Journalistic Translation in the Selected English Media for Promoting the Students Performance in Media Translation

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1. Introduction

1.1 Background

Journalistic translation is often seen as something relatively straightforward, as bread and butter compared to the jam and cream of literary translation. Thus, while students feel that the translation of literature demands a creativity and ingenuity which fall beyond them, they may be confident in their ability to make an effective translation of a press simply by producing a clear and accurate paraphrase of the content of the source text. This task may seem all the easier if the readership of the source and target texts are relatively similar in cultural background and outlook. In today's globalized world, journalistic translation does indeed provide the substance for many translators, The work of many respected journalist crosses national and language boundaries. Columns, for instance, originally published in a single British or Arabic newspaper may be translated in to several other languages and be read by vast people across Europe.

Discussions of translation procedures frequently seem to imply that strategies are incompatible with the goal of fidelity for instance the strategy of omitting from the translation elements present in the source text has often been referred to as some kind of weakness or failing on the translator's part thus Clifford (2001: 95) describes omission as "*The equivalent of un conditional surrender, an admission that a certain word, phrase or construction is beyond the translator's ability to render*". Similarly, the process of adding to the translation material not present in the source text, as "deforming tendencies" found in translation.

The translator decision aims at preserving a balance between conveying the essential and ensuring that the organization, tone and style are acceptable to the target audience.

This study is an attempt to explore a field of translation namely Media Translation.

1.2 Statement of the Study problem

A crucial element of establishing and maintaining an international presence is being able to deliver your journalistic materials in multiple languages, keeping the message consistent while ensuring that any cultural differences are respected and cared for along the process of handling.

Languages today understand that translation is about more than replacing words from one Language with words from another. It is about understanding the nuances and abilities that make the difference between sounding (professional competent and authoritative) or sounding ridiculous.

Thus Translating, journalistic materials to different language might seem easy, but it takes so much more than a few years of language training to accomplish. A translator should find a balance between faithfulness and accuracy. Also it involves more than just translation into the target language, it also involves paying special attention to language variations in a specific geographical region.

1.3 Significance of the Study

Translation of authentic journalistic material is more difficult than it appear for a number of reasons. First the coverage of journalistic material is very broad, ranging from science to culture to religion and so on. Second, politicians are always creating new words, such as road map, new deal, manifest Destiny, trickledown economics, détente, affirmative action. The translator needs to decode these words and recode them into the target culture. Third journalistic material contains a huge ratio of culture specific implicit, creating a major translation problem. Press translation, which takes many forms, encounter two types of culture resistance that in order intercultural understanding, the first is apparent in the need to transform a text in order to make it meaningful in a new context, while the second results from the irreducibility of culture as a way of life to the form of a text.

The major concern of this research is translating Authentic press material to promote MA students performance Media translation.

1.4 Objectives of the Study

For the sake of development in translation to cope with the development of global technology to face modern era challenges the study aims constructively at:
1) Encouraging MA students to enhance their performance in translating Authentic press material as a linguistic activity which reinforces translation in general and Media translation in particular.
2) Acquainting students with the requisite vocabulary, terminology, techniques, methodologies and tools needed for translating press material, particularly

authentic ones.

3) Examining techniques used in press material with the aim of promoting students performance in translation.
4) Investigating the types of cultural resistance that pose challenges to intercultural understanding and hence hinder the translation.

1.5 Questions of the Study:

The study seeks to answer the following questions:
1) What are the difficulties that encounter MA students of English in translating authentic press material?
2) What are the appropriate techniques and methodologies used in translating authentic press maternal?.
3) How can the difficulties concerning intercultural understanding be surmounted?

1.6 Hypotheses of the study:

H1The majority of MA students need to promote their performance in translating authentic press material into Arabic.
H2Teaching techniques used in translating Authentic press material will improve student's performance in translation.
H3Special techniques and activities should be adopted in translating authentic press material.

1.7 Research limits:

The research is limited to the MA students of English at the Department of translation faculty of Education – Hantoub, Batch "3" addition to that, some English lectures respectively will involve in the study.

1.8 Methodology

Analytical and descriptive methods were employed in this study. A questionnaire and a diagnostic test were used as tools for data collection. The questionnaire for university teachers (from different universities), and the test for MA students of English University of Gezira.

2. Literature Review and Previous Studies

2.1 Media Translation

Both the media and translation form particular images of cultural identities. The media represents cultures either by written words, images, audiovisual media or the Internet. Translation does so by words. The most important and interesting aspects of the potential power of the media from a linguistic point of view are the way that people and events get reported. " This reporting could take the form of a written or a spoken language. According to Singh (2004: 33) language is a unique "system of representation which 'cuts up reality' in different ways. " It also can be used not only to "steer people's thoughts and beliefs but also to control their thoughts and beliefs" (Jones and Peccei, 2004: 39). The media, being the product of powerful and dominant institutions, governments, or people, uses language that is therefore powerful and valued. If power of the media can "influence knowledge, beliefs, values, social relations, and social identities", so does the translation of political

discourse represented through the media?. The translation of media content, literature and marketing requires talents and skills that are almost opposite to those required for technical, legal, medical, or scientific translations, in which conceptual exactness and terminological precision are key.

The objective of literary text and marketing copy is to emphasize various aspects of human thought. These types of translations use symbolism, puns and metaphors that target the human emotions rather than trying to convey specific information. In order to convey the same intent as the original text, we use specialized translators experienced in literary translations. It is our goal to convey the exact same emotions and values of the original author while maintaining the integrity of the work. This talent requires translators who do not just "know" another language, but who are great literary writers themselves.

2.1.1 Media

"is derived from the Latin word medius, which means 'middle. ' The communication media are the different technological processes that facilitate communication between (and are in the "middle" of) the sender of the message and the receiver of that message" (Croteau&Hoynes, 2003: 6 - 7). Audiences or receivers of media messages are viewed as "readers" of these messages. Audiences "read" the sounds and pictures of a message from the media the same way they read a written one: both involve an active interpretation of that message.

2.1.1.1 Media Studies
The media is a very powerful tool in today's world. It plays a huge role in the construction of modern societies' belief systems and decides "the significance of things that happen in the world for any given culture, society or social group"

2.1.1.2 Key Concepts in Media Studies
Narrative: "the way in which a story is told in both fictional and non - fictional media texts" In other words, it is a "connected sequence of events" that conveys information and helps us "make sense of the world".

Genre: (style)
Genre is "…the classification of media texts into groups with similar characteristics". These characteristics include: character, setting, iconography, narrative and style of the text. Rayner et al. suggest that the concept of genre helps audiences select, judge, and arouse certain expectations from a text and relate to other texts; genre also helps producers and institutions make a profit when they examine what audiences enjoy and produce something similar.

Representation: representation is defined as "the process by which the media present to us the 'real world'.

Ideology: is a process of selection and modification, it leads to the positioning of the audience in order to adopt a particular perspective. Ideology is connected to representation: it works by repetition. Repetition of representations across the media leads to the naturalization of certain concepts and makes it acceptable to the audience in the desired way. Audience: Since every product has a target consumer, every media text has a target audience. A

media producer has a typical type of audience in mind when creating a new media text. "The term audience is used to describe a large number of unidentifiable people, usually united by their participation in the media use"

Characteristics of different types of media

Type of Media	Characteristics (reach, audience, accessibility)
Print media – newspaper and magazines	• Influential people, such as politicians and policymakers, will often turn to print media for their news. • Intended for the general public.
Radio	• Available to a broad audience.
Television	• Suitable if you want to communicate local information. • Has an entertainment function but is also a venue for serious discussions. • Strong ability for interaction with call - in shows.
	• May be a medium for serious news or for entertainment, depending on the outlet; some talk shows and news broadcasts are intended to entertain rather than to inform. • Not as accessible as radio. • Requires strong visuals to be effective.
Internet-online media, blogs, and social media	• Limited accessibility in developing countries. • Can quickly disseminated (accurate or inaccurate) information globally.

General words relating to The media
Radio, television, newspapers, the Internet, and magazines, considered as a group: can be followed by a singular or plural verb. Newspapers, television, radio etc. That communicate news and information to large numbers of people

وسائل العالم

الإعلام يري ها الصحف فالتلفزيون وغيرها ان التلواصل الاخبار والمعلومات لاعداد كبيرة من الناس

Coverage
Used about the amount of attention that television, radio, and newspapers give to something, or the way in which something is reported

تغطية

تستخدم حول مقدار الاه تمام الذي الـ تذ لـ فزيـ ون واالاذاعة ، وال صحف تـ عطـي
ما ، أو الطريقة التي يـ قال شئ لـ شئ

The limelight

A situation in which you are getting a lot of interest and attention from the newspapers, television etc

الأضواء

من متبان لاو اممتهلاا من كريثكلا يلع لصحت تنك يتلا ةلاحلا
نويزلفتلا خلا ف ،حصلأ

Air Date
The first broadcast of a commercial; also refers to the exact date of a particular TV or radio program. .

تاريخ

الـ عرض ويشير أيـ ضا إلـي أن الموعد الدق يق لـ برنامج فـ ي
النلف زيـ ون أو
الإذاعة معـ ين ، البث الأول الـ تجارية

Break Position
a broadcast commercial aired between two programs instead of in the middle of one program.

كسر الوظيفـة
تـ جاري بـ ث بـ ين بـ رذامج ين ولـيس فـ ي
منتصف برنامج واحد **Broadcast Calendar**
an industry - accepted calendar used mainly for accounting and billing purposes. Weeks run Monday - Sunday, and each month is four or five weeks long. بث
الـ تقويم تـ شغـ يل أساب يع من الاثنين إلي الأحد ، وكل شهر.
تـ قويم الـ مقبـولة
صـناعة تستخدم أسا سا ألـ غراض المحا سـ بة وإعداد الفـواتير أربعة
أو خمسة أ سابيـع طويلة

The globalization of media is nowadays a key area of interest but up to now the role of translation within global news flow has received little attention. Nevertheless, it represents a common practice carried out by newspapers indifferent countries: press translation reaches a very large number of readers (certainly larger than that of translation for literature or theatre) and translated news contributes to the shaping of readers' opinions, actively influencing the way they perceive the world around them. Hence the importance of studying standard practices and translation strategies that characterize press translation. Providing a definition of press translation is not simple at all, even if one wants to limit the field to that of interlinguistic translation. From a general point of view in newspapers there is a great variety of rewritings (Lefevere: 1992) that can be considered connected to press translation: the editing of press releases written in a different language (whether extensive or moderate), the translation of articles or reportages signed by big names in journalism or left anonymous, the summarizing of the topics of one or more texts from foreign sources embedded in articles that were directly produced in the target language, etcetera. The first question we must ask ourselves is therefore if there are any criteria that would allow a clearer and more precise definition of press translation.

The presence of the translator's name, next to the article or in the colophon, does not suffice to clearly identify the phenomena related to press translation. The indication of a translator's identity is not always available in newspapers; on the contrary, there are many cases in which the translator is completely invisible from the graphic point of view, where the name is missing or only the initials are indicated or it is difficult to find the name inside the newspaper. kinds of articles depends very much on local press traditions. The general tendency in Italy is to always add a signature to the article; in England some kinds of articles, editorials for example, are not generally signed by a single journalist and are meant to represent an editorial board position. The presence or absence of the signature also depends on internal policies for the single newspaper (articles in The Economist, for example, are never signed). Of course, when the source article is not signed, the name of the author will be missing in the translated version as well.

Another unreliable method to establish whether or not a text is part of press translation is looking at the target readers' perception of a translated journalistic text. Readers usually

cannot tell the difference between a translated article and one that was not translated, also because the difference between the two is not signaled graphically. The inter linguistic and intercultural transition through translation passes unnoticed to readers, who often read a press translationas if it were any other article in the newspaper.

The most reliable method to establish if a journalistic text was translated. Even referring to the presence of the foreign author is not enough: source articles are not always signed. The issue of the presence of a signature for some35mediating role between "us" and "them" (the others), and how they remain politically correct or not.

e implicit information, strong assumptions and presuppositions, while others rely more on explicit references, exaggerations and superlatives (cf. Gutt 1991). Both hyperbole and understatement influence our perception of reality. This is not the time or the place to explain the processes central to the use of hyperbolic language and to its cognitive background, or how salient elements can be observed on various levels.

Let us take as an example President Bush's rhetoric on the war in Iraq, especially his campaign in favour of the military intervention in Iraq in 2003. The analysis of the President's speeches and comments, made between September2002 and 1st May 2003 (namely 32 texts), confirms the thesis that the image resulting from his rhetoric was far from a faithful reflection of reality. His arguments were suffused with glossly exaggerated statements and images (examples below). The President's formulations, for instance, about the weapons of mass destruction, suggest absolute certainty, refer to unspecified evidence.

Assertions, references to alleged knowledge or evidence, and presupposition of facts are much more powerful tools of persuasion than conditional sentences or modal verbs expressing possibility.

They are powerful…until they are felt to be exaggerated because no proof, no substantial evidence is given. Presenting a suspicion as something absolutely certain is a clear example of exaggeration applied for the purpose of propaganda. This rhetoric succeeded then in convincing the majority of the American citizens of the truth of the statements. But did it manage to persuade public opinion elsewhere? Was it because hyperbole is not used with the same frequency and was translated literally that in many places Bush's statements were taken as false, considered as exaggerations or simply lies, or not credible?

There is here a stimulating topic on the possible correlation between a figure of speech (a culturally and politically bound figure of speech) and its reception in translations. Recipients are not aware to the same extent that hyperbolic utterances are not to be taken literally. In other words, they do not apply, in the same way, the cooperative principle of communication, and especially the maxim of quality (Do not say what you believe to be false/Do not say that for which you lack adequate evidence) (Grice 1975).2 –

21 - 4 Framing

The media provide frames of reference, or highly stereotyped representations of specific situations, to make the event accessible to the public. And they shape other kinds of frames – the ones that the audience, the individuals use when interpreting information about events. The frame systems consist of stereotypical scenarios, routines, and beliefs, and are based on expectations in a given social situation. They enable each of us "to locate, perceive, identify and label" (Fillmore 1977, Dubois 1997, Goffman 1974, Schank et al.1977).

Media frames or news frames focus on what is discussed, and how it is (or not) discussed. They are embodied in the keywords, metaphors, concepts, symbols, visual images used in a news narrative (Entman 1991). Through the framing of a news discourse, journalists and their editors create a certain context for the readers and viewers. News frames make certain facts meaningful, provide a context in which to understand issues, shape the inferences made, reinforce stereotypes, determine judgments and decisions, draw attention to some aspects of reality while obscuring other elements.

This selection in turn creates reactions in the audience, related to diagnosis of causes, attribution of responsibility, and so on (Baker 2006).

Previous studies:
The first study is a PhD thesis conducted by Mouner Al - Soroji (2012) Faculty of Education, University of Gezira, entitled "*Impact of Machine Translation on Learners and Teachers. A Comparative Study with Special Focus on Press Translation*". translating good news and journalistic items from English into Arabic and vice verse. The study finds out that a considerable number of translation learners as well as professionals are not aware of the basics of journalistic translation, the news and its components. Thus, the study recommends that improving the standard of translation students that can be through making extra exercises of translation (rather than given in the class). It also recommends that those who are interested to be journalistic translators, should get aware of the features, rules and characteristics of editing journalistic items, as beyond doubt, journalism plays a great role in our daily life.

2 - In addition, an M. A dissertation by ShirzadMansouri (2007) Garmsar Branch - Tehran, College of translation, Islamic Azad University entitled "*Learning How to Translate Foreign News Discovering Strategies in Translation of Press Texts*",. The main objective is to find out the strategies that were used by the translator team when translating foreign news in translation classes. Findings of the study can be summarized as follows: in the process of translating foreign newspapers, students are unable to omit word or words and add some explanations or a choosing the words that stimulate the readers' feelings or reactions. It also found that the students have low performance in choosing the appropriate strategy when translating English foreign newspapers into Persian. The main recommendations of this study, the instructors who teach journalism or other related fields can use this study to clarify differences between English and Persian news structures. Moreover, the instructors of translation can also use this study for their

works, like to explain translation theories, or to suggest which translation strategy should be used for each kind of text. Moreover, the study is guideline to solve problems that occurred when translating because the strategies mentioned in this study are applicable to other similar cases. And may also be helpful for translators of any kind of text.

3. Research Methodology

This chapter is intended to describe the methodology which was adopted to conduct this study. Specially, it describes the population sampling, the tools of data collection and their validity and reliability. It also explains the statistical procedures used to analyze the data obtained:

The Research population of the study:
The population of the research was composed of two groups:
1) A group of (25) University teachers of English and translation departments from different Universities in Sudan, who have good knowledge of teaching English and translation.
2) A group of find year MA students of English department at University of Gezira.

A group of (50) MA students were selected as subjects for the test. To control the variables the researcher made sure that nearly all of the students have the same exposure of learning materials. Moreover, all of them were expected to be serious and active participants. The variables were controlled to get reasonable results.

3.1.1 Sample of the study:
A sample was randomly chosen from among the total groups of teachers and students. The sample consisted of (25) University teachers with different experience and academic background, (50) MA students studying at Gezira University.

The Tools of Data Collection:
The researcher adopted the following methods to collect the appropriate data:
- The survey method.
- The descriptive method.

The lecturers questionnaire:
The questionnaire was the second tool used to collect reliable information from English lecturers at University level, whose contribution is noteworthy, because it will ensure reliable results in. investigating the impact of translating authentic press materials to promote students performance in Media translation.

The Content of the questionnaire:
An introduction has been written in which the respondents were informed about the aim of the study. The questionnaire includes (11) statements which are worded in a simple language. In addition to that two open questions are included, these statements are designed for the purpose of eliciting reliable information from the lectures whereas, the

other two open questions allow the respondents to express themselves freely and provide in depth information.

It was handed out on the 4th of July to the group of (25) university teachers who were randomly chosen from different universities.

The respondents were asked to state the degree of their agreement by ticking one of the options (agree – to a large extent – to some extent – disagree).

3.4 Validity of the tools of the study:

To ensure validity of the tools for this study, the data were given to a number of translation instructors and professors to assess and evaluate them so as to know whether they could serve the purpose of the study or not. Their remarks and comments were positive and in a favour of the validity of the data.

3.3.1 The Reliability of the questionnaire
The researcher used the quota sampling method to find the reliability of the questionnaire. The results obtained calculated by the formula of sperman, as follows:

$$P = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6 * 75}{10 * 99}$$

$$= 0.55$$

Thus the degree of the reliability obtained is (0.55), which proves that the questionnaire is reliable.

Techniques of the data analysis:
The data obtained from the different subjects by means of the questionnaire and test were organized and tabulated to be processed by the computer. The programme used was SPSS which refers to (statistical packages for social sciences). The statistic procedures that were used in analyzing the data were percentage, mean, standard deviation, linear correlation and T. test.

Summary
To sum up, this chapter presented and account of the methodology of the study. In the following chapter, the results of the data analysis will be displayed and discussed in relation to the hypotheses of the study.

4. Data Analysis, Results and Discussions

This chapter is devoted to the presentation, analysis and discussion of the results of the questionnaire which has been used to investigate the effect of translating authentic press materials in promoting an MA students performance in Media translation.

Table 4.1: The majority of MA students need to promote their performance in translating authentic press materials into Arabic:

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
1. The majority of M. A students need to promote their performance in translating authentic press material into Arabic	39	78.0	11	22.0	0	0.0	0	0.0

This table illustrates that the majority of the respondents (78%) have strongly agreed that the majority of MA students of English need to promote their performance in translating authentic press materials in to Arabic while (24%) have chosen the second option (agree), none of them disagreed.

Table 4.2: Selecting the exact equivalence to convey the intended meaning when translating authentic press materials into Arabic

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
2 – To convey the intended message in translating authentic press materials into Arabic, students have to select the exact equivalence	10	20.0	38	76.0	1	2.0	0	0

This table show that the majority of the respondents (76%) have agreed that to convey the intended message in translating authentic press materials into Arabic, students have to select the exact equivalence, while (20%) of the respondents have chosen the first option (strongly agree), whereas (2%) disagree.

Table 4.3: Lack of accuracy when translating authentic press materials into Arabic

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
3- lack of accuracy affects negatively to the performance of M.A students when translating authentic press materials into Arabic	42	84.0	8	16.0	0	0.0	0	0

This table explains that the majority of the respondents (84%) have strongly agreed that lack of accuracy affects negatively to the performance of MA students when translating authentic press materials into Arabic, while (16%) of the respondents have chosen the second option (agree) none of them disagree.

Table 4.4: Considering the structural differences between Arabic and English languages

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
4- M.A students should consider the structural differences between Arabic and English languages when translating authentic press materials into Arabic.	39	78.0	11	22.0	0	0.0	0	0

This table indicates that the majority of the respondents (78%) have strongly agree that MA students should consider the structural differences between Arabic and English languages when translating authentic press materials into Arabic, while (22%) of the respondents have chosen the second option (agree) none of them disagreed.

Table 4.5: Cultural substitution as a suitable strategy in translating culture specific terms:

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
5- translation by using cultural substitution is a suitable strategy in translating culture specific terms to a void cultural misunderstanding	39	78.0	10	20.0	0	0.0	1	0

This table indicates that the majority of the respondents (78%) have strongly agreed that translation by using cultural substation is a suitable strategy in translating culture specific terms to avoid cultural misunderstanding, while (20%) of the respondents have chosen the second option (agree), whereas (1%) strongly disagreed.

Table 4.6: Translating authentic press materials reinforces Media Translation

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
6- translating authentic press material reinforces translation in general and media translation in particular.	40	80.0	10	20.0	0	0.0	0	0

This table illustrates that the majority of the respondents (80%) have strongly agreed that translating authentic press materials reinforces translation in general and media translation in particular, while (20%) have chosen the second option (agree) none of them disagreed.

Table 4.7: Utilizing authentic press materials to improve M. A students performance

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
7- authentic press materials can be utilized to improve M.A students performance in media translation and language in general.	40	80.0	10	20.0	0	0.0	0	0

This table implies that the majority of the respondents (80%) have strongly agreed that authentic press materials can be utilized to improve M. A. students performance in media translation and language in general, whereas (20%) of option (agree) none of them disagree.

Table 4.8: Certain techniques in translating authentic press materials into Arabic

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
8- translators should adopt certain techniques in translating authentic press materials into Arabic.	40	80.0	9	18.0	0	0.0	1	0

From this table it is obvious the majority of the respondents (80%) have strongly agreed that translators should adopt certain techniques in translating authentic press materials into Arabic, while (18%) of the respondents have chosen the second option (agree), whereas, (2%) strongly disagreed.

Table 4.9: Language variation in Media translation

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
9- In media translation, translators should pay attention to language variation.	47	94.0	2	4.0	0	0.0	1	0

This table explains that the majority of the respondents (94%) have strongly agreed that in media translation, translators should pay attention to language variation, while (4.0%) of the respondents have chosen the second option (agree), whereas, (2.0%) of the respondents strongly disagreed.

Table 4.10: Translating authentic press materials increase students cultural awareness.

Statement	Strongly agree		Agree		Disagree		Strong Disagree	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
10- translating authentic press materials help to increase M.A students cultural awareness.	38	76.0	11	22.0	0	0.0	0	0.0

This table implies that the majority of the respondents (76%) have strongly agreed that translating authentic materials help to increase M. A students cultural awareness, while (22%) of the respondents have chosen the second option (agree) none of them disagreed.

Table 4.11: Knowing the different meaning of the words in the two languages.

Statement	Strongly agree		Agree		Disagree		Strong Disagr	
	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)	Frequency	Percent (%)
11- adequate knowledge of the different meanings of a word in both languages could improve students' performance in media translation	42	84	7	14	1	2	0	0

This table indicates that the majority of the respondents (84%) have strongly agreed that adequate knowledge of the different meanings of a word in both languages could improve students performance in media translation, while (14%) of the respondents have chosen the second option (agree), whereas (2%) disagreed.

Analysis of student's responses to the test:

Responses	Sample	Lexical equivalence	Syntactical equivalence	Cohesion	Word order	Suitable strategy	Appropriate terms
Correct	50	40%	30%	50%	35%	40%	40%
Incorrect	50	60%	70%	50%	65%	60%	60%

The results show that there are many obstacles in translating authentic press materials into Arabic.

(60%) of the students found difficulties in choosing the correct lexeme for their (SL) texts and they failed in choosing the appropriate lexical equivalence. This indicated two types of the responses: students found difficulties in getting the meaning of some English words. Therefore, they failed in transmitting the message clearly because of the difficulty of the English words and some of them tried to guess the meaning. Regarding the syntactical equivalence (70%) of the sample failed in structuring the texts syntactically and also in preserving the adequate tense so their translation were ungrammatical. While (30%) succeed. This failure to translate properly were due to the differences in grammatical structure of the source and forget language.

Wrong grammar and improper (TL) lexeme made error in cohesion which made the (TL) texts the result of these problems concerning word order that (65%) of the subject were unable to preserve the (TL) order, while (35%) succeed.

This results indicates that the differences of word order between English and Arabic were a problem for the participants when translating authentic press materials into Arabic. Such types of error can result from the learner tendency to translate word by word. Consequently they carry on the English word order to the (SL) students were literal, paraphrasing and deletion whereas (40%) succeed in choosing appropriate strategy.

The results of the test also showed that the majority of the samples need to promote their performance in media translating generally and authentic press materials in particular.

The results of the test also showed that the majority of the samples need to promote their performance in media translation generally and authentic press materials in particular.

These difficulties were mainly about finding the appropriate terms and expressions (60%) while (40%) succeed in choosing the appropriate terms and expressions.

Analysis of Lecturers Responses to the open - ended questionnaire
How can you promote your students performance in revealing the adequate meaning of authentic press materials? The views which are given by the lecturers in how to promote students performance in revealing the adequate meaning of authentic press materials were carefully read and examined. The survey has shown the following suggestions.
a) (80%) of the lecturers suggested that provide students with an opportunity to use authentic press materials autonomously.
b) (90%) of the lecturers suggested that give students more activities and time to practice translation in general and media translation particular.
c) (60%) of the lecturers suggested that directing students to use a specialized dictionary.
d) (50%) of the lecturers suggested that urging students to read various press materials from different fields.
e) (70%) of the lecturers suggested that paying a special attention to the cultural variations when translating authentic press materials.
f) (76%) of the lecturers suggested that exposing students to much authentic materials from international newspapers, T. V. …. etc.
g) (50%) of the lecturers believe that the use of latest scientific and technological equipment and websites has a positive role in promoting students performance.

What are the appropriate methods, techniques and strategies that should be adopted to promote M. A students performance in media translation.

All the lecturers (90%) have suggested that the communicative method, creative methods and idiomatic methods are the appropriate methods. (80%) of the lecturers suggested the following as an appropriate techniques or strategies.

Substitution, expansion, contraction, and predictability. (70%) of the lecturers suggested that collaborative learning (classroom - discussion) in dealing with authentic materials and ask each group. Briefly present the gist of each article, thus meaning can blossom and the language that produces it become deeply rooted.

Discussion of Results in R elation to the Hypotheses:

In this section, the results of the questionnaire and the test are discussed in relation to the hypotheses of the study.

Hypothesis (1):
"The majority of MA students need to promote their performance in translating authentic press materials into Arabic".

According to the questionnaire (78%) of the respondents have strongly agreed that the majority of MA students need to promote their performance in translating authentic press materials into Arabic, while (22%) have chosen the second option (agree) none of them disagree. The testes responses

have shown that the majority of students failed in presenting the intended meaning. Moreover, (80%) of the respondents have strongly agreed that authentic press materials can be utilized to improve MA students performance in media translation and language in general whereas (20%) agreed. These results indicated the importance of promoting MA students performance. So the hypothesis is strongly approved.

Hypothesis (2):
"Special techniques, methods and strategies should be adopted in translating authentic press materials in to Arabic".

According to the questionnaire the majority of the respondents (80%) have strongly agreed in translating authentic pres materials into Arabic. While (18%) have chosen the second option (agree), whereas only (20%) disagreed. The testes responses showed that (60%) of students use unsuitable strategies, while (40%) used suitable ones.
So the second hypothesis in verified.

Hypothesis (3):
"Cultural resistance hinder translation as well as intercultural understanding"

According to the questionnaire (78%) have strongly agreed that translation by using cultural substitution is a suitable strategy in translating culture specific terms to avoid cultural misunderstand, while (20%) second option (agree), whereas (20%) disagreed. So the third hypothesis is approved.

5. Main Findings, Conclusions, Recommendations & Suggestion for further studies

5.1 Introduction

This chapter presents summary, findings and recommendations. In additional to studies suggested for further research.

5.2 Summary

This study aimed to promote M. A students performance in media translation via translating authentic press materials. Two tools for collecting data were used, a questionnaire and a test. (50) lecturers of English language from various universities have responded to the questionnaire, while (50) MA students at the university of Gezira were subjected to the test.

The data was analyzed using (SPSS) chapter four includes the analysis of the questionnaire and the test. All these results were shown in tables, texts, and figures followed by discussion.

5.2 The Findings

The study revealed the following results:
1) Most students neglect continuous follow - up of English native media such as magazines, newspapers, television and radio.
2) Explaining the differences and similarities between source and target languages facilitate language learning and improves students translation standards.
3) Authentic press materials are rarely introduced in translation courses, though they are very important.
4) Difficulty of understanding authentic press materials resulting from cultural differences between English and Arabic.
5) The issue of linguistic equivalence is one of the most problematic and controversial area in the field of translation.
6) Translation courses at universities require continuous review, assessment and development.
7) Teaching textual analysis, cultural aspects and contextual meanings are essential requirements for teaching translation.
8) Application of technology in learning translation is not spread, universities need to reconsider their traditional ways of teaching.
9) Authenticity requires full utilization of the TL's particular resources and conformity with it's a esthetic norms. In this way a high literary standard can be attained. Never the less, though it focuses on form in its seeking after authenticity, natural translation does not entail deviating from the content of the source text, it creates an equilibrium between accurate content reproduction on the one hand and a esthetic reproduction, smoothness and literariness on the other.
10) Contemporarily is a facet of naturalness which might appear incompatible with authenticity in some texts. It is important to distinguish between authenticity and archaic usages which were authentic in their day but which are now undesirable because they hinder intelligibility and readability or because they are remote from what appeals a esthetically to contemporary readers.

5.3 Recommendation

1) Students must practice translation intensively and extensively in and out their classrooms to ensure profound knowledge in both source and target language.
2) Students should get the opportunity to be exposed to native environment and settings.
3) Course designers should consider the problematic areas of English and Arabic. Idioms, collocations, figures of speech, synonyms and autonyms plus their cultural background in their work.
4) Teachers can exploit listening and speaking classes to train their students on interpretation, English and translation departments at universities should be supplied with language laboratories and interpretation equipment.
5) Students must change their attitudes towards learning. They have to learn translation not only for examination, but also for communication as well. This can be reached through reading different native English books and printed media materials such as English audio or visual media such as radio and television.
6) Cultures of both target and source language should be observed, introduced, and presented in translation

classes. The differences should be noticed, pointed out, and discussed so as to develop students cultural consciousness. Teachers of translation should always be well versed in the cultures of both source and target languages.

7) Students must always be encouraged to attempt and use advanced dictionaries, encyclopedias, in addition to electronic and technological media in learning translation.

8) Teachers of translation need to use the suitable and modernized techniques, methods, and aids in translation teaching.

9) Translation departments should continuously evaluate and review curriculums and syllabuses content to include new trends in teaching ant to cope with technological media.

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