Deanship of Scientific Research

Investigating the Translation Strategies that English Language Students' Utilized in Translation Diverse Topics

Luwaytha Salah Habeeb* 1 ID *, Ali Sabah Jameel 2* ID

1 College of Education for Humanities, University of Anbar, Ramadi, Iraq.
2 College of Arts, University of Anbar, Ramadi, Iraq.

Abstract

Objectives: By analyzing students' translations, instructors teaching translation can acquire insight into the most common concerns, challenges, and strategies regarding various subjects. This study aims to uncover the methods and techniques students use to translate journalistic, literary, and political materials and the differences in translation strategies used by male and female students.

Methods: Twenty-seven male and female 4th-grade students from the Department of English, Colleges of Basic Education, University of Kirkuk participated. The research will be carried out during the first semester of the academic year 2022-2023. A test was used to collect the data. The test consisted of three questions, all of which were texts: journalistic, literary, and political.

Results: The results reveal that students adopt low-accuracy translation procedures. Students use the trans-position method more than other translation procedures when translating a journalistic text. Regarding the literary text, the results show that students preferred the adaptation technique above the different translation strategies. Finally, the Political text was translated using a borrowing and adaption technique. Furthermore, the findings demonstrated that female EFL students used more accurate and precise translation procedures than male students.

Conclusion: Translation strategies must be thoroughly taught to EFL students. They must be knowledgeable about translation theories and strategies and the types of texts they may be exposed to. They must also be taught the purpose of employing a specific translation technique. It is essential to note that the borrowing strategy should be used with caution, as it can lead to linguistic interference and can sometimes be confusing for native speakers of the target language.

Keywords: Translation Strategies, journalistic texts, literary texts, and political texts, English language.

دراسة الاستراتيجيات المستخدمة من قبل طلبة اللغة الإنجليزية في ترجمة مواضيع متنوعة

لوينداء صلاح حبيب* 1، علي صباح جميل 2
1 قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة الأنبار، العراق.
2 قسم اللغة الإنجليزية، كلية الآداب، جامعة الأنبار، العراق..

ملخّص

الأهداف: من خلال تقييم ترجمة الطلبة، يمكن للمدرسين الذين يدرسون الترجمة اكتساب نظرة ثاقبة حول المشكلات والتحديات وتقنيات الترجمة الأكثر شيوعًا عندما يتعلق الأمر بمجموعة متنوعة من الموضوعات. تهدف هذه الدراسة إلى الكشف عن الأساليب والاستراتيجيات التي يستخدمها الطلبة لترجمة النصوص الصحفية والأدبية والسياسية والفرق بين الطلاب والطالبات في استخدام استراتيجيات الترجمة.

المنهجية: بلغ عدد المشاركين 27 طالبًا وطالبة من الصف الرابع من قسم اللغة الإنجليزية ، كليات التربية الأساسية، جامعة كركوك. أجريت الدراسة في الفصل الأول من العام الدراسي 2022-2023. جُمِعَت البيانات (ترجمة الطلبة) عبر اختبار.

النتائج: تظهر النتائج أن الطلبة يستخدمون استراتيجيات الترجمة بدقة منخفضة. عندما يترجم الطلاب نصًا صحفيًا، فإنهم يستخدمون استراتيجية التحويل أكثر من استراتيجيات الترجمة الأخرى. فيما يتعلق بالنص الأدبي، تشير النتائج إلى أن الطلاب استخدموا استراتيجية التكيف أكثر من استراتيجيات الترجمة الأخرى. أخيرًا، تُرجِمَ النص السياسي من خلال إجراء الاقتراض واستراتيجية التكيف. كما أظهرت النتائج أن الطالبات وظفن استراتيجيات الترجمة بدقة أكبر من الطلاب.

الخلاصة: يحتاج طلبة اللغة الإنجليزية كلغة أجنبية إلى تعلّم استراتيجيات الترجمة بعمق. يجب أن يكونوا على دراية بنظريات واستراتيجيات الترجمة، إضافة إلى أنواع النصوص التي قد يتعرضون لها. يحتاجون أيضاً إلى تعلّم الغرض من استخدام استراتيجية ترجمة معينة في الترجمة.

الكلمات الدالة: استراتيجيات الترجمة، الترجمة السياسية، الترجمة الأدبية، الترجمة الصحفية، اللغة الإنجليزية.

Rational of the Study

This study is emerged due to the needs of understanding the theories, strategies, concepts and methods that EFL Iraqi students use in translating different kinds of topics. Accurate translation does not based on using correct idioms and good language, but the translation strategies, method, and theories have a very effective impact on the translation quality.

Statement of the Problem

Translation has become a significant filed in our daily life, we need to translate to gain knowledge and information from the global and universal languages such as English, Germany, Chicness, Spanish, and Japanese and to gain knowledge we need to reproduce it in our mother language to get the ultimate benefit. To reproduce an information in another language needs tools to achieve good reproducing, the tools are the translation theories and methods. Each field needs specific techniques and strategies to be followed in translation, for example a journalistic who is specialized in the field of press, news, advertisement will be difficult for him/her to translate a historical text in a successful way, translation is a science. To translate a text from one language to another, the interpreter or the translator need to be equipped by the translation knowledge, the weakness in producing a good quality translated text is due in the first rank to the lack of using the appropriate strategies and techniques. Many studies conducted in this field including ; An, J., & Sun, J. (2022), Curran, et al. (2022), Francisco-Velilla, et al. (2022), Ginting (2022), Hrytsanchuk (2022), Jameel (2022), Li, et al. (2022), Saha and Mandal (2022), Giroux, et al. (2021), Anber and Jameel (2020), Iglikova and Usataya (2019), and Leni and Pattiwael (2019), showed that using the appropriate translation strategy is the key of successful translation and delivering précis and accurate information in a scientific style. This study tries to enrich the Iraqi literature concerning the translation strategies that the EFL students use in translation and the quality of the translation from English into Arabic or vice versa.

Aims of the Study

This study aims to reveal the following:

1- The kinds of the translation strategies that EFL students use in translation journalistic, literary, and political texts.

2- The difference between male and females students concerning the use of the translation strategies accurately and precisely.

Hypotheses of the Study

To achieve the aims of the study, the following hypotheses set:

1- There is a significance difference of the use of translation strategies in translation journalistic, literary, and political texts.

2- There is a significance difference between male and females students concerning the use of the translation strategies accurately and precisely.

Significance of the Study

The outcomes of this study are important to the university professors who teach the "Translation Subjects" in the departments of English which consider a good indicator for the students' translation knowledge. Also, it is a helpful tool for the students to assess their abilities and to know the weak and the strong points of their translation abilities and competence. The results can be guide lines for the curriculum designer and curriculum policy makers.

Literature Review

Translation is the process of converting a written or spoken text in one language into a written or spoken text in another language. Translation is typically carried out by a person, or a team of people, who are proficient in both the source language and the target language. The goal of translation is to produce a written or spoken text in the target language that accurately and effectively conveys the same meaning as the original text in the source language. Translation is an important part of the process of communication between people who speak different languages and is used in a wide range of contexts, including business, government, education, and cultural exchange Habeeb (2020).

Habeeb and Muhammed (2019) emphasized that translation plays a significant role in today's world because it allows people who speak different languages to communicate and share ideas with one another. The study's objectives are to look at Iraqi students' difficulties while trying to translate phrases from the language of Islam. The researchers used a case study

design and a qualitative research methodology. A sample of Iraqi students enrolled in various Iraqi educational institutions served as the subject of the case study. the aim is to look into the difficulties Iraqi pupils have interpreting phrases from the Islamic religion. The researchers used a case study design and a qualitative research methodology. A sample of Iraqi students enrolled in various Iraqi educational institutions served as the subject of the case study. The findings of this study have important implications for various stakeholders, including educators, translators, and policymakers. The authors emphasis that translation is important for a number of reasons:

1-   Language barriers: Translation helps to bridge the gap between people who speak different languages and allows them to understand one another. This is especially important in today's globalized world where people from different countries often need to communicate with one another.

2-   Cultural exchange: Translation allows people to learn about other cultures and gain a deeper understanding of their customs, beliefs, and values. It helps to promote cultural exchange and understanding between different groups of people.

3-   Business: Translation is vital for international business and trade. It allows companies to communicate with clients and partners in different countries and expand their reach beyond their own borders.

4-   Education: Translation allows students to access educational materials and resources in their own language, making learning and understanding new concepts easier.

5-   Science and technology: Translation is important for the advancement of science and technology because it allows researchers and professionals in different countries to share their findings and collaborate on projects.

Translation Processes

There are several strategies that can be employed in the translation process to ensure that the meaning of the source text is accurately conveyed to the target audience. One such strategy is literal translation, which involves translating the words and phrases of the source text as closely as possible to their counterparts in the target language. This strategy is often used when the source text contains technical terms or jargon that may not be easily understood by the target audience (Al-Ghazalli, 2010).

The translation process refers to the process of converting written text from one language (the source language) into another language (the target language). This process involves several steps, which may vary depending on the complexity and length of the text, as well as the specific requirements of the client or project. Van Hierden, et al. (2022) used a theoretical and conceptual analysis approach to propose and outline the steps involved in the BUILD process. The study has several implications for both researchers and practitioners involved in social marketing interventions. The BUILD process provides researchers with a comprehensive and systematic framework for developing theory-driven social marketing interventions. The authors suggested some general steps that are often followed in the translation process:

1- Preparation: The translator reviews the source text and any relevant materials or instructions provided by the client, and determines the most appropriate approach for the translation.

2-Translation: The translator converts the source text into the target language, taking care to accurately convey the meaning and tone of the original text.

3-Editing and Review: The translated text is reviewed by the translator and possibly by another qualified language professional (such as an editor or proofreader) to ensure that it is accurate and reads naturally in the target language.

4-Final Review and Approval: The final version of the translated text is reviewed and approved by the client or project manager.

Translation and the Journalists

With the increasing interconnectedness of our globalized world, accurate and effective translation has become essential for journalists seeking to bridge language barriers, engage diverse audiences, and deliver unbiased news and information. Translation holds significant value for journalists working in the English-to-Arabic context. By translating their English content into Arabic, journalists can effectively communicate with Arabic-speaking audiences, thereby increasing the accessibility and impact of their work. News stories often involve complex political, social, and cultural contexts, and accurate translation ensures that crucial nuances and subtleties are not lost in the process. Journalists must strive to present

unbiased and balanced reporting, and translation allows them to convey diverse perspectives, opinions, and narratives from different cultures accurately. By providing accurate translations, journalists can promote cultural exchange, dispel stereotypes, and foster mutual understanding between English-speaking and Arabic-speaking societies. By translating interviews, statements, and official documents, journalists can navigate these linguistic obstacles and deliver accurate information to their audiences. By accurately translating fact-checked articles, investigative reports, and verified sources, journalists can combat misinformation by ensuring that the truth reaches Arabic-speaking audiences. Arabic is a rich language with a long history, and by translating articles, literature, and cultural pieces from English to Arabic, journalists can facilitate the transmission of knowledge, literature, and ideas across generations. In conclusion, translation is of immense significance to journalists working in the English-to-Arabic context. It allows them to expand their audience, foster cross-cultural understanding, break down language barriers, combat misinformation, and contribute to cultural preservation. With accurate and effective translation, journalists can bridge gaps between languages, promote accurate reporting, and empower Arabic-speaking communities with access to reliable news and information (Valdeón, 2018).

Translation Principles

Amenador and Wang (2022); Corben, et al. (2022); Qurbonovna and Ubaydillo o'g'li (2022) presented guidelines for translators which derived from the major principles of translation. They focus that translation is a complex and nuanced task that requires a deep understanding of both the source language and the target language, as well as the cultural, social, and historical context in which the translation is taking place. There are several key principles that guide the work of professional translators, which include:

Accurate and faithful translation: The primary goal of translation is to accurately and faithfully convey the meaning of the source text in the target language. This requires a deep understanding of the structure and vocabulary of both languages, as well as a sensitivity to the cultural and contextual nuances that may affect the translation (Amenador and Wang, 2022).

Respect for the source text: Translators should respect the integrity of the source text, avoiding unnecessary changes or additions that may alter the original meaning or intent. This is especially important when translating literary or historical texts, which may have cultural or historical significance (Anggraeni, et al., 2018).

Adaptation to the target audience: Translators should consider the audience for the target text and adapt their translation accordingly. This may involve adjusting the tone, style, or level of formality to better suit the intended readership (Bergen, 2006).

Cultural sensitivity: Translation involves navigating the differences between cultures, and it is important for translators to be sensitive to these differences in order to accurately convey the meaning of the source text. This may involve adapting idioms or expressions, or finding equivalent terms in the target language (Francisco-Velilla, 2022).

Attention to detail: Translators should be meticulous and detail-oriented in their work, as even small errors or omissions can significantly alter the meaning of the text (Ibid:12).

Translation is a complex and nuanced task that requires a deep understanding of both the source language and the target language, as well as a sensitivity to the cultural and contextual nuances that may affect the translation. By adhering to these principles, translators can ensure that their work accurately and faithfully conveys the meaning of the source text to the intended audience (Habeeb, 2020).

Characteristic of Translation Strategies

There are many different translation strategies that can be used, and the appropriate strategy will depend on the specific characteristics of the source text and the target language, as well as the context in which the translation is taking place. Bergen (2006) suggested some general characteristics of translation strategies include:

Literalness vs. creativity: Some translation strategies involve a more literal, word-for-word approach, while others allow for more creativity and flexibility in the translation process.

Formal equivalence vs. dynamic equivalence: Some translation strategies aim to achieve formal equivalence, in which the structure and form of the target text closely mirrors that of the source text. Other strategies aim for dynamic equivalence, in which the meaning of the source text is conveyed through equivalent effects on the target audience.

Cultural adaptation: Some translation strategies involve adapting the source text to better suit the cultural norms and expectations of the target audience, while others aim to preserve the cultural context of the source text.

Style and tone: Different translation strategies may result in different styles and tones in the target text, depending on the approach taken by the translator.

Level of difficulty: Some translation strategies may be more difficult to execute than others, and may require a higher level of skill and expertise on the part of the translator.

Translation Strategies

Hrytsanchuk (2022) focused on the application of translation strategies and predicate transformations in the context of teaching written translation. The findings of the study have several implications for the field of translation education and practice such as pedagogical Implications, enhancing translation competence, and bridging the gap between theory and practice. He also stated that there are several strategies that translators use to ensure that the translated text accurately conveys the meaning of the source text. These strategies include:

Literal translation: This involves translating the text word-for-word, without considering the context or cultural differences between the source and target languages. This is often used for technical or scientific texts where precision is more important than style.

Adaptation: This involves adjusting the translated text to better suit the target audience or culture. This might involve changing cultural references or idioms to better suit the target language and culture.

Free translation: This is a more creative approach to translation, where the translator attempts to capture the spirit and style of the source text, rather than translating it word-for-word. This is often used for literary or artistic texts.

Localization: This involves adapting the translated text to the specific cultural, linguistic, and technical requirements of the target audience. This might involve adjusting dates, measurements, or other culturally specific details.

Transcreation: This involves creating an entirely new text that conveys the same message as the source text, but is not a literal translation. This is often used for advertising or marketing materials where the focus is on creating a specific tone or feeling.

Functional equivalence: It is a translation strategy that aims to produce a target text that performs the same functions as the source text in the target language. The goal is to ensure that the target text conveys the same meaning and performs the same communicative tasks as the source text, regardless of the form in which it is expressed. This strategy is often used when translating technical and scientific texts, as well as legal and commercial documents, where precision and clarity are of the utmost importance.

One of the key challenges of using the functional equivalence strategy is finding the appropriate balance between form and function. On the one hand, the target text must be faithful to the source text in terms of meaning and content. On the other hand, it must also be idiomatic and natural in the target language, so that it is easily understood and accepted by the target audience. This requires the translator to have a deep understanding of both the source and target languages, as well as the cultural and contextual differences between the two.

There are several approaches that translators can use to achieve functional equivalence. One approach is to use a literal translation, which involves translating each word and phrase in the source text as closely as possible to its equivalent in the target language. This approach can be effective for technical and scientific texts, where the meaning of each term is clearly defined and there is little room for ambiguity. However, it can also result in awkward or unnatural translations, particularly when the structure of the source language is very different from that of the target language (Jameel, 2022).

Another approach is to use a free translation, which involves adapting the source text to fit the conventions and norms of the target language. This approach allows the translator to create a target text that is idiomatic and natural in the target language, but it can also lead to a loss of meaning or accuracy if the translator is not careful (Leni, et al., 2019).

Domestication is the process of adapting a foreign text or product for use in a specific target culture. This process involves several steps, including translation, localization, and cultural adaptation (Obeidat and Mahadi, 2019).

One key aspect of domestication is translation, which involves converting the source text from one language to another.

When translating a text, it is important to consider the cultural and linguistic context of the target audience. For example, a word or phrase that has a positive connotation in one culture may have a negative connotation in another culture (Ibid: 156).

Another strategy is cultural adaptation, which involves adapting the source text to fit the cultural norms and expectations of the target audience. This can involve changing certain words or phrases to better reflect the culture of the target audience, or adding explanations or clarifications to help the audience better understand the content. This strategy is often used when the source text contains cultural references or jokes that may not be understood by the target audience (Corben, et al., 2022).

A third strategy is transcreation, which involves adapting the source text to fit the tone and style of the target language, while still preserving the meaning of the original text. This strategy is often used when the source text is intended to evoke a certain emotion or reaction from the audience, such as a sense of humor or nostalgia (Ibid:2562).

Previous Studies

Khair-Eldin (1999) investigated the accuracy and any problems due to cultural differences of official translation from English into Arabic language most of the available political legal U.N letters, statements, resolutions, reports, decisions, and documents that issued against Iraq due to its invasion to Kuwait. Translation strategies analysis was used to collect the data. The Methodology consisted of the general goal, the text selected, and the data gathering:

The goal is to examine the translation techniques used to translate a United Nations document about the conflict between Iraq and Kuwait. To analyze the translation techniques applied in converting the material from its source language into the target language, the researcher employed a case study methodology and a qualitative research strategy. The following steps made up the methodology:

Text Selected: For the analysis, the researcher focused on a particular United Nations document about the conflict between Iraq and Kuwait. The selection of this material enables a thorough analysis of the translation techniques applied in a particular situation.

Data Gathering: The researcher gathered the required information for analysis. This required locating the U.N. document's source text and the matching translated version. The study has several implications for the practice and study of translation. There are implications for translation practice, training, cross-cultural communication, and translation quality evaluation in a U.N. text about the Iraq-Kuwait conflict. The results add to the body of knowledge in the area of translation studies and offer helpful advice for translators who work in specialized fields. The results revealed that the translated data characterized by omission of certain words, incorrect translation and mismatches, addition of certain words, the use of Varying TT forms for the same ST forms in different places of the data, the use of unfamiliar and awkward expressions, finally the idiomaticity of phrasing is incorrect.

Al-Fouzan (2008) investigated the cultural norms in translation, especially in translating child's literature from the British English into Arabic language. Alice Adventures and Tom Swyer were used as data of the study. The results revealed that the Arab translators used adaptation translation strategy in translating these two works, they used deletion, replacement, and addition. The following are the study's implications:

Communication Across Cultures: The research emphasizes the significance of cultural norms in translation, particularly when translating children's literature. To guarantee that the translated texts are culturally suitable and appealing to the target audience, it is emphasized that translators should be aware of cultural distinctions and conventions in both the source and target cultures. The study's conclusions help improve intercultural communication through translation, especially when it comes to children's literature. Translation of Children's Literature Requires Cultural Sensitivity: The study emphasizes the value of cultural sensitivity. It highlights that while adjusting the source material to the target culture, translators should take cultural norms, values, and traditions into account. Translation professionals may provide respectful translations by comprehending and respecting cultural differences.

Asghari and Salmani (2016) investigated the variety adaptation methods (Klingberg, 1986) used by Iranian translators in translating children literature from English into Persian language. The data was gathered from H.C. Anderson's Fairy Tales and Brothers Grimm's Short Stories. The findings revealed that the Iranian translators used largely adaptation strategies. It is seems that the translators used this strategy to avoid translation problems concerning child's cultural

background, the morality, the children psychological sensibility and religious belongings. The study has several implications as following:

Better Intercultural Understanding: The aim of the study was apparently to find out how the translation of children's short stories from English to Persian can be adapted to the context of the target culture. By addressing cultural nuances and differences, research can contribute to cross-cultural understanding between the English- and Persian-speaking communities.

Promote accessibility: Adapting children's stories from one language to another can potentially improve the accessibility of different literary works from different cultures. By studying the process of cultural context adaptation, researchers could try to make these stories more accessible and understandable for Persian-speaking children.

Educational and linguistic benefits: Translating children's stories involves language transfer and understanding the cultural aspects of the original text. The study could have examined the effect of adaptation to the cultural context on language learning, reading development, and the general educational experience of children.

Shabana and Amer (2018) investigated if the meaning of the ideologically news are preserved during rendered into the Arabic language, or some changes happened due to adapt to the translator's political backgrounds and to meet the readers' culture. Stetting (1989) trans-editing strategies were used to collect the data. The results revealed that the Palestinian translators avoid the use of literal translation due to the huge sensitive ideologically and adopt trans-editing strategy (deletion, substitution,, and addition) to meet the readers' expectations. The study has several implications as follows:

Power dynamics in translation: Research can reveal power imbalances between different actors involved in translation processes.

Ideological influences on translation: the research can examine how the ideological perspectives of translators influence their translation choices.

Cultural and Linguistic Manipulation: Research can explore the ways in which translations can be used as tools of cultural and linguistic manipulation. It can examine how certain translations can change the meaning, tone or emphasis of the original text, distorting the message or distorting the intended effect.

Conflicts and Media Narratives: Research can help understand the role of translations in the Israeli-Palestinian conflict and how it affects media narratives.

Habeeb and Muhammed (2019) investigated Iraqi students' translation of selected religious texts. Fifteen Arabic religious terms were chosen as data of the study. Fourteen university students were chosen to be the sample of the study. The study adopts Liao's (2010) model of classification of translation errors to collect the data. The study revealed that the majority of the students have good level of ability to translate the Islamic terms, in addition two types of errors were found: the rendition errors and language errors.

Abu Anzeh (2021) investigated the translation of elements of the culture existed in the children's literature. The novel "Little House in the Big Woods" was used as a data of the study. The results revealed that the transliteration was the most suitable strategy in translating names and places, while the replacement, omission, addition, were the most appropriate strategies in translating literature texts into Arabic language due to cultural gap among the English cultural and other cultural, that is the Arabic culture. The study has several implications as follows:

Cultural Adaptation in Translation: The study explored the strategies translators use to effectively adapt culturally significant items of English children's literature into Arabic.

Preservation and transmission of cultures: The study discovered how translating children's literature contributes to the preservation and transmission of cultural knowledge and heritage.

Reception and readership: The study analyzed the effect of translated children's literature on the reception and readership of the target culture.

Translation Strategies and Techniques: The study identified and evaluated the specific strategies and techniques used by the translator to translate culturally specific topics.

Cultural identity and representation: The study discovered how the translation of cultural objects in children's literature

contributes to the representation of cultural identity.

Pedagogical Implications: The study has pedagogical implications for the teaching and learning of translated children's literature. It suggested strategies and approaches to improve the use of translated literature in developing young readers' language acquisition, cultural understanding and intercultural competence.

The previous studies presented the strategies that the Arab translators use in translating different types of texts, most of them use adaptation strategies and trans-editing strategies which do not fit all types of translation, this study is differed in revealing the types of translation strategies that the EFL students use to translate journalistic texts, literature texts, and political texts.

The Methodology

The Participants

The participants were 27 fourth-grade male and female students from the Department of English, Colleges of Basic Education, and the University of Kirkuk. The study was conducted during the first semester of the academic year 2022–2023. Table 1 shows the distribution of the participants.

Table 1: The distribution of the participants

Grade	Gender	Total
Grade 4	Males	9
	Females	18
Total		27

The participants were chosen randomly via a "drawing students' names out of a hat strategy". The forth-grade students were chosen on purpose for two reasons: first, the head of the department agreed to conduct the study on only grade 4, and second, the students were expected to have a good background languages and to have practiced various translation strategies.

The Instrument

To achieve the aims of the study and verify the hypotheses, a test was prepared to collect the data. The content's validity was confirmed by distributing the test to jury members who specialized in translation and linguistics. The members agreed to replace the religious text with a literary text. All members approve the clarity and quality of the texts, in addition to their suitability for the students' level. A pilot sample consisting of six (6) male and female students (who did not participate in the study) was set for the exam. The results showed that the exam needs between 45-55 minutes. In addition, there is an ambiguity between the journalistic text and the political text in that they have the same style. Thus, the journalistic text has been replaced with a pure journalistic text: a report. The test's reliability has been determined using test-retest and Cronbach's alpha equation. The reliability coefficient was 0.89, which is considered high.

The test consisted of three questions, all of which were texts: journalistic, literary, and political. The purpose of the schema score is to analyze and evaluate the strategies that students employ when translating the three texts. The data was calculated utilizing frequencies and percentages.

The Procedures

The following procedures were carried out:
1- Identifying the gap.
2- Reviewing and examining the theoretical literature and the previous studies.
3- Preparing the instrument.
4- Requesting the department's agreement to conduct the study.
5- All selected participants provided informed consent.
6- Selecting the participants.
7- Revealing the validity and the reliability of the instrument.
8- Modifying/ Altering the test.
9- Performing the test.

10- Collecting the students' responses.

11- Frequencies and percentages were utilized to calculate the response of the students.

The Results

Results of the First Hypothesis

To test the first hypothesis, "There is a significant difference in the strategies employed through translating journalistic, literary, and political texts," percentages and frequencies have been used to show the results as appears in the following table.

Table 2: percentages and frequencies of students' use of translation strategies

Type of Text	Strategies	Frequency	Percentage
Journalistic text.	Trans-Position	12	44.44
	Adaptation	9	33.33
	Domestication	4	14.81
	Arabization	2	7.42
Literature text.	Adaptation	14	51.85
	Functional equivalence	8	29.62
	Domestication	5	18.53
Political text.	Borrowing	8	29.62
	Adaptation	7	25.92
	Compensation	5	18.53
	Omission	4	14.81
	Expansion	3	11.12

Table 2 demonstrates that, with regard to the journalistic text, students employed approximately 45% trans- position strategy, 34% adaptation strategy, 14% domestication strategy, and 7% arabization strategy. Regarding the literary text, the students employed 51% adaptation strategy, 30% functional equivalence strategy, and 18% domestication strategy. Students utilized the borrowing strategy approximately 30% of the time, the adaptation strategy 26%, the compensation strategy 18%, the omission strategy 15%, and the expansion strategy 11%. Based on these findings, the initial hypothesis is accepted.

Results of the Second Hypothesis

To test the second hypothesis, "There is a significant difference between male and female students in their use of accurate and precise translation strategies," mean scores, standard deviation, and a t-test were used. Table 3 displays the outcomes.

Table 3: Mean scores, standard deviation, and t-value of male and female differences.

Strategy	Gender	Mean	Std.	T-Value	Sig.
Journalistic text	Males	3.22	0.76	-3.24	0.20
	Females	3.54	0.68		
Literature text	Males	2.78	067	3.81	0.01
	Females	3.23	0.58		
Political text	Males	2.81	079	3.13	0.00
	Females	3.04	0.68		

Table 3 demonstrates that the mean scores of female students are higher than those of male students (3.54, 3.23, and 3.04). (3.22, 2.78, and 2.81). These findings indicate that female EFL students employed translation strategies with greater accuracy and precision than male students. This indicates that there is a 0.01-level significant difference between males and females in their use of translation strategies. Based on these results, the second hypothesis is accepted.

Discussion of the Results

The results indicate that when translating a journalistic text, students employ the transposition strategy more frequently than other translation strategies. Trans-position is a translation strategy that involves changing the grammatical form of a word or phrase from one language to another without altering the meaning. Therefore, EFL students can easily translate from English into Arabic by substituting nouns for verbs. This strategy is advantageous for EFL students because it enables them to convey the same meaning as the original text using the grammatical structures and conventions of the target language. Another reason that encourage students to use trans-position strategy, it enables him/ her to choose the most appropriate grammatical form for the target language. It can make the translated text sound more natural and fluent in the target language. It can prevent awkward or unnatural word order or phrasing in the translated text. It can be particularly useful when translating idioms. Journalistic translation may cover the following fields: sports, music, economics, culture, medicine, lifestyle, science, and politics. There is a strong correlation between journalistic texts and the cultural dimension. Journalistic texts include figures of speech, metaphors, idioms, and wordplay. Professional translators use a domestication translation strategy when translating journalistic texts.

In this study, the researchers advocate teaching EFL students a domestication translation strategy, which involves adapting the translated text to the cultural and linguistic conventions of the target language and audience. This strategy can be useful for EFL translators because it allows them to make the translated text more comprehensible and accessible to the target audience. According to the researchers, domestication as a translation strategy involves the following:

Adapting the translated text to the linguistic conventions of the target language may be required. A translator may employ various verb tenses or idiomatic expressions, for instance, to make the translated text sound more natural and fluent in the target language.

1-   It entails adapting the translated text to fit the cultural expectations and norms of the target audience. For example, a translator might use formal language when translating for a business audience, or might use colloquial language when translating for a younger or informal audience.

2-   It involves adapting the translated text to the linguistic norms of the target language. A translator might, for instance, use different verb tenses or idiomatic expressions to make the translated text sound more natural and fluent in the target language

3-   It can involve making the translated text easier for the target audience to understand by making it more simple or clear.

4-   It can mean adding or taking away parts of the original text to make the translated text better fit the needs of the target audience.

These findings align with those of Lyu (2000), Saglia (2002), and Shabana and Amer (2018), who, in addition to other translation strategies, employ transposition. Lyu (2000) explored the connection between fashion and poetry in the works of Stéphane Mallarmé. It examines Mallarmé's depiction of Miss Satin as a symbol of modernity and the transformative power of fashion. The study delves into the textual and visual aspects of Mallarmé's poetry, highlighting the interplay between clothing, language, and identity. Saglia (2002) focused on how Dante's "Paolo" and "Francesca" were translated and reinterpreted in the cultural milieu of British romanticism. The results reveal the intricate dynamics of intercultural literary interchange and provide insight into how these iconic figures were reinterpreted and reimagined in British romantic literature. Shabana and Amer (2018) found that the Palestinian translators avoid the use of literal translation due to the huge sensitive ideologically and adopt trans-editing strategy (deletion, substitution,, and addition) to meet the readers' expectations

Regarding the literary text, the results revealed that students employed adaptation more than any other translation strategy. This may be because adaptation strategies are techniques used by students of English as a Foreign Language to overcome the difficulties of learning and using a new language in a foreign environment. In order to communicate effectively in the target language despite their limited proficiency or knowledge, the students used adaptation strategies. They attempted to comprehend and navigate the cultural norms and expectations of the target language community; thus,

adaptation strategy is the simplest way to achieve this objective.

The students utilized adaptation as a translation strategy because it entails modifying the source text's language and style to better suit the target audience and culture. This may involve modifying idioms, colloquialisms, and cultural references to make the text more accessible and relatable to the target audience. Students of English as a Foreign Language (EFL) believe that it is a useful strategy for translating literary texts because it helps to preserve the original meaning and tone of the text while making it more accessible to a larger audience. The students suggested some techniques for utilizing adaptation strategies, such as replacing specific cultural references with more general ones, using synonyms or paraphrasing to convey the same meaning in a different way, and including explanations or footnotes to clarify any confusing or unfamiliar concepts.

Functional equivalence is a translation strategy that aims to produce a target language text that is equivalent to the source language text in terms of purpose and intended effect on the reader. The researchers recommend that EFL students utilize functional equivalence, which is one of the translation strategies that produces a target text that is equivalent to the source text in terms of purpose and intended effect on the reader. The most important characteristics of functional equivalence as a strategy for translating literary texts from English into Arabic could include: Maintaining the overall meaning and content of the source text, the translators strive to convey the same ideas and concepts expressed in the source text while taking into account cultural and linguistic differences between the target and source languages. Preserving the style and tone of the source text: The translator should aim to replicate the style and tone of the original text as closely as possible, while still using appropriate language and conventions for the target language.

1- Preserving the structure and organization of the original text: The translator should strive to maintain the structure and organization of the original text, including the use of literary devices such as plot, character development, and setting.

2- Using appropriate vocabulary and language for the target readers or audience: The translator must select the appropriate vocabulary or language for the target audience or readers, taking into consideration factors such as the reader's level of education and familiarity with the source language.

3- Keeping the aesthetic appeal of the source text: The translator should aim to create a target language text that is aesthetically pleasing and enjoyable to read in order to achieve the same level of engagement and enjoyment as the source text.

The results of this study are in line with the results of Khair-Eldin (1999) and Asghari and Salmani (2016).

Finally, the political text has been translated via the strategy for borrowing and the strategy for adaptation (30% and 26%, respectively). The borrowing strategy in translation refers to the practice of adopting terms from English directly into Arabic (such as democracy, classic, computer, video, strategies, academy, veto, Congress, parliamentary, service, democratic, dictatorial, bourgeoisie, etc.) as opposed to finding a suitable equivalent term in the target language. This strategy is often used in the translation of political texts, as it facilitates conveying the specific meaning and connotations of certain terms and phrases that may not have a direct equivalent in the target language. For EFL students, the borrowing strategy is an effective way to understand and analyze political texts in their target language.

The results of this study are in line with the results of Ngom (2002), Elshakry (2008), Al-Ghazalli (2010), Al-Athwary (2016), Li-na (2016), Salih and Dweik, (2021), and Jameel (2023).

Ngom (2002) investigated linguistic borrowing as a window into the social history of the Senegalese speech community. Analyzing lexical and phonological borrowings from French, Arabic and Volola, the study sheds light on the cultural interactions, power dynamics and linguistic contacts that shaped the linguistic landscape of Senegal, providing valuable insights into its social development. Elshakry (2008) explored the cultural politics of translating modern scientific knowledge into arabic. exploring the complexity and power dynamics of scientific translations in the arab world. exploring how scientific translations have influenced the production and dissemination of knowledge in the arab world exploring the link between science, language, and cultural identity. Al-Ghazalli (2010) explored the lexical differences between Arabic and English. Specifically, it looked for words or terms in Arabic that did not have a direct equivalent in English. The main focus of the study was to highlight the difficulties that translators face when translating between the two languages due to

the cultural, linguistic and conceptual differences. Salih and Dweik, (2021)examined whether the procedures used to translate political and cultural terms from English to Arabic were sufficient. The findings highlighted the difficulties that translators face in conveying the nuance of these terms, and highlighted the need for training and additional resources to improve translation quality.

Conclusion

The EFL students (non-specialists in the Department of Translation) need to be taught the translation strategies in depth. They need to be familiar with the theories and strategies of translation, as well as the types of texts that they may be exposed to. They need also to be taught the purpose of using a particular translation strategy in translating, for example, literary texts. Moreover, to teach them that each field has unique characteristics that the translators must be aware of in order to produce high- quality translated texts.

Ultimately, the choice of translation strategy will depend on the specific goals and needs of the translation project. In some cases, a literal translation may be more appropriate, while in others, a free translation may be more effective. The functional equivalence strategy can be a useful guide for translators, but it is important to consider the context and audience of the target text when making decisions about how to translate it. The most effective translation strategy will depend on the specific needs and goals of the translation process, as well as the characteristics of the source text and target language.

The EFL students must know that domestication is a complex process that involves translation, localization, and cultural adaptation. By carefully considering the cultural and linguistic context of the target audience and employing strategies such as literal translation, cultural adaptation, and transcreation, it is possible to effectively adapt a foreign text or product for use in a specific target culture. To translate a literary text, it is essential to comprehend the culture of the target language. The cultural differences are very important to be aware of in order to use the most appropriate translation strategies.

It is essential to note that the borrowing strategy should be used with caution, as it can lead to linguistic interference and can sometimes be confusing for native speakers of the target language. In order to effectively use the borrowing strategy in the translation of political texts, EFL students should be sure to carefully consider the context and intended audience of the translation and should strive to accurately convey the meaning and connotations of the source language terms. By learning the specific terms and phrases that are used in the English language, EFL students can gain a deeper understanding of the concepts and ideas being discussed in the text, as well as the cultural and historical context in which they are being used.

Data Availability

The dataset used and/or analysed during the current study would be available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

Funding Statement

The authors declare that the work has been done without any financial support from any person or organization.

REFERENCES

Abdelaal, N., & Alazzawie, A. (2019). Translation strategies in the translation of idioms in Shakespeare's Romeo and Juliet. *Utopía y praxis latinoamericana: revista internacional de filosofía iberoamericana y teoría social*, (5), 275-290.

Abu Anzeh, F. (2021). *Strategies of Translating Cultural Based Items in Children's Literature from English into Arabic: Wilder's Novel Little House in the Big Woods as an Example*. *Unpublished Master thesis*, Yarmouk University, Jordan.

Al Shneiqat, A. (2013). *Strategies of Translating Political News at the Jordan News Agency*. *Unpublished Master thesis*, Yarmouk University, Jordan.

Al-Athwary, A. A. (2016). The semantics of English borrowings in Arabic media language: The case of Arab gulf states newspapers. *International Journal of Applied Linguistics and English Literature*, *5*(4), 110-121.

Al-Fouzan, N. (2008). *Cultural Norms in Translating Children's Literature. Unpublished Master thesis*, Al-Imam Mohammad Ibin Saud Islamic University, Saudi Arabia.

Al-Ghazalli, M. F. (2010). Lexical gaps in Arabic-to-English translation. *Al- Mustansiriyah Journal of Arts*, (52), 1-16.

Al-Jarf, R. (2019). Effects of electronic homework-assignments on Arabization skill development in student-translators. *JRSP-ELT*, Issue 16, Vol. 3.

Amenador, K. B., & Wang, Z. (2022). A Systematic Review of the Chinese-English Translation of Public Signs. *SAGE Open*, *12*(2), 21582440221094611.

An, J., & Sun, J. (2022). Translation strategy of legal terms with Chinese characteristics in Civil Code of the People's Republic of China based on Skopos theory. *Plos one*, *17*(9), e0273944.

Anber, M. M., & Jameel, A. S. (2020). Measuring university of anbar EFL Students' awareness of emoji faces in WhatsApp and their implementations. *Dirasat: Human and Social Sciences, 47*(2), 582-593.

Anggraeni, P., Mujiyanto, J., & Sofwan, A. (2018). The implementation of transposition translation procedures in english-indonesian translation of epic movie subtitle. In *ELT Forum: Journal of English Language Teaching* (Vol. 7, No. 2, pp. 1-7).

Asghari, M. and Salmani, B. (2016). Cultural-context adaptation in translation of children's short stories from English to Persian. *Theory and practice in Language Studies, 6*(5), 965-971.

Bergen, D. (2006). Translation strategies and the students of translation. *Jorma Tommola*, 1, 109-125.

Corben, B., Peiris, S., & Mishra, S. (2022). The Importance of Adopting a Safe System Approach—Translation of Principles into Practical Solutions. *Sustainability, 14*(5), 2559.

Curran, J. A., Gallant, A. J., Wong, H., Shin, H. D., Urquhart, R., Kontak, J., & Langlois, E. V. (2022). Knowledge translation strategies for policy and action focused on sexual, reproductive, maternal, newborn, child and adolescent health and well-being: a rapid scoping review. *BMJ open*, *12*(1), e053919.

Elshakry, M. S. (2008). Knowledge in motion: The cultural politics of modern science translations in Arabic. *Isis*, *99*(4), 701-730.

Francisco-Velilla, R., Embarc-Buh, A., Abellan, S., & Martinez-Salas, E. (2022). Picornavirus translation strategies. *FEBS Open Bio*.

Ginting, P. (2022). Translation Challenges and Strategies: A Review of Theories. *The Seall Journal*, *3*(1), 76-84.

Giroux, C. M., Sikora, L., Bussières, A., Ellaway, R., & Thomas, A., Dr. (2021, October 15). *Social media as a dissemination and knowledge translation strategy among health professions educators: A scoping review protocol*. https://doi.org/10.31219/osf.io/te3h5

Habeeb L. S. (2020). Investigating the effectiveness of Google translate among Iraqi students. *International Journal of Innovation, Creativity and Change, 12*(12), pp. 325–337

Habeeb, L.S. and Muhammed, M.R. (2019). Problems of translating Islamic religious terms among Iraqi students. *Opcion, 35(*Special Issue 21), pp. 2899–2921

Hrytsanchuk, O. (2022). The Application of Translation Strategies and Predicate Transformations in Teaching Written Translation. *Journal for Educators, Teachers and Trainers JETT,13* (1), 28-40.

Iglikova, R. V., & Usataya, O. (2019). Strategies and techniques in the translation of movie titles (an English-Russian comparative case study). *Studies in Linguistics, Culture, and FLT*, *7*(3), 59-70.

Jameel, A. (2023). The Role of Spelling Instructional Program on EFL Students' Achievement in Writing the English Confusing Words. *College of Education for Women Journal, 21*(5), 386-407.

Khair-Eldin, E. (1999). *Translation Strategies: An Examination of A U.N. Text: 'The Iraq-Kuwait Conflict'. Unpublished Doctoral dissertation*, Yarmouk University, Jordan.

Leni, C., & Pattiwael, A. S. (2019). Analyzing Translation Strategies Utilized in the Translation of Song "Do You Want to Build a Snowman?". *Journal of Language and Literature*, *19*(1), 55-64.

Li, Q. J., Wu, R. R., & Ng, Y. (2022). Developing culturally effective strategies for Chinese to English geotourism translation by corpus-based interdisciplinary translation analysis. *Geoheritage*, *14*(1), 1-24.

Lin, G. H. C. (2022). Poem Translation Strategies. *Online Submission*.

Li-na, Z. H. O. U. (2016). Loan words in modern English and their features. *Sino-US English Teaching*, *13*(3), 209-212.

Lyu, C. (2000). Stéphane Mallarmé as Miss Satin: The Texture of Fashion and Poetry. *L'Esprit créateur*, *40*(3), 61-71.

Ngom, F. (2002). Linguistic borrowing as evidence of the social history of the Senegalese speech community. *2002(158)*, 37-

51. https://doi.org/10.1515/ijsl.2002.050.

Obeidat, A. M., & Mahadi, T. S. T. (2019). The translation of Arabic religious cultural collocations in literary texts into English: An application of domestication and foreignization translation strategies. *International Journal*, *2*(6), 155-165.

Qurbonovna, I. M., & Ubaydillo o'g'li, N. B. (2022). The Concept of Translation of Educational Texts. *Spanish Journal of Innovation and Integrity*, 3, 48-50.

Saglia, D. (2002). Translation and Cultural Appropriation: Dante, Paolo and Francesca in British Romanticism. *Quaderns: Revista de traducció*, 95-119.

Saha, S., & Mandal, S. (2022). Translation strategies of Koha for multilingual interface management. *Library Hi Tech News*.

Salih, T., & Dweik, B. (2021). Adequacy of procedures in translating political and cultural expressions from English into Arabic. *Educational Research International*, *10*(1), 36-45.

Shabana, G. and Amer, M. (2018). Translation in Ideological Traces News Articles The Israeli Translation of the Strategies of the Palestinian Translators. [Unpublished Master's Thesis]. Islamic University (Gaza), Gaza.

Valdeón, R. A. (2018). On the use of the term 'translation'in journalism studies. *Journalism, 19*(2), 252-269.

Van Hierden, Y., Dietrich, T., & Rundle-Thiele, S. (2022). BUILD: a five-step process to develop theory-driven social marketing interventions. *Journal of Social Marketing*, (ahead-of-print).

Yu, Z. (2015). On the Chinese-English translation of advertising slogan from the perspective of functional equivalence theory. In *SHS Web of Conferences* (Vol. 14, p. 01014). EDP Sciences.