



ISSN: 1817-6798 (Print)
Journal of Tikrit University for Humanities

available online at: www.jtuh.org/



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Keywords:

Communicative Competence,
Translation Competence,
Literary Texts

ARTICLE INFO

Article history:

Received 15 May 2024
Received in revised form 25 June 2024
Accepted 17 July 2024
Final Proofreading 1 Dec 2024
Available online 1 Dec 2024

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Journal of Tikrit University for Humanities

Investigating the Translation Competence of Iraqi EFL University Students' Translation Competence in Literary Texts

ABSTRACT

The current study aims at finding Iraqi EFL university students' translation competence in literary texts. It also tries to compare between the students in Tikrit and Kirkuk universities /College of Education for Humanities /English Department in the use of Translation Competence types. The design in this study is a descriptive quantitative research design, and the sample of the present study is 200 in the second year university students at the Department of English, Colleges of Education at Tikrit and Kirkuk Universities, who are selected randomly. The study is conducted during the second semester of the academic year 2023-2024. The data has been gathered by using a diagnostic test. The data are statistically analyzed and the findings of the current study reveal that Iraqi EFL students possess an appropriate translation competence but lack an essential component of translation competence, namely the Strategic sub-competence. In the light of the results, some conclusions, recommendations, and suggestions for further studies are presented.

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DOI: <http://doi.org/10.25130/jtuh.31.12.1.2024.24>

كفاءة الترجمة لدى طلبة الجامعة العراقيين دارسي اللغة الإنكليزية لغة اجنبية في النصوص الأدبية

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الخلاصة:

تهدف الدراسة الحالية إلى معرفة كفاءة الترجمة لدى طلبة الجامعة العراقيين دارسي اللغة الإنجليزية

لغة أجنبية في النصوص الأدبية . كذلك تهدف الدراسة الحالية الى المقارنة بين اداء الطلبة في جامعتي تكريت وكركوك / كلية التربية للعلوم الإنسانية / قسم اللغة الإنجليزية؛ في استخدام أنواع كفاءة الترجمة. اعتمدت الدراسة الحالية على تصميم البحث الكمي، وعينة الدراسة الحالية تكونت من ٢٠٠ طالب وطالبة في السنة الثانية من قسم اللغة الإنجليزية في كليات التربية بجامعتي تكريت وكركوك، الذين تم اختيارهم عشوائياً. أُجريت الدراسة خلال الفصل الدراسي الثاني من العام الدراسي ٢٠٢٣-٢٠٢٤. تم جمع البيانات باستخدام اختبار تشخيصي. وتم تحليل البيانات إحصائياً وكشفت نتائج الدراسة الحالية أن طلبة اللغة الإنجليزية لغة أجنبية العراقيين يمتلكون كفاءة ترجمة مناسبة ولكنهم يفتقرون إلى عنصر أساسي من كفاءة الترجمة وهو الكفاءة الاستراتيجية. في ضوء النتائج، تم تقديم بعض الاستنتاجات والتوصيات والاقتراحات لدراسات مستقبلية.

الكلمات المفتاحية: الكفاءة التواصلية, كفاءة الترجمة, النص الادبي

Section One: Introduction

1.1 Statement of the Problem

Translation has emerged as a prominent area of study within the fields of language education and linguistics. Its intricacies captivate the attention of scholars, language learners, economists, legal scholars, and various other stakeholders. A perennial challenge encountered by translators is the distinctiveness inherent in each discipline, including its specialized vocabulary and unique characteristics. The intricate nature of translation involves the transfer of meaning from one language to another while adhering to linguistic conventions to ensure the preservation of semantic accuracy and fidelity to the original text. (Zainurrahman, 2010).

It is essential to recognize that translators require various competencies, including proficiency in language, subject matter expertise, cultural understanding, and transfer skills. Christiane Nord (1991) identifies four key challenges in translation: pragmatic, cultural, linguistic, and textual. According to Göpferich (2009), highly proficient translators possess specific sub-competencies, such as the activation of translation routines, proficiency in translation tools and research techniques, and strategic competence, setting them apart from those lacking formal training in translation. (Ehrensberger-Dow, et al., 2015).

Despite the acknowledged significance of translation competence in academic and professional contexts, there exists a notable gap in comprehensive research specifically delving into the translation competence of Iraqi EFL university students, particularly within the literary texts. The empirical

investigations leave unanswered questions regarding the translation proficiency, challenges, and instructional needs of Iraqi EFL university students when confronted with literary texts. Understanding the intricacies of translation competence in this specific demographic is crucial for several reasons. Firstly, it sheds light on the unique linguistic and cultural dynamics that shape the translation process for Iraqi EFL learners, contributing to a deeper understanding of their language learning journey. Secondly, it provides insights into the efficacy of existing language education programs and instructional approaches in equipping students with the requisite translation skills for navigating literary texts. Moreover, it offers valuable guidance for curriculum development and pedagogical strategies tailored to the needs of Iraqi EFL university students, thereby enhancing the quality of language education and fostering their academic and professional success (Al-Tamimi, 2021).

Therefore, this research endeavors to address this notable gap by conducting a systematic investigation into the translation competence of Iraqi EFL university students in literary texts. This study aims to provide a comprehensive understanding of their translation abilities and instructional needs. This research seeks to generate empirical evidence that informs evidence-based pedagogical practices and curriculum design tailored to the unique needs of Iraqi EFL university students.

1.2 Aims of the Study

The current study aims to compare between:

1. EFL University students' translation competence in literary texts at Tikrit and Kirkuk Universities /College of Education for Humanities /English Department.
2. The use of Translation Competence types:
 1. Bilingual sub-competence
 2. Extra-linguistic sub-competence
 3. Knowledge about translation sub-competence
 4. Instrumental sub-competence
 5. Strategic sub-competence
 6. Psycho-physiological component

1.3 Questions of the Study

To achieve the aims, the following questions are suggested:

1. Are there any statistically significant differences between EFL University students' translation competence in literary texts at Tikrit and Kirkuk universities /College of Education for Humanities /English Department?

2. Are there any statistically significant differences between The use of Translation Competence types: Bilingual sub-competence, Extra-linguistic sub-competence, Knowledge about translation sub-competence, Instrumental sub-competence, Strategic sub-competence, Psycho-physiological component?

1.4 Limits of the Study

The present study is limited to the translation competence for second-year students at English Colleges of Education for Humanities departments of English in Tikrit and Kirkuk Universities during the academic year 2023-2024. It is limited to the short stories 'The Happy Prince' and 'The Old Man and the Sea'.

1.5 Value of the Study

The value of the current study stems from the importance of translation competence and the necessity of EFL university students using it in studying literary texts. Moreover, it found its efficiency in improving students' ability to overcome the difficulties they face in studying literary texts. Thus, the value of this study could be itemized as follows:

1. The study is useful for future researchers to explore the impact of translation competence on various aspects of English language learning, such as new techniques in studying literary texts.
2. The study raises teachers' and students' awareness of translation competence's role in literary texts.
3. The study provides EFL university students with knowledge about translation competence in Literary Texts .

1.6 Definitions of Basic Terms

1.6.1 Translation Competence

Faber (1998) states, "Translation Competence as a concept can be comprehended in terms of knowledge essential to render well." Motamadi (2008) defines translation competence as "The ability to render text into the target language correctly in terms of language, subject matter and idiomatic style, having regard to the text function of both the source text and the target text."

Operational definition: Translation Competence refers to the set of skills and knowledge required to produce a high-quality translation that meets professional standards. It encompasses a range of competencies, including: Bilingual sub-competence, Knowledge about translation, Extra-linguistic competence, Instrumental competence, Strategic sub-competence, and Psycho-physiological component..

1. 6.2 Literary Texts

a literary text is the writing of either prose and/or poetry, which, if considering this definition, in principle, the first written poem or even a mail order item may also be called a literary text, hence to make the meaning more clear, a literary text must be in a good writing style. This is the point of criticism and the most interesting idea (Mersand, 1973). Literary texts give students real materials, and their language use enables understudies to improve learning, build up their basic reasoning, and upgrade their social training (Shtepani, 2012).

Operational definition: Literary texts are written works that are considered to have artistic or literary merit. They can include novels, poems, plays, short stories, and essays, among others. These texts often explore themes, characters, and ideas in a way that goes beyond mere entertainment, delving into deeper aspects of human experience and emotion.

Section two: Theoretical Background

2.1.The Concept of Translation Competence

Different from the field of Applied Linguistics where numerous research has been conducted to determine the notion of and the ways to develop communicative competence, Translation Studies has yet to build up a generally accepted definition and model of translation competence. As a matter of fact, the concept of translation competence has been defined in several manners, including transfer competence, translator competence, translational competence, and translation ability. As detailed models for linguistic competence have been developed, componential models for translation competence should also be proposed accordingly. Since those theoretical models are established based on the observation of translators' behaviors, some basic components, such as transfer competence, bilingual competence, or the relevant knowledge gained. Therefore, this study will examine and analyse two explicit definitions of translation competence defined by Hatim and Mason in 1997 and PACTE in 2000 respectively together with their componential models so that the innovative definitions can be explored subsequently. The study intends to explore the parameters of translation competence and to provide an overview of research on the definition and acquisition of translation competence, with particular emphasis on the PACTE's models. It aims for the convenience of relevant research and description (Wang, 2022).

Four affirmations can be demonstrated from the explanation of translation competence provided by Hatim and Mason, including (1) translation competence manifests itself differently in diverse situations; (2) it is primarily composed of

operative knowledge; (3) strategies would be widely used; (4) the acquisition of translation competence is, to some extent, automatic according to certain kind of expert knowledge. Through the combination of Bachman's communicative language model and the specific translation-oriented characteristics, Hatim and Mason synthesized and proposed translating capacities. As they rightly suggested, the translation process involves three stages: source text processing, transferring, and target text processing. Different individual skills will be required at different stages, yet during the translation process, these skills can interact and integrate into a unified functioning agent. Correspondingly, it appears that word processing is the primary emphasis of translating competence (Wang, 2022).

2.2 Development of Translation Competence

Göpferich (2009) has conducted a longitudinal study in which she investigated the development of translation products and processes of 12 students of translation over the 3-year period of their bachelor's program using think-aloudi , keystroke logging iiand screen recording iiias its main methods of data collection and compared their products and processes to those of 10 professional translators with at least 10 years of professional experience in translation and/or interpreting. (Ehrensberger-Dow, Göpferich and O'Brien, 2015). Her main conclusion is that the student participants' competence development over the first two-thirds of their bachelor's program did not follow a linear path with regard to the translation-specific variables; there seemed to be stagnation in the development of their translation competence (Göpferich, 2009).

For Göpferich, translation routine activation competence, tools and research competences and strategic competence were supposed to be the specific sub-competencies that makes the highly efficient translators distinct from ones without any training of translation (Ehrensberger-Dow et al., 2015). So, if someone possesses such kinds of competences, it means that he has already received academic training in translation field.

- Tools and research competence comprise the ability to use translation-specific conventional and electronic tools. So, it is about utilizing certain electronic tools such as electronic dictionaries. Even there are electronic encyclopaedias and concordances. (Ehrensberger-Dow et al., 2015).
- Translation routine activation competence comprise the knowledge and the abilities to recall and apply certain– mostly language-pair-specific – (standard) transfer operations (or shift) (Ehrensberger-Dow et al., 2015).

This means that if a translator has encountered a linguistic gap between two given texts, he is going to activate his translation competence to bridge the



linguistic gap lexically. For instance, in English-to-Arabic translation, a student of translation who has studied grammar of both languages: once s/he faced the problem of dual number during the translation process, s/he is going to utilize from what he has already studied and activate it in his translation so as to overcome the problem.

- Strategic competence controls the employment of sub-competencies mentioned above. This competence dominates over the other competences. So, when a translator renders a text, s/he is going to activate communicative competence, translation competence, and strategic competence. All these competences are going to be activated at the same time in translating the same text. Moreover, some scholars have drawn distinction between sub-competences for the sake of studying them (Ehrensberger-Dow, et al., 2015).

The more the translator renders texts, the more s/he will improve his or her translation competence and will do some sort of self-organization for his translation. The translator is going to self-organize his translation products by making less grammatical and spelling mistakes and avoid literalness. Moreover, translation competence changes through interaction. This change is noticed in community interpreting in that a team of translators are going to interpret in such an environment that will give rise to developing their ability in translation by taking into account the cultural dimension in his/her translation (Ghazala, 2008). Göpferich uses various measures that were used for strategic behaviour and for translation routine behaviour as well. One measure of strategic behaviour was that "Participants proceeded in a manner which showed that they were aware of the criteria that a specific target-text section has to achieve in order for it to be an adequate correspondent for the respective ST unit. Proceeding in a strategic manner in this sense can thus be considered as the reverse of guessing, a behaviour to which participants frequently resort when they are not aware of the criteria to be fulfilled by an adequate TT version." (Ehrensberger-Dow, et al., 2015).

2.3 Translation Competence and Translation Proficiency

Translation can be split into general, specialist and literary translation. Furthermore, it argues that legal translation as a specialist or technical translation shares many things in common with other types of translation but also has its own characteristics. Therefore, characterizing legal translation competence and proficiency presupposes the description of general translation competence and proficiency (Cao, 2007). So, Translation Competence refers to the knowledge that is essential to the translation act. Translation Proficiency is defined as the ability to mobilize translation competence to perform translation tasks in context for intercultural and interlingual communication purposes. This definition combines both competence and the ability to activate that competence in the translation act.

It also takes into consideration the communicative nature of a translation act in intercultural and interlingual contexts (Cao, 2007).

2.4 Cultural Competence and Translation competence

Many researches in the field of translation (Vermeer, 1978, P. 42) describe the translator as a “cultural operator”, bi-cultural” expert, and cross-cultural specialist. These studies reveal that cultural competence has a great impact on the quality of translation. Bassnett and Lefevere (2016) describe translation as a cultural turn, while Venuti (2017) describes translation as a task of transmitting culture. Additionally, many studies highlight the role of culture in translation. Madkour (2018) asserts that a shift in the purpose of translation necessitates training the students to acquire socio-cultural skills by engaging them in discussions about the culture of the original texts. According to this study, understanding the cultural aspects of original texts is essential for bridging the gaps between different cultures to grasp the core message of the text and render the message of the text effectively. In this respect, Bhabha (1994) states that translation is the nature of cultural communication (Vermeer, 1978).

2.5 Acquiring Translation Competence

If translation competence is made up of inter-related sub-competencies, then its acquisition is a dynamic process of building new knowledge on the basis of the old. What may be most important in the process is the restructuring of existing knowledge, rather than the addition of new information (Poza 1996). Thus, the novice stage in the development of translation competence could be defined as the stage when the sub-competencies have been acquired, at least partially, but they do not interact with each other. Therefore, the development from novice to expert is not only a question of acquiring the missing sub-competencies, but also of restructuring the existing sub-competencies to put them at the service of the transfer competence. In order to acquire translation competence, the student also has to develop a learning competence that includes the specific learning strategies that make this and any learning process possible. These strategies are the system of plans and operations used by someone who learns something to obtain, store, recover and use information (PACTE, 2000).

2.6 Literary Texts

Literary texts are authentic works that may be utilized in the classroom at any level. Fairy tales and stories, for example, may be utilized as a useful teaching material for children in a foreign language lesson. Similarly, teachers may employ famous prose and poetry from around the globe as teaching materials in the classroom, making the lesson more entertaining and pleasant for students (Khan,

2018). Literary texts demonstrate the importance of author type selection in attaining communication objectives;

- They serve as a great resource for adapting the four core language skills; - Literary texts are authentic and inspiring.
- They increase cultural understanding by enhancing students' interpretive abilities and are featured in most curriculum.
- Students appreciate the lesson because it encourages them to express themselves verbally (Khan, 2018,).

Anderson and Kathy (1997) assert that literary text is defined as an original story, stories in the movies, novels, plays, songs, lyrics, poems, and soap opera. In addition, those stories provide the readers with ideas or information to show, to tell, or to persuade the readers. Furthermore, they also assert that the literary texts mainly consist of three important types, namely, narrative, drama, and poetic. On this basis, the literary texts, to some extent, can also be defined as a make-up story in which it is based on human's experience or the factual events.

As literary texts are derived from the human's experience, Gibova (2014) in her study emphasized that literary texts came into existence in which the authors aimed at transferring or delivering his or her emotions or thoughts which is enabled by his or her orientation towards his or her experience. In other words, literary texts do not merely or mainly focus on the content, but rather, they focus on the message being transferred or delivered by the author (Landers 2001, Hermans 2007 and Sánchez 2009).

Among different categories of literature, short stories are examined in order to suggest how literature could be useful for measuring students' translation competence.

2.7 Short Story

According to Abrams (2012) "A short story is a brief work of prose fictions, and most of terms for analyzing the components, the types and various narrative techniques of the novel are applicable to be short stories as well". Plot, characters, dialogue, setting, language, style and they are the essential elements of a successful short story.

Short stories are often ideal ways of introducing students to literature in the foreign language classroom (Collie and Slater, 1987). They can usually be dealt in a single class. They are less difficult for foreign learners to read on their own. They offer greater variety for teachers to choose varieties of short texts according to the taste and interest to the students. They can be used not only in long term courses but in short term courses as well. There are several reasons for using short stories.

For decades, people have been attracted to short stories because of the interesting pedagogical aspects embedded in them. Many researchers support the use of short stories in the classroom to teach ESL/EFL and develop students' language proficiency (Majid and Mohammed, 2019).

Section Three: Methodology

3.1 Research Design

Research design can be considered as the structure of research. It is the “Glue” that holds all of the elements in a research project together; in short, it is a plan of the proposed research work (Akhtar, 2016). Research design is defined as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure. Research design is the plan, structure strategy and investigation concaved to ensure search questions and control variance (Thakur, 2021). The design of this research is “descriptive quantitative research”. The reason for choosing this research design is that the researcher wants to investigate which types of Translation competence are used by students at Kirkuk and Tikrit Universities.

3.2 Population and Sampling

Population and sampling are considered a basic step in the procedure of the study. Population refers to all the individuals or units of interest; typically, there is not available data for almost all individuals in a population (Hanlon and Larget, 2011).

While sample means a subset of the population (Creswell, 2012). The sample as a small proportion of pupils chosen for analysis and observation (Best and Kahn,1981). The sample refers to any group of individuals that are selected to symbolize a population (Richards, 1992). As for the current study, the sample is randomly selected in order to be truly convenient of the population characteristics without any bias and in order to obtain valid and reliable results. The total number of the sample is 200 EFL second-year students chosen randomly. Intentional choice is represented through choosing college and random choice is achieved through selecting a representative number of students from Colleges of Education/ Tikrit and Kirkuk universities, as shown in table 1.

Table 1
The Population and Sample of the Study

University	College	No. of Population	No. of Pilot Study	No. of The Sample	Percentage
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Tikrit	The College of Education for Humanities	170	15	100	59%
Kirkuk	The College of Education for Humanities	182	15	100	55%
Total		352	30	200	57%

3.3 Construction of Diagnostic Test

Al Juboury (2014, p.7) defines a test as "a tool that is best used for gathering information about students' performance and achievement in a given course of study". It is method or procedure for measuring a person's ability, knowledge, or performance in a particular aspect of life. The construction of the test involves planning for the test, preparing the items and instructions, putting them together and reproducing the test (Brown, 2004). The research instrument in the current study is a diagnostic test. Hughes (1989) illustrates that the construction of the diagnostic test is viewed basically as the persons' competence in the area of content and this competence is the result of many intellectual variables. In order to achieve the aims of the present study, a diagnostic test has been constructed. Includes four questions; that assess the students' performance at the production level.

To determine students' translation competence in studying short stories, the content of the test was taken from two short English stories, 'The Happy Prince' and 'The Old Man and the Sea'. The test includes four questions with six branches, two branches for each question.

The test includes objective and subjective levels, consisting of four questions. The first two questions test students' objective level, each question contains six items. The first question involves a multiple-choice type that tests the student's ability to select the most appropriate choice that goes best with the context, while the second question demands to state whether a sentence is true or false. The last two questions test the students' subjective level, The third question involves the passage translation that tests the student's ability to translate from one language to another while the fourth question includes two branches: A demands students to write short answers whereas B demands students to fill the blank with the most appropriate word, as shown in table (3.3).

3.4 Pilot Study

A pilot study refers to a preliminary study conducted with a sample out of the experiment sample to acquaint the researcher with any obstructions that may



face during the test (Good, 1973). The pilot study aims to allow the researcher to obtain information about how the instrument works and to specify the estimated time required to answer all the test questions or items. It also aims to find out the DF and DL of the test as well as to determine the clarity of the test instructions. In order to know if there is any difficulty in the items of the test, a random sample consisting of (30) male and female students in the second stage/ Colleges of Education/ English Department/Universities of Tikrit, and Kirkuk are involved in the pilot study. The time required for the student to answer all of the questions range between 40 and 45 minutes. Pilot study is conducted at the same for test on the 25th, and 26th of February, 2024 .

3.5 Reliability of the Test

Reliability is an important character of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time is conducted with the same condition for the same sample of students (Veram and Beard, 1981,860). One of the necessary characteristics of a good test is reliability. Alderson (1995) states that "reliability is the extent to which test scores are consistent". For example, if a person took different forms of the same test on two different days, scores on both tests should be similar. Alpha- Cronbach formula is used to measure the reliability of the test. The coefficient is found to be 0.89 which is considered acceptable.

3.6 Item Analysis

Bachman and Palmer (1996) mention that item analysis is a process that comprises different statistical means directed to investigate the quality of test items that have been given to students. This process aims to discover the DL and DP of the items in the test. Item analysis is a number of procedures adopted to analyze test items properties regarding Discrimination Power. The quality of the test is estimated through investigating its internal consistency in terms of the students 'responses' according to a statistical formula mentioned later.

3.7 Difficulty Level (DL)

The difficulty level is specified as the ratio of the students who replied correctly to each item (Rosas, 2000). Item difficulty refers to the extent to which an item appears to be complicated or facilitated for a given number of tests. It just reflects the percentage of learners who respond correctly to the object. The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). The items of this test are considered acceptable if they range from 0.30 to 0.76 which indicates the suitability of items.

3.8 Discrimination Power (DP)

Discrimination Power means " calculating the degree to which a particular item's results correspond with the results of the entire test' (Alderson, 1995, p.80). This means that an object is deemed to have weak power of discrimination if it is correctly scored by high-skilled students as well as low-skilled students. Item discrimination refers to the degree to which an object makes a difference between good and poor testers. An object has good power of discrimination if it collects the right answers from the good students and the wrong answers from the bad students. It is worth noting that the high power of discrimination will be close to 1.0, and no power of discrimination will be nil at all (Brown, 2010). The test item DP is found to have a range of 0.20 - 0.80.

3.9 Final Administration of the Test

The test has been finally administered after calculating its validity, reliability and pilot administration. The test has been conducted on the 27,28th of February during the sec second semester of the academic year (2023-2024). The time required for the student to answer all of the questions ranges between 40 and 45 minutes.

Section Four: Analysis of Data and Discussion of The Results

4.1 Results Related to the First Question

To answer the first question, which states, " Are There statistically significant differences among the EFL university students' use of the translation competence at Tikrit and Kirkuk Universities,"? The mean scores of the students' translation competence in the test are 56.915 and the theoretical mean is 50 with a standard deviation of 19.764, respectively. T-test formula for one sample is used. The calculated t-value is 4.984, which is found to be higher than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199, as shown in Table 10.

The results of Table (2) indicate there are statistically significant differences between the theoretical mean and students' translation competence at the two universities in favour of the translation competence. Thus, according to these results, the students of the two universities showed a significantly high level in the translation competence test. So, the first aim is achieved.

Table 2

The Mean Scores, Standard Deviations, and One Sample T-value of the Students' translation competence at the Two Universities

Group	No. of students	Mean	SD	Theoretical Mean	T-Value		DF	Sig.
					Calculated	Tabulated		
Translation Competence	200	56.915	19.764	50	4.984	1.972	199	0.05

4.1.1 Comparison between the Mean Scores of Kirkuk and Tikrit Universities at Translation Competence Test

To answer the question "Are There any statistically significant differences among the EFL university students' translation competence at the two universities; Kirkuk and Tikrit?" all mean scores are obtained and compared. Statistics show that the mean scores of Kirkuk University are 52.57 and that of Tikrit University is 57.26, with a standard deviation of 19.858 and 19.76, respectively. Using the t-test formula for two independent samples, the calculated t-value is 0.2463, while the tabulated t-value is 1.972 at the degree of freedom 198 and level of significance 0.05.

This indicates that there isn't any significant difference between the two universities in the translation competence test as shown in Table (3).

Table 3

The Mean Scores, Standard Deviations, and Two Independent Sample T-Value of the Students in the translation competence test Between the Two Universities

Groups	No. of students	Mean	SD	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Tikrit	100	57.26	19.76	0.2463	1.972	198	0.05
Kirkuk	100	52.57	19.858				

4.2 Results Related to the Second Question

To answer the second question, which states, "Are *There statistically significant differences among the EFL university students' Translation Competence types at the two universities, Kirkuk and Tikrit,*"? The t-test formula for one sample is used. The mean scores of the students' Bilingual sub-competence in the test are 12.6 and the theoretical mean is 8 with a standard deviation of 4.424, respectively. The calculated t-value is 14.70, which is found to be higher than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199.

Whereas in the second type, the mean scores of the students' Knowledge about translation in the test are 9.24 and the theoretical mean is 7.92 with a standard deviation of 3.361, respectively. The calculated t-value is 5.55, which is found to be higher than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199.

The mean score of the third type, Extra-linguistic competence in the test, is 9.63, and the theoretical mean is 7.89 with a standard deviation of 3.442, respectively. The calculated t-value is 7.13, which is found to be higher than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199.

The mean score of the fourth type, Instrumental competence in the test, is 8.745, and the theoretical mean is 7.87 with a standard deviation of 3.291, respectively. The calculated t-value is 3.76, which is found to be higher than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199.

The mean score of the fifth type, Strategic sub-competence in the test, is 8.23, and the theoretical mean is 7.79 with a standard deviation of 3.309, respectively. The calculated t-value is 1.88, which is found to be lower than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199.

The mean score of the sixth type, Psycho-physiological component in the test, is 8.465, and the theoretical mean is 7.60 with a standard deviation of 3.168, respectively. The calculated t-value is 3.86, which is found to be higher than the tabulated t-value, which is 1.972 at the 0.05 level of significance when the degree of freedom is 199.

The results indicate that there are statistically significant differences between the theoretical mean and students' translation competence types tests at the two universities in favour of the theoretical mean. Thus, according to these results, the students of the two universities showed a significant weakness in the students' micro skill cluster types test as shown in table 4.

Table (4)

The Mean Scores, Standard Deviations, and One Sample T-value of the students' micro skill clusters types Tests at the Two Universities

Group	No. of students	Mean	SD	Theoretical Mean	T-Value		DF	Sig.
					Calculated	Tabulated		
Type 1	200	12.6	4.424	8.00	14.70	1.972	199	0.05
Type 2	200	9.24	3.361	7.92	5.55			
Type 3	200	9.63	3.442	7.89	7.13			
Type 4	200	8.745	3.291	7.87	3.76			
Type 5	200	8.23	3.309	7.79	1.88			
Type 6	200	8.465	3.168	7.60	3.86			

4. 3 Comparison of Kirkuk University Students' Use of the Translation Competence Types.

To achieve the second aim of this study which is the translation competence types; Bilingual sub-competence, Knowledge about translation, Extra-linguistic competence, Instrumental competence, Strategic sub-competence, Psycho-physiological component. at the two universities by investigating the second question, the one-way analysis of variance was used, as shown in table (5).

Table (5)

One-Way Analysis of Variance (ANOVA) Among the Three Types

	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	1151.88	5	230.376	18.472	2.229	0.05
Within Groups	7407.9875	594	12.4714			
Total	8559.8675	599				

Table (6) shows that the calculated F-value of 18.472 is higher than the tabulated f-value of 2.229 at the 0.05 level of significance and DF = 599. This indicates that there are significant differences between university students in terms of translation competence types in the light of the six types of Kirkuk University.

Table (6)***Comparisons of Means Between the Six Types***

Types	N	Subset for alpha = 0.05		
		1	2	3
Bilingual sub-competence	100	10.48		
Knowledge about translation	100		9.13	
Extra-linguistic	100		9.24	
Instrumental competence	100			8.61
Strategic sub competence	100			8.53
Psycho-physiological component	100			8.65
Sig.		1.000	1.000	1.000
a. Uses Harmonic Mean Sample Size = 100.000.				

According to Table 6 above, the comparisons of means showed that the mean scores in the term of translation competence types of Kirkuk University in the six types, Bilingual sub-competence is 10.48, Knowledge about translation is 9.13, Extra-linguistic competence is 9.24, Instrumental competence is 8.61, Strategic sub-competence is 8.53, and Psycho-physiological component is 8.65 with harmonic mean sample size = 122. This indicates that there is a significant difference between EFL university students at the six types in favor of Bilingual sub-competence.

4.4 Comparison of Tikrit University Students' Use of Translation Competence Types

To achieve the second aim of this study which is the translation competence types; Bilingual sub-competence, Knowledge about translation, Extra-linguistic competence, Instrumental competence, Strategic sub-competence, Psycho-physiological component at the two universities by investigating the second question, the one-way analysis of variance was used, as shown in table (7):

Table (7)***One-Way Analysis of Variance (ANOVA) Between the Six Types***

	Sum of Squares	DF	Mean Square	F-value		Sig.
				Calculated	Tabulated	
Between Groups	1499.36	5	299.872	24.187	2.229	0.05
Within Groups	7364.191	594	12.3976			
Total	8863.551	599				

Table (8) shows that the calculated F-value of 24.187 is higher than the tabulated F-value of 2.229 at the 0.05 level of significance and $DF = 599$. This indicates that there are significant differences between university students in terms of translation competence types in the light of the six types of Tikrit university.

Table (8)
Comparisons of Means Between the Six Types

Types	N	Subset for alpha = 0.05		
		1	2	3
Bilingual sub-competence	100	12.72		
Knowledge about translation	100		15.13	
Extra-linguistic	100	10.02		
Instrumental competence	100			8.88
Strategic sub competence	100			7.93
Psycho-physiological component	100			8.28
Sig.		1.000	1.000	1.000
a. Uses Harmonic Mean Sample Size = 100.000.				

According to Table 8 above, the comparisons of means showed that the mean scores in the term of translation competence types of Kirkuk University in the six types, Bilingual sub-competence is 12.72, Knowledge about translation is 15.13, Extra-linguistic competence is 10.02, Instrumental competence is 8.88, Strategic sub-competence is 7.93, and Psycho-physiological component is 8.28 with harmonic mean sample size = 100. This indicates that there is a significant difference between EFL university students at the six types in favour for Bilingual sub-competence.

4.2 Discussion of the Results

The current study attempts to test the Translation Competence of EFL university students and their Performance in literary text at Tikrit and Kirkuk Universities. The result of the current study illustrates the EFL university students' use of Translation Competence in their studying of literary text. The results of the first question show that the EFL university students at the College of Education Kirkuk University have low level in their use of the Translation Competence, but higher average test scores if compare with University of Tikrit.

The second question is related to the EFL university students' use of Translation Competence types in literary text at two universities. (Bilingual sub-competence; Knowledge about translation sub-competence; Extra-linguistic sub-competence; Instrumental competence; Strategic sub competence; Psycho-

physiological component). Results show high use of Translation Competence types by all the students at the two universities, With an advantage for universities in performance. According to the comparisons of means shown in Table (4.2) above, the mean test scores of student's performance in Kirkuk 52.57, and Tikrit University 57.26, with harmonic mean sample size = 100.000. This suggests that there are statistically significant disparities between students in the first kind (Bilingual sub-competence) at Kirkuk University with 10.48 and Tikrit University gaining the upper hand with 12.72.

Section Five

5.1 Conclusions

The current study has come up with some conclusions, which are:

- 1- Iraqi EFL students possess an appropriate translation competence but lack an essential component of translation competence, namely the Strategic sub-competence.
- 2- practical experiences, such as exposure to diverse literary texts and translation tasks, play a crucial role in the development of translation competence among EFL university students.
- 3- The research findings indicate that Iraqi EFL university students exhibit a strong grasp of various translation competence types, including bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, and psycho-physiological components, highlighting their multifaceted linguistic skills.
- 4- The research findings affirm the effectiveness of the educational programs and curricula implemented at Tikrit and Kirkuk universities in fostering translation competence among EFL students, reflecting positively on the quality of language education provided at these institutions.

5.2 Recommendations

Based on the above conclusions, it is recommended that:

1. EFL teachers should provide comprehensive training on Translation Competence, including techniques such as deciphering the underlying content of literary texts and establishing cohesive connections between textual elements.
2. Understanding the specific objectives driving students' engagement with literary translation is essential. teachers can then select activities aligned with these objectives, tailored to the diverse proficiency levels of students.
3. Curriculum designers should Integrate Translation Competence into the curriculum for developing translation competence among Iraqi EFL university students in order to fostering comprehensive language proficiency.

4. EFL University Students as a foreign language are recommended to put more effort to the Translation Competence as it enhances language proficiency, fosters cultural understanding, promotes literary appreciation, boosts academic advancement.

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