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Investigating the Difficulties Faced by Preparatory School Pupils in Translating the Literary Texts

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Abstract: This study deals with the difficulties encountered the fifth preparatory school pupils in translating and comprehending the literary texts of English language. This study aims at:

1. investigating the difficulties face fifth class preparatory school pupils in translating literary text.
2. investigating the effect of gender factor as it is concerned with the learners.

It is hypothesized that:

1. There are statistical significant differences among pupils in comprehending and translating literary text.
2. There are no statistical significant differences among the pupils according to their gender factor.

The procedures that have been followed in this study included interviews and a questionnaire which have been constructed and circulated among pupils of English language . The pupils questionnaire consist of 17 questions to be answered by the fifth class preparatory school pupils. The questions of the questionnaire aimed to point out the most difficulties that the preparatory school pupils are encountered in translating and comprehending the literary texts of English language .

To show the validity of the questionnaire which was submitted to the jury of seven teachers of the English language and the content validity was

checked by submitting the questionnaire to English language teachers. The questionnaire was applied to 250 males and females pupils in the preparatory schools at tikrit city and the questionnaire was given to the pupils during the second half of academic year 2016-2017 when the testers completed studying of literary texts.

Through the analysis of the results of the questionnaire it has been found that there are a significant statistical differences in translating and comprehending literary texts among preparatory school pupils at center of tikrit city and there are no statistical differences among school pupils according to their gender. In the light of the results of the present study the researcher has developed a number of recommendations and suggestions.

الخلاصة:

استقصاء الصعوبات التي تواجه طلبة المراحل الإعدادية في ترجمة النص الأدبي

تبحث هذه الدراسة الصعوبات التي تواجه طلبة المراحل الإعدادية في استيعاب وترجمة النص الأدبي تهدف الدراسة الحالية

1. تقصي الصعوبات الدراسية التي تواجه طلبة الصف الخامس الإعدادي في ترجمة النص الأدبي.

2. تقصي تأثير الجنس لمواجهة تلك الصعوبات.

تقتض الدراسة:

1. توجد فروق ذات دلالة إحصائية بين طلاب المراحل الإعدادية في استيعابهم وقدرتهم على ترجمة النص الأدبي.

2. لا توجد فروق ذات دلالة إحصائية بين الطلاب وفقاً لنوع الجنس.

تعتمد هذه الدراسة على المقابلات الشخصية والاستبيان الذي وجهه الباحث إلى طلبة الصف الخامس الإعدادي في مادة اللغة الانكليزية في مركز مدينة محافظة صلاح الدين التي كان الغرض منها التعرف على الطرائق التي يتبعها المدرسون ونوع الصعوبات التي يواجهونها في دراسة النص الأدبي واقتراحاتهم بخصوص ذلك.

تم وضع (17) سبع عشر مصطلحا اشتملت على مجموعة من الأسئلة لكي تتم الإجابة عليها من قبل طلبة الصف الخامس الإعدادي في مادة اللغة الانكليزية والمتمثلة بمعرفة (الصعوبات التي يواجهها الطلبة في استيعاب وترجمة النص الأدبي).

وتم إيجاد الصدق الظاهري للاختبار وصدق المحتوى لمعرفة مدى ثبات الاختبار والتي تمت بطريق عرض الاختبار على مجموعة من الخبراء في هذا المجال, إما صدق المحتوى فقد تم عن طريق عرض الاستبيان وتقديمه إلى مجموعة من مدرسي اللغة الانكليزية, وقد شمل الاستبيان 250 طالب في المدارس الإعدادية للصف الخامس الأدبي خلال الفصل الثاني من السنة الدراسية 2016-2017 بعد أن أكمل الطلبة دراستهم للنصوص الأدبية للقصة القصيرة . أظهرت النتائج للدراسة الحالية إن الصعوبات هي لغوية, ثقافية, أدبية استيعابية, واجتماعية, كما تبين بأن هناك فروق بين الطلاب في استيعاب وترجمة النص الأدبي وانه لا توجد فروق بين طلبة المدارس الإعدادية لكلا الجنسين في استيعابهم وقدرتهم على ترجمة النص الأدبي .

ووفقا للنتائج التي توصلت إليها الدراسة الحالية تم تقديم مجموعة من التوصيات والاقتراحات.

Chapter One

Introduction

1-1 The Problem and its significant:

Literary texts are now days a part of the Iraqi English language schools curriculum . However, informal discussion with pupils and school teachers and interviews show that pupils do not fully understand what, learning and do not know how to translate the literary text of English language. The pupils face difficulties for comprehending literary texts in general and translation in particular .

1-2 The Limits of Study :

This study is limited to :

1. The importance of translation and comprehending the literary text.
2. The Iraqi preparatory pupils of the fifth class in tikrit city from the period of (20 march – 16 April 2016) .

1-3 Hypothesis

It hypothesized that:

1. There are statistical significant differences among pupils in translating literary texts of English language .
2. There are statistical significant differences among pupils according to their gender.

1-4 Aims of the study :

This study aims at :

Investigating the difficulties that face preparatory school pupils in translating and comprehending literary text .

1-5 Procedure

The procedure that researcher follow in this study contains interviews and questionnaire to fifth class preparatory school pupils .

1.6 Basic Definitions

Investigation: “refers to a systematic study in order to discover the facts about how teachers and students feel with regard to inclusion of literary texts ” (Alene, 2012 : 7) .

Difficulties : something that obstructs or hinders progress and must be surmounted . (ibid.) .

Translation : It is the act of transferring the meaning of a stretch or a unit of language, the whole or the part from one language to another . (Newmark, 1991: 27) .

Literary texts: refers to any excerpt taken from any types of literature. ([http://www . academia edu](http://www.academia.edu)) .

Chapter Two

Literature Review and Previous Studies

2-1 An Introduction of Literary Texts

Literary texts refer to any excerpt taken from any types of literature ([http://www. academia](http://www.academia.edu)) . In this study, it refers to drama and poetry which the pupils text books use as a resource for language teaching . Rohrberger (1979:xi) states that the Short stories as a type of a literature has been about from the time people sat around fires to tell stories for entertainment .

2-2 Types of Literary Text

Literary texts are divided in to the following types:

2-2-1 Short Story

“Short story is a narrative prose fiction shorter than the novel, usually not more than 15,000 words ” (Barnet and et al, 1964:130).

2-2-2 Novel

Abrams (1999:190) defines a novel as : A great variety of writing that have in common only the attribute of being works of fiction written in prose .

2-2-3 Poetry

It is a comprehensive form which can be taken to cover and type of metrical composition and it is usually employed with reservations (ibid)

2-2-4 Drama

Drama is the performance of real and imagined events, through role-play play-making and performance enabling individuals and groups to explore, shape and represent ideas, feelings, and their consequences in a symbolic and dramatic form . (Fleming and Baldwin, 1995 :89).

2-3 The Benefit of Studying Literary Texts in Preparatory school

Literary texts present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference (Hedge, 2000 :120). According to Lazar (1993 :18)

indicates that Literary texts provide the teaching and learning material which is motivating authentic and has great educational value .

Coli and Slatar (1990:3) say that there are four main reasons which lead language teachers to use literature in the classroom, these are :

- Language enrichment.
- Cultural enrichment .
- Valuable authentic material.
- Personal enrichment .

2-4 The Elements of literary Texts.

The Elements of literary texts consist of the following :

2-4-1 **Character** : A person presented in narrative or dramatic work (Abrams,1999:33) .

2-4-2 **Plot**: It is the sequence of events in story or play(Foster,1968:93).

2-4-3 **Theme** : The main idea that authors is trying to convey to the Reader through his writing (Marsh,1987:2) .

2-4-4 **Conflict** : (Timko and Oliver,1998 :265), “defines conflict as the Struggle between two opposing forces” .

2-4-5 **Setting**: The time and location in which events took place (ibid).

2-4- 5 **Symbolism** : One of major features of literary work it is the struggle between opposing forces (Abdullah1989:15).

2-5 The Relation between literary text and the four Skills

Literary texts support the development of reading skill to enhance intrinsic motivation for reading because reading texts require interpretation and an interaction between the reader and the text . It is a mixture of reading for enjoyment and reading for information . (Sang, 2006:166).

The greatest benefit of using literature in the language classroom for developing pupils speaking skills, particularly their sociolinguistic and pragmatic competence with creating pleasurable atmosphere for learning (Hinkle, 1994:109).

Pupils can develop the listening skill by listening to the recorded literary materials . (Thompson & Rubin, 1996:331) . Literature in general can be used to develop pupils writing abilities by having pupils react to the literary text they read . (Marianne et al,2014:496).

2-6 Definitions of translation

Nida and Taber (1974:12) say that translation is concerned with reproducing in the target language the closest natural equivalent of the source language message, firstly, in terms of meaning and secondly, in terms of style . According to (Catford 1956 ;16) “Translation is the replacement of textual material in one language by equivalent textual material in another language” .

2-6 -1 Types of Translation

Jacobson (1966 : 233) classifies translation in to three kinds :

1. Intranlingual translation : This kind refers to the interpretation of the verbal signs in one language by a set of verbal signs in the same language .
2. Interlingual translation : this is a type describes the verbal signs by means of some other language .
3. Intersemiotic translation: this is a kinds of translation means interpreting certain verbal signs by means of signs of nonverbal sign system .

2 - 7 The Role of Translation in language teaching Classroom

Duff (1989:6) Indicates that Translation helps pupils who avoid the misuse of some words and structures related to habits to understand better the text of one language on the other language . Translation enables the pupils to explore and investigate the potential of both languages (Harmer,1983:64) . Newark (1988:180) emphasizes the role of translation in teaching is useful initially to ensure understanding when extensive explanation in a classroom is not possible and it offers a particular insight into the nature of language as well as contrastive linguistic and cultural studies .

2- 8 Review of Previous Studies

(Ali 2006) Investigating the difficulties face college students in the element of drama .

Aim of Study :

The aim of study is to investigating the difficulties face college students in studying the element of drama . Investigating if there is statistical differences among pupils according to their gender .

The Procedure

The researcher used the pupils questionnaire which contains 150 students from college of education tikrit university.

The Conclusion

There are significant statistical differences among students in understanding the element of drama and there are significant differences according to their gender.

CHAPTER THREE

Procedure

3.1 Population and the Sample

The word sample refer to any small group or proportion of individuals which is selected to present population (Best and Kahn, 2006 :13) .The total population of this study consist of (2365) fifth class preparatory school pupils at the center of Tikrit city at the second half of the year 2016-2017 .The total number of sample is (250) Pupils. The researcher chooses 42 pupils from both gender to be involved in the pilot study selected to represent a population.

3.2 The Students' Questionnaire

The questionnaire has been submitted only to the fifth preparatory schools' pupils, seventeenth statements have been drawn up to be answered by the fifth class preparatory schools pupils .

3.3 Validity of the Pupils' Questionnaire

McNamara (2000 :138) defines validity as “ the relationship between evidence from test performance and the inferences about candidate's capacity to perform in the criteria that are drawn from that evidence ” .

Table (2) Names and Positions of the Jurors

1 . Prof. Dr Najdat Kadhim Musa	College of Education, Kirkuk University
2 . Prof. Dr Hamdi Hameed Yousif	College of Education For women,Tikrit University
3. Prof Assistant. Dr Abdullah Hameed Musa	College of Education For women,Tikrit University .
4- Prof . Dr Amra Ibrahim Sultan	College of Education For women,Tikrit University
5- Prof Assistant . Dr Madeha Saifadden	College of Education, Tikrit University .
6 . Prof Assistant . Dr Ahmed Mohamed Saleh	College of Education, Tikrit University
7. Prof Assistant . Marwan Muzher Sahab	College of Education, Tikrit University

3.4 The Reliability of the Pupils' Questionnaire

Reliability is one of the important features of the measuring instrument which refers to The extent to which a measuring device is consistent in measuring whatever it measure .(Bachman and Palmer,2000 :19) .

Pearson correlation coefficient formula has been used to find out the correlation coefficient which is (0.83) and this is considered high correlation .

3.5 Administration of the Questionnaire

The questionnaire is applied to 250 fifth class preparatory schools pupils' of English language in Tikrit city . The questionnaire was given to the pupils after the second half of the studying year 2017-2018 when the pupils completed the literary texts.

3.6 Statistical Methods

The following methods are used for the purpose of achieving the aims of the questionnaire :

1. Two sample“ t-test is used to find out the mean score of the pupils' performance in the constructed questionnaire” .
2. Percentage of correct answers : The aim of using this formula is to prove whether that the objective of each item achieved or not.

3. Fisher's formula : The purpose of using this formula is to account the power of the item's degree:

Where :

$$\frac{F3 \times 1 + F2 \times 2 + F1 \times 3}{T}$$

F3 = The frequency of pupils answers on the third option .

F2 = The frequency of pupils answers on the second option .

F1 = The frequency of pupils answers on the first option .

T= refers to total Frequencies

CHAPTER FOUR

4.1 Analysis of the Results

Table . 1 The Layout of the Items in Terms of Difficulty and Ease using T.Test of One Sample Static .

	Difficulties Items	Always		Seldom		Never		Fisher Value	Rank
		F1	%	F2	%	F3	%		
1	Pupils encountered difficulties with conversational language especially the length sentences	108	43.6	97	83.3	45	18	2.25	9
2	Pupils find language used among characters difficult to translate	105	42.6	87	34.5	58	23.2	2.19	12
3	The technique used by the writer difficult to comprehend	110	44	86	34.5	54	12.7	2.22	10
4	Pupils find some a ancient words very difficult to translate into Arabic language	94	37.7	59	23.5	97	38.7	1.98	16
5	Pupils face difficulty with plot events translation	51	20.3	105	42	103	41.3	1.86	17
6	Pupils find difficulties with teachers procedures in class	108	43.2	84	33.6	58	23.2	2.20	11
7	Pupils face difficulties in inferring central idea of literary texts	121	48.5	50	20	79	31.7	2.16	13
8	Pupils face some difficulties with translation of grammatical structure	122	48.9	96	38.3	32	12.7	2.36	3
9	Pupils encountered difficulties to translate new and modern words	112	44.7	93	37.3	45	18	2.26	8

10	There are some difficulties to understand the culture specific word of target language	117	46.7	85	34	48	19.3	2.27	7
11	Pupils face difficulty with translating the metaphorical words or phrases .	103	41.3	87	34.7	60	24	2.17	14
12	Pupils face difficulty with length text in general to translate	137	54.7	76	30.3	37	14.7	2.40	1
13	pupils confront difficulty to translate some synonyms words	112	44.7	103	41.3	35	14	2.30	5
14	Pupils do not differentiate between literary text and reading passages translation	94	37.6	61	24.5	95	38	1.99	15
15	There are difficulties with literary text background	123	49.3	86	34.5	41	16.4	2.32	4
16	Pupils face difficulties with understanding the literary elements in general	109	46	90	36	45	18	2.28	6
17	Pupils face difficulties with English language learning class environment	122	48.7	96	38.3	32	12.7	2.36	2
N		Mean		Std. Deviation		t.test calculated		t.test Tabulated	
250		35. 022		5.501		2.897		1.98	

4.2 Discussing the Obtained Results

Through the previous analysis of pupils responses, it can be said that there are statistical significant differences among preparatory school pupils in comprehending and translating the literary texts in general, and through the pupils' answers, question number (12) is the most difficult item faces the preparatory school pupils when they are studying literary texts . In the light of the aims of the research, the results obtained are analyzed by applying the statistical procedure and they show the following :

The item number 1) of the questionnaire which is (Pupils encountered difficulties with conversational language especially the length sentences) The difficulty appeared in these items has the power of difficulty (2.25) . The reason behind this difficulty because pupils don't have enough vocabularies for translating long sentences .

The difficulty appeared in the item number (2) has the power of difficulty (2.19) and it is (Pupils find language characters used difficult to translate) . the researcher believes that teachers should divided the main and minor characters to the pupils .

The difficulty that appeared in item number (3) has the power of (2.22) (Pupils find some techniques used by the writer difficult to translate) The researcher believe the teachers should give their pupils some information about the writer writing style .

The difficulty that appeared in item number (4) has the power of (1.98.) and it is (Pupils find some ancient words very difficult to translate) This item is consider one of major items of pupils difficulty and the researcher believe that teacher should memorize the word on the board . The difficulty that appeared in item number (5) and have the power of (1.86) . (Pupils face difficulty with plot events translation) . This item has the same details with the first item .

The problem appeared in item number (6) which has the power of difficulty (2.20.) according to Fisher's equation and pupils frequencies of responses to measure the difficulty level of each item, it is about the . (Pupils find difficulties with teachers procedures in class) . The researcher believe that the teacher should follow appropriate method for teaching the literary text in the class .

The difficulty appeared in item number (7) and the item has the power of difficulty (2.16), according to Fisher's equation to measure the level of difficulty, the item is about. (Pupils face difficulties in inferring central idea of literary texts) . the researcher believes that teacher should tell pupils some information about main ideas about the literary text in general .

The Difficulty appeared in item number (8) which has the power of difficulty (2.36) and the item is about (Pupils face some difficulties with translation of grammatical structure) . This item is very important for translating any literary text . The teacher should analysis grammatical structures or phrases to his\ her pupils in the class before they started literary text translation .

The difficulty that appears in this item number (9) has the power of difficulty (2.26) and it is (Pupils encountered difficulties to translate new and modern words). The researcher believe it is important to defrinciate between old and modern words in translation to the pupils.

The difficulty that appeared in this item number (10) which has the power of difficulty (2.27).(There are some difficulties to understand the culture specific of target language) . This item is considered as a real difficulty for pupils because any language in the world has it culture specific which is different from other in meaning, content and translation and the teacher should tell the pupils that information .

The difficulty appeared in item number (11) which has the power of difficulty (2.17) and it is (Pupils face difficulty with translating the metaphorical words or phrases) This item is consider one of major

difficulties pupils encountered because they do not know how to translate these type of words unless supported by teacher at class .

The difficulty appeared in item number (12) which has the power of difficulty (2.40) and it is (Pupils face difficulty with appropriate translation materials) . Because most of schools do not have modern materials of literary text translation such as data show, videos, screen show, visual or aural translating materials .

The difficulty appeared in item number (13) which has the power of difficulty (2.30) and it is (pupils confront difficulty to translate some synonyms words) .This item consider one of the most important difficulties items pupils confront in translating literary texts ; therefore pupils should pay attention to synonyms and similar meaning words .

The difficulty appeared in item number (14) which has the power of difficulty (1.99)) and it is (Pupils do not differentiate between literary text and reading passages translation) . Because each kind of text has own translation ; therefore the pupils should know that .

The difficulty appeared in item number (15) which has the power of difficulty (2.32) and it is (There are difficulties with literary text background) because when pupils get good knowledge about the literary text background they will easily comprehend the text in general and easily translate .

The difficulty appeared in item number (16) which has the power of difficulty (2.28) and it is (Pupils face difficulties with literary elements in general) it is very important to give pupils an explanation about the literary text elements in order to understand the text in details .

Finally the difficulty appeared in item number (17) which has the power of difficulty (2.36) and it is (Pupils face difficulties with learning class environment) .The researcher believe that it is important to create suitable environment for learning .

Table N.2 The Differences between Male and Female in General

Group	Population	Mean	Sta.Deviation	T.Test Value		Signific Level
				Cal	Tab	
Females	100	34.911	5.601	0.45	1.97	Not Signfic At 0.05
Males	150	35.153	5.397			

The differences between male and female pupils degrees have been calculated by applying T . Test formula of two groups . The results show that there are no differences with statistical sign because obtained value equals (0.462) and this number is less than the tabulated value is (1,86) on freedom degree (248) and with level (0.05) and this means that there are no differences .

The reason behind there are no significant differences between the male and female pupils are due to many reasons but the main one is the

classical teaching methods that are used in teaching literary text of English language, which depends on memorizing the information and second reason lack pupils vocabularies and synonyms which help them for translating the literary text .

After analyzing the results of all items of pupils questionnaire, the researcher re arranges the items in terms of difficulty power sequences according to the pupils responses.(12, 17, 8, 15, 13, 16, 10, 9, 8, 1, 3, 6, 2, 7, 11, 4, 5). These items are considered the difficulties encountered pupils according to their average degrees .

Chapter Five

Conclusions, Suggestions and Recommendations for further Studies

5.1 Conclusion

In the light of the results of the study the following results are drawn :

1. The majority of pupils show that pupils do not understand the elements of literary text fully .
2. The pupils encountered realistic difficulty with the element of plot and the translation of sequences events .
3. The pupils confront group of difficulties that affected comprehending and translating the literary text, these difficulties are linguistic, cultural, and literary .

The length of literary text, the structure, the language level, and the cultural background are important features which affected the pupils abilities for comprehending and translating the literary text”.

5. Both gender male and female confront difficulties in translating the English language literary text because they rely on conceptual meaning rather than the associative meaning .

5.2 Suggestions For Further Studies

1. Investigating the difficulties pupils confront in preparatory and intermediate school in learning literary text of poetry.
2. The effect of using some materials to vacillate the difficulties students encountered for translating the literary texts .

5.3 Recommendations

According to the above results some recommendations have been drawn :

1. Teachers of English Language literature should use appropriate method and techniques that help pupils to get good knowledge about comprehending and translating literary text of English Language especially at intermediate and preparatory school.
2. English language teachers should create a pleasurable classroom atmosphere, and they should take their pupils opinions in order to motivate pupils for reading and translating literary text of English language .

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