

The Importance of Discourse Analysis in Translation from Students' Perspective¹

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Abstract

The main purpose of this study is to investigate the awareness of Yemeni translation students of the importance of discourse analysis (DA) in translation. It has been conducted to find out the role of DA in enhancing students' translation and its influence in improving their translation. For this purpose, a questionnaire was designed as the instrument to investigate the students' awareness of DA importance in translating process. Third- and fourth-level students from three Yemeni universities were chosen to answer the questionnaire. The results reveal that Yemeni students have an orientation of the importance of DA in translation; they are aware of the role of DA in translation. The study concludes that understanding DA is one of the golden keys for successful translation. It is a very important course, which translation students should take and indispensable to the translation field. So there is a strong link between DA and translation. The study recommends that DA be a part of university curricula and translators' training, and students should take a practical part with translation to apply the analysis of a text.

Keywords: Applied Linguistics, Discourse Analysis, Translation, Yemeni Students.

1. Introduction

Applied linguistics is an interdisciplinary academic discipline, which identifies, investigates, and offers solutions to language-related real-life problems. It has applications in several areas of

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language study, including language learning and teaching, the psychology of language processing, discourse analysis (DA), stylistics, corpus analysis, translation, and interpretation (Cook 2003).

Translation used to be considered a part of applied linguistics; a leading branch, which plays a major role in applied linguistics. It continues to be influenced by developments there and also plays its own role in the development of applied linguistics. However, since the second half of the 20th century, Translation Studies started to be recognized as a separate discipline in its own right. According to Cook (2003) Translation Studies is regarded as an independent discipline. Translation is an autonomous discipline since the 1970s (Holmes 2000).

There are numerous definitions of translation. Writers, thinkers, linguists, translators, philosophers and pioneers in translation introduce different definitions according to their perspectives. It is an operation performed on languages. It is “a process of substituting a text in one language for a text in another” (Catford 1978: 1). It is the written or spoken rendering of the meaning of a word, speech, book, or other text, in another language (The New Oxford Dictionary of English, 1998). It is the changing spoken or written words into another language (Webster's Dictionary, 2016). Nida (1984) points out that “translation consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style” (38). Robinson (1997) views translation “as a type of learning, arguing that when translating, learning is achieved whether consciously or unconsciously as a result of different complex processes that take place along with translating” (2). He goes on to add that translation “is considered a problem-solving activity that is usually exercised

in new cultural, social, and textual conditions" (51). Richards & Schmidt, (2002) define translation as "the process of rendering written language that was produced in one language (the Source Language²) into another (the Target Language²), or the target language version that results from this process" (563, *original highlighted*). Translation is, therefore, a lively way to transfer any message to different languages. It is the most important means of communication between different countries with different cultures in the age of globalization.

In field of translation, students are required to study different courses such as DA which help them to make a good translation. They need also to know the relationship between translation and DA. Translation is related to the other branches of applied linguistics. DA is also a branch of applied linguistics and one of those branches which plays an integral role in the translation process. Therefore, for translation to be professional, translators are required to acquire a good knowledge of DA.

We notice that the problem emerges from the fact that the majority of Yemeni students of translation do not have enough knowledge of the importance of DA in the translation process. DA is considered a golden key to produce a good translation because it deals with every single detail in the text. The problem lies also in the application of DA during the translation process; the students do not analyse the text when they translate. They neglect the importance of text analysis and how it is a fundamental step to understanding the text to be able to produce a professional translation. Students at the department of English Language and Translation need to know that DA is a very important course. They have to be aware of its significance in the translation process. Translator education requires detailed comprehension of linguistic rules and practices; hence the reason, why within the departments of

English Language and Translation, importance is given to DA courses. Consequently, this study investigates the influence of DA in the translation process from students' perspectives, and how it plays a major role in building an understanding of a text. Besides, it examines why students should be made aware of the importance of DA in translation, and what kind of problems they may encounter in applying DA to translating.

2. Research Questions

This study seeks to find answers to the following questions:

1. What is the degree of Yemeni translation students' awareness of DA role in translation?
2. How do Yemeni translation students deal with the text through their translation process?
3. How does DA facilitate the translation process?
4. What kind of problems do students face during their application of DA in translation?

Considering specifically these questions, the present work intends to verify how DA is related to translation from the perspectives of Yemeni students and the kind of problems they face during the use of DA.

3. Literature Review

3.1. DA: Beyond the Sentence

The study of discourse is known as DA. "It refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts" (Slembrouck 2003: 3). It is also concerned with language in use in social contexts, and in particular with interaction or dialogue between speakers (Bahrami 1999). It is one area of linguistics, which goes beyond the scope of grammar, and "it is about how sentences combine to form texts" (Salkie 1995: IX). According to Richards and Schmidt (2002), grammar

talks about the rules a language uses to form grammatical units such as clause, phrase, and sentence, but discourse normally talks about larger units of language such as paragraphs, conversations, and interviews. DA is “the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc.” (Richards & Schmidt 2002:161).

DA is characterized by many linguists as the analysis of language above the level of the sentence. For example, Newmark (1988) pointed out that DA can be defined as “the analysis of texts beyond and above the sentence - the attempt to find linguistic regularities in discourse” (54). Similarly, Guthrie (2001) argues that DA can be defined as “a process of investigation by which one examines the form and function of all the parts and levels of a written discourse, with the aim of better understanding both the parts and the whole of that discourse.” (255). A more elaborate explanation of DA is introduced by Tracy and Ashcraft (2001), who believe that DA examines how people present themselves, arrange relationships, and consign responsibility and blame. Also, they explicate that it relates to a range of fields, such as psychology, education, and linguistics.

DA is, therefore, an approach to studying a language that is informed by modern linguistics. As those concerned with human language, students of Scripture can derive much benefit from the concepts and methods of this discipline (Kelley 2016). Jaworski & Coupland (1999, as cited in Brown 2006) maintain that DA examines the organisation of language above the level of the sentence, particularly with regards to its social context.

Yinxu Ji (2015) presents a detailed history of DA. According to him, DA is a new branch of linguistics, and it got its independence at the end of the 1960s and the early 1970s. He

defines it as the study of the relationship between language and its context. He said that all of the language studies should be between discourse frameworks, otherwise there is no linguistics.

In Europe, Michel Foucault (1926–1984), the French historian and philosopher, became one of the key theorists of the subject and wrote *The Archaeology of Knowledge and the Discourse on Language* (1972). Since the 1970s, Foucault's works have had an increasing impact, especially on DA in the social sciences.

McCarty (1978, as cited in Farahani 2013) explains that DA is a “discipline which concerns with the study of the relationship between language and the context in which it is used. In other words, Discourse Analysis is a branch of applied linguistics, which investigates the study of language in use” (112). As McCarty goes on to explain; “This field of study grew out of work in different disciplines in the 1960s and 1970s, including linguistics, semiotics, psychology, anthropology, and sociology” (5). Therefore, DA relates to a range of fields, such as psychology, education, linguistics, and translation.

3.2. DA and Translation

One of the most interesting fields of study which has been recently affected by DA is a newly-born discipline called translation studies. This new area of research which is gaining strength delves into the systematic study of translation. It is assumed that DA and Translation Studies have much in common. Some of the areas of research, which have been affected by DA are Halliday's systematic functional grammar, Juliane House (2015) model of translation quality assessment and Katharina Reisis text typology in translation. In his systemic functional grammar, Halliday (1978) considers language as communication and seeks to investigate a

“theoretical framework to uncover what situational factors determine the usage of linguistic elements” (32).

Literature shows a close relationship between DA and translation. One of the most important and pervasive developments in translation studies over the last forty years or so has been the influence of DA upon the approaches of translation. There seem to be a lot of possible points of contact between translation and DA, for the reason that translation is essentially a branch of applied linguistics. According to Trosborg (2000), translation has been influenced by this recent development in DA. It has changed from a concern with isolated words to text in a situation with emphasis on cultural background. Cohesion has always appeared as the most useful constituent of DA that is applied to translation.

Pym (1992) shows the development of DA in translation. He maintains that the general attention to DA developed in the 1970s has found applications in translation theory in the 1980s and into the 1990s. In the same vein, Munday (2006) states that

The integration of discourse analysis in Translation Studies (TS) goes back to the functionalist theories of translation. The discourse analysis approach to TS applied Michael Halliday’s register analysis model, which was mainly used to analyse the pragmatic functions of linguistic elements in both ST and TT (73).

Alvesson and Kärreman (2000) argue that the translator needs to acquire the various levels of knowledge and abilities which constitute the translating process such as reading, reflection, research, interpretation and writing. The other two relevant strategies in the translation process are ‘the macro and microtextual analyses’. The macrotextual analysis includes contextual analysis at its two levels: (i) textual (cohesion and

coherence at discourse level), and (ii) co-text or genre (where the context of the situation is taken into account).

According to McCarthy (1991, cited in Yinxiu Ji 2015: 135), DA has a key role in translation which can be used not only to survey linguistics, sociology, and communication but also to analyse the texts carefully and decompose them. Indeed, DA is an appropriate tool for translators to understand the source text (Shahsavari and Naderi 2015). Maria (n.d) states that “since translation is essentially a linguistic phenomenon, there seem to be a lot of possible points of contact between Translation Studies (TS) and Linguistics. These possible points of contact include textual questions, as approached by Discourse Analysis” (1).

Newmark (1988) expresses his view with reference to the unit of translation:

There is at present a confusing tendency for translation theorists to regard the whole text, the basis of discourse analysis, as the unit of translation (UT), which is the opposite of Vinay's and Darbelnet's original concept. Vinay and Darbelnet define the unit of translation as 'the smallest segment of an utterance whose cohesion of signs is such that they must not be separately translated - in other words, the minimal stretch of language that has to be translated together, as one unit (54).

Whereas DA examines a text as a whole in its relations and cohesion at all levels higher than the sentence, the whole text is the only real unit of translation. According to Newmark (1988)

Now, since the rise of text linguistics, free translation has moved from the sentence to the whole text. It is a futile, unprofitable argument, though it has a certain truth in crudely reflecting two opposing attitudes towards

translation. In the last fifteen years, the argument has been revived by those who maintain that the only true UT is the whole text. This view has been underpinned by the vast industry in discourse analysis, or text linguistics, which examines a text as a whole in its relations and cohesion at all levels higher than the sentence (54).

Moreover, Delisle (1988) adds that “better than any analysis of a single language, translation demonstrates the fact that in discourse a word can have a completely different meaning from the one normally associated with that word taken in isolation” (47).

To sum up, there is a strong link between DA and translation in different aspects. Translation has been used to transfer written or spoken SL texts to equivalent written or spoken TL texts, so DA offers good help for translators; it is like a guide during their translation. When students want to translate a text, they need to have a comprehensive understanding of the text so they can produce the best translations possible.

3.3. DA Course in Yemeni Universities

At most Yemeni universities, especially in the last ten years, courses such as *Introduction to Linguistics*, *Text Analysis*, and DA have started to be offered in English language and translation departments. The logic behind this is to help students better cope with translating and interpreting problems. DA course provides students with the ground to practise their linguistic skills and capabilities both in written and spoken discourse. It covers fundamental concepts and methods in DA from formal and functional perspectives. In it, several approaches that describe and explain the structure and function of spoken and written discourses should be discussed. It also helps students to find out what is it that makes discourses coherent, so students should know the different cohesive devices. The course examines both the formal and contextual

features of discourse and how it is that language users successfully interpret what other language users intend to convey.

Table 1 presents information about the availability of this important course in the English language and translation departments (BA English programme that consists of 4 levels) of some Yemeni private universities.

No.	University	Availability of the Course	Level	Semester
1.	Queen Arwa	Available	3	1
2.	Yemenia	Available	3	2
3.	Yemeni Jordanian	Available	3	1
4.	Science & Technology	Not Available	-	-
5.	Yemen	Available	4	2
6.	Modern Sciences	Available	4	1

Table 1: The availability of DA courses in select Yemeni private universities (translation departments)

From Table 1, it is noticed that most Yemeni universities offer this course either at the 3rd or 4th level. However, students of the 4th level at the University of Science and Technology do not take this course. According to them, they have an idea about it within some other courses, so they still have some knowledge of DA.

There are also other reasons why DA has been increasingly considered as a fundamental course in translation education. Most of these reasons are presented by Van Dijk (1997). Here is a summary of these reasons:

- a. Understanding words and sentences, texts and utterances, studied in isolation from the real world or the invented examples and case studies are not enough to grasp the intended meaning originally produced by the author in the ST (source text).

- b. After 1980s, the intention in linguistic studies shifted from structure towards a study of function and interaction.
- c. With the improvements in technology the verbal interaction and communication started to gain importance (teleconferencing, internet, multimedia usage, etc.).
- d. DA provides the ideal basis for linguistic analysis in translation. It involves language use, cognition, and interaction.
- e. Not only in Translation Studies, but also when the developments in linguistics are considered, it is understood that an ideal translation requires transfer from at least two cultures which include a detailed comprehension of sign systems, communicative acts, inferences and the cognition experienced in textual analysis. Translation received a new approach with the analysis of pragmatic, semiotic, social, cultural, and psychological dimensions of translation.

4. Research Methodology

4.1. Subjects

This study intends to examine and investigate the awareness of Yemeni students of translation in some private Yemeni universities in Sana'a of the importance of DA in translation. It was carried out in three private universities Queen Arwa University (QAU), Yemeni Jordanian University (YJU), and University of Science & Technology (UST). The community of this study is, therefore, the third- and fourth-level translation department students of those three universities. The logic behind choosing these two levels is that students study DA at 3rd or 4th levels. As Table 2 shows, the total number of the sample is 89 (male and female) students, but only 54 attended at the time of implementing the instrument.

No.	University	Level	Total number of the students	Attendants
1.	Queen Arwa (QAU)	Third level	8	4
		Fourth level	30	22
2.	Yemeni Jordanian (YJU)	Third level	15	7
		Fourth level	28	15
3.	Science and Technology (UST)	Fourth level	8	6
Total number of students			89	54

Table 2: The total number of subjects

4.2. Study Instrument

The instrument which was implemented to conduct this study was a questionnaire. Questionnaires are popular means of collecting data with closed- and/or open-ended items. Their popularity is due to the fact that “they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable” (Dörnyei 2003: 1). The layout of the questionnaire comprises 11 items related to most aspects of the study (see the Appendix). It contains two parts; each part involves close-ended questions which provide five degrees of agreement and disagreement. The first part is concerned with the importance of DA in English-Arabic translation and it includes 6 statements. The second part focuses on DA problems and difficulties that face translation students; it involves 5 statements. The questionnaire includes a five-point Likert scale of agreement, “Strongly Disagree”, “Disagree”, “Uncertain”, “Agree” and “Strongly Agree”. Moreover, an open-ended question was added at the end for students to add any other comments on the topic.

4.3. Procedures

At the initial stages, the questionnaire was designed, revised and validated. After that, the responses of the questionnaires were quantified by assessing the numerical value to each

category of the Likert-type scale which is used to measure the students' attitudes towards something. Each level was attributed a number from 1 (Strongly Disagree) to 5 (Strongly Agree), respectively, to make it easy for both students in the administration stage and the researcher in the data analysis stage. The subjects were asked to circle a number (only one) that they consider most appropriate under those five levels of agreement. In the administration stage, the questionnaire was conducted among the students in some Yemeni universities in Sana'a which are QAU, YJU, and UST. Numerically, the samples of this study were 54 students (male and female) from those three universities who attended at the time of conducting the questionnaire. All of them were from the third and fourth levels. The questionnaire was administered during the second semester of the academic year 2017-2018. The researcher guided the respondents both in English and Arabic, to make it easy for them to comprehend completely the items and any difficult words.

4.5. Methods of Data Analysis

Both the quantitative and qualitative methods were used in the present study. The analysis of the quantitative data was conducted by employing descriptive statistics and by using appropriate statistical tools. In other words, the quantitative information was collated, tabulated and percentage analysis was carried out by using appropriate software statistical package for windows, i.e. Statistical Package for the Social Sciences (IBM SPSS Statistics 23, 2015). The frequency, percentage, mean and standard deviation were found for each item.

On the other hand, with qualitative information, the researcher has adopted a general inductive approach for qualitative data analysis to analyse the transcriptions of the qualitative question for major and important emerging themes.

5. Results and Discussion

5.1 Quantitative Data

5.1.1 The importance of DA in English-Arabic Translation

No.	Item	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Mean Score*	Std. Deviation
		N	%	N	%	N	%	N	%	N	%		
1	DA is an important part of translation process.	0	0	0	0	1	1.9	14	25.9	39	72.2	4.7	.500
2	DA plays a vital and active role in translation.	0	0	4	7.4	6	11.1	23	42.6	21	38.9	4.12	.891
3	Without understanding DA, you are unable to present professional translation.	0	0	4	7.4	8	14.8	20	37.0	22	40.7	4.11	.925
4	DA helps you to convey the intended message of the ST properly.	0	0	3	5.6	9	16.7	25	46.3	17	31.5	4.03	.846
5	DA helps you to produce a good translation	0	0	5	9.3	7	13.0	18	33.3	24	44.4	4.12	.972
6	DA has an important role for educating you to handle the text easily.	0	0	3	5.6	5	9.3	20	37.0	26	48.1	4.27	.856

Table 3: The descriptive statistics of frequencies and percentages with mean scores and std. deviation per item of part one: The importance of DA in English - Arabic translation

*Mean category: 1–1.80 = Strongly Disagree; 1.81–2.60 = Disagree; 2.61–3.40 = Uncertain; 3.41–4.20 = Agree; 4.21–5 = Strongly Agree

As shown in Table 3, 72.2% (39) and 25.9% (14) of the participants strongly agreed and agreed that DA is an important part of the translation process with the highest mean score of 4.7 and std. deviation .500. From this response, we infer that most of the participants are fully aware of the significance of DA in translation and how it composes a key part and step in the translation process. They also strongly

agreed and agreed that DA plays a vital and active role in translation (item 2) with 38.9 % and 42.6% (21 and 23, respectively). This also emphasises the central role of DA in translation from their perspectives, and the high level of awareness of the students on the effective role of DA in translation. This refers to their strong belief and awareness of the role of DA in translation. Moreover, we notice from the responses of the students to the third statement that they strongly agreed and agreed that without an understanding of DA, they are unable to present professional translation with the percentage of 40.7% and 37% respectively. This result implies the domination of the understanding of DA which enables them to translate professionally. The responses of the students to the fourth statement were also strongly agree and agree (with the percentage of 31.5 and 46.3, respectively) and mean score 4.03 and std. deviation .846. This means that the majority of the participants believe that DA helps them to convey the intended message of the ST properly. Only 9 (16.7%) students are uncertain. We also notice that the participants again strongly agreed and agreed that DA helps them in producing a good translation (the fifth statement) with a percentage of 77.7 and a mean score of 4.12. This emphasises the effectiveness of DA in producing good and worthy translations from their perspectives, so the participants have an orientation of the role of DA in the translation process. However, 7 (13%) were not sure and 5 (9.3%) disagreed. Finally, the dominant response of the participants to the last item of the first part of the questionnaire was strongly agree, with the percentage of 48.1 (26), and 37 (20) of the participants also agreed that DA has an important role in educating them to handle the text easily. The mean of this statement is 4.27. This reveals the importance of DA as a tool for educating them and how it serves them during the translation process.

Figure 1 shows the mean scores of the first 6 items of the questionnaire.

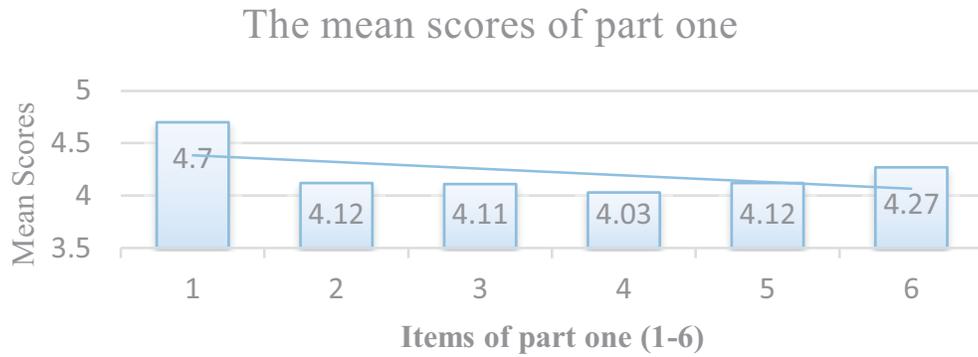


Figure 1: The mean scores of part one: The importance of DA in English - Arabic translation

5.1.2. DA Problems and Difficulties

No.	Item	Strongly Disagree		Disagree		Uncertain		Agree		Strongly Agree		Mean Score*	Std. Deviation
		N	%	N	%	N	%	N	%	N	%		
7	Your unawareness of DA is the exact problem and difficulty faced by you.	0	0	3	5.6	7	13.0	18	33.3	26	48.1	4.24	.949
8	Lack of DA practice is one of your problems.	0	0	7	13.0	1	1.9	27	50.0	19	35.2	4.07	1.093
9	Current educational environment of learning DA is not conducive.	1	1.9	11	20.4	10	18.5	21	38.9	11	20.4	3.55	1.086
10	Lexical and grammatical cohesions are also problems facing you.	1	1.9	7	13.0	2	3.7	20	37.0	24	44.4	4.09	1.073
11	The process of translation is inherent to the process of DA which enables you to deal	1	1.9	5	9.3	10	18.5	16	29.6	22	40.7	3.98	.477

with the unity of any text.												
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Table 4: The descriptive statistics of frequencies and percentages with mean scores std. deviation per item of part two: DA problems and difficulties face translation students

*Mean category: 1–1.80 = Strongly Disagree; 1.81–2.60 = Disagree; 2.61–3.40 = Uncertain; 3.41– 4.20 = Agree; 4.21–5 = Strongly Agree

It is noticed from Table 4 (reproduced overleaf) that 26 (48.1%) of participants strongly agreed that the lack of awareness of DA is one of the problems and difficulties that undermine their translation skills, with a mean score 4.24 4.30. Besides, 33.3 % (18) also agreed on that. This result reveals that students are aware of the exact problem and difficulty that face them which is their lack of awareness of DA. Moreover, 85% (46) of the total number of the participants strongly agreed and agreed that the lack of DA practice is one of their problems during translation (item 8). Moreover, 20.4% (11) students have strongly agreed and 38.9 % (21) have agreed that the current environment of learning DA is not conducive (the ninth item) with the lowest mean score of 3.55. This result may be because of students’ own experience and it reveals, from their perspective, the role of the educational environment in learning DA. However, 11 (20.4%) of the participants disagreed and 10 (18.5%) were not sure. The other problems which face students are related to lexical and grammatical cohesion. As shown in the above table, 81.4% (44) of the students strongly agreed and agreed on that with a mean score of 4.09. This denotes that they have totally agreed that lexical and grammatical cohesion provides students with very important aspects in the text and lacking information about it is considered a real problem. However, 7 (13.0%) of them disagreed. Finally, the responses of the participants regarding the interlink between the processes of translation and DA that contributes to increasing the ability of students to deal with the unity of text show that they strongly agreed and agreed on that

interlink with the percentage of 40.7 and 29.6, respectively. However, 18.5% (10) of them are uncertain.

Figure 2 shows the mean scores of the last 5 items of the questionnaire.

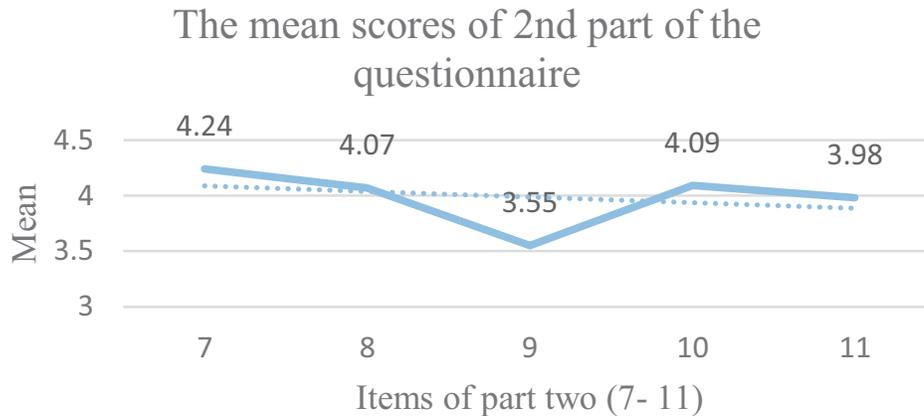


Figure 2: The mean scores of part 2: DA problems and difficulties face translation students

To sum up, the obtained quantitative results and data reveal that translation students at Yemeni targeted universities are aware of the significance and importance of DA in translation from English into Arabic. They have an adequate orientation of the importance of DA in translation. They have adequate awareness of the importance of this course to handle translation smoothly and effectively. This denotes that they are aware of the role of DA in the translation process and in the analysis of the text before they translate it. Furthermore, translation students have an orientation of some important potential DA problems and difficulties which face them. They are aware of the problems that emerge during the translation process regarding DA. This enhances their knowledge of such important problems and helps them to overcome these problems. The knowledge of problems associated with DA in the translation process helps them to handle the text and produce a sound translation.

5.2. Qualitative Data

At the end of the questionnaire, students were asked to write any further comments related to the importance of DA to translation and the relationship between both. Some comments have been obtained. Eight students wrote comments. As Table 5 shows (Produced overleaf), the students' comments mostly focus on the significance of DA in translation, with only two comments about the educational environment of teaching and learning DA.

DA Significance	DA Educational Environment
S1- " To transfer the message correctly while you are translating you have to know the strategies of DA (first) and properly."	S3-" DA need (sic.)competent professor to teach thus(sic) subject and willing students to comprehend ".
S2-"DA helps translators to translate the text (coherent) and help them to understand what is in the text."	S5- "it's (sic.) necessary to provide students with professional Doctor and proper environment for teaching DA , because with this (sic) students will be able to understand DA”.
S4-" DA is very important for students."	
S6- “DA is a very important subject and students need this subject to be able to translate smoothly”.	
S7- “DA is very important to translate the text in a good way and make it understandable for the reader. This will enable him/her to understand the intention of the text. And it should be one of the most important subject (sic.) is taught (sic.) for students”.	
S8 – “without enough knowledge and background of DA, translators will not able (sic.) to translate correctly. Every translator should have enough awareness of DA to be able to understand the text and present good and exact translation”.	

Table 5: The students' responses to the open-ended question

Generally, if we look at all the above comments, we find similar perspectives regarding students' understanding of DA significance. Students are focusing on the importance of DA in translation and how it helps them to translate properly. Besides, two of the students ask for a good and fruitful environment for teaching and learning DA. Their comments reveal that all of them talk about one main point, i.e. DA's outstanding position, and this reflects their awareness of DA and how it is a very important course for translation. We can also infer from their comments that they face some problems during their study e.g. they do not have a conducive environment, appropriate teaching atmosphere, and/or qualified instructors. The factors are essential and may arise as difficulties facing them.

6. Conclusion and Recommendations

In this study, we tried to investigate the awareness of Yemeni translation students of the importance of DA in translation. This study was conducted in three universities, QAU, JYU and UST, in Yemen. The quantitative and qualitative results reveal that translation students are aware of the significance of DA in translation from English into Arabic. They have adequate awareness of this important course in the English language syllabus to handle translation smoothly and effectively. In other words, they are aware of the integral role of DA in the translation process and how it is important to analyse and understand the text. DA enables students to deal with the aspects of text for both languages (Source Language (ST) and Target Language (TT)) and to handle the text efficiently. Furthermore, translation students have an orientation of the DA problems and difficulties which encounter. This enhances their knowledge of DA of the problems which are associated with DA in the translation process and helps them to handle the text and produce a sound translation.

In conclusion, it is relevant to present some recommendations to highlight the importance of DA in translation teaching and learning:

1. DA should be considered as an important course or an instrument for translation students.
2. DA should be taught in all Yemeni universities as a separate course.
3. DA course should be offered after relevant courses, such as Morphology, Syntax...etc.
4. Students need to learn how to deploy DA concepts in the analysis of texts and practice the process of translation.
5. Teachers should facilitate and encourage discussion and practical group activities during the teaching of DA – e.g. students should practice translation of texts and apply what they have studied in the DA course. This will help them to translate efficiently, understand the importance of DA in translation and the relationship between the parts of a text.
6. DA learning and teaching should be fruitful and conducive, by relating it to other fields of language study.
7. Professional translator training should include DA as an integral part.

Finally, further studies can be conducted on relevant topics to both DA and the translation process, for example how to deploy DA concepts in the analysis of texts, how Yemeni students practice the process of translation, Yemeni teachers' practices during the teaching of DA and designing training courses for professional translators which include DA.

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Appendixes 1: Student’s Questionnaire

To English (Translation) Students, Yemen

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Instruction: Please circle one number (only one) that you consider most appropriate for the importance of discourse analysis (DA) in translation under the five levels of agreement (from *Strongly Disagree* to *Strongly Agree*). The findings of the questionnaire will be used within my research work that aims to investigate the awareness of Yemeni translation students of the importance of DA in translation. Thank you very much for your help.

Part One: The importance of DA in English - Arabic translation

1. DA is an important part of the translation process.
2. DA plays a vital and active role in translation.
3. Without understanding DA, you are unable to present professional translation.
4. DA helps you to convey the intended message of the ST properly.
5. DA helps you to produce a good translation.
6. DA has an important role in educating you to handle the text easily.

Part Two: DA problems and difficulties face translation students

1. Your unawareness of DA is the exact problem and difficulty facing you.
2. Lack of DA practice is one of your problems.
3. The current educational environment of learning DA is not conducive.
4. Lexical and grammatical cohesion are also problems facing you.

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5. The process of translation is inherent to the process of DA which enables you to deal with the unity of any text.

Do you have any other comments related to these English courses? Please write them here!

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