

Evaluating the Pedagogical Effectiveness of Translation Module in EFL Contexts: A Case Study on Comprehension and Analysis among Third-Year Students of English



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Abstract: Numerous studies have sought to determine effective principles for enhancing the teaching of English as a foreign language by adopting pedagogical measures that improve learners' proficiency and develop their linguistic abilities. The present article investigates the instruments that can strengthen the role of the translation module in improving EFL learners' proficiency. To this end, it adopts a descriptive-analytical approach by identifying and examining the features of the syllabus used in the teaching of the translation module for Third-year English students at El Oued University. To support the syllabus analysis, a field study was conducted using a structured electronic questionnaire administered to a sample of 70 students enrolled in the module. The instrument was designed to explore students' perceptions of the effectiveness of the translation instruction. The findings reveal that the majority of the surveyed students perceived the translation module as beneficial for improving both language proficiency and specialised skills. The study highlights the importance of prioritising comprehension, analysis, and revision in translation teaching and proposes pedagogical adjustments to improve the effectiveness of the module.

key words: Analysis; Comprehension; Instruction; Translation; Third-Year Students.

Introduction

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This study does not aim to determine the most appropriate techniques for language teaching in general, nor to define the place of translation within the overall teaching process. The discussion of this topic has already occupied a substantial space in research, books and academic studies. For a long period, translation was viewed unfavourably by theorists of language education; however, many researchers have since recognised its importance and its role in language teaching, whether at early stages, such as primary education or at higher levels, such as university education.

Rather, this study specifically attempts to answer the following question: How effective is the translation module for students of English, particularly third-year students at the University of El Oued? It also seeks to identify the difficulties encountered in its implementation, whether those related to the teaching of English in general or to translation in particular.

Both Guy Cook, in his book *Translation in Language Teaching* (Cook, 2015) and Philip Kerr, in his book *Translation and Own Language Activities in English* (Kerr, 2014), emphasise the importance of translation in English language teaching and the need to link it to the mother tongue, especially in the early stages of the educational process.

In this context, Bouchafa likewise emphasised this perspective in her book *"Translation in English Language Teaching"*, written in English, in which she focuses on the uses of translation in teaching English in Algeria at the initial levels of education, demonstrating its importance as well as the limits governing its application. (Bouchafa, 1996, pp6-19)

It is noteworthy that these studies have generally addressed the use of translation in the teaching of foreign languages, particularly at the early stages of education. However, to the best of our knowledge, none has specifically focused on teaching a foreign language as a foreign language at the university level, except for a number of studies and articles published in academic journals. Among these is the study by Alireza Bonyadi published in 2003 under the title *"Translation: Back from Siberia"*, in which he elaborates on the renewed and reaffirmed role of translation in language education. (Bonyadi, 2015)

Another relevant contribution is the study by Abdel Moneim Mahmoud entitled *"Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure"*, in which he

highlights the centrality of comprehension in the translation process (Mahmoud, 2014). According to his view, effective translation cannot occur without a thorough understanding of the source text. Building on this perspective, we sought to ensure that the third-year syllabus incorporates the development of the two essential skills for achieving a high-quality translation: comprehension and analysis.

Saida Kohil's book, entitled "Translation Education: An Analytical Applied Study", is also considered one of the most prominent works addressing the didactics of translation. However, it focuses on translation pedagogy for students of French, and the author did not concentrate on a specific academic level. Nevertheless, the work remains valuable, particularly with regard to identifying theoretical themes that may inform the design of translation syllabi. (Kohil, 2009)

It is also worth noting that Youmbai Mohammed Yassin published a study entitled "The Didactics of Translation Module in Language Departments; The English Department at El Oued University as a Model". In this study, he examines the syllabus adopted in the department for the second-year students, emphasising the necessity of pedagogical progression in the presentation of the course content and demonstrating how such progression enhances the value of translation and its role in language teaching. (Youmbai and Kohil, 2020)

1. Language Teaching and Communication Skills

Jeremy Harmer emphasises that the teaching process in English language instruction should be grounded in the four communication skills: listening and reading (receptive skills) and speech and writing (productive skills). (Harmer, 2001) Accordingly, the entire instructional program should be structured around the development and enhancement of these skills.

Studies in the field of language pedagogy also indicate a set of essential principles for the development of the teaching of English as a foreign language. Among the most significant are the following:

- The commitment of the instructor to determining the appropriate methodological approach for engaging with students, linking instruction to real-life contexts, and choosing relevant learning content based on a modern, interactive syllabus characterised by continuity beyond the classroom.

- The need to ensure the teacher's pedagogical training, alongside mandatory proficiency in the English language.
- The necessity of instructional content to focus on grammar and its genius through a sound methodology that addresses the various components of sentence structure and the difficulties learners typically encounter in studying English, while simultaneously developing the four skills and emphasising continuous language practice.
- The provision of an appropriate learning environment with careful attention to diverse pedagogical resources and the effective integration of technology into instruction, including audiovisual media, the Internet and interactive programs.
- The broadening of students' intellectual horizons through the inclusion of diverse standards with academic programs that require sustained reading and frequent engagement with other complementary skills.
- The expansion of English language instruction, granting it greater importance and increased instructional time, with particular emphasis on introducing it at earlier stages of learning to foster linguistic competence and cultivate learners' motivation to study it.

For the success of the educational process, a set of conditions must be met across the three components of the instructional triad in a manner that ensures their integration:

1.1 The Teacher

The teacher serves guide and facilitator. His or her personal and professional characteristics play a crucial role in the educational process, as they directly or indirectly influence learning outcomes. An effective teacher is one who has mastered both the subject matter and the fundamentals of teaching and who possesses a comprehensive command of pedagogical skills. The teacher also influences learners' levels of achievement and therefore must remain both an instructor and a lifelong learner, fostering a spirit of constructive competition among students. Continuous engagement in educational innovation and the use of modern technologies for learning is likewise essential. (Harmer, 2001)

1.2 The Learner

The learner constitutes the foundation of the instructional framework. Accordingly, the syllabus and teaching methods are selected with reference to the learner's characteristics and needs. To achieve

success, the learner must demonstrate dedication to study, diligence and perseverance, and must strive for understanding through reflection, contemplation, and sustained practice. When these characteristics are taken into account, the teacher can ensure the success of the educational process; when they are neglected, the process is likely to fail and provide limited results.

1.3 The Syllabus

A well-structured, coherent, and comprehensive syllabus with clearly defined objectives constitutes the cornerstone of successful instruction. Emphasising its practical dimension, providing incentives for learners, and ensuring diversity in its components are all factors that contribute decisively to this success. Adapting the syllabus to the learners' needs, whether academic or professional, while capturing their interest by addressing diverse language-related domains and everyday usage, encouraging productive engagement rather than passive reception, and assigning research tasks of varying levels all serve to strengthen the effectiveness of language teaching in general and the English language in particular. (Harmer, 2001)

2. Difficulties in Teaching Translation to Students of English

Teachers who are engaged in teaching translation to students of English face numerous challenges that hinder the effective implementation of the instructional process, including:

- The lack of instructors/teachers specialised in translation and qualified to teach it to students of English.
- Overcrowded classrooms, despite the fact that language instruction requires relatively small groups in order to provide learners with greater opportunities for oral practice and for the monitoring of their work.
- The shortage of educational resources, limited mastery of modern technologies and the underutilization of language laboratories in most universities, in addition to the scarcity of references, factors that collectively lead to inadequate training.
- Weak prior preparation (pre-university), along with monolingual thinking in the mother tongue, which inevitably leads to linguistic interference and a tendency to formulate ideas in the native language

- and then translate them into English when writing or speaking, producing fragmented and inelegant English structures.
- Variation in students' proficiency levels and the lack of motivation or willingness to learn among some learners.
 - The absence of standardisation among adopted teaching curricula and the difficulty of consistently adhering to them
 - Learners' discontinuation of language use immediately after the lesson and the resulting decline in motivation for continued learning.

3. The Adopted Syllabus for Third-Year English

In 2019, following an invitation from the teaching committee of the English Department at El Oud University to convene academic meetings aimed at discussing and adopting a unified collaboration with the decampment translation specialists. Most of them submitted proposals concerning the structure and objectives of the program.

The proposed third-year syllabus was designed in sequential continuity with the second year and the first year of the Master's program, in accordance with the course framework approved by the Ministry. The program proceeds from the smallest linguistic unit, the word, to the highest unit, the text. Its principal objective is to ensure that the translation modules function as a support for English language teaching rather than as an impediment to it. Accordingly, the third-year syllabus was structured as outlined below:

First Chapter	Second Chapter
I. <u>Translation</u> 01- Paragraph translation • Activity N°01: Comprehension • Activity N°02: Analysis • Activity N°03: Translating • Activity N°04: Commenting Translation 02- Text Translation : • Activity N°01: Comprehension • Activity N°02: Analysis • Activity N°03: Translating • Activity N°04: Commenting	II. <u>Interpreting</u> 1. Introduction • Definition of Interpreting • The difference between interpreting & translation. • Modes of Interpreting: Consecutive, Simultaneous and sight translation. • Conference interpreting. 2. The Important skills for interpreting • Public speaking • How to improve your memory • Note taking techniques

Translation 03- Specialised Translation (Translation for Specific Purposes: TSP) • Introduction • Difference between Specialised and General translation • Text types in Translation • Activity N°01: Translating scientific Texts • Activity N°02: Translating literary Texts • Activity N°03: Translating economic Texts • Activity N°04: Translating political Texts • Activity N°05: Translating legal Texts • Activity N°06: Translating popular science Texts	• Good Listening • Good understanding • Content Analysis 3. Problems & Barriers of Interpreting 4. Equivalence in translation; Levels of equivalence 5. Sworn Translation 6. Translation Arabic/ English • Activity N°01: Translating scientific Texts • Activity N°02: Translating literary Texts • Activity N°03: Translating economic Texts • Activity N°04: Translating political Texts • Activity N°05: Translating legal Texts
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Table 01: Syllabus of the Third Year English Translation Module at El Oued University

4. Syllabus Analysis

The syllabus in both semesters focuses on linking the instructional content to the learner on the one hand and the labour market on the other. After students in the second year are trained to move between languages at the levels of the word and the sentence, and are introduced to selected translation techniques and appropriate approaches, they progress in the third year to working with higher textual units, namely the sentence and the paragraph, while applying a range of translation strategies.

A deliberate balance has been maintained between theoretical and practical dimensions, so that the translation session functions primarily as a practical workshop rather than as a lecture-based or purely theoretical class. The program also incorporates the translation of specialised texts, even if in short excerpts, with the dual objective of connecting learners to their surrounding environment and motivating their engagement with translation.

Both during the COVID-19 period and prior to it, instructors/teachers were, and continue to be, responsible for providing students with the texts before the practical session, enabling them to come to class with a preliminary understanding of the material. Program designers also took into account the need to distinguish between teaching translation as a supplementary module within language departments and teaching it as a specialised discipline.

Furthermore, topics that may appear theoretical are presented in the form of texts within applied classroom activities, without separating theory from practice. Students present their translations while simultaneously acquiring knowledge related to the translated text itself.

The program is distinguished from other adopted syllabi by its consciousness and its close alignment with learners' needs, achieved through short and accessible texts that facilitate comprehension. It emphasises the development of comprehension and understanding before translation, and the cultivation of analytical and critical (revision) skills following the translation process, an essential factor in achieving effective translation.

5. Research Methodology

To achieve the objective of the study, a descriptive-analytical research design was adopted. The investigation combines syllabus analysis with an empirical field survey in order to evaluate the pedagogical effectiveness of the translation module and to examine students' perceptions of its role in English language learning.

The field study designed to examine the effectiveness of the translation module for students of English required the selection of a sample of students at El Oued University. The sample consisted specifically of third-year undergraduate students of English to whom the module was delivered. The total number of participants was 70 students, comprising 74.3% females and 25.7% males. The sample of this study was not selected through a formal sampling procedure. Instead, the questionnaire was distributed electronically to all third-year English students enrolled in the translation module at El Oued University. The final sample (N=70) comprised students who voluntarily responded to the questionnaire. Thus, the study relied on a voluntary response sample.

Data were collected through a structured questionnaire administered electronically. It was designed in a concise format and presented as a single instrument to facilitate both data collection and

analysis. The questionnaire also contributed to time efficiency and enabled the precise targeting of the study sample.

Students' responses were highly conclusive, as they supported the central objective of the study, namely, affirming the importance of the translation module for these learners. In order to achieve the intended research goals, the questionnaire items were formulated to allow students to select from a range of possible responses, while also providing opportunities, where appropriate, for them to express their views and perspectives. Participation in the study was voluntary, and respondents were informed that their answers would be used exclusively for academic research.

6. Processing the Questionnaire and Analysis of Results

After compiling the questionnaire responses and analysing the findings, the following conclusions may be drawn:

6.1 The Importance of Translation for University Students of English

The first question investigated the extent to which students perceive the importance of the translation module offered to them, given that they had previously studied the subject during their second year. The response format was open-ended, allowing participants to select more than one option. The distribution of responses was as follows:

Response Options	Percentage
Improving English language proficiency	%24.3
Training in translation skills	%25.7
Preparation for Specialising in translation at the Master's level	%11.4
Understanding linguistic differences between English and Arabic	%21.4
All of the above	%52.9

Table 02: Response options to the Question on the Importance of Translation for students of English at the University of El Oued

The table indicates that students are aware of the importance of the module, given its connection both to improving their English language proficiency and to training them in translation in preparation for potentially specialising in it in the future. For most respondents, translation encompasses all of the proposed functions. Thus, it may be

stated that although translation once experienced a period of marginalization, since, as noted above, numerous studies argued that its use in language pedagogy could negatively affect the overall instructional process, it had long been "treated as an outcast in language teaching theories throughout the twentieth century and its close; indeed, its use to facilitate the learning of a new language at university was virtually beyond discussion." (Cook, 2015)

In recent years, however, the situation has changed: translation has gained advocates and its status has been strengthened. Translation into the mother tongue, according to Elizabeth Lavault, constitutes "a means of teaching that language (the target language) and of enhancing learners' verbal culture". (Lavault, 2003, p.21) Its pedagogical value may be summarised as follows:

- It enables learners to move smoothly from one language to another while acquiring vocabulary, thereby reducing conflict and misunderstanding. The require precise and explicit knowledge of both languages involved (the mother tongue and the target language). (Cook, 2015)
- The Translation module can be employed for contrastive analysis and error analysis, allowing learners to identify differences between their native language and English to avoid them in the future and to free themselves from the residual influence of their mother tongue on their written and spoken English.
- Translation offers pedagogical benefits for both teachers and learners: it serves simultaneously as a stimulus and as a supportive tool for the cognitive task of acquiring a new language. It is also a highly practical and widely required skill for language learners. (Cook, 2015)
- Translation into English reveals the extent of error that may result when learners attempt to think in Arabic while speaking another language. The ability to translate, therefore, is a fundamental component of bilingual communicative competence. (Cook, 2015)
- Translation facilitates the assimilation of grammatical rules and encourages students to identify areas of weakness and work to overcome them.
- Translation plays a crucial role in developing analytical skills that support accurate comprehension and sound interpretation. As Guy Cook maintains, translation should, for most learners today, be

both a goal and a means of language learning, as well as a fundamental criterion of success. (Cook, 2015) It opens broad analytical, critical, and linguistic horizons for students.

These findings further reinforce the pedagogical value of translation for students of English at El Oued University.

Bonyadi Alireza indicate that multiple purposes and pedagogical motivations underlie the use of translation in language teaching. Among the most significant are the following:

- Some learners rely on their native language as a resource for understanding the language they are learning, an approach associated with individual learning styles. Such learners need to relate and compare the vocabulary and structures of the target language with their equivalents in the mother tongue; this tendency must therefore be taken into account. (Bonyadi, 2015)
- In this regard, Abdel Moneim Mahmoud affirms that teachers and students resort to translation to explain difficult concepts, clarify unfamiliar words and expressions, elucidate complex grammatical rules, teach pronunciation, explain writing strategies, and provide instructions for classroom activities. (Mahmoud, 2014)
- Translation contributes to motivating learners to develop their comprehension abilities, as they are obliged to read the text carefully before translating it, attempting to understand its characteristics, structures and contextual dimensions, which is commonly referred to as text analysis.
- Translation constitutes a conscious learning process that involves two principal cognitive operations: first, understanding the original text and second, formulating it in the target language.
- Translation is an inherently communicative activity practised within a meaningful context. It fosters interaction between the teacher and students as well as among students themselves.
- Translation may be employed as an assessment technique in reading classes and extensive reading sessions. It provides an effective means of evaluating students' comprehension of reading texts, for example, by asking them at the end of a session to translate a segment of the text into their native language in order to gauge the depth of their understanding. (Bonyadi, 2015)

6.2 The Adopted Syllabus for the Third -Year Level

The question was divided into three parts. The first sought students' views on the syllabus and the extent to which it met their expectations. Responses varied between two poles: 54.3% considered it good but in need of improvement, while only 2% indicated that it was not important to them.

The second part examined the impact of students' prior access to the syllabus and course content. A total of 80% agreed that prior familiarity was important, whereas 7.1% did not consider it significant.

The third part focused on the structure of the syllabus and the necessity of progression through levels of translation, word, sentence, paragraph and text. Responses were divided between 57% who agreed and 42% who strongly agreed.

Through this question, we sought to determine the acceptability of the instructional content and its suitability for students. Overall, the responses aligned with expectations and reinforced the importance of the syllabus, while also encouraging the program team to continue refining and developing it so that it may better serve the widest possible segment of the target student population.

6.3 Translation, Text Comprehension and Analysis

The question was divided into two parts in order to determine the importance of comprehension, understanding, analysis, and critical evaluation prior to translating texts, as well as to assess students' responsiveness to this type of activity. Their responses were encouraging, as reflected in the chart below

A total of 70% of respondents strongly agreed that understanding the material to be translated is essential before initiating the translation process, while 1% indicated that comprehension alone is insufficient and the students must also be familiar with the domains to which texts belong in order to identify the appropriate terminology. Furthermore, 61% emphasized the importance of comprehension for producing an effective translation and demonstrated awareness of its central role.

It is necessary to understand the material to be translated well before starting the translation process

70 Responses

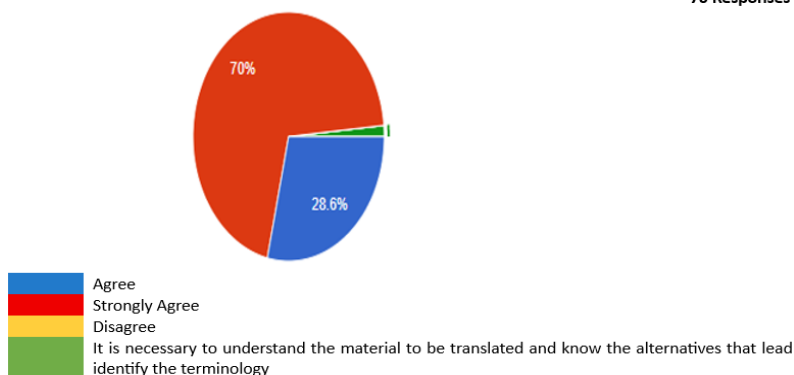


Chart 01: Response Options Regarding the Importance of Comprehension in the Translation Process

Mahmoud regards translation as a post-reading procedure to assess students' comprehension of a text. By its nature, translation emphasises the precise details of the translated texts and their central ideas, which students may not always fully grasp. Translation, therefore, requires a careful and attentive reading of the entire text so that the reader may apprehend all the ideas presented, examining it meticulously at every level, word, sentence, and text.

Through the students' translations, the instructor can identify areas of difficulty in both comprehension and translation more broadly. It also becomes possible to detect the extent of linguistic interference or confusion experienced by learners, thereby enabling the instructor to address these issues and to inform colleagues so that they may collaborate in remedying them. (Bonyadi, 2015)

This perspective is likewise reflected in the view of Elizabeth Lavault, who emphasizes the necessity of translating a text, or a portion of it, only after its meaning has been clarified over several instructional sessions (for example, one session devoted to analysis and comprehension, and another to translation and revision) Such an exercise, she notes, aims to monitor the text comprehension by focusing on the overall meaning, logical coherence of ideas, and clarity of expression."(Lavault, 2003, p.32)

6.4 Enhancing Skills of Comprehension and Understanding

Comprehension constitutes the foundation of all language skills. (Escar, 2022) Language is fundamentally a process of understanding and

making oneself understood; it is therefore a communicative activity grounded in comprehension (how one listens and reads) in order to achieve expression (speaking/writing). (Al-Ali, 2019) Accordingly, the diversification of text types must be taken into consideration in order to strengthen comprehension skills. Understanding involves establishing relationships between linguistic form and meaning so as to apprehend conceptual units, and the degree of comprehension ultimately determines the value and effectiveness of reading. For this reason, reading and conversation texts should be further reinforced within the syllabus. (Hasirul, 2024)

Language instruction must also occur within meaningful contexts, and acquired knowledge should be applied to both written and spoken texts. Strengthening comprehension skills encourages learners to use acquired knowledge accurately, develop their analytical and cognitive capacities, and benefit from these competencies throughout their academic trajectory. (Snow, 2010) The translator does not merely transfer words from one language to another, but conveys content to the recipient. Translation involves grasping meaning and reconstructing it; thus, the translator must fully understand what is conveyed in order to transmit an accurate meaning that preserves the original message for a new audience. (Lavault, 2003, p.108)

6.5 Enhancing Skills for Thinking and Analysis

A question similar to the previous one was included in the questionnaire to assess students' awareness of the importance of analysis and revision in the translation process. Their responses were generally persuasive. 55.7% agreed on the importance of analysing the material to be translated in producing a high-quality translation of the assigned texts, while 3% opposed the idea of analysis.

Analytical competence is developed through the activation of higher-order thinking skills that enable learners to monitor, regulate, and evaluate their own learning. After acquiring language knowledge through instruction, the teacher must guide students in developing the ability to analyse and infer through diverse reading experiences. By encouraging sustained reading and extensive engagement with texts, the teacher should cultivate in learners the capacity to consider issues from multiple perspectives and to refrain from accepting ideas uncritically. Students should instead examine ideas carefully and either accept or reject them with reasoned justification. This constitutes the initial step towards

critical thinking, which learners who read extensively can progressively develop once they acquire sufficient cognitive and conceptual resources.

The Stage of Analyzing the material to be translated is very important to produce good translation

70 Responses



Chart 02: Response Options Regarding the Importance of Analysis in the Translation Process

Skills of thinking and analysis stimulate learners' intellectual engagement by enabling them to generate ideas, select appropriate arguments, and adopt suitable modes of expression in writing. They also help learners develop decision-making abilities and evaluate information critically, determining whether the information presented is valid and identifying gaps in proposed solutions

Therefore, instructional content should arouse students' curiosity and encourage inquiry and reflection. This can be achieved by integrating topics aligned with learners' interests and by fostering classroom dialogue that welcomes diverse viewpoints, free from rigid or formulaic discourse. The use of varied texts, particularly those addressing complex or sensitive themes, can nurture students' capacities for critical and analytical reflection. Comparative approaches, for example, are especially beneficial in this regard.

Additional questionnaire items sought to assess students' awareness of the syllabus content, including the detailed presentation of translation techniques, the necessity of informing students about these techniques and training them in their application, and the importance of intensifying individual translation practice. The responses were generally convincing; students emphasised the importance of the instructor's specialisation and mastery of translation methods and techniques, as well as the need for

specialised training that enables instructors/teachers to address diverse instructional situations.

Engagement with text translation enables students of English to gradually develop translation competence through sustained practice, despite the challenges previously identified. Several measures may help address these challenges:

- Increasing the instructional hours allocated to the translation module relative to other modules.
- Granting translation, a central role and employing it as a tool in English language teaching.
- Assigning greater importance to core modules and adapting their syllabi to learners' needs and interests, with ongoing review to ensure alignment with instructional objectives.
- Encouraging instructors/teachers' continuous professional development and the integration of advances in language pedagogy.
- Strengthening foreign languages instruction at earlier educational stages.
- Prioritising the practical dimension of instruction over purely theoretical treatment.
- Establishing academic agreements between the university and training centres, at local, national and international levels, to promote exchange and to foster a supportive environment for language learning with and beyond educational institutions.

In light of the above, and with a view to improving the translation module for learners of English so that it fulfils its intended objectives, the following recommendations may be proposed:

- Designing the translation module syllabus in collaboration with experienced specialists in translation and English language teaching in order to ensure the effective realisation of instructional goals.
- Standardising translation syllabi for learners of English at the national level and subjecting them to periodic review by qualified specialists.
- Enhancing syllabi so that they address the learning difficulties faced by students of English while respecting their varying proficiency levels, and continuously updating content to reflect the linguistic and socio-cultural context of the region, university, and country.

- Increasing practical sessions and reducing theoretical instruction by incorporating a wide range of texts translated to and from English, including both literary and technical genres, thereby expanding students' lexical repertoire and expressive capacity.
- Creating a learning environment that fosters students' engagement with translation through the careful selection of texts and the integration of theoretical and practical instruction.
- Assigning the module to instructors/teachers who hold academic qualifications in translation and possess professional and pedagogical expertise in both translation practice and instruction.

Conclusion

In conclusion, and in light of the above discussion, it may be stated that the translation module for students of English, particularly those in the third year, requires restructuring and reinforcement. This can be achieved by strengthening learners' comprehension skills prior to initiating the translation process, within a continuous instructional cycle that begins with the presentation of the text, accompanied by a reading guide and comprehension questions (addressing meaning, vocabulary, synonyms and antonyms), followed by the revision of the translated material to ensure the accurate transfer of key lexical items that preserve the overall meaning, as well as the grammatical and structural corrections of the target language. Translation is neither a purely theoretical endeavor devoid of practice nor a process of transmission without understanding. Rather, it is an integrated activity grounded in comprehension, application, and critical revision.

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Appendix: Student Questionnaire

Introduction: This questionnaire forms part of a research study on "The Effectiveness of the Translation Module in EFL". We kindly request your cooperation in answering the questions below. All information you provide will remain strictly confidential and will be used solely for scientific research purposes. I extend my sincere thanks and appreciation for your valuable contribution to the completion of this study. Please accept my highest regards.

Note: This questionnaire is intended exclusively for third-year English students at El Oued University. Please do not share it outside this target group.

1. **Gender ***
 - Male
 - Female
2. **The importance of translation for university students of English lies in:**
 - Improving English language proficiency.
 - Training in Translation.
 - Preparation for Specialisation in Translation at the Master's level.

- Understanding linguistic differences between English and the mother tongue
 - All of the above.
 - Other opinion.
- 3. What is your opinion of the translation module syllabus adopted at your university?**
- Good and important
 - Acceptable
 - Important but needs improvements.
 - Not important
 - Other opinion
- 4. My familiarity with the syllabus has enhanced my knowledge and enabled me to benefit effectively from the Module.**
- Agree
 - Strongly agree
 - Disagree
 - Other opinion

Note: All subsequent questions use the same response scale as question 4.

- 5. I believe in the importance of gradual progression in dealing with the translation levels: word, sentence, paragraph, and then text.
- 6. It is essential to understand the material to be translated before starting the translation process.
- 7. The comprehension questions included in the syllabus are important and appropriate for producing a good translation.
- 8. The analysis stage of the material to be translated is very important in producing a good translation.
- 9. Students should be familiar with translation techniques and strategies before starting the translation process.
- 10. The seven translation procedures proposed by Vinay and Darbelnet are important and appropriate for producing a good translation.
- 11. Revision after completing the translation improves my work and results in a better translation.
- 12. I am already familiar with how to handle words and sentences during the translation process and the characteristics of each language in this regard.
- 13. There are no linguistic differences between Arabic and English; they are similar.
- 14. Translators must possess extensive and continuous knowledge of their working languages.
- 15. A qualified instructor specialised in translation can teach and train English students easily in translation effectively.
- 16. I voluntarily and frequently translate texts from English into Arabic and vice versa.
- 17. I wish to continue studying translation as a specialisation.
- 18. Bilingual students can practice translation better than students who study translation as a major at university.