifying the chosen procedures or strategies.

Question 06: What techniques do you often use to evaluate your learners' translation skills and abilities?

T1 The first teacher use translation quality standards.

T2 The second teacher administers translation exercises where they translate from the target language into English or vice versa.

T3 The third teacher assesses learners through graded translation assignments, and ask them to defend their translation choices in oral presentations (in both languages). Evaluating their cultural understanding and linguistic proficiency.

Question 07: What are the skills and the points that you emphasize when you conduct evaluation activities in translation? What factors do you prioritize?

T1 The first teacher depends on problem solving and time management.

T2, T3 From the results obtained, we find that the rest two teachers mentioned that linguistic proficiency and cultural understanding, critical thinking, also clarity and coherence are the main points should be take in consideration in evaluation.

Question 08: What possible obstacles could there be when evaluating translation?

T1 The first teacher agrees that time and resources constraints are obstacles that could be in the process of evaluating translation.

T2 The second teacher chooses difficulty in defining and measuring “good” translation subjectivity of evaluation criteria. Lack of standardized evaluation tools. Time and resources constraints.

T3 The third teacher mentioned that it is sometimes challenging to assess linguistic, stylistic accuracy and creativity at the some time.

Question 09: How can you help your students develop their intellectual and practical in translation? What do you recommend for better translation instruction?

T1 The first teacher agrees that he help their students by reading, practicing, interpreting while watching movies or shows. Interrogation on all lexical units in various languages. Try a second and third translation.

T2 The second teacher encourages students to engage in reflective practice by analyzing their

own translations, identifying their weaknesses. Provide opportunities for real world translations project and he use translation tools as dictionaries, glossaries, C.A.T tools.

T3 the third teacher incorporate texts (materials) of different types, encourage self-assessment and exploration of translation procedures and techniques to improve their translation practice.

3.7 Interpretation and Discussion of the Main Findings

This study investigates the difficulties and problems that EFL students face in learning translation; it aims at exploring their abilities and improving their skills in translation. Teachers propose strategies and mentioned some techniques to help their learners to enhance and develop their translation skills. Thus, the results obtained from the pupils' questionnaire and the teachers' interview that EFL learners encounter some difficulties in the module of translation at the level of grammar, missing context, cultural nuances, and vocabulary comprehension.

Generally students have trouble with grammar and lexical, linguistic, and syntactic structure, which makes it difficult to translate words accurately and in a way that makes sense in context also idiomatic expressions.

Regarding the translation activities in EFL lessons, the results showed that there are different problems when having translation activities such as lexical problems, English language weaknesses, cultural problems, when translating short passages or dialogue or texts.

Students can enhance their translation skills through several tactics, such as identifying their areas of weakness and offering chances, and encouraging them to engage in reflective practice by assessing their translations. Assist students in overcoming linguistic and cultural barriers by encouraging critical thinking in them and by providing them with resources like dictionaries and references.

Evaluating translation skills can be done through a combination of methods, assessing both the translators and the quality of their work. Through reviewing work sample, testing, self-evaluation, assessing student's accuracy.

Teaching translation offers a range of benefits, it is important part in education, it gives a deeper understanding of language because it helps students to realize their grasp in grammar, vocabulary, and sentence structure in both languages and improve communication skills by training learners to think critically about how ideas are expressed. Also it involves understanding

cultural context and norms.

In short, the results of the findings answered the research questions about the difficulties that learners struggle with in translation and teachers' strategies to overcome them. Furthermore, they also confirm the hypotheses of this study.

3.8 Recommendation and Suggestions

Students frequently face a variety of difficulties, from mastering difficult topics to acquiring necessary skills. In order to tackle these challenges, educators utilize a range of customized approaches. Assessing the language and contextual accuracy of a translation is a specialist technique in translation evaluation; instructors assess their students' translation skills using a range of techniques. Based on the findings of this research, we give the following recommendations and suggestions about solutions to face student's difficulties in translation and how can teachers evaluate learners' translation skills.

3.8.1 Strategies to face student difficulties in translation

A method that takes into account language, cultural, and practical issues is necessary to address the translation difficulties faced by students. The following are some successful tactics:

- Understand the source language

To help students comprehend various contexts and styles, encourage them to read a variety of texts in the source language. Listen actively, watching videos, podcast, and having interaction with native speakers can all help them.

- Improve proficiency in the target language

Daily practice consistent practice in speaking, writing and listening in the language improves proficiency, in the other hand reading and watching in the target language can help students become more familiar with and use idiomatic terms.

- Practice grammar and syntax

Offer tasks that center on the two languages' grammatical structures; producing accurate translation is aided by having an understanding of these structures. Find parallel texts, focus on

specific challenges, and join a translation community.

- Vocabulary building

Assign students to read a range of literature (Academic articles, novels, newspaper) in both languages by engaging in active listening, students can be exposed to new vocabulary in context while watching movies, audio books and TV shows in the target language.

- Contextual learning

It emphasizes the significance of understanding the larger context of a text or a word in order to effectively transmit its meaning.

- Develop cultural competency

Understanding not only the words being translated but also the cultural contexts, nuances and sensitivities involved is essential to developing cultural competency in translation, study the culture including their history, languages, religions, social norms, and proficiency, research, consultation.

- Avoid literal translation

Avoiding literal translation entails not translating words or phrases directly from one language to another without taking into account cultural context, it requires capturing the meaning and intent of the words rather than their literal interpretation, his method produces a more accurate and natural- sounding translation that successfully communicates the original message.

3.8.2 Strategies that a translation teacher follows in evaluating students' translation skills

Students' translation skills are evaluated by examining a variety of competencies that contribute to accurate and effective translation; teachers can provide a comprehensive evaluation of students' translation skills, fostering their development into proficient translators. Here some essential strategies those teachers might use:

- Use rubrics

Teachers of translation utilize rubrics to assess students' translation abilities by offering an organized and transparent assessment frame work. Rubrics are often made up of precise criteria and performance levels that assist teachers and students understand what is expected and how performance will be evaluated.

- Diverse texts

Students' translation can be evaluated using a variety of texts (literary, technical, legal, medical, etc.) providing a through assessment of their ability. Include texts with varied levels of difficulty to assess students' skills in dealing with diverse tissues.

- Peer review

Peer review can be an effective way for evaluating students' translation skills, with both advantages and disadvantages. It offers extra viewpoints on translation quality; show pupils how to give constructive feedback.

- Self-assessment

Encourage students to conduct self-assessment using the rubrics provided. This helps them develop critical self-evaluation abilities as well as awareness of their own strengths and flaws.

- Error analysis

In order to determine common errors and areas that require improvement, concentrate on systematic error analysis, give specific criticism on mistakes made and make recommendations on ways to prevent them in the future.

- Formative and summative assessment

Utilize summative assessments, which are final evaluations at the conclusion of a unit or a course, in addition to assessments, which provide continual feedback during the course. Additionally, direct students' learning and development through the use of formative evaluations.

- Holistic assessment

Assess both language and extra linguistic abilities, including the capacity for conducting research, utilizing translation tools, and possessing cultural awareness. Evaluate the degree which the source and target texts can remain stylistically and functionally equivalent.

3.9 Conclusion

This chapter was mainly about the practical side which is the core of this research study, in which we have analyzed the data collected throughout the two research instruments, which are students' questionnaire and teachers' interviews. In an attempt to investigate the students' difficulties in translation and how teachers of translation can evaluate and enhance EFL learners' translation skills.

The aim was to testify our research hypothesis and to answer our research questions. In this part, we have described students' questionnaire and teachers' interviews. In this regard, this section attempted to provide in-depth interpretation of the findings and gave some strategies for EFL learners to face their difficulties in translation and for teachers in order to evaluate students' translation skills accurately.

GENERAL CONCLUSION

General conclusion

The process of evaluating the EFL learners' translation skills is determining how well they can translate materials from their original language into English. EFL learners encounter considerable difficulties when translating, and teachers can more effectively evaluate students and help them overcome translation challenges by integrating various evaluation techniques, which will ultimately result in students developing their translation competence and skills.

The research aimed to identify the difficulties that EFL learners face in translation and how can teachers evaluate the translation skills of these learners. More, this study tried to give and mention some solutions to help students overcome these difficulties, and to highlight the strategies that teachers can utilize in order to evaluate accurately learners translation skills.

The findings of the study which were obtained from students' questionnaire, teachers' interviews suggest learners difficulties when translating, the main cause of these issues is their poor language skills, which includes their ignorance of syntax and grammar, vocabulary, which makes it impossible for them to translate texts accurately, there are also other challenges come from cultural differences and idiomatic idioms.

In addition to, how can teachers evaluate learners' translation skills, because translation is such a complex profession, evaluating students' translation skills necessitates a careful consideration of multimodal approaches that requires a balance of linguistic proficiency, cultural knowledge, practical skills, and the ability to adapt and revise translations. These elements should be included in effective evaluation techniques to give a comprehensive of learners' skills.

To sum up, it is essential for the language and cognitive development of students to address their translation issues. By taking on these difficulties, teachers can offer focused assistance that will aid students in gaining vital abilities like problem solving, cultural sensitivity, and linguistic competency. By going through this process, they are able to translate more efficiently. In the end solving these problems enables learners to develop into more proficient and self-assured translators who can successfully and accurately traverse challenging language environments.

More importantly, it is crucial to evaluate EFL learners' translation skills. It shows areas that require work and gives a clear indication of their level of ability in both the source and target languages. Evaluation enables teachers to modify their lesson plans to target certain areas of weakness, improving the learning process as a whole. In the end, evaluation of translation abilities guarantees that learners gain this competence and confidence.

Hopefully, it is our wish that this study can set a ground and pave way for researchers and students to undertake similar studies to obtain more evidence about how can teachers accurately evaluate learners' translation skills and the strategies used to improve learners skills and eliminate their translation difficulties.

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APPENDICES

Appendix A

Students Questionnaire:

Dear students

This questionnaire is designed in the frame work of our master dissertation; it is directed to third year EFL students. This questionnaire is divided into several sections covering various aspects, aimed at investigating the evaluation of EFL learners' translation skills. We invite you to carefully consider and provide the best response you can to each question.

Section one: Background information about the learner.

Please tick the (x) in the box in each case.

1) What is your gender?

Male Female

2) Age

20-21 21-22 22-23

Section two: Translation skills.

1) How often do you rely on translation as a method to help you in leaning English?

Never Rarely Occasionally Frequently Always

2) In which situation do you think translation is most useful?

Understanding vocabulary Comprehending grammar

Reading comprehension other (please specify)

.....
3) Do think that learning translation is important for EFL students?

Yes No

Why?

.....
4) How do you consider the translation instruction (lessons) you receive?

Useful Good Ineffective

Why?

.....
.....
.....

5) What are your weaknesses in translation? What are your difficulties?

.....
.....
.....
.....

6) Have you ever tried to translate texts, articles, idioms into Arabic?

Always Often Sometimes Rarely Never

7) What kind of problems do you face when having translation activities?

Grammatical problems

Lexical problems

Elaborating problems

English language weaknesses

Arabic language weaknesses

Cultural problems

Section three: Evaluation Practices

1) Ho do your teachers of translation evaluate your skills? What are the activities to be incorporated in this evaluation?

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.....
.....
.....

2) Do your teachers of translation offer constructive feedback to help you overcome your weaknesses?

Always Often Sometimes Rarely Never

3) Do your teachers of translation require you to conduct translation projects?

Always Often Sometimes Rarely Never

4) Do you conduct self-evaluation activities?

Always Often Sometimes Rarely Never

5) Which techniques do you normally apply to evaluate your translation abilities?

Comparing your translation to other translations

Asking your teacher to give you a feedback

Utilizing machine translation evaluation tools

Other (please specify)

.....
.....

6) In evaluating translation quality, how useful do you think scoring rubrics are?

Very effective Effective Ineffective Neutral

7) According to you, what are most crucial aspects that should be considered in evaluating translation?

Accuracy and faithfulness to the source text

Cultural appropriateness and sensitivity

Consistency and terminology usage

Other (please specify)

.....
.....

Thank you for your time and participation

Appendix B

Teachers' interview

Dear teachers

My master dissertation focuses on evaluating EFL learners 'translation skills'. The aim is to identify and analyze how can teachers evaluate their learners in the classroom and what the main difficulties may face are, then we will suggest solutions to help address these problems.

1) How long have you been teaching in the EFL department?

.....
.....
.....

2) What are your thoughts on teaching translation to EFL learners? How important do you consider teaching translation in the EFL department?

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.....
.....

3) What are the difficulties that students face in the module of translation? What are their weaknesses?

.....
.....
.....

4) What strategies do you use to help learners overcome these difficulties? What kind of feedback do you offer?

.....
.....
.....

5) How often do you incorporate practical translation activities into your EFL lessons? What are these activities?

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.....
6) What techniques do you often use to evaluate your learners' translation skills and abilities?

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.....
7) What are the skills and the points that you emphasize when you conduct evaluation activities in translation? What factors do you prioritize?

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.....
8) What possible obstacles could there be when evaluating translation?

Difficulty in defining and measuring "good" translation Subjectivity of evaluation criteria

Lack of standardized evaluation tools

Time and resources constraints

Other (please specify)

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.....
9) How can you help your students develop their intellectual and practical in translation? What do you recommend for better translation instruction?

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Thank you for your cooperation

Summary

The study at hands seeks to investigate EFL Learners translation Skills at third year grade At Iben Khaldoun University of Tiaret. The findings of this investigation detect that learners struggle with many difficulties in translation for instance grammar and syntax,vocabulary and cultural nuances.teachers of translation also face difficulties in evaluating learners translation skills, further,new strategies should be adopted in order to facilitate the process of translation for both teachers and learners .Besides that, help to improve learners translation skills .

Keywords : Difficulties, EFL learners, English, Translation skills

ملخص

تسعى الدراسة الحالية إلى التحقق من مهارات الترجمة لدى متعلمي اللغة الإنجليزية كلغة أجنبية في الصف الثالث في جامعة ابن خلدون تيارت. تكشف نتائج هذا البحث أن المتعلمين يعانون من العديد من الصعوبات في الترجمة على سبيل المثال القواعد النحوية والنحوية والمفردات والفروق الثقافية الدقيقة. كما يواجه مدرسو الترجمة صعوبات في تقييم مهارات الترجمة لدى المتعلمين، علاوة على ذلك، يجب اعتماد استراتيجيات جديدة من أجل تسهيل العملية. الترجمة لكل من المعلمين والمتعلمين. بالإضافة إلى ذلك، تساعد على تحسين مهارات الترجمة لدى المتعلمين.

الكلمات المفتاحية: الصعوبات، متعلمي اللغة الإنجليزية كلغة أجنبية، اللغة الإنجليزية، مهارات الترجمة

Résumé

L'étude en cours vise à étudier les compétences en traduction des apprenants EFL en troisième année à l'Université Iben Khaldoun de Tiaret. Les résultats de cette enquête révèlent que les apprenants rencontrent de nombreuses difficultés en traduction, par exemple la grammaire et la syntaxe, le vocabulaire et les nuances culturelles. Les professeurs de traduction sont également confrontés à des difficultés pour évaluer les compétences en traduction des apprenants. De plus, de nouvelles stratégies devraient être adoptées afin de faciliter le processus. de traduction pour les enseignants et les apprenants. En outre, contribuer à améliorer les compétences en traduction des apprenants.

Mots clés : Difficultés, apprenants EFL, anglais, compétences en traduction