

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA



FACULTY OF LETTERS AND LANGUAGES

DOMAIN: FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

STREAM: ENGLISH LANGUAGE

N°: OPTION: LINGUISTICS

*Exploring Linguistic Intelligence and
Translation Mastery Relationships
The case of second year EFL students at
M'sila University*

**Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Linguistics**

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2020-2021

Dedication

I dedicate my humble dissertation to the mighty woman who does not know the despair, no matter how hard life is, my paradise, and my riches my mother

To my source of happiness and inspiration my grandparents.

To the warm embrace to which I belong my family.

Special dedication and thanks to my dear brothers: Nabil and Abd Raouf, and to all my closest friends for their support.

To the entire English Department.

To all people who know and love me.

I dedicate this work to my parents, who were a source of strength and honor for me, May God give them long life so that they will continue to support me.

My dear family members: my sisters, my brothers, and my niece.

And I will not forget my teachers, Ms. Fatimi, and Mrs. Zyazia, because of their efforts to teach me and memorize the Holy Quran.

To all my dear acquaintances,

To all researchers, and students of M'sila university

I dedicate my humble research to you

Acknowledgment

We would like first, to praise ALLAH for providing us patience and strength to accomplish this work.

We would like to express our utmost gratitude to Ms FARRAH for her supervision, and continuous encouragement .Special thanks to the jury members, who devoted their honorable time to read, evaluate and assess this work.

We would like to extend our heartiest thank with a deep sense of gratitude and respect to all those who provide us immense help and guidance during the research period especially Dr. Bounaas for his invaluable help in realizing the practical part of this research.

We would like to express our sincere thanks to our teachers in the English Department of M'sila University. We extend our thanks to second-year English students who accepted to be a part of our research work.

ABSTRACT

The present study addresses some cognitive aspects of individual differences that influence foreign language learning. The research attempts to investigate the relationship between one type of intelligence that is referred to as linguistic intelligence and Translation mastery. To achieve the objectives of this study, the mixed research method design incorporating both correlational and descriptive methods were used. First, for the correlational research, the data were collected through distributing Linguistic Intelligence test and Translation Mastery Task of researchers opted for a Linguistic Intelligence Test for a sample of 41 students from a population of 195 second-year students at the Department of Letters and English, Mohamed Boudhialf University, M'sila. 41 students answered the (IQV) Test, but only 30 students answered the (TM) Test to generate the necessary data that was processed and analyzed by researchers and confirmed through SPSS version 23. On the other hand, the researchers determined and categorized the students' linguistic intelligence levels from high to low in a table and histogram (Normal curve distribution) from SPSS -V23. In addition, the study employed a TMT to evaluate and analyze individuals' translation competencies, for the descriptive part of the research. The findings revealed an existing statistically significant moderate positive correlation with 0,368* value at the significance level $p=0,045$.

Key terms: Linguistic Intelligence, Translation Mastery, Correlational Research, Data Collection, Mixed Method.

ملخص

تتناول الدراسة الحالية بعض الجوانب المعرفية للاختلافات الفردية التي تؤثر على تعلم اللغة الإنجليزية كلغة أجنبية. ويحاول البحث كشف العلاقة بين نوع واحد من الذكاء يشار إليه بالذكاء اللغوي وإتقان الترجمة. ولتحقيق أهداف هذه الدراسة تم استخدام أسلوب البحث المختلط الذي يشمل الأساليب العلائقية والوصفية. أولاً، بالنسبة للبحث العلائقي، تم جمع البيانات من خلال توزيع اختبار الذكاء اللغوي وتمرين حول الترجمة على عينة الدراسة؛ حيث اختار الباحثان 41 طالباً للإجابة من العدد الإجمالي لطلبة السنة الثانية جامعي من قسم الآداب واللغة الإنجليزية بجامعة محمد بوضياف المسيلة (مجموع 195 طالب). وأجاب 41 طالباً على اختبار الذكاء اللغوي بينما أجاب 30 طالباً فقط على اختبار إتقان الترجمة من أجل توليد البيانات اللازمة للبحث التي تمت معالجتها وتحليلها من قبل الباحثين، وتأكيد النتائج من خلال الإصدار الثالث والعشرين من برنامج التحليل الإحصائي. وقد كانت مستويات الذكاء اللغوي موضحة تنازلياً في جدول ورسم بياني (مدرج تكراري). وبالإضافة إلى ذلك، استخدم الباحثان اختباراً للترجمة لتقييم وتحليل الكفاءات لدى الطلاب وهذا ضمن الجانب الوصفي للبحث. وقد كشفت النتائج عن وجود علاقة إيجابية معتدلة إحصائياً بين المتغيرين حيث كان معامل الارتباط يساوي 0.368^* ودلالة الارتباط قدرت ب 0.045 .

المصطلحات المفتاحية: الذكاء اللغوي، إتقان الترجمة، البحث العلائقي، جمع البيانات، المنهج المختلط.

LIST OF ABBREVIATIONS

ATS: Applied Translation Studies

DS: Descriptive Statistics

DTS: Descriptive Translation Studies

EFL: English as a Foreign Language

IQV : Intelligence Quotient-Verbal

LI : Linguistic Intelligence

LIT : Linguistic Intelligence Test

MI : Multiple Intelligences

SL: Source Language

TC: Translation Competence

TM: Translation Mastery

TMT: Translation Mastery Task

TS: Translation Strategies

TL: Target Language

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General Introduction

1. Introduction and Background of the study:

It is a well-known fact, that translation study is an interdisciplinary field of science that interacted with other disciplines such as Linguistics, Literature, Sociology, and Philosophy to find answers to translation problems. The field of psychology marked many advances in translation studies during the last decades. The relationship between psychology and translation has also become widespread among translation scholars in recent years.

Translating from one language to another is still standing as a challenging task for its learners because of their differences. One of the individual differences in intelligence. According to Gardner (2011) and Armstrong (2002), intelligence is an individual difference influencing to what extent a language learner learns a second or foreign language. This intelligence relates to a person's unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities one of the most important issues in psychology is multiple intelligences, which affects learners' achievement as well as their learning strategies. The translation is not always easy especially when the languages are not closely related.

Despite increasing acknowledgment that linguistic aspects of translator competence may influence translation performance; this aspect of the translation process has lacked visibility in the literature. A search for the term "linguistic intelligence" increased visibility and recognition has resulted in a shift of the object of study from translations to translators. This led to the creation of new links with other disciplines.

2. Statement of Problem:

Robinson (1997) proposed that "Translation is an intelligent activity, requiring creative problem solving", and according to Koller (1979, ctd. in Pym, 2003); "Translation competence is a specific competence type concerned with the authentic use of language". It is not sufficient for the translator to be fluent in both languages source language and target

language if s/he is not smart in general and has linguistic intelligence, in particular, to use the appropriate words according to the text to be translated. We conducted the study on second-year EFL students at M'sila University. There was no research to explain the relation between linguistic intelligence and translation mastery. Thus, we do this study to fill the gap by investigating the correlation between linguistic intelligence and translation mastery and emphasizing the significance of students' linguistic intelligence to master their translation.

3. Research Questions:

Under the stated problem, this study stands to answer the following questions:

1. Is there a statistically significant correlation between EFL learners' translation mastery and linguistic intelligence?
2. What are EFL learners' levels of linguistic intelligence?
3. Do students know translation strategies and methods?

4. Research hypotheses:

- ✓ H1: There is a statistically significant correlation between EFL learners' translation mastery and linguistic intelligence.
- ✓ EFL learners at the department of English language at M'sila University may have high levels of linguistic intelligence.
- ✓ EFL Learners of M'sila University may do not know the exact translation methods and strategies.

5. Objectives of the study:

The present study intends to draw learners' and teachers' attention to the importance of linguistic intelligence and its role in developing translation competence, to investigate the

relation between EFL learners' translation mastery and linguistic intelligence Case study at M'sila University on second-year EFL students. It also intends to:

- Determine EFL learners' levels of linguistic intelligence, and translation at M'sila University on second-year EFL students.
- The importance of linguistic intelligence for successful translation is the main investigated issue of this study.

6. Significance of the Study:

The findings of this study would be a contribution to Psycho- cognitive research as well as Educational Psychology. The main point, the present study realized, is that there have been very little researches or there is no research in translation studies regarding the effect of translators' linguistic intelligence on their translation mastery. Then the importance of investigating the impact of linguistic intelligence on translators. First, it will highlight the need to promote learners' linguistic intelligence in order to raise their awareness about its role in developing their language use. Moreover, this research provides insights for teachers to promote EFL learners' linguistic intelligence to develop their translation mastery. This study would, hopefully, provide a set of strategies to develop EFL learners' linguistic intelligence and therefore their translation mastery. It addresses the importance of bridging the intelligence gap in the translation process.

7. Research methodology:

In this study, we seek to explore and investigate the relation between linguistic intelligence and translation mastery. Thus, it needs to use a mixed-method research design, involving a correlational, and a descriptive design, in which both quantitative and qualitative data measurement tools are used, and testing the hypotheses to answer the research questions. The

main population of this study is second-year LMD EFL learners at M'sila University; English language Department, 195 Out of this population; a randomly selected sample of 41 students.

Data necessary for obtaining enough information to undergo the current investigation were collected using quantitative and qualitative measurement tools. At first, the Schulte Self Report Linguistic Intelligence Test (IQV) was used to measure EFL learners' IQ. Secondly, a translation task was designed and distributed to EFL students to measure their translation competence. Additionally, regarding the descriptive design to observe, analyze, and assess the participants' translation. Hopefully, the above mentioned instruments will help in obtaining valid and reliable results to eventually test the hypothesis as well as answer the research questions. The data, obtained through the tests, were analysed using the SPSS V23.

8. Thesis Structure:

This dissertation is divided into two main chapters, and each chapter is divided into sections. The first chapter reviews the related literature. The second chapter deals with the practical part of the study where the data collected will be analyzed, interpreted, and discussed. The first chapter is divided into three sections, which tend to provide an overview of translation mastery and linguistic intelligence, namely their definition, types, description, and importance. The second chapter deals with methodology design, data analysis, limitations, pedagogical implications, and recommendations for further research. It represents the research design, the method, settings, participants, the data collection tools, and the discussion of the findings. The thesis is concluded by stating the research recommendations, limitations, and suggestions for future investigations.

9. Definition of Key Terms:

Linguistic intelligence: also known as verbal-linguistic, is one of the many types of intelligence described in multiple intelligence theory. People with significant linguistic

intelligence are often good at languages and enjoy reading and writing. This intelligence includes the capacity to use language in speaking or writing. Gardner (1983, 1999) described VL as the capacity of using the language effectively. This includes recognizing the phonology of sounds, the semantics, and syntactic construction of distinct linguistic communication, and use different lexical forms.

Translation Mastery: is one of the human activities that have existed since ancient times, and it aims to interpret the meanings that include texts, and convert them from one language (the source language) to texts in another language (the target language).

10. Literature Review:

Linguistic intelligence is one of the multiple intelligences proposed by Gardner (1983; 2011), a professor of education from Harvard University. It is defined as the capacity to use language effectively whether oral or written (Armstrong, 2009; Gardner, 2011). Gardner has described “linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn a new language” (as cited in Parsa et al., p. 115). Verbal-linguistic intelligence refers to an individual's ability to analyze information and to produce work that involves oral and written language, such as speeches, books, and emails.

On other hand, several authors have attempted to describe the components of translation competence in various ways (Kiraly, 1995; Hansen, 1997; PACTE, 2000). ‘Translation competence’ is viewed and defined differently over the last thirty years. In its early stages of the 1970s and before, it was reflected as a bilingualism mode (Pym, 2003, p.482). Thenceforth, ‘translation competence’ has been regarded as a multi-componential competence that comprises of sets of technological, cultural, or linguistic skills. Thus, the majority of the models proposed for translation competence by scholars (Lowe, 1987; Bell, 1991; Nord,

2005; Pym, 1993; Kiraly, 1995; Hatim and Mason, 1997; Hansen, 1997; Risku, 1998, cited in Lesznyak, cited in Pym, 2003; Neubert, 2000) emphasize the description of the component constituents of translation competence (Albir, 2007).

Mohammad Akbar expresses the importance of translation through the following words: “Whatever we were to say about the critical importance of translation, we would never do it justice. In this context, we have nothing to do but to remember played by translators over the ages by translating sciences and knowledge among nations and peoples and their role in achieving civilizations and development for nations”. Accordingly, from the definitions mentioned above, Mohammed advocates the importance of translation competence for a correct and accurate rendering of any given material submitted for a translation task and the major linguistic skills that translators should possess to ensure a translation of quality that conveys the meaning of the source text author.

Chapter One:
Linguistic Intelligence and Translation
Mastery

Literature Review:

Introduction:

In order to initiate this research, this chapter attempts to examine the theoretical backgrounds of the variables investigated under this study. The following is a brief review of literature studies related to application of (MI) theory in the field of teaching English as foreign language in light of variables of study. The application of (MI) theory in field of teaching English as foreign language has shown significant implications.

I. Linguistic Intelligence:

1. Definition of Linguistics:

The first half of the twentieth century linguistics was dominated by Saussurean structuralism. Ferdinand de Saussure is considered one of the forefathers of modern linguistics (Joseph 2002). Linguistics is the study of language as a system of human communication. However, knowledge of linguistics differs from knowledge of language. Thus, a speaker can use a language without any conscious knowledge of its internal structure. Conversely, a linguist can know and understand the internal structure of a language without actually speaking it. So, a linguist is not an individual who speaks more than one language, more precisely it is called a polyglot, bilingual or a polyglot. Instead, the linguist is concerned with language as a human phenomenon. Linguists study the rules, social and psychological aspects of language use and the relationships between languages, both historical and current. The field of linguistics, like any complex field, includes several main divisions.(ERIC Degt, 1986)

Before Saussure, linguistics was attractively devoted to the asynchronous (comparative and historical) studies of language, concerning questions of language origin and change, etymology, and grammar. While Saussure himself has done some work in this context, he has innovated by legitimizing simultaneous language studies (inquiry into the current state of

language) (McCabe 2011). Linguistics can and should focus on what languages are and not just how they appear to be. Chomsky 2006 as cited in (McCabe, 2011, p. 54) "It seems that we must regard linguistic competence-knowledge of a language-as an abstract system underlying behaviour, a system constituted by rules that interact to determine the form and intrinsic meaning of a potentially infinite number of sentences".

2. Definition of Intelligence:

The first known use of intelligence was in the 14th century, first recorded in 1350–1400; Middle English. The term comes first from Latin *intelligentia*, from *intellegere* which means to discern, to comprehend, literally: to choose between, from *inter* (between) + *legere* (to choose). Gardner (1983, p.81) defines: "intelligence as the ability to solve problems or to create fashion products that are valued within one or more cultural settings". This definition contradicts the previous view of intelligence, which is considered a single ability. However, Gardner (1993) initially claims that we possess seven different kinds of intelligences. He described intelligence as a bio-psychological potential.

Gardner (2011) says that in the past time, intelligence was defined as a single property of human mind. Also, it only could be measured by a standardized instrument called IQ (Intelligence Quotient) test which consists of verbal and logical-mathematical tests. Gardner (2011) argued that "traditional view of intelligence employed in educational and psychological settings needed reform" (as cited in Esmaeli et al. 2014, p. 2663). He suggested that "the concept of a "pure" intelligence measured by a single IQ score is flawed" (pp. 2663-2664). Then, the new paradigm offers that human mind possess more complex properties. Armstrong (2009) says, "the concept of intelligence began to lose its mystique and became a functional concept that could be seen working in people's lives in a variety of ways" (p. 9). He says that each person has all intelligences to some degree and displays them uniquely.

Therefore, the intelligence is not a single entity, but a variety of talents and everyone has different dominant intelligence.

As the combination of different abilities, intelligence is also defined as the ability to solve problems in a given different situation. According to Gardner (2011) and Hoerr (2000), intelligence has more to do with the ability to solve problems and to fashion products that are culturally valued. Based on the concepts above, we tried to conclude the definition of intelligence as the mental capacity of an individual to find a way to deal with and end the problem and to create the product which can be affected and activated by culture and environment.

3. Multiple Intelligences (MI):

Gardner has Discovered theory of Multiple Intelligences (Gardner 1989, p. 96) that challenge traditional education system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Students learn in ways that are identifiably distinctive. thus The students would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of tools .(Lane, Carla.).

Howard Gardner of Harvard has identified seven distinct intelligences ,and one of them is the linguistic intelligence .This intelligence uses the skills such as the ability to manipulate syntax or the structure of language, the phonetic sounds of language, the meanings of language, and practical uses of language (Armstrong, 1994). The Verbal/Linguistic Intelligences utilize both oral and written expression to achieve the desired goals and objectives, to solve problems, and to improve the method of abstract thinking: Verbal-linguistic students prefer words and use them as a primary way of thinking and solving

problems. They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.

Sharon Carlton (2000) selected three activities used during the experimentation period. Each activity's purpose seeks to disseminate the Multiple Intelligence germane to that individual, although there were certain intelligences targeted. Sharon thinks that the MI approach is worth consideration and most of all very practical for use in any level class. He found that students who are overachievers needed to adjust the MI methodology. By making those changes, overachievers became more confident in their hidden talents and even more outgoing in their extracurricular activities.

Kimberly Thomas (2000) two selected classes contained English as a Second Language students living in the United States for over nine months MS. Thomas used many MI activities with her experimental class. The three activities that utilized more than one Multiple Intelligence per activity and seemed most effective were transparency map, small group reading, and vocabulary worksheet. The results of the tests were dramatic. The experimental group scored an average 14 points higher than the control group. As the evidence presents itself, Ms. Thomas believes that the MI activities stimulated the students to learn and recall the information in various ways.

Renata Botwina provides a conceptual setting for conscious teaching It also advocates an experimental Insight into foreign language teaching where both a teacher and a student are encouraged to explore, discover and practice their multiple intelligences while teaching and mastering foreign Languages, to establish a new perspective on both effective and creative foreign language teaching (FLT) in the framework of Howard Gardner's Theory of Multiple Intelligences (MIT). He made the examination by using the deductive / inductive analysis and he found that foreign language students benefited from FLT methods which, being learner-

centered, cater for an individual student's needs and preferences, provide a meaningful context for FLT and, consequently, increase the level of students' motivation for learning foreign language.

Razmjoo (2008) intended to investigate the relationship between language proficiency and multiple intelligences among the Iranian PhD candidates at Shiraz University, Shiraz, Iran. To fulfill this objective; language proficiency test and item multiple intelligences questionnaire were distributed ,also the data gathered were analyzed descriptively utilizing central tendency measures (mean and standard deviation). Moreover, the collected data were analyzed inferentially using correlation, regression analysis and independent t-test. The results of the study showed that there is no significant relationship between language proficiency and multiple intelligences as a g-factor and language proficiency and each of nine-intelligence types.

In conclusion, due to the importance of MIs theory in acquiring and enhancing the foreign language, this study was an attempt to discover the relationship between specific type of Multiple Intelligence which is linguistic intelligence (LI) and the students translation mastery .



Figure 01. Multiple Intelligences

Figure 01 summarizes multiple intelligences from (M.I. Smart jcp 1999)

4. Linguistic Intelligence:

Linguistic intelligence is one of the multiple intelligences proposed by Gardner (1983; 2011), a professor of education from Harvard University. It is defined the capacity to use language effectively whether in oral or written (Armstrong, 2009; Gardner, 2011). Gardner has described “linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn a new language” (as cited in Parsa et al., p. 115). Based on the concepts of linguistic intelligence, it can be assumed that linguistic intelligence includes the ability to persuade others using words orally, creative writing skills, and the ability to pick up on other languages easily. There are four sensitivities of linguistic intelligence related to the language. They should be combined in

order to balance linguistic intelligence. They are the sensitivity of phonology, syntax, semantics and pragmatics (Armstrong, 2009; Gardner, 2011).

Besides having the four sensitivities, linguistic intelligence also have some aspects. There are four aspects of linguistic intelligence proved of striking importance in human society. These aspects are the indicators of linguistic intelligence. They are rhetoric, mnemonic, explanation, and metalinguistic (Gardner, 2011: Armstrong, 2009). Gardner (2011) defines, “rhetoric is the ability to use language to convince other individuals of a course of action” (p. 82). It is the ability to use language orally in front of many people to persuade others such as debate and public speaking. Besides rhetoric, the other aspect of linguistic intelligence is mnemonic. It is “the capacity to use language to help one remember information” (p. 82). It can be assumed that the aspect of linguistic intelligence can be the capacities to remember the information. Then, explanation plays important role in teaching and learning process because it is the ability to use language in providing the information. Last, metalinguistic or metalanguage is the fourth aspect of linguistic intelligence. This aspect is the ability to learn language itself. According to (Gardner, 2011, p.83), metalinguistic is “the language potential to explain its own activities” . People with this potential are often ask about language when they are not understand. In other words, it is the capacity to use language to talk about itself.

5. Characteristics of Linguistically - Intelligent People

As people who have well-developed linguistic intelligence, they have their own characteristics. They would learn any language successfully and perform better than those who have low linguistic intelligence. In other words, people who can master the languages meaning that they have high linguistics intelligence. There are some characteristics, activities,

and possible carriers of people with this intelligence. Firstly, there are some characteristics of people with high linguistic intelligence.

A person with well-developed linguistic intelligence usually: listen and respond to the sound, rhythm, color, and variety of the spoken word; exhibit the ability to learn other languages. Such as learn through listening, reading, writing, speaking to communicate, discuss, explain and persuade; good at writing; comprehend, paraphrase, interpret, and remember what has been said; read and speak effectively; spells easily; enjoys word games; understands puns, jokes, riddles, tongue-twisters; readily incorporates descriptive language; good storyteller; uses complex sentence structure; appreciates the subtleties of grammar and meaning, often, loves to debate issues or give persuasive speeches, and able to explain things well (Laughin, 1999 as cited in Abdallah, 2008; Hoerr, Boggeman, & Wallach, 2010). Besides the characteristics, linguistically intelligent people also have their own pursuits. Some experts state the activities for linguistic intelligence learners.

Armstrong (2009) and Hammoudi (2010) state the activities for linguistic intelligence learners in the classroom, such as: brainstorming, choral reading, debates, extemporaneous speaking, individualized reading, journal keeping, large and small-group discussions, lectures, manuals, memorizing linguistic facts, reading to the class, sharing time, storytelling, student speeches, talking books, tape recording one's words, using word processing software, word game, worksheets, writing activities such as, write a story, poem or drama, write an essay, write a newspaper article, write in a learning journal, make a book, interview, research at the library or on the internet, use a dictionary, and make a presentation.

In brief, people with high linguistic intelligence learn language more successfully and perform better than others. In addition, they will be better than others in performing the language. Therefore, their activities and possible careers are based on their characteristics

such as exhibit ability to learn other languages such as learn through listening, reading, writing, speaking to communicate, using language effectively to explain things well and persuade others; good at writing, speaking, reading and listening; easily to remember the information; enjoys word games.

6. Tests of intelligence :

Early attempts to measure human intelligence started with the work of The British scientist Francis Galton in which he attempted to assess the intellectual capacity through developing the first test that discriminates between adults and children. However; his tests discriminated between weights using senses. Therefore, his test did not go beyond simple physical tools . Although this scientist is the first to develop a mental test, the term “mental test” was not adopted until the coming of the American researcher James McKeen Cattell who continued and expended the work of Galton. The latter who did a significant contribution to the field of statistics and psychological measurements.(Susana Urbina,2004,p.11)

In the late 1800s, one additional contribution to field of psychological testing made by the German psychologist Hermann Ebbinghaus to study the effects of fatigue on children’s mental ability through a technique known as the Ebbinghaus Completion Test, which deserves mention because it would lead directly to the first successful instrument of the modern era of testing. (Susana Urbina, 2004, p. 12)

As a result of this, Alfred Binet was inspired to develop the scale that would become the first successful intelligence test by using the completion technique and other complex mental tasks In 1904, the French psychologist Alfred Binet was appointed to a commission charged with devising a method for evaluating children whom were incapable of grasping the educational curriculum, and managed a program that was beneficial to their abilities. The 1905 Binet-Simon scale, as it came to be known, was a series of 30 tests or tasks independent

of school tests like vocabulary, understanding, differentiation between objects, items completion, and drawings. These tasks varied in performing skills and the degree of difficulty..(Susana Urbina, 2004, p. 13).

➤ **The Birth of the IQ :**

In 1911, a German psychologist named William Stern proposed that the mental level attained on the Binet-Simon scale, relabeled as a mental age score, and soon became known as the intelligence quotient. The formula used is: be divided by the chronological age of the subject to obtain a mental quotient that would more accurately represent ability at different ages. To eliminate the decimal, the mental quotient was multiplied by 100. As showing bellow:

$$IQ = \left(\frac{\text{Mental Age}}{\text{Chronological Age}} \right) \times 100$$

In spite of several problems with the ratio IQ, its use would last for several decades, until a better way of integrating age into the scoring of intelligence tests was devised by David Wechsler (Cited in Sternberg and Kaufman,2011, p. 26) Wechsler adopted the technique of “deviation IQ”. This score is calculated by adding all the scores obtained in the subscales and calculating the sum of these scores in a normative table.(Susana Urbina,2004,p.14). Psychological Research is one of The most current uses of tests, which take place in a wide variety of contexts to provide a well-recognized method of studying the

nature, development, and interrelationships traits (cognitive, affective, and behavioral trait).
(Susana Urbina, 2004, p. 22)

II. Translation Mastery:

1. Translation studies :

Throughout the history, the important role of translation in inter-human communication either writing or spoken, was to provide texts for religious purposes, however, in the past fifty years. The study of translation shifted to academic subject; which is known as “translation studies”. This discipline (TS) has gradually established itself as an independent field of study the theory and phenomena of translation .due to its nature, it includes other fields such as: language, linguistics, communication studies, philosophy, and cultural studies. James S. Holmes attempted to bring together the main concepts and to give description of the field. **Figure 01** illustrates the breadth of contacts: Holmes’s map of translation studies (from toury .1995:10).

Holmes's 'map' of translation studies (from Toury 1995: 10)

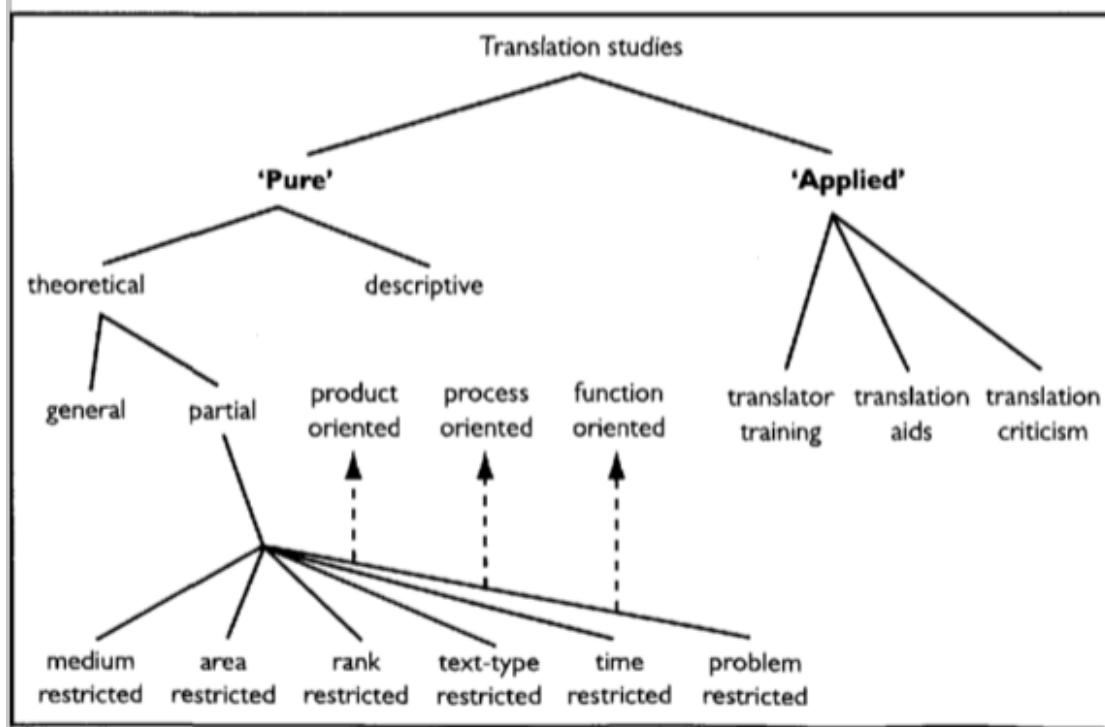


Figure 02. Holmes's map of translation

Holmes puts an overall framework, describing what TS covers. pure translation studies and applied translation studies are the two main section of translation studies , the theoretical branch within the pure translation, divided into general and partial theories. First, general theories refers to those writings which describe the different types of translation, to make overgeneralization that will be relevant for translation as a whole. However; the partial theories includes: medium restricted, area restricted, rank restricted , text type restricted, time, and problem restricted . all those theories are explained in the table below.

Table 01 : summarize the components of the partial theories from Holmes framework (1998b/2000).

Medium	Restricted to whether translation is spoken /written .or by machine / human.
Area	Restricted to specific linguistic or cultural groups.
Rank	Restricted to specific linguistic level .
Text type	Restricted to specific text type or genres.
Time	Restricted to translation within specific frames and periods .
problem	Restricted to specific problems , like dealing with the translation of metaphor or idioms.

Table 01. The components of the partial theories from Holmes framework (1998b/2000).

1.1 Applied translation studies:

The second major division proposed by Holmes, covers activities that address specific practical applications, most notably translator training, translation aids such as dictionaries and term banks, translation policy (which involves giving advice to the community on such issues as the role of translators and translating, and translation criticism).

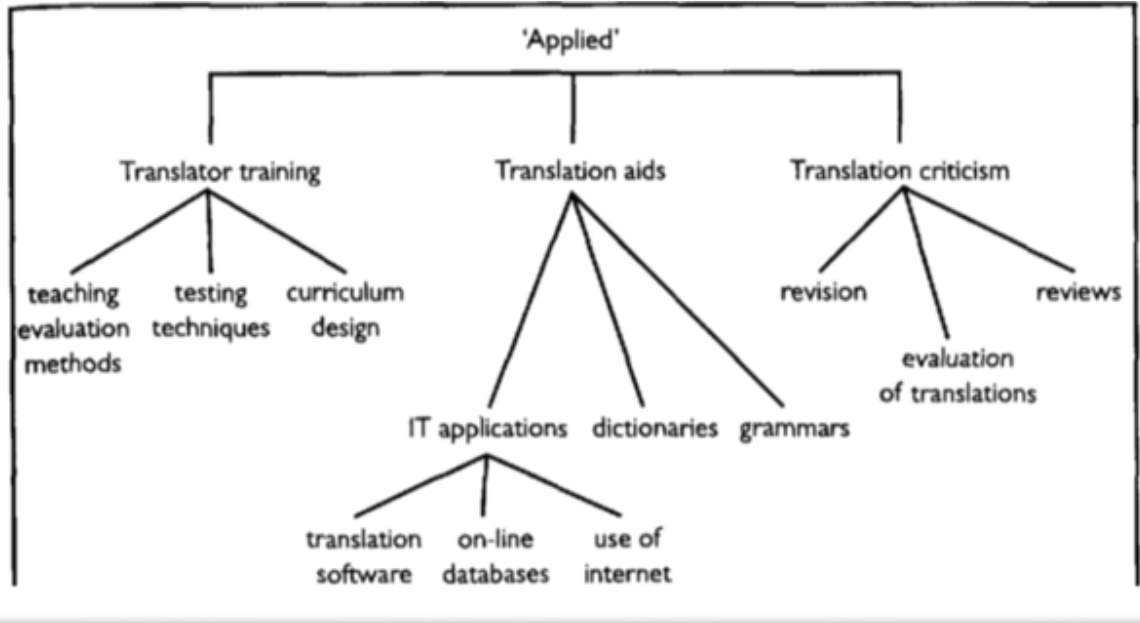


Figure 03: The applied branch of translation studies

Applied Translation Studies (ATS), the application branch of Translation Studies (TS), is concerned with translation activities that address a particular goal and a specific user. ATS designates fields, which partly belong to TS and partly in other disciplines such as translator training/education (Translation didactics), translation tools, and translation criticism among others.

2. Definition of Translation:

"A text is a whole entity, to be translated as a whole".

Translation is traditionally known as being the 'replacement of textual material in one language into equivalent textual material in another language. It had distinct functions through time; first as linguistic activity, to cultural and communicative activity, then a socially impacting activity. Newmark defines translation as "a craft consisting in the attempt to replace a written message and/or a statement in one language by the same message and/or statement in another language." (1981:7) in his definition, Newmark stresses rendering intended meaning by the author from the source language text into the target language text

Translating reformulate the source message by selecting the closest equivalence in terms of meaning and style; so the translator must strive for equivalence rather than the form of the sentence to reproduce the message (Nida and Taber,12). The figure below represents Nida and Taber’s description of the translation process.

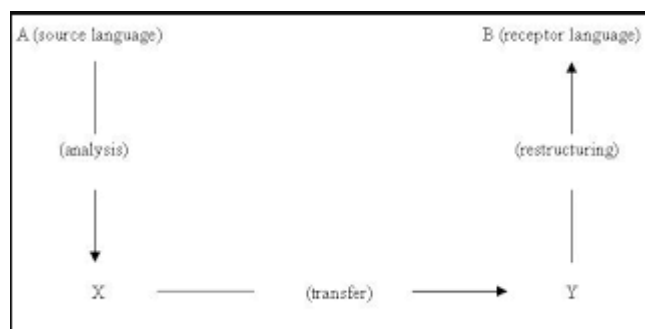


Figure 04.Nida’s three stages system of translation

Hatim and Munday (2004: 6) define translation as “the process of transferring a written text from the source language (SL) to target language (TL)”. In this definition, they emphasize translation as a process, and they did not clarify that the object being transferred, whether it is meaning or message. Moreover, Andy Bayu Nugroho says: “Translation is basically a process of conveying meaning or meaning of a given-linguistic discourse of a language into other languages” Translation is an endeavor of reaching equivalent meaning of a text into the target language.(1997.p,12). Therefore, the main objective in the process of translation is about the meaning, which will occur when the process is in progress, not translation as a product.

Fayrouz Toualbi Selougha claims that:“Translators are in fact knowledge mediators responsible of the transfer of a given content from one language into another. The transposition does not concern the lexical level only but the discorsal rank as a whole”. Hatim and Munday (2004: 34) also suggest that “one of the key problems for the analyst was in actually determining whether the source text meaning had been transferred into the target

text". It is clear here that meaning is the key problem: whether the meaning of the source language text is accurately transferred into the target language text.

3. Methods of Translation :

A method of translation encompasses various techniques and strategies applied at the textual level to transfer a text from a source language into a target language in the light of a translation assignment and a contextual situation of communication. The method used is decided prior to the act of translating, it is dependent upon several factors. Newmark (1988b) writes that "while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). so he mentioned the following methods of translation:

- **Word-for-word translation:** This is often demonstrated as interlinear translation, in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- **Literal translation:** in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- **Faithful translation:** it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- **Semantic translation:** which differs from 'faithful translation' only in as far as it must take more account of the aesthetic value of the SL text.
- **Adaptation:** which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- **Free translation:** it produces the TL text without the style, form, or content of the original.

- **Idiomatic translation:** it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

- **Communicative translation:** it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988b, p.45-47).

Newmark comments on the above-mentioned methods and he claims that only semantic and communicative translation fulfill the two main aims of translation, which are first, accuracy, and second, economy. Because a semantic translation is written at the author's linguistic level while a communicative is written at the readership's... Semantic translation is used for 'expressive' texts, communicative for 'informative' and 'vocative' texts(1988b, p.47).

4. Translation Strategies:

The term strategy is often used with such terms as “procedure,” “technique,” “method,” “tactic,” “approach,” and so forth because their meanings overlap. However; many researchers endeavour to give a distinct definition of each term (Sanjun Sun, pp. 5408).

- **Transference:**

The process of transferring an SL word to a TL text as a translation procedure includes transliteration, The word then becomes a 'loan word'.

- **Naturalization:**

This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology (word-forms) of the TL. This is an approximate translation where a SL cultural word is translated by a TL cultural word.

- **Functional Equivalent:**

requires the use of a culture-free word, sometimes with a new specific term; it therefore neutralises or generalises the SL word; and sometimes adds a particular .This procedure, which is a cultural componential analysis, is the most accurate way of translating i.e. deculturalising a cultural word.

- **Descriptive Equivalent:**

In translation, description sometimes has to be weighed against function. Description and function are essential elements in explanation and therefore in translation. In translation discussion, function used to be neglected; now it tends to be overplayed.

- **Synonymy :**

The word 'synonym' is in the sense of a near TL equivalent to a SL word in a context, where a precise equivalent may or may not exist. This procedure is used for a SL word where there is no clear one-to-one equivalent.

- **Through-Translation:**

In theory, a translator should not 'initiate' a through-translation. In fact, through-translations in contiguous cultures sometimes fill in useful gaps.

- **Shifts or Transpositions:**

According to Newmark (1988), translation shifts are grammatical changes from the SL into the TL. He classifies them into four types.

1. The change of grammar due to the grammatical differences between the ST and the TT.

2. To change the grammatical structure of the SL because of the lack of the SL grammatical construction in the TL.
3. The third type of shift is used when the literal translation of ST is grammatically possible, but its sound is awkward in the TL.
4. The replacement of a ST grammatical structure to a lexical structure in the TL.

- **Modulation :**

According to Newmark (1988), modulation refers to a change of a message of the ST in the TL text because of different viewpoints in the SL and TL.

- **Recognized Translation:**

According to Newmark (1988), recognized translation is the use of an authorized translation of an institutional word.

- **Translation Label:**

According to Newmark (1988), translation label is “a provisional translation, usually of a new institutional term”

- **Compensation:**

Newmark (1988) states that compensation occurs “when loss of meaning, sound effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in a contiguous sentence” (p. 90).

- **Reduction and Expansion:**

Reduction and expansion are practiced intuitively in several cases. Expansion means using more words in the TT to re-express the meaning of an SL word due to the lack of a precise

equivalent in the TL. On the other hand, reduction means omitting unimportant elements of the ST.

- **Paraphrase :**

According to Newmark (1988), the paraphrase is used to illustrate the meaning of a part of a text particularly when there are significant implications.

- **Couplets:**

Newmark (1988) states that the couplets translation procedure occurs when a the translator uses two different procedures to solve a single problem.

- **Notes :**

According to Newmark (1988), writing notes procedure means, "supplying additional information in a translation" (p. 91). A translator may be required to apply this procedure in order to add cultural, linguistic, or technical information to the text. Notes can be added through three methods:

1. Within the text.
2. At the bottom of a page.
3. At the end of a chapter or book.

5. Text Typologies and Translation :

Many scholars have concerned themselves with the study of language variation. This language variety debate was brought into translation studies. Therefore, any type of text requires a specific method of translation. Going back to the basics of Translation Studies, the functional approach, has been a major influence in contemporary translation theory. Starting

from the 70's based its argument on the fact that there are different types of text. , Katharina Reiss's Classification(1976).

Reiss has worked on text types because he was influenced by the functional theories. Her approach relates translation closely to text linguistics and communication studies, as she affirmed that the level at which communication occurs is textual and not sentential'-or-lexical (1977,p14-113)). With respect to the classification of text types, Reiss starts by sticking to the traditional Bühler's triadic -function-al model of language, but adds an audio-medial type to cover the increasing use of language (Munday, 2008,p.72-74). As Munday (2001,p.73)

Summarize her classifications of text type as follows:

A. Informative:

The main focus of the communications is the language dimension which used to transmit the information is logical or referential, the content or topic .It is concerned with "plain communicative facts".

B. Expressive:

It is concerned with "creative composition "wherein the author uses the aesthetic dimension of the language composition.

C. Operative:

It is concerned with "inducing behavioral responses ", due to its appellative function, its purpose is to appeal to or persuade the receiver of the text to act in a certain way.

D. Audiomedial:

This type of text supplements the other three functions with visual images, music, spoke, advertisement, and films. It is important to note that Reiss recognizes hybrid text and speaks about multiple functions being realized within a single text, but generally with one being dominant (Andrews and A.Maksimova, 2010,p.62-63).It

mean that the operative text , for example , may include some characteristics of the informative one , but the dominant nature of the text will remain operative. The bellow Figure : Functional charatiristics of text types and links to translation methods (adopted from Reiss 1971).

<i>Text type</i>	<i>Informative</i>	<i>Expressive</i>	<i>Operative</i>
Language function	Informative (representing objects and facts)	Expressive (expressing sender's attitude)	Appellative (making an appeal to text receiver)
Language dimension	Logical	Aesthetic	Dialogic
Text focus	Content-focused	Form-focused	Appellative- focused
TT should	Transmit referential content	Transmit aesthetic form	Elicit desired response
Translation method	'Plain prose', explicitation as required	'Identifying' method, adopt perspective of ST author	'Adaptive', equivalent effect

Figure 05. Functional characteristics of text types and links to translation methods (adopted from Reiss 1971).

Text types are identified as “a conceptual framework which enables us to classify texts in terms of communicative intentions serving an overall rhetorical purpose” (Hatim and Mason 1990:140). Also, Hatim defines text-type as “the way the structure and texture¹ of texts are made to respond to their context “-;- and text as” a set of mutually relevant communicative -function-s, structured and textured in such a way as to achieve an overall rhetorical purposes”. (2004, p. 232).

Translation as Text emphasizes the fact that translations are texts and that processes of translation are primarily textual process (Neubert and M.Shreve, 1992, p.124). Definitely,

being acquainted with the features of text-types , the translator will be simply able to determine what method and strategy he has to follow in order to produce a competent translation , ie: to adopt the appropriate strategy in translating different text-types, such as : legal and literary since each has its distinctive semantic, syntactic and stylistic traits . Newmark (1988:39) distinguishes three text-types on the basis of the three -function-s of the language that adapted by Bühler. These three categories can be presented as follows: the expressive, the informative , and the vocative.

A. The expressive

Newmark claims that the translator uses the utterance to express his feelings .Thus he considers the author of the expressive text as the main focus'-or-as 'author- oriented'. Also, Newmark proposes three characteristic of expressive text types: **1-Serious Imaginative Literature:** this text-type includes some literary genres those which are entitled to some assistance with cultural expressions , such as : lyrical poetry, short stories, novels, and plays.

2-Authoritative Statements: the typical authoritative statements are texts that derive their authority from their authors. They can be exemplified by political speeches and documents.

3- Autobiography, Essays, Personal Correspondence: these can be categorized under the expressive text because “they are personal effusions, when the reader is a remote background.

B. The Informative

The core of this texts type is the external situation unlike the expressive text types. Informative texts are concerned with any topic of knowledge. However; Newmark, differentiates between the format of the informative text and the topic, he means by format: how the form of the text was written, such as: a textbook, a technical report, a scientific paper,

a thesis, or an article in a newspaper. While he means by topic to what field the content of the text is related, such as: scientific, technology, of commercial.

C. The Vocative

The readership'-or-the addressee is central to the vocative text because the purpose of those texts is to act, to think, to feel and to react in the way intended by the text. Moreover, he provides other names to text-type: "instrumental, operative and pragmatic "he claims that these names can produce a certain effect on the reader. The best examples are: notices, instructions, publicity, propaganda and persuasive writing.

The Existing typologies fall into two major categories which have relatively little in common: those which have been established from the point of view of translation studies and those which have been proposed from the point of view of the translation profession. The focus of the former is more on classifying translations on the basis of the source text, while the latter concentrate on classification on the basis of the target text produced by the process of translation.

Andy Bayu Nugroho emphasizes on studying the meaning equivalence, according to his study; translation is not a matter of transmitting words or grammatical structure of the SL, but rather than transmitting meaning of words in a certain way, context, and effects, so the text should be translated as a whole unit of meaning to find the equivalence. Beaugrande stated that: "The text-linguistic view regarding what is said and with what is intended, and how it is a combination of the two that can properly signal what text-based information is about. Also he claims "the word cannot be the unit of translation" (1978, p. 91). Thus, he considered the text to be the smallest unit of communication.

The models of translation informed by text typology have thus attempted to include, and account for the diversity of rhetorical purposes, normally served in any act of communication, which are fully integrated into the way text types are used or produced; in

which text users instinctively refer to in adopting a given translation strategy with an eye on both sides of the translation divide the ST and the TT. So text types are seen as ‘guidelines’. (Hatim. & Munday, 2004, p. 74).

Reasons for Choosing Newmark’s Model: Regarding the reasons for choosing Newmark’s theory of translation procedures, the researcher attempts to identify the linguistic differences between the ST (Arabic) and the TT (English) and vice versa concerning the list in Newmark’s model. Therefore, the present study applies Newmark’s model of translation methods, since it is a comprehensive model.

6. Qualities of a Good Translator

A good translator should have adequate knowledge of the SL (source language) from which he is translating into the TL which is generally his mother tongue/target language. In order to produce an accurate translation of the SL text he should have command over the grammatical, syntactic, semantic and pragmatic features of the SL. A good translator should be careful of the choices that he makes in using the TL. He should translate in the style, which is appropriate for the target audience. The style should be such that it appears to be natural. In short, s/he should be a competent and proficient bilingual, familiar with the subject/area of the SL text chosen for translation. S/He should never try to insert his own ideas or personal impressions in the TL text. His objective should be to convey the content and the intent of the SL text as exactly as possible into the TL text. (Dr. Shadia Y. Banja)

Conclusion

It is clear from above mentioned studies about linguistic intelligence and translation mastery. This study is conducted to prove the relationship between the two variables, so to investigate such relationship between the LI and students' scores on translation test. It is evident from above studies that the implementation of LI theory in the EFL classroom improves the translation mastery TM whether it is written or spoken. The review of literature, and related studies above gave a momentum for conducting to the present study to set up and to investigate which LI level characterizes the second-year EFL students in M'sila University.

**Chapter Two:
Methodology, Findings and
Discussion**

Introduction

Based on the findings of previous studies, which took an important role in designing this research; those studies were related to the correlational category, and the factors are affecting linguistic intelligence and translation mastery. However, relying on the research made during the realization of this study; no research was found to explain the relation between linguistic intelligence and translation. This study is achieved to examine the relationship existing between linguistic intelligence and EFL learners' translation mastery. The previous chapter tackled the theoretical backgrounds and related research to LI and translation competence. Chapter two is dedicated to the field work. It introduces the practical part of the research where both methods and process used to conduct this research are explained. The chapter includes sections; the first section provides an explanation of the overall research design, it describes the research methods, the setting, subjects, materials, instruments, procedures are appropriately applied. Second Section is concerned with the statistical analysis of the data obtained and the discussion of the results. Section three aims to suggest some pedagogical implications based on the findings; it also states some of the limitations of the present study and recommends future research.

I. Research Methodology and Design

A research design is an overall plan for connecting the conceptual research problems with empirical research. As defined in the previous section, the main objective of the study is to explore the relationship between linguistic intelligence and translation mastery. To achieve this, it draws statistical, quantitative results and further the descriptive method seeks to provide justifications on the abovementioned question, the proper research design to address the central and subsidiary questions of the study. Thus, the correlational nature of this investigation entails using a linguistic intelligence test and translation task to the participants. Additionally, the objectives of this research also required using a purely qualitative descriptive exploratory design. It seeks careful description and understanding of the study. Thus, observation is needed to collect the required qualitative data.

1. The Mixed Method Research Design

As it was detailed in the general introduction, this study, unlike other studies that simply focus on assessing translation competencies of second-year EFL learners. Changes from person to person according to his linguistic intelligence and the use of appropriate vocabulary shift the translation competence of students; it evaluates the linguistic intelligence and investigates the use of translation strategies from each person. Therefore, to answer the research questions and test the proposed hypothesis, the current study employs the mixed methods design, which is the combination of a qualitative and quantitative approach to collect and analyze data (Creswell & Tashakkori, 2007). It is characterized by the combination of at least one qualitative and one quantitative research component (Schoonenboom & Johnson, 2017). The correlational nature of this investigation entails using a quantitative measurement tool – the IQ-V and a quantified qualitative measurement too – the TTM-, and one. Additionally, the objectives of this research also require the use of a purely qualitative

descriptive exploratory design. An online questionnaire is designed in order to collect the required qualitative data.

2. Correlational Method

Correlational research is non-experimental descriptive research, which refers to a technique used to measure the relationship between two or more variables in order to determine the nature of this relationship, whether existing or not, positive or negative. The present section provides the necessary explanations of the setting and participants, the research tools, and procedures employed to achieve this correlational research.

2.1 Settings and participants

This study took place at the level of the English Department at M'sila University during the second semester of the academic year 2020/2021. The study targeted second-year EFL students. The total number of the population was (195) students of the second-year EFL learners; the number of the sample that was selected was (41). This study uses a technique named “the Simple Random Sampling Technique” to the selected subset of the population. In this sampling method, each member of the population has an exactly equal chance of being selected to ensure high internal validity.

2.2 Research tools

In order to conduct this correlational research, which is aiming to locate the nature of the relationship between the study's variables: LI and TM two research tools were used; namely, Translation Mastery Task (TMT), and Linguistic Intelligence Test (Intelligence Quotient Verbal IQV).

2.2.1 Linguistic intelligence test IQV

The free multiple intelligences test based on Howard Gardner's seven-intelligences model was the basis from which we designed and devised the LIT / IQV. In order to identify the linguistic intelligence profile of the participants and to measure the individuals' Linguistic Intelligence, the MI questionnaire was distributed to the students in the form of Likert scale checking. Armstrong (1994) states that the MI Inventory is a form that was designed to assess the strengths of the individual as determined by each of the intelligences. In this study, McKenzie's (1999) MI inventory was used. Some researchers have claimed the overall internal consistency in the range of 0.85 and 0.90 for the questionnaire (Al-Balhan, 2006; Razmjoo, 2008; Razmjoo et al., 2009). LIT comprises 24 statements related to linguistic intelligence proposed by Gardner (1999). In the study each respondent was required to complete the questionnaire (see Appendix A), by marking **yes/no** and **sometimes** next to each statement. If the statement accurately described them, they would then mark the **yes** option. However, if the statement did not describe them, their answer should be **no**, their answer should be **sometimes** if the statement did describe them sometimes.

2.2.2 Translation Mastery Task (TMT)

The translation task is divided into two parts, each part contains a short paragraph and three (3) sentences. The first part is supposed to be translated from Arabic into English, while the second part is supposed to be translated from English into Arabic.

2.3 Statistical tools

The first part

❖ The mean:

According to Manikandan (2011), the mean is the average of the number in a data set.

It is computed by adding all the values in a data set divided by the number of observations in it. The sample mean formula is:

$$\bar{x} = (\Sigma xi) / n$$

Σ = means “add up”; X_i = “all of the x-values”; n = means “the number of items in the sample”

❖ Standard deviation

This refers to the measure which is used to quantify the amount of variations or how spreads out numbers are. The formula to calculate the Standard deviation is:

$$\sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

❖ The Correlation Coefficient

The correlation coefficient is used to measure how strong a relationship is between two variables. There are several types of the correlation coefficient, but the most popular is Pearson’s correlation (also called Pearson’s r) is a correlation coefficient commonly used in linear regression about the correlational analysis; inferential statistics measures were used to test the correlational hypothesis assumed for the main research question. Thus, Pearson’s correlation coefficient was used to determine the nature of the correlation between the variables. The Pearson correlation coefficient formula is:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{\sum (x - \bar{x})^2 \sum (y - \bar{y})^2}}$$

n= is the sample size; xi, Yi = are the single samples indexed with i

2.4 Procedures:

This study followed several steps to achieve the concerned aims. At first, it conducted a piloting study, where the researchers distributed linguistic intelligence test and translation tests online to university teachers to target any difficulties and to assure the tests' feasibility, comprehensibility, validity, and reliability. The second step was the main study, the researchers chose randomly forty (40) second-year students at the English department of M'sila University to answer linguistic intelligence test and translation tests. They also provided students with details on the purpose of the two tests, besides the time required to complete them. The participants received an approximate period of 30 minutes to finish both tests. The submission of the test was during the translation session. Later, the total score is calculated by adding all individual item scores together. The results of the test range from zero (0) to (48). This is concerning the linguistic intelligence rate. As for the translation, its marks ranged from zero (0) to twenty (20). The data was entered collected from these two sources into the SPSS for analysis and review.

3. The Descriptive Method

It is used to describe the criteria of a population; there are three types of descriptive methods; one of them is the observational method which is used to answer the third question related to analysing and assessing the translation of each student. Being descriptive; the procedure of the present study, from one side, was limited to the preparation of translation test

and their administration to the second-year EFL students at English Department at M'sila University. On another side, to check whether participants know which strategy they use while they know the appropriate strategy for translating the text presented to them or not and to determine their level in terms of using the appropriate vocabulary in a grammatically and spelling correct manner. It was also used to analyze the results of the linguistic intelligence for each student, after distributing the linguistic intelligence test derived from Gardner's MI test and classifying the students according to their level.

3.1 Data Collection and Analysis Procedures

The researchers distributed translation tests online to university teachers of translation to check the translated version to ensure that it is suitable for students at that level according to the difficulty of the words or sentences. The back-translation procedure was carried out to ascertain that the translated version had the same interpretation. The translation test papers were observed and analyzed to figure out if the students know the translation strategies while they translate the test in both languages or not.

II. Data Analysis and Discussion

1. Analysis of the Linguistic Intelligence Test

The IQV was analyzed under the aforementioned procedures. Table 02 describes the general results of the test in terms of the highest score, lowest score, mean, and standard deviation. The lowest score is IQV = 15 whilst the highest score is IQV =39. In addition, table 02 is an illustration of the descriptive statistics of the IQV. Where the standard deviation is statistically (Std.D= 6.076), concerning the mean (X=26.68). The Std.D indicates that most of the results are around IQV =26.68. 51.21% of the participants have an above average LI score; whereas 48.79% of them have a below-average, LI score. This concludes that the participants of this study have a slightly high LI.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LI level	41	15,00	39,00	26,6829	6,07634
Valid N (listwise)	41				

Table 02: Descriptive Statistics of LI level.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
LI levels	41	100,0%	0	0,0%	41	100,0%

Report

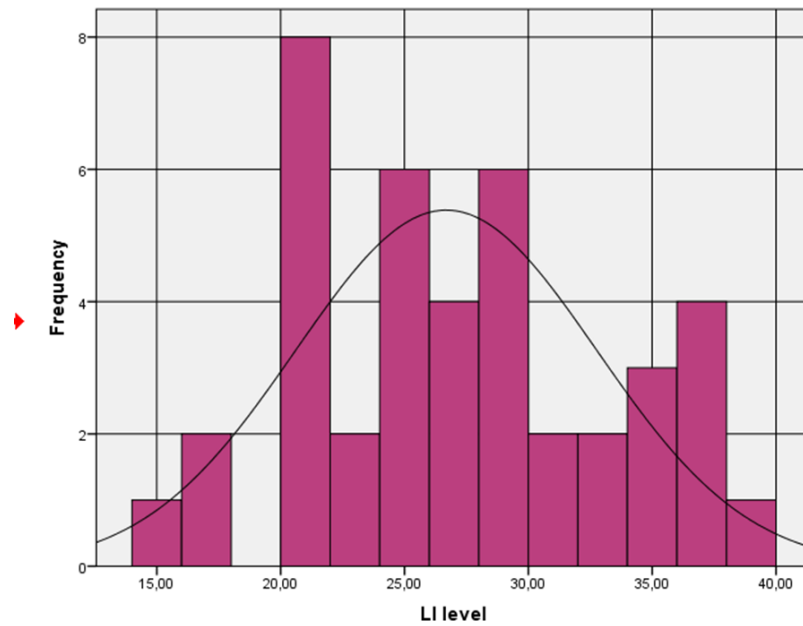
LI levels

Mean	N	Std. Deviation
26,6829	41	6,07634

Table 03. For more details

The data was present also in a histogram (Normal curve distribution) **Graph 01**

Histogram Of LI level



Graph 01: Presentation of Linguistic Intelligence levels

2. Analysis of the Translation Test (Task)

The translation strategies adopted in the translation test is a literal translation. Literal translation occurs when the translator converts the source language (SL) grammatical constructions into their nearest target language (TL) equivalents, but the lexical words are again translated individually (Newmark, 1988, p. 46). It is a procedure that focuses on rendering the words rather than the form. Among the grammatical issues found during the analysis of the participants translation, we can notice:

- Though both languages have simple sentences but the structure of each one is different, in contrast, Arabic simple sentence structure can be basically divided into nominal sentences vs. verbal sentences. The participants made mistakes in the construction of sentences from Arabic to English by starting the sentence with a verb, for example: hit the man the boy!

- The plurality from Arabic to English, For example, the word *امكانيات* was translated to *possibility* by most of the participants. They omitted the phoneme 's'. Therefore, students often made mistakes if they ignore this aspect.
- Another grammatical feature that varies between Arabic and English is the passive voice. The sentence "Ramadan was fasted" has been translated by "صيام شهر رمضان", which is less frequent in Arabic that might cause learners understanding difficulty. Also the verb *fast*, they translated as

. سريع = fast

Among the semantical issues found during the analysis of the participants' translation we can notice:

Typically, most participants committed such errors by ignorance, which may confuse the intended word with another one with similar orthography or pronunciation. When the writer's knowledge of the meanings of words is imprecise, they may choose a word whose meaning seems appropriate but which is incorrect.

- The following sentence shows examples of semantic errors that can be caused by the students' ignorance of the word "ضرب" in the sentence ضرب اللاعب الكرة :
 - The player stapped the ball.
 - The player kick the ball.
 - The player beat the ball.
 - The player shoot the ball.

Those errors are morphologically and syntactically correct but grammatically and semantically incorrect in the context "ضرب"

- "stay safe" was translated as :

- ابقى بأمان – حافظ على نفسك – انتبه لنفسك – كن حذرا

Here, the participants committed errors in selecting the appropriate words.

- Another sentence which was translated wrong: “He went to the country to fox”; it has been translated as the following :

- ذهب للمدينة للتعلم
- ذهب الى بلاد الثعالب
- عاد الى الوطن من أجل التعلم

- SL: إنه عنصر أساسي .

⇒ TL: it is a *basic* element, but most of the translation was:

- it is the important thing.
- it is a principle element.

3. Correlation Analysis

Generally, correlation analysis describes the degree to which two variables are related. It ranges from -1.00 to 1, with -1.00 and 1.00 representing perfect negative/ positive relationships respectively and 0 representing the nonexistence of a relationship between the variables (Spiegelhalter, 2019). If a correlation is positive, it means that both variables move in the same direction. If a correlation is negative, it means that when one variable’s value increases the other’s decreases. A correlation can also be neutral (or zero), which indicates that the variables are basically unrelated.

In this study, two quantitative variables are under investigation to test the hypothesis, which states that there is a statistically significant correlation between EFL learners’ levels of LQV and their translation competence. Statistically significant correlation between EFL

learners of M'sila University and their translation competence was found at the $p = 0.045$ level. As the Table presents, there is the existing significant relationship among the EFL student with respect to linguistic intelligences and translation mastery.

4. Discussion of the Findings

The section presents a discussion and summary of the results related to questions of the study in the light of data analysis and interpretations of the results. The present study intended to investigate the relationship between translation mastery and linguistic intelligence among the second year EFL students at M'sila University, Algeria. As such, in the conclusion section of the study, the main research questions presented in the first section will be answered accordingly:

- 1) Is there a statistically significant correlation between EFL learners' translation mastery and linguistic intelligence?

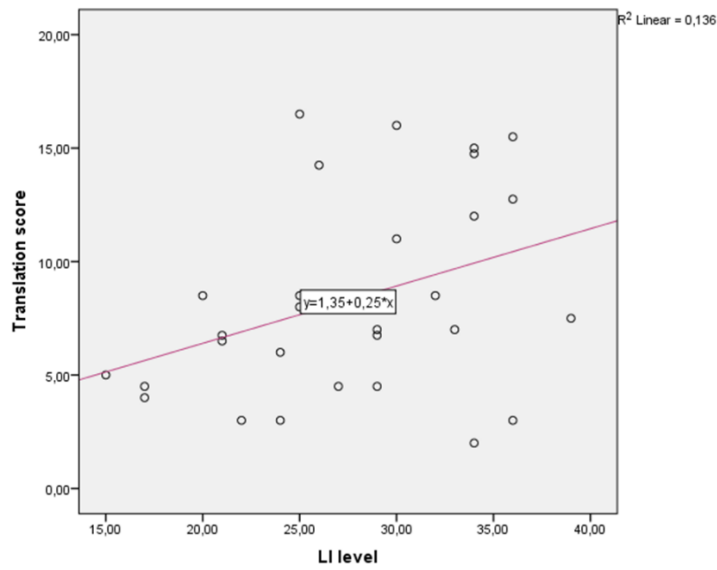
The results of the study showed that there is a significant relationship between EFL learners' translation mastery and linguistic intelligence. Based on the correlation analysis, the hypothesis (H) is due to the existing moderate positive correlation between EFL learners LI and their TC ($r = 0,368^*$, $n = 41$, $p = 0.045$ $p < 0,05$), which answers the main question of the current study. As it was presented in the table 04, and in the graph 02.

		LI level	Translation score
LI level	Pearson Correlation	1	,368*
	Sig. (2-tailed)		,045
	N	30	30
Translation score	Pearson Correlation	,368*	1
	Sig. (2-tailed)	,045	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Table 04: The correlation between LI and TM

Scatter of The Correlation Between LI and TM



Graph 02. Scatter of the correlation between LI and TM

The findings obtained from the study confirmed the research hypotheses.

2) What are EFL learners' levels of linguistic intelligence?

The results of the study showed that second year EFL students at M'sila University are around $IQV = 26.69$. 51.21 % of the participants have an above average IQV score. This concludes that the participants of this study have a slightly high linguistic intelligence. The table below represents the frequency and percentages of students' LI.

Statistics

Li level

N	Valid	41
	Missing	0

Li level

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	15	1	2,4	2,4	2,4	
	17	2	4,9	4,9	7,3	
	20	4	9,8	9,8	17,1	
	21	4	9,8	9,8	26,8	
	22	2	4,9	4,9	31,7	
	24	2	4,9	4,9	36,6	
	25	4	9,8	9,8	46,3	
	26	1	2,4	2,4	48,8	
	27	3	7,3	7,3	56,1	
	28	2	4,9	4,9	61,0	
	29	4	9,8	9,8	70,7	
	30	2	4,9	4,9	75,6	
	32	1	2,4	2,4	78,0	
	33	1	2,4	2,4	80,5	
	34	3	7,3	7,3	87,8	
	36	4	9,8	9,8	97,6	
	39	1	2,4	2,4	100,0	
	Total		41	100,0	100,0	

Table 05: Frequency and percentages of LI level

3) Do students know the methods and strategies of translation?

What we should focus on is the need for professors to pay attention to their students, guide them, reveal their mistakes, and find solutions that enable them to overcome these mistakes. We know that translation education is not like others in that it does not aim to transfer knowledge as much as it aims to transfer skills and competencies. Without forgetting that the detection, classification, and analysis of errors is a complex and tiring process that requires interpretation, explanation, and techniques for text processing to realize the error. This leads us to wonder whether the defect lies in the teaching methods and curricula, or in the

environment in which students grow up that uses several colloquial dialects that differ morphologically, phonetically and grammatically?

III. Limitations, Recommendations for Further Research, and Pedagogical Implication

1. Limitations

In spite of the positive study findings, the present investigation has a number of limitations. First, the number of the participants in both studies is relatively small. For the correlational study, the sample is made up of 41 EFL students; thus, the results are somehow limited to the study and cannot serve as a solid evidence for generalization. Second, the students did not cooperate with the researcher for the translation test because of their carelessness: 14 translation papers out of 41 were not answered.

2. Recommendations for Future Research

Based on the results, the literature reviewed and the limitations, in this study, some suggestions and pedagogical guidelines are necessary:

1. A replication of the present study

- By using another research method design, ie: experimental, to closely figure out the nature of the relationship between the two variables on each other,
- Including a stratified sample in order to generalize the findings,
- In terms of variables, using different linguistic intelligence tests and translation mastery tests to analyze the variations among findings.
- This study used a quantitative method, which was not sufficient to obtain accurate findings. It is advisable to use the triangulation method.

3. Pedagogical Implications

The following set of pedagogical implications based on the finding are:

1. The Ministry of Higher Education and Scientific Research would better train EFL teachers with the respect to use MI's in order to help their students to learn English language more efficiently.
2. Both EFL teachers of translation and students should be aware of the LI theory and application.
3. Activities, exercises, and tests included in translation courses should be built on the lines of LI theory, for teachers to know how to cater their teaching and evaluation in their classrooms.
4. The application of the levels of linguistic intelligence and translation strategies in the instruction of translation mastery since they correlate with each other.
5. The need to produce sufficient lessons about translation strategies that meet the students weaknesses.
6. The need to increase awareness among EFL students of the different translation strategies.

General Conclusion

General conclusion:

In fact, the most basic human communication depends heavily on translation. So translation plays a significant role in today's society. This activity has always an outstanding, paramount status, and it has widely been practiced throughout history. Yet, due to rapid changing world which causes the motivation for knowledge sharing, cultural exchanges and international communication. Thus Translators role is becoming more crucial. Be it for scientific, medical, technological, commercial, economic, legal, cultural or literary purposes.

The present study intended to investigate the relationship between translation mastery and linguistic intelligence among the second year EFL students at M'sila University, Algeria. For the purpose of achieving this research, Data necessary for obtaining enough information to conduct the current investigation were collected using quantitative and qualitative measurement tools. At first, Linguistic Intelligence Test (IQV) was used to measure EFL learners' IQ. Secondly, a translation task was designed, and distributed to EFL students to measure their translation competence. Additionally, regarding to the descriptive design to observe, analyze, and assess the participants' translation. The main research questions presented in the first section was answered one by one.

As a conclusion, the results of the study showed that there is a significant relationship between EFL learners' linguistic intelligence and translation mastery. Based on the correlation analysis. Moreover; the study confirms that: first, the participants of this study have a slightly high linguistic intelligence. Second, that EFL Learners of M'sila University do not know the exact translation methods and strategies. This research opens a new array of research, and perhaps future researches about LI, TM and EFL learning and teaching that may incredibly benefit the field of applied linguistics and translation competence.

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Appendices

Appendix A

Exploring Linguistic Intelligence and Translation Mastery Relationships

The case of second-year EFL students at M'sila University

Name:	Age:
Level:	Academic year:

1. Linguistic Intelligence Test:

Put the mark (✓) in the appropriate box:

	Yes	No	Sometimes
1. Do you like to read books, magazines and newspapers?			
2. Do you like to tell jokes and Stories?			
3. Can you remember people's names easily?			
4. Do you like to recite tongue twisters?			
5. Do you have a good vocabulary in your native language?			
6. Do you care more about words than pictures and feelings?			
7. Do you prefer to play around with words while speaking or writing: tongue twists, ridiculous rhythms, double meanings, alliteration and puns?			
8. Do you get better grades in Arabic and History than Mathematics and Science?			
9. Do you keep a diary or newspaper with you all the time?			
10. Do you enjoy fruitful competition and exchange of views?			
11. Do you find joy in telling anecdotes and writing jokes and sweet jokes			
12. Do you always carry a notebook or tape recorder with you to record important ideas?			
13. Do you listen to books read?			
14. Do you enjoy giving introductions during corporate meetings, trade presentations, and seminars?			

15. Do you have to stay in the waiting room to read what is written on the yield boxes, the directions for soup cans, or the old magazines?			
16. Do you consider writing reports, articles, brochures, and memos enjoyable to yourself?			
17. Are you curious about revealing some things, such as the meanings and origins of some words, sentences, names, or general terms?			
18. Do you listen to the words you are thinking about before you pronounce them?			
19. Do you feel joy when you use sounds, rhythms, intonation of words, and many expressions, just as others feel joy in the afternoon or when looking from the top of the mountains?			
20. Do you enjoy going to workshops, seminars, or lectures with a smart speaker?			
21. Do you spend some time playing word games like word puzzle, word juggling, and missing words?			
22. Do you find yourself more proficient in the grammar of the Arabic language than anyone else you know?			
23. Do you miss writing poetry, plays, short stories, novels, or non-fiction?			
24. Do you spend time using word preparation software and searching online?			

Appendix B

2. Translation Test :

a) Translate into English :

السعادة قرار وليست إمكانيات

.....

ضرب اللاعب الكرة

.....

ضرب الرجل الولد

.....

70 بالمئة من تكوين اجسامنا هو الماء. انه عنصر أساسي للحفاظ على صحة الجسم لأنه ينظف الجسم ويزيل السموم. كما انه وسيلة فعالة لنقل الفيتامينات والاملاح المعدنية التي تحتاجها خلايانا.

.....
.....
.....
.....

b) Translate into Arabic:

Stay safe.

.....

He went to the country to fox.

.....

Ramadan was fasted.

.....

The body uses water to remove toxins and waste products. When there is less water in the body, the heart has to work harder to pump the oxygenated blood to all the cells and other major organs, and that cause fatigue.

.....
.....
.....
.....
.....