University students with a low level in textual translation using fourth year students of Educational College as a Model

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المستخلص

تهدف دراسة البحث عن اسباب ضعف مستوى طالبات قسم اللغة الانكليزية في ترجمة النص كما وتحدد اتجاهات طالبات الكلية في الترجمة العربية والانكليزية، تفرض الدراسة ان طلاب قسم اللغة الانكليزية لديهم مواقف مختلفة تؤكد على ضعف مستواهم في ترجمة النص، وتلخص الدراسة إلى ان طريقة التدريس المستخدمة في الترجمة هي السبب الرئيسي وراء ضعف مستوى قابلية الطلاب في ترجمة النص.يحدد هذا البحث طريقة تدريس ترجمة النص المتبعة بخصوص طلال المرحلة الرابعة – قسم اللغة الانكليزية – كلية التربية للعلوم الانسانية – جامعة تكريت – للسنة الدراسية ٢٠٢٠-٢٠٢١، ولغرض تحقيق فرضيات الدراسة الحالية تم اعتماد استبيان للطلاب (المتعلمين للغة الانكليزية) لمعرفة وجهات نظرهم حول اسباب ضعفهم في ترجمة النص، لذلك تم اختيار (٢٠) من طلاب القسم لتمثل عينة البحث.وبعد دراسة الاستبيان للعينة المطلوبة وتحليل نتائجها، تبين ان السبب الرئيسي لضعف الطلاب هي الطريقة المستخدمة في تدريس مادة الترجمة إلى جانب الوقت المسموح لأداء فعاليات الترجمة، كما يحتاج الكثير من الانتباه في تدريس الترجمة بشكل عام وترجمة النص بشكل خاص وذلك لأن اغلبية الطلاب يعتقدون ان ترجمة النص تعكس حضارة اللغة الثانية اكثر منن الانواع الاخرى من الترجمة مثل الترجمة الحرة أو الحرفية

Abstract

This study aims at investigating the causes of a low level in textual translation that students of English department encounter, and determining college students attitudes in Arabic and English translation. It is hypothesized that students of English department have different attitudes concerning the causes of the low level in textual translation. Teaching method used in textual translation is the main reason concerned a low level in students' ability in textual translation.The study is limited to textual translation taught to fourth year students \ English department \ College of Education for human sciences \ University of Tikrit \ for the academic year 2020-2021.After completing the questionnaire to the selected sample and analyzing data collected, the most important of results of the study argues that the main reason behind students weakness is the method used in teaching translation and the time devoted for translation activities. Also, special attention is paid for translation for teaching in general and textual translation in particular because most of the students believe that it reflects the culture of the target language more than other types of translation such as free and literary translation, a questionnaire is constructed for EFL learners so as to verify the hypotheses of the Current study and show their opinions about the reasons of low level in textual translation. Then a sample of twenty college students was chosen.Key words: interlinear, parameter, population, protocol, simple, verbose.

Introduction

1-1 Problem of the Study

It is a fact that learners of language encounter problems in shifting a language into another using accurate aspects of the target one. Moreover, English texts are considered to be ambiguous for the listener or reader until they are interpreted accurately by gathering the intended thoughts.

Venuti (2004 : 87) confirms that the first sentence can be translated literally, while the second is impossible, unless doing so for an expressive reason (e.g. everybody can account for an English person who does not speak very good conversational French). Equivalence of messages of two languages in which one is translated to another ultimately relies on an identity of situations, and it allows to mention that the target language may retain certain characteristics of reality that are unknown to the source language.

Types of translation differ from one to another, as a literal translation needs to have direct translation while textual translation requires pragmatic and semantic ability to clarify the intended meaning in the text (ibid : 81).

So, translation helps the students who avoid the misuse of some words and structures which related to habits to understand better the texts of one language into the other language. Moreover, translation enables the students to discover the potential of both languages, their strengths and weaknesses, and it increases the students ability and range of expression (Duff, 1989 : 6).

1-2 Aims of the Study

This study aims at:

1- Investigating the causes of a low level in textual translation that students of English department encounter.

2- Determining college students' attitudes in Arabic translation and English translation.

1-3 Hypotheses of the Study

It is hypothesized that:

1- Students of English department have different attitudes concerned with the causes of a low level in textual translation.

2- Teaching method used in textual translation is the main reason behind the low level in students' ability in textual translation.

1-4 Limits of the Study

This study is limited to:

1- Textual translation.

2- Fourth year students / English department \ Educational College of for human sciences \ University of Tikrit \ for the academic year 2020-2021.

1-5 Procedures of the Study

1- Showing theoretical background in translation in general and textual translation in detail .

2- Preparing a questionnaire for EFL learners to illustrate their points of view about the causes of low level in textual translation.

3- Choosing a sample of college students, then administrating the questionnaire to the selected sample.

4- Analyzing data collected, discussing results, and extracting conclusion.

1-6 Value of the Study

The study is valuable as it explains remarkable facts concerning teaching techniques in translation. Moreover, the study shows the reasons behind the weak level of the EFL translating. Besides, it is valuable because it illustrates attitudes and different views in translation abilities which have not been tackled before. So, it is important for lecturers, teachers, students, translators and textbooks writers to pay a special attention to the translation and textual meaning.

2-Theoretical points of view

2-1 Meaning of Translation

Catford (1978:20) remarks that the theory of translation is related to certain types of relations among languages and is consequently a branch of comparative linguistics. Translation, as a process always includes two opinions: it is always performed in a given idea from a source replacement of textual matter in one language (source language) depending on equivalent textual matter in another language (target language) (ibid: 21).

Translation is also an activity and develops gradually in today's world . The study of translation is regarded as an interdisplinary field that has developed extremely for twenty years ago. (Hatim and Munday, 2004: 12).

Translation can be defined as a process of replacing a text in one language based on equivalent text in another (House, 2013:13).

2-2 Translation Strategy

Seguinot (1991: 82) defines strategy as a term which is used to show both conscious and unconscious procedures".

Also, Lorscher (1991:67) defines a translation strategy as potentially conscious procedure for the solution of a problem which is faced when changing a text from a text segment from one language into another". So, translation strategies suggest that there are some procedures to use the subjects in order to solve the problems in translation that can be realized. The solution for these problems is based on realizing the starting point of the translation strategy. (ibid:38).

2-3 Think-Aloud Protocol and Translation Process

Vansomeren et al. (1994: 1-2) defines think aloud protocols as a very direct method to have insight in the knowledge of human problem – solving". The translators can solve the problem step by step by using this protocol. So, this method can be classified into: (1) collecting Think- Aloud protocols by learning persons how to solve the problems directly about what they think , (2) analyzing the protocols in order to get a model of the cognitive process which happens during the problem solution. Thus, the subjects which are used in the task of producing a translation are thought to be loudly by referring to the peoples' minds while they are working on it. The varieties can be recorded and analyzed. (Toury, 1991:95).

Beside, translation can be considered as complex cognitive activity and a problem-solving process. Therefore, a few scholars have intended to investigate it by means of TAP (Translation activity processes). Gerloff (1989 : 34) points out that the translation process by using think-aloud protocols. Is the sample of the study which includes university students (n=4), bilingual speakers (n=4) and professional translators

(n=4). They were given a French magazine article and were asked to think loudly as they translated it into English. Dictionaries and a thesaurus are used in this study. Audio - and video - tape recorded and transcribed verbatim were regarded as kinds of think – aloud protocols. As a result, the data of the study were analyzed and illustrated the differences among the groups.

There are also two research methodologies: think – aloud and joint translating which can be used to explain which one is the most for finding out the translation process and, this is to contribute to a theory of translating. So, the results can be discussed and dealt with these two methods experiments with novice, advanced, and expert translators. It was in order to determine which one is the most appropriate for uncovering the translation. It is repeated before process and, therefore, to contribute to a theory of translating. It discussed the results from a think-aloud and joint translating experiment with novice, advanced and expert translators. It was discovered that the think-aloud method presented limited evidences of the translators strategies, except for novices, while the joint translating method uncovered deeper processing at all levels and is easier to discuss. It is noticed that there were important differences between novices, advanced, and expert translators. (Matrat, 1992:4).

2-4 Translation Theory

A translation theory is concerned with explanation of phenomenon, both the perception of system and order in something which should be observed. It exists in mind (i.e. abstract entity).

It is certain that the advances in translation theory may only be performed through a study of the process of translation and would argue that it requires a description of that process and an explanation of it (Bell, 1993:24).

Catford (1976:1) affirms that translation is a process performed on language which includes a process of substituting a text in one language for another. Any theory of translation must be clarified throughout a theory of language (A general linguistic theory).

2-5 Types of Translation

2-5-1 Interlinear Translation

Dickins et al (2005 : 15) remarks that the source language bias is interlinear translation, while the translation does not necessarily deal with the first language grammar, but has grammatical units which represent exactly which every grammatical unit of the source translation.

Dickens et al (2017 : 6) give good examples of exact translation in various degrees which can be existed in different English interpretations of the Quran. Consider the following translation of (سورة الماعون) by Al-Hilali and Khan.

Which has been distinguished from other ways of translation the quranic texts as in the following verse.

بسم الله الرحمن الرحيم

﴿الذين هم يُراءون ويمنعون الماعون﴾

(سورة الماعون: الآية ٥-٦)

Those who do good deeds only to be seen of men. And without small kindness (Al-Hila and Khan 1996: 888).

2-5-2 Literal Translation

Dickins et al (2005 : 16) view that interlinear translation as excessive form of the much more common literal translation". In literal translation , the denotative meaning of words can be extracted directly from the dictionary, translation includes grammatical transposition which indicates the replacement of some parts of speech by other in the ST (source text).

Moreover, literal translation refers to word-oriented translation ,but it does not follow the TL grammar (e.g. inserting additional words, changing structures at any position, etc.). This makes it a group-group or clause-clause translation. Literal translation, likes word-for-word translation, tends to remain lexically word-for-word, i.e. to use lexical equivalent for each lexical item (Catford; 1965:25).

Lahlali and Hatab (2014 : 6) indicate that this type of translation explains the grammatical structures of the SL throughout translating them into their TL equivalents. It gets clear when the SL and TL share related structures. Words are translated out of context paying no attention to their connotative meanings. The following example explains this point.

To throw dust in the eyes.

العيون في التراب يلقي

The word 'dust' is translated literally as التراب while the equivalent expression in Arabic is (يذر الرماد في العيون) where 'dust' is translated into (الرماد), ashes. This choice could be justified by the cultural as well as ecological contexts that are different in both languages. It is important to focus on the English idiom to

throw dust in the eyes, its associative meaning is based on the effect of dust once thrown in someone's eyes blurring their vision and impeding their ability to see. The same meaning is expressed in Arabic by using the equivalent ashes rather than dust. Thus, dust is, not expected to blur vision and hide reality in the Arabic context. taking the English setting into consideration. you can rarely talk about deserts or dust storms. Another point has to do with religious rituals where some dust is thrown on the buried person in the grave (ibid).

2-5-3 Free Translation

Dickins et al (2005 : 16-17) suggest that there is maximum TL bias, free translation is found. Therefore, there is a global relationship between the textual units of the preliminaries and the translation as a product of source texts. Some colloquial proverbs in Arabic are regarded as free translation. So, the grammar is totally different from ordinary translation as it analyzes the metaphor, symbols and the like since grammar deals with descriptive aspects.

In this type of translation, the translator's intention is to make a logically reading target text rather than preserving the source text wording in act . This type of translation is also known as sense-for-sense translation. It is characterized with lexical adaptation to target language collocation or with "idiomatic" requirements. The translator aims at reproducing a similar effect on the(TL) receiver as that of the (SL) one .The translator is not related to the SL text as a form but with the message and how to express it in the (TL) (Ilyas, 1989 : 29-31).

2-5-4 Communicative Translation

Newmark (1988 : 45-7) argues that communicative translation attempts to render the contextual meaning of the original in a way that content and language are acceptable and comprehensible to the readers.

Dickins et al (2005 : 17) mention that the examples used in free translation are also the same in communicative translation. The degree of freedom in communicative translation is not beneficial as standard practice as in interlinear translation. Because some important details of message content can be lost.

Ilyas (1989 : 32) classifies translation into two types:

1- Communicative translation :In this kind, the translator gives the same result in the target language receiver as the original source language in text on the source language receiver (the readers of the translation identify with those of the original). It focuses on the force of the message. In this type the translator has the right to add, delete and remove ambiguity, to eliminate repetition and specify generic terms. This method is always easy, but long.

2- Semantic translation :This type is concerned with rendering the SL formal and contextual meaning of the original texts as accurate as the semantic and syntactic structures of the original SL text (attempts to recreate the precise flavor and tone of the original). It emphasizes the content of the message. It tends to be more complicated, more verbose, indirect and short.

2-5-5 Idiomizing Translation

Dickins et al. (2005 : 18) view that idiomizing translation is one of the ST (source text) message content that precedes TL (target language) 'naturalness' over faithfulness in ST detail. This kind as readers idioms or familiar phonic and rhythmic patterns to get easily reading. By using 'idiom', it refers to a fixed figurative expression whose meaning cannot be extracted from the denotative meanings of the words that make it up. So, the word 'idiomizing' is not synonymous with 'idiomatic'. The word 'idiomatic' refers to sounds which, 'natural' and 'normal' to native speakers, that is a linguistic expression which is unexceptional and acceptable in a given language and in a given context.(ibid: 19).

2-5-6 Interlingual Translation

Venuti (2004 : 160) stresses that interlingual translation is a bilingual mediated process of communication, which ordinarily aims at the production of a TL [target language] text that is functionally equivalent to a SL text [source language] (2 media: SL and TL+1 medium: the translator, who becomes a secondary sender; thus translating: secondary communication".

In this type of translation, a translator tries to explain a text by using different language but in a simple way. Such as the language used in English - Arabic dictionaries using synonyms or definitions or any other language. Translation from English into Spanish is also example of interlingual translation.

2-5-7 Textual Translation

Hatim and Munday (2004 : 48) argue that it is a type of translation that requires analysis of a text by having the ability to ensure linguistic cohesion and conceptual coherence. It is a proper and equivalent style of translation since it needs pragmatic ability to interpret the intended meaning of the text.

Poyatos (2008 : 37) affirms that the environmental circumstances have a connection with translation especially textual styles. The reader's own circumstances together with the book itself and the characteristics of our physical situation, our personal circumstances complete the conditioning background of the re-creative reading experience. Listeners or readers of language should be ready for the reception and mental process of that literary reality, presented in that book, and there are mainly two important elements that definitely affect that reception, whether we acknowledge it or not. First is our momentary or lasting physiological state of cold, heat, pain or physical exertion, which can affect our reading. But also our own medical state, influencing us negatively or positively. Negatively when we are just ill, perhaps bogged down by a lingering illness or even a temporary bad cold or flu. But positively as we recover and start feeling well again, this views that we are being discharged from hospital and returning to normal life, or at least our own home. Then it is also our emotional state and mood at the time of reading, that is, how we are feeling as we set out to read, say, a specific novel.

Alten (2000 : 61) ascertains that textual reader searches for as complete a version as possible of the author's intended structure, individual sentences, paragraphing, and so forth. A text is the material inscription of a work. It is that which gives a work permanence, repeatability and thus readability.

Bell (1993 : 171) states that there are seven parameters which are standards of contextually. These parameters are cohesion, coherence, internationality, acceptability, informativity, relevance and intertextuality.

Contextual meaning consists of the linguistic forms whether grammatical or lexical to the features of the immediate situation such as the bio-socio- physical environment in which a speech act takes .The text is also related to features reaching out into the total cultural background of the situation (Catford, 1965 : 36).

2-6 Significance of Textual Translation

Satti (2014 : 6) views that translation is strongly related to a literature translation says that a literature. It is the main medium through which one literature influences another. It can tell us about the self -image a culture at a given time, and the changes that self-image undergoes".

The purpose of translation theory is to enable a translator to understand processes undertaken in the act of translation and not to provide a set of norms for affecting the perfect translation. Actually language cannot exist outside the context of culture, and the natural language always represents the core of every culture. language, then, is the heart within the body of culture).

The study of translation processes of literature can help students towards a greater awareness of the world in which they live. In this stage of an explosion of knowledge and the progress in communication, the world becomes like a small village and transmission of knowledge becomes easier. Therefore, through translation, people in different parts of the world with different languages can conceive of what goes on around them (ibid; 7).

3.Procedures of the study

3.1 Population and Sampling

Population is related to any set of items, individuals, etc, which shares some common and observable characteristics and from which a sample can be taken (Richards et al , 1992 : 282 and Best and Kahn 2006: 13). The population of the current the study includes four year students - College of Education for human sciences / Department of English /University of Tikrit. The sample of the study is (20) college students for the academic year 2020 - 2021.

3.2 The Instrument of the Study

In order to carry out the aim test the hypothesis of the present study, a questionnaire must be done carefully and offered to a jury of members to give their remarkable suggestions and valuable guidance. The questionnaire of the current study consists of thirteen items with multiple choice responses (agree, sometimes, and disagree).

To obtain the necessary data of this study, a questionnaire is designed to fullfil the aims of the current study.

3.3 Validity of the Questionnaire

The instrument is valid with measuring accurately what it is supposed to measure (Ebel, 1972 : 555 and Fulcher, 2010:19).Validity of the questionnaire is strongly related to the degree or level to which a research instrument measures what it purports to measure (Borg and Gall, 1983 : 173).

To ensure the face validity of the questionnaire, it must be exposed to a jury of university teaching staff members (see Appendix A). Each juror is asked to fix remarks, advices and suggestions about the suitability of the questionnaire details.

3.4 Reliability of the Questionnaire

Reliability is concerned with the extent to which the results can be stable or consistent (Brown , 2003 : 98; Fautley and Savage, 2010 : 11).

To find out the reliability of questionnaire, Person correlation coefficient formula is used by using split – half method. It is noticed that the computed Pearson correlation coefficient of reliability is 0,71. Spearman-Brown formula is used to correct Pearson Correlation of the result of split – half method. The reliability of the questionnaire of the study(0.80).

3.5 Statistical and Analysis Means

1- Pearson's Correlation Coefficient is handled to compute the reliability of the questionnaire.

2- Spearman Brown Coefficient is used to correct Pearson Correlation of the result of split – half method.

3- Percentage is used to extract the percentages of the questionnaire items.

4-Data Analysis

4-1 Data Analysis as regards the Questionnaire

After calculating the percentages of the questionnaire items as they are mentioned in Appendix(B), the following statistical values are found, See tableNo (1).

Table (1)Percentages of Participants Responses in the Questionnaire

Items No.	Agree Percentage	Sometimes percentage	Disagree Percentage	Highest response / frq.
1.	37.46%	38.46%	23.07%	Agree, sometimes
2.	41.30%	34.62%	23.07%	Agree
3.	50.84%	23.07%	23.07%	Agree
4.	41.30%	46.15%	11.5%	Sometimes
5.	51.84%	26.92%	19.23%	Agree
6.	28.76%	15.38%	53.84%	Disagree
7.	78.76%	7.69%	11.5%	Agree
8.	51.84%	38.46%	7.69%	Agree
9.	53.69%	19.23%	23.07%	Agree
10.	79.76%	15.38%	3.84%	Agree
11.	51.84%	30.76%	15.38%	Agree
12.	24.92%	50%	23.07%	Sometimes
13.	77.76%	26.92%	26.92%	Agree

The collected responses of the questionnaire items are summarized as follows:

1. It has been noticed that 38.46% of the participants in the questionnaire agree that the texts found in the textbooks are not enough to motivate college students in textual translation.

2. Teaching method used in teaching textual translation is effective but not in a sufficient quality since 41.30% of the participants agree to this point.

3. Some of the respondents say that instructors don't use modern techniques in teaching textual translation. 53.84% of the participant agree to this point.

4. 46.15% of the responses say the time enough in learning and practising textual translation.

5. Most of the students agree that there is no cooperative spirit among students in practising textual translation and this matter weakens students ability. 51.84% of the participants agree to this point.

6. More than half of the respondents about 51.84% disagree with weak students since the instructor is not specialized in translation field.

7. A high percentage of the respondents state that they need more real life situations ,texts ,and practice. 79.76% of the participants agree with this item.

8. 51.84% of the participants assert that more attention should be paid to textual translation for more enhancement and motivation.

9. It is certain that 53.69% of the participants agree that visual aids, audio tracks, charts, games are not used in practicing textual translation.

10. It is observed that 77.76% of the respondents agree about the item that if students follow group work or pair work, they will be better in textual translation.

11. 51.84% of the participants suggest that self-assessment is really important technique in practising textual translation since it is concerned with performs.

12. 51% of the respondents point out that quizzes, oral and written tests are not used regularly to raise students ability in translation.

13. It is noticed that the differences between Arabic and English are a reason of low level in textual translation in textual translation. This item percentage is 79.76% of the respondents agree about it.

422 Ranking the Sample Responses

After analyzing data statistically by using the percentages of the frequencies of questionnaire items, they are arranged and ranked. Table No. (2) shows the rank of the items of the questionnaire according to respondents point of view and attitudes as regards textual translation.

Table (2) Items Ranks of the Questionnaire According to Participants Attitudes Concerning Textual Translation

No	Sq.	Items	Ranking	
			Response	**Perc. value**
1.	7	Students require more real life situations, texts, and practice to be better.	Agree	80.76%
2.	10	Students follow group work or pair work to be better in textual translation.	Agree	80.76%
3.	13	Differences in Arabic and English is a reason for students weakness in textual translation. i.e. translating form Arabic and English and vs.	Agree	80.76%
4.	9	Visual aids, audio tracks, charts, games should be used in practising textual translation.	Agree	57.69%
5.	3	Instructors should use modern techniques in teaching textual translation.	Agree	53.84%
6.	5	There is no a cooperative spirit among students in learning and practicing textual translation ability.	Agree	51.84%
7.	6	Students are weak because the instructor is not specialized in translation field.	Disagree	51.84%
8.	8	Attention should be given to textual translation.	Agree	51.84%
9.	11	Self-assessment technique in practicing textual translation, their performance will be better.	Agree	51.84%

10.	12	Quizzes, oral and written tests are not applied regularly to raise students ability in translation.	Sometimes	48%
11.	4	The time to learn and practicing textual translation is not enough.	Sometimes	45.15%
12.	2	The teaching method used in teaching textual translation is effective.	Agree	41.30%
13.	1	The texts to study are not efficient enough to motivate and enhance students to be fluent in textual translation.	Sometimes	36.46%

Throughout the content of table (No. 2), the highest ranks according to the above table belong to three items the first is the need of more real life situations, the second group work and pair work are very essential activity, and the thirdis to refer to the interference between Arabic and English is behind students weakness in textual translation. These results argue that college students attitudes are extremely directed group and pair work in practicing textual translation with using recent real life situations.

4.3 Discussion of Results

Translators interpret texts (situations of films, television programmes, magazines, advertisements, clothes, graphs, and so on) in order to try and obtain a sense of particular cultures at particular times, college students make sense of the world around them and they are in need for real life situations and authentic events. And, significantly, by seeing the variety of ways in which it is possible to interpret reality, It is also observed that the learning cultures of the target language is something different because readers of translated texts can show the limitations and advantages of sense-making also sense interpretation.

Humor texts are used depending on the following considerations. First, humor texts are expected to motivate students in doing translation because humor texts are funny. Second, this element of funniness can be used to test students' ability in transferring the content. If they or others can laugh when reading the translation, it means that their translation is already correct. If not, it means that there is a mistake in transferring the meaning.

The common problems that face textual translation chiefly are those that happen throughout the differences between the source and target languages, Moreover, the scientific, psychological and other difficulties connected with decoding the source text and transferring the meaning to another language. However, even these elements, common to the work of all types of translator. For example, the interpreter needs to create readily usable formulas, whereas the literary translator is concerned with identifying equivalents which share the greatest possible number of common aspects of language with the source.

Since students of English department have different attitudes as regards the difficulties faced by students which lead to the poor level in textual translation .In this case the first hypothesis is accepted.

Most of the students are poor in lacking of new techniques used teaching method in textual translation such as group working. So the other reason behind the poor level in students ability in textual translation is using traditional methods or lecturing methods which make teachers not to innovate something new. So the second hypothesis is accepted, too.

5.Conclusion

This study reaches the following conclusion:

1. students have difficalties in using new techniques in practicing textual translation as well as using real life situations and authentic material.

2. Special attention must pay to translation teaching in general and textual translation in particular because most of the students believe that it reflects the culture of the target language more than other types of translation such as free and literary translation.

3. College students choose group and pair work in doing activities which deal with textual translation, rather than solo work.

4. Regular oral and written assess ments and regular oral are important since it motivate students to show their efficiency in textual translation .as well as self-assessment which improves their ability in this field.

5. The differences between Arabic and English is one of the reasons behind the failure of college students in textual translation.

6. The cooperative spirit is regarded one of the best tools which encourages college students to overcome the fear factor.

7. There are some aspects that deal with translation such as: literary, scientific, social, economic, political and religious aspects. This activity helps the learners to do more practice in the various kinds of material and style.

8. The learners should be given the opportunity to develop their translation skills according to a systematic order of material , starting from the first year to the fourth.

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Appendix (A)

The Jury Members

1- Asst. Prof. Dr. Mohammed, Barjis.S.(Ph.D.), University of Tikrit / College of Education for human Sciences.

2- Assist. Prof. Dr. Abd Hameed Ali (Ph.D.) University of Tikrit / College of Education for human sciences.

3- Instructor Samara Mohammed (M.A.) University of Tikrit / College of Education for human Sciences.

4- Instructor Ali Arshad R.(M.A.) University of Tikrit / College of Education.

5- Instructor Ali Hassan M.(M.A.) University of Tikrit / College of Education for human Science.

6- Instructor Khalid Nayyef S.(M.A.) Saladin Education Directorate.

Appendix (B)

The Questionnaire

Sq	Item	Agree	Sometimes	Disagree
1.	The studied texts are not efficient enough to motivate and enhance students to be fluent in textual translation.			
2.	The teaching method used in textual translation is effective.			
3.	Instructors don't use modern techniques in teaching textual translation.			
4.	Time of learning and practising textual translation in not enough.			
5.	There is no a cooperative spirit among students in learning and practising textual translation.			
6.	The instructor is not specialized in translation field. This weakens students ability.			
7.	Students are in need for real life situations, texts, and practice to be better.			
8.	Great attention should be given to textual translation.			
9.	Visual aids, audio tracks, charts, games are not available in practicing textual translation.			
10.	Following group work or pair work, are better in textual translation.			
11.	Self-assessment technique in practising textual translation is related to better performance.			
12.	Quizzes, oral and written test are not used well to improve students ability in translation.			
13.	Differences between Arabic and English is the main reason behind students level in textual translation.			