A Suggested Programme for Developing Some Basic Translation Skills of English Majors and its Effect on their Attitudes towards Translation

A thesis submitted for the degree of
PhD in Education [TEFL]

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To the Memory of my Mother.
Abstract

A Suggested Programme for Developing Some Basic Translation Skills of English Majors and its Effect on their Attitudes towards Translation

By
Antar Solhy Abdellah 2004

The present study investigated the effects of a suggested programme on developing some basic translation skills for a group of first year English Majors of the faculty of Education. (n= 58). Tools included a pre-post test in basic translation skills, a general language proficiency test, and a scale of attitudes. Results indicated that the suggested programme is effective in improving some basic translation skills and general language proficiency level of first year English majors, and that there is a positive correlation between students' achievement in translation and their attitudes towards translation. The study concluded that systemic training on translation skills which focus on translation as a process rather than as a product is badly needed for language teacher education programmes in faculties of Education. Recommendations included a call for setting clear course description of translation, clear standards for designing translation courses and translation tests, and a need for developing reliable translation tests and implementing translation theories and new technologies in the translation classroom.
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CHAPTER ONE

THE PROBLEM IN ITS CONTEXT
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THE PROBLEM IN ITS CONTEXT

Introduction.

Translation plays an increasingly important role in and for society. It enables people to correspond ideas and culture regardless of the different tongues involved. Chabban (1984:5) views translation as “a finicky job”; since it has not yet been reduced to strict scientific rules, and it allows for the differences that are known to exist between different personalities. Translation is a heavily subjective art especially when it deals with matters outside the realm of science, which differs from that of art where almost every thing requires a different meaning.

Translation can be viewed, according to Chabban 1984, as a science, an art and a skill. It is a science in the sense that it necessitates knowledge of the structure and make-up of the two languages concerned. It is an art since it entails artfulness in reconstructing the product into something presentable to the reader who is not supposed to know the original. It is a skill because it entails the ability to smooth over any difficulty in the expression of the translation, and the ability to give a translation of something that has no equal in the language of the translation.

El Shafey 1985) and cultural problems (Fionty 2001, DiFranco 2000, Hassan 1997, Zidan 1994, and Chabban 1984 among others). Problems of translation pedagogy include problems in the methods of teaching translation (Al Maghreby 1995, Nodstoga 1988, Attia 1975), problems in testing translation (El Sheik 1990, Ayad 1982, Al Banna 1993) and problems in designing translation curricula (Gabr 2001, 2000, Massoud 1995, 1988, Abdel Rahman 1996, Abdel Sadek 1990). These problems, and others, direct attention to the work and the character of the translators, how they attack a text so as to translate it, and the processes they follow to reach the final product of a well translated text in the target language. These problems also direct attention to the role of translation in language teaching and language learning; is it fruitful to use translation as an activity in ELT classrooms?, how to use translation in the EFL classroom?, should we train ELT prospective teachers in translation skills so as to improve the practices of language teaching?, how should we teach translation in our universities?, how should we test translation skills?, and above all how to develop a systematic course for training adult learners of English in general and prospective teachers of English in particular on basic translation skills? These are some of the questions the present study tries to answer.

Translation courses have always been a permanent part of undergraduate programmes of study in all departments of English in Egypt, both in the faculties of Arts and the faculties of Education. Moreover, a few graduate courses; graduate diplomas, on translation have recently been incorporated into several academic institutions (AUC, Faculties of Arts in the Universities of Cairo, Minia, Assuit, and Alexandria).
Translation courses at the university level give the students chances to put their language and linguistic abilities into real use. Translation is also a testing technique for assessing students’ communicative abilities in English as a foreign language; a learner of English is supposed to have a good command of linguistic proficiency that enables him/her to communicate properly with others and to interact with the subjects s/he studies at the faculty of Education. Translation can be very effective in achieving this end.

In the actual practices, however, it is noticed that teaching translation at faculties of Education for English majors is mostly confined to mere practice and intuition on the part of the students, with the emphasis laid on judging the quality of their output. Translation classes, in most cases, rarely include any type of analysis or help provided on a systematic basis as far as translation problems and ability are concerned. Abdel Raheim (1998) points out that the absence of clear objectives of teaching translation, random choice of unrelated passages, and the irrelevance between the type of training students get and final examinations they sit for, all contribute to the low-quality performance of students. Vocabulary is often administered out of context in lists to be rote-learned, creating a rigid and stereotyped image of linguistic units. Kamel (1990:56) states, "the student’s creativity is contained within the boundaries of the teacher’s concept of “correctness” which is presented to the student in the form of model translations that he may admire with little or no affinity".
The evaluation of students’ answers to translation examinations tends to be far from satisfactory as indicated in many studies (Zughoul 1985, Aikin 1987, Mar-Molinero 1990, Jones 1991, Abdel Raheim 1998). El Sheik (1990:77) assures the same point when stating that translation "has often been misused in foreign language testing as a test of every thing connected with proficiency in a foreign language"; such tests were often used as a criterion for purposes "other than measuring translation itself".

Gabr (2001) discusses the idea of ill-designed translation curricula and points out that until recently, translator training has received little attention. Translators have been trained informally, with neither clearly defined curricula nor proper training methodology. "Students have been trained informally, basically through trial and error, unstructured apprenticeship arrangements, or any of the various translating activities that accompany the study of a foreign language and culture within the Liberal Arts tradition". Gabr (2002) carried out a survey to investigate the actual practices of teaching and learning translation in national Egyptian universities. His results show that both learning and teaching translation need a systematic change on the part of the teacher and the student.

A pilot study was carried out by the present researcher using two inventories that were designed to investigate the actual practices of students in studying translation and of instructors in teaching and evaluating translation tasks in South Valley University, Qena Faculty of Education (South Valley university was not included in Gabr's (2002) survey). Results of the pilot study showed that most instructors (75 %) do not follow a systematic method of teaching, do not adopt a
certain linguistic theory when teaching translation, and do not assess students’ needs or the pedagogic needs when designing translation courses. Most students (66.60%) turned out to memorize certain allocated passages, translate word by word and misuse the dictionary. A big number of them (58%) do not care for the overall meaning of the original, nor the text after translation. (for a detailed report on the pilot study, refer to Appendix F pages 496-512)

The present study builds on the previous efforts and tries to pursue a systematic and comprehensive model for designing translation courses for the university level taking care of students’ needs and their future life skills. The study seeks to present evaluation instruments for developing and scoring translation tests. Since most of the reviewed studies treated translation as one linguistic ability without defining the levels of skills or the micro units involved in the process, the present study is equally needed as it tries to assess the effect of this programme on developing certain basic skills that are required for the students of the first year in the English department at faculties of Education.

Moreover, the study suggests a systematic educational translation programme for training first year English majors of the faculty of Education on some basic translation skills. The suggested programme follows a graded, comprehensive and skill-based model of course design. It also addresses the needs of the students as well as the needs of the market- that are represented in the linguistic and pedagogic skills required for the profession of teaching- and it proposes valid and reliable evaluation instruments for evaluating and scoring students’ work.
**Statement of the Problem:**

A large number of English majors in the faculty of Education lack the basic translation skills required for producing appropriate translations (Gabr 2002, Abdel Raheim 1998 among others).

The traditional method adopted does not provide students with the systematic training that can help them understand and control the various aspects of the process of translating, nor do most current translation courses.

Most of the current evaluation techniques of translation tests are perceived to be neither valid nor reliable.

**Questions of the Study:**

What is the effect of a suggested programme on developing some basic translation skills of first year English Majors?

From this main question, the following sub-questions can be derived:

1. Are there any statistically significant mean differences between the achievement of the students of the study in the pre test and that in the posttest of basic translation skills?

2. Are there any statistically significant mean differences between the achievement of the students of the study in the pre test and that in the posttest of general Language Proficiency in English?

3. Are there any statistically significant mean differences between the attitudes of the students of the study before and after participating in the training programme of translation?

4. Is there any statistically significant correlation between the achievement of the students of the study in the posttest and their attitudes towards studying translation?
5. Is there any statistically significant correlation between the achievement of the students of the study in the posttest and their achievement in the posttest of language proficiency?

Significance of the study:

The study is significant because

1. It provides first year English majors with some necessary translation skills.
2. It proposes a systematic programme in teaching translation.
3. It is considered a step in the direction of developing teacher education materials in the faculty of Education.
4. It proposes reliable testing instruments for evaluating translation skills.
5. It enhances students' attitudes towards translation.
6. It develops students' language proficiency level.

Purposes of the study:

The main purposes of the study were to assess:

1. the effectiveness of the suggested programme in developing some basic translation skills,
2. the difference between students' achievement in the pre and the post test of translation
3. student’s attitudes towards studying translation.
4. the difference between students' achievement in the pre and the post test of general language proficiency.
5. the correlation between students' achievement in translation and their attitudes towards translation
Delimitations of the study:

The study was limited to:

1- Some basic translation skills; these are classified into Macro skills and Micro skills; the Macro ones include reading comprehension skills, researching skills, analytical skills, and production skills. Each of these contains sub skills that represent the micro skills.

These skills were chosen because results of a needs assessment inventory as well as a questionnaire for instructors showed that students lack these skills in the process of translating. (for more details on the data collection instruments refer to chapter four Materials and Method page 120 and appendix F page 490 )

2 - A group of first year English majors of Hurghada faculty of Education, South Valley University.

Hypotheses of the study:

1. There is a statistically significant mean difference between the achievement of the students of the study in the pretest of translation and that in the posttest.

2. There is a statistically significant mean difference between the students' attitudes towards translation before and after the training programme in translation.

3. There is a statistically significant mean difference between the achievement of the students of the study in the pretest of general language proficiency in English and that in the posttest.
4. There is a statistically significant mean correlation value between the attitudes of the students towards studying translation after the suggested programme and their achievement in the posttest.

**Definition of terms**

**Translation:**

Wilss (1982:134) defines translation as "a transfer process which aims at the transformation of a written SL (Source Language) text into an optimally equivalent TL (Target Language) text, and which requires the syntactic, the semantic and the pragmatic understanding and analytical processing of the SL text".

According to Nida and Taber (1989:12), "translating consists in 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".

Catford (1985: 20) defines it as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". Hatim and Mason (2001:8) define it as "the transfer of meaning from one language to another". Hartmann and Stork (1972:242) focus on translation as a product when defining translation as "the replacement of a representation of a text in one language by a representation of an equivalent text in a second language".
Gamal (1993: 61) states that translation involves “first a sensitive understanding of the communication event, the gist, the message which in good writing should be retrievable... the second step is an interaction with the text, in a shuttle movement through the six ‘servicemen’, the wh’s, which result in a varying degrees of awareness and ends in ‘comprehension’. Ultimately a new process of ‘sending’ out the same message is undertaken”.

In the present study, Translation means "a mental process that requires some mental efforts in two languages. This process moves through four main stages: reading comprehension, researching, analytical thinking and composing, starting from comprehension in one language and ending with production in the other."

**Translation Macro Skills:**

In the present study translation macro skills refer to reading comprehension skills, researching skills, analytical reasoning skills, and production or composing skills.

**Translation Micro Skills:**

In the present study the micro skills refer to the required sub skills for the process of translating. These sub skills branch out from the macro skills. Reading Comprehension, as an example, includes reading for gist, reading for details, identifying meaning of new words and expressions, ..etc. (for a full list of the subskills refer to appendix F Basic translation skills page 490 )
**SL (Source Language), Pro-text:**

These two terms refer to the text before translating where the processes of reading comprehension, analysis and researching are carried out.

**TL (Target Language), Meta-text:**

These terms refer to the text after translation where the processes of composing, rephrasing and editing are carried out.

**Inter-text:**

This term refers to the translated text before it is produced in the target language (TL). It is a mid way between a protext and a meta-text. It refers mainly to the psychological image of a text before the final production. Osimo (2001) considers this mental phase part and parcel of the translating process, though it is unconscious for many translators.
CHAPTER TWO
THEORETICAL BACKGROUND
BASIC TRANSLATION SKILLS AND EFL TEACHER EDUCATION
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This chapter surveys the nature of the process of translating and the nature of the work of the translator. The purpose of this analysis is to reach an understanding unto the subcomponents of the process of translating and translating competence, so as to determine the skills and sub skills needed for students and hence incorporate these skills in the translation programme. The chapter also investigates the significance of the inclusion of such a component in the courses presented to Arab prospective teachers of English as a foreign language. This chapter provides answers to the first question of the study.

The Nature of translation.

Al Wassety (2001) views the phenomenon of translation as a legitimate off spring of the phenomenon of language; since originally when humans spread in the earth, their languages differed and they needed a means through which people of a certain language (tongue) would correspond with others of a different one. Translation is, in Enani’s (1997) view, a modern science on the borderline of Philosophy, Linguistics, Psychology, and Sociology. Literary translation in particular is relevant to all these sciences.

Ali (1991:33) works out a new definition for translation; "a reproduction in the TL of a message contained in a SL.” He views the process of translating as a mental process where a translator “analyzes the structures of the SL into kernel elements or features before he can dissect the intended meaning of the linguistic expression”. It may be
helpful for the translator to realize that not all the problems s/he encounters in translating a text are problems peculiar to translation. Gutt (1998:50) explains that “any text transferred from its original context to a different one is likely to be affected in its meaning by that change, even when there is no change of language.”

In translation, the wealth of vocabulary, the depth of culture and vision of a translator could certainly make very conspicuous effects on his/her work. Another translator might produce a reasonably acceptable version of the same text but it can very well reflect quite different background, culture, sensibility and temperament from the former. Such differences cannot, in Chabban’s view (1984), detract from either. This is simply because translation is decidedly a more difficult job than creation.

From a different perspective El-Touny (2001) focuses on differentiating between different types of translation. He indicates that there are eight types of translation; word-for-word translation, literal translation, faithful translation, semantic translation, adaptive translation, free translation, idiomatic translation and communicative translation. He advocates for the last type as the one that transmits the meaning from the context caring for the form and structure of the original and that is easily comprehensible by the readers of the target language.

Translation problems can be divided into linguistic problems and cultural problems: the linguistic include grammatical differences, lexical ambiguity and meaning ambiguity (El Zeini 1994), the cultural refer to
different situational features, different tone, mode or tenor of discourse (Baker 1996). These problems can also be categorized into six main areas of difficulty in the process of translating from Arabic to English and vice versa. These are: lexis, morphology, syntax, textual differences, rhetorical differences, and pragmatic factors (El Zeini 1994).

Another level of linguistic difficulty in the work of translation is what As-sayyd (1995) found when she conducted a study to compare and assess some problems in translating the fair names of Allah in the Qur'an. She pointed out that one of the major problems of translation is over-translation (when the translation gives more information than what is contained in the original), under-translation (when the translation gives less information than what is contained in the original), and untranslateability (when the translation fails to represent the information contained in the original).

Translation of specialized terminology may be another type of problems. Dejean (1995) discusses the theory, practice, and teaching of technical and scientific translation to describe a more consistent and realistic approach to specialized translation, to demonstrate the need for such an approach, and to suggest a simple way of putting it into practice through the use of a procedure that facilitates the acquisition of translation skills. Lee-Jahnke (2001) discusses the need of training translators in medical terms and notes that medical translation training presents two challenges: teaching translation skills according to the didactic rules and methods of translation instruction in general and teaching expertise in a professional field requiring an interdisciplinary approach and familiarity with modern technologies. La-Torre (1999)
reflects on the need for translators to be trained in basic skills of the process of translating. She presents a web-based resource to help students in a translation theory course reflect on the translations generated by machine translation software. The resource consists of web pages linked to a free translation service available on the World Wide Web along with on-line dictionaries. Three exercises and an assessment have been produced. The results from the evaluation shows that, on the whole, students' reactions were positive, although one problem may be negative attitudes toward using computers.

Culture, constitutes another major problem that faces translators. A bad model of translated pieces of literature may give misconceptions about the original. That is why Fionty (2001) thought that badly translated texts distort the original of its tone and cultural references, while Zidan (1994) wondered about the possible role of target culture content as a motivating variable in enhancing or hindering the attainment of linguistic, communicative and, more importantly, cultural objectives of EFL education. Hassan (1997) emphasized this notion when he pointed out the importance of paying attention to the translation of irony in the source language context. He clarified that this will not only transfer the features of the language translated but also its cultural characteristics. Abdellah (2003) explained that the context can entirely change the meaning of a linguistic expression and accordingly its translation if the translator did not pay attention to the parallel linguistic, cultural and emotional contexts.

Enani (1994:5) defines the translator as “a writer who formulates ideas in words addressed to readers. The only difference between a
translator and the original writer is that these ideas are the latter’s”. Another difference is that the work of the translator is even more difficult than that of the creator. The creator is supposed to produce his/her ideas and emotions in his/her own language directly however intricate and complicated these thoughts might be. The translator’s responsibility more than doubles for s/he has to relive the experiences of an entirely different person. Chabban (1984) believes that however accurately the translator may delve into the inner depths of the writer, still some formidable snags, linguistic and otherwise, can very well hinder the identicality of the two texts. Therefore we do not only feel the differences between a certain text and its translation but also between different translations of the same text.

Darwish (1999) illustrates a view of the translator’s mind in the following figure:

![Concept Lens](image)

**Figure (1) A view of the translator's mind**

He emphasizes that “The travel path is not always in one direction. It is in fact bidirectional even when translation occurs in one direction. The action-reflex mechanism works like a pendulum shifting back and forth from one language set to the other, with the translator constantly
referring back to the source text.” Another important factor in this view of mind is the role played by culture which represents the framework for the context of communication.

On the procedural level El Shafey (1985:95) states that “a translator first analyzes the message into its simplest and structurally clearest forms, transfers it at this level into the target language which is most appropriate for the audience for whom it is intended. A translator instinctively concludes [sic] that it is best to transfer at the 'kernel level' in one language to the corresponding “kernel level” in the “receptor language”.

Translation as a complex competence:

The Study of Translation Competence.

Schaffner and Adab (2000) track the developments in the study of translation as a competence that is composed of different skills. They indicate that It was not until the second half of the twentieth century that developments in Translation Studies led to a more systematic view of the attempts to develop a theory of translation. This also led to a study of the way in which it could best be taught, in order to enhance the different skills acquired in one or more foreign languages and cultures, in relation to and in conjunction with the mother tongue, for the purpose of more effective communication. 'Systematic training of translators', they explain 'began to be undertaken as a serious objective in the 1940s, with the establishment of programmes aimed at training professional translators and/or interpreters at the University of Geneva, Switzerland, in 1941, Vienna, Austria, in 1943, Mainz-Germersheim, Germany, in 1946, Georgetown, USA, in 1949, for example.' (2000:vii) Since then,
the number of programmes offering such training has grown considerably worldwide. One result of this mushrooming of programmes, in response to the demands of globalisation of communication and the internationalisation of business, has been the move towards a more formalised approach. This training has come to see as fundamental to its success the achievement of certain objectives relating to comprehension, transfer and message production from a socio-cultural perspective. The emergence and rapid progression of the field of Translation Studies has gone hand in hand with this development, the one making demands on the other and both co-existing in a symbiotic state of interdependence.

In discussing the translation process and its sub-components, recent studies (Baker 1996, Fraser 2000, Vienne 2000, Beeby 2000, Orozco 2000, Adab 2000) prefer to use the term competence as it is often linked to other concepts and qualities seen to be requisite for the task of translation, most prominently to the following: knowledge, skills, awareness, expertise. The term competence, thus, acts as a superordinate, a cover term and summative concept for the overall performance ability which seems to be so difficult to define. It encompasses a number of different elements or abilities to do specific (detailed) things, which are in turn based on knowledge. This knowledge (i.e declarative knowledge, knowing what) is applied on the basis of an evaluation of various factors affecting the translation situation, e.g. awareness of the communicative situation, of the purpose of the (translational) activity, of the communicative partners, etc. (i.e. operative knowledge, knowing why and how to). The ability to make use of this knowledge and to apply it is linked to awareness, which could also be described as conscious
decision-making or transfer competence. Since the present study is limited to developing basic processing skills of translating, the rather methodological terms skills and sub-skills are used.

Optimal performance of any action, for example, driving a car, is based on a global competence which relies on the interaction of different subordinated competences, which are, of course, interrelated. Translation as Nord (1997) views it is a purposeful activity that requires a unique competence which has thus far proved difficult to identify, let alone to quantify. There has not yet been a specific research focus within Translation Studies on how translation competence can be defined and developed, although the aspect of translation competence has been addressed more generally by scholars (for example, Wilss 1996, Risku 2000, and the contributions in Adab 2000). Nor has much been published on the organisation of translator training and how the systematic evaluation of translation competence, once defined, can be built into such programmes. In this respect, Schaffner and Adab (2000) pose the following questions which they consider to be the key to any translation training programme.

What is translation competence?
How can it be built and developed?
How can the product of the performance be used to measure levels of competence?

This chapter seeks to provide some common grounds for answering the first question by defining the skills and sub skills of the process of translating. In chapter three, there will be discussions around how to teach translation so as to build and develop these skills, and there will be arguments on ways of assessing translation competence.
Just as with other complex performance tasks, in order to explain this unique competence, scholars tend to break translation competence down into a set of interrelated sub-competences, which can be studied in isolation, as well as in combination with others. A first priority is, therefore, the need to define more clearly the different sub-competences involved in the translation process, in order to try and identify a set of principles which could form the basis for a solid foundation for training in translation. Only then will it be possible to work on the interrelationship of these principles and finally to incorporate these into a programme designed to enable translators to achieve an overall (desired) level of translation competence.

Fraser (2000: 60) argues that part of the key to defining translation competence lies in 'the provision of a detailed briefing and resources for the job in hand, coupled with feedback that includes an evaluation of the finished translation in terms of how well it fulfils its purpose or meets its readers' needs'. This, she believes, can help students to take a more holistic approach to translation rather than treating it as fundamentally different from other language-learning activities in a communicative curriculum: encouraging them to view translation into the L1 as one of a range of communicative skills enables them to see that translation is ultimately about communication, even if it is of a very distinct kind, and that facility in this area has important contributions to make both to L2 acquisition and to communicative and transferable skills more generally.
Models of Translation Competence:

Beeby's Model

Beeby (2000 and 1996) proposes a model for analyzing the process of translating and the sub components of translation competence which in this model incorporate four main competences: the transfer competence, the contrastive linguistic competence, the contrastive discourse competence and the extra-linguistic competence. Each of these components in turn branches into sub-competences as shown below (2000:186-187):

I. Transfer Competence

1. Awareness of the translation process:

   Advanced reading skills in the source language (SL):
   pragmatic purpose and inter-textuality.

   Deverbalisation skills

   Reformulation and composition skills in the target language (TL): grammatically correct and pragmatically adequate Plain Language.

2. Awareness of the multiple contexts involved in translation:

   the SL text (SLT) author, reader, purpose, the translator, the purpose of the translation, the reader of the TL text (TLT), etc.

3. Awareness of the interdependence micro and macro structures in text and translation.

II. Contrastive Linguistic Competence

1. Knowledge of typographical differences between the SL and the TL
2. Knowledge of lexical differences between the SL and the TL and how semantic fields and lexical sets do not always coincide. Awareness of the limitations of dictionaries and how to solve lexical polysemy from textual context.

3. Knowledge of syntactic differences between the SL and the TL and how to solve syntactic polysemy from context.

III. Contrastive Discourse Competence

1. Knowledge of text type and genre differences between the SL and the TL. Awareness of changing genres and inter-textual hijacking in both languages.

2. Awareness of the relationship between context and register (field, mode, and tenor) and how the priorities and restrictions of each translation situation depend on this.

3. Knowledge of differences in textual coherence and cohesion between the SL and the TL.

IV. Extra-linguistic Competence

1. Knowledge of pragmatic and semiotic differences between the SL culture and the TL culture.

2. Documentation skills: use of dictionaries, encyclopaedias, databases, parallel texts, experts, etc.

Orozco's Model:

Orozco (2000:199-200) suggests another model for defining the sub-skills of translation competence. In her model, 'transfer competence' is the central competence of translation that integrates all the others. It can be defined as the ability to complete the transfer
process from the source text (ST) to the target text (TT), taking into account the translation’s function and the characteristics of the receptor. Transfer competence is also divided into several sub-components, which include (i) comprehension competence (the ability to analyse, synthesise and activate extra-linguistic knowledge so as to capture sense of a text), (ii) the ability to *deverbalise* and to maintain the source language (SL) and the target language (TL) in separate compartments (i.e. to control interference), (iii) re-expression competence (textual organisation, creativity in the TL), (iv) competence in carrying out the translation project (the choice of the most adequate method). The following figure shows this categorisation:
Figure (2) Orozco's model of Translation competence

There are four other components of translation competence surrounding transfer competence:

1. Communicative competence in two languages, which can be defined in general terms as the system of underlying knowledge and skills necessary for linguistic communication. For translators, this competence should be separated into understanding in the SL and production in the TL.

2. Extra-linguistic competence is composed of general world knowledge and specialist knowledge that can be activated according to the needs of each translation situation. The sub-components may include explicit or implicit knowledge about translation, bicultural, encyclopaedic and subject knowledge.

3. Instrumental-professional competence is composed of knowledge and skills related both to the tools of the trade and the profession. The sub-components may be very diverse: knowledge and use of all kinds of documentation sources and new technologies, knowledge of the work market (translation briefs, etc.) and how to behave as a professional translator, especially in relation to professional ethics.

4. Psycho-physiological competence can be defined as the ability to use all kinds of psychomotor, cognitive and attitudinal resources.

The most important of these may be psychomotor skills for reading and writing, cognitive skills (e.g. memory, attention span, creativity and logical reasoning, etc.), psychological attitudes (e.g. intellectual curiosity, perseverance, rigour, a critical spirit, and self-confidence). The final component in translation competence, as shown
in the diagram, is Strategic Competence, which includes all the individual procedures, conscious and unconscious, verbal and non-verbal, used to solve the problems found during the translation process.

**Remarks on Competence Models:**

A first look at both Orozco's and Beeby's models shows that both present good frameworks for translation course developers and programme designers. Both models incorporate the mental, linguistic, psychological, and even psycho-motor competences in their view of the translating process. Nevertheless, both models lack the behavioural representation of the exact task that needs to be carried out. Behaviourally defining the sub-components of translation is an equally needed component in the broader framework of translation courses development.

**Basic Translation skills:**

The present study suggests four main macro skills for any translator who begins his/ her work in the field of translation. These are: reading comprehension, researching, analytical, and composing skills. These macro skills include many sub- or micro skills that need to be mastered. These skills are the results of a needs assessment analysis carried out by the researcher. An inventory of selected skills and sub-skills of translation was designed, and a group of Linguistics, translation, TEFL, and course design experts was asked to determine which of these they consider to be basic skills of translation and whether they were needed for first year English majors of the Faculty of Education or not. Members of the jury were also invited to add to the list what they believed to be a basic translation skill. (for more details on the
development of the needs assessment tools, refer to chapter four: Materials and Method page 120, and Appendix F page 490).

2.3.1 Reading comprehension:

While we are translating, we do not think of our activity as being divided into phases. After doing our first translations, many automatic mechanisms come into play that allow us to translate more quickly; at the same time, we are less and less conscious of our activity.

Osimo (2001) indicates that in order to think about the translation process and to describe it, our essential task consists of analyzing its phases, even if we are aware of the fact that they do not always coincide with perceptibly different or distinguishable moments. If we want to describe a process that is often beyond the translator's own consciousness, we are forced to divide the process into different phases that, in the everyday practice of translation, can reveal the inter-twining, almost entangling, of these phases into one another. The first phase of the translation process starts with reading the text. The reading act, first, falls under the competence of psychology, because it concerns our perceptive system. Reading, like translation, is, for the most part, an unconscious process. If it were conscious, we would be forced to consume much more time in the act. Most mental processes involved in the reading act are automatic and unconscious. Owing to such a nature - common and secret in the same time - in our opinion it is important to analyze the reading process as precisely as possible. The works of some
perception psychologists will be helpful to widen our knowledge of this first phase of the translation process.

When a person reads, his brain deals with many tasks in such rapid sequences that all seem to happen simultaneously. The eye examines (from left to right as far as many Western languages are concerned, but also from right to left or from top to bottom) a series of graphic signs (graphemes) in succession, which give life to syllables, words, sentences, paragraphs, sections, chapters, and texts.

Simply reading a text is, in itself, an act of translation. When we read, we do not store the words we have read in our minds as happens with data entered by keyboard or scanner into a computer. After reading, we do not have the photographic or auditory recording in our minds of the text read. We have a set of impressions there, instead. We remember a few words or sentences precisely, while all the remaining text is translated from the verbal language into a language belonging to another sign system, one still mostly unknown: the mental language.

The mental processing of the read verbal material is of a syntactical nature when we try to reconstruct the possible structure of the sentence, i.e. the relations among its elements. In contrast, it is of a
semantic nature when it identifies the relevant areas within the
semantic field of any single word or sentence; and it is of a
pragmatic nature when it deals with the logical match of the
possible meanings to the general context and to the verbal co-text.

Holmes (1988) suggested that actually the translation process is a
multi-level process; while we are translating sentences, we have a
map of the original text in our minds and at the same time, a map
of the kind of text we want to produce in the target language. Even
as we translate serially, we have this structural concept so that each
sentence in our translation is determined not only by the sentence
in the original but by the two maps of the original text and of the
translated text which we are carrying along as we translate

The translation process should, therefore, be considered a
complex system in which understanding, processing, and projection of
the translated text are interdependent portions of one structure. We can
therefore put forward, as does Hönig (1991), the existence of a sort of
"central processing unit" supervising the coordination of the different
mental processes (those connected to reading, interpretation, and
writing) and at the same time projecting a map of the text to be.
Student-teachers and novice translators are therefore advised to master the following basic reading comprehension skills;

- **read for gist, and main ideas**
- **read for details.**
- **identify the meaning of new words and expressions using one or more of the structural analysis clues; prefixes, suffixes, roots, word order, punctuation, sentence pattern, etc.**
- **identify the meaning of new words and expressions using one or more of the contextual analysis devices; synonyms, antonyms, examples, etc.**
- **identify the style of the writer; literary, scientific, technical, informative, persuasive, argumentative, etc.**
- **identify the language level used in the text; standard, slang, religious, etc.**
- **identify cultural references in the choice of words in the text.**

**Researching Skills:**

Enani (2002b:8) notices that “the most commonly heard advice to translators is ‘if you don’t know the meaning of a word, look it up in the dictionary’. It is the commonest and the vaguest insofar as the definite article suggests that the dictionary is known to both speaker and hearer.” He indicates that there are different kinds of dictionaries that a translator should refer to; a bilingual dictionary, a dictionary on a
historical basis, dictionaries of current English, dictionaries of idioms, specialized dictionaries (dictionaries of common errors, dictionaries of idiomatic usage, dictionaries of slang, dictionaries of terminology) encyclopedic dictionaries, dictionaries of neologisms, miscellaneous dictionaries, and monolingual dictionaries.

This long list of the different kinds of dictionaries suggests that it is a not single dictionary that the translator is supposed to refer to, each and every time s/he translates. The choice of the best, or the most appropriate dictionary, depends on the style of the protext (original text, text before translation), and on the different types of users.

Calderaro (1998) indicates two major users of the meta-text (text after translation) who may use the translated version; the specialist user and the layman user. Identifying the prospective users of the metatext is very important in the process of researching; as this will determine which kind of dictionaries the translator will refer to, which level of information should be presented and to “detect the exact moments when it is necessary to establish a balance between the scientific level of the author and the elementary knowledge the users supposedly have.” (1998: 5)
Novice translators, as well as student-translators are encouraged to use the following basic researching tips;

- **Use bilingual dictionaries for looking up meanings of new words.**
- **Use monolingual dictionaries to check the usage of the new words in the source language and in the target language.**
- **Use related encyclopedias and glossary lists for specialized terms.**
- **Use software dictionaries if necessary, and if available.**
- **Use the internet for researching purposes,**
- **Refer to specialized magazines and journals to help familiarizing with the text; particularly when it is a technical one.**

**Analytical Reasoning Skills:**

The translation process is characterized by an analysis stage and a synthesis stage. During analysis, the translator refers to the protext in order to understand it as fully as possible. The synthesis stage is the one in which the protext is projected onto the reader; that is, onto the idea that the translator thinks of who will be the standard reader of the meta-text.

The text, according to Bell (1998) is analyzed in two ways: micro- and macro-analysis of the actual text: monitoring for cohesion and coherence, and checking for coherence between the actual text and
the potential text-type of which it is a token realization. Micro-analysis has the purpose of verifying text cohesion and inner cohesion of the single units of text among them. Macro-analysis is aimed at controlling coherence and cohesion between the created text and the category, the model to which the text refers. For example, if the text is an instruction booklet for a household appliance, or a story for a newspaper, often there are models for such types of text to which we frequently 'consciously or unconsciously' adhere.

Such analytic examination is necessary in order to identify the single mental processes involved in the mentioned activities; we know, however, that such activities are actually carried out in a minor span. During this mental work, there is a constant focusing shift between micro-analysis and macro-analysis, between micro-expression and macro-expression, i.e. a constant comparison between the meaning of the single utterances and the meaning of the text as a whole. Osimo (2001) refers to a similar constant comparison between the sense of a single text and the comprehensive sense of the corpus that, consciously or unconsciously, forms the 'intertext'. In this context, intertext should be understood as the complex of intertextual links in which a text is located, with, or without, the author's acknowledgement.

Frawley and Nida's linguistic models (cited in Thomas 1992:60) support the idea that translating requires an interim transfer phase. Research into Artificial Intelligence and Natural Language Understanding have described the process of translating with great delicacy in order to clarify the actual human counterparts. Transfer and Interlingual systems of machine translation suggest that translating like
language learning requires an interim phase. This phase is known in
language learning as interlanguage and has parallels with other interim
systems like pidgins, creoles and first and second language acquisition.

Students are advised to use the following strategies in the
analysis stage;

- identify beginnings and endings of ideas in the text
  and the relationships between these ideas.
- identify the “best” meaning that fit into the context.
- identify the structure in the target language that
  “best” represents the original.
- identify transitions between ideas and the “best”
  cohesive devices in the target language that represent
  the original.

**Composing and Production skills:**

Now the mental construction deriving from interpretation seeks
an outer realization. In this actualization stage, Osimo (2002) suggests
two sub-stages from close-up range. One outline is aimed at
expression, the other at coherence. The translator, having finished
his/her interpretive work, has two needs: first, to externalize the set of
impressions caused by the text perception, translate into speech acts
the mental material produced by contact with the prototext; second, to
make this product coherent within itself, i.e. transform a set of speech
acts into a text (the meta-text). He identifies landmarks in the passage
from mental content to written text in these terms:

- pinpointing elements useful for discrimination of the
  content to be expressed from similar contents;
pinpointing redundant elements;
choice of words (lexicalization) and attention to their cohesion (inner links);
choice of grammatical structure/s;
linear order of words;
part of speech;
sentence complexity;
prepositions and other function words;
final form (Osimo 2002:70)

Student-teachers in the first year are therefore advised to follow these strategies when writing the final version of the translation:

- use correct word order as followed in the target language.
- use correct sentence structures as followed in the target language.
- transmit the ideas of the text in clear ideas in the target language.
- rephrase certain sentences to qualify for the overall meaning translated.
- make changes to the text as a whole to give it a sense of the original without distorting the original ideas.
- try one or more of the following strategies when facing problems of untranslateability,
  a. syntactic strategies;
    - shift word order
    - change clause /sentence structure
    - add or change cohesion
b. semantic strategies;

-use super-ordinates

-alter the level of abstraction

-redistribute the information over more or fewer elements

c. pragmatic strategies;

-naturalize the bizarre expressions or exoticize the natural ones.

-alter the level of explicitness

-Concluding Remarks

This review covered so far the basic skills and strategies that novice translators as well as student-translators need to master in their daily experiences with translation tasks. The main skills proposed are; reading comprehension, researching, analysis, and composition. The skills and strategies presented in this part of the chapter represent just the basic level for beginners and students, however advanced and professional translators may find them important too. These skills were analysed because it is the process, rather than the final product, that gives insights into language learning skills in general. In this respect, it is suitable to quote Hairston's words:

"We cannot teach students to write by only looking at what they have written. We must also understand how that product came into being, and why it assumed the form it did. We have to try and understand what goes on during the act of writing [...] if we want to affect the outcome. We have to do the hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product." (Hairston 1982: 81)
Translation in Teacher Education

This part evaluates the place of translation in EFL teacher education courses, and investigates the significance of the inclusion of such a component in the courses presented to Arab prospective teachers of English as a foreign language. The main argument will begin with a discussion of the place of translation within the framework of developments in the communicative approach and as a medium for language instruction in general. This will lead to a discussion of translation as a process that encompasses more than one basic skill in learning foreign languages i.e. reading, researching and writing. The purpose in this part is to show that both roles played by translation (as a pedagogical tool, and a language skill) are inseparable in language teaching and teacher education. The argument will centre around the thesis that within a discourse framework, translation both as language competence and a teaching technique is relevant, and in fact needed, to the development of EFL prospective teachers linguistically and professionally.

Translation in Language Teaching.

Translation as a Pedagogical tool.

As Lefevere (1992:46) points out, translation as a pedagogical tool has been used from about 100 AD until the end of World War Two. When people began to show an interest in foreign languages, it seemed to make sense that the move from the native language to the
foreign, from the known to the new, would be made with the aid of translation. Translation as a pedagogical tool is still widely used in many parts of the world in the teaching of English as a foreign language. As Howatt (1984:5) reports: 'the best-known example of Latin-teaching dialogue written in the 11th century is a Latin text which is accompanied by an interlinear translation in Anglo – Saxon'.

This also gives the students the opportunity to compare similarities and contrast differences. Put simply, they need the reassurance of their mother tongue in order to make sense of the way the target language operates. In the case of teachers, an ability to translate into the mother tongue of the learners can offer a convenient and efficient way out of a tricky situation – why bother to spend ten minutes trying to explain the concept behind a particular utterance when a simple translation can achieve the same goal in seconds? For example, it is quite difficult to get across the meaning of useful, everyday expressions such as "As far as …. is concerned, …" or "On the other hand …. ". Learning target language equivalents to key phrases like these in the mother tongue can be an extremely effective way to build up a good working vocabulary. Translation can also be extremely creative. It is not only the translation of words from one language to another but the translation of ideas, concepts and images.

Some of the resistance to translation for certain teachers might stem from the kind of exercise they were required to do when they were language learners themselves. Dull, overlong, uncommunicative texts that were difficult to translate into the target language did little for motivation. But why should translation involve whole texts? Surely
it is more relevant (and practical) to start with short, communicative pieces of language. When teaching grammatical structures, it can be very useful to check with your learners that they have fully grasped the concept of the language taught by asking them to translate into their mother tongue. As a checking stage, this could usefully come at the end of the lesson. The structure used in "If I had worked harder, I would have passed the exam", for example, is relatively complex and a quick translation check can avoid misunderstandings.

If we try for a moment to free ourselves from the reflex negation of the use of translation in language teaching that has been instilled into us by British and American theorists for the past few decades, translation seems to make perfect sense, particularly if you are learning a foreign language away from the country in which the language is spoken and intend to use it for purposes other than everyday casual conversation with native speakers. Moreover, it is regularly used by those teachers who share their learners’ L1, even if they reportedly feel apprehensive about this. Why is then translation proscribed with such vehemence by contemporary language teaching theorists?

"The rise and fall of methods", argues Richards (1984:13), "depends upon a variety of factors extrinsic to a method itself and often reflects the influence of fads and fashions, of profit-seekers and promoters, as well as the forces of the intellectual market-place. It is these factors that give a method its secret life….often, the options that are offered to language teachers are not necessarily the ones with the
firmest theoretical basis nor the most effective, but the ones most convenient or profitable to the powers that be”.

The superiority of the native speaker as a language teacher is by no means incontestable. Why should people necessarily be better teachers of a language just because they happened to grow up in the country where that language is spoken? Isn’t it more logical to argue that people who have a sound knowledge of their learners’ L1 as well as high proficiency in the target language, are far more qualified to deal with their learners?

Translation and the Communicative Approach:

It might be surprising to note that the developments in both the study of translation as a linguistic science and in language teaching methodology are quite similar, if not parallel. Thomas (1992) reviews that early philological approaches to translating were prescriptive and adopted a diachronic perspective to language. This approach lacked a distinction between *langue* and *parole*. Later formal views of translating corrected the earlier prescriptivism and altered the focus of attention to the synchronic dimension of language but, however, were still limited in perspective. The semantic and pragmatic dimensions of language were still neglected and translating was felt to be simply about the mechanistic transfer of codes. Such approaches gave no recognition to the creative dimension of translating and the whole process was felt to be about form without regard for a user perspective.
The Ethno-Semantic approach brought with it an attention to meaning and employed componential analysis as a tool with which to achieve *dynamic equivalence*. With the formulation of the dynamic equivalence approach to translating the progression in linguistic approaches to translating to pragmatics and the importance of culture is finally made. The central claim of a dynamic equivalence approach is that function should have priority over form. This dimension is further strengthened and extended in the Text Linguistic approach to the translating process. For the first time the whole text becomes the unit of analysis and the reader's experience of the world and other texts becomes an important factor in the translating process. The translator in a text linguistic approach to translating is no longer conceived of as a passive, mechanistic decoder of linguistic form but has an active, creative role to play.

In a similar manner language teaching was confined to the study of language structure with no real focus on the role of the situation or the communicative needs of the learners. With the communicative approach, the communicative role of the student is finally focalized and he is no longer the passive learner who receives knowledge and responds in a predetermined way. The parallels with developments in language teaching methodology are evident although there is one important difference, as noted by Thomas (1992); the communicative approach to language teaching has been accused of neglecting the formal aspects of language in favour of the pragmatic whereas translating by its very nature has to unite form with function and this is one important benefit from translating.
In fact the main objection against translation in the communicative approach is that using the mother tongue interferes with the target language, and since different languages have different linguistic structures and thinking strategies, use of students' mother tongue may hinder their learning and may result in a distorted view of language when using the target language with native speakers. This main objection rests on an assumption which claims that different languages view life and the universe differently and that language learning strategies implied in learning one language differs when learning another language. However, with the recent developments in experimenting the communicative approach in teaching English as a foreign and a second language for more than half a century, and after the new methodological studies in the field of translation and translation didactics, this view of rejecting the use of mother tongue in language education can safely be declared to be ill-founded.

To support this argument, some studies (Thomas 1992, Tzanetatou 1994, Kyriazi 1997) that compared the strategies used by professional translators and foreign language learners (e.g. referring to the dictionary, giving synonyms of difficult words, rephrasing certain sentences, etc…) showed that these strategies are quite similar and that reference to L1 in language use – whether learning, teaching or translating- will not lead to misused L2 strategies in language learning. It is not then unreasonable to claim that the practice of translating may actually promote language learning. At least the claim that translating prevents people from thinking in a language, whatever that objection actually means, must be seriously questioned.
It is important to emphasise that this stand does not mean an objection to the use of communicative activities in the classroom. Rather it views the use of such activities as a necessary prerequisite for the development of communicative competence in language learners. There are doubts, however, when it comes to the view which maintains that knowledge of the second language system is the outcome of communicative activity not the prerequisite for it.

The suggestion then, that translating encourages an unhealthy dependence on the L1 or that: it promotes semantic interference cannot be maintained. If professional translators employ successful strategies which are L2 based, then the regular practice of translation cannot inevitably lead to an overuse of L1 type strategies. Translating includes all the features required of a communicative task. A genuine information gap exists between the person who produces the message and the person wanting to understand it. The cognitive complexity of the task can be controlled so as to allow gradual exposure to linguistic or pragmatic features of language. Translating tasks enable linguistic elements to be presented and practised in relation to communicative outcomes. In other words the relation between form and function can be demonstrated to learners. In such translation tasks linguistic elements would not be drilled in isolation from communicative behaviour, nor would functions of language be taught apart from their linguistic exponents.

In fact The history of foreign language teaching is in the main a history of bi-lingual methodologies heavily reliant on the practice of translating. Thomas (1990:114) states that this bi-lingual movement
becomes 'increasingly monolingual from the period of the Reform movement (1819-1832). Significantly members of the Reform movement were not themselves against translating within language teaching. What they sought redress in the excesses of the Grammar Translation method were 'problems of cross association and the obsessive focus on grammatical structure to the neglect of other features of language'.

There are signs that the twentieth century attachment to monolingual language teaching is fading and this is perhaps more obvious in the modified version and the modern view of the communicative approach which makes use of different bi-lingual techniques like TPR and Suggestopedia. On this possibility it is interesting to quote Howatt: "Finally, the monolingual principle, the unique contribution of the twentieth century to classroom language teaching, remains the bedrock notion from which the others ultimately derive. If there is another 'language teaching revolution' round the corner, it will have to assemble a convincing set of arguments to support some alternative (bilingual?) principle of equal power. (1984: 289) There is some evidence that this return to a bilingual principle has now begun (Titford and Hieka 1985) and it is clear that translating is to form a major part of this principle.

The need for translation in EFL teacher education:

Translation as a cognitive learning process.

Translation essentially involves selection, that is translators regularly choose from among a range of possible expressions the one
which they feel to be most appropriate to a particular context. It is for this reason that exercise can be used to facilitate consciousness raising about differences between the mother tongue and the foreign language and can be used as a discovery procedure for finding and acquiring the necessary foreign language equivalents which will enable learners to function in cross-culturally problematic areas. What is suggested here is that learners can acquire knowledge more easily if their attention is drawn to it through calculated exposure to crucial pre-selected data and that this can be achieved through what Thomas reports to be degrees of elaboration (1992: 165).

English majors of the first year are mainly learners of language. They may well be advanced learners of English but the fact remains that they still need more and more training in language skills in order to carry out the future profession as teachers of these skills. Student-teachers will be referred to in the following sections of this study as mere language learners since the reasons and the benefits of training in translation skills apply both to student-teachers and other learners of language at the university stage. Nevertheless, the assumption is that a student-teacher will benefit from these skills simply because s/he is apt to use translation as a strategy in the foreign language classroom. It is only through a systematic training and an insightful understanding unto the nature of the process of translating that these prospective teachers can hopefully channel their use of this vital pedagogical device and language skill.
To advocate the integration (or in many cases the acceptance of the de facto use) of translation skills in ELT courses is to advocate first of all that the dominance of the first language in the mind of the learner is not necessarily a bad thing, provided it is channelled correctly. Secondly, although not denying the value of intuitive learning, it implies a view of second language learning as a conscious cognitive process. Finally, it implies the assumption that as the code is mastered, communication becomes proportionately more effective. The most important benefit to be derived from the use of translation in ELT is the fact that it forces the learner to deal with precisely those issues that are problematic for him and that he will in all likelihood try to avoid. In this sense we feel that the translation of model sentences or short texts created specifically with the view of practising a particular problem is entirely justified.

There is also plenty of room for the translation of larger texts which will help develop our learners’ reading comprehension skills. Such a use of translation will make the learner more aware of cohesive devices, register, potential readership, discourse conventions, and so on. In this sense it will also be invaluable at the production stage for the development of writing skills. A further advantage of translation is that it promotes the intelligent use of the dictionary and helps guard against false notions of equivalency. Finally it enhances the learners’ meta-linguistic awareness. In sum, it brings in every aspect of language and communication, as detailed below.

Reasons for introducing translation skills:
Translation is a reality

There are two lines to this argument. The first is that translation is a necessary prerequisite for communication even between people sharing the same language. Here we are using the term in the loser sense to include all types of reformulation of utterances either within one linguistic code or within separate ones. The second is that knowledge- new knowledge- is built upon what we already know. Therefore, the assumption is that it is not reasonable to fight our learners’ natural tendency to try and build knowledge of the new language on the basis of the language they already know, their L1.

Translation in one form or another "permeates our entire life". "When we learn to speak" writes Octavio Paz (1971:152) “we are learning to translate: the child who asks his mother the meaning of a word is really asking her to translate the unfamiliar term into the simple words he already knows". Steiner (1992) also postulates that translation is formally and pragmatically implicit in every act of communication in the emission and reception of each and every mode of meaning, be it in the widest semiotic sense or in more specifically verbal exchanges. He (1992:xii) declares: 'To understand is to decipher. To hear significance is to translate. Thus the essential structural and executive means and problems of the act of translation are fully present in the acts of speech, of writing, of pictorial encoding inside any given language. Translation between languages is a particular application of a configuration and model fundamental to human speech even where it is monoglot'. The basic argument, therefore, is that we are used to translating, indeed we cannot
communicate if we do not translate the message we receive into some form that is comprehensible to us and do the reverse when we are sending a message. To ask people to stop translating is to ask them to go against what is at the heart of human communication.

When faced with something we do not understand we try to transform it into something more comprehensible. It is only natural that when faced with a new language or with any instance of that language that we do not understand we will try to translate it either inter- or intralingually. To force our learners to go against this natural tendency is not only unreasonable but also impossible. Learners of a foreign language have a valuable resource, their L1. Tzanetatou (1994) believes that to ask our students not to refer their L1 while learning a new language is not simply unrealistic: "it is downright wrong".

The move from known to new

Ringbom (1991:172) points out that in the psychology of learning it is commonly agreed that new learning is largely based on what the learner already knows. Now, what the learner already knows when embarking on a second language is a language system. As Widdowson (1978:158–159) argues, the language to be learned should be associated with what the learner already knows and learners, when they undertake language tasks, should be led to recognize that these tasks relate to the way they use their own language for the achievement of genuine communicative purposes. Widdowson concludes that it would seem reasonable to draw upon the learners’
knowledge of how his own language is used to communicate. That is to say it would seem reasonable to make use of translation.

Thus, instead of asking the learners to forget everything they know, we should help them to make the appropriate connections between the language system they do know and the language system they are trying to acquire. If we do not guide them in how to make connections, the learners will be forced to make their own, however inappropriate these might be. Instead of hiding our heads in the sand, we should channel their natural tendency to draw correlations, this will help in both building up on our learners' existing knowledge and imparting a valuable skill at the same time.

In a foreign language teaching situation it is much more reasonable to focus primarily on building up the learners’ knowledge of the system and this can be done much more naturally if we help learners make the appropriate connections between what is known and what is new. Besides, as Cook (1992:584) points out, the L1 is present in the L2 learners’ minds, whether the teacher wants it to be there or not. The L2 knowledge that is being created in them is connected in all sorts of ways with their L1 knowledge. The way many modern teaching methods treat the L2 in isolation from the first language is reminiscent of the ways of teaching deaf children language by making them sit on their hands so that they cannot use sign language.

The role of L1 competence:
Another issue that is not paid enough attention, although teachers do have some intuitive insight into it, is the role of L1 competence in second language acquisition. As Cook (1992:573) points out: “Teachers have frequently suspected that the success of the L2 learner in a classroom relates to how good the learner is in the first language”. We are convinced that L1 competence is a crucial factor in the acquisition of a second language. Furthermore, since translation by its demanding and exact nature promotes L1 competence, it can serve the dual purpose of developing both the L1 and the L2. Cummins and Swain (1986:103) also claim that developing full proficiency in the first language promotes the same in the second language. What this assumes is that there is an underlying proficiency that is common to both languages. One does not, for example, relearn to read every time a new language is learned. One makes use of already learned skills and knowledge in the learning to read the second time around. Similarly, once one has learned how to use language as a tool for conceptualizing, drawing abstract relations or expressing complex relationships in one language, then these processes, or language functions, are applicable to any language context. 'Thus', they conclude, 'spending time learning in one language does not impede the development of these language functions in a second language, it enhances them'.

Translation as an end

It is important to any discussion of the place of translation within language and language teaching that the products and processes of translating be precisely understood. It is, incidentally also important to understand such products and processes in the other disciplines in
which translation plays a role, e.g. comparative literature, sociology, anthropology etc. Thomas (1992) notices that linguistic approaches to translation follow a surprisingly similar path of development to that evident in language teaching namely a progression from a focus on purely formal aspects of language to a concern with its communicative features. Given that language learning and translating are both manifestations of language use it is perhaps more surprising that they should ever have been viewed separately.

Malakoff and Hakuta (1991) point out that translation is typically viewed as a valuable skill that is available only to the highly trained and linguistically sophisticated bilinguals who come out of interpreter and translator training. It is not a skill that is generally considered to be within the repertoire of just any bilingual. Yet, they argue, studies have found that bilingual children with no previous training can both interpret and translate materials that are within their comprehension and vocabulary. This seems to confirm the assumption presented in the present study that translation is a natural process that is regularly undertaken within the mind of individuals possessing (to a greater or lesser extent) two separate linguistic codes.

Newmark (1981:180–181) claims that the ability to translate should be one of the main aims of a foreign language learner. He envisages this interlingual transference to include all activities involving the transfer of sense from one language to another, including paraphrase, summary, précis, explanation, abstracting, definition, simultaneous, consecutive ad hoc and two–way interpretation as well as publication and information translation. Although his position is a
bit extreme, there is no doubt that many of these activities will prove invaluable to the language learner in his professional or academic career. King (1973:53) puts it succinctly: “practically, a large number of learners who have acquired some kind of qualification in English find themselves called upon in many situations, to translate or interpret into or from English in the course of their work or otherwise”. As Krings (1987:160) further argues, even private life situation in which one has to translate or interpret are not uncommon.

In order to reach this aim, educators and language teachers need to create tasks which engage the problem solving faculties of learners involving them with the linguistic system as a means to achieving their communicative intentions. Such tasks must contain genuine information gaps. If a task contains no information which is new to be transferred from addresser to addressee then there is no possibility of actual communication taking place. For genuine communication to happen requires that what is unknown is made known to at least one of the interactants. Put differently communication requires the genuine transfer of information.

Translating can involve such an authentic exchange of information and is a task which confronts literally millions of people on a daily basis. One does not have to be a professional translator to be called upon to use translation skills by a colleague who needs a quick skim translation of a letter or to be asked to help a monolingual cope in an airport, with a taxi driver, or with the thousand and one problems inherent in multilingual situation. It is arguable that translating is a part of everyone's communicative competence; certainly most users of a
foreign language will be called upon at one time or another to translate and given this fact it surely makes sense to prepare them for the task.

**Benefits of training in translation skills:**

**Improving reading comprehension skills**

One of the benefits that Denby (1987:41) identifies as stemming from L2–L1 translation is the obligation on students to engage in close reading of the L2 text, which can sometimes be avoided in other language–development exercises where the emphasis is on general meaning rather than close detail.

The good translator is in fact a competent reader. He cannot afford to skim over difficult points and be satisfied with just getting 'the gist of it'. He must be very clear about concepts, meanings, particular nuances, and so on. Above all he must be clear about grammatical meaning. "Grammatical meaning" argues Newmark (1981:26) "is more significant (the 'tone' or 'flavour' of the text, its primary aspect, is perhaps dictated by its syntax) less precise, more general and sometimes more elusive than lexical meaning".

Brumfit (1984:83) in discussing ways of promoting reading comprehension, argues: "There is, in comprehension, a role for specific accuracy–based work and this may take the form of intensive reading exercises of various kinds, of aural comprehension work, even of translation. Furthermore, any one translating a text cannot do so by focusing only on the grammatical, lexical, and morphological levels, but must, as Nattinger and Decarrico (1992:159) point out, also draw on knowledge of more global markers of organisation in the discourse
for otherwise they cannot arrive at an efficient interpretation of the text in hand. Thomas (1992:60) refers to literary approaches to translating and emphasizes the central role of translators as 'readers' and 'writers' concluding that "current approaches to reading and writing are relevant to translating". Student-translators as well as student-teachers must call into play all the skills employed by competent readers in order to interpret the source text and must also possess the ability of writers when they produce the target text.

Improving writing skills

Denby (1987:41) argues that translation of texts can help students perceive the crucial importance of writing good English. It also helps draw their attention to issues of register, context and potential readership of the original. Finally, it provides a good context for comparing discourse conventions between the learners' L1 and L2. Translation of larger discourse pieces can be viewed as an alternative to controlled writing exercises. Brumfit (1984:86) explains: "controlled writing exercises may be regarded as a monolingual attempt to perform a similar function to that of translation into the target language in grammar–translation approaches. But whereas translation did often demand that texts of some intrinsic interest might be used, controlled and guided composition seems invariably to produce texts which are totally trivial. Thomas (1992:56) wonders "why not reintroduce translation as an alternative to guided creative writing? We should think that translation is ideally suited to the purpose of expanding our learners’ repertoire of specific items of vocabulary and grammatical structure, of training them in the
appropriate and effective use of cohesive devices, of helping them identify what constitutes coherence, and so on”.

Silva (1993:669) argues that L2 writing is strategically, rhetorically, and linguistically different in important ways from L1 writing. Translation or even a simple comparative study of L1 and L2 discourse pieces, would help focus attention on these differences and thus help enhance learners’ writing skills. Cooper and Greenbaum (1998:7) seem to share this view since they claim that differences in cultural expectations are an obstacle for those who are learning to write in a foreign language. Under the influence of the norms within their own culture, they may deviate from the norms of the foreign culture in what kinds of material are to be included in a particular variety of written discourse, what style is appropriate, and how the discourse is to be organised.

As Soter (1998:177) indicates, "until the emergence of the contrastive study of culturally and linguistically diverse rhetorical styles, we have viewed the errors made by ESL students in their writing as linguistic ones and as caused by limited knowledge of the target language and linguistic forms as well as by what was termed 'interference' from the native language”. Translation of larger texts affords us the opportunity to discuss problems beyond the textual level, i.e. at the discoursal level. Furthermore, as Thomas (1984:191) points out developing an awareness of style and lexical appropriateness in written English will benefit the spoken language too.
Promoting intelligent use of the dictionary

_Polemics of translation in ELT claim that it encourages the development of false equivalences between the learners’ L1 and L2. Our feeling is that learners run the risk of drawing false equivalences if translation is not used in the classroom, since they are thus left to their own devices. Indeed, as Denby (1987:41) argues translation can be used as a means to underline, rather than to mask, the fundamental fact that languages are independent structures._

_Bilingual dictionaries are notoriously unreliable and monolingual dictionaries are not ever as comprehensive as we would wish them to be. Translation can help demonstrate the dangers of over-reliance on bilingual dictionaries. Using the dictionary is one of the skills our learners should acquire, as Stern (1992:294) suggests, and the best way to impart this skill is by actively involving our learners in translation._

**Enhancing learners’ meta-linguistic awareness**

_According to Newmark (1981:112), "the translator is continuously made aware of the functional and structural nature of language which appears to him in the common dynamic–functional simile of a game of chess and the static–structural simile of a crossword puzzle". Furthermore, translation not only enhances our learners’ meta-linguistic awareness but also provides an authentically communicative context for meta-linguistic observations._
King (1973:58) points out a further advantage, the fact that the learner's awareness of his own language and therefore his sense of perspective is thereby increased. For example, even advanced students often have difficulty over such things as the finer points of English modals or tenses, and sometimes regard English as being finicky here, without realizing that their own language perhaps has some other device, and one which they themselves use every day, for making comparable distinctions.

Bringing in every aspect of language and communication:

Translation can present fertile ground for dealing with problems relevant to all aspects of usage. It can be introduced to deal with problematic form as well as with problems of pragmatic equivalence, it can be used for the highlighting of cultural differences and so on. In short, the answer to the question 'Is translation a valuable exercise?' should be, as Marsh (1987:29) suggests, "yes, because we are dealing with a real, contextualized, meaningful, communicative manifestation of language".

In recapitulation, since in order to translate one first of all needs to have understood as many of the meaning that can be read into a text as possible, translation is an ideal means of promoting reading comprehension. Furthermore since it requires a reformulation into the target language it also helps focus on developing writing skills. Moreover, it brings home the issue of pragmatic equivalence. Above all, it forces the learner to deal with problematic issues he might otherwise be tempted to avoid or bypass and also supplies a means of
testing precisely those issues. Finally, it creates, as Edge (1986:121) points out, a communicative context for more formal follow–up work, including the development of a meta-language sufficient for the students to be able to talk about texts.

2.7 Conclusion:

This chapter has provided discussion on two major theoretical issues: identifying translation skills and the relevance of training in translation skills to the development of the EFL teacher. The first part presented arguments on the different models of translation ability, and ended up with a suggested model of handling the translation process on the basis of the cognitive process involved in the act of translating: reading comprehension, researching, analytical thinking, and composing. Detailed description of each stage was presented. The arguments presented in the second part of this chapter focused on the thesis that translation does have a vital role to play within a broader communicative approach to language teaching in general and language teacher education in particular. It was pointed out that linguistic approaches to translation follow a surprisingly similar path of development to that evident in language teaching; namely a progression from a focus on purely formal aspects of language to a concern with its communicative features. Teacher training in translation skills would therefore have multisided linguistic and professional benefits for the teacher of tomorrow, the learner of today. As prospective teachers of English and advanced and specialized learners of English as a foreign language, translation for them is an essential language skill that incorporates the use of reasoning skills and develops a needed insight unto the students' mother language in
comparison with English as a foreign language. On the other hand, my suggestion is that if preservice teachers are apt to use translation as a teaching strategy with their students in the future when teaching English, one very important method of wisely channeling this use is training on the very skills of the process they will be using. Insights unto the nature of the process of translating and key understanding of its place in language learning, we assume, provides a framework for teachers to use translation wisely in their future career. A final role played by translation training for preservice teachers is the fact that translation nowadays is a life skill, just like literacy in computers or the internet, that university students in general and students of the faculty of Education in particular need to master in order to cope with the daily demands of language use and exchange. In short, translation deserves a place within language teaching and teacher education language courses because it is centrally concerned with the communicative aspects of language.
CHAPTER THREE

REVIEW OF LITERATURE

APPROACHES TO TRANSLATION TEACHING, TESTING
AND COURSE DESIGN
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APPROACHES TO TRANSLATION TEACHING, TESTING AND COURSE DESIGN

This chapter investigates approaches and techniques in teaching and testing translation skills and designing translation courses. The teaching of translation in this respect refers to translation as a message rather than a medium and as a course content rather than a means for conveying a linguistic content. The two roles of translation, as a message and as a medium, are interrelated and sometimes overlapping; as when we are teaching translation we are teaching thinking techniques, linguistic aspects, cultural and social styles in the source-target text relationship. However, we need to focus on the techniques used in imparting the needed skills for students to be competent translators. Through surveying translation teaching techniques, testing methods and course design approaches, the chapter seeks to provide answers to the second question of the study.

TEACHING TRANSLATION

When teaching translation skills, the translation teacher-trainer should be aware of the psychological and linguistic processes through which the process of translating takes place. Awareness of the importance of translation, of its essential reading comprehension stage, of its (re)searching effort and analytical reasoning, that involve also problem solving strategies, and finally of the rephrasing and (re)editing of the final product- awareness of all these stages and skills should be a prerequisite for the translation teacher. It is through this enlightenment of the nature of the process of translating that teachers can take a first step unto the field of teaching translation skills systematically.
Another important step, as indicated by Shaheen (nd), is then taken by perceiving the importance of translation theories and the role they play in integrating and founding theoretical and thinking bases for the novice translator/student. Integrating theory and practice in translation courses is a matter of vital significance in today's life; as practice without theory is blind and theory without practice is empty. Besides being expert translators, teachers have to be well-qualified in language teaching, linguistics, and translation studies. Translation theories should then be presented in a simplified way that relates to the new skills to be developed in the translation class.

Traditionally, translation pedagogy has been both prescriptive and product-oriented. If, following Hairston (1982:81), we accept that we can best improve our students’ translation performance by understanding how their texts have come into being and why they have assumed the form they have, i.e., by understanding the translation process, then traditional product-oriented translation methodologies may be abandoned in favour of a potentially more effective process-oriented approach. By definition, a process approach to translator training is learner-centred and needs-based. It incorporates problem-solving methodologies involving a collaborative approach on the part of teachers and students and includes procedures for learning that take into account the actual social situation of the classroom in which the learning occurs.

The problem of most current translation teaching practices in Egyptian universities, besides being a marginalized subject, is that
translation teachers start their classes where translation processes end. Most teachers would ask the students to translate a given passage at home and then discuss the selected translations and criticize them linguistically, and the teacher would finally choose what s/he believes to be the most appropriate translation without referring to any theoretical framework or without even convincing students of his/ her choice. Shaheen (nd) comments on the state of translation teaching in Arab universities saying (nd: 83): "translation teachers more often than not devote much time to lexical features, reducing the translation class to a mere dictation of drills of words and clichés. Text-books are mere collections of texts selected from different sources, i.e. newspapers, journals, books, etc. They are sometimes prefaced by practical tips and pieces of advice to students and prospective translators on how to translate. Translation classes are reduced to the mere contrasting of grammatical structures and lexis in two language systems. The unit of translating is the word or the sentence. This has a damaging effect on the students who may think that translating is a word-for-word operation, where words and grammatical structures can be substituted by others in a foreign language".

The process of translation teaching should in fact coincide with the process of translating itself. As translators in natural life begin with reading and comprehending the source text, teaching translation should also begin by teaching reading comprehension through the various teaching techniques within the modified view of the communicative approach. As the process of translating moves forward, students are met with difficult vocabulary items for which they need to consult a dictionary, here teaching translation should move to strategies and
techniques in teaching ways of looking words up and the other functions embedded in the dictionary study. Having got the meanings of all the new vocabulary and got a quite profound understanding of the source text, a student may still find some ideas that s/he might understand but cannot express in another tongue, that s/he might know the meaning of each single word or structure but not the overall meaning of the phrase or the sentence. It is again the role of translation teaching. Here the teacher can step in and begin teaching problem solving techniques and analytical thinking practice. This can be achieved through a variety of methods one of which is by analyzing the problem into its kernel levels (El Shafey 1985) and trying one or more of the untranslateability techniques (El Zeini 1994) (syntactic strategies; shift word order, change clause/sentence structure, add or change cohesion - semantic strategies; use super ordinates, alter the level of abstraction, redistribute the information over, more or fewer elements- pragmatic strategies; naturalizing or exoticizing, altering the level of explicitness, add or omit). Finally, students would now begin the actual process of rewriting by producing the message again in the target language. Here the teacher should be aware of writing techniques and styles, and writing teaching methodology to consolidate the final outcome of the process of translating.

Another important point in translation teaching is the point of directionality; whether we should teach translation from or into our mother tongue. It is taken for granted that students need to be trained on both types of translation (from and into the foreign language) however, as teachers, we have to be cautious that each type of translation involves different skills, and different thinking abilities, and
thus different teaching methods. Translating from Arabic to English for example does not require an emphasis in the teaching nor the translating on reading comprehension; for students are native speakers of Arabic and unless the text is quite obsolete, they would not need to have comprehension questions in this type of practice. Rather the focus has to be on the production part where students make lots of mistakes in the final rendering into English. When translating from English to Arabic, reading comprehension takes a long time and a considerable importance as without the proper understanding of the original's meaning, no good translation can be produced.

What is proposed here is that there should be separate teachers for each type (direction) of translation; a teacher for translation from Arabic into English, and another teacher for translation from English into Arabic. In cases of shortage of professional instructors, one teacher can do the job, provided that s/he pays attention to the different cognitive processes involved. In this case, the work of the teacher becomes less burdened and more focused. A teacher of a unidirectional translation can analyze his/ her students' points of weakness and strengths more precisely.

Although there is a tendency in translation literature which shows that a translator is more competent in translating into his /her mother tongue not into a foreign language however competent s/he may be in that language (Baker 1988, Stern 1992), the fact remains that there are competent translators who can translate quite successfully into a foreign language, and that our students need to be trained on both directions of translation (Newmark 1981). The
present study, however, is mainly designed for developing the skills involved in the process of translating into Arabic and not the other way round, as it is proposed that there should be a totally different programme for teaching translation into a foreign language that develops different skills from the ones addressed in the present study.

**Some techniques for teaching translation**

In the present study the terms *approach, method, technique and strategy* are differentiated as follows:

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

A technique is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (Anthony 1963: 63-7 cited in Richards and Rodgers 1986).

A strategy is an elaborate and defined plan of action. (Hyper dictionary online 2003). In the present study, the term strategy is used only to refer to translating plans and is not related with the process of teaching, while the other terms (approach, method and technique) are used when reference is made for the teaching of translation.
Sa’adeddin (1987 cited in Shaheen) criticises the teachers for vague terms used to describe and assess translations such as language literary excellence, original flavour, and idiomaticalness. Sa’adeddin recommends that the teacher of translation should follow a few steps before he asks his students to translate:

- getting them to read and appreciate the text for its experiential value - something which emerges from envisaging the text as it is experienced by the audience for which it is originally intended;
- imparting to them an awareness of the similarities and differences between the languages in question, and the devices available to each for the production and reproduction of these experiences;
- getting them to analyse the communicative components of the SL, and to synthesize them in line with the experimental expectation of the TL audience.

Gerding-Salas (2000), on the other hand, elaborated a translation methodology with undergraduate senior students who want to become translators. This approach attempts to develop some workshop activities for the translation process—as a cooperative activity with the students—through a graded and sequential procedure. Students are assumed to have sound linguistic knowledge, both theoretical and practical, and a wide cultural bilingual background, achieved during their first years in college.

This methodology, consisting of a step-by-step procedure workshop, has proven quite successful in promoting students'
motivation, productivity and the quality of their work. The teacher makes a selection of the material to be translated. Texts must be chosen according to previously defined objectives for translation practice, taking into account the degree of difficulty of the texts (semantic, cultural, stylistic, etc.), the topic or the specific knowledge area (science and technology; social, institutional, economic and/or political topics; and literary or philosophical works), the translation problems to be solved, and so on. (Gerding-Salas 2000):

1. After browsing through the text (scan reading and/or skim reading), the students, assisted by their teacher, should identify the source, the norm, the type of text, the register, the style and the readership of the text selected. It is a kind of game of the imagination in which the text is real but the client and her/his needs are imaginary.

2. The students should read the whole text at least twice: The first reading will be comprehensive and general, to become acquainted with the topic and to understand the original, always bearing in mind that meaning is context-determined.

3. The second reading must be a "deep" reading, placing emphasis on items where translation problems may appear. In her opinion, when translating into the TL, if the translator detects mistakes (usually due to misprints) in the original text, s/he should be entitled to amend them in her/his version if too obvious or else consult the client or an expert in case of doubt. When doing this "reading with translation intention", students should first underline unknown terms and then they should mentally confront potential translation difficulties in the text with suitable translation procedures.

4. The teacher then divides the text into as many segments as students in the group. Depending on the degree of difficulty and the
length of the text, these segments may be paragraphs, columns, pages or even whole chapters. Then, each student is assigned a fair portion of the text. The segment distribution order should rotate so that a different student begins a translation unit every time.

5. If the topic is already quite familiar to the students, they do a preliminary translation. As this is the first approach to the text, it will probably lack naturalness, since students tend to transfer SL units of translation to TL units of translation (one-to-one translation). This first approach can often be made orally and suggested annotations may be written in the margins.

6. If the topic is completely unknown to the students, they should consult complementary literature. In other words, before beginning the transfer process, they should resort to various documentation sources, especially parallel texts (those which are similar in nature and style) in the language of the original. This allows them to achieve a deeper understanding of the topic under study.

7. Once the "one-to-one" version is accomplished, the students do a second version of their own translation—this time a written draft—handling the most suitable translation strategies and procedures and being faithful in the transfer of ideas.

8. With the original text in front of her/him and being careful to follow the same correlative order of the SL text, each student reads out her/his own version of the translated text, making the necessary pauses between sentences.

9. The students and the teacher follow the reading of each text attentively. As a monitoring activity, everybody should feel free to stop the reading at the end of a given sentence and have the reading of the segment repeated, when the situation warrants comments,
suggestions, questions, contributions, etc. The students have to "defend" their work against criticism.

10. During this procedure, the students and the teacher need to set up all necessary conventions with regard to the homogeneity of the terms and the coherence and cohesion of the final version.

11. Students should then be encouraged to take notes and discuss the (in)convenience of the contributions and comments arising from this analytical reading of each one of the different versions proposed.

12. As a metacognitive activity, the students, assisted by the teacher, analyze the translation strategies and procedures used, and discuss the reasons taken into account in the choice of each analyzed criterion: "The ability to discuss translations in an objective way is central to a translator's competence", (Kussmaul, 1995).

13. The students hand in the final version of their revised and post-edited segments, which have already been amended in the light of the whole text. The work must be typed, double-spaced and paged according to the original.

14. The teacher makes a final revision (second post-edit), gives formative evaluation and makes comments, emphasizes findings, "happy" solutions and creative acts, on the one hand, and analyzes failures and weaknesses in the process, on the other.

In seminars of this kind, the teacher is understood as a facilitator of the translation task, since the lion's share of the transfer process is accomplished by the students, mainly collectively, but also individually. That's why it is valid for students to consult all possible information sources, including the traditional written forms, the "live" sources or informants, e.g. their own teacher (the "client," in this case),
experts in the topic, native speakers, translation software, term data bases and the international data processing nets. For this process to be efficiently carried out, the following minimum conditions should be met:

Profile of the Student

- Sound linguistic training in the two languages
- Knowledge covering a wide cultural spectrum
- High reading comprehension competence and permanent interest in reading
- Adequate use of translation procedures and strategies
- Adequate management of documentation sources
- Improvement capacity and constant interest in learning
- Initiative, creativity, honesty and perseverance
- Accuracy, truthfulness, patience and dedication
- Capacity for analysis and self-criticism
- Ability to maintain constructive interpersonal relationships
- Capacity to develop team work
- Efficient data processing training at user's level (an introductory course is not enough)
- Acquaintance with translation software.

Profile of the Educator

- Sound knowledge of the SL and the TL, translation theory, transfer procedures, cognition and methodology
- Comprehension of what translation is and how it occurs
- Permanent interest in reading various kinds of texts
- Ability to communicate ideas clearly, empathically and openly
- Ability to work out synthesis and interrelationship of ideas
Capacity to create, foster and maintain a warm work environment
Capacity to foster search and research
Accuracy and truthfulness; critical, self-critical and analytical capacity
Clear assessment criteria

The Infrastructure

Terminological resources (tools to save time and to make translation more profitable): Monolingual and bilingual dictionaries, specialized dictionaries, encyclopedias, glossaries, various texts on translation theory and practice, access to international data processing nets, informants, expert and other sources.

International collaboration via congresses, symposia, seminars, conferences, inquiries through international nets, etc.

PCs, translation software, printers and printing material, term data bases.

Appropriate environment: The right place and enough time for reflection: Ideally, a translation laboratory.

Evaluation

It is a good practice to classify the kinds of errors/difficulties. The most frequent types of difficulties arising from translation that the teacher proposes to assess in any translation are the following:

Comprehension, sense and ideas
Lexico-semantic level
Morpho-syntactic level
Writing style and register
Spelling and punctuation
Creative solutions to translation problems
Transfer and re-wording (use of translation procedures)
Cohesion and coherence
Assessment of the result and post-edition
Format

The method of penalization of errors must be previously established, using clear criteria, and placing emphasis on the lack of coherence, especially regarding meaning and sense, whether it is due to faulty translation, missing items or the wrong application of lexical, semantic, grammatical, graphemic and/or cultural transfer.

**Concluding Remarks on teaching translation**

In this part of the chapter, methods of teaching that can be used when teaching translation skills were investigated. A note about the important role of the teacher / trainer and his/her linguistic, theoretical, practical and methodological qualifications / competences was made. Then an evaluation of different teaching methods (the lecture, role playing, the discussion, experimental, computer-aided, A/V media) and their appropriateness to teaching translation was presented followed by a survey of some translation teaching techniques. One conclusion was that as long as there is a theoretical part and a practical part in the course of translation, different teaching methods can be implemented in the teaching process. The lecture as well as the discussion methods can be used for presenting the theoretical concepts, while focusing on students’ errors and presenting correction for them can be presented via A/V or computer-aided
methods, and reading comprehension can be reinforced through using role play. Experimental methods are in fact involved in each translation passage, as each text to be translated is a case study of its own. Nevertheless, in the advanced stages of (re)searching skills, students may need to consult encyclopedias or make further readings on a special topic to better understand a key term in the source text – in this case experimentation lies in this process of researching which involve personal efforts from individual students to reach a certain goal.

The best settings, the study assumes, for the implementation of these methods and the integration of translation skills is the workshop where students are being trained in an atmosphere of cooperative work, guided discussion, group project, presentation of the project, and final peer evaluation of the project.

3.2 TESTING TRANSLATION

This part takes a closer look at the different attempts to testing translation competence, and review the studies that were conducted to provide a framework for assessing this rather complicated language skill. While translation as a literary art has been the object of numerous studies that focused on the linguistic as well as the cultural aspects of the process of translation, very few work has been done in the area of psychologically measuring the performance of students/translators through valid and reliable tools. Most papers discuss how to develop competence, but an equally important issue is the question of how to find out whether the aim has been achieved and where best to look for
evidence of this. Ghonsooly (1993: 55) explains that 'while translation methodology has been influenced by improvements in translation theory, its testing counterpart has remained untouched. No real advance has so far been made towards constructing an objective translation test to remedy for …deficiencies.' Translation competence can be studied from two perspectives: from the perspective of the product (i.e. the target text,' its quality, its appropriateness for the specified purpose), or from the perspective of the process (i.e. the efficacy of the decision-making process. As chapter two referred to Hairston's valuable quote (1982:81), this section of the third chapter explores the practical experiments in the literature and the proposed model in the present study for 'examining the intangible process, rather than ..evaluating the tangible product'.

Very few empirical studies have been published on the subject of evaluation within translator training programmes at the university level (Tirkkonen-Coildit 1991, Seguinot 1991, El-Banna 1993). This caution may be wise, given the difficulty of measuring a competence that is not yet fully defined, a competence that uses the most complex cognitive processes the human brain is capable of, a competence that combines, in Beeby's words, 'a number of different sub-competencies that seem to include the world, the universe and everything and are intricately interrelated' (2000: 185). Furthermore, competence in translation (like Chomsky's linguistic competence) is an abstract concept that can only be measured in performance. Any attempt to delimit the marking criteria may seem reductionist, or take so long to put into practice what is not viable.
Adab (2000: 215) points out that one of the questions to be considered in the context of developing translation competence is that of "how to evaluate the target text, as product of the process. This is also necessary in order to determine the level of competence achieved by the translator and to identify areas in which competence is still to be developed." Another consideration relates to the question of how the assessor could perform this task reliably, in the sense of a more objective and less subjectively-oriented judgement of the product. Adab argues that the identification of a set of criteria could form the basis, both for production and evaluation of the product. "Improving translation competence should then be achievable, in terms of performance in transfer competence and production, through the awareness of the relative merits of different transfer strategies and careful selection from potential translation solutions." (2000: 215) Setting defined criteria for this purpose can assist in raising awareness of the decision-making and revision stages of the production process.

Mcalester (2000: 230) on the other hand handles the problem of translation evaluation from the point of view of the accreditation of professional translators either within educational institutions or professional organizations. He points out that either in universities where students' work is evaluated over a long period, or professional organizations, it is desirable that the methods used for the evaluation should be "reliable, valid, objective, and practical".

El Sheik (1990:77) assures the same point when stating that translation "has often been misused in foreign language testing as a test
of every thing connected with proficiency in a foreign language\textsuperscript{1}; such tests were often used as a criterion for purposes "other than measuring translation itself". In order to assess the quality of translation, or the performance of the student/translator, we need first to make clear why a target text is evaluated. Adab (2000: 215) lists the purposes that may exist for evaluating a target text; 'to assess the suitability of the text for its intended reader and use; to evaluate language competence (usually L2, L3); to determine levels of intercultural awareness; or to identify levels and types of translation competence'. He concludes that 'knowing the reason for evaluation and the criteria by which a text will be evaluated could help to improve the accuracy of this process, by giving a definition of the specific task in a given translation situation. In other words, in addition to understanding the purpose of the target text and the needs of the user, familiarity with the expectations of the product evaluator could be a useful factor both when selecting from possible translation alternatives and when revising choices within the text as a global message'.

It is a systematic framework, above all, that is urgently needed for developing and validating translation tests. Purposes of the act of translating, the selected texts for translation, the methods of scoring, and the measuring instruments are all parts that need more attention and

\textsuperscript{1} It might be important to explain that translation has two roles to play in language teaching and testing: as a medium and as a message. When translation is used as a medium, it can be implemented as a language activity for teaching certain structures or functions, and it can be used as a testing item for assessing knowledge and acquisition of these structures. As a message, translation is the subject matter itself. It is now taught through various teaching techniques, for example the discussion method, and it is tested via different testing rubrics, like reading comprehension questions that come before the actual translation question item. In many studies of the reviewed literature, it is noticed that there is an overlap and lack of discrimination for the role of translation as a medium and as a message.
detailed studies. What is needed is a closer investigation of ways to define and isolate the dependent, independent, and random variables that affect the reliability, and the internal and external validity of our research. One of the main challenges is to develop suitable measuring instruments.

**Validated Translation tests**

Stansfield, Scott and Kenyon (1992) worked to identify the variables that constitute translation ability. They drew on the results of a project conducted by the Center for Applied Linguistics (CAL) and reformulated the final version of the 'Spanish into English Verbatim Translation Exam' (SEVTE). Prior to the development of the test, they surveyed the literature on translation and found out that most of those centered around the degree of equivalence between a target document and its source. They conclude that most studies provide ascriptions that do not help in the understanding of translation ability either 'as a psycholinguistic process or as a construct to be measured' (1992:455).

The SEVTE was originally designed to meet the needs of FBI officers who work with Spanish cases. One major challenge in the process of developing the test was to identify new translation skill-level descriptions (SLDs) which were needed to inform the test development process, and, in particular, to inform the scoring of the test and the conversion of the scores to a 0-5 scale. These SLDs included a statement regarding the kinds of documents the translator can render into the target language, followed by a description of the accuracy of the translation, and the translator’s use of grammar (morphology and syntax), vocabulary, spelling, punctuation, style and tone. SLDs were divided
into two parts: Accuracy and Expression, separate scores for each part were assigned. Accuracy involves content, i.e.' the mistranslation, omission or addition of information in the source document. Expression involves form, i.e., the linguistic variables such as grammar, syntax, vocabulary, spelling, punctuation, style and tone. Results of the validation study supported the division of translation abilities.

The SEVTE consists of two sections: Multiple choice (MC) and production. The MC section includes 60 items 35 of which are in the form of translating a single word or phrase in the context of a sentence, while the other 25 are in the form of error detection where items are written in the target language only; errors may consist of incorrect grammar, word order, vocabulary, punctuation, or spelling. With the MC part, 30- 32 % of the items assess knowledge of grammar, 60% assess knowledge of vocabulary, 8% assess knowledge of mechanics and 5% of the items contain no errors. 35 minutes are allotted for this section with a maximum possible score of sixty.

The production section of the SEVTE consists of 28 production items: 15 Word or Phrase Translation (WPT) items which require translation of underlined words or phrases in sentences, 10 Sentence Translation (ST) items which require translation of complete sentences, and 3 Paragraph Translation (PT) items which require translation of entire paragraphs. 35 minutes are allotted to the first two subsections (WPT and ST) and 48 minutes to the PT subsection. Each subsection is scored by a different rater. Scoring criteria for each subsection are detailed below.
For the WPT subsection, the items are scored as either correct or incorrect with a maximum score of 15 points for accuracy. Raters are free to accept other appropriate translations that are not included in the answer key if s/he knows that the translation is correct. For the SW subsection, a rater scores the sentences on the basis of accuracy of the translation, i.e., the extent to which the original meaning has been appropriately conveyed. A scale of zero to five points is used for assigning points for each of the ten sentences for a maximum of 50 points for accuracy. For the PT subsection, the three translated paragraphs are evaluated for correctness of Grammar (morphology), Expression (here refers to word order, vocabulary, tone, and style), Mechanics (spelling and punctuation), and Accuracy (appropriateness of meaning conveyed). Students are allowed to use dictionaries in this subsection of the test only. From zero to five points are awarded in each of the four above categories for each paragraph for a maximum of 45 points for Expression (Expression [word order, vocabulary, tone, and style], Mechanics [spelling and punctuation], and Grammar [morphology]) and 15 points for Accuracy (appropriateness of meaning conveyed). Thus the PT subsection has an overall maximum of 60 points, the total mark for the production section is 125, and the total mark for the whole SEVTE is 185. Accuracy therefore will be calculated with reference to a maximum of 80 points (15 for the WPT, 50 for the ST, and 15 for the PT subsection), while Expression will be calculated with reference to a maximum of 105 points (60 for the MC section, and 45 for the PT subsection). The
following figure shows a summary of the SEVTE description and its scoring criteria.

![SEVTE Diagram](image)

**SEVTE**

- **MC** (Multiple Choice)
  - 60 items- 60 points
  - Word / Phrase: 35 / 25 Error Detection in context

- **Production**
  - 28 items
  - 15 W/P translation
  - 10 Sentence translation
  - 3 Paragraph translation
  - 35 ms. 48 ms.

- Ss can use dictionaries.

**Expression**

- 60 points (MC) + 125 (Production) = 185 total

**Accuracy**

- 60 points (MC) + 45 (PT) = 105
- 15 (WPT)+50 (ST)+15 (PT) = 80

**185 TOTAL**

**Figure (3) Outline of the SEVTE translation test**

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Besides the SEVTE, Stansfield, Scott and Kenyon (1992) developed a self-assessment questionnaire which asked the examinee to estimate his or her ability to render a verbatim translation from Spanish into English. Subjects were 58 FBI special agents, language specialists and support staff. Results of the exam showed that SEVTE Accuracy and SEVTE Expression measure different constructs. Thus neither score can substitute for the other. This implies that although a person can translate information accurately from Spanish, he or she may not be able to express it appropriately in English. Similarly, although a person can express a translation appropriately in English, the information conveyed may not be accurate. Results also showed that SEVTE Accuracy and SEVTE Expression appear to be valid measures. Both were found to correlate highly with translation skill levels assigned by comparing direct translations to the SLDs specified. A third result was that Accuracy appears to be the more valid measure of translation ability, as Accuracy showed moderate to moderately high correlations with all criterion variables. Expression was neither as highly nor as consistently correlated with criterion variables as Accuracy. Thus, Expression may represent a secondary, though still important, construct in translation. A final result concerned the role played by various language skills and language proficiency in both the source and the target languages in each SEVTE score. It was shown that the target language plays a greater
role in the Expression score than does the source language. Both the target language and the source language seem to play approximately equal roles in the Accuracy score. Another important result was that there was a higher correlation between examinee's self evaluation in the questionnaire and their achievement in the Expression or Accuracy aspects of the SEVTE.

Ghonsooly (1993) conducted a study to see whether translation as a testing item is as valid as other testing items; e.g. reading comprehension, writing ..etc. He declares that 'translation testing has been criticised for its subjective character' (1993:54). He points out that no real strides have so far been made in developing an objective translation test.

Ghonsooly's main purpose of this new translation test was to compare the objectivity of translation a testing tool to assess translation ability with other test items that assess grammar, reading comprehension or vocabulary. He wanted to compare the validity and reliability of all tests to indicate that translation an be assessed objectively rather than subjectively. In his study, he used an existing traditional/ subjective form of translation tests and a newly developed form that is based on a standarised objective testing process.

The new test consisted of 20 multiple-choice items (MC) as compared to the old Michigan test that was used as the criterion measure, and which comprised forty grammar MC questions together with two reading comprehension passages, each of which consisted of 5 MC questions. Since subjects of the study were 315 University-level English for specific purposes students, consequently scientific and technical English
texts were chosen as content elements of the test. The most common mistakes elicited from students' responses were mainly those of comprehension of the function, word for word translation and deviant translation including errors of style, grammar and lexicon. The translation direct was from English to Persian and students were asked to choose the correct translation of an underlined sentence within the context of a technical text in English. Each item was given the following arrangement of choices:

1. the correct response,
2. reading comprehension distractor,
3. word for word translation,
4. deviant distractor.

Through factor analysis, it has been shown that the translation test can function not only as a discrete point test but also as an integrative test. Accordingly, the translation test can be supposed to assess both skills relating to the comprehension of smaller chunks of language (grammar and vocabulary) and those which relate to the comprehension of larger chunks of language (i.e., reading comprehension). Finally, Ghonsooly states the need for further investigation to shed more light on translation testing methodology, and warns test developers not to underestimate the potential value of the so-called subjective tests, as the real merit of a translation test lies in its authentic practice of rendering a text. By carefully designing an open-ended translation test and training translation raters as well as specifying various weighting or scores for different types of translation errors, we may achieve objectivity in translation testing methodology.
El-Banna's study (1993) is another contribution to field of assessing translation skills of Foreign language learners in Egypt. His main perspective was concerned with the problem of the lack of proper and uniform evaluation of ESL/EFL learners' translation skill in most faculties of Education.

El-Banna felt the need for a new validated test that properly assesses the translation skills of College Freshmen. His concern was with the actual performance of translating and how it is represented through students' achievement in translation tests. He deals with translation as one major skill that is essential for language learning especially at the university level, and views secondary school exams as inappropriate and insufficient to assess such an important aspect of language proficiency.

The test consists, in its final form, of 25 sentences with multiple choices in each part of the test, so the total number is 50 items, and the time allotted for the whole test is 80 minutes. A sample exercise was given at the beginning of each part of the test to insure understanding of test instructions.

The sample consisted of 92 EFL college freshmen at two faculties of Education: Kafr El-Sheikh and Tanta. The sample consisted of male and female students whose ages were in the range of 17-19 years old. Students were asked to choose the best translation for the sentence and check it in a separate answer sheet. These answer sheets were then scored using a punched answer key.
El-Banna's work in the MC translation test seems to have good potential for measuring translation skills. Although the process of constructing an MC translation test is considerably complicated than constructing an open-ended translation test, the time of administration and scoring is much less compared with that in an open-ended test. While El-Banna's work is a promising step in the direction of validating translation tests, it is still an entry test for candidates applying for the department of English in Faculties of Education. The need is still urgent to design measuring instruments for assessing the development of translation skills through and after the teaching of different translation courses presented to the students in the four years of study in the department of English.

Based on her model of translation competence (refer to chapter two: Basic translation Skills and EFL Teacher Education), Orozco carries out a research project to measure translation competence acquisition in translation students at university, specifically in the first year of their university learning process and focusing only on translation from the foreign language (English) to their mother tongue (Spanish). She explains that the measuring instruments she designed are set to test this type of translation and not translation into the foreign language. These measuring instruments have been undergone a series of pilot tests which have lasted for three years (1996-1999), and during that time the instruments have been improved and tested, including reliability and validity tests.

Orozco’s main purpose for developing the test was to be used by any translation teacher who would like to investigate and learn more about his/her students’ process of translation competence acquisition. In order to
carry out this promising project, Orozco had to determine the different variables involved in the process of translation assessment, as shown in the following figure:

<table>
<thead>
<tr>
<th>1. <strong>Construct</strong></th>
<th>Translation competence acquisition at its first stage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <strong>Independent variables:</strong></td>
<td></td>
</tr>
<tr>
<td>(a) period of exposure to translation training.</td>
<td></td>
</tr>
<tr>
<td>(b) exposure to a specific translation training methodology A</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Dependent variables:</strong></td>
<td></td>
</tr>
<tr>
<td>a. students performance when faced with translation problems.</td>
<td></td>
</tr>
<tr>
<td>b. students performance with regard to translation errors.</td>
<td></td>
</tr>
<tr>
<td>c. translation notions</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Subjects:</strong> First year university students divided randomly into two groups, the experimental and the control.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Measuring instruments:</strong></td>
<td></td>
</tr>
<tr>
<td>a. to measure performance when faced with translation problems.</td>
<td></td>
</tr>
<tr>
<td>b. to measure performance with regard to translation errors.</td>
<td></td>
</tr>
<tr>
<td>c. to measure translation notions.</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Hypothesis:</strong></td>
<td></td>
</tr>
<tr>
<td>a. subjects will detect and solve more problems as they progress with their translation training.</td>
<td></td>
</tr>
<tr>
<td>b. subjects will make fewer errors as they progress with their translation training.</td>
<td></td>
</tr>
<tr>
<td>c. subjects will acquire more translation notions as they progress with their translation training.</td>
<td></td>
</tr>
<tr>
<td>d. subjects will detect and solve more problems if they follow the training methodology A.</td>
<td></td>
</tr>
<tr>
<td>e. subjects will make fewer errors if they follow the training methodology A.</td>
<td></td>
</tr>
<tr>
<td>f. subjects will acquire more translation notions if they follow the training methodology A.</td>
<td></td>
</tr>
</tbody>
</table>

**Figure (4) Orozco's model of Translation testing**

As the figure shows, the construct to be studied in the project is the process of acquisition of translation competence in its first stage, that is, during the first year of Translation Studies.

The subjects' progress in the acquisition of translation competence is established on the basis of two measurements taken, one at the beginning of the trainee's studies (month 0 of tuition), and another
one at the end of the first year (month 8 of tuition). The sample consists of the first year of university students who study (English-Spanish) translation, and the whole sample is divided into two groups randomly; an experimental group and a control group.

Three elements were selected as dependent variables, i.e., as indicators of progress in the acquisition of translation competence: translation problems, translation errors and the students’ general notions of translation. These three elements were then used to build three measuring instruments, one based upon each of these elements.

A translation problem is conceived as ‘an objective problem which every student/translator... has to solve during a particular translation task’ (2000:205). A translation problem may therefore appear at any stage of the translation process. It is observable and in solving the problem, the subject certainly shows his/her translation competence. These three qualities make translation problems reliable indicators of progress in acquiring translation competence.

The origin of a translation error is usually a translation problem which has not been solved or has not been appropriately solved. This element can also be observed, it can take place at any stage of the translation process and it is also an indicator of a subject’s translation competence. Translation errors can therefore represent the same three qualities as translation problems.

General knowledge of translation or notions of translation determine the students’ whole process of translation. Orozco believes
that ‘depending on the ideas students have about translation, they will have a particular purpose for a particular translation task, and this will determine their solution of translation problems throughout the translating process. Thus a student who finds a problem in the source text can either ignore it or to solve it. Should s/he decide to resolve it, the reason for that is that s/he wants the target reader to understand or receive the target text in a certain way, and this is only possible if s/he has a particular concept of the purpose for this translation and of how to approach the task of translation in general, in the back of his/her mind. If this concept did not exist, then there would not be an objective to achieve. In this case, errors (and unsolved problem) can be caused by this lack of knowledge of general translation concepts. Again, this element shares the same three qualities: it is observable, it may influence the subject at any stage of the translation process and it is an indicator of the subjects’ translation competence. Progress made by each student in developing translation competence is determined by measuring performance in each of the three elements: problems, errors and translation notions.

By using the same instruments several times, Orozco (2000) suggests that one can know if translation problems are always related to translation errors, if the students learn first to detect problems and then to solve them, if their use of translation strategies (used to solve problems) progresses with their notion of translation.

Other studies in the field of testing translation skills include other attempts in which designing the test was not the major work done in the research, it was rather part of programmes proposed for teaching
translation. Abdel-Sadik’s (1990) approach to translation testing was a structural one; his main focus was on determining the items of grammar and sentence structure that represents problems in the process of translating for English majors of the faculty of Education, while Abdel Rahman’s (1996) approach was a communicative one. Her test consisted of five parts: dictionary skills, translating expressions, translating proverbs, translating metaphors and similes, and passage translation. Her communicative approach to translation teaching and testing aimed at developing communicative translation skills and general language proficiency of English majors in the faculty of Education.

Piitulainen (1998) describes the state translation test and certificate in Finland including the composition of the examination committee, general language and translation tasks, and the criticism raised by professional translators that the test is skewed toward general language rather than translation skills. This critique is rebutted, arguing that the test is both a second-language and translation examination. Examination tasks are exemplified with the German to Finnish translation, noting that the test's high demands allow only 18% of applicants to pass. The types of knowledge required in text comprehension and translation are specified: (1) linguistic, (2) encyclopedic, (3) interactive, (4) meta-communicative, and (5) global textual.

Klein (1987) differentiates between ‘real world’ and ‘pedagogical’ translation. The translation used in tests is found to be a special case of pedagogical translation. Translation became the
predominant test procedure as a consequence of the grammatical-
translational method of second-language teaching. The theoretical
assumptions underlying translation testing are discussed and a corpus
of translation tests administered at the university of Duisburg since
1981 was analyzed to evaluate their validity and reliability.
Correlations between tests, split-half reliability coefficients and
correlations with other tests without the translational component are
calculated. It is concluded that translation testing is a valid and reliable
measure of general language proficiency, although translation is not
the best procedure available for that purpose.

Christopher (1983) discusses the use of translation in
achievement, diagnostic, and proficiency tests and gives illustrations
with German-English translation test samples. He argues that
translation can be used in testing advanced learners' language
proficiency if it is: (1) treated only as a supplement to test second-
language abilities, and (2) recognized as a test of the student's
cognitive abilities to identify the functional and pragmatic differences
between his native and second language.

Matthews (1972) presents a description of how translation
from the native language into English can be used for testing particular
items in teaching English as a second language. The following
conditions must be met: (1) Comprehension is not tested; (2) The
incidental features of the material to be translated are not difficult,
relative to the class standard; (3) On the relevant point, only one
response is acceptable; and (4) Between the two languages, there are
some points of grammatical divergence which are best tested by
controlled translation. He concludes that target language testing has
the obvious advantage of working totally in the language being tested, but this is in fact true only if the test is well performed by the students. A test which requires direct translation of whole sentences from the native language into the target language does not cue the student as to what is being tested, and does not produce the kinds of error which are inherent in target language testing.

Nicole et al (2001) state that on the whole, most research into assessment in translation only concentrates on one area - evaluation of translations of literary and sacred texts - and other areas are ignored. They propose that this field of research includes two other areas, each with its own characteristics: assessment of professionals at work and assessment of trainee translators. Starting with this presupposition, they describe the three areas and analyze the notion of translation assessment, so as to define the characteristics of each area: objects, types, functions, aims, and means of assessment. They also discuss the question of translation competence, and the concepts of translation problems and translation errors, in order to reach a general principle that should be applied in all assessment.

Horton (1998) illustrates problematic aspects of translation assessment with an example of an (American) English advertising text for a quality watch and its adapted German translation. Regarding questions about the possibility and desirability of "complete" textual transfer and the relationships between source- and target-language texts, structural, rhetorical, semantic, cultural-normative, and pragmatic translation functions in the English and German version of the text are examined. He finds out that although the product-related
parts of the advertisements are broadly identical and the target groups of both advertisements are the same, the ways in which the potential consumers are addressed differ significantly; whereas the English text establishes a pseudo-dialogue with the reader, the German text establishes similar creative expressiveness through repeated semantic oppositions. It is therefore concluded that the degree of textual adaptation implied in the functional approach toward translation warrants a reconsideration of the processes involved in quality assessment and possibly the definition of translation itself.

Turover (1973) examines an objective assessment of translation quality and makes a distinction between translations from native to foreign and foreign to native languages. The errors possible in each are investigated. It is concluded that a series of experiments is required to develop a reliable methodology for translation assessment, and results of several tests need to be evaluated statistically: (1) a simultaneous and independent evaluation of the same translation by a group of translation instructors; (2) a comparison of evaluation results with an evaluation made by practicing translators, editors, and other specialists; (3) a study of the dependence between various contexts affecting translation and its assessment; and (4) the use of an inverse translation to investigate the interference level.

Klaudy (1995) argues that the only realistic method of assessing student translations is to critically and directly treat students’ work as an editor would. Errors should be noted and corrections should be made at both the sentence and text level with the aim of perfecting the translation. In this product-oriented approach, he
advocates the three principles of systematic feedback, student-centered correction, and a humanistic approach to errors and advocates a study of the various editing strategies of both teachers and editors.

The present study

The proposed programme for teaching basic translation skills builds on the above mentioned studies, and attempts to present a framework that integrates both the teaching and the testing of the process of translating. As the present study adopts the process-analysis approach in determining the basic skills of translating and teaching the translation course itself, the testing stage that will clearly show the effect of the proposed programme on developing these basic skills and will also coincide with this process-analysis approach. Following Orozco’s method, the test in the present study is designed to assess translating abilities into a foreign language and not into the mother tongue (from English into Arabic), since as explained before (chapter two) different directions of translating (from L1 to FL, or from FL to L1) have different cognitive, psychological and linguistic processes.

The basic assumption is that students who move a step or more in the process of translating without reaching the final appropriate outcome can also achieve relatively good scores in a test of translation. To make this clear, what is proposed here is that if a student understands the source text quite well and uses the dictionary properly, why should s/he be treated as some other student who didn’t comprehend the source text, nor knew how to use the dictionary? The process of translating, as discussed in chapter two, consists of different
stages: reading comprehension, researching, analysis and reasoning with the text, and the final composition of the same message in the target language. For each stage of the process of translating, there are skills and sub skills that need to be developed in the teaching of translation and that need as well to be addressed in the process of testing translation ability in general and specific translation skills in particular.

Another important issue in translation teaching and testing is the role of translation theory in a training course and in the final test. The present study assumes, based on the arguments presented in the previous chapters, that translation theory is a major part of translation curricula, and that translation as a science is not just some skills or a general competence that is imparted on trainees without the theoretical framework that guides the process and enriches its outcome. Theory without practice is empty and practice without theory is blind. In the proposed translation programme, translation theory is dealt with through the presentation of basic concepts in the field that any student-translator has to learn about in order to better his or her view about the process they are practicing. These concepts were chosen because they represent the basic level of knowledge that goes side by side with the basic practical skills involved in the programme and to suit the level of students of the first year in the department of English.

Based on these arguments the present study proposes a new translation test that incorporates both translation theoretical concepts and practical translation skills. (for the format and the development of the test refer to chapter four Material and Method).

3.2.3 Concluding Remarks on testing translation
Translation assessment in the university environment is a problematic issue which cannot be solved unless there are clearly defined objectives for a course. These need to be applied to the evaluation of the progress in the competence acquired, through evaluation of individual products or translations. Students need to know what is expected of them in the translation class, which skills or sub-competences they are intended to develop through which kind of translation exercise and what knowledge is required (translation theory, subject specific, other domain-specific, language and culture) in order to develop these sub-competences. They need to understand how the various sub-competences relate to the overall objective, translation competence, through a contribution to the process and an effect on performance. Students need also to perceive the actual exercise of assessment to be not only authentic in its scope and nature, but also as objective and rationally verifiable as possible, given the nature of the process of translation and of the evaluation of the translated text as product of this process.

In this part of the chapter, the need for a framework for testing translation skills, abilities or competences was discussed. This framework is viewed as the basis for the process of developing and validating a test that assesses these translation skills. Sample major validated tests were discussed with reference to the methods pursued in developing the test, and comments were made on the nature of each translation test and the results of its administration. Finally, the suggested proposal for a translation test in the present study was discussed. The main argument is that as long as translating as a process has different stages with different graded skills, similarly, testing
translation should assess these different stages and different skills. The proposal presented in this study focuses on this prospect and pays attention to translation theory as an important part in both teaching and testing translation and knowledge of basic theoretical concepts. Therefore, the suggested test consists of two main parts: translation theory and practical translation skills. Part two consists of four main subsections, that coincide with the four stages suggested in translation teaching,: reading comprehension, researching, analytical reasoning, and composing or production skills. Description of the test and guidelines for scoring and rating are also pointed out. This section forms the rationale of the testing process that incorporates and coincides with the structure of the suggested programme in the present study.

3.3 APPROACHES TO TRANSLATION COURSE DESIGN

In this section of the chapter, different approaches to developing translation training courses are discussed. The aim of this section is to provide a theoretical background for the process of curriculum development and course design, so as to recognize the basic grounds of the programme that is suggested in the present study for developing basic translation skills. Gabr (2002:1) considers the first stumbling block that threatens the success of a translation programme to be "an erroneous approach to curriculum development, that is, course design and development. Curriculum development is a dichotomy of flair (or creativity) and systematic thinking. Creativity in curriculum development without a systematic approach may produce interesting class activities, but it will not engender effective training;
the broad goals of the programme will not be achieved. On the other hand, elaborate systematic approaches, without the spark of creativity, will result in routine, uninteresting class material and activities. They will fail to motivate participants and engage them actively in the learning experience".

The Theoretical Approach

Models in this approach centre around the inclusion of theoretical concepts in the translation course with no, or little attention paid to the development of practical translation skills.

Fawcett's Model

Some translation training writers have argued for the inclusion of translation theory in translation training programmes. Writers such as Keiser, Reiss, and Wilss included translation theory in their syllabuses, thus combining practical skills with theory. However, there are few writers who have thought that it is desirable to have courses in translation theory (for instance, Gold 1975: 107, Fawcett 1981: 144)

Fawcett proposes his own curriculum content, which should comprise the following topics

Topic I-History of Theory and Practice

- reviewing the major schools of translating throughout history;
- evaluating the possibility of achieving a coherent description and conceptual framework for the history of translation;
- demonstrating awareness of the culture-bound nature of translating by:
  1-identifying the cultural pressures involved in a particular translation;
2 - identifying the different treatments that might have been given to particular texts in different periods;
3 - enumerating the cultural factors which influence modern translation theory.

**Topic II Models of Translating:**

Models of translating includes:
- reviewing the major models of the process and evaluating their usefulness;
- identifying the model which seems to have governed translations;
- demonstrating how different models would handle a particular translation;
- reviewing psychological/sociological theories related to translator/receptor, showing how they might influence the translation of a particular text.

**Topic III Text Linguistics**

This includes
- major theories of text typology;
- major features of a given text type;
- identifying translating techniques appropriate to text type in a given translation.

*Keiser's Model*

Keiser (1975) outlines the essential components of an advanced translation course which should enable the successful students to cope with the tasks and responsibilities of professional translating. He criticises existing translation programmes because they do not prepare
the student for the kind of practical job he has to undertake in a competitive translation market.

Keiser also criticises existing translation courses that are tantamount to language courses. To avoid cramming the syllabus with language components, Keiser proposes a pre-test to assess the standard of the student before he is admitted to the course. If the student fails the test, he will be excluded from the course. Results are to be assessed by a team, who will agree before-hand on the nature of the test and the criteria of grading, thus guaranteeing an objective method of admitting students to the course.

The Syllabus

Keiser's Syllabus consists of two parts. It covers one academic year with a total of 45 lessons of 75 minutes. This extended lesson is better than the ordinary 45 - minute - lesson which is not enough to combine teaching theory and practice or even to translate a real representative text; Keiser puts restrictions on the number of students in each class, which should not exceed 15.

Part I
This comprises work on texts : Texts are selected according to difficulty, subject- matter, and type of language. The first criterion for selecting texts seems to echo both Reiss’s and Wilss’s demands that translation difficulty is the major criterion for selecting and ordering the teaching content. The material includes various subject-matters such as Economics, Politics, Architecture, Law, Religion and Science.

The texts to be translated should be selected from present - day documents and publications, so as to make the student acquainted with
the kind of subjects he will encounter when he works as a professional translator. Though Keiser has certain reservations against specialisation in this course, it is useful for students to handle specialised texts.

Part II
This covers the topics on Theory of Translation, History of translation, Great translators, and The translator at work. The last topic involves the following:

a) The mental processes involved in translating:
1- Comprehension, which consists of the initial stages of proper reading, analysis, understanding, concentration and assimilation;
2- Transposition, which is a rough translation where fidelity to the substance rather than to the form is most important;
3- Final recreation, which is the final choice in respect of style, type, and rhythm of language;

b) The techniques and material work involved in translating:
- Techniques of reading, terminology research, rough translation (first draft), final transposition : typing, dictating, recording, transcription, revising, correcting, proof-reading, and final editing.

c) The translator’s aides: these include dictionaries, general and specialised, encyclopedias, monographs, and others. There are also human aides represented in team work: colleagues, experts and advisers, revisers, proof-readers, etc.

Coveney's Model
Coveney (1976) outlines the structure of the translating and interpreting courses presented at Heriot-Watt University in Edinburgh.
The aim of the course is the mastery of the contemporary spoken and written language in a number of fields and the development of translating and interpreting skills. The course also aims at acquainting the students with the modern background of the countries whose languages are being studied, in addition to familiarising them with the structures and functions of international organisations. The four-year syllabus is equally divided into four parts. The syllabus in the first year includes the following:

Language studies in two languages, courses in the modern history of the two countries, an elective subject, such as Accountancy, Business, Law, Industrial relations. In the second year, there are the following course components: Language studies in two languages, European studies, Linguistics, elective subject.

The third year comprises the following:

• Five-month period of study abroad in both language areas, and attachment to departments of translating and interpreting in certain European Universities or other approved institutions. In the fourth year, the course includes: language studies in both languages, and international organisations and Economics.

Coveney also outlines the Bath University Post-graduate Diploma in Language studies. This course has been designed to prepare a small number of carefully selected university graduates for working in international organisations by giving them an intensive course in the techniques of interpreting, translating and précis-writing. The aim of the course is to bring these students up to the standard
required by international organisations. The course consists of the following components: documentary translating, interpreting (simultaneous and consecutive), conference précis writing, and Area Studies: International economics, International Politics, and aspects of science and technology.

Reiss' Model

According to Reiss, a translation course may comprise a wide range of subjects which at first sight seem to have little in common. This is why one cannot take any other discipline as a model when attempting to formulate a scientific theory of translation teaching.

Reiss outlines the framework of a model consisting of three stages, which can be extended systematically. This framework is based on the three stages of general teaching theory, namely; preparation, development, and independent application. The course also hinges on the four areas of competence essential for translators: SL competence, TL competence, subject-matter competence, and translational competence.

Reiss plans a course for students who have completed high school, who wish to follow a comprehensive, scientifically based course in translating. The course qualifies them to work as translators/interpreters with national organisations as well as in the public sector (e.g. publishing, etc). There is also an advanced stage which caters for specialised areas and particular careers. The teaching content of this advanced stage is suited to a vast variety of careers in different fields, such as scientific translating, literary translating,
advertisement translating, translation checking and editing, highly-specialised translating, and translation pedagogy.

**The Linguistic Structural Approach**

Models in this approach focus on the inclusion of grammatical structures and word lists in the translation course. The choice of word anthologies may depend on cultural, technical, idiomatic or literary bases.

**Schaffner's Model**

Mindful of the increasing need for highly qualified translators, and determined to contribute to a more efficient and effective translator training, Schaffner (2000) decided to introduce an undergraduate programme in the department of Modern Languages with Translation Studies at Aston university, Birmingham.

The course recognizes the following competences as essential components to be developed through the course:

1- *linguistic competence* of the languages concerned;

2- *cultural competence*, i.e. general knowledge about historical, political, economic, cultural, etc. aspects in the respective countries;

3- *textual competence*, i.e. knowledge of regularities and conventions of texts, genres, text types;

4- *domain/subject specific competence*, i.e. knowledge of the relevant subject, the area of expertise;

5- *(re)*search competence*, i.e. a general strategy competence whose aim is the ability to resolve problems specific to the cross-cultural transfer of texts;
6- **transfer competence**, i.e. ability to produce target texts that satisfy the demands of the translation task.

*Linguistic competence* is in the first two years to a large extent provided by the language skills modules, focusing on linguistic structures and communicative use. These modules intend to develop linguistic competence in the students’ L1(and L2). But translators need equally to be competent in their mother tongue. The module Introduction to Linguistics therefore aims to develop the students' awareness of how languages are structured and how they function for communicative purposes. They are familiarised with basic linguistic concept (such as morpheme, word, meaning, speech act, syntax, semantics, pragmatics) and the discussion is led predominantly on the basis of the mother tongue, with examples of other languages included in order to show similarities and differences. The Semantics module in the second year is also intended to contribute to the development of linguistic competence, again working with examples of English and the second language. There are additional linguistics related electives from which the students can choose (for example, French Linguistics, German Sociolinguistics). *Cultural competence* is specifically provided by the modules listed above, i.e. modules focusing on the recent history of the target countries, geographical aspects, their political system, their economic, social, cultural development, etc.

*Textual competence* is developed to a certain extent in the language skill modules, where students produce texts in the L2. Familiarity with target culture conventions and typical text structures is required for the production of appropriate L2-texts. Such creative
writing skills form a major part of the written language module in the final year, and students are introduced to the notion of genres and conventional and linguistically standardised textual patterns.

*Domain/subject specific competence* can be developed only to a limited extent during this four-year undergraduate programme. The second year module 'Terminology for Translation' is intended to provide some introduction into the relevance of domain specific knowledge for translation and the role of terminology.

The four competences discussed so far are relevant for a more general programme in languages, and *(re)*search competence plays a role in every respect for solving a wide range of academic tasks. What Schaffner wants to focus on in the translation programme is an awareness of the interaction of all these sub-competences for the purpose of the activity of translation. *Transfer competence*, then, is the competence that is specific to translation and that integrates all the other sub-competences.

**Abdul Sadek’s Model**

Abdul Sadek’s (1990) model of translation course design is mainly a foundation course in contrastive linguistics for students/ translators. Before designing the course, he sets the criteria for the content of translation passages and subjects to be addressed in a translation course as follows:

1. **Criteria related to the nature of the Egyptian society:**
   - Avoiding impolite words or passages about sex, love, criminal actions and forbidden drinks.
Containing some Islamic topics.
Including topics about Egypt’s efforts for peace and its
democratic nature and aspects.
Avoiding the misleading ideas of other political trends and
dogma such as communism.
Presenting the contemporary political issues in Egypt and
the Arab world.
considering the economic side of Egyptian society by
including topics about it.
The translation course should consider the social side in
Egypt by including topics about social problems such as
overpopulation, unemployment, illiteracy birth control,
family planning, smoking .. etc, or social traditions such as
the Islamic feasts.

2- Criteria related to the actual needs of learners:
Abdul Sadek's translation course seeks to:
focus on the students’ linguistic difficulties.
develop the students’ linguistic knowledge.
develop the students’ professional competence.
motivate the students to learn translation.

3- Criteria related to the nature of translation:
Translation in the Faculties of Education should be dealt
with as a linguistic and educational activity.
The translation course should include materials of various
kinds: scientific, literary, political, social, economic and
religious. The preparation of materials should be based on
the results of contrastive analysis and error analysis of the students’ performance.

The translation course should include grammatical and lexical points of difficulty.

The course should provide the student teachers with a theoretical background on the principles of translation process.

The translation course should be concerned with different types of translation.

The translation course should include cultural differences between Arabic and English.

The translation materials can be isolated sentences, short paragraphs or passages.

Techniques for teaching translation to Egyptian student teachers should be suitable for large classes and simple teaching aids available in the Faculties of Education.

The translation course should encourage the students to use the dictionary frequently.

The translation course should give the students the chance to participate in the activity of group discussion and work. Vocabulary and grammar should be tested separately through the translation of some sentences or paragraphs.

After determining the criteria which he set for designing translation courses, Abdul Sadek states the objectives of his proposed course:

1- helping the students to overcome the linguistic difficulties in grammar and vocabulary.
2- helping the students to understand the linguistic difficulties through the comparison of Arabic and English to reveal the similarities and differences between them.

3- developing the students’ knowledge and use of grammar.

4- developing the students’ knowledge and use of vocabulary.

5- developing the students’ skill in reading comprehension (especially in the translation from English into Arabic).

6- developing the students’ cultural background in the political, social, economic, religious, scientific and literary fields.

7- explaining the cultural differences between Arabic and English.

8- training the students to use the dictionary.

9- giving the students the chance for group discussion and work in the classroom.

10- developing the students’ professional competence.

11- developing the students’ skill in translation by conveying the meaning of a text from English into Arabic and vice versa with very few mistakes in grammar and vocabulary.

Hence, Abdul Sadek's model is oriented towards knowledge and use of grammar and vocabulary. The starting point for this approach is accuracy as it represented in correctness of word choice and structure formation in the two languages involved. Therefore, he divided the main problematical areas of difficulty in grammar and vocabulary into four main categories, to be taught in four distinct modules for the four years of study in faculties of Education.

**The Eclectic Notional Approach**
Models within the eclectic approach emphasize certain notions and concepts, and provide training on translation skills. The training is to develop both the awareness and knowledge of the presented concepts and the actual translating abilities of the students who study the course.

**Shaheen's Model**

Shaheen's model is based on the selection of related notions and components for the needs of his students (Syrian undergraduates of the Department of English).

He proposes the following objectives for the teaching of translating at Arab universities:

- to consolidate the students’ linguistic competence in both English and Arabic;
- to develop the students’ translation skills by giving them assignments to practice translation regularly. This will, in the long run, prepare them for the kind of work they are expected to do when they graduate;
- to impart to the students transfer techniques, which can be acquired in the form of strategies;
- to acquaint the students with the tools of the trade and the rules of professional conduct;
- to deepen the students’ awareness of the importance of both the SL and the TL cultures and languages while translating - different cultures that do not share identical experiences, but the gap between them can be bridged or, at least, narrowed;
- to impart to students theoretical knowledge underlying the process of translating;
to present the students with parallel texts. Parallel texts ‘form a group of background texts with which translations strive ... to compete’.

to encourage the students to work in teams.

On the basis of these objectives, Shaheen proposes a three – stage course:

A one-year Basic Stage for beginners
A two-year Intermediate Stage
A one-year Advanced Stage

The basic course is divided into two semesters. The first deals with Contrastive grammar of English and Arabic. Emphasis is placed on those areas which pose translating problems. The Basic stage of the syllabus is primarily concerned with improving and consolidating the students' linguistic competence. This can principally be achieved by introducing grammar, composition, and comprehension. The Basic stage is also designed to provide a good foundation in the similarities and differences which exist between English and Arabic Hence, Contrastive Linguistics is of great importance at this stage. The analysis of data proceed at three linguistic levels: the word, the sentence, and above the sentence.

Translation Theory is the second component of the syllabus, in which emphasis is laid upon the Grammatical, the Cultural, The Interpretive, and the Text Typological Models that are proposed to be taught, since they furnish students with a fund of translating techniques and strategies. The Translation Theory component includes topics such as literal vs. free translating, limits of translatability, and equivalence.
The Third component of the syllabus is the Cultural component, which highlights the importance of cultural knowledge in translating. It covers the discussion of the relation between language and culture, the study of the socio-economic, political, and legal systems of the countries concerned and other areas dealing with culture-bound concepts.

**Ballas' Model**

Ballas' is another model of elective approaches to translation course design. Originally designed as a foundation course for students wishing to take the Bagruth Translation Exam in Israeli higher education institutes, the course presents basic concepts and basic structures that are viewed to be important and to form the baseline for all applicants. It is a 2-year course, normally studied in the 11th and 12th grades, but also available online for distance and self study learning. During the course, students translate from English into Hebrew, and also study those subjects in comparative linguistics which are relevant to the translator. This comparison between the two languages is an integral part of the course, and of the Bagruth exam.

Ballas (2002) maintains that course raters and instructors may try to have one or two face-to-face meetings with the students during the year as well, when they will have a chance to get to know each other to explain and practice linguistic theory. Students have to fill in a questionnaire and pass the entrance examination before starting the course. Access to the online course is only permitted to students who pass the entrance exam. In general, very good English and Hebrew are required. Students are expected to get at least 90 in Hebrew (their
mother tongue) and 85 in the 5 point English Bagruth (a modified and simplified version of the Bagruth Exam). Only students who have complete mother tongue level mastery of Hebrew will be able to do the course. Also, students must undertake to work seriously and regularly.

The course consists of 29 units, and students will have to complete at least 16 units in the first year and the rest in the second year. This means that a student must do at least 2 units, as well as the corrections, per month. Each unit will be marked by a teacher and a general evaluation will be attached. Students must send a correction of the previous unit together with the next unit they do. Tests are given periodically to help the students assess and evaluate their progress. Topics of the course include the following: accuracy and appropriacy, semantic fields and griding, item analysis, linguistic terms (symbol, referent, concept, voids, subordinate, co-ordinate, conjunction), Metaphor, polysemy, metonymy, collocations and idioms and phrasal verbs.

The Market Approach

Models of the market approach are relatively new and focus mainly on considering translation training from a pragmatic point of view; since trainees are customers who need to be competent translators, the translation programme should prepare them to meet the needs of the market that they are going to face.

Gabr's Model

For Gabr, Curriculum development "is a gradual multi-tiered process, in which each step must be performed in order and at the right time. It starts with the rather administrative step of initiating the
process. This step is traditionally taken by the department head or program coordinator. It involves looking not only at available information (such as data from previous course evaluations or even information about courses available at other institutions), but also constraints (such as availability of time, finances, classroom facilities, etc.). All actors involved in the process of course design and development need to be clearly briefed on this situation of resources and constraints" (2002:2). There are four main steps before the actual development of the course according to Gabr's model:

1) **Forming a Team of Developers**
2) **Brainstorming for Developers**
3) **Task Assignment**
4) **Setting Deadlines for Task Accomplishment**

Then comes the actual Curriculum Development Phase, as shown in the following figure:
Figure (6) The market approach to translation course design

**Pre-Development Stage**

1) Identifying Market Needs

In order to put together an effective training program for preparing, or creating, an efficient translator, one must consider the demands of the market. Gabr argues that market demands should shape the way in which translators are trained. Besides, students should be introduced to real-life situations because "the importance of incorporating real-world criteria within a curriculum for translator training and education cannot be underestimated". (2002:4)

2) Identifying Students' Needs

If the instructor disregards the needs of students, their previous knowledge about the topic or their developmental needs, the success of the course will be threatened.


**Development Stage**

3) *Defining Instructional Objectives:* The objectives describe the intent and the desired result of the course. The objective should describe the performance expected of these learners; it should always identify what the learner is expected to be able to do.

4) *Preparation of Materials:* In consideration of market needs and pedagogical concerns, the course content should also cover literary and technical translation. Technical translation should be given equal attention because that type of translation "accounts for by far the biggest portion of translation work in the world today" thus, enriching their terminology and widening the spheres of their subject-area competence, the program adequately prepares them to meet market needs.

5) *Select Teaching Methods and Techniques:* Selection of appropriate teaching and training methods requires knowledge of the different techniques and sound judgement on the part of the person who is designing the program, be it the instructor or the curriculum developer.

6) *Selection of Teachers:* The teacher must have both training competency and subject-matter expertise.

7) *Developing Lesson Plans:* In order for the instructor to develop an effective lesson plan, it is recommended that the lesson plan specify:

   1. Learning objectives
   2. Target students
   3. Class prerequisites
   4. Content to be covered
   5. Selection and/or design of teaching/training media
   6. Sequencing of activities
   7. Timing and planning of each activity
   8. Types of evaluation items
The Communicative Cultural Approach

The communicative approach to translation course design focuses on the view of translation as a communicative act. Hence training in these courses focuses on understanding the source language text and practicing equivalence techniques for producing the potentially equivalent text in the target language.

Abdel Rahman's Model

Although most, if not all, of the aforementioned models incorporated a cultural component in the design of their translation courses, this researcher's course was mainly designed to meet the cultural differences between English and Arabic and to address translation difficulties stemming from different cultures. Abdel Rahman's (1996) model is also devoted to the practice of communicative translation; which refers to an adequate representation of the semantic message in the source text with equivalent appropriate rephrasing in the target language which conveys the meaning, but is not restricted by the structure of the original. Therefore, she decided that one area that needs earnest investigation and application in translation courses is the translation of the culturally-bound proverbs and idioms.

First year was chosen as it is the best stage for developing communicative translation skills in students as they need to improve their translation. Also, they will have enough opportunity to make use of what they have acquired in the future. Abdel Rahman's study was limited to the teaching of skills, sub-skills which were found to be satisfying to students' needs. The programme was geared towards developing the following sub-skills:
1- Dictionary skills
2- translation of language items with connotative meaning:
   a) idioms  
   b) proverbs, 
   c) figurative language: metaphor, simile, ..etc
3- Translation of texts communicatively from English into Arabic and vice versa.

These skills are chosen because they represent good areas for practising communicative translation because as she explains 'literal translation is difficult and not recommendable'. As these items are culturally bound they lend themselves naturally to the communicative use, and they are needed most by students. Idioms used for translation in this course are the ones of high frequency in language use. Emphasis is laid on the idiomatic use of words with meaning unfamiliar to students in this level. Proverbs have been grouped around some aspects of social life that interest students most and have communicative impact.

**Fox's Model**

Fox's (2002) model of translation course design has as a distinctive feature the communicative component which focuses on developing awareness of the task and the audience. It is a process-oriented competency-based curriculum that was instituted in the Catalan-English translation classroom in the Facultat de Traducció i Interpretació of the Universitat Autònoma de Barcelona. The primary objective of the curriculum designed was to develop those translation competencies which could best contribute to improving translator trainees’ translation performance.

The broader goals of the course included:
1- communicative goals (developing awareness of the purpose task and of client and audience expectations with regard to what constitutes the successful completion of the task; as a result, the ability to produce target texts that satisfy the demands of the translation task).

2- socio-cultural goals (developing awareness of the socio-cultural context within which the source text and target text are received and within which they acquire meaning; as a result, the ability to transact with and comprehend texts both in the source text and target text language cultures), language and cultural awareness (developing awareness of the systemic nature of language, how it works and how it conveys meaning; as a result, the ability to produce target texts that conform to the standards of correctness, appropriateness and meaningfulness expected by the target audience),

4- learning-how-to-learn (developing awareness of the different resources available to attain one’s objectives and how best to use them; as a result, the ability to record observations effectively, and,

5- problem-solving goals (developing awareness of likely situational, linguistic, cultural or textual problems; as a result, the ability to resolve problems specific to the cross-cultural transfer of text).

The Present Study

The present study may fit well under the category of the pragmatic approach. A pragmatic approach takes into consideration the actual realities of the trainees and the available learning resources. It works within the cultural and social limitations of the society and pays as much attention to the teacher as that paid for the students. The training programme that is suggested in the present study is pragmatic.
in many aspects. First it builds on most of the aforementioned approaches to designing translation courses. Second it gives priority to the needs of the learners and the linguistic and professional needs of their work as future language teachers. Third, it recognizes the importance of translation theory as the basic guideline from which translation practice stems and on which students' activities are based.

The present study, however, focuses on a certain handling of the process of translating which might seem quite different from other process-oriented approaches. The main focus of the present study is developing the basics of translation. By basics, I mean the baselines that formulate the process of translating and that every novice translator should know and be competent in. The basics as introduced in the present study refer to the sub-components, and the sub-skills through which the process of translating is achieved. Reading comprehension skills, (re)searching skills, analytical reasoning skills, and composing / production skills are the major skills presented in the suggested translation programme. (For the procedures of building up the programme refer to chapter four Material and Method and for the programme in its final format refer to appendix C).

**Concluding Remarks on designing translation courses**

In this last section of the chapter, different approaches to translation course design have been reviewed. These were shown to fall under one of the following approaches: theoretical, linguistic, cultural, communicative, market-based, or notional elective. The present study was then introduced as a form of the elective approach that integrates the theory of translation with the four basic translating
skills proposed in this study and discussed in chapter two in details. This chapter represents the rationale on which the suggested programme in translating skills was based.

Conclusion

This chapter surveyed different language teaching methods and evaluated their relevance to teaching translation courses in the university level. Some procedural teaching techniques were presented and a note on the role of the instructor was made. The chapter also investigated attempts in testing and evaluating translation competences and presented a proposed model of evaluating the basic translation skills that are selected in the present study. Finally the chapter reviewed different approaches to translation course design and argued that the present study fits within the domain of the notional eclectic approach. This chapter, along with chapter two form the theoretical basis for designing and implementing the suggested training programme in basic translation skills. The next chapter deals with the experimental design and the validation of the tools that are used in the study.
CHAPTER FIVE

RESULTS AND RECOMMENDATIONS
CHAPTER FIVE

RESULTS AND RECOMMENDATIONS

Findings:
The effectiveness of the suggested programme was calculated using Blake's modified gain ratio was 1.08 (refer to appendix A for means and raw scores of students in the tests).

To find out if the differences in the gain the students made on the post test were significant or not, “T-test” analyses were run to test the set hypotheses of the study.

Hypothesis (1):
Hypothesis (1) predicted that there is a statistically significant mean difference between the achievement of the students of the study in the pretest of translation and that in the posttest. Analysis of data given by the two raters and by the mean scores of the two raters, using t-test showed that the mean difference between the achievement of the group in the pretest and that of the posttest was significant. T value was 23.405 as shown in table (4)

| Table (4) |
| T-test analysis for the group’s achievement in the pretest and that in the posttest of translation. Mean of Raters |

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 POSTTEST - PRETEST</td>
<td>46.9483</td>
<td>15.2766</td>
<td>2.0059</td>
<td>42.9315 - 50.9651</td>
<td>23.405</td>
<td>57</td>
<td>.000</td>
</tr>
</tbody>
</table>
Maximum score = 116

** Significant.

The findings state that there are significant mean differences between the achievement of the subjects of the study in the pretest and that in the posttest, favoring the posttest.

Results of hypothesis (1) provides an answer to question one of the questions of the study presented in the introduction; as there are statistically significant mean differences between the achievement of the subjects of the study in the pretest and that in the posttest, favouring that of the posttest.

**Hypothesis (2)**
Hypothesis (2) predicted that there is a statistically significant mean difference between the students' attitudes towards translation before and after the training programme in translation. Analysis of data using t-test showed that the mean difference between the attitudes before and after the experiment is significant, favoring the posttest's, as shown in the following table.

**Table (5)**

T-test analysis for the differences of the Ss' attitudes towards translation before & after the experiment

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error of Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTTEST - PRETEST</td>
<td>9.6724</td>
<td>2.5745</td>
<td>1.6511</td>
<td>6.3661 - 2.9787</td>
<td>5.858</td>
<td>57</td>
<td>.000</td>
</tr>
</tbody>
</table>

Maximum score = 140

* Significant.
These results provide answers to question two of the questions of the study; as there is a statistical mean difference between the attitudes of the subjects of the study before and after the training programme in translation. Results show, moreover, that although students’ attitudes towards translation were high and positive, the training programme reinforced and consolidated this high level and accelerated it to an even higher level.

**Hypothesis (3):**

Hypothesis (3) predicted that There is a statistically significant mean difference between the achievement of the students of the study in the pretest of general language proficiency in English and that in the posttest. Analysis of data using t-test showed that the mean difference between the achievement of the group in the pretest and that of the posttest was significant. The following table shows these results:

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTTEST - PRETEST</td>
<td>5.7069</td>
<td>1.7271</td>
<td>.2268</td>
<td>5.2528</td>
<td>6.1610</td>
<td>25.165</td>
<td>57</td>
</tr>
</tbody>
</table>

Maximum score = 100
The findings of this hypothesis answer the third question of the study. The findings state that there is a significant mean difference between the achievement of the subjects of the study in the pretest and that in the posttest, favoring the posttest’s.

**Hypothesis (4)**

Hypothesis four predicted that there is a statistically significant correlation between the attitudes of the students towards studying translation after the suggested programme and their achievement in the posttest. Analysis of data using Pearson’s method as well as Spearman’s method showed that there is a positive correlation between the subjects’ achievement in the posttest of translation and their attitudes towards translation after the experiment. This means that the
more scores a subject gets in the translation test, the more s/he is likely to have a positive attitude towards translation. Results are shown in the following table.

### Tables (7) and (8)

**Correlation value of the group’s achievement in the post-test and their attitudes after the experiment using Pearson’s and Spearman's Methods**

#### Table (7) Pearson’s Correlation

<table>
<thead>
<tr>
<th></th>
<th>ATT</th>
<th>ACHIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson</td>
<td>1.000</td>
<td>.335*</td>
</tr>
<tr>
<td>Correlation</td>
<td>.335*</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>ATT</td>
<td>.010</td>
</tr>
<tr>
<td></td>
<td>ACHIVE</td>
<td>.010</td>
</tr>
<tr>
<td>N</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

#### Table (8) Spearman’s Correlation

<table>
<thead>
<tr>
<th></th>
<th>ATT</th>
<th>ACHIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s Correlation</td>
<td>ATT</td>
<td>1.000</td>
</tr>
<tr>
<td>rho</td>
<td>ACHIVE</td>
<td>.356</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>.356</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>ATT</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>ACHIVE</td>
<td>.006</td>
</tr>
<tr>
<td>N</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

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

**Correlation is significant at the .01 level (2-tailed).**

On basis of these results, there is a positive relation between students’ level in translation skills and their attitudes towards translation after the administration of the training programme. The findings of this hypothesis answer the fourth question of the study. The findings state that there is a positive correlation between students’ level in translation skills and their attitudes towards translation after the administration of the training programme.

### 5.2 Discussion:

The present study was conducted to measure the effect of a training programme in basic translation skills on improving first year freshmen, English Majors’ basic translation skills, language proficiency and attitudes towards translation.
Results of the study confirmed that there was a remarkable increase in students’ level of achievement after the experiment. Means of scores in the posttest and the obtained t-value in the pre-posttest analyses were significantly favouring the posttest results. Results also showed that there is a statistically significant mean difference between students' attitudes before and after the experiment, favouring that of the post administration. There was also a significant mean difference between students' achievement before the experiment and after participating in the training programme, favouring their scores in the test in the post administration. The fourth result is that there was a positive correlation between the achievement of the subjects in the posttest of translation and that in the posttest of language proficiency, and a positive correlation between students' achievement in the posttest of translation and their attitudes towards translation.

These remarkably high gains obtained by the subjects in the posttest can be attributed to the effect of using the suggested training programme in basic translation skills.

In the first result, students' level in translation skills has been raised in general, however what deserves attention is that students' achievement in the translation theory and the analysis parts of the test was higher in these two areas than in the other sections of the test (Refer to Appendix A for t-values of sub sections of the translation test). This is simply due to the lack of knowledge students have about translation theoretical concepts and their application to the translation tasks. This also shows that students used to attack a text to translate directly
without the necessary planned anlytical skills required for the task, and that they have develeoped quite a good command of using these skills, and have almost mastered how to report their conscious act of thinking before translating.

Students' achievement in the reading comprehension, dictionary skills and passage translation was also remarkable in the posttest. Students reported that the comprehension questions after each passage helped them develop an understanding unto the details of the passage, and this understanding helped them in translating the passage as a whole. Reseacheing skills were quite easy for students to develop since they were introduced to some of these skills in their secondary education. Passage translation however showed how students paid as much attention to the Arabic structure and form of the passage just as they pay to the overall meaning and word choice. This remarkable change shows that students became more awre of the importance of the composing skills when doing the last step in the translation process. Sentence translation, on the other hand was interrelated with the anlytical skills section; as students' achievement in this section in the pretest was not as high as that in the posttest- which shows that students made use of the skills they have acquired in the training programme in translating a number of senetnces (50) that represent different types of difficulty (lexical, structural, idiomatic, cultural, and technical). This shows also that students developed an insight unto the type of difficulty involved in the sentence at hand.

As the second result indicated, students' attitudes towards translation were quite high, and due to the training programme, their
attitudes became even higher. In fact this result should not be left unnoticed; since it shows how our students come to university with an open mind and open heart, how they are ready to learn and develop once they find a suitable course and a caring hand that assists them in their study. Comparing the results of this study and the results of the pilot study (appendix F, page 490) that was applied on a sample of fourth year students, it is surprising how students develop bad habits and careless attitudes towards study in the university. If they come to the first year with such enthusiasm and willingness to learn, what happens to make them the careless senior students of the third and fourth years? Depending on the results of the present study, we can safely say that some reasons lie behind the unsuitable curricula, the careless attitude of the instructor, and the unstable and unreliable scoring schemes. Students in the present study reported in the qualitative data part of the scale (the open questions) that they liked the translation course, that they began to understand the importance and necessity of translation in life, that they hope to have a similar course next year, that they liked the examples and the proverbs in the course which is different from the anthologies they used to have and see with other students, and that they hope to publish their translations in press.

Students' achievement in general language proficiency has also been raised. This indicates that language learning is a comprehensive process, that all the four language skills serve each other, and that proficiency in one skill will, in most cases, lead to proficiency in others. It should be noticed, however, that the progress achieved by the students after the training programme is not big, though significant. This is simply because we need more than just a training course in one area of language instruction to develop students' proficiency in
language. The present study and the suggested programme help in motivating students to improve their level, but they need more than just one training programme. There should be a holistic and interrelated web of language courses that run along the four years of study in order to achieve remarkable and considerable improvements in language proficiency.

What is also noticed is that the development achieved in language proficiency was mainly in the areas of vocabulary and reading comprehension. (Refer to Appendix A for t values of sections of the EPEE test) . This result is very important as it shows the relevance of translation and translation instruction to other language skills in general and to the two specific areas that translators deal with. Since the training programme focused on reading comprehension skills as the key to understanding then translating a passage, students' level in general reading comprehension was raised as indicated in their results in this section of the EPEE. Again, since vocabulary and manipulating meanings and forms of words in context are the core of the work of a translator, students' achievement in the vocabulary section of the EPEE test was also high as compared to the grammar or the listening parts. As for grammar, students didn't have a chance to try their knowledge and use of English grammar in the training course since the course is on translation from English into Arabic and not vice versa. In fact there is evidence, from students' worksheets and their passage translation answers, that their knowledge and use of Arabic grammar has been raised. The programme didn't focus on listening skills either, simply because it is a programme in written translation rather than simultaneous interpretation.
The correlation between students' achievement in the posttest of translation and their attitudes towards translation after the experiment is evident in three main areas. First, students' scores in the scale of attitudes were evidently higher than those before the experiment. Second, students' qualitative data that were provided in the open-questions at the end of the scale, indicated a development and a maturity in understanding the role of translation and translators in life. Third, students' performance in their suggested magazine showed how they were influenced with the quality and suitability of the training programme that met, to a large extent, their needs.

The results of the present study confirm the results obtained by Abdul Sadek (1990) who designed a course in translation for English majors and found out that systematic training in translation leads to fruitful results with first year freshmen students of the faculty of Education. The results also coincide with the results of Abdel Rahman (1996) who measured the effect of a communicative translation programme on developing communicative translation skills and general linguistic proficiency of first year students of the English section. A major part of Abdel Rahman's work included training on translating proverbs and idioms. In a similar track, the present study, as the results of the sentence translation subsection of the test indicate, developed students' abilities in dealing with different types of difficulty in translation including idiomatic and cultural difficulty. The study, moreover, confirmed Abdel Rahman's results of the positive correlation between students' achievement in translation and their performance in a language proficiency test.
Results also verify the call of Abdel Rahim (1998) and Fox (2000) for implementing new methods of teaching in translation classes including problem-solving, that depend mainly on analytical thinking skills, and translation diaries. Results also show the importance of implementing translation theoretical concepts in practical translation training as indicated by Gutt (2000), Shaheen (nd), and Thomas (1992). The consistency of the results obtained by the two raters shows that the development and validation of a translation test is not a nonsense that can never be obtained, rather the results coincides with early attempts in this field (Orozco 2000, Mcalester 2000, El-Banna 1993, Ghonsooly 1993, and Stansfield 1990). These results, moreover, emphasise Zughoul's call for (re)formulating objectives for the English department in Arab universities; since a rationale is needed for adopting and adapting modern theories and teaching models that better serve the EFL context in the whole Arab world.

Finally, results of the study clearly imply that careful planning for the translation classes and systemic training in basic translation skills could contribute significantly to the improvement of students ability to translate. Moreover, Students' success in performing the translation tasks correctly enhances their ability to translate and creates more favourable attitudes towards translation courses.

**Implications of the Study:**

From surveying the results of the study as well as the given interpretation and discussion, the study is thought to be valuable to the development of the following aspects:
1- **Translation Instructors:**
Translation instructors are advised to adopt a certain methodology of teaching when teaching translation. The present study can be a guide in this respect as it utilizes the workshop strategy. Instructors can also benefit from the study in developing their own translation course based on a certain translation theory and language teaching theory. The elective approach used in the present study is one such approach to be used. Instructors can also benefit from the scoring criteria and testing rubrics implemented in the present study when designing their own translation tests. These tests should be as valid and reliable as possible, and the present study is supposed to have provided an example of this. Finally, the exercises and the academic activities accompanying the study, for example the issuing of the magazine, can be insightful to instructors in their dealings with students in the English section.

2- **Translation learners:**
The suggested programme in this study is thought to have provided students with the basic skills that are required for the process of translating. The programme (students' book, and translators' kit) can be very fruitful to beginner learners of translation, advanced learners of English as a foreign or second language, and to all those who are interested in developing basic translation skills.

3- **Translation curricula:**
The present study pursued the design and development of a comprehensive course in translation. As a programme it
includes the translation course (Ss' book, translators' kit, and teacher's guide), the frame of the programme, the tests and their answer keys and the results of the implementation. It is believed that such a programme can prove to be profitable for the process of translation course design.

4- Teacher education
The present study aimed at developing materials for developing skills of prospective teachers in the faculty of Education. The suggested programme and the discussed results can be a step in the direction of developing appropriate materials for student-teachers in the faculty of Education, academically and professionally.

5- Applied Linguistic research
With the recent developments in linguistic theories and educational theories, a compromise is essential to be made, and a link should be forged between the two fields that share the preparation of the future teacher of English./ In the present study, linguistic theories, represented in translation theories and concepts, were integrated with educational theories, represented in the teaching techniques, strategies, the testing approach, and the enriching activities.

Recommendations
In the light of the results of the study the following recommendations are made:
1- There should be a clear course description of the translation course taught in the faculty of Education. Such description should indicate objectives of teaching translation, needs, skills, practice areas, types of readings, supplementary materials, teachers' guidelines, and testing criteria for each of the four, or in some places five, years of instruction.

2- There should be clear-cut, and agreed-upon standards for designing translation courses, translation activities, translation tests, and even for determining who is the translation instructor.

3- Teaching translation in Arabic universities is recommended to implement intensive training in both English and Arabic for students of the English department. This may take place by two different instructors for each Translation course; one for translation from English to Arabic and one for translation from Arabic to English, as the cognitive and learning processes involved in each of these types of translation are quite different and need more focus in the activities and the teaching techniques. One teacher can, due to shortage of professionals, do the job provided that s/he pays attention to the different processes involved.

4- Translators' workshops should be encouraged as language teaching techniques that stimulate students to work in groups and undertake a project. This also can develop their attitudes towards their study.

5- Setting translation tests should follow a systemic and, as much as possible, an objective approach, by stating the scoring rubrics and the rating scales.
6- Scoring translation tests should be undertaken by at least two different raters, with the final mark represented in the mean of the two raters, to minimise raters’ subjectivity.

7- Translation theory should be integrated in translation courses in the form of graded activities that are related to the practical translation skills presented in each course.

8- New technologies are recommended to be implemented for the proper teacher education programmes such as using computer software, electronic dictionaries, discussion lists, online translation tasks, and online translator and teacher association links.

**Suggestions for further research**

1- A study is needed to implement a training programme for developing basic translation skills when translating from Arabic to English. This study can adopt, or adapt, the approach implemented in the present study and help in consolidating the concepts and skills presented in the present study.

2- A study is needed to explore the higher levels of translation skills; idiomatic translation, communicative translation, functional translation, technical translation and literary translation.

3- A study is suggested to validate different reliable translation tests that can be used with different levels of proficiency and that can be used as placement or diagnostic tests.
4- A study is suggested to follow up with the sample of the present study and measure the effect of a training programme in translation on students' performance in practical teaching, for example in their third and fourth year school practice sessions.

5- Further research is required to manipulate new methods of teaching translation for this sample and similar samples such as the discussion method, the problem solving method, or the discovery method.

6- A study is suggested to use computer authored software in training university students on translation skills, rather than providing them with a dumb programme that offers fragmented chunks of ill-formed sentences.

Summary of the Study

Problem of the study:
- A large number of English majors in the faculty of Education lack the basic translation skills required for producing appropriate translations (Gabr 2002, Abdel Raheim 1998 among others).
- The traditional method adopted does not provide students with the systematic training that can help them understand and control the various aspects of the process of translating, nor do most current translation courses.
- Most of the current evaluation techniques are perceived to be neither valid nor reliable.

Significance of the study:
1. It provides first year English majors with some necessary translation skills.
2. It proposes a systematic programme in teaching translation.
3. It seeks the development of students’ accuracy and speed in translation through the training programme.
4. It can be a step in the direction of developing teacher education materials in the faculty of Education.
5. It proposes reliable testing instruments for evaluating translation skills.
6. It seeks the development of students attitudes towards translation.

**Purposes of the study:**

The main purposes of the study are:

1. to assess the effectiveness of the suggested programme in developing some basic translation skills,
2. to assess the difference, if there is any, between students' achievement in the pre and the post test of translation
3. to assess student’s attitudes towards studying translation.
4. to assess the difference, if there is any, between students' achievement in the pre and the post test of general language proficiency.
5. to assess the correlation between students' achievement in translation and their attitudes towards translation

**Questions of the Study:**

What is the effect of a suggested programme on developing some basic translation skills of first year English Majors?

From this main question, the following sub-questions can be derived:

6. Are there any statistically significant mean differences between the achievement of the students of the study in the pre test and that in the posttest of basic translation skills?
7. Are there any statistically significant mean differences between the achievement of the students of the study in the pre test and that in the posttest of general Language Proficiency in English?

8. Are there any statistically significant mean differences between the attitudes of the students of the study before and after participating in the training programme of translation?

9. Is there any statistically significant correlation between the achievement of the students of the study in the posttest and their attitudes towards studying translation?

10. Is there any statistically significant correlation between the achievement of the students of the study in the posttest and their achievement in the posttest of language proficiency?

**Design of the experiment**

The study has a one group design; all the students have been involved in the experiment. Students took a pre-test in basic translation skills, a language proficiency test and filled in a scale of attitudes. Then 58 students participated in the experiment that lasted for four weeks, twice a week, for three hours each session. The total duration of the experiment was 30 hours. The experiment took place in Hurghada Faculty of Education, a sub branch of South Valley University.

**Tools of the study:**

1- An inventory of the basic translation skills.

2- A test in basic translation skills. (Pre [form A] – post [form B])

3- A Scale of attitudes to assess students’ attitudes towards studying translation.

4- Language proficiency test (EPEE)
Findings:

After the study was conducted, “t” test was used in analyzing the data obtained. Scores of subjects in all the tests were analyzed and compared. Results revealed and confirmed a remarkable degree of improvement in students' achievement in the posttest in basic translation skills. There was a positive correlation between subjects’ level of language proficiency and their achievement in the posttest of basic translation skills, and a positive correlation between students' achievement in translation and their attitudes towards translation.
CHAPTER FIVE

RESULTS AND RECOMMENDATIONS
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Findings:
The effectiveness of the suggested programme a calculated using Blake's modified gain ratio was 1.08 (refer to appendix A for means and raw scores of students in the tests)

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</tr>
</tbody>
</table>
Maximum score = 116

** Significant.

The findings state that there are significant mean differences between the achievement of the subjects of the study in the pretest and that in the posttest, favoring the posttest.

Results of hypothesis (1) provides an answer to question one of the questions of the study presented in the introduction; as there are statistically significant mean differences between the achievement of the subjects of the study in the pretest and that in the posttest, favouring that of the posttest.

**Hypothesis (2)**
Hypothesis (2) predicted that there is a statistically significant mean difference between the students' attitudes towards translation before and after the training programme in translation. Analysis of data using t-test showed that the mean difference between the attitudes before and after the experiment is significant, favoring the posttest's, as shown in the following table.

**Table (5)**

**T-test analysis for the differences of the Ss' attitudes towards translation before & after the experiment**

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>POSTTEST - PRETEST</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>POST</td>
<td>9.6724</td>
<td>2.5745</td>
<td>1.6511</td>
</tr>
</tbody>
</table>

Maximum score = 140

* Significant.
These results provide answers to question two of the questions of the study; as there is a statistical mean difference between the attitudes of the subjects of the study before and after the training programme in translation. Results show, moreover, that although students' attitudes towards translation were high and positive, the training programme reinforced and consolidated this high level and accelerated it to an even higher level.

**Hypothesis (3):**

Hypothesis (3) predicted that there is a statistically significant mean difference between the achievement of the students of the study in the pretest of general language proficiency in English and that in the posttest. Analysis of data using t-test showed that the mean difference between the achievement of the group in the pretest and that of the posttest was significant. The following table shows these results:

<table>
<thead>
<tr>
<th></th>
<th>Paired Differences</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Mean</td>
<td>Lower</td>
<td>Upper</td>
<td>t</td>
</tr>
<tr>
<td>Pair 1</td>
<td>POSTTES - PRETES</td>
<td>5.7069</td>
<td>1.7271</td>
<td>.2268</td>
<td>5.2528</td>
<td>6.1610</td>
<td>25.165</td>
</tr>
</tbody>
</table>

Maximum score = 100
The findings of this hypothesis answer the third question of the study. The findings state that there is a significant mean difference between the achievement of the subjects of the study in the pretest and that in the posttest, favoring the posttest’s.

**Hypothesis (4)**

Hypothesis four predicted that there is a statistically significant correlation between the attitudes of the students towards studying translation after the suggested programme and their achievement in the posttest. Analysis of data using Pearson’s method as well as Spearman’s method showed that there is a positive correlation between the subjects’ achievement in the posttest of translation and their attitudes towards translation after the experiment. This means that the
more scores a subject gets in the translation test, the more s/he is likely to have a positive attitude towards translation. Results are shown in the following table.

### Tables (7) and (8)

**Correlation value of the group’s achievement in the post-test and their attitudes after the experiment using Pearson’s and Spearman's Methods**

#### Table (7) Pearson's Correlation

<table>
<thead>
<tr>
<th></th>
<th>ATT</th>
<th>ACHIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation ATT ACHIVE</td>
<td>1.000</td>
<td>.335*</td>
</tr>
<tr>
<td>Sig. (2-tailed) ATT ACHIVE</td>
<td>.335*</td>
<td>1.000</td>
</tr>
<tr>
<td>N ATT ACHIVE</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

#### Table (8) Spearman's Correlation

<table>
<thead>
<tr>
<th></th>
<th>ATT</th>
<th>ACHIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman’s Correlation ATT ACHIVE rho</td>
<td>1.000</td>
<td>.356</td>
</tr>
<tr>
<td>Sig. (2-tailed) ATT ACHIVE</td>
<td>.356</td>
<td>1.000</td>
</tr>
<tr>
<td>N ATT ACHIVE</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the .01 level (2-tailed).

On basis of these results, there is a positive relation between students’ level in translation skills and their attitudes towards translation after the administration of the training programme. The findings of this hypothesis answer the fourth question of the study. The findings state that there is a positive correlation between students’ level in translation skills and their attitudes towards translation after the administration of the training programme.

### 5.2 Discussion:

The present study was conducted to measure the effect of a training programme in basic translation skills on improving first year freshmen, English Majors’ basic translation skills, language proficiency and attitudes towards translation.
Results of the study confirmed that there was a remarkable increase in students’ level of achievement after the experiment. Means of scores in the posttest and the obtained t-value in the pre-posttest analyses were significantly favouring the posttest results. Results also showed that there is a statistically significant mean difference between students' attitudes before and after the experiment, favouring that of the post administration. There was also a significant mean difference between students' achievement before the experiment and after participating in the training programme, favouring their scores in the test in the post administration. The fourth result is that there was a positive correlation between the achievement of the subjects in the posttest of translation and that in the posttest of language proficiency, and a positive correlation between students' achievement in the posttest of translation and their attitudes towards translation.

These remarkably high gains obtained by the subjects in the posttest can be attributed to the effect of using the suggested training programme in basic translation skills.

In the first result, students' level in translation skills has been raised in general, however what deserves attention is that students' achievement in the translation theory and the anlysis parts of the test was higher in these two areas than in the other sections of the test (Refer to Appendix A for t-values of sub sections of the translation test). This is simply due to the lack of knowledge students have about translation theoretical concepts and their application to the translation tasks. This also shows that students used to attack a text to translate directly
without the necessary planned analytical skills required for the task, and that they have developed quite a good command of using these skills, and have almost mastered how to report their conscious act of thinking before translating.

Students' achievement in the reading comprehension, dictionary skills and passage translation was also remarkable in the posttest. Students reported that the comprehension questions after each passage helped them develop an understanding unto the details of the passage, and this understanding helped them in translating the passage as a whole. Researching skills were quite easy for students to develop since they were introduced to some of these skills in their secondary education. Passage translation however showed how students paid as much attention to the Arabic structure and form of the passage just as they pay to the overall meaning and word choice. This remarkable change shows that students became more aware of the importance of the composing skills when doing the last step in the translation process. Sentence translation, on the other hand was interrelated with the analytical skills section; as students' achievement in this section in the pretest was not as high as that in the posttest- which shows that students made use of the skills they have acquired in the training programme in translating a number of sentences (50) that represent different types of difficulty (lexical, structural, idiomatic, cultural, and technical). This shows also that students developed an insight unto the type of difficulty involved in the sentence at hand.

As the second result indicated, students' attitudes towards translation were quite high, and due to the training programme, their
attitudes became even higher. In fact this result should not be left unnoticed; since it shows how our students come to university with an open mind and open heart, how they are ready to learn and develop once they find a suitable course and a caring hand that assists them in their study. Comparing the results of this study and the results of the pilot study (appendix F, page 490) that was applied on a sample of fourth year students, it is surprising how students develop bad habits and careless attitudes towards study in the university. If they come to the first year with such enthusiasm and willingness to learn, what happens to make them the careless senior students of the third and fourth years? Depending on the results of the present study, we can safely say that some reasons lie behind the unsuitable curricula, the careless attitude of the instructor, and the unstable and unreliable scoring schemes. Students in the present study reported in the qualitative data part of the scale (the open questions) that they liked the translation course, that they began to understand the importance and necessity of translation in life, that they hope to have a similar course next year, that they liked the examples and the proverbs in the course which is different from the anthologies they used to have and see with other students, and that they hope to publish their translations in press.

Students' achievement in general language proficiency has also been raised. This indicates that language learning is a comprehensive process, that all the four language skills serve each other, and that proficiency in one skill will, in most cases, lead to proficiency in others. It should be noticed, however, that the progress achieved by the students after the training programme is not big, though significant. This is simply because we need more than just a training course in one area of language instruction to develop students' proficiency in
language. The present study and the suggested programme help in motivating students to improve their level, but they need more than just one training programme. There should be a holistic and interrelated web of language courses that run along the four years of study in order to achieve remarkable and considerable improvements in language proficiency.

What is also noticed is that the development achieved in language proficiency was mainly in the areas of vocabulary and reading comprehension. (Refer to Appendix A for t values of sections of the EPEE test). This result is very important as it shows the relevance of translation and translation instruction to other language skills in general and to the two specific areas that translators deal with. Since the training programme focused on reading comprehension skills as the key to understanding then translating a passage, students' level in general reading comprehension was raised as indicated in their results in this section of the EPEE. Again, since vocabulary and manipulating meanings and forms of words in context are the core of the work of a translator, students' achievement in the vocabulary section of the EPEE test was also high as compared to the grammar or the listening parts. As for grammar, students didn't have a chance to try their knowledge and use of English grammar in the training course since the course is on translation from English into Arabic and not vice versa. In fact there is evidence, from students' worksheets and their passage translation answers, that their knowledge and use of Arabic grammar has been raised. The programme didn't focus on listening skills either, simply because it is a programme in written translation rather than simultaneous interpretation.
The correlation between students' achievement in the posttest of translation and their attitudes towards translation after the experiment is evident in three main areas. First, students' scores in the scale of attitudes were evidently higher than those before the experiment. Second, students' qualitative data that were provided in the open-questions at the end of the scale, indicated a development and a maturity in understanding the role of translation and translators in life. Third, students' performance in their suggested magazine showed how they were influenced with the quality and suitability of the training programme that met, to a large extent, their needs.

The results of the present study confirm the results obtained by Abdul Sadek (1990) who designed a course in translation for English majors and found out that systematic training in translation leads to fruitful results with first year freshmen students of the faculty of Education. The results also coincide with the results of Abdel Rahman (1996) who measured the effect of a communicative translation programme on developing communicative translation skills and general linguistic proficiency of first year students of the English section. A major part of Abdel Rahman's work included training on translating proverbs and idioms. In a similar track, the present study, as the results of the sentence translation subsection of the test indicate, developed students' abilities in dealing with different types of difficulty in translation including idiomatic and cultural difficulty. The study, moreover, confirmed Abdel Rahman's results of the positive correlation between students' achievement in translation and their performance in a language proficiency test.
Results also verify the call of Abdel Rahim (1998) and Fox (2000) for implementing new methods of teaching in translation classes including problem-solving, that depend mainly on analytical thinking skills, and translation diaries. Results also show the importance of implementing translation theoretical concepts in practical translation training as indicated by Gutt (2000), Shaheen (nd), and Thomas (1992). The consistency of the results obtained by the two raters shows that the development and validation of a translation test is not a nonsense that can never be obtained, rather the results coincides with early attempts in this field (Orozco 2000, Mcalester 2000, El-Banna 1993, Ghonsooly 1993, and Stansfield 1990). These results, moreover, emphasise Zughoul's call for (re)formulating objectives for the English department in Arab universities; since a rationale is needed for adopting and adapting modern theories and teaching models that better serve the EFL context in the whole Arab world.

Finally, results of the study clearly imply that careful planning for the translation classes and systemic training in basic translation skills could contribute significantly to the improvement of students' ability to translate. Moreover, Students' success in performing the translation tasks correctly enhances their ability to translate and creates more favourable attitudes towards translation courses.

**Implications of the Study:**
From surveying the results of the study as well as the given interpretation and discussion, the study is thought to be valuable to the development of the following aspects:
6- *Translation Instructors:*

Translation instructors are advised to adopt a certain methodology of teaching when teaching translation. The present study can be a guide in this respect as it utilizes the workshop strategy. Instructors can also benefit from the study in developing their own translation course based on a certain translation theory and language teaching theory. The elective approach used in the present study is one such approach to be used. Instructors can also benefit from the scoring criteria and testing rubrics implemented in the present study when designing their own translation tests. These tests should be as valid and reliable as possible, and the present study is supposed to have provided an example of this. Finally, the exercises and the academic activities accompanying the study, for example the issuing of the magazine, can be insightful to instructors in their dealings with students in the English section.

7- *Translation learners:*

The suggested programme in this study is thought to have provided students with the basic skills that are required for the process of translating. The programme (students' book, and translators' kit) can be very fruitful to beginner learners of translation, advanced learners of English as a foreign or second language, and to all those who are interested in developing basic translation skills.

8- *Translation curricula:*

The present study pursued the design and development of a comprehensive course in translation. As a programme it
includes the translation course (Ss' book, translators' kit, and teacher's guide), the frame of the programme, the tests and their answer keys and the results of the implementation. It is believed that such a programme can prove to be profitable for the process of translation course design.

9- *Teacher education*

The present study aimed at developing materials for developing skills of prospective teachers in the faculty of Education. The suggested programme and the discussed results can be a step in the direction of developing appropriate materials for student-teachers in the faculty of Education, academically and professionally.

10- *Applied Linguistic research*

With the recent developments in linguistic theories and educational theories, a compromise is essential to be made, and a link should be forged between the two fields that share the preparation of the future teacher of English. In the present study, linguistic theories, represented in translation theories and concepts, were integrated with educational theories, represented in the teaching techniques, strategies, the testing approach, and the enriching activities.

**Recommendations**

In the light of the results of the study the following recommendations are made:
1- There should be a clear course description of the translation course taught in the faculty of Education. Such description should indicate objectives of teaching translation, needs, skills, practice areas, types of readings, supplementary materials, teachers' guidelines, and testing criteria for each of the four, or in some places five, years of instruction.

2- There should be clear-cut, and agreed-upon standards for designing translation courses, translation activities, translation tests, and even for determining who is the translation instructor.

3- Teaching translation in Arabic universities is recommended to implement intensive training in both English and Arabic for students of the English department. This may take place by two different instructors for each Translation course; one for translation from English to Arabic and one for translation from Arabic to English, as the cognitive and learning processes involved in each of these types of translation are quite different and need more focus in the activities and the teaching techniques. One teacher can, due to shortage of professionals, do the job provided that s/he pays attention to the different processes involved.

4- Translators' workshops should be encouraged as language teaching techniques that stimulate students to work in groups and undertake a project. This also can develop their attitudes towards their study.

5- Setting translation tests should follow a systemic and, as much as possible, an objective approach, by stating the scoring rubrics and the rating scales.
6- Scoring translation tests should be undertaken by at least two different raters, with the final mark represented in the mean of the two raters, to minimise raters’ subjectivity.

7- Translation theory should be integrated in translation courses in the form of graded activities that are related to the practical translation skills presented in each course.

8- New technologies are recommended to be implemented for the proper teacher education programmes such as using computer software, electronic dictionaries, discussion lists, online translation tasks, and online translator and teacher association links.

**Suggestions for further research**

1- A study is needed to implement a training programme for developing basic translation skills when translating from Arabic to English. This study can adopt, or adapt, the approach implemented in the present study and help in consolidating the concepts and skills presented in the present study.

2- A study is needed to explore the higher levels of translation skills; idiomattic translation, communicative translation, functional translation, technical translation and literary translation.

3- A study is suggested to validate different reliable translation tests that can be used with different levels of proficiency and that can be used as placement or diagnostic tests.
4- A study is suggested to follow up with the sample of the present study and measure the effect of a training programme in translation on students' performance in practical teaching, for example in their third and fourth year school practice sessions.

5- Further research is required to manipulate new methods of teaching translation for this sample and similar samples such as the discussion method, the problem solving method, or the discovery method.

6- A study is suggested to use computer authored software in training university students on translation skills, rather than providing them with a dumb programme that offers fragmented chunks of ill-formed sentences.

**Summary of the Study**

*Problem of the study:*
- A large number of English majors in the faculty of Education lack the basic translation skills required for producing appropriate translations (Gabr 2002, Abdel Raheim 1998 among others).
- The traditional method adopted does not provide students with the systematic training that can help them understand and control the various aspects of the process of translating, nor do most current translation courses.
- Most of the current evaluation techniques are perceived to be neither valid nor reliable.

*Significance of the study:*
5. It provides first year English majors with some necessary translation skills.
6. It proposes a systematic programme in teaching translation.
7. It seeks the development of students’ accuracy and speed in translation through the training programme.
8. It can be a step in the direction of developing teacher education materials in the faculty of Education.
5. It proposes reliable testing instruments for evaluating translation skills.
6. It seeks the development of students’ attitudes towards translation.

Purposes of the study:
The main purposes of the study are:
6. to assess the effectiveness of the suggested programme in developing some basic translation skills,
7. to assess the difference, if there is any, between students' achievement in the pre and the post test of translation
8. to assess student’s attitudes towards studying translation.
9. to assess the difference, if there is any, between students' achievement in the pre and the post test of general language proficiency.
10. to assess the correlation between students' achievement in translation and their attitudes towards translation

Questions of the Study:
What is the effect of a suggested programme on developing some basic translation skills of first year English Majors?
From this main question, the following sub-questions can be derived:

11. Are there any statistically significant mean differences between the achievement of the students of the study in the pre test and that in the posttest of basic translation skills?
12. Are there any statistically significant mean differences between the achievement of the students of the study in the pre test and that in the posttest of general Language Proficiency in English?

13. Are there any statistically significant mean differences between the attitudes of the students of the study before and after participating in the training programme of translation?

14. Is there any statistically significant correlation between the achievement of the students of the study in the posttest and their attitudes towards studying translation?

15. Is there any statistically significant correlation between the achievement of the students of the study in the posttest and their achievement in the posttest of language proficiency?

Design of the experiment

The study has a one group design; all the students have been involved in the experiment. Students took a pre-test in basic translation skills, a language proficiency test and filled in a scale of attitudes. Then students (58) participated in the experiment that lasted for four weeks, twice a week, for three hours each session. The total duration of the experiment was 30 hours. The experiment took place in Hurghada Faculty of Education, a sub branch of South Valley University.

Tools of the study:

5- An inventory of the basic translation skills.

6- A test in basic translation skills. (Pre [form A] –post [form B])

7- A Scale of attitudes to assess students’ attitudes towards studying translation.

8- Language proficiency test (EPEE)
Findings:

After the study was conducted, “t” test was used in analyzing the data obtained. Scores of subjects in all the tests were analyzed and compared. Results revealed and confirmed a remarkable degree of improvement in students' achievement in the posttest in basic translation skills. There was a positive correlation between subjects’ level of language proficiency and their achievement in the posttest of basic translation skills, and a positive correlation between students' achievement in translation and their attitudes towards translation.
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مراجع باللغة العربية:


