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Enhancing EFL Learners' Translation Skills: Challenges and Strategies

Case study of 3rd Year EFL Students of Ibn Khaldoun University, Tiaret

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's

Degree in Linguistics

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Dedication 1

First and foremost, All Praises and Thanks go to Allah for guiding me during all these years.

I would like to dedicate this dissertation to:

My beloved parents, whose endless love, support, and sacrifices have shaped who I am.

My siblings who always support me, each one of you

My nephews and nieces

My dear sister and first friend, Nassira

My bestie, Hadil

My dear partner in this journey, Hanane

Great love to my family, friends, and everyone who has been involved in this work

And to all readers, may you find value in these pages

Asma

Dedication 2

With profound gratitude, I dedicate this work first and foremost to:

My mother, whose infinite guidance and sacrifices have been my constant source of strength.

To my dear father, whose support and encouragement across the years have made this journey possible ,

To my family, for their presence and encouragement

throughout this journey ,

especially my sister and her angel daughter Amira.

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And to my dear partner, Asma, for her motivation and for walking beside me,

sharing in every step of this path ,this

achievement is as much yours as it is mine.

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Abstract

Enhancing the translation skills of EFL learners is an essential step for developing their ability to produce accurate and effective translation. However, addressing the challenges learners face in the translation process is important. On this basis, the research aims to investigate the difficulties encountered by EFL students in translation, as well as the techniques and strategies employed by teachers to improve their students' performance. In order to provide an efficient study we utilized qualitative research approach. A teachers' interview and a classroom observation were used in order to collect the required data. The findings revealed that learners encounter various challenges in translation at the level of grammar, syntax, vocabulary, and cultural nuances. The results also showed that teachers ought to adopt a set of strategies and techniques to guide students improve their translation skills

Keywords: Cultural Nuances, EFL learners, Teaching Strategies, Translation Skills.

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List of Abbreviations and Acronyms

EFL English as a foreign language

CAT Computer- Assisted Translation

DTS Descriptive Translation Studies

GTM Grammar Translation Method

L1 Arabic

L2 English

SL Source language

ST Source Text

TA Target audience

TAT Technology Assisted Translation

TBL Task Based Learning

TC Target Culture

TL Target language

TT Target Text

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General Introduction

General Introduction

Translation has always played a vital role in bridging linguistic and cultural gaps between people, as it facilitate communication, and enables the exchange of knowledge across the world. Many scholars consider translation as the process of transferring ideas, words, and meanings from one language (source language) into another language (target language). However, in the context of English as a Foreign Language (EFL), translation serves as not only a tool, but as a pedagogical strategy that contributes in learners' linguistic development.

In many EFL classrooms, translation is taught in a limited way with a little focus of practical strategies and cultural awareness. This is often due to lack of time, curriculum guidance, or other factors. As a result, learners frequently make errors of transferring meaning between Arabic and English, especially when it comes to complex structures and cultural expressions. The problems with translation are frequently due to students' limited linguistic competence but also the lack of training in useful translation strategies. Therefore this study attempts to explore ways to develop learners' abilities and skills and provide practical strategies that can help students and teachers to overcoming these difficulties.

Notably, the study in hands aims to investigate the enhancement of learner's translation skills, with a specific focus on third year EFL students at Ibn Khaldoun University. It seeks to understand the challenges these learners face, the strategies that can support their learning process, and the role of teachers in guiding the development of translation competence. By combining theoretical framework with practical classroom observations, the study aim to bridge the gap between translation theory and EFL teaching practice.

In this regard, to meet the objectives, the following questions are formulated:

1. How important is translation for foreign language acquisition and use?

2. What are the translation challenges and difficulties that EFL learners face?

3. What strategies and techniques should teachers use to enhance EFL learners translation skills?

In order to answer the research questions, the following hypotheses are proposed:

1. Translation plays a vital role in enhancing foreign language acquisition and learning.

2. EFL learners may encounter several challenges and difficulties in translation due to lexical syntactic, cultural differences between the source language and the target language.

3. Enhancing EFL learner's translation skills can be done through different strategies and techniques such as contrastive analysis, contextual translation, and computer-assisted translation tools (CAT tools)

This dissertation consists of three main chapters; the first chapter presents a general overview of translation, beginning with definitions from prominent linguists and scholars such as Jackobson, Vermeer, and Nida. It also shares a brief historical background, as well as methods and types of translation.

The second chapter deals with the relationship of translation and linguistics in the EFL context. It examines how linguistic competence affects students' ability to translate accurately. It also highlights the challenges that EFL learners commonly face. Moreover, this chapter emphasizes the importance of evaluating translation performance and introduced strategies for improving the teaching of translation by applying linguistic knowledge.

The third final chapter is the practical side of the study. It involves a field investigation, in which teachers were interviewed and classroom sessions were observed. Besides, the analysis and interpretation of the findings, essentially, recommendations for further improvements

Chapter One
Key Concepts of
Translation

1.1 Introduction

This chapter in hand provides an overview of translation, beginning with definitions proposed by famous linguists and scholars. Then it offers a brief historical background, highlighting the role of translation in shaping cultures and facilitating communication across linguistic boundaries. Additionally, the chapter addresses the use of translation in religion and as an academic discipline .Furthermore; it discusses the theoretical frameworks, as well as the types and fields of translation. Aiming to go beyond a simple and integrated introduction and delve into key concepts that will guide this study.

1.2 Translation Definitions

Translation is a wide field of practice and research. It is commonly defined as the transfer of meaning between languages. In other words, it is the process of converting written or spoken text from one language (Source Language /SL) into another language (Target Language /TL). To ensure quality, this process must focus on most critical aspects such as accuracy, clarity, and the natural flow of the text.

Translation, as a process, is not confined to the substitution of words between languages, but it is more about an interpretive exchange of meaning through different forms. Jakobson (1959) defines translation as "the interpretation of verbal signs by means of other signs of the same language, of another language, or of a nonverbal system." (p. 233). This definition expands the concept of translation beyond interlingual translation (between languages) to cover intralingual translation (within the same language) and intersemiotic translation (between verbal and nonverbal systems). By emphasizing these categories, Jakobson highlights the scope and diversity of translation as a practice that extend beyond traditional linguistic boundaries.

Transferring meaning from one language into another is not simply a linguistic undertaking, but an intentional effort targeted to meet the needs of the target audience (TA) in specific contexts. Vermeer (1987) identifies this functionalist perspective, highlighting that translation involves "producing a text in the target setting for a target purpose and a target addressee in the target circumstances"(p. 29). This approach known as *Skopos Theory*, claims the importance of identifying the intended goal of the material text to be translated so that it can achieve its desired impact in the target culture (TC).

Based on these fundamental definitions, Nida's (1964) theory of "dynamic equivalence" considers the conveyance of meaning paramount over word-for-word accuracy, and Bassnett (1980) sheds light on the cultural dimensions of translation, suggesting that a text is recreated rather than being transferred.

In addition, Toury (1995) defined translation as "A kind of activity which inevitably involves at least two languages and two cultural traditions" (p.56). This definition focuses on the dual nature of translation as both a linguistic and cultural process, by highlighting the cultural traditions implicated in translation, Toury draw attention to the translator's role as a bridge-builder, tasked with linking not just linguistic differences but also cultural nuances. This perspective is also consistent with the increasing value placed on translation as a complex intercultural practice, explaining the role of cultural context in achieving effective and meaningful translations.

1.3 Historical Context of Translation Studies

Translation has remained at the core of history as a tool of facilitating communication, cultural exchange, and the transmission of knowledge, art, and

philosophy across one culture into another and from one language into another. According to Nida (1964), the origin of translation has its roots in ancient civilizations where translation had been a key in preservation and dissemination of knowledge. He mentions the translation of religious texts, such as Greek translation of the Hebrew bible (the *Septuagint*),Similarly, Gutas (2001), refers to the significance of the Graeco-Arabic translation movement of the Islamic Golden Age (8th–10th centuries),during which Greek philosophical works were translated into Arabic with their intellectual legacy which went to have a significant influence on the European Renaissance.

In the medieval era, translation became a pivotal task in religion as well as in diplomacy, Bassnett (2002) draws attention to its transformative role, particularly the translation of Arabic texts into Latin. She highlights the contributions of figures such as the works of Gerard of Cremona, who worked to bring Arabic scientific and philosophical texts into the Latin. By the 20th century, as noted by Bassnett, the formal evolution of translation studies were marked as discipline, with historical, cultural and linguistic dimensions became central to its framework. Translation is now properly accepted as a transformative process that has shaped human civilization.

1.4 Theoretical Frameworks in Translation

Translation is one of those essential tasks of transferring meaning, and yet it is a multi-headed and multifaceted work that needs a solid theoretical basis. In this thesis, we explore the importance of theoretical frameworks that help translators manoeuvre the multicultural landscape. Throughout, analysis of key ideas like equivalence (Nida, 1964, p.159) cultural transfer (Bassnett, 1991, p159), and the role and ethics of the translator (Venuti, 1995, p.20) serve to further explore the struggles and possibilities translation presents. As Nida (1964) stated, "translation consists in

reproducing in the receptor language the closest natural equivalent of the SL message"
(p.159). Through a critical analysis of Equivalence theory ,Skopos ,Cultural
translation's Studies, Descriptive translation's studies , and Relevance Theory ,this
thesis seeks to provide valuable insights into the decision making processes involved in
translation, ultimately contributing to a deeper understanding of this crucial aspect of
intercultural communication.

1.4.1 Equivalence Theory

Equivalence theory of translation investigates the intricate relationship between
SL and TL, seeking to locate and institute relevant correspondences between them. Nida
and Taber (1969) maintain that equivalence in translation may be realized at several
levels such as lexical, grammatical, and pragmatic. Lexical equivalence deals with
seeking corresponding words or phrases in TL, while grammatical equivalence accounts
for the differences in structures of the two languages. Pragmatic equivalence focuses on
conveying the meaning and effect intended by the source text (ST) in TL as much as
possible, with culture and context taken into consideration.

Building on this idea, Pym (1997) noted that within translation studies,
unnecessary disputes usually concern the use of the equivalence concept and the
relation of the concept to translation theory. He also attributed this conflict to different
philosophical assumptions underlying the concept. Pym contended that understanding
these differences can be obtained through examinations of their foundations
philosophically. He further proposed that analogical interpretations of the concept of
equivalence to the concept of scientific knowledge, as investigated in the philosophy of
science, would provide understanding. Instead of dismissing equivalence as ill-defined
or imprecise, Pym suggested that the sources and forms of this perceived "imprecision"

in translation studies be investigated. By doing so, he contended, not only would our understanding of equivalence be expanded but a more productive and less polemical theoretical discussion also encouraged.

1.4.2 Skopos Theory

Skopos theory shifts the focus of translation from ST equivalence to the fulfilment of the translation's function in the target culture (TC). The term "Skopos" is based on the Greek word meaning, "purpose" or "goal," and was first introduced by Vermeer (1978) who posited that a translation has a function based on its goals or "skopos." It is therefore, essentially the goals of the translation, rather than formal equivalence that informs the professional translator's decisions. In Skopos theory, Vermeer pointed out that consideration of the audience, the purpose of the translation, and the translation as a communicative activity is important. In addition, it promotes a more fluid and flexible understanding of the translation process. Understanding that specific translation choices (in Skopos) may be necessary for accomplishing specific purposes that are intended.

1.4.3 Cultural Translation's Studies

In essence, language and culture seem distinct, but no one can ignore their interconnectedness. While commenting on translation in Bassnett and Lefevere (1990), the authors stressed that translation is not only a linguistic process, but also a cultural action that seeks to help two different cultures come together. Studies in cultural translation look at how language, culture, and translation intersect. Bassnett and Lefevere note that translation encompasses not just the transfer of language, but also the negotiation of cultural values and norms that were somehow ridged into the source text

while I was negotiating and visualizing, not only the transfer of the text but the movement of cultural values and norms; which for Bassnett and Lefevere is also historic format based on an ideology that precluded the translation process. In their view, translators work on an even broader external structure that has been affected by cultural contexts, historical canons, and ideological agendas that structure the translation event.

1.4.4 Descriptive Translation's Studies

Descriptive Translation Studies (DTS) was introduced by Toury (1995) to consider actual translations and their contexts and influence, rather than considering the implementation of the rules and manner in which the translation was supposed to occur. Toury mentioned that the goal of our studies should be systematic observations of translation phenomena and the description of translation phenomena, such as the choices a translator makes because of the translation's cultural, linguistic and situational context. When taking into account real examples, we may aspire to make sense of the complexities underlying the translation and of the other parameters influencing the outcome.

Another goal is the study of translation graduates in an attempt to provide more coherence in our understanding of the translation process, and the aforementioned is essential for DTS to seek out and isolate patterns and regularities in translation behaviours, which is a primary purpose. Deciding what can be generalized from knowledge of how translations are produced. In this sense, this constitutes a broader, more systematic understanding of the translation process and provides broader relevance of DTS in terms of broadening our understanding of translation as complex goods and/or services.

1.4.5 Relevance Theory

Academics in Translation Studies have often characterized Relevance Theory as a programmatic cognitive theory of communication which claims that people communicate in order to maximize relevance. To explain Gutt (1990) states the translator constructs the TT so that the -translated target audience can interpret the source text with as little processing as possible. In other words, this theory focuses on the cognitive mechanisms of interpretation and looks at how translators and readers use their knowledge and expectations to infer meaning. In Relevance Theory practice, the successful translation makes a TT which is presented in a cognitive environment for the TA to understand without processing too much information but retaining the internal meaning of the source text with the strength, or intended weighing of the source context meaning. In such a cognitive environmental framework, Relevance Theory welcomes translators to maintain a cultural context with the consideration of the audience's cognitive environment as to their needs and expectations with a focus on the transparency and efficacy of the translation work. This demonstrates the practical implication of Relevance Theory to translators' use.

1.5 Translation Methods

Translation is a multilevel act of intercultural communication, and this fact reflects a variety of approaches. Methods may be determined by the nature of the ST, the intended audience, and/or the translator's own theoretical perspective, which will influence the type of final product that is produced. The following section discusses some of the more well-known translation methods that were identified by some scholars like Peter Newmark, and their central concerns and implications for the process of

translation. Newmark (1988) in his book "A Textbook of Translation" mentioned some methods and divided them in the form of flattered V diagram:

Figure 1.1

Translation Methods

<u>SL emphasis</u>   <u>TL emphasis</u>

Word-for-word translation   Adaptation

Literal translation   Free translation

Faithful translation   Idiomatic translation

Semantic translation   Communicative translation

From *Textbook of Translation* (p. 45), by P. Newmark, 1988, Prentice Hall.

As showed in the diagram, Newmark (1988) divided translation methods in two groups. The first group (word-for-word translation, literal translation, faithful translation, and semantic translation) concentrates on the SL, while the second group (adaptation, free translation, idiomatic translation, and communicative translation) focuses on the TL.

1.5.1 Word-for-word translation

It is very often considered as the most literal approach, translating directly from the source language into words in the TL. Simple as this may sound, such an approach invariably runs into quite a lot of problems, more so when the grammatical structures and lexical subtleties of the two languages differ radically. Vinay and Darbelnet (1958) claimed that word-for-word translation can be used only when the languages are similar in structure and lexicals. When SL and TL differ significantly, this approach can result

in awkward and inaccurate translations. For example the sentence "صباح الخير" the meaning of " Good Morning", it cannot be translated literally as " Morning the goodness", because it is unnatural and incorrect.

Direct word-for-word translations result in grammatically incorrect sentences or semantically nonsensical sentences in the TL, losing much of the actual meaning. They may also miss out on appropriate cultural-specific terminologies, idioms, and metaphors; thus, the translated text may read culturally inappropriate and incomprehensible to the target audience. Such a translation will sound artificial, unnatural to the native ear of the TL speaker, completely defeating the very essence of effective communication. This would perhaps be appropriate for technical glossaries or some terms where an accurate equivalent is crucial. It is also useful as a preliminary to a translation to obtain an initial feel of the source text before more refined methods are adopted.

1.5.2 Literal Translation

It attempts to retain the grammatical form of the SL when translating the individual items. It prioritizes retaining the author's style and voice, even if it means sacrificing some degree of naturalness in the TL. Vinay and Darbelnet (1995) describe literal translation as "the direct transfer of a SL text into a grammatically and idiomatically appropriate TL text in which the translator's task is limited to observing the adherence to the linguistic servitudes of the TL" (p. 34).

However, literal translation may not always be possible on account of considerable grammatical differences between SL and TL. Like word-for-word translation, literal translation may fall short on cultural nuances and thus lead to

translations that are insensitive or misleading culturally. Besides, such a translation would be awkward to read for the native speakers of the TL because it follows the grammatical structure of the SL. Translations of legal and religious texts, however, could use literal translation, especially when it is necessary to maintain its original form and wording. It may also be helpful in the case of literary translation where the individual voice and style of the author must be preserved.

1.5.3 Faithful Translation

A faithful translation will try to make sure it translates the SL into TL context while preserving grammatical and stylistic conventions of TL. It avoids false fluencies of any extreme tendencies between accurate rendition and unnatural manner to attain communicative effect for readability without flaws and imperfections that impair the proper meaning. As Newmark (1988) stated "a faithful translation attempts to produce the precise contextual meaning of the original within the constraints in the TL grammatical structures" (p.46)

Faithful translation presupposes profound knowledge of both SL and TL grammatical structures, lexical peculiarities, and cultural contexts. The translator should take into consideration the target text audience and make appropriate adjustments in translation to establish effective communication. The method usually involves creativity in interpreting and stylistic adjustment to achieve naturalness and fluency in the TL, with preservation of the core meaning of the source text. Fidelity is applicable in translation across a wide range of texts: literary works, technical, and legal. This is especially useful when accuracy and accessibility for the targeted audience are of prime importance.(Newmark,1988)

1.5.4 Communicative Translation

According to Newmark(1988) communicative translation "attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership" (p.41). That is to say, the focus in this method is on delivering the message of the SL to the target audience in clear, concise language that is readily understandable. This method would thus make stylistic adjustments or use paraphrasing when such an adjustment or rewording would make for more effective communication in the TL even if the words are somewhat different from those in the SL.

Communicative translation focuses on the communicative function of the text, emphasizing its impact upon the target audience. He will need to make adjustments in the register, tone, and style of the text, adequate to the group of readers for which the translation is intended. In this regard, Hatim and Mason (1997) note that "the translator must often exercise judgment about how best to recreate the function of the original message in a way that resonates with the target audience."

The method under discussion is often used with texts to be consumed by a wide audience especially marketing materials, popular literature, and news. A strong communicative approach, however, results in losing the original author's voice and style. Any adjustments have to be done very artfully by the translator, who should keep in mind that any distortion of the original meaning must be avoided.

1.5.5 Semantic Translation

It focuses on meaning and concepts beneath the surface and aesthetic and stylistic qualities of the SL. The result it intends to achieve in translation is exactness and literary appeal of the TL to make it more meaningful, appropriate to the needs, and suited to the linguistic and cultural norm of the TL audience. Semantic translation depends much on proper extraction of the real meaning of source text underlying content including all connotations, implications, and emotion-provoking aspects. While doing so, the translator has to aim at reproducing in the TL the aesthetic and stylistic effects of the original text, at the same time making the translation natural and interesting for the readers.(Newmark,1988)

This proposal is particularly relevant when it comes to translating literary texts, as its aesthetic and stylistic characteristics are also made rather explicit. It is one thing to find a compromise between accuracy and aesthetic quality; a translator must make decisions about the subtleties of the source and target language. It can also be especially difficult to evaluate the success of a semantic translation, as aesthetic assessments in general are often highly subjective.

1.5.6 Free translation

Is a flexible approach that emphasizes the overall message and tone of the SL, while allowing for significant departures from the original wording and structure. It prioritizes conveying the essence of the message in a way that is natural and engaging for the TL audience. Free translation prioritizes communication and impact over strict adherence to the original form and wording. The translator has more license to

paraphrase, summarize, and even omit certain elements of the source text to achieve clarity and fluency in the TL.

This approach is very common when dealing with literature, where one is often interested in conveying the emotive effect and an artistic expression of the original text rather than adhering strictly to its literal meaning. As Newmark (1988) explains, "Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original" (p. 46). On the other hand, free translation runs a great risk of losing much of the voice and stylistic nuance of the original author. Here, too, it's very hard to know how good or faithful a translation it is since there are so many departures from the original.

1.5.7 Idiomatic translation

This approach focuses on conveying the meaning, style, and the natural flow of the ST in the TL. Typically It differ from the word-for-word and literal translation in which it aims to make translation sound natural to the native speaker of the TL while preserving the essence and intent of the original message

Idiomatic translation is particularly important for preserving cultural nuances, expressions, and idiomatic phrases that might probably not have direct equivalents in the TL. Richard Larson (1984) described idiomatic translation as a "meaning-based translation which makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language" (p. 17). He emphasizes that this approach prioritizes the natural expressions of meaning in the TL aiming for clarity, fluency.

1.6 Translation Strategies

Translation strategies are specialized techniques employed to deal with specific linguistic or cultural problems that arise in the act of translation. Newmark (1988) drew a distinction between translation methods and strategies, with methods referring to entire texts, while strategies refer to language on the smaller level of sentences, phrases etc.

1.6.1 Transposition

This strategy involves changing in grammatical structure or word order of a sentence while keeping the same meaning of the ST. That is to say transportation is about conveying the actual meaning from SL to TL, by replacing the SL grammatical of the TL category by its appropriate idiomatic or grammatical equivalent. Vinay and Darbelnet (1995) state that transportation is "probably the most common structural change undertaken by translators"(p. 94). This strategy can be used either obligatory or optional. Translator may be obliged to use it when he/she has no other choice but to use this strategy, due to the differences between SL and TL. For instance translating this sentence "he was shocked by the news" can be translated to:

فوجئ بالخبر

In English, the subject "He " and the passive construction "was shocked" are in the same sentence structure while in Arabic, the subject is implied and the verb "فوجئ" (was shocked) is placed in the beginning, which is a typical sentence structure in Arabic . By contrast, it is considered optional when the translator has all the freedom to choose other strategy.

1.6.2 Modulation

This strategy deals with changing the point of view, focus, or conceptual perspective in the translation to convey the same meaning in more natural or appropriate way in the TL. Vinay and Darbelnet(1958/1995) described modulation as " a variation of the form of the message, obtained by a change in the point of view". They consider this procedure necessary when a literal translation would result in an awkward or inappropriate expression in the TL. Having this sentence as an example " it is not hard to do ". Using this strategy the sentence would be translated to "من السهل القيام بذلك" rather than "ليس من الصعب القيام بذلك". So in this example modulation shifts the focus to a positive perspective.

1.6.3 Equivalence

After mentioning equivalence in the theoretical frameworks of translation and understanding its function. In this part we are going to discuss the two types of equivalence as a strategy in translation. Eugene Nida introduced the distinction between dynamic equivalence and formal equivalence

1.6.3.1 Dynamic Equivalence

This approach emphasizes the response to the translation as indicated by how the function of a translation is received by the audience with the goal of producing a natural and equivalent responding behavior in the TL. According to Nida (1964), "the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message" (p.159). Therefore, dynamic equivalence focuses on meaning and readability above the specific language or format of the ST.

1.6.3.2 Formal Equivalence

Conversely, formal equivalence focuses on more direct translations, attempting to achieve a close approximation of the form, structure, and content of the original text, even though the text may seem odd or tempting to deviate from the original in the TL. Nida said, "formal equivalence > direct attention to the message itself, in both form and content" (p. 159).

1.6.4 Adaptation

This strategy is used by translators when they need to adjust some cultural or conceptual elements to suit the TL culture. It often involves replacing cultural references in the ST with one that is more familiar or relevant to the target audience. According to Newmark (1988), adaptation is "the "freest" form of translation". For instance the sentence "He's a real basketball fan." It can be translated to " هو من عشاق كرة القدم". While basketball is popular in the west, football (soccer) is by far the most popular sport in many Arabic-speaking countries. In this case, adaptation swaps the reference to basketball with football to make it culturally relevant to the target audience.

Moreover, adaptation often occurs when a literal translation would confuse, or wouldn't make sense because of cultural differences, such as suspense idioms or cultural specificity. In some cases, such as film subtitles or advertising, adaptation may replace a reference to a local celebrity or holiday with one that is more recognizable to the target audience thus, creating a translation that is more relevant and engaging.

1.6.5 Omission

Omission is a translation strategy where certain words, elements, or entire section of the ST are left out of the translation. Translator may use this strategy and omit content when he/she find it irrelevant, or impossible to translate effectively due to cultural or linguistic differences. Omission should be used judiciously, as overuse may lead to loss of meaning or important nuances**.** However, according to Baker (1992), this strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question (p. 40).

1.7 Translation fields

As previously mentioned, translation is a broad academic and practical field. While it is important to consciously select a specialized sector of translation, it is important to consider what different fields there are that a translator can specialize in. Each field has specific knowledge, skills, cultural awareness and challenges involved with having an understanding. Here are some examples of fields that are mostly recognized:

1.7.1 Medical Translation

There are many elements of translation in this area, however, the focus is on translating written documents in regards to health and clinical references, which include but are not limited to: medical research, patient information and informed consent, clinical trials, medical records, and pharmacy items. What is important in this area of

translation is a thorough comprehension of the many medical terms and concepts. Medical translation is unique for the translator because they are primarily concerned with ensuring that the transmission of meaning is clear and precise, without losing sight of the ethical regulations and the rigid frameworks related to the health sector. In referring to medical translation, Montat and Davias (2011) state that "educators may argue that translators who have no medical background could acquire an adequate understanding of a medical subject if they had access to relevant documentation and generated techniques which would stimulate reasonable logical thinking" (p. 46).

Medical translation is a significant and serious area of specialization simply because the safety and life of the patient is at stake. For example, small errors in misinterpreted dosages or clinical instructions can lead to dire consequences; therefore the importance of being as accurate, precise and attentive to even the smallest detail is essential. In conclusion, the area of medical translation requires a mix of linguistic knowledge, medical knowledge and cultural awareness in order to convey communication that is safe and effective.

1.7.2 Business/Commercial Translation

Translation in this area involves several fields such as financial translation, marketing translation, e-commerce translation, and real estate translation, just to name a few. Each of these fields requires specialized knowledge and skills in order to ensure that the translation is linguistically correct and contextually correct. Pym (2010) states that in commercial translation, "the translator must take into account not only the linguistic aspects of the text, but also the wider 'context' including the overall socio-economic and cultural factors that can impact how the message is targeted and understood by an audience." (p.95). In other words, the main aspects of translators work

is to ensure the language and cultural aspects are linguistically correct according to the target audience, which could be clients, business partners, or investors. Translators in this field will also need to use some creativity and be able to present organisational messages as impressive as they were intended in the ST.

1.7.3 Tourism Translation

It consists of translating material and contents relevant to tourism and hospitality industry to provide easy accessibility to travelers from various linguistic and cultural backgrounds. A tourism translator should know specific phrases and terms like transportation and accommodations. Besides recognizing the needs and wants of tourists, whether they are focusing on luxury or cost, or a local experience, is important for effectively translating for tourism.

Colina (2003) stated that "In tourism translation, the focus is primarily on marketing, where the translator must create a sense of place and appeal, so that the translated material not only informs tourists, but also entices and excites" (p.74). Overall, unlike other fields of translation which may favour a neutral approach tourism translation is often persuasive in nature. The translator needs to be able to take the text and translate it into the TL then present it in a way that makes it convincing and appealing to potential tourists.

1.7.4 Legal Translation

In this field, understanding legal concepts and systems is extremely important for translating legal documents such as employment contract, court documents, laws, licenses…ect. A regular translator would find this field very challenging and need to

conduct extensive research to understand the content to adjust its meaning in TL. The legal translator's smallest error may lead to the failure of the entire cause.

"Legal translation is not merely a linguistic process, but one that requires precision and   a deep understanding of both the legal systems involved. It demands not only the translator's proficiency in both languages but also their knowledge of the specific legal frameworks, terminologies, and cultural contexts in which they operate."

(Bhatia, 2008, p.45)

Bhatia states the importance of having a translator aware of both legal systems and the cultural context. Legal translators, as described by Bhatia, have a certain challenge in finding the closest equivalent to legal terms that might exist in one system, but not in another. He also endorses the assertion that this area could connect two different legal systems. This is particularly important when translating documents that will be utilized in international processes involving legal matters.

1.7.5 Literary Translation

It concerns translating works of literature such as novels, poems and plays. It may appear to be simple at first glance; however, it is also considered a challenging field due to the requirement of the artistic and cultural nuances involved. Translators in this field should be aware of the style, tone, and the meaning of the ST to deliver it well to the target text. Furthermore, Bassnett (2002) mentioned that "literary translation involves much more than the simple act of word-for-word conversion."(p.40). This work emphasizes the artistic and the interpretive nature of literary translation, which requires not only linguistic proficiency but also a deep understanding of literary traditions, cultural contexts, and the author's unique voice.

In this sense, literary translators are often challenged with how to be both faithful to the original text and adaptable for their new cultural and linguistic contexts. As Hutcheson (2012) tells us, literary translation is a creative act, one that illuminates the complexity of the translator's move between the subjective act of the text they are translating and its objective meaning. This challenge is exacerbated when considering the translation of idiomatic expressions, metaphors, or other culturally based references that do not have a defined counterpart in the target language. Hence, the translator must employ linguistic dexterity and cultural sensitivity to create the aesthetic and emotional experience that the original text invites, within the constraints of the new audience and cultural context.

1.8 Conclusion

To conclude, this chapter provided a comprehensive overview of the field of translation, shedding light on its core concepts and foundational principles. It began by presenting a collection of definitions proposed by different scholar such as Roman Jackobson, Hans J. Vermeer, Eugene A. Nida, Susan Bassnet, and Gideon Toury, each of these scholars has significantly shaped the development of translation studies. The chapter then traced the historical background of translation, emphasizing how the practice and understanding of translation have transformed over time.

Furthermore, the theoretical frameworks were explored, including equivalence theory, skopos theory, and relevance theory, besides, the recent approaches found in DTS and cultural translation studies. At the end the chapter also discussed methods of translation, and identified various fields in which translation plays a vital role, such as literal, legal, and commercial translation, those fields were presented with details.

Chapter Two

Translation and Foreign

Language Acquisition

2.1 Introduction

As mentioned in chapter one, translation is defined as the process by which an idea, word, or meaning is transmitted from one language into another. However, the following chapter goes further by discussing translation as a teaching tool for EFL learners, the challenges they face, and its connection with linguistics.

It begins by addressing the linguistic competence and the translation difficulties encountered by EFL learners, a lot of points are covered in this section. In addition, it explores the relationship of translation and linguistic, as well as the link between translation and foreign language acquisition. Moreover, the chapter focuses on common learners' errors and effective teaching methods. The assessment of EFL learners' translation skills is also mentioned. Finally, the chapter presents strategies for effective translation training and discuss how linguistic knowledge can be applied in translation teaching.

2.2 Linguistic Competence and EFL Learners' Translation challenges

As Chomsky (1965) describes, "Linguistic competence is essentially the ideally conceiving speaker-hearer knowledge of their language" (p.4). To put it simply, linguistic competence is the speakers' knowledge (primarily unconscious) and subconscious knowledge of the rules of a language. This knowledge encompasses grammar, syntax, morphology, phonology, and vocabulary. In overall translation tasks, particularly in more complex tasks that examples involve syntactic and pragmatic structures, linguistic competence would be needed to avoid errors that affect meaning. In addition, it is important for EFL learners to build their linguistic competence in executing translations.

Overall translation requires being proficient in two languages which are the SL and TL. Throughout their learning, EFL learners have confronted challenges, including limited exposure to authentic language use resulting in problems identifying contextually correct expressions. Baker (1992) notes that learners must deal with problems such as lexical gaps and problems with syntactic selection for meaning transfer. Also, House (2015) underscores the need to comprehend surface meaning as well as the deeper meaning, such as the meaning that is connotative or culturally laden, which students might miss. EFL learners can face issues with overreliance on L1 structures, misusing cohesive devices, and errors in tense and aspect. These problems situate language ability and translation ability, thus if we are to improve linguistic competence, we can support students' translation in areas of EFL.

2.3 The Relationship between Linguistics and Translation

Translation and linguistics are sister disciplines, both concerned with the structure, meaning and function of language. As Catford (1965) maintained, "translation is rendering of a SL text into the TL so as to ensure that: (a) the surface meaning of the two will be approximately similar; and (b) the structures of the SL will be preserved in TT" (p. 20), where indeed equivalence is central. Theories in linguistics have influenced translation studies by giving us the right models that allow us to describe and practice translation. They provide theories of semantic change, normative deviance, and cultural variation, which are all important for successful translation.

2.3.1 Equivalence and Meaning

Linguistic theory has impacted the field of translation studies, most notably by incorporating the notion of equivalence. As mentioned above, equivalence ensures that the TT calls up the same meaning and effect as ST. Nida (1964) offers one definition of

translation as "reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (p. 12). He compares formal equivalence, when focus is placed on maintaining the same structure of the SL, and dynamic equivalence, when focus is placed on naturalness and understanding in the TL In addition, Koller (1979), have developed Nida's work, by suggesting different types of equivalence, i.e., denotative equivalence preserving the original meaning, and pragmatic equivalence with emphasis on the TL effect. That is, all these linguistic methods help translators to choose the optimal strategies in different translation situations.

2.3.2 Translation Shifts and Linguistic Structures

Another important contribution of linguistic theories is the concept of translation shifts, which are changes that occur when moving from one language to another due to linguistic differences. Catford (1965) explains translation shifts as "departures from formal correspondence in the process of going from the SL to the TL" (p. 73). He emphasized that these shifts or departures ensures that the translation conveys the intended meaning rather just copying the original structure. Catford categorized shifts into two main types:

2.3.2.1 Level Shift

Level shift happens when a concept expressed through one linguistic feature in the SL is translated by using a different feature in the TL. This often occurs between morphology, syntax, and lexis. Catford (1965) claimed that "By a shift of level we mean that a SL item at one linguistic level has a TL translation equivalent at a different level" (p.142). That is to say, instead of translating a grammatical form with another

grammatical form, translators can replace it with a lexical item (word). For example, in this sentence "She is taller than her brother". This sentence expresses a comparison using a grammatical form (comparative adj), this sentence can be translated as follows:

"هي أكثر طولًا من أخيها"

In this example the adjective "taller" is translated as "أكثر طولًا" which literally means more "in height" and this is a lexical shift.

2.3.2.2 Category Shifts

This category often results when changes of grammatical category occur. Such as replacing a verb with a noun, a phrase with a word, or a plural with a singular. Catford (1965) enumerated four primary categories of category shift. The first one is structure shift, these are alterations which take place in the grammatical patterns between SL and TL, the second one is called class shift, it takes place when the translation equivalent of the SL item is another grammatical class in the TL. The third is unit shift, that is rank change, e.g., rendering a sentence in the SL as a word or a word in the TL. The fourth one is intra-system shift and this happens where there are equivalent systems for both SL and TL but translation involves a type of shifting between these systems. (Catford,1965, p 143)

Besides, linguistic study has incorporated more systemization, e.g., meanings, equivalence, shift, purpose of text, and discourse register into the translation study.

According to Vinay and Darbelnet (1958), "a translator should know the linguistic structures in the two languages so as to transmit the meaning appropriately keeping in mind stylistic and cultural coloration" (p. 42). This process allows for a

complete examination of how languages function and interact with one another in translation. Linguistic theories, in general, provide important tools and concepts that inform translation practices so that translators can manage the complexities of language transfer more effectively.

2.3.3 Translation Competence Models

In describing the definition of translation in the previous sections, it must be noted that translation requires a certain set of skills which allows translators to handle language, culture, and context issues. The most popular model of translation is the PACTE model of translation competence (2003).These model attempt to identify the most suitable knowledge, skills, and strategies to be employed by the translators in order to perform their task efficiently. But this model divided the translation skills into five. The first one is the bilingual competence, which is a greater acquaintance with both SL and TL like grammar, syntax, and cultural aspects. The second is referred to as the extra-linguistic competence; it is knowledge of the subject matter, histories, and cultures in attempting to translate meaningfully and accurately. Furthermore, the instrumental competence that is the competence of using instruments such as dictionaries and computer assisted translation. Followed by the strategic competence which is the ability of problem-solving, strategy-adjustments, and guaranteeing coherence and clarity of the TL. Finally, the psycho-psychological ability which is managing the intellectual and psychological abilities needed in professional translation, and it entails focus, multitasking, and stress management

Figure 2.1

Model of translation competence revisited

From: Benjamins PACTE (2003, P18)

This figure illustrates the PACTE model of translation competence. It highlights the relationship and the interactions between the five key sub-competences. This model emphasizes the nature of translation, linguistic proficiency required, cultural awareness, problem solving skills, and technological expertise.

2.4 Translation and Foreign Language Acquisition

Translation has always been at the heart of learning a foreign language and learning. It is used to make students learn new vocabulary, compare sentence construction, and understand the underlying sense of what they hear or read. Many researchers believe that translation provides students with organized ways of understanding linguistic differences and similarities between their first language (L1/ Arabic) and the second language (L2/ English), respectively. Cook (2010) believed that

"translation is not just a mechanical word-substitution process but a cognitive task that enhances awareness of language and critical thinking" (p. 45). That is, when students are translating, they are not substituting words across languages in any simplistic way, but they are actually considering how meaning is put together differently within each language. This helps the students know better about the syntax, morphology, and semantic. Translation can also be a powerful way of improving reading and writing abilities as it makes students extremely sensitive to meaning, tone, and context. Newmark (1988) argues that "translation is an exercise that encourages linguistic accuracy and cultural sensitivity, as it obliges learners to deal with the underlying meanings of words and phrases" (p. 62). However, relying too much on translation can have its downsides.

When students always translate in their minds before they speak, it can make them slower and unnatural in their speech. Krashen (1985) describes that "direct translation can interfere with fluency, as learners depend too much on their native language instead of acquiring L2 naturally from input and interaction" (p. 67).

That is why the majority of modern language teaching approaches, like communicative language teaching (CLT), instruct learners to think in the TL directly without translating everything in advance. Instructional approaches, such as Task-Based Language Teaching (TBLT), use translation as a facilitator to simplify difficult aspects and still prioritize real-life communication. According to Carreres (2006), "translation can be a powerful tool for language learning, provided it is used strategically and not as a replacement for immersive practices" (p. 15). Overall, translation as a learning tactic is a decent one, but using it as part of some other activity to help learners acquire fluency and confidence in language use makes it even more effective.

2.5 Linguistic Errors in Student Translation

EFL students usually make linguistic mistakes while translating from one language to another. These mistakes result due to some sources, which are limited knowledge of the target language, interference from L1, and inadequate understanding of syntactic structures of TL. The most frequent mistake is lexical choice/mismatch when students choose right words but at the wrong time. Baker (1992) pointed out that lexical gaps commonly arise when learners fail to determine equivalent term in TL. This error leads to learners' incorrect or awkward translation. Second, syntactic errors are also prevalent, particularly in sentence structure. EFL learners have the tendency to transfer the syntactic rules of L1 to TL. As House (2015) explains, "syntactic mismatches" occur when learners attempt to imitate the sentence structures of their L1, failing to obey the syntactic rules of the L2. And another error is pragmatic failure since students cannot go about the cultural and contextual factors affecting the usage of the languages. According to Nord (2005), students make pragmatic mistakes when they fail to understand that there is a difference in communicative or cultural norms between the two languages.

Finally, tense and aspect mistakes are very common since the learners most often fail to precisely mark the order of time of the events. Chomsky (1965) highlights learning tense and aspect, stating that "improper use of tense can cause confusion over the temporal order of happening of the incidents" in translation.

These repeated linguistic errors indicate the need for EFL learners to enhance their understanding of both the linguistic and cultural aspects of TL to produce more accurate and contextually appropriate translation.

2.6 Teaching Methods for Translation in EFL Contexts

Translation can be seen as a practical tool in the EFL classroom. It can enhance learners' grammatical, lexical, and contextual comprehension. However, it needs to be done with translation practices that are in harmony with communicative language teaching ideologies and do not fall back on traditional, grammar-translation based methodologies. As Mogahed (2000) argues, translation, when appropriately utilized, can assist in comprehending delicate concepts and enhancing student involvement.

2.6.1 The Grammar Translation Method (GTM)

This method focused on the formal rules of grammar and sentence translation. Howatt (1984) claimed that GTM was the dominant language teaching methodology for decades. Even though (Richards & Rodgers, 2014) found that this method may have helped with grammatical form accuracy, it tended to neglect the acquisition of communicative fluency and fostered a decontextualized view of language. This method focused on linguistic competence as opposed to communicative competence, a very important shift that future methodologies would rectify.

Besides, Brown (2007), noted that in this method, the emphasis on repetition and mechanical equivalent translation can demotivate students, tends to lead to a lack of interest and negative attitude towards language learning.

That is, GTM had a tendency to produce students who could analyze grammatical structures but were not able to apply the language in real-life situations. Typically, GTM is today universally and abhorred as a principal pedagogical method, taking into account the fact that historically it is still behind in its understanding of translation advancement.

2.6.2 Communicative Translation

Comparatively greatly to GTM, communicative translation places source context communication at its priority. This method is aligned with communicative language teaching (CLT) principles, with the goal of prioritizing communication and interaction over grammatical correctness in vacuo. As per Littlewood (2017), CLT is supposed to assist the learners in learning effective use of language in communication, a virtue which can readily be applied in communicative translation. Students work on assignments bearing close resemblance to real-life contexts, with attention to accurate and natural communication of the message within the target language Duff (1989) identifies that adequate translation involves more than linguistic capacity, but even cultural and contextual awareness.

2.6.3 Task-Based Translation

Task-based learning (TBL) has influenced translation pedagogy significantly, leading to task-based translation. According to this approach, students do actual and situation-specific translation tasks, such as translating a business letter, adapting a website, or transposing a news item for a new audience (Willis & Willis,2007). In performing task-based instruction, Willis and Willis emphasize most closely related tasks to real-life situation, which, naturally, is highly relevant to translation since the intended goal is producing a text that will function as effectively in a different language and culture.

In translation, this is the final product translated text itself. Additionally, Willis and Willis (2007) provided criteria for planning task-based lessons which can be conveniently applied to translation instruction. Their focus on "task cycle" typically with pre-task, task, and post-task phases. This is accomplished by encouraging

independence of the learner through granting freedom to the learners to exercise judgments within reasonable expectations about translation approach and methodology.

2.6.4 Blending Translation with Other Skills

Translation cannot be considered an independent skill. To make EFL teaching effective, it is crucial to integrate translation into the reading, writing, listening, and speech language competence. Translation, when managed in such an integrated framework, can enable students to learn more about language and its use in different contexts. Richards (2006) found, "language skills are not learned in isolation" (p.02). Since translation involves the understanding of ST and translating it into TL, it automatically necessitates a variety of language capabilities. Because of this, translation turns out to be an excellent instrument for overall language ability upgrade.

Besides that, incorporating translation with writing activity, e.g., enhancing the sensitivity of students to stylistic contrast, language-wise and sharpening them on precision in translations. Lazar (2007), noted that translation allows students to improve writing proficiency in TL. One implementation is through the students' translation of a short paragraph and subsequently use it as a reference when writing. In addition, the use of translation in speaking tasks can For instance, role-play exercises utilizing translation can encourage students to be quick in their thinking and change their language depending on different communicative situations (Nation, 2008).

2.7 Assessment of EFL Learners' Translation Capacity

Assessing the translation ability of EFL learners presents unique challenges. Unlike assessing other language abilities, translation involves complex mental operations and requires learners to overcome not just linguistic disparities but also

contextual and cultural ones. Translation assessment has to go beyond measuring accuracy and must consider the overall communicative efficiency of the translation.

2.7.1 Translation Competence: A Multifaceted Notion

Translation competence sets out the collaborative capabilities, consciousness, and processes applied in order to achieve effective and efficient translations. Pacte (2003) outlines a few key characteristics which include bilingual competence, additional-linguistic knowledge, instrumental competence whereby the act of looking up the term in a dictionary or in a CAT tool is referred to, and strategic competence. These interact with one another, assisting the translator to make reasonable linguistic and pragmatic choices. Kelly (2005) also adds that interpersonal and professional consciousness is also as essential, especially within a learning environment.

2.7.2 Assessment Strategies: A Range of Strategies

Numerous diverse assessment methods are employed to measure EFL students' ability in translation. Waddington, C. (2001) distinguishes between holistic methods in which overall translation quality is rated and analytic methods aiming at particular linguistic or functional aspects. Process-based testing is also gaining prominence, where methods such as think-aloud protocols (TAPs) assist in measuring learners' cognitive strategies (Li, 2018). Combining the above processes will give a more varied and bird's eye view of a single learner's translation competence.

2.7.3 Designing Assessment Tasks

Translation assessment tasks need to mirror real-life communicative situations. Nord (2005) calls for purposeful functional tasks that push learners to reflect on target audience, cultural appropriateness, and brief translation. Parallel analysis of texts, post-editing, and comparative source-target are some of the activities that may be utilized for

assessment of linguistic performance as well as decision-making strategy. Clarity and clear rubrics and criteria must provide consistency and transparency in performance judgment (Schäffner & Adab, 2000).

2.8 Empirical Studies on Enhancing Translation Skills in EFL Learners

Empirical research into constructing translation competence in EFL learners has examined a variety of methodologies, thinking operations, and available technology used when teaching translation optimally. Of utmost importance have been studies researching means to advance translation competence in EFL learners that are as follows:

2.8.1 Process-Oriented Approaches

Several studies emphasize process-oriented approaches to the cognitive and metacognitive processes of translation. Kiraly (2000) suggested social constructivism in teaching translation, appealing to sociological learning environments where students acquire knowledge through authentic translation tasks. Similarly, Li (2018) examined the application of think-aloud protocols (TAPs) in translation training and concluded that self-monitoring and reflective behaviors significantly enhance problem-solving in translation

2.8.2 Technology-Assisted Translation (TAT)

The application of technology has been extensively researched in translation studies. O'Brien (2012), in a research study, demonstrated how the application of computer-assisted translation (CAT) software improves translation accuracy and efficiency, particularly when tool-use training is provided to students. Pym and Torres-Simón (2016) investigated the effect of machine translation post-editing (MTPE) on

EFL learners and attested that the provision of machine translation activates the critical thinking and revising abilities among students.

2.8.3 Translation Strategies and Pedagogical Approaches

Empirical research has also explored the effectiveness of explicit teaching of translation strategies. González Davies (2004) confirmed that the explicit teaching of strategies such as paraphrasing, compensation, and inferencing through strategy instruction leads to improved translation performance. More recently, Zhao and Zhang (2021) examined the impact of contrastive analysis on the translation accuracy of students, demonstrating that a comparative approach between the source and target languages raises students' awareness of linguistic and cultural differences.

2.8.4 The Role of Bilingualism and Cross-Linguistic Influence

Bilingualism and cross-linguistic influence studies have also enriched translation skill development. In an experimental study, Laufer and Girsai (2008) set up that better bilingual proficiency students translated more due to the fact that lexical retrieval and syntactic sensitivity were eased for them. Károly (2017) also pointed out the importance of L1 and L2 interdependence and contended that explicit contrastive grammar emphasis strengthens translation competence.

2.8.5 Challenges and Future Directions

Despite these advances, empirical studies identify several problems in translation training, including lack of exposure to actual translation tasks, overemphasis on word-for-word translation, and lack of attention to specialized fields. Future research must focus on longitudinal studies to ascertain the long-term impacts of different instructional approaches, as well as the integration of the latest AI-based translation technology.

Table 2.1

Summary of empirical studies on enhancing EFL learners' translation Skills.

Approach	Key findings	Empirical studies
Process-Oriented Approaches	Socialconstructivism enhances collaborative learning; think-aloud protocols (TAPs) improve metacognitive awareness.	Kiraly (2000); Li (2018)
Technology-Assisted Translation (TAT)	CAT tools improve accuracy and productivity; MTPE fosters critical thinking and revision skills.	O'Brien (2012); Pym & Torres-Simón (2016)
Translation Strategies Pedagogy	Explicit instruction in strategies (paraphrasing, contrastive analysis) improves translation accuracy.	González Davies (2004); Zhao & Zhang (2021)
Bilingualism & Cross-Linguistic Influence	Higher bilingual proficiency aids lexical retrieval and syntactic processing; contrastive grammar focus strengthens competence.	Laufer & Girsai (2008); Károly (2017)

This table provides a summary of key empirical studies that have explored process-oriented translation training, technology-assisted approaches, and pedagogical strategies for improving translation skills in EFL learners."

<div align="center">**2.9 Strategies for Effective Translation Training**</div>

To help EFL learners overcome the difficulties and the challenges they face, translation teachers, with a focus on empirical research, effective translation training for EFL learners should involve several key strategies to build extensive competence.

2.9.1 Implementing Process-Oriented Learning

Following Kiraly's (2000) focus on social constructivism, educators need to create classrooms that replicate authentic translation contexts so that students can work together to create knowledge through practical exercises (Kiraly, 2000). According to research by Li (2018), the use of think-aloud protocols can yield rich data on learners' thought processes, encouraging self-monitoring and reflective practices that greatly improve their ability to solve problems in translation.

2.9.2 Technology Integration Strategy

In line with O'Brien's (2012) research, instruction should include specific training on how to use CAT tools optimally to maximize translation quality and overall productivity. Additionally, students should be given industry-standard skills. Additionally, Pym and Torres-Simón (2016) found that machine translation post-editing training can stimulate Students' critical thinking and revision skills, preparing them for the changing landscape of the translation industry.

2.9.3 Clear Guidance on Translation Techniques

According to González Davies' (2004) research, improving learners' translation competence and strategic knowledge requires the direct instruction of a variety of translation strategies, including paraphrasing, compensation, and inferencing (González Davies, 2004). As demonstrated by Zhao and Zhang (2021), the

incorporation of contrastive analysis enables students to notice and understand the subtle linguistic and cultural differences between the source and target languages, resulting in more accurate translations (Zhao & Zhang, 2021)

2.9.4 Overcoming Obstacles and Examining Potential Paths

To better prepare students for the field, training programs should proactively address common issues found in empirical studies, such as a lack of exposure to real-world translation tasks and the propensity for word-for-word translation. Future training and research should concentrate on longitudinal studies to evaluate the long-term effects of various teaching strategies, as well as the successful incorporation of the newest AI-based translation tools into the curriculum to mirror contemporary business practices.

2.10 Applying Linguistics in Translation Teaching

Translation teaching needs linguistic knowledge to improve EFL learners' linguistic competence. Linguistic helps students understand how language functions at various levels such as phonological, morphological, syntactic, and pragmatic. These levels are essential for creating accurate and meaningful translation. As Hatim and Mason (1997) emphasize, "linguistics offers a systematic approach to uncovering the underlying mechanisms of translation" (p. 3). That is to say, guiding learners to analyze sentence structures, word choice, and discourse features in both SL and TL. This guiding enables students to make more informed translation decisions.

Moreover, applying linguistic principles allows teachers to address common errors such as incorrect word order, misuse of tenses or literal translation that ignore context. According to Newmark (1988), translation training should "draw on linguistic insights to highlight how meaning is constructed and conveyed in different languages"

(p. 7). Teachers can help learners become more aware of language variation, register, and cultural nuances, by adopting a linguistics-based approach.

To sum up, linguistics provides a strong foundation for translation pedagogy. It helps EFL learners' to develop analytical skills and linguistic sensitivity that is needed for accurate and effective translation.

"Any theory of translation must draw upon a theory of language — a description of the language system which makes explicit the rules and principles underlying the use of language. Without such a theory, we would have no way of accounting for what it is that translators actually do when they translate, nor of explaining the nature of the problems they encounter"

(Bell, 1991,p. 20).

Bell highlights the importance of linguistics and tied it directly to both language theory and teaching practice. For EFL learners, understanding how language systems work is crucial not only for avoiding errors but also for making informed translation choices

2.11 Conclusion

To conclude, this chapter provided key insights into the relationship of translation and foreign language acquisition. It began by highlighting the challenges that face EFL learners in developing linguistic competence. This section provided a detailed explanation of linguistic competence, including chomsky's definition, and how it affects students learning. The chapter also explored the connection between translation and linguistics, then moved on to discuss translation in relation with foreign language acquisition, common linguistic errors in student translations, teaching methods used in EFL context, and ways to assess EFL learners' skills. Additionally, it examined various

empirical studies focused on improving translation skills of learners and outlined effective strategies for translation training. Finally, the chapter discussed how linguistics knowledge can be applied in translation teaching.

Chapter three

Research Methodology and

Data Analysis

3.1 Introduction

This final chapter represents the practical part of this study. The researcher aims to investigate the enhancement of EFL learners' translation skills and the challenges they face, focusing on third year students at Ibn Khaldoun University. In an attempt to confirm or refute the hypotheses and answer the research questions, teachers of translation were interviewed using a set of structured questions, and learners were also observed during their translation sessions. The analysis of the data obtained through interviews and observations offers a deeper understanding of the current teaching practices and learners' needs, and forms the basis for the conclusions and recommendations presented at the end of the study.

3.2 Research Aim

This study aims to investigate the challenges that third-year EFL learners in Algerian universities face in the translation module and examine the effectiveness of multiple teaching strategies in enhancing their translation skills. Moreover, this study seeks to identify the most effective techniques that can be implemented to improve students' translation competence. Additionally, it explores how translation can be used as a learning tool to support foreign language acquisition and develop learners' linguistic and cultural awareness.

3.3 Research Methodology

A research methodology describes the techniques and procedures used to identify and analyze the gathered data regarding specific research topic. Therefore in this study, a primarily qualitative approach was applied, supported by descriptive quantitative analysis.

This study was conducted with third-year (3rd) EFL students at Ibn Khaldoun University of Tiaret, along with three (03) translation teachers in English Department of Tiaret. The qualitative method involves interviews with teachers specialized in translation that help in exploring the study in depth with their expertise experiences. It also includes the classroom observation, which helped collect data in systematic and objective way by analyzing participants' interaction and translation practices. While the descriptive quantitative analysis helps in counting and categorizing specific types of students errors. In addition, the seventh (07th) edition of the American Psychological Association (APA) style was followed in the writing of this thesis.

3.4 Research Instruments

The researchers opt for an interview addressed to the teachers and classroom observation for the students.

3.4.1 Teachers' Interview

Interviews are fundamental qualitative research method. It is mainly used to collect data by directly engaging with participants. Kvale (1996) states, "if you want to know how people understands their world and their life, why not talk with them"(p.1). This method underscores the value of direct interaction to understand the meanings individuals assign to their experiences. Additionally, Dörnyei (2007) emphasizes the importance of interviews, stating that they are "the most often employed data collection method" (p. 134). This dominance is result of their flexibility and adaptability.

Interview in qualitative research are typically classified into three main types which are structured, semi-structured, and unstructured interview. To begin Bryman (2012), defines structured interview as "a standardized form of interviewing in which all respondents are asked the same questions in the same sequence." That is to say,

structured interview follows a strict set of questions. Furthermore, semi-structured interview is a combination of open-ended and close-ended questions. Dörnyei (2007) stated that "semi-structured interviews provide a balance between the rigidity of structured interviews and the openness of unstructured interviews, allowing researchers to explore topics in depth." This type of interview is commonly used in social sciences and linguistics, as it enables researchers to gather rich qualitative data while maintaining some level of standardization. Finally, unstructured interview or informal interview is the most flexible type where the researcher engages in open-ended questions with the participants.

Our interview was structured, and designed for three (03) teachers from English Department. It contains eleven (11) questions mainly about the role of translation in foreign language acquisition, difficulties and challenges faced by EFL learners, and the techniques and strategies used by teachers to reduce these difficulties besides their opinions.

Our interview includes the following questions:

1. Do you think that translation plays significant roles in foreign language acquisition? How?

2. Do learners rely on translation to understand concepts?

3. Do learners transfer their L1 (Arabic) skills to improve their L2 (English) listening, speaking, reading, and writing skills?

4. What is your teaching philosophy when it comes to teaching translation to EFL learners?

5. How do you define effective translation techniques and strategies in the context of EFL learners?

6. Can you describe some of the most effective translation techniques that you have used with EFL learners? How do you teach these techniques?

7. What strategies do you use to help students understand cultural nuances that may affect translation?

8. How do you teach students to recognize and handle idiomatic expressions in translation?

9. Describe a typical lesson plan you would use to enhance translation skills among EFL learners. What activities would you include?

10. How do you manage students with varying levels of proficiency in both languages during translation exercises?

11. What are some common challenges EFL learners face when learning translation, and how do you help them overcome these challenges?

3.4.2 Structured Observation

Bryman (2012), describes structured observation as "a technique where the researcher uses a predetermined coding scheme to systematically record behaviours." In this study we used a checklist to record and note specific aspects of learners' performance, teacher strategies, and translation difficulties. This approach can also be classified as non-participant observation since we observed third-year EFL student in translation classes without actively engaging or participating with them. According to Creswell (2014), non participant observation allows researchers to observe objectively without becoming involved in the situation.

Although the limitation of classroom observation that may be subjective, we have chosen it to see real time experience and get in a touch with the learners and the atmosphere of translation class. We also had the help of the expertise teacher to identify and analyse the challenges that students encounter. Moreover, the observation was carried out during the second semester in third-year classes. We conducted three (03)

sessions of observation with different groups. Each session lasted one hour and a half (1.30h). The gathered data provided insights into students' engagement in translation tasks, the challenges and difficulties they face, and the strategies used by the teacher.

Our observation checklist consists of three main sections. First section is general classroom information; it includes details such as the date, time, class level, and number of students. Then second section which about student's translation challenge. The table includes key difficulties faced by students, categorized into:

- Linguistic challenges (vocabulary limitations, grammar, lexical, and syntax errors)

- Cultural challenges (difficulty in translating idioms, proverbs, and cultural terms)

- Strategic challenges (over-reliance on literal translation, lack of paraphrasing skills)

Third section presents the teaching strategies used by teacher to enhance learners translation skills. Observed strategies include:

- Explicit Teaching Techniques (direct explanation of translation rules and concepts).

- Comparative Approaches (using parallel texts to show differences between SL and TL).

- Student-Centered Strategies (peer correction, collaborative translation tasks).

- Use of Technology and Resources (dictionaries, translation software, MT).

The checklist was designed with yes or no response format, and included frequency indicators such as always, often, sometimes, and never. Additionally, a section for notes and remarks was provided to add any useful observation.

3.5 The Analysis and Interpretation of Interview

As part of our research, a crucial component is to understand the pedagogical perspective of teachers in field of translation. This section presents an

analysis of the interview conducted with three (03) teachers, who provide valuable insights. Almost all the interviews shed light on how teachers can enhance translation skills of EFL learners and the strategies they employ

Table 3.1

Teachers' gender

Teachers' Gender	Male	Female
Percentage	33%	67%

According to the table, females outnamber males with 67% against 33% probably because females are more intressted in teaching foreign languages or simply because females'schooling rate surpasses males'.

Question 01: Do you think that translation plays significant roles in foreign language acquisition? How?

This question was asked to elicit information and highlight the role of translation in foreign language acquisition

T1 The first interviewee said translation plays a crucial role in foreign language acquisition by bridging understanding, it helps to acquire new vocabulary and structures in L2. It can also clarify meaning when it comes to complex texts or ideas in foreign language. Also translation encourages learners to compare and contrast linguistic structures, and involves cultural context that helps to understand the language and the culture behind it.

T2 The second teacher confirmed that translation plays a significant role in foreign language acquisition by providing a bridge between languages, enhancing vocabulary and grammar, fostering cultural understanding, and building confidence.

T3 The third teacher insisted that translation is a powerful bridge for understanding between languages. He claimed that translation helps learners build vocabulary, and grasp grammatical structures.

All teachers confirmed the significant role of translation in foreign language acquisition.

Question 02: do learners rely on translation to understand concepts?

T1 The first interviewee answered with yes, learners often rely on translation to understand new concepts. Translation provides familiar reference point in their native language, making it easier to grasp unfamiliar vocabulary, grammar and cultural nuances.

T2 The second teacher insisted that learners rely on translation to understand concepts, especially in the early stage of foreign language learning.

T3 The third teacher answered with yes also. He believes that when learners see similarities in grammar or vocabulary between two languages, they accelerate their learning, and be more confident.

Question 03: do learners transfer their L1 skills to improve their L2 listening, speaking, and reading and writing skills?

T1 The first teacher said learners often transfer skills from Arabic to improve their EFL. For example, they may use Arabic reading strategies to decode English texts or apply Arabic grammar knowledge to understand English sentences structures. They also

leverage their Arabic listening skills to focus on intonation and rhythm. However, differences between the two languages, such as phonetics and syntax, can also pose challenges.

T2 The second teacher claimed that learners can maximize the benefits of languages transfer by highlighting similarities, addressing differences, enhancing metalinguistic awareness. These practices help students develop stronger listening, speaking, reading and writing skills in L2

T3 The third interviewee found that learners sometimes transfer their L1 skills consciously, and sometimes subconsciously. He gave an example of students using Arabic reading strategies to decode English texts, or rely on Arabic grammar knowledge to understand English structures. He also added an example about listening. He emphasized that this transfer can sometimes lead to errors and misunderstandings.

Question 04: what is your teaching philosophy when it comes to teaching translation to EFL learners?

T1 The first teacher explained that she use the balance and purpose strategy. She believes that this strategy should be used as a supportive tool to enhance comprehension, build vocabulary, and develop metalinguistic awareness. She emphasizes contextual learning, also she encourages critical thinking by having learners analyze differences between languages and reflect on their choices.

T2 According to the second teacher, her teaching philosophy emphasize the strategic use of translation tools, to enhance comprehension, develop metalinguistic awareness, and promote cultural understanding

T3 The third teacher sees translation more than just linguistic exercise. In his teaching philosophy he aims to build not only vocabulary and grammar skills, but also cultural

and contextual awareness. Also trying to create a learning environment that fosters critical thinking and reflection is important.

Question 05: How do you define effective translation techniques and strategies in the context of EFL learners?

T1 The first teacher sees effective translation techniques and strategies involve clarity, accuracy, and adaptability. They include:

- Contextual understanding to ensure meaning preserved

- Bilingual comparison to analyze linguistic differences and improve grammatical and syntactic awareness.

- Cultural sensitivity to maintain appropriate meaning across languages.

- Gradual independence, encouraging students to rely less on translation as their proficiency grows

- Use of tools such as dictionaries, glossaries, and technology to enhance translation skills

T2 the second interviewee finds that effective translation techniques and strategies focus on covering meaning accurately and naturally. In addition to the use of contextual translation, paraphrasing, and back-translation and other strategies. She said that learners can impose their translation practice with activities that encourage direct engagement with TL, fostering both accuracy and fluency.

T3 According to the third teacher, effective techniques should prioritize clarity, accuracy, and flexibility. He said "we also work on developing grammatical sensitivity and cultural awareness". He also recommended the use of tools like dictionaries, glossaries, and even translation software when appropriate.

Question 06: Can you describe some of the most effective translation techniques that you have used with EFL learners? How do you teach these techniques?

T1 The first teacher describes chunking by breaking sentences into smaller, meaningful parts to facilitate translation and comprehension. Besides the use of back translation, this is translating a text into the learner's native language and then back into the TL to check accuracy and understanding. Also parallel texts

T2 The second teacher also use back translation as T1. She said that she use contextual translation by providing learners with materials and asking them to translate specific words or phrases considering the context. Additionally, the use of bilingual glossaries and dictionaries. She taught these techniques by focusing on function over form and team work and collaborative translation.

T3 As T1 and T2, He finds that chunking is an effective method, which it helps student manage and understand the meaning more easily. He also use back translation, parallel texts, and think aloud protocols to help students enhance their translation process.

Question 07: what strategies do you use to help students understand cultural nuances that may affect translation?

T1, T2, T3 All teachers agreed on the use of cultural context, comparative analysis, and authentic materials such as films, articles, and literature

Question 08: How do you teach students to recognize and handle idiomatic expressions in translation?

T1 The first teacher guides students to recognize and handle idiomatic expression by highlighting common expressions and explain them. Also by the use of error analysis

which include reviewing and discussing learners' mistakes to improve understanding and accuracy.

T2 The second teacher said that she use explicit instructions, contextual practices, and raising cultural awareness. Moreover, cultural analysis helps learners to develop their skills to translate idioms accurately and naturally.

T3 This interviewee teaches his students to recognize idiomatic expressions by identifying common idioms and collocations. Also by highlighting their meanings and explain when and how they are typically used. He also shows his learners how these expressions function in real conversations or texts.

Question 09: Describe a typical lesson plan you would use to enhance translation skills among EFL learners. What activities would you include?

T1,T2 , T3 According to all of the teachers, they use the same lesson plan which consists of warm up, introduction to the lesson, guided practice, collaborative activities, independent practices, reflection and feedback, and homework.

Question 10: How do you manage students with varying levels of proficiency in both languages during translation exercises?

T1 The first teacher manage her students during translation exercises by using group work, scaffolding, providing additional support for weaker students, and regular feedback

T2 The second teacher manage her student by differentiating tasks, pair work in which both good and weak students are participating, scaffold support, flexible grouping and individual feedback.

T3 The third teacher use differentiated tasks that match his students' abilities. He also implements pair works, and provide scaffolded support. Moreover, the teacher said that flexible grouping allows him to adjust teams based on the task complexity. Finally, he prefers to offer individual feedbacks to address specific strengths and weaknesses.

Question 11: What are the common challenges EFL learners' faces when learning translation, and how do you help them overcome these challenges?

T1 The first teacher did not answer on this question

T2 The second teacher finds that learners struggle with grammar differences, and lack of vocabulary additionally to the misunderstanding of specific cultural expression and the over reliance on L1 instead of L2

T3 The third interviewee listed some common challenges as follows:

- Literal word-for-word translation (it often distorts meaning).
- Struggling with grammar differences and lack of vocabulary.
- Misunderstanding culturally specific expressions.
- Over reliance on L1 structure.

To overcome these challenges he said it is essential to focus on building vocabulary, teaching translation techniques. He also encourages critical reflection on the students' translation choices.

The analysis of the collected data from teachers' interviews revealed a strong awareness regarding the importance of translation in EFL learning. Teachers admit its value as a teaching tool that bridges linguistic and cultural gaps, enhances metalinguistics, and encourages vocabulary acquisition. They also emphasized that learners often rely on translation strategies. In addition, they mentioned some common

challenges such as literal translation, cultural understandings, and L1 interference. To reduce these difficulties educators highlighted the use of contextual techniques, and scaffolded instruction to improve translation competence. Overall, the findings of the interviews underscore the important role of translation in foreign language acquisition and offer practical strategies for enhancing its teaching in foreign language acquisition.

3.6 The analysis of classroom observation

The checklist of our classroom observation contains six (06) items.

Item 01: Linguistic challenges.

The first section of our checklist focused on the challenges and difficulties EFL learners face in translation. This session help the observers to detect the linguistics errors that learners falls in. Moreover, the researchers have noticed that students often hesitate before finalizing their translation. We observed frequent grammatical errors such as incorrect tense usage for example instead of saying "has started" students just used past simple and said " started" without knowing why they should use past perfect. Also preposition placement for instance "In Baghdad" instead of saying "At Baghdad", alongside, syntactic mistakes like incorrect word order. This struggle indicates that their grammatical competence in TL is insufficient, and it affects their translation. Indeed, lexical errors were also noticed, with student misusing words or translating terms inaccurately, such as "poems" instead of "poetry" and "phenomenon" instead of issue.

Table3.2

Linguistic challenges

Groups	Students number	Grammatical errors	Lexical errors	Syntactic errors
Group 01	37 students (10 participating)	04	03	01
Group 02	43 students (15 participating)	07	04	01
Group 03	27 students (07 participating)	03	02	/

According to our classroom observation, this table shows the linguistic challenges that EFL learners face in translation sessions. In our first session with the first group, we have noticed 04 students out of 37 struggle with grammatical errors, 03 with lexical errors, and 01 student with syntactic error. Students of the second group made 04 grammatical errors, 03 lexical, and 01 syntactic error. However, in the third group it has not been noticed that students have linguistic challenges, only 02 students made grammatical errors, 02 with lexical errors, and none made syntactic error.

Item 02: Cultural and strategic challenges

Learners faced some cultural challenges when it comes to idiomatic expressions. They often failed to convey their intended meanings naturally in TL. During this session we observed the over-reliance on literal translation, where some learners directly translate phrases word-for-word, this lead to unnatural expressions. However, some students demonstrated an ability to adapt meaning through translation techniques like transposition and modulation. In addition to the cultural equivalence that

proved challenges. Learners translated some cultural terms inaccurately, for instance, "BC" was rendered "before charismas" instead of "before Christ".

Item 03: Explicit Teaching Techniques

Explicit teaching strategies and techniques were frequently observed in classes. In most of the sessions, the teacher provided explanations of translation rules and concepts. The instructor often intervened to clarify linguistic and structural differences between SL and TL, making sure that students understood essential translation principles. It has been observed that each time a student made an error, the teacher interrupted to explain why it was incorrect and how to fix it.

Item 04: Comparative Approaches

During most of the sessions comparative approaches were effectively utilized. Particularly through the use of parallel texts that highlight structural and lexical differences between SL and TL. The teacher asked students to compare linguistic features in both languages, also correcting errors by refereeing equivalent structures in Arabic and English. For instance, learners were asked to analyze differences in word order and grammatical rules.

Item 05: Student-Centered Strategies

In this item the focus was on learners. During the sessions, students were actively engaged in the translation process rather than passively receiving information. It has been noticed that teacher encouraged students to work individually. This strategy allows learners to translate texts independently before discussing their choices with their classmates and teacher. When students justify their decisions in class, this enabled them to identify and correct errors collectively, and gain a deeper understanding of translation techniques.

Item 06: Use of Technology and Resources

In the three sessions conducted EFL learners of third-year (3rd) in the module of translation, any kind of technology tool was forbidden in the class. We have noticed that in the beginning of each session, the teacher repeat "phones are not allowed" and "hide your phones". That is to say learners did not use anything to help in their translation. They only depended on themselves in the translation tasks.

To conclude, the observation sessions provided valuable insights into the challenges EFL learners face in translation. Additionally to the strategies and techniques used by teachers to enhance students' translation skills.

To sum up these results, we can say although we had only three sessions. The results were fascinating and confirmed the research hypotheses. Based on what has been observed, students encountered various difficulties such as grammatical, lexical, syntactic errors, reliance on literal translation, and struggles with cultural equivalence.

Moreover, students' engagement in translation tasks demonstrated their willingness to improve. However where some learners showed their independence in problem-solving, many still relied heavily on teachers' feedback. Also the absence of digital tools in the classroom highlighted a gap in integrating modern translation resources. Overall, the sessions proved that effective teaching strategies with student-cenetred approach play a crucial role in improving learners' translation competence.

3.7 Discussion of the Main Findings

The present study aimed at investigating the most common challenges and difficulties EFL learners encounter in translation module. Its primary aim was to explore their abilities and identifying ways to enhance their skills. Teachers have recommended techniques and propose strategies to help their students improve their

translation skills. Thus, the use of research instruments, including teachers' interviews and the classroom observation, yielded consistent and overlapping findings that support the research questions and hypotheses.

Generally learners face difficulties in grammar, lexical choices, vocabulary, syntax, tense and aspects, yet according to our research we found that they struggle most with cultural nuances. Teachers' interviews have revealed that translation has a crucial role in foreign language acquisition as it helps students to gain new vocabulary, grasp grammar, and provides a bridge between languages. However, EFL learners still face challenges when it comes to translate cultural expressions from Arabic to English or vice versa. Also the over reliance on literal translation, resulted in unnatural or inaccurate outputs. This difficulty was particularly evident when translating idiomatic expressions, religious expressions, or special cultural concepts.

Teachers reported that students transfer their L1 skills to understand concepts in L2. For instance, they use Arabic reading strategies to decode or understand English texts, as well as their listening Arabic skills to focus on intonation and rhythm. EFL learners may encounter challenges when depending on two languages that are completely different in phonetic and syntax.

Furthermore, EFL learners can improve their translation skills by following certain methods, such as identifying their language weaknesses, strengthening their linguistic competence by expanding their vocabulary in both SL and TL, and practicing translating texts. Moreover there are set of strategies which are used to eradicate translation difficulties especially those related to cultural nuances, having teaching techniques and strategies such as contextual understanding, bilingual analysis to analyze linguistic differences, cultural sensitivity, chunking, back translation, paraphrasing, and

parallel texts. Collectively, these methods reduce the challenges and encourage learners to become more effective and culturally sensitive translators.

In summary, The collected data were analysed with the help of the instructor of translation and the researchers. Learners gave their translations to the observers so they can analyse it carefully. Moreover, the findings answered the research questions about the challenges that learners face in translation, mainly about grammar, vocabulary and cultural insights, and support our hypotheses. However, with the right strategies and techniques learners can improve in their translation competence. Secondly, the guidance of the teacher is still very important when learning how to improve translation, especially if the teacher is systematic in the type of techniques and principles that they explicitly inform students about.

3.8 Recommendation and suggestion

Based on our research, challenges and difficulties that face EFL learners in translation learning became clear, extending from linguistic difficulties to a lack of effective strategies and cultural understanding. Educators should adopt pedagogical approaches that not only address these challenges but also guide learners to be independent and boost their self-confidence. In light of the research findings, we present practical recommendations for overcoming students' difficulties in translation and outline strategies that teachers can use to enhance learners' translation skills effectively. These recommendations are drawn from both theoretical insights and the findings obtained during classroom observation.

3.8.1   Strategies to Address EFL Learners' Difficulties in Translation

It is necessary to adopt comprehensive approach that combines linguistic, cultural, and strategic elements. The following strategies are recommended:

➢ **Develop the Source Language Awareness:** Students should be encouraged to engage regularly with a wide range of texts in the SL. Besides reading literary, journalistic, and academic materials, as well as developing their listening skills. This exposure helps learners understand tone, register, and context deeply.

➢ **Boost Target Language Proficiency:** A regular practice in writing, speaking, and listening in the TL is important. Students should be guided to watch educational videos, read extensively, and participate in interactive speaking activities to become familiar with idiomatic expressions and stylistic choices.

➢ **Master Grammar and Syntax:** Strong foundation in grammatical structures is the key to produce accurate translation. Classroom tasks should include parallel texts analysis and focused grammar exercises. This helps learners identify structural differences and make more correct translation choices

➢ **Strengthen Vocabulary:** To increase knowledge and encounter vocabulary in context, learners should be assigned to read a variety of texts in different genres. Additionally, watching subtitled media and listening to podcasts or audio books in both SL and TL can reinforce the acquisition of new vocabulary.

➢ **Foster Cultural Competence:** Most of the learners face challenges when it comes to cultural knowledge, which is plays a vital role in accurate translation. Based on this, student should have knowledge about traditions, beliefs, and communications styles in both SL and TL.

➢ **Avoid Literal translation:** Student must be taught to focus on the intended meaning rather than producing word-for-word translations. Classroom practice should emphasize how to reformulate expressions to sound natural in the TL while preserving the original messages.

3.8.2   Strategies to Enhance EFL learners' Translation Skills

Improving learners' translation skills requires a routine classroom practice. This practice should involve a purposeful combination of teaching strategies that target both linguistic competence and translation awareness. Based on the result of this study, the following strategies are recommended to support students becoming skilled and confident translators

- ➢ **Strategy-based instruction:** We suggest that teachers should explicitly teach learners how to use strategies such as paraphrasing, reformulation, contextual guessing, and meaning negotiation. These strategies can be introduced through practical tasks and integrated in students' translation routine.

- ➢ **Use of Authentic Materials:** Instructors should train learners to use authentic texts in different genres (narrative, scientific, technical). This exposure helps students to develop flexibility in translating contexts. It also builds awareness of tone, register, and proposes in both ST and TT.

- ➢ **Use of Translation Technologies:** Student should get used on tools like CAT software, bilingual corpora, and online dictionaries. Being familiar with these tools can enhance efficiency. However, teachers can guide students on how and when to use these tools effectively.

- ➢ **Encourage Reflective Practice:** During translation classes, educators should encourage learners to reflect on their translations through class discussions. This can help them identify personal strength and recurring difficulties allowing them to develop.

- ➢ **Focus Cross-Linguistic Awareness:** Instructors ought to teach students to compare structures, idioms, and meanings between their native language and the TL. This

strategy pushes learners to improve their ability to handle shifts in form and meaning.

➤ **Strengthen Cultural Competence:** Guiding students to explore cultural norms, symbols, and context helps them to move beyond literal translation and capture the intended meaning. The reason behind this strategy is that cultural knowledge and awareness is crucial for translating accurately and effectively.

➤ **Involve collaborative tasks:** Teachers are required to implement teamwork tasks in their classes. This peer interaction helps students to justify their choices and learn alternative solutions to translation problems.

3.9 Conclusion

This chapter sheds light on the practical framework which is the core of our research, in which we have analyzed the data collected throughout the two research instruments (Teachers' interviews and classroom observation). The aim was to explore the challenges and difficulties EFL learners encounter in translation and how teachers of translation can enhance their students' translation skills. Moreover, strategies and techniques that educators use in the teaching process of translation were also discussed.

The main purpose was to test the research hypothesis and find answers to the research questions. Accordingly, this chapter provided detailed interpretation and description of both teachers' interviews and classroom observation results. In addition, we proposed strategies for learners to follow when it comes to enhancing their translation skills and we offered suggestions for teachers to support the development of learners' translation competence.

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General Conclusion

General Conclusion

Enhancing EFL learners' translation skills is a key step toward understanding their linguistic competence and helping them grow as effective translators. Translation, being a complex and multidimensional task, often poses multiple challenges for learners. These difficulties, may affect learners' ability to convey meaning accurately from one language to another.

This current study was intended to shed light on the main challenges EFL learners' face and to highlight how teachers can assess their performance more effectively. It also aimed to suggest practical solution and strategies that educators can adopt to support their students to overcome these obstacles.

Through teachers' interviews and classroom observations, our research uncovered learners' struggles, most of which result from limited linguistic knowledge and lack of cultural awareness. In addition, some problematic areas were found such as idiomatic expressions, lexical gaps, and syntactic mismatches.

Furthermore, the findings of this study emphasized the importance of adopting effective techniques and strategies to enhance EFL learners' translation skills. Teachers should implement dynamic methods that foster both linguistic and translations skills. These methods include guided practice, error correction strategies, and peer collaboration. By focusing on strategies that integrate linguistic knowledge with practical translation tasks, instructors can support students in becoming accurate and culturally aware translators.
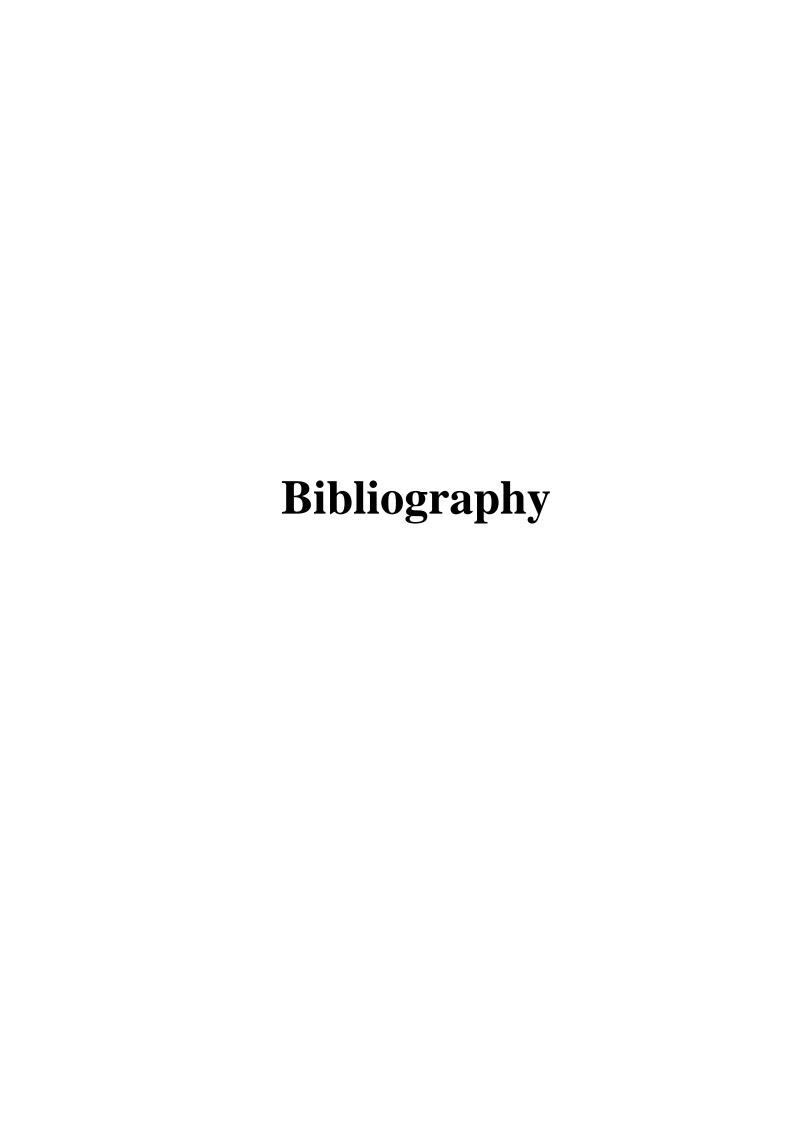
The present study has some limitations. First, the interview was conducted only with three (03) teachers, because in the English department of Ibn Khaldoun University there is only three teachers who are specialized in teaching translation and

there was a difficulty of getting in touch with teachers from other universities. In addition, we observed only three classes because of the lack of the time.

To conclude, addressing translation challenges is essential to enhance learners' translation skills. When educators provide tailored feedback and integrate effective strategies and techniques in their teaching, students are better qualified to develop critical thinking, cultural awareness, and problem solving skills. This progress allows learners to be more confident, accurate, and independent translators.

Hopefully, this research paves the way for future studies and inspires the upcoming researchers to explore more helpful strategies and techniques that enhance EFL learners' translation skills, and contributes meaningfully to the improvement of language education in the Algerian academic context.

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Appendices

Appendix A

Summary of teachers' Interview

Title: Enhancing EFL Learners translation skills: techniques and strategies

In this master' dissertation, we focus on developing EFL learners' translation skills. The main aim of this study is to explore the challenges that students encounter in their translation learning process and to identify the strategies used by teachers to help in this improvement.

The aim of the interview was to ask how significant translation is in foreign language acquisition and how it helps students learn and understand linguistic skills. The interview has eleven (11) questions, which were to know whether students utilize translation in order to comprehend and whether they map their L1 abilities to improve their L2 in terms of listening, speaking, reading, and writing.

The second focus was on teachers' pedagogy of teaching translation in the EFL context. Teachers were asked to comment on what they believe to be effective translation approaches and methods, and to elaborate on the specific classroom practices they use to instruct translation. The interview also asked about how teachers manage cultural nuances and idioms, which are usually challenging in the process of translation.

To understand instructional practices more deeply, lesson planning questions were incorporated into the interview. Teachers were asked to sketch out a typical lesson plan for constructing translation ability, e.g., the kinds of activities that are utilized. The interview also asked teachers about how they manage mixed-ability classes where students have mixed levels of proficiency in each language.

Appendices

Finally, the interview briefly addressed the common problems that are faced by EFL students during translation and teaching strategies that are used by teachers to help students overcome the difficulties.

Appendix 02

Classroom observation checklist: Enhancing EFL learners' translation skills

Observers name:

Date:

Class level:

1. Challenges and Difficulties EFL Learners Face in Translation

Observation	Yes	No	Frequency	Note
Do students struggle with grammar and syntax when translating?				
Do they frequently make lexical errors (, word choice issues)?				
Do students have difficulty with idiomatic expressions?				
Do they rely too much on literal translation?				
Do they struggle with switching between L1 and L2?				
Are students able to adapt meaning rather than translate word-for-word?				
Do they struggle with cultural equivalence and pragmatics?				

2. Teaching Strategies and Techniques Used by Teachers

Observation	Yes	No	Frequency	Note
Does the teacher use contrastive analysis (comparing L1 & L2 structures)?				
Are translation approaches (e.g., direct, communicative, semantic, functional) explicitly taught?				
Are real-life materials used (articles, subtitles, advertisements)?				
Do students work on individual translation tasks?				
Do students collaborate on solving translation challenges?				

How does the teacher correct student translations? (Self-correction / Peer correction / Teacher feedback)				
Does the teacher explain translation errors in depth?				
Are students encouraged to reflect on their translation choices?				
Are digital tools (dictionaries, CAT tools, machine translation) integrated into lessons?				.
Are students guided on how to use translation tools critically?				

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ملخص

تهدف هذه الدراسة إلى البحث في تطوير مهارات الترجمة لدى متعلمي اللغة الإنجليزية كلغة أجنبية، مع تركيز خاص على طلبة السنة الثالثة بجامعة ابن خلدون بتيارت. تستكشف الدراسة التحديات الرئيسية التي يواجهها المتعلمون أثناء أداء مهام الترجمة، كما تحلل الاستراتيجيات التي يستخدمها الأساتذة لتعزيز كفاءتهم في الترجمة. وقد جمعت الدراسة معطيات قيمة حول الممارسات التدريسية الحالية واحتياجات الطلاب، من خلال إجراء مقابلات مهيكلة مع أساتذة الترجمة وملاحظة أداء الطلاب خلال حصص الترجمة. وتهدف النتائج إلى تقديم توصيات عملية لتحسين تدريب الترجمة في سياق تعليم الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: استراتيجيات التدريس، كفاءة الترجمة ، متعلمو الإنجليزية كلغة أجنبية، مهارات الترجمة،

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Summary

This study at hand seeks to investigate the development of EFL learners' translation skills, with a special focus on third-year students at Ibn Khaldoun University of Tiaret. It explores the main challenges learners face in their translation tasks and examines the strategies teacher use to enhance their translation competence. The study gathered valuable insights into current teaching practices and students' needs, through structured interviews with translation teachers and classroom observations of students during translation sessions. The findings aim to offer practical recommendations for improving translation training in EFL context. Keywords: EFL learners, translation skills, translation competence, teaching strategies

Keywords: EFL learners, Teaching Strategies, Translation Competence, Translation Skills.

Résumé

La présente étude vise à examiner le développement des compétences en traduction chez les apprenants d'anglais langue étrangère (EFL), en mettant un accent particulier sur les étudiants de troisième année à l'Université Ibn Khaldoun de Tiaret. Elle explore les principaux défis auxquels les apprenants sont confrontés dans leurs tâches de traduction et analyse les stratégies utilisées par les enseignants pour améliorer leur compétence en traduction. L'étude a recueilli des informations précieuses sur les pratiques pédagogiques actuelles et les besoins des étudiants, à travers des entretiens structurés avec les enseignants de traduction et des observations en classe lors des séances de traduction. Les résultats visent à proposer des recommandations pratiques pour améliorer la formation en traduction dans le contexte de l'enseignement de l'anglais comme une langue étrangère

Mots-clés : Apprenants EFL, Compétences en Traduction, Stratégies D'enseignement