

## إقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

أثر استخدام برنامج عملي مقترح على تنمية كفايات الترجمة لدى طلبة المستوى الرابع في قسم آداب اللغة

الانجليزية في الجامعة الإسلامية بغزة واتجاهاتهم نحو الترجمة

**The Impact of a Suggested Practical Programme on Improving Arts of English Seniors' Translation Competences at IUG and their Attitudes towards Translation**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل درجة أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

## Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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**The Impact of a Suggested Practical Programme on Improving Arts  
of English Seniors' Translation Competences at IUG  
and their Attitudes towards Translation**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

{وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ  
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ}

(النحل: 78)

***It is He Who brought you forth from the wombs of your mothers when ye knew nothing; and He gave you hearing and sight and intelligence and affections that ye may give thanks (to Allah).***

(Qura'n, Sourat An-Nahl, verse: 78)

## ***Dedication***

***To Allah, who is the source of wisdom, patience, and infinite love.***

***To our prophet Mohammed, peace be upon him.***

***To my beloved country, Palestine.***

***To all martyrs who sacrificed their souls for our sake in the war on Gaza.***

***To my parents.***

***To my dear brothers, Mohammed, Ahmed, Mahmoud and Mustafa.***

***To my sisters. Jehan, Wisam, Ilham, Mariam and Nada.***

***To my fiancé, Mr. Ezz Al Dein Bakeer.***

***To all knowledge-seekers.***

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## ABSTRACT

The purpose of this study was to examine the impact of a suggested practical programme on improving Arts of English seniors' translation competences and their attitudes towards translation. The main question guiding this study is: **What is the impact of a suggested practical programme on improving Arts of English seniors' translation competences at IUG and their attitudes towards translation?** From this main question, four minor questions are derived, and their answers below:

To answer the first question, the researcher referred to previous studies, theoretical framework and some models for classifying translation competences. Then the researcher came out with a modified and refereed model. The results of this effort showed that Arts of English seniors are required to have three main competences: knowledge, skills and attitudes with a list of the most important sub-competences under each of them.

To answer the second question, the researcher prepared a suggested programme which includes: a handout for students, job experience, training methods and learning styles and evaluation tools. To answer the third question, the researcher collected data using an assessment card with a supportive tool; self-assessment reports.

As the researcher ensured the validity and the reliability of her tools, she constructed her programme and administrated it for 12 days within 5-6 weeks from mid-April to the early of June 2014. Then the suggested programme was applied on 15 students chosen randomly from the sample of the study which was (30) fourth-level-female students from the English Department in the Faculty of Arts at the Islamic University of Gaza. Data collected was analyzed using the SPSS. The t.test independent sample and Eta square were used to measure the effect size after conducting the test of normality. After the researcher had finished the programme, she administrated the post assessment card. The post assessment card results were compared with those of the pre-assessment card and the comparison indicated statistically significant differences on students' performance in each translation competence domain and the total test domains in favour of the post assessment card. This means that the suggested practical programme was effective and helped students improve their translation competences.

To answer the fourth question, the researcher constructed an attitude scale to investigate the subjects' attitudes towards translation. Results showed that the practical programme had a significant impact on improving the attitudes of Arts of English seniors towards translation..

**In the light of these findings, the researcher suggests the following:**

1. Paying attention to the necessity of the professional development of the students' cognitive, psychomotor and affective domains for the sake of reaching a level of competency needed to practice the profession of translation.
2. Utilizing the practical programme in improving other language skills, for example writing and speaking.
3. Helping students to acquire knowledge, skills and attitudes as basic reading translation competences.

## ملخص الدراسة

هدفت هذه الدراسة إلى التحقق من أثر استخدام برنامج عملي مقترح على تنمية كفايات الترجمة لدى طلبة المستوى الرابع في قسم آداب اللغة الانجليزية في الجامعة الإسلامية بغزة واتجاهاتهم نحو الترجمة. وقد حاولت الدراسة الإجابة عن السؤال الآتي: ما أثر استخدام برنامج عملي مقترح على تنمية كفايات الترجمة لدى طلبة المستوى الرابع في قسم آداب اللغة الانجليزية في الجامعة الإسلامية بغزة واتجاهاتهم نحو الترجمة؟ وقد تفرع عن هذا السؤال (4) أسئلة فرعية، إجاباتها كالآتي:

للإجابة على السؤال الأول فقد عمدت الباحثة إلى الإطلاع على الأدب التربوي وبعض نماذج تصنيف كفايات الترجمة حتى توصلت إلى نموذج منقح ومحكم. ووفقاً لهذا النموذج. فإن كفايات الترجمة قد قُسمت إلى: المعرفة والمهارات والاتجاهات، والتي يندرج تحت كل منها قائمة من أهم الكفايات الجزئية.

أما بشأن السؤال الثاني، فقد خلصت الباحثة إلى إعداد برنامج عملي مقترح يتضمن: كتيب ملاحظات للطلبات المتدربات، وتجربة عمل، ووسائل التدريب وأساليب التعلم، وأدوات التقويم. وللإجابة عن السؤال الثالث، فقد أعدت الباحثة بطاقة تقييم للمشرف مع تقرير تقييم ذاتي.

وبعد عرض الأدوات على المختصين وتحكيمها، تم تطبيق البرنامج على عينة مكونة من 15 طالبة من طالبات المستوى الرابع في قسم آداب اللغة الانجليزية. وقد استمر تنفيذ البرنامج لمدة أديناها 12 يوماً وأقاصها 20 يوماً من منتصف أبريل/2014-حتى بداية يونيو/2014.

وبعد تطبيق الأدوات، فقد تمت معالجة البيانات إحصائياً باستخدام البرنامج الإحصائي SPSS بإجراء اختبار T للعينات المستقلة ومقياس (Eta square) لقياس حجم الأثر، وقد خلصت الدراسة إلى النتائج التالية:

وجود فروق ذات دلالة إحصائية بين أداء الطالبات في بطاقة التقييم القبلي على كفايات الترجمة وبين أدائهم في بطاقة التقييم البعدي على هذه الكفايات لصالح التقييم البعدي، كما أشار إلى وجود حجم أثر كبير مما يدل على أن استخدام البرنامج العملي المقترح له أثر في تنمية كفايات الترجمة لدى طلبة المستوى الرابع في قسم آداب اللغة الانجليزية.

أما للإجابة على السؤال الرابع، فقد قامت الباحثة بإعداد مقياس اتجاه للتحقق من اتجاهات الطلبة نحو الترجمة. وقد أشارت نتائج تحليل هذا الاتجاه إلى أن البرنامج العملي المقترح له أثر دال على تنمية اتجاهات الطلبة نحو الترجمة.

**وفي ضوء نتائج هذه الدراسة، تقترح الباحثة:**

1. لفت الانتباه إلى ضرورة التنمية المهنية للطلبة في المجال المعرفي والمهاري والوجداني. بهدف الوصول إلى مستوى من الكفاءة المطلوبة لممارسة مهنة الترجمة.
2. الاستفادة من البرنامج العملي في تنمية مهارات اللغة الأخرى كالكتابة والتحدث.
3. مساعدة الطلبة على اكتساب المعرفة والمهارات والاتجاهات ككفايات رئيسية للترجمة.

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## LIST OF ABBREVIATIONS

| NO. |              |  |
|-----|--------------|--|
| 1.  | <i>TL</i>    | Target Language                                  |
| 2.  | <i>SL</i>    | Source Language                                  |
| 3.  | <i>SPSS</i>  | Statistical Package for Social Sciences          |
| 4.  | <i>SLT</i>   | Source Language Text                             |
| 5.  | <i>ADDIE</i> | Analyze, Design, Develop, Implement and Evaluate |
| 6.  | <i>DTS</i>   | Descriptive Translation Studies                  |

# **Chapter I**

## **Study Background**

## **Introduction**

The new trends in education concentrate on the methods by which learners acquire knowledge, yet not the size of knowledge they acquire. However, most of the Arabs' educational institutions do not take this concept into account. Consequently, this makes the instructional process lose its main function in serving the society.

As a branch of a large system, Higher Education is a branch of Education system; it centers on the same principles the whole Education system focuses on, what means that the academic programmes in the universities must shed the light on learners to achieve the aim every learner chooses specialization according to. In Palestine, higher education pays attention to the theoretical part rather than the applied one (PCHR, 2005:6). Therefore, this requires from the academic affairs to review its study programmes from being focused on the theoretical field into being focused on the applied one in order to improve learning outcomes (Kelly, 2005:3).

Learning outcomes represent what learner has to know to be able to perform it after studying a course or a specific instructional programme. Hence, higher education institutions strive to formulate the proposed learning outcomes in order to prepare a student who will be able to meet the requirements of the society and its developments, in addition to what the labor market requires in the light of future variables, and what it includes of knowledge and skills (Qasem and Hasan, 2009:6).

Thus, the institutions of Higher Education need to insert training courses into their academic programmes since training is deemed an effective approach for integrating the intended aims of these academic programmes besides transferring their theoretical side. Qualifying students by training programmes everyone in his/her work fields to some extent supplies these learners with professional competences; they must know more about the work which they may join (Fretwell, 1987:2)

In higher education institutions, adherence to quality is a real necessity dictated by the conditions of horizontal expansion, which needs to be accompanied by a vertical expansion that aims to improve the performance of these institutions. Talking about quality is not an intellectual luxury, media consumption nor history competitiveness, but it is to reassure the community that

the workers in higher education are doing their best to meet the required level. Also, it reassures the student that the institution, he/she will join, provides him/her with the education, the knowledge and the experience he/she seeks to. Moreover, it assures the market that the graduate is qualified and has capabilities commensurate with the nature of the work (Ali, 2011: 1).

Higher Education in Palestine witnesses obstacles concentrating on financing and on fundamental, social and psychological stress from which the instructional staff and students suffer in the Islamic University of Gaza. The main reason of such obstacles is the Israeli occupation. Despite this fact, Higher Education has attained great steps and has developed the instructional programmes in order to keep up with the contemporary developments. We have honored universities, but a shortage intervenes their educational policies. To deal with such problems, it is essential to put a developmental plan for the whole Higher Education system. One of these steps is inserting training courses (Al-sir, 2004:276-275).

The Islamic University of Gaza (IUG) is one of the leading universities in the world. It excels in the services presented to the learners at which they study. It has incorporated practical courses into most of its educational programmes, and it always pays special attention to quality and excellence in performance and represents the values and the basic principles that stem from the teachings of our religion.

One of the academic departments in the university is the Arts section in the English Department founded to graduate translators, critics, journalists and coordinators. These who represent a wide range of societies, and most of their works are specialized in detecting the truth, transferring the fact, and supporting the right (Amer:2012:1). Such a group should not be ignored for any reason because it is essential to be engaged in suitable work sites to enhance what they have studied in the theoretical part. Habeeb (2012:1) mentions that for those students, among the above-mentioned fields, the main work field is translation pointing at the department lack of the practical side (ibid:1). As known, there is no utility from the supposed curriculum if it is not followed with an actual environment that helps student acquire the requirements that qualify him/her to join work market. And training, whether for a short or for a long period, is a guarantee to achieve that (Asqoul, 2012:1).

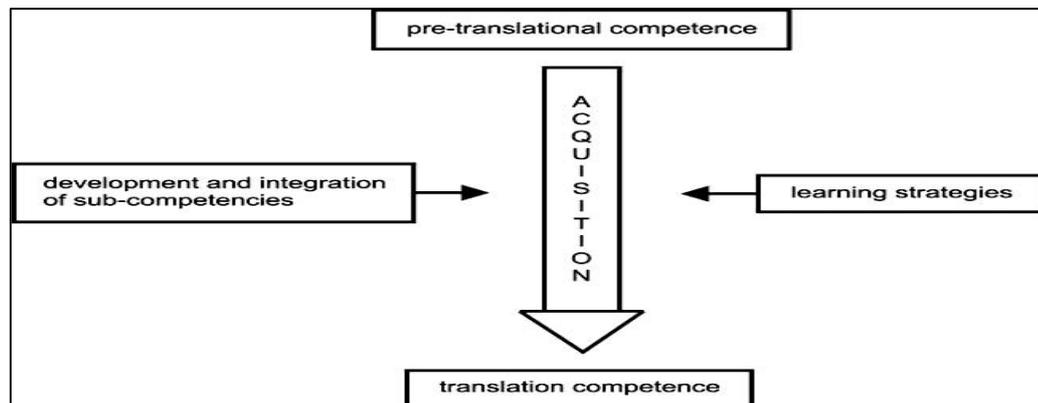
Translation plays an increasingly important role in and for society. It enables people to correspond ideas and culture regardless of the different tongues involved. Therefore, the study in this field and the training of professional translators is an integral part of the present-day-rapid development of science of technology; the need for a new approach to the process of teaching and learning is definitely felt in translator and interpreter training programmes around the world as well. Consequently, as a result of the explosion of both intercultural relations and the transmission of scientific and technological knowledge, there is a need to search for approaches to help student translators to learn and to translate rapidly and effectively. Such approaches have to be efficient in a way that helps students to retain the linguistic and cultural knowledge and to master the learning and translation skills they need to be effective professionals (Robinson, 2002:1).

Atari (2012:2) argues that despite the remarkable advancements made in translation studies, translator training in Arab university English departments continues to be overshadowed by various impediments such as misconceptions about the true nature of translation, the absence of a common ideology for translator training, presumptuous assumptions about trainees' bilingual competence, and mismatches between workplace expectations and translator training.

What is mentioned above by Robinson and Atari supports the rationale behind the necessity of carrying out this study. Moreover, according to the researcher's experience (as she is a graduate from Arts section in the English Department, at IUG) and consultation of some professors at this department and other colleagues as well, the search for new approaches for translator training is needed.

Essentially, there are two ideologies for translator training: translator training through "training" or translator training through "education". According to Bernardini (2004:14) "Education" is to favor the growth of the individual, developing her/his cognitive capacities, and those attitudes and predispositions that will put the learner in a position to cope with the most varying (professional) situations. The aim of "training", is to prepare learners to solve problems that can be identified in advance through the application of "pre-set", or acquired procedures. Learning through training is a cumulative process while learning through education is a generative rather than a cumulative one"(p. 14). Theoretical reflections on the nature of

translation competence have led to the development of translation competence models, in which this competence is conceptualized as composed of several sub-competences, such as communicative competence, domain competence, tools and research competence, etc. (PACTE , 2000:104). Its acquisition has been modeled as shown in *this Figure* .



*Figure (1): Translation Competence Acquisition ( PACTE , 2000:104).*

According to the above figure, it is obvious that if learning approaches are developed, translation competence acquisition will immediately be developed. Thus, if a practical aspect is integrated into the academic programme of English Literature, translation competences acquired will be developed. Research in this field is neglected and according to the researcher's knowledge, few studies, in the Arab universities, have taken this issue into consideration. For these reasons, research is necessary.

Many recent studies have been conducted about training programmes as an aim for developing translation competences as Mahmoud's (2013), Atari's (2012), Lobo, M. et al. (2007), Teleiba's (2004) and Sukhtankar and Cseh's (2003). Other studies were carried out to shed the light on the impact of translation market on translator training as Hussein (2007 ), Li (2002), and Manas' (2011). Also, others such as PACTE group's (2005) and Raido's (2011) discussed the acquisition of the translation competences through presenting new approaches for acquiring translation competences.

Therefore, the researcher was encouraged to investigate the impact of incorporating a practical programme on improving Arts of English seniors' translation competences at the Islamic University of Gaza and the students' attitudes towards translation.

## **1.1 The Need for the Study**

According to the researcher's knowledge, few studies were carried out to show the impact of integrating a practical component on improving translation competences of Arts of English majors in the Arab universities. Only informal evaluations have been made. Therefore, formal studies are needed to study if it is necessary to incorporate practical programmes in Arts of English departments' academic programme and to study the competences required for translator. Arts of English majors need to be aware of translation market's requirements which affect their professional future of having the sufficient competences that help them be ready to any translation task. This study is an attempt to apply this practical programme on Arts of English majors at IUG and to examine to what extent this programme may affect the acquisition of translation competences.

## **1.2 Purpose of the Study**

The overall purpose of this study was to improve Arts of English students' translation competences through a proposed practical programme. Accordingly, related suggestions and recommendations have been offered.

## **1.3 Statement of the Problem**

The researcher notices the absence of the practical aspect in various courses in the academic programme of the department of English Literature at IUG. Besides, El-Haj Ahmed, translation professor at IUG, (2012:130) declares that practicing interpreters are lacking the theoretical and practical experience. As well, according to the results of the pilot study, this problem was documented through the consultation of some professors at this department and other colleagues. So, if some practical aspects are incorporated into this academic programme, will they improve the translation competences of the majors of this department?

## **1.4 Research questions**

To achieve the purpose of the study, the research problem was stated in the following major question:

**What is the impact of a suggested practical programme on improving Arts of English seniors' translation competences at IUG and their attitudes towards translation?**

From the above major question, the following sub-questions were derived:

- 1) What are the translation competences required by the Arts of English seniors at IUG?
- 2) What is the practical programme suggested for improving Arts of English seniors' translation competences at IUG?
- 3) What is the impact of a suggested practical programme on improving the performance of Arts of English seniors at IUG in the post-assessment card?
- 4) What is the impact of a suggested practical programme on the attitudes of Arts of English seniors at IUG towards translation?

## **1.5 Research hypotheses:**

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group's performance mean scores and those of the control one in the post assessment card.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the students' performance mean scores of the experimental group before and after implementing the programme in the assessment card.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the attitude levels of the experimental group and those of the control one towards translation in the post attitude scale.

4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the students' attitudes in the experimental group before and after implementing the programme in the attitude scale.

## **1.6 Significance of the Study**

### **Theoretical significance:**

1-One reason that supports the significance of the study is the lack of research that examines the effectiveness of incorporating a practical programme on improving translation competences of learners at English departments.

2-Most of the studies, such as Kaminskiene and Kavaliauskiene's (2012), Gopferich's (2011), Raido's (2011), Leppihalme's (2008), Ressereccio et al.'s (2008) and PACTE's (2005), which identified translation competences focused generally on the theoretical part without paying more attention to developing practical training programmes.

3-Therefore, this study was driven by the need to identify the outcomes resulting from integrating a practical programme into the academic programme of Arts of English, to show the impact of this programme on improving the students translation competences, and to show the impact of this programme on the students' attitudes.

### **Practical significance:**

- 1) Helping decision makers in the departments of English in universities by providing them with a model of a practical programme.
- 2) Helping students acquire the essential competences of translation that qualify them to work after graduation.
- 3) Providing translation market with well-prepared translators.
- 4) Helping the Palestinian issue by graduating the ones who are able to transfer the real fact to the whole world.

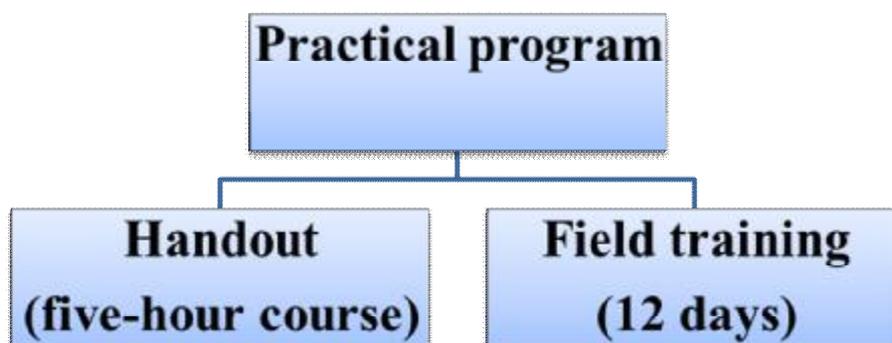
## 1.7 Limitations of the Study

- 1) This study was applied on senior students (females) majoring in the department of English Literature who were enrolled in the academic year 2013-2014 at the Islamic University of Gaza.
- 2) The researcher used specific tools built by her; these are an assessment card and an attitude scale.
- 3) The results of the study are effective on the sample of the study in the light of the research questions, i.e. they cannot be generalized to other situations.
- 4) The researcher built the programme in light of the ADDIE Model (Analyze, Design, Develop, Implement, Evaluate)

## 1.8 Definition of Main Terms:

- **Practical Programme:**

It is a suggested programme designed by the researcher. It is a systematic approach of transferring or obtaining the specific knowledge, skills and attitudes needed to carry out specific activities or tasks. Basically, this process aims at blending the student in his/her work field for acquiring specific knowledge, skills and attitudes.



*Figure (2): Practical Programme Components*

- **Competences-based programme** (the researcher has adopted Cooper's definition as it is more accurate and suitable for her study than to define it operationally)

So, competences-based programme is defined as "the programme based on the competences expected to appear in the students, and these competences use specific standards to assess them. The students are responsible for achieving these standards asserting on using the individual learning strategies as an essential method to acquire competences" (Cooper, 1973, in Al-ajrami, :2011:55).

- **Translation**

The process of conveying meaning from one language (source language) into another one (target language).

- **Translator**

Translator is a specialist who renders texts written in one language into another, conveying the message as faithfully as possible.

- **Translation Competence (TC)**

It is the important knowledge, skills and attitudes that are needed for a translator to render the target text.

- **Arts of English Seniors :**

Fourth-year students who study at English Literature Department.

- **The ADDIE Model**

The researcher will follow the ADDIE model in designing the suggested practical programme.

The ADDIE Model is a five-step instructional design and project management tool borrowed from the field of human performance technology (HPT) and is commonly used to analyze, design, develop, implement and evaluate performance improvement services (Danks, 2011:1-2).

# **Chapter II**

## **Literature Review**

## **Literature Review (A)**

### **The Theoretical Framework**

#### **Introduction:**

According to the purpose of this study, which aimed at investigating the impact of a suggested practical programme on improving Arts of English seniors' translation competences at IUG and their attitudes towards translation, this chapter is divided into two main parts. The first part is a theoretical framework which includes three domains: the first domain is "translation", the second domain is "translation competences" and the third domain is "approaches to translator training".

The second part discusses some previous studies that other researchers have conducted regarding translator training approaches and the acquisition of translation competences. Brief details are given; and suggestions as well as recommendations of their studies are drawn through the discussion. Then the researcher presents her comments on those previous studies.

### **The First Domain: Translation**

This domain consists of five sections that evolve around basic areas in translation in general. The first section is about what translation is, the second section is about the ambit of translation, the third section is about translation studies, the fourth one is about the ways of interpreting a verbal sign and the fifth one is about the types of translation.

#### **2.1.1- What is translation?**

As a concept, translation is generally used to refer to the processes and methods used to convey the meaning of the source language into the target language. Here are some definitions for translation from the dictionary and many authors' points of view. According to Oxford online (2012), translation is:

1. The act or an instance of translating.
2. A written or spoken expression of the meaning of a word, speech, book, etc. in another language.

Second, experts of translation define translation according to their translation areas. For example, Newmark (1988: 36) describes translation as an art by saying “it is most clearly art, when a poem is sensitively translated into a poem. But any deft transference of an imaginative piece of writing is artistic, when it conveys the meaning through a happy balance or resolution of some of the tensions in the process”. This definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author.

Bell (1995, 4) suggests that translation is “the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalence”. Here, Bell may guide the reader to a big question which is: what do we translate? In fact, we translate one thing only which is meaning. Meaning is a complicated network of language components which are: syntax, vocabulary, style and phonology. Hence, as Ghazala (2003:3) points out, anything which has no relevance to meaning is completely ignored in translation.

Robinson (2003:49) defines translation focusing on it as a process by saying:

Translation is intelligent activity involving complex processes of conscious and unconscious learning; we all learn in different ways and institutional learning should therefore be as flexible and as complex and rich as possible, so as to activate the channels through which each student learns best.

The researcher would like to highlight a concept in this definition: *institutional learning*. Inherent to this concept, it may imply the stages of translating in practice. In this context, it is supposed to mention what translation institutions are. They are the different institutions involved in the translation business: translation associations and bodies; translation agencies, etc. In a way or in another, the author perceives institutional training as the best way for learning translation. Besides, for drawing a successful plan for a practical programme, trainees' social or market needs and their specific institutional training are important to be taken into account.

From the definitions mentioned above, it is found that translation is a process which is intended to find meaning equivalence in the target text. Here, the researcher has found herself among diverse areas for translation, and these are the ambit of translation.

### 2.1.2- The ambit of translation

Hatim and Munday (2004:6) state that translation is one of three notions, these are:

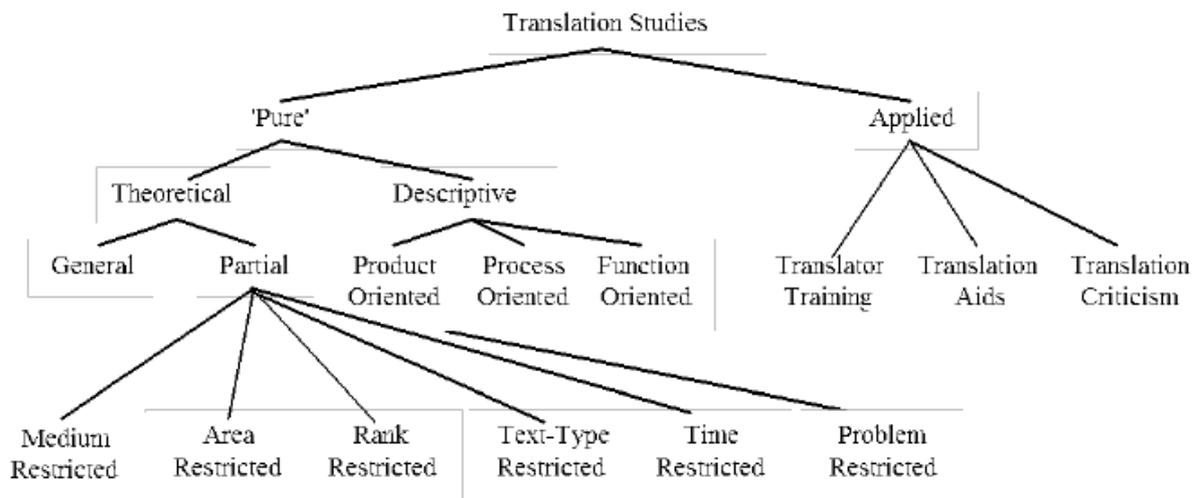
1. The **process** of transferring a written text from SL to TL, conducted by translator, or translators, in a specific socio-cultural context,
2. The written **product**, or TT, which results from that process and which functions in the socio-cultural context of the TL, or,
3. The **cognitive, linguistic, visual, cultural** and **ideological** phenomena which are an integral part of first and second language.

According to Hatim and Munday (2004:3-4), translation is a broad notion which can be understood in different ways. For instance, one may talk of translation as a **process** or a **product**, and identify such subtypes as **literary translation, technical translation, subtitling** and **machine translation**; furthermore, the term sometimes also includes **interpreting**.

In the context of the current study, the researcher focused on how to bridge between translation as a process and a product with it as a diverse phenomenon. Also, an emphasis on functioning this issue in both language learning and the translation profession should be taken into account. Thus, in the 1970s, Holmes mapped out the new translation science dividing it into two fields: pure translation studies and applied ones. Since the most priority was given to the pure studies till the 1980s, the recent study was as a trial to some extent to give more priority to the applied field.

### 2.1.3- What is translation studies?

Holmes (1972) suggests a new discipline concerned with “the complex of problems clustered round the phenomenon of translating and translations.”



*Figure (3): Holmes' Translation Studies Map*

Vis-à-vis the above diagram, translation science is divided into two areas: pure studies and applied studies, each of which is clarified below:

### **2.1.3.1- Pure areas of research:**

In this area, Holmes' objectives were:

- 1) Describing the phenomena of translation (**descriptive translation theory**).
- 2) Establishing general principles to explain and predict such phenomena (**translation theory**); product-oriented DTS, function-oriented DTS, and process-oriented DTS.

### **2.1.3.2- Applied translation studies:**

The following diagram shows the areas of applied translation studies:

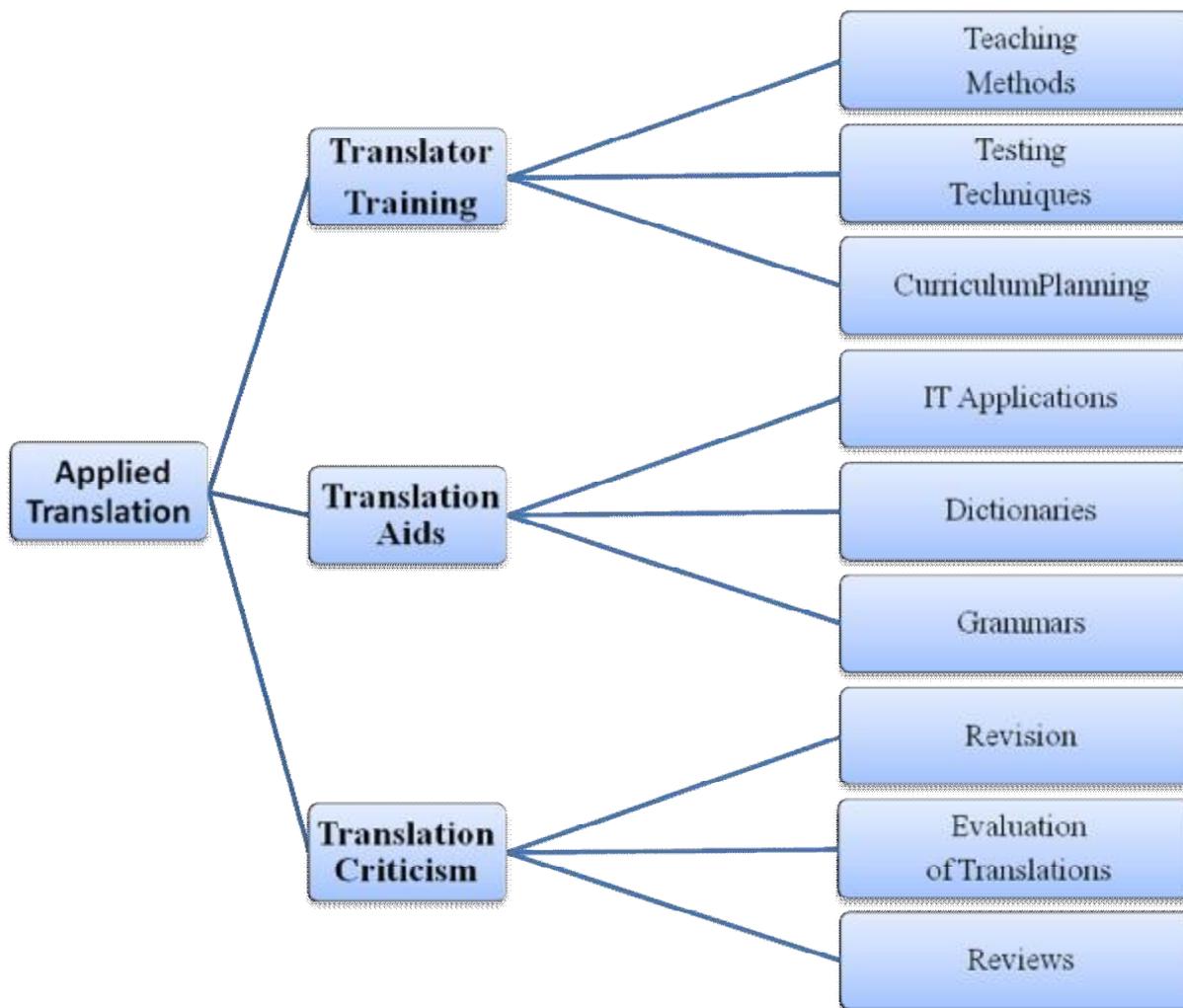


Figure (4): Holmes' Map of Applied translation studies

From the above diagram, translation has been perceived as a secondary activity, as a 'mechanical' rather than a 'creative' process, within the competence of anyone with a basic grounding in a language other than their own; in short, it is as a low status occupation (Bassnett, 2002:13).

#### 2.1.4- The ways of interpreting a verbal sign

According to Jakobson (1995) a verbal sign can be interpreted in three ways:

- 1) It may be translated into other signs of the same language (**Intralingual translation** or **rewording**).

- 2) It may be translated into another language (**Interlingual translation** or **translation proper**).
- 3) It may be translated into a nonverbal system of symbols (**Intersemiotic translation** or **transmutation**).

For the purpose of their research, Pym et al.(2013:2) state that translation is not just one thing: Translation can be written or spoken and can involve providing immediate equivalents to learners, using translation as scaffolding, making learners translate for each other, having learners correct translations, working on back-translations, processing dubbed video content, exploring incorrect machine translations. Much depends on what kind of translation is in question.

Accordingly, for the purpose of this study, the researcher has conducted the current research depending on the written translation. Thus, the definition of “written translation’ has been adopted.

#### **2.1.4.1-Written translation**

Gaber (2005:17) defines written translation as the translation of written (not spoken) messages. Written messages are the texts read on different subjects such as law, medicine, business, politics, technology, science and literature. Because different subjects use different ideas and different styles, translators also translate these texts in different ways and find different translation problems. As a result, Gaber divides written translation into different types:

1. Literary translation (translation of literary texts).
2. Technical translation (translation of technical texts).
3. Scientific translation (translation of scientific texts).
4. Legal translation (translation of legal texts).
5. Media translation (translation of media texts).
6. Business translation (translation of business texts).

## 7. Political translation (translation of political texts).

In consideration of market needs and pedagogical concerns, the programme only covers the technical, medical and political translation.

### 2.1.5- Methods of Translation

There has also been a plethora of classifications of types of translation albeit the basically overlapping and polarized dichotomy in a binary oppositions starting with the oldest 'literal' vs 'free'. The researcher has chosen a simple categorization classified by Farghal and Shunnaq (1999:13-21). According to them, translation methods are:

#### a) *Literal Translation*

It is probably the oldest type of translation practice. It involves the conveyance of denotative meaning of phrases and sentences in a text from one language to another. Therefore, literal translation works where there is correspondence between the two languages in terms of semantics (i.e. meaning) and structure as can be illustrated by the following English sentence and its Arabic translation: Ali went to the market yesterday. ذهب علي إلى السوق أمس.

#### b) *Metaphorical Translation:*

It involves the translation of SL metaphors into TL metaphors. It is inevitable in literary translation, as serious works of literature abound in creative metaphors.

By way of illustration, consider the following metaphors of the renowned Iraqi poet Badr Shakir al-Sayab and their metaphorical renditions:

عينك غابتا نخيل ساعة السحر

أو شرفتان راح ينأي عنهما القمر

Your eyes are two palm orchards at daybreak.

Or two balconies wherefrom the moon was receding.

c) *Precis Translation:*

It is a translation method whereby the translator gives a TL summary of the SL text he is dealing with. Such TL summary translations usually provide the reader with only the main points of the SL text. This translation practice is often common in different forms of media like newspapers and News Agencies, and in various business news reports.

d) *Free Translation and Adaptation:*

Free translation is a translation method whereby an SL literary text is relayed into the TL by reproducing the matter without the manner, or the content without the form. Therefore, it is usually a paraphrase that is much longer than the original.

As for adaptation, it is another translation method whereby the SL text is freely translated into the TL. It is mainly a procedure appropriate to particular circumstances such as translating plays for the stage which aims to achieve a particular kind of equivalence that can be appreciated within the TL culture.

Whatever method is chosen, the translator may encounter problems in the translation process, either because of a particularly difficult unit, or because there may be a gap in the translator's knowledge or skills. Hence, he/ she must resort to adaptation.

## **Summary**

The researcher, in this domain, sheds the light on some important issues in translation field in general. It comprises the definition of translation, the ambit of translation, translation studies and translation types. Through it, she aims to establish a base for the next domains related to translation competences and approaches to translator training.

## **The Second Domain: Translation Competences**

This domain consists of two sections: in the first one, the researcher sheds the light on the concept of translation competence from the points of view of translation theorists, and in the second one, she shows some models of translation competences.

### **2. 2.1- Translation Competence?**

Competence is ‘the ability to do something successfully or efficiently’ (Oxford Online, 2012). This definition suits the purpose of defining the act of performing the translation activity skillfully and productively. Bell (1995: 43) defines translation competence as “The knowledge and skills the translator must possess in order to carry out a translation”.

Translation competence is a complex, multifaceted concept that takes in a number of different aspects. It is defined following the pedagogical model of competence (the abilities, skills and attitudes needed to carry out an activity successfully), and it therefore affects different aspects of the translator’s training (and work). This is the view taken by authors such as Kelly (2002: 2, 2005: 108).

Like Kelly, PACTE (2000, 100) defines translation competence as” including an array of knowledge, skills and abilities which vary between individuals and which would never find their way into the notion of linguistic competence”.

Kalina (2000:5) describes the competence of professional interpreters more theoretically as the competence to process texts within the scope of a bi- or multilingual communication situation with the aim of interlingual mediation. It is also the capability of acting and performing in a situation characterized by externally determined constraints, such as the pressure of time, lack of semantic autonomy and the potential interference between closely connected processes of production and comprehension.

From the point of view of Zengin (2011:2), “translation competence can be defined as the underlying system of knowledge and skills needed to be able to translate”. Its acquisition requires a process of restructuring and developing sub-competences (communicative, extra-linguistic, professional-instrumental, transfer, strategic and psycho-physiological), the interaction

(controlled by strategic competence) and hierarchy (related to transfer competence) of which vary according to directionality and language combinations, specialization or translation context. Furthermore, special subject knowledge and different tools, such as dictionaries or databases are used depending on the type of text.

By analyzing the definitions above, the researcher concluded that all of them identify the concept of “competence” from a narrow perspective. They theoretically focus on knowledge and skills with a little attention to the nature of these knowledge and skills. Moreover, they lack the emotional domain as there are some ethics translator has to acquire to be able to practice his / her future profession faithfully and accurately.

Hence, the researcher suggests a concise definition that comprises three basic elements; knowledge, skill and attitudes. According to her, translation competence is a crucible of knowledge, skills and ethics needed for a translator to soundly render the target text. In the next section, the researcher has shown the nature of these knowledge, skills and attitudes in more details.

### **2.2.2- Translation Competences Models:**

In recent years, the concept of translation competence has steadily gained acceptance up to the point where it has now become the most widely discussed issue in relation to translator training. Hence, Pym (2003:2) claims that “competence” cannot be confused with questions of professional qualifications and what is related to training students for the workplace. That is since:

- a) Technology and social demands affect qualifications, in addition to history bundles that are too big for the generalities of a science.
- b) Consequently, no reason is given for the selection of the categories, which have no more weight than their origins in very basic linguistics.
- c) Both sub-competences of the two languages are “in complementary relation with each other and together constitute the basis of translational competence”.

Gile (1995:8) offers a description of what he terms “components of translation expertise”, and these components are:

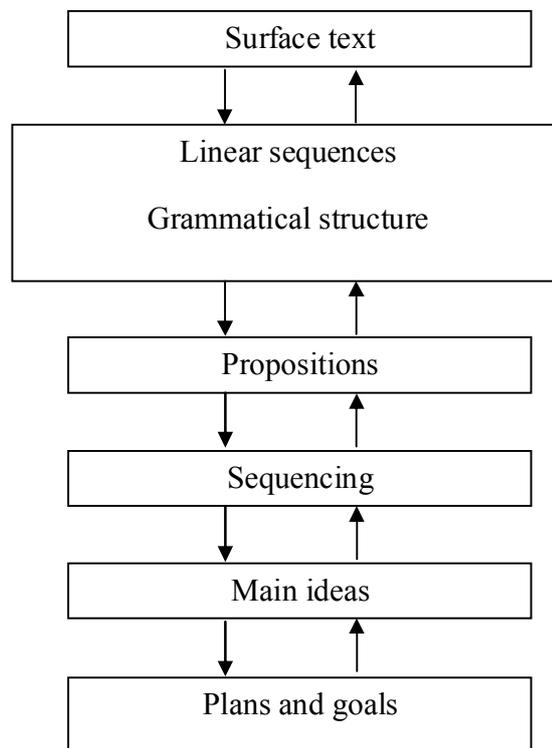
- a) passive command of passive working languages;
- b) active command of active working languages;
- c) sufficient knowledge of subject matter of texts and speeches;
- d) knowing how to translate.

According to Bell (1995:37), translation competence is what the translator needs to know and do in order to translate. Therefore, translator has to have specific kinds of knowledge and skills required to be a “good translator”. Among many domains of knowledge in processing texts, he concentrates on the linguistic knowledge by specifying three levels of it. Bell (1995:206-209) states that these three levels are:

- a) *Syntactic knowledge*: at this level, knowledge is limited to the means for creating clauses; ordered sequences consisting of the units and structures. In addition, it involves the knowledge of the systems of chain and choice which organize the semantic meaning provided by the preposition.
- b) *Semantic knowledge*: at this level, knowledge is limited to the sense the text makes as a grammatical sentence and might do so as a contribution to discourse, if there were adequate support from the context.
- c) *Pragmatic knowledge*: the third kind of linguistic knowledge is to go beyond the word and demonstrate that sentences themselves and the speech acts can be predicted from their context. At this level, knowledge involves plans and goals and the textual characteristics of intentionality, acceptability and situationality.

Then, Bell (1995: 211-226) considers how such knowledge is activated when text are processed, apply this knowledge to making sense of text and work way through the text sentence by sentence in order to reveal the process. Thus, he outlines three main skills the translator has to master to achieve the fact that the translator is a text-processor. These skills are:

- a)** **Problem-solving**: In fact, there is no definitive reading of a text nor a perfect rendering of ideas in written form. Therefore, Bell suggests a problem-solving approach to text-processing which clearly appears in the figure below:



*Figure (5): Translation Competence Acquisition*

**b) Synthesis (writing):** this skill involves the movement from plans and goals and high-level abstractions to parsing and the realization of text as a linear string of symbols. Clearly, writing comprises the following five stages from planning to actual writing:

- *Planning*: it involves the writer in goal-setting and planning to attain that goal.
- *Ideation*: it concerns decisions on the main ideas which might be that translation should be studied as process rather than product.
- *Development*: this stage means to take the ideas, organize them into a coherent framework that shows their interrelationships with each other and carries them forward towards the attainment of the goal.
- *Expression*: it means to take the ideas and put them into “non-language-specific propositional form”.
- *Parsing*: in this stage, the writer maps the propositional content onto the syntax, arranges clauses in a suitably communicative manner and realizes them as written text.

- c) Analysis (reading): this consists of the same processing stages as writing but from surface text to plans and goals; parsing, concept recovery, simplification, idea recovery and plan recovery (realizing how to take the message of the text).

Hurtado (1996:34) suggests the following five translation sub-competences: linguistic competence in two languages; extra-linguistic competence; analysis and synthesis; “traditional” competence; professional competence.

Hatim and Mason (1997:205) propose a model of, in their terms, “translator abilities”, based on Bachman’s model of linguistic competence (1990) in which three different areas of skills are contemplated: source text processing skills, transfer skills and target text processing skills.

According to PACTE (2000:101-102), there are six sub-components of translation competence listed below briefly:

1. *Communicative Competence* in two languages, including linguistic, discourse and sociolinguistic competence.
2. *Extra-Linguistic Competence* composed of general world knowledge and specialist knowledge.
3. *Instrumental-Professional Competence* composed of knowledge and skills related to the tools of the trade and the profession.
4. *Psycho-Physiological Competence*, “defined as the ability to use all kinds of psychomotor, cognitive and attitudinal resources” including “psychomotor skills for reading and writing; cognitive skills (e.g. memory, attention span, creativity and logical reasoning); psychological attitudes (e.g. intellectual curiosity, perseverance, rigour, a critical spirit, and self-confidence)”.
5. *Transfèr Competence*, which is “the ability to complete the transfer process from the ST (source text) to the TT (target text), i.e. to understand the ST and re-express it in the TL (target language), taking into account the translation’s function and the characteristics of the receptor”.

6. *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”.

Kelly (2005:73-78) categorizes the knowledge, main skills and what is necessary for the translator to be under the following seven main translation competences:

1. *Communicative and textual competence* in at least two languages and cultures. This area covers both active and passive skills in the two languages involved and textual and discourse conventions in the cultures involved.
2. *Cultural and intercultural competence*: culture here refers not only to encyclopedic knowledge of history, geography, institutions and so on of the cultures involved, but also values, myths, beliefs, behaviours and textual representations of these. Awareness of issues of intercultural communication and translation as a special form thereof is also included.
3. *Instrumental competence*: use of documentary resources of all kinds, terminological research, information management for these purposes; use of IT tools for professional practice (word-processing, desktop publishing, data bases, Internet, email...) together with more traditional tools such as fax and dictaphone.
4. *Professionalization*: basic notions for managing professional activity: contracts, tenders, billing, tax; professional associations.
5. *Interpersonal competence*: the ability to work with other professionals involved in translation process. Team work. Negotiation skills. Leadership skills.
6. *Subject area competence*: basic knowledge of subject areas the future translator will/may work in, to a degree sufficient to allow comprehension of source texts and access to specialized documentation to solve translation problems.
7. *Attitudinal competence*: self-concept, self-confidence, attention and memory.

From the above categorized models of translation competences, the researcher found that Bell's model focuses on the knowledge, and skills domains without mentioning that there are ethics translator has to have. On the other hand, Hurtado's model (1996) and Hatim and Mason's (1997) seem to be definitions for translation competence with little emphasis that

competence is knowledge and skills. From another perspective, PACTE and Kelly give attention to skills more than Bell.

As translation is subdivided under the concept “competence” into (knowledge, skill and ethical attitudes), it is essential to outline the basic translation skills the translator needs to have. Abdullah (2004:41-50) suggests four main translation skills, alongside with some sub-skills:

**1. Reading comprehension skills:**

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

**2. Researching skills:**

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

**3. Analytical/ synthesis skills:**

- 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.

#### **4. Composing skills:**

- 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.

Consequently, the researcher has reached to build her own model of the translation competences, as clarified in (Appendix 5).

### **Summary**

The aim of the second domain is to give an idea about the competences of translation from two sides; the concept of the translation competence from others' points of view and from the researcher's, in addition to some models that the translation competences have been organized within since 1995 onwards.

## **The Third Domain: Approaches to Translation Teaching.**

This domain comprises two sections: the first one is about Major Approaches to Translator Training, and the second one is about Approaches to Translation Course Design. In each section, the researcher discussed each approach briefly. In addition, she made comparisons between each approach in each domain and the current study.

### **2.3.1- The First Section: Major Approaches to Translator Training**

In this section, five approaches to translator training were introduced briefly. These are: towards profession-based learner-centered approach, process-centered approach, the situational approach, cognitive and psycholinguistic research applied to training and balancing conscious analysis with subliminal discovery. The reader may notice that all approaches may agree on the

purpose which is to develop translator training programmes but differ in the way they followed to achieve this purpose.

### **2.3.1.1- Towards Profession-Based Learner-Centered Approach (The Functionalist Model): (Nord, 1991:144)**

Nord suggests a complete model for translator training, based on the premise that training should simulate professional practice, what means it should never involve translating without a meaningful realistic aim. The model is focused on a translation-oriented and functionalist model for text analysis, whereby students answer the following questions in order to facilitate realistic translation tasks designed to develop translator competence.

Her approach is a tendency towards student-centered teaching/ learning; this is clear when highlighting how the translation competence is acquired. Accordingly, the author clarifies that new materials, practical programmes, assignments, student motivation and assessment tools must be adopted to get a professional translator at least in a single area of translation.

### **2.3.1.2- Process-Centered Approach: (Gile, 1995:10)**

The traditional tendency was opposed to emphasize the product, while Nord insists on the importance of process for training. In Gile's view, training should insist on how to go about translating and not on the actual written product, as the future professionals gradually acquire expertise. Some clarifications of Gile's approach are included below:

1. He combines considerations on translating and interpreting, underlining similarities between the two major modes of translation.
2. He understands translating and interpreting as acts of professional communication.
3. He deals with the issue of quality from a professional point of view.
4. He deeply deals with the question of documentary research for translating and interpreting.
5. He offers a critical review of literature on translator and interpreter training existing at the time.
6. He states that the process-oriented approach is especially appropriate for the early stages of training, whereas in the later stages there is probably a need for more emphasis on product.

### **2.3.1.3- The Situational Approach: Vienne (1994)**

This method deals with the “translation of texts in their real communicative situation.” This concept of translation is based on a theoretical foundation that describes the operation of translation as an activity demanding a range of competences. It is based on the idea that class activity should be made up of a series of translation tasks already carried out by teachers professionally. This means that they can play the role of initiator in the translation process in a more realistic way. (Vienne, 1994:51-52)

This is an approach which advocates curricular design based on learning activities, and as such when applied to translator training can be seen as a development of Nord's approach. In essence, they may be classified under the functionalist model in their perspective towards the process of translation; whereas, Vienne deals with situational analysis, the other deals with textual analysis, both of them, in a realistic way.

### **2.3.1.4- Cognitive and psycholinguistic research applied to training: Kiraly (1995)**

Kiraly (1995:3) vouches for “a systematic elaboration of the issue underlying a descriptive translation pedagogy based on the accurate theoretical description of translation practice”.

He offers the following considerations aimed at improving training programmes (1995:3-109):

1. Training should recognize round a theoretical framework that allows the identifications of cognitive resources that translation students should acquire and the pedagogical tools for teaching and testing the acquisition of those skills and knowledge.
2. Teaching should emphasize the acquisition of interlingual, intercultural and intertextual associations.
3. Error analysis might be a significant teaching resources.
4. As students advance, skills are less likely to be acquired by repeated practice; less likely to develop naturally without specific training and pedagogical intervention, and more likely to involve translation quality at levels beyond that of mere semantic and syntactic correctness.
5. One of the major aims is to foster a translator self-concept and a functioning translation monitor.

He claims that the development of the translators' self-concept and their roles is the basis to the success of the translation process. Hence, tentative-model-based training should be taken into account before any of the above considerations. It can be noticed that this approach differs from the previous ones in the interest of the translator particularly rather than the interest of translation whether as a process or a product as what can be seen in Nord's, Gile's and Vienne's.

#### **2.3.1.5- Balancing Conscious Analysis with Subliminal Discovery: Robinson (2003:49)**

Robinson's approach incorporates an interesting balance between slow academic (conscious, analytical, rational, logical and systematic) learning and real-world learning (holistic, subliminal). From Robinson's point of view, the concept of the professional translator means a life-long learner.

This approach seems to be more effective than the previous ones, since it involves a methodological shift from a pedagogy that places primary emphasis on conscious analysis to a pedagogy that balances conscious analysis with subliminal discovery and assimilation. In contrast to the previous approaches, the course for which this approach is intended is the introduction to the theory and practice of translation.

#### **2.3.2- The Second Section: Approaches to Translation Course Design:**

In this section, the researcher discusses different approaches of developing translation training courses and curriculum design as a theoretical background to identify the basic foundation of the suggested practical programme in the current study.

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.

##### **2.3.2.1-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 (1981)***

Fawcett (1981:145) suggests a course design whose content contains the following topics:

## **1. 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:
  - identifying the cultural pressures involved in a particular translation;
  - identifying the different treatments that might have been given to particular texts in different periods;
  - enumerating the cultural factors which influence modern translation theory.

## **2. 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.

## **3. 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.

from the researcher's point of view, though the theoretical approach is the oldest approach to translation course design, it is deemed the base for the next ones. For more explanation, the researcher chose Fawcett's Model to show that any practical course is in need to a theoretical framework to pave the way for any development in the coming approaches.

### **2.3.2.2- 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 (2000)**

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

- a)** *linguistic competence* of the languages concerned;
- b)** *cultural competence*, i.e. general knowledge about historical, political, economic, cultural, etc. aspects in the respective countries;
- c)** *textual competence*, i.e. knowledge of regularities and conventions of texts, genres, text types;
- d)** *domain/subject specific competence*, i.e. knowledge of the relevant subject, the area of expertise;
- e)** *(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;
- f)** *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 familiarized 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 standardized 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.

Schaffner's Model may show how much the linguistic structural approach concentrates on the pure translation without giving any description for any real practical programme. For instance, the researcher has noticed the main concern with the knowledge domain of the translation competences.

Further, 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.

### **2.3.2.3- The Eclectic Notional Approach**

- ***Shaheen's Model (1990)***

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

According to his model, it can be seen that 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.

Similar to the theoretical approach and the linguistic approach, the eclectic notional approach represented in Shaheen's model focuses on theoretical field in translation science. In contrast, a little emphasis is drawn on the skills that could be achieved through theoretical courses. That is to say, Fawcett's Model, Schaffner's Model and Shaheen's Model were supposed to be studied within university compass.

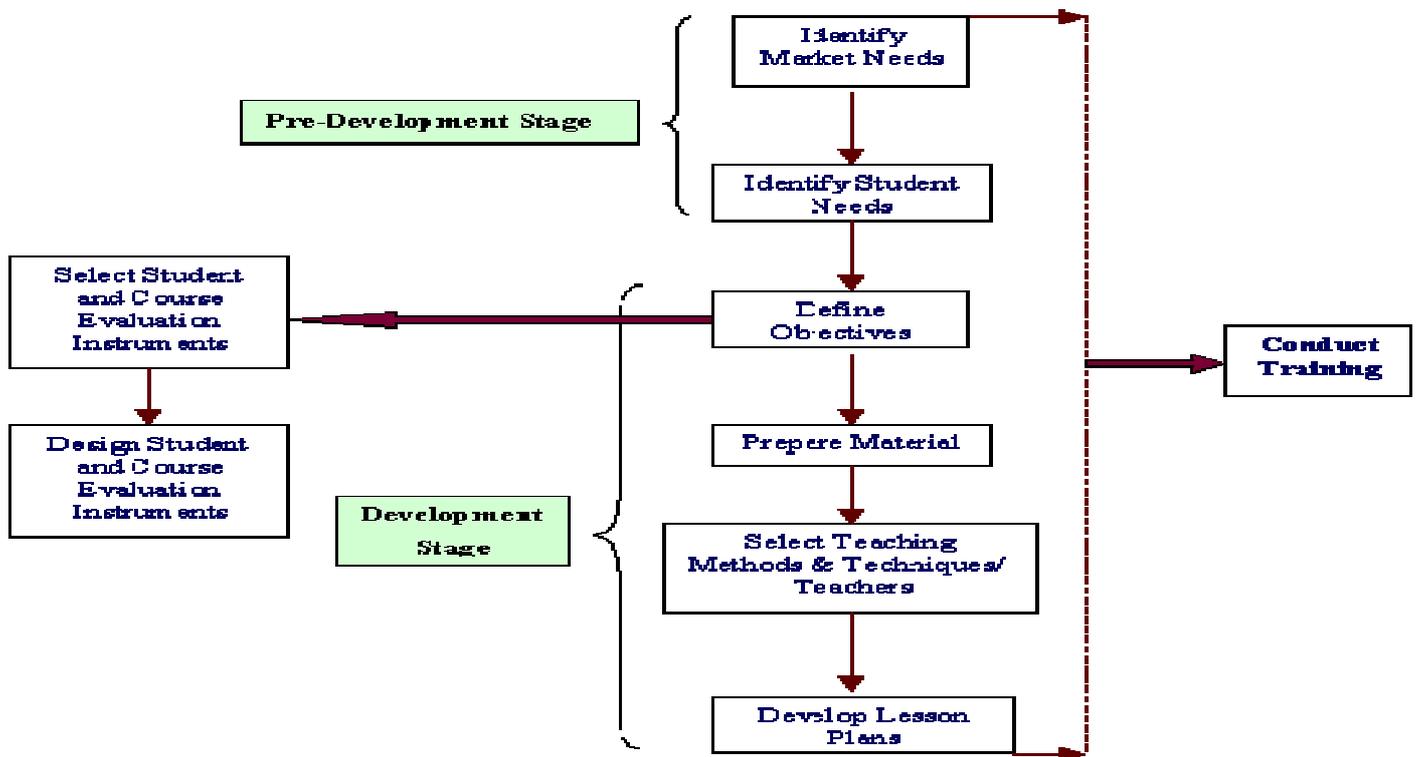
#### **2.3.2.4- The Market Approach**

- ***Gabr's Mode(2004)***

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 begins with initiating the process. This step is taken by the department head or programme coordinator. It involves looking at the available information (such as data from previous course evaluations or even information about courses available at other institutions), and the constraints (such as availability of time, finances, classroom facilities). "All actors involved in the process of course design and development need to be clearly briefed on this situation of resources and constraints" (2001:1). Before the actual development of the course, there are four main steps 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, he introduces the actual curriculum development phase as shown in the following figure:



**Figure (6): Translation Programme Design and Development**

### ✚ Pre-Development Stage

#### 1. Identifying Market Needs

In order to put together an effective training programme for preparing, or creating, an efficient translator, one must consider the demands of the market. Gabr states that market demands should shape the way in which translators are trained. Moreover, translator training programmes should be more vocational in order to offer the students real-life scenarios (2000:4)

#### 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". Hence, enriching students' terminology and widening the spheres of their subject-area competence, the programme sufficiently 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 judgment on the part of the person who is designing the programme, be it the instructor or the curriculum developer.

### *6. Selection of Teachers:*

There seem to be two groups of teachers who should teach translation: The academics and the professionals. The academics can teach the theoretical aspects of translation while the professionals can guide students in practice. Hence, both of them 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 pre-requisites
- 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.

A careful examination shows that the market approach is a new tendency towards teaching and training translation undergraduates. A systematic approach to curriculum and syllabus design is adopted in Gabr's model. This approach is the beginning of the development of the practical courses since it pays more attention to the institutional training and the development of the activities and evaluation tools.

### **2.3.2.5- The Communicative Cultural Approach**

- ***Fox's Model (2002)***

Fox's (2002) model of translation course design 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 competences which could best contribute to improving translator trainees' translation performance. The major goals of the course are:

- a) *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).
- b) *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),
- c) *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),
- d) *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,

- e) *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).

Regarding Fox's Model, it seems to have a distinctive communicative component which focuses on developing awareness of the task and the audience. It is obvious that the course designed looks like a practical one, but, in fact, it was applied inside the university building.

## **Summary**

The aim of the third domain is to introduce the previous approaches to translator training and course design adopted by translation experts. Referring to the translator training approaches in the first section, the researcher finds that the idea of Robinson's approach is similar to the idea of the suggested programme in the current study. In the second section, the researcher has analyzed one model of each approach of course design, and has found that the current programme may be classified under the "Market Approach". In other words, the researcher has noticed a big similarity between Gabr's model, which is taken as an example for the Market Approach, and the model designed for the current study. Finally, the researcher may have the right to classify her own model designed using the ADDIE model under the Market approach. This model is clear in appendix (6).

## Literature Review (B)

### Previous Studies

Many previous studies investigated the effect of implementing new approaches and programmes in teaching translation, and other studies discussed the impact of translation market on translator training. On the other hand, many other studies investigated the competences of translation the student translator must acquire.

#### **Part one: studies related to implementing new approaches and programmes in teaching translation:**

**Mahmoud (2013):** this experimental study aimed at helping students to deal systematically and effectively with culture-specific items. The participants were (43) Saudi EFL students whose age was ranging from 21 to 23 years old. The tools used are pre-post test in culture-based translation, culture-based translation Course. A Wilcoxon test was used to compare students' scores in each item and in the test as a whole. The results showed the effectiveness of using the specific course in developing third-year students' skills in translating culture-specific items. Besides, the researcher reported that strategy teaching is very important, but it is not sufficient to create professional or good translators. And finally, he recommended that there should be a balance between practice and theory, with very little theoretical guidelines. That is to say, 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.

**Atari (2012):** in his study “ Impediments to Translator Training at Arab Universities: Proposal for Change”, the researcher sought to engage scholars involved in translator training/ translator education in a debate on the current state of affairs in most Arab university translator training programmes. The researcher formed a focus group and an achievement test as instruments to collect data from the teachers of translation courses at the undergraduate and graduate levels and trainee translators in both graduate and undergraduate programme. Then he analyzed the collected data by measures of variability and mean of scores. It is obvious that he used the descriptive approach to build his study. Several aspects of translator training were overshadowed by certain impediments reflected in such elements as a lack of complementarity in

classroom teaching, the mismatch between workplace expectations and translation teaching norms in academic settings, and opposed ideologies among translator trainers. Finally, the researcher presented some translation descriptors for teaching and assessment and two modules for trainers and trainees.

**Lobo, et al. (2007):** in their study “A Professional Approach to Translator Training (PATT)”, they aimed at presenting an approach that integrates technology into the day-to-day teaching of a range of disciplines. They applied the approach on 40 students from the University of Granada’s fourth year undergraduate selected according to specific criteria. A descriptive analytical method was used through using questionnaire and pre- and post-project students interviews, as instruments. Then they analyzed the collected data by mean of scores and measures of variables. The study outlined the theoretical framework on which their approach to translator training was based and then described the project. Aula.int, an online translation classroom developed in the Faculty of Translation and Interpreting of the University of Granada (Spain), was the practical application of their approach.

**Teleiba (2004):** the aim of this study is to investigate 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. The sample of the study formed from a group of first year English majors of the faculty of Education consisted of 58 students. The tools used are pre-post test in basic translation skills, a general language proficiency test, and a scale of attitudes. The researcher analyzed the results which 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.

**Sukhtankar and Cseh (2003):** in their study “Developing a Technical Translation Programme: A Needs Assessment Study”, they aimed to determine the skills needed by technical translators to become successful in their work and content areas to be covered to develop these skills in a new technical translation programme at the Department of Modern Languages and

Literatures at Oakland University. Professional technical translators were the target population for this study, and the subjects were fifteen graduate students and one technical translator. The instruments used were interviews and survey designed on the basis of the data collected through the interviews. The qualitative data that was collected through the interviews and the open-ended survey question was analyzed using content analysis. Descriptive statistics was used to analyze survey data. The results of the study confirmed the need for trained technical translators in the market. In the light of the recommendations, the researchers recommended that the content of the programme should ensure the development of the following: research and editing skills, ethical business and professional behavior, and networking skills.

#### **Commentary on part "A" of the Previous Studies:**

- **Regarding the aim:**

This current study examines the impact of incorporating a practical programme on improving Arts of English seniors' translation competences at the Islamic University of Gaza and the students' attitudes towards translation. Accordingly, this study is parallel to Mahmoud's (2013) in aiming at helping students to deal systematically and effectively with culture-specific items.

This study is dissimilar with Atari's ( 2012 ) as what he investigated sought to engage scholars involved in translator training/ translator education in a debate on the current state of affairs in most Arab university translator training programmes . This study is close to Lobo etal's (2007) in presenting an approach that integrates technology into the day-to-day teaching of a range of disciplines. This study is identical with Teleiba's (2004) in investigating the effects of a suggested programme on developing some basic translation skills for English majors. This study is homogenous with Shukhtankar and Cseh's (2003) in determining the skills needed by technical translators to become successful in their work and content areas to be covered to develop these skills in a new technical translation programme.

The researcher concluded that the current study agrees with all the previous studies in the independent variable which is the implementation of new approaches and programmes in teaching translation, but the dependent variable, which is the acquisition of translation competences and students' attitudes towards translation, is the same in some studies or near in meaning in other studies.

- **Regarding the methodology:**

The current study agrees with some of the previous studies in using the experimental method as Mahmoud's (2013) and Teleiba's (2004). In addition, Atari's (2012) and Lobo etal's (2007) used descriptive analytic method, but Shukhtankar and Cseh's (2003) made use of qualitative method.

- **Regarding the tools:**

Assessment card and attitude scale were used as tools of this study. The current study agrees with Teleiba's (2004) in using attitude scale. However, this study differs from Mahmoud's (2013), Atari's (2012), Lobo etal's (2007) and Shukhtankar and Cseh's (2003), whereas tests were used by Mahmoud's (2013), Atari's (2012), Teleiba's (2004). On the other hand, interview and questionnaire were used by Lobo etal's (2007) and Shukhtankar and Cseh's (2003).

- **Regarding the statistical analysis:**

The statistical methods varies according to the tools used in each study. Mahmoud's (2013) used Wilcoxon test and both of Atari's (2012) and Lobo etal's (2007) used measures of variability and mean scores. Shukhtankar and Cseh's (2003) used descriptive statistics.

- **Regarding the subjects:**

Subjects of the previous studies differed from one study to another in number, gender and age. Some of the previous studies applied their experiment on university students as Mahmoud's (2013), Lobo etal's (2007) and Teleiba's (2004). However, sample of Shukhtankar and Cseh's (2003) and Atari's (2012) was from expert translators. On the other hand, the sample of this study was Arts of English seniors.

- **Regarding the place:**

The current study differs from the previous studies in the place whereas it was implemented in Palestine-Gaza. While Mahmoud's (2013) and Teleiba's (2004) were implemented in Saudi Arabia, Lobo etal.'s (2007) was in Spain, Sukhtankar and Cseh (2003) was in the United States and Atari's (2012) was in Oman.

- **Regarding the results:**

The current study agrees with some of the previous studies in the results as Mahmoud's (2013) showed that there should be a balance between practice and theory, with very little theoretical guidelines. Atari's (2012) presented some translation descriptors for teaching and assessment and two modules for trainers and trainees. Lobo, et al.'s (2007) outlined an approach to translator training. In addition, Teleiba's (2004) indicated that the suggested programme is effective in improving some basic translation skills and general language proficiency level of first year English majors. Finally, Sukhtankar and Cseh's (2003) results confirmed the need for trained technical translators in the market.

### **Part two: The impact of translation market on translator training**

**Li (2002):** in his experimental research “Translator Training: What Translation Students Have to Say”, the researcher aimed to determine the needs of translation students. The study was conducted with a group of 70 undergraduate translation students at the Department of Translation, the Chinese University of Hong Kong. The tools used are questionnaires and the interviews during and after the study. He used the descriptive statistics to analyze the collected data. As a result of this study, it was found that translation students prized training of both L1 and L2 before or during translation training, and that they preferred practice-oriented courses to theoretical courses. Also, it showed that many students believe the traditional translation programme does not reflect the market needs very well. Thus, findings of the study centered around students’ reasons for studying translation, their attitudes towards becoming translators, language teaching in translator training, theory-oriented courses versus practice-oriented courses, market needs in translation teaching, and measures to improve translator training.

**Manas (2011):** in his study “Translating Authentic Technical Documents in Specialized Translation Classes”, the researcher aimed at providing students with the necessary competences. He used the descriptive analytical and experimental approach and applied the study on a sample consisting of 33 translation undergraduates at Autonomia University in Barcelona in 2007/2008, and 35 students in 2008/2009. The instruments used were self assessment questionnaire, assessment scale for making translation and assessment scale for group work. To analyze data, Likert scale, measures of variability and mean of scores were used with tables for showing the

results in numbers. The outcome found was that students performed better under this kind of approach because of the motivation factor.

**Hussein ( 2007):** in his study “The Impact of Translation Market on Translator Training”, the researcher described how curriculum designers could bridge the gap(s) between advances in translation market and their must-to-be-updated curriculum. To build his study, the researcher followed the descriptive approach, and he resorted to translation teachers in Translation Department of Al-Mustansiriya University in Iraq by interviews to collect data as they have experiences in this field. Then he analyzed these data by mean of scores and measures of variables. Afterwards, he shed the light on the impact of translation market on translator training mentioning the translation competences in details. Finally, the researcher concluded that translator training in the department suffers from various weaknesses that require immediate treatment from the translator educationalists.

**Aula.int (2005):** in the experimental study “Translator Training and Modern Market Demands”, the researchers presented a hands-on course involving concrete translation assignments in a simulated ‘real-life’ set-up, designed to familiarize students with their future working conditions. They called it the ‘Professional Approach for Translator Training’ and it was already implemented at the University of Granada. The instruments used to collect data were observation card and achievement test. As a result, they concluded that through the application of the Professional Approach to Translator Training and its way of introducing ‘real-life work’ in training programme, they could achieve a number of the basic goals of teaching.

#### **Commentary on part "B" of the Previous Studies:**

- **Regarding the aim:**

The current study is similar to Li's (2002) in determining the needs of translation students. Also, it is parallel to Manas' ( 2011 ) as his aim was to provide translation students with the necessary competences. Likewise, it is close to Aula.int's (2005) in presenting a hands-on course involving concrete translation assignments. However, this study is dissimilar to Hussein's (2007) as he described how curriculum designers could bridge the gap between advances in translation market and their must-to-be-updated curriculum.

The researcher concluded that the current study agrees with all the previous studies in the independent and dependent variables whereas their aim was to investigate the impact of translation market on translator training.

- **Regarding the methodology:**

The current study agrees with the previous studies in using the experimental method as Li's (2002), Manas' (2011) and Aula.int's (2005). Yet, Hussein's (2007) used the descriptive method

- **Regarding the tools:**

The current study agrees with Manas' (2011) in using assessment scale. On the other hand, it differs from Li's (2002), Hussein's (2007), and Aula.int's (2005); whereas, Li's (2012) used questionnaire and interview and Hussein's (2007) used interview only. However, observation and achievement test were used by Aula.int's (2005).

- **Regarding the statistical analysis:**

The statistical methods vary according to the tools used in each study. Li's (2002) used descriptive statistics and Manas' (2011) used measures of variability and mean scores. Hussein (2007) and Aula.int's (2005) used measures of variability and mean scores.

- **Regarding the subjects:**

Subjects of the previous studies differed from one study to another in number, gender and age. Some of the previous studies applied their experiment on university students as Li's (2002), Manas' (2011) and Aula.int's (2005). However, sample of Hussein (2007) was from translation teachers. On the other hand, the sample of this study was Arts of English seniors.

- **Regarding the place:**

The current study differs from the previous studies in the place whereas it was implemented in Palestine-Gaza. While Li's (2002) was implemented in China, Manas' (2011) and Aula.int's (2005) were in Spain, and Hussein (2007) was in Iraq.

- **Regarding the results:**

The current study agrees with some of the previous studies in some results as Li's (2002) that showed that many students believe the traditional translation programme does not reflect the market needs very well, Manas' (2011) found that students performed better under the authentic approach because of the motivation factor. While Hussein's (2007) concluded that translator training in the department suffers from various weaknesses that require immediate treatment from the translator educationalists. Further, Aula.int's (2005) concluded that through the application of the Professional Approach to Translator Training and its way of introducing 'real-life work' in training programme, they could achieve a number of the basic goals of teaching.

### **Part three: Studies discussing the acquisition of translation competences.**

**Kaminskiene and Kavaliauskiene (2012):** The aim of the research is to investigate the attitudes of four groups of respondents to acquisition of translation and interpreting competences. The participants of the survey are 7 employers of the EU institutions, 21 alumni, 7 lecturers and 26 students of Vilnius University. The research methods used: a survey of competences designed in accordance with the European Master's in Translation (EMT) project by the European Commission in 2007. The questionnaire used as a main tool in order to collect data consists of 10 statements, to which respondents had to select the answer on a 5-point Likert's scale ranging from 1 (completely disagree) to 5 (completely agree). The responses were processed statistically by employing the Software Package for Social Sciences (SPSS). The scale internal consistency of questionnaires is a characteristic that describes their reliability. To evaluate it, Cronbach's Alpha coefficient has been computed. The findings reveal that responses are well correlated; consequently, the respondents of all four groups agree that they have acquired the translation and interpreting skills necessary in their jobs.

**Göpferich (2011):** in her study "Towards a model of translation competence and its acquisition", the researcher aimed at providing a short survey of how translation competence and its acquisition have been modeled. Drawing on this, the researcher aimed at developing her own model of translation competence as a framework of reference for the development of this competence. She used the descriptive analytical and experimental approach and applied the study on a sample consisting of 12 translation undergraduates, in addition to 10 professional

translators. The instruments used were: a) a questionnaire the subjects had to fill in on how they felt during the translation process, on the problems they encountered, the strategies they employed to solve them and the extent to which they were satisfied with the results. b) short retrospective interviews. To analyze data, measures of variability and mean of scores were used with tables for showing the results in numbers. The assumptions underlying the analyses of the collected data were the following: The higher a translator's translation competence, the more advanced the sub-competences are and the better their interaction and coordination by the strategic competence.

**Raido (2011):** in his experimental study “Developing Web Searching Skills in Translator Training”, the researcher highlighted the important role that information skills, especially web searching skills, play in translation as a cognitive activity requiring information and constant decision making, among others. The population was all postgraduate translation trainees at the University of Auckland. From those, four students (all females in their mid twenties, except for one student who was in her mid-thirties) were randomly chosen to be the sample of the study. In particular, direct observation employed along with semi-structured interviewing and two questionnaires. For the purpose of research, a co-evaluator and the researcher evaluated the translations done by the sample. Qualitative analyses were supported by descriptive statistics (namely counts, percentages and mean values) to collect part of the data. In Addition, quantitative analyses of the participants' search outcomes included their adopted sources of information as well as of their degrees of search success, satisfaction and difficulty. The findings of the study showed the need for formal training in the use of appropriate resources and tools.

**Ressurreccio, Piorno and Izquierdo ( 2008):** in their study “The Acquisition of Translation Competence through Textual Genre”, the researchers discussed the value of the concept of text genre in the acquisition of translation competence. To build their study, the researchers followed the descriptive approach. The researchers referred to many previous studies to investigate the value of the concept of text genre both in teaching and in research. Afterwards, they shed the light on the relation between the text genre and the different sub-competences of TC. Finally, the researcher concluded that text genre can be a very useful educational aid when it comes to planning and carrying out the teaching of specialized translation; this is particularly

true in the case of developing communicative and textual competence, and they can be extended to other translation competences.

**Leppihalme (2008):** in her experimental study “Developing Translation Knowledge and Competences in Language Students”, the researcher aimed to give future language students awareness of issues discussed in translation research, to develop critical thinking and problem-solving competence and to give them various competences valued in working life by increased experience and practice in source-text analysis and target-text production. To build her study, the researcher followed the experimental approach, and she applied an Intermediate-level course in translation from English into Finnish, taken in the student’s second (or third) year of studies, and taught in groups of twelve students for ten weeks, meeting once a week for 90 minutes. Each group contained students majoring in English as well as others for whom English is their minor subject. To collect data, an exercise was done at home in advance of each session and was usually sent to the teacher for marking via e-mail a couple of days before the next session. Then she analyzed these data quantitatively. Finally, the researcher concluded that students in the department need knowledge of theories, and they need to gauge the value of the various views offered in their education while their own experience of life and translation keeps growing.

**PACTE group (2005):** this study aimed to investigate translation competence and how it is acquired. This empirical-experimental research project studied both the translation process and the translation product. The universe from which the sample taken: was professionals working with foreign languages and two groups of subjects were selected: expert translators and teachers of foreign languages. Thus, different instruments were used to collect data; 1) Translation protocols (PROXY) recordings. PROXY is a programme (compatible with Windows) designed for the remote control of computers and users connected to a network. By using PROXY, it is possible to view and record the subjects’ actions on the computer in real time and store these recordings for later study and data collection. 2) Direct observation was also used to collect data about the translators’ behavior that cannot be recorded by PROXY. 3) Different types of questionnaires were used: (a) an initial questionnaire to select subjects, (b) a questionnaire for subjects to identify the problems encountered in the translation process, (c) a questionnaire to measure the subjects’ knowledge about translation. 4) Data were also collected in retrospective interviews with the subjects while viewing the PROXY recording. When analyzing data, the

researcher used the pilot test that proved the reliability of the instruments used. The results indicated that the degree of expertise influenced the translation process and product.

#### **Commentary on part "C" of the Previous Studies:**

- **Regarding the aim:**

This study is similar to the previous studies in the dependent variable which is the acquisition of the translation competences. On the other hand, to some extent, it is dissimilar with these previous studies in the independent variable.

For example, Kaminskiene and Kavaliauskiene's (2012), Leppihalme's (2008) and PACTE's (2005) adopted suggested programmes based on market approach. Furthermore, Gopferich's (2011) made use of competence-modelling-based approach while Raido's (2011) suggested a programme based on using technology in translator training. However, Ressereccio et al's (2008) employed textual genre.

The researcher concluded that the current study agrees with all the previous studies in the dependent variable which is the acquisition of the translation competences, but the independent variable varies and is different with all studies.

- **Regarding the methodology:**

The current study agrees with some previous studies in using the experimental method as Raido's (2011), Leppihalme's (2008) and PACTE's (2005). Yet, Kaminskiene and Kavaliauskiene's (2012), Gopferich's (2011), Ressereccio et al.'s (2008) used the descriptive method

- **Regarding the tools:**

The current study agrees with Leppihalme's (2008) in using assessment scale. On the other hand, it differs from Kaminskiene and Kavaliauskiene's (2012), Gopferich's (2011), Raido's (2011), Ressereccio et al's (2008) and PACTE's (2005); whereas, Kaminskiene and Kavaliauskiene's (2012) used questionnaire, Gopferich's (2011) and Raido's (2011) used questionnaire in addition to interview. However, content analysis card was used by Ressereccio et al's (2008) while PACTE's (2005) utilized three tools; observation card, questionnaire and interview.

- **Regarding the statistical analysis:**

The statistical methods varies according to the tools used from a study to another. Kaminskiene and Kavaliauskiene's (2012), used Cronbach's Alpha coefficient and Gopferich's (2011) used measures of variability and mean scores. While Raido's (2011) and Ressereccio et al's (2008) used descriptive statistics (counts, percentage and mean values).

- **Regarding the subjects:**

Some of the previous studies applied their experiment on university students as Kaminskiene and Kavaliauskiene's (2012), Gopferich's (2011) and Leppihalme's (2008). However, sample of PACTE's (2005) was from expert translators and teachers of foreign languages. On the other hand, the sample of Ressereccio et al.'s (2008) was textual genre.

- **Regarding the place:**

The current study differs from the previous studies in the place whereas it was implemented in Palestine-Gaza. While Kaminskiene and Kavaliauskiene's (2012) was implemented in Lithuania, Gopferich's (2011) was in Austria, Leppihalme's (2008) was in Finland, Ressereccio et al's (2008) was in Spain.

- **Regarding the results:**

Some of the previous studies agree with the current study in some results as Kaminskiene and Kavaliauskiene's (2012) which revealed that the respondents have acquired the translation and interpreting skills necessary in their jobs. Also, Göpferich's (2011) outlined that the higher a translator's translation competence, the more advanced the sub-competences are and the better their interaction and coordination by the strategic competence. Raido's (2011) showed the need for formal training in the use of appropriate resources and tools. While Ressereccio, Piorno and Izquierdo's (2008) concluded that text genre can be a very useful educational aid when it comes to planning and carrying out the teaching of specialized translation; this is particularly true in the case of developing communicative and textual competence, and they can be extended to other translation competences. In Leppihalme's (2008), the researcher concluded that students in the department need knowledge of theories, and they need to gauge the value of the various views

offered in their education while their own experience of life and translation keeps growing. PACTE group's (2005) indicated that the degree of expertise influenced the translation process and product.

#### **Commentary on the previous studies: part "A", part "B" and part "C"**

The aspects of similarities and differences between the previous studies and the current study:

- The current study agrees with Mahmoud's (2013), Atari's (2012), Lobo et al.'s (2007), Teleiba's (2004) and Sukhtankar, Cseh's (2003) on the aim of their studies which is to develop translator training programmes and to develop translation skills and competences by building a new approach.
- The aim of Hussein's (2007 ), Li's (2002), and Manas' (2011) is to shed the light on the impact of translation market on translator training.
- PACTE group's (2005) and Raido's (2011) agree with the current study in discussing the acquisition of translation competences through presenting new approaches for acquiring translation competences.
- The current study agrees with the studies that used the experimental approach as it is the method of the researcher's study, and disagrees with the other studies that used different approaches:
  - 1) Mahmoud's (2013), Raido's (2011), PACTE group's (2005), Teleiba's (2004) and Li's (2012) used the experimental approach.
  - 2) Atari's (2012), Ressereccio et al.'s (2008), Hussein's (2007) and Sukhtankar, Cseh's (2003) used the descriptive approach.
  - 3) Manas' (2011) and Lobo et al.'s (2007) used the descriptive analytical and experimental approach.
- Mahmoud's (2013), Lobo et al.'s (2007), Li's (2002), Manas' (2011) and Teleiba's (2004) applied the instrument of their studies on University students. However, Raido's (2011) applied his study on postgraduate translation trainees. Hussein's (2007 ) and Sukhtankar, Cseh's (2003) used expert translators to be the population of their studies. Atari's (2012) and PACTE group's (2005) applied their studies on expert translators in addition to translation teachers at universities. On the other hand, Ressereccio et al's (2008) used textual genre.

- **The fifteen previous studies have reached the same results regarding :**
  - The prominent role of a translation training programme.
  - Students are aware that the traditional translation programme does not reflect the market needs very well.
- The researchers of these studies also recommend solutions and new approaches to develop translator training programmes.
- All of them mostly used the same statistical treatment to analyze the collected data.

**The current study has made use of some techniques used in the previous studies such as :**

1. The suitable approach to be used : ( the experimental approach).
2. The size and the way of selecting the sample and the tools.
3. Other procedures will be used in the current study.

## **Summary**

The literature reviewed in this chapter empowered the researcher with a number of teaching and tutoring principles. The researcher benefited from research findings in the world of translation instruction and thus adopted and adapted her tutoring techniques in the best way she could have managed. The following chapter is going to present the methodology and the procedures followed to examine to what extent the researcher's proposed practical programme helped Arts of English seniors improve their translation competences and their attitudes towards translation.

# **Chapter III**

## **Methodology**

## **Chapter Three**

### **Methodology**

#### **Introduction**

This chapter covers the procedures followed throughout the study. It also introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, a description of the tools used in the study and the research design. Moreover, it presented the statistical treatment for the study findings.

#### **3.1. Research design**

Due to the nature of the research which aims at finding the impact of a suggested practical programme on improving Arts of English seniors' translation competences, the researcher adopted the experimental approach. Meanwhile, as the population of the study is small - 31 students- the researcher chose the whole population to be the sample. Then, this sample was randomly divided into two groups: the experimental group and the control one.

The experimental group was the one which passed through the treatment, and they were taught through training in the meant institutions .In order to examine the questions and the hypotheses posed in the study, supervision programme was applied. The researcher with some experts were as supervisors to assess students' performance and progress during the application stage of the programme to identify its impact on improving the translation competences. The control group was taught using the lecture activities.

#### **3.2. Population of the study**

The population of the study consisted of all fourth-level-female students in the Arts section in the English Department, who were 30 students enrolled in the second semester of the academic year (2013-2014) at the Islamic University of Gaza.

### 3.3. Sample of the study

The data were collected from the whole population. They were randomly divided into two groups; an experimental group which consisted of 15 students, and a control one which consisted of 15 students. All the subjects were native speakers of Arabic, which means that they had studied English as a Foreign Language for about 8- 11 years. Table (3.1) shows the distribution of the sample.

**Table (3.1)**  
**The distribution of the sample according to groups**

| <b>Group</b> | <b>Experimental</b> | <b>Control</b> |
|--------------|---------------------|----------------|
| <b>Count</b> | <b>15</b>           | <b>15</b>      |

### 3.4. The variables of the study:

The study included the following variables:

#### 3.4.1. Independent Variable:

The independent variable in this study is the teaching approach:

- The suggested practical programme.
- The traditional approach.

#### 3.4.2. Dependent Variable:

The dependent variable is represented in:

- The students' performance in translation competences.
- The students' attitudes towards translation.

### **3.5. Instrumentation:**

To achieve the aims of the study, the researcher used the following tools:

- Assessment card.
- Attitude scale.

#### **3.5.1 Assessment card:**

An assessment card was prepared by the researcher to investigate the subjects' performance. It was used as a pre-assessment card applied before the experiment (see appendix 8) that shows a pre-assignment model) and as a post-assessment card applied after the experiment ( see Appendix1).

##### **3.5.1.1. Aim of the Assessment Card:**

The assessment card aimed at measuring the effectiveness of the suggested practical programme on improving the subjects' translation competences.

##### **3.5.1. 2. The pilot study:**

The assessment card was applied on a random sample of (10) students from the Islamic University of Gaza. The results were recorded and statistically analyzed to assess its validity and reliability. The items of the assessment card were modified in the light of the statistic results.

##### **3.5.1.3. The validity of the assessment card:**

**Mackey and Gass (2005:107)** state " Content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information".

**Al Agha (1996:118)** states that "a valid test is the test that measures what it is designed to measure". This study used the referee validity and the internal consistency validity .

##### **A- The referee validity:**

The assessment card was introduced to a jury of specialists in translation and methodology in Gaza universities. The items of the assessment card were modified according to their recommendations.

## B- The internal consistency validity

Al Agha (1996: 121) asserts that "The internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each scope with the total average". This validity was calculated by using (Pearson Formula).

The coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05) as illustrated in the following tables (3.2), (3.3) and (3.4). It can be concluded that the assessment card was highly consistent and valid as a tool for the study.

**Table (3.2)**

**Correlation Coefficient for Each Item in the First Domain (Knowledge) with the Total Score of this Domain:**

| No. | Pearson Correlation | Sig. value | Sig. level  |
|-----|---------------------|------------|-------------|
| 1   | 0.795               | 0.006      | Sig at 0.01 |
| 2   | 0.974               | 0.000      | Sig at 0.01 |
| 3   | 0.681               | 0.030      | Sig at 0.05 |
| 4   | 0.798               | 0.006      | Sig at 0.01 |
| 5   | 0.765               | 0.010      | Sig at 0.01 |
| 6   | 0.815               | 0.004      | Sig at 0.01 |
| 7   | 0.796               | 0.006      | Sig at 0.01 |
| 8   | 0.681               | 0.030      | Sig at 0.05 |
| 9   | 0.696               | 0.025      | Sig at 0.05 |
| 10  | 0.796               | 0.006      | Sig at 0.01 |
| 11  | 0.855               | 0.002      | Sig at 0.01 |

**.Table (3.3)**

**Correlation Coefficient for Each Item in the Second Domain (Skills) with the Total Score of this Domain:**

| <b>No.</b> | <b>Pearson Correlation</b> | <b>Sig. value</b> | <b>Sig. level</b> |
|------------|----------------------------|-------------------|-------------------|
| 12         | 0.844                      | 0.002             | Sig at 0.01       |
| 13         | 0.870                      | 0.001             | Sig at 0.01       |
| 14         | 0.870                      | 0.001             | Sig at 0.01       |
| 15         | 0.870                      | 0.001             | Sig at 0.01       |
| 16         | 0.923                      | 0.000             | Sig at 0.01       |
| 17         | 0.684                      | 0.029             | Sig at 0.05       |
| 18         | 0.915                      | 0.000             | Sig at 0.01       |
| 19         | 0.690                      | 0.027             | Sig at 0.05       |
| 20         | 0.898                      | 0.000             | Sig at 0.01       |
| 21         | 0.870                      | 0.001             | Sig at 0.01       |
| 22         | 0.915                      | 0.000             | Sig at 0.01       |
| 23         | 0.755                      | 0.012             | Sig at 0.05       |
| 24         | 0.965                      | 0.000             | Sig at 0.01       |
| 25         | 0.695                      | 0.026             | Sig at 0.05       |
| 26         | 0.702                      | 0.024             | Sig at 0.05       |
| 27         | 0.842                      | 0.002             | Sig at 0.01       |
| 28         | 0.897                      | 0.000             | Sig at 0.01       |
| 29         | 0.723                      | 0.018             | Sig at 0.05       |
| 30         | 0.696                      | 0.025             | Sig at 0.05       |
| 31         | 0.694                      | 0.026             | Sig at 0.05       |
| 32         | 0.797                      | 0.006             | Sig at 0.01       |
| 33         | 0.795                      | 0.006             | Sig at 0.01       |
| 34         | 0.883                      | 0.001             | Sig at 0.01       |

**Table (3.4)**

**Correlation Coefficient for Each Item in the Third Domain (Attitudes) with the Total Score of this Domain:**

| No. | Pearson Correlation | Sig. value | Sig. level  |
|-----|---------------------|------------|-------------|
| 35  | 0.683               | 0.029      | Sig at 0.05 |
| 36  | 0.733               | 0.016      | Sig at 0.05 |
| 37  | 0.888               | 0.001      | Sig at 0.01 |
| 38  | 0.798               | 0.016      | Sig at 0.05 |
| 39  | 0.708               | 0.022      | Sig at 0.05 |
| 40  | 0.689               | 0.028      | Sig at 0.05 |
| 41  | 0.793               | 0.006      | Sig at 0.01 |
| 42  | 0.128               | 0.725      | not sig     |
| 43  | 0.192               | 0.596      | not sig     |
| 44  | 0.708               | 0.022      | Sig at 0.01 |

As shown in the tables (3.2, 3.3, 3.4), there is a correlation between every item with the total score of its domain at (0.01) and (0.05) levels, except two items: (42) and (43), so they were omitted from the card.

**Table (3.5)**

**Correlation Coefficient for Each Domain with the Total Score of the Assessment Card:**

| Domain    | Pearson Correlation | Sig. value | Sig. level  |
|-----------|---------------------|------------|-------------|
| Knowledge | 0.946               | 0.000      | Sig at 0.01 |
| Skills    | 0.975               | 0.000      | Sig at 0.01 |
| Attitudes | 0.739               | 0.015      | Sig at 0.05 |

As shown in the table (3.5), there is a correlation between every domain with the total score of the assessment card at (0.01) and (0.05) levels. This shows that there is a high internal consistency of the assessment card which reinforced the validity of the assessment card.

### 3.5.1.4. Reliability of the assessment card

Mackey and Gass (2005:128) point out that the test is reliable when it derives similar results if it is administrated twice in the same condition'. So, the researcher computed the test reliability coefficient through:

#### A- Using Alpha Cronbach

Mackey and Gass (2005:353) state "It is a means to determine internal consistency of a measure when only one administration of a measure exists. It is used when the number of possible answers is more than 2 and can be applied to ordinal data."

**Table (3.6)**  
**Reliability Coefficients of the Assessment Card(Alpha Cronbach)**

| <b>Alpha Cronbach Technique</b>                |              |                    |
|--|--------------|--------------------|
| <b>Scope</b>                                   | <b>Total</b> | <b>Correlation</b> |
| <b>Translation competences assessment card</b> | <b>42</b>    | <b>0.941</b>       |

Table (3.6) shows that Alpha Cronbach coefficient is (0.941). This indicates that the test is reliable to be applied in the study.

#### B- Split- Half Method

Mackey &Gass (2005:130) state that Split-Half method depends on getting a correlation coefficient through comparing the performance on half of a test with performance on the other half. This is carried out by correlating even-numbered items with odd-numbered items and modified by Spearman- Brown prophecy formula.

**Table (3.7)**

**Split-Half Coefficients of the Assessment Card**

| <b>Split-Half Technique</b>                    |              |                    |
|--|--------------|--------------------|
| <b>Scope</b>                                   | <b>Total</b> | <b>Correlation</b> |
| <b>Translation competences assessment card</b> | <b>42</b>    | <b>0.956</b>       |

Table (3.7) displays that the Split- Half coefficient is (0.956) .This indicates that the assessment card is reliable to be applied in the study.

**C- Reliability through People using Cooper equation:**

To examine the reliability of the assessment card, the researcher asked for the cooperation of another researcher. The aim is to find the correlation among the two results for reliability. The researcher used Cooper correlation to determine the reliability as the following:

**Table (3.8)**

**Reliability through People**

| <b>Student</b> | <b>Points of</b> | <b>Points of Difference</b> | <b>Total of Points</b> |
|----------------|------------------|-----------------------------|------------------------|
| 1              | 42               | 0                           | 42                     |
| 2              | 40               | 2                           | 42                     |
| 3              | 37               | 5                           | 42                     |
| 4              | 41               | 1                           | 42                     |
| 5              | 39               | 3                           | 42                     |
| 6              | 38               | 4                           | 42                     |
| 7              | 40               | 2                           | 42                     |
| 8              | 42               | 0                           | 42                     |
| 9              | 39               | 3                           | 42                     |
| 10             | 42               | 0                           | 42                     |
| Total          | 400              | 20                          |                        |

$$\text{Cooper Equation } R = \frac{\text{Points of Agreement}}{\text{Points of Agreement} + \text{Points of Difference}}$$

$$R = \frac{400}{400+20} = 0.95238 \%$$

Table (3.8) displays that Cooper coefficient is (0.95238) .This indicates that the assessment card is reliable to be applied in the study.

### **3.5.2 Attitude scale:**

An attitude scale was prepared by the researcher to investigate the subjects' attitudes towards translation. It was used as a pre-attitude scale applied before the experiment and as a post-attitude scale applied after the experiment. ( see Appendix2).

#### **3.5.2.1. Aim of the Attitude Scale:**

The attitude scale aimed at measuring the effectiveness of the suggested practical programme on improving the subjects' attitudes towards translation.

#### **3.5.2.2. Steps of Constructing the Translation Attitude Scale:**

The researcher constructed this attitude scale depending on:

- 1) Reviewing related literature about translation attitude scale.
- 2) Analyzing previous related studies about checklists of each area of translation.
- 3) Consulting specialized professors about translation competences, translation courses and translation as a profession..
- 4) All sentences were positive in the attitude scale.
- 5) At first, the attitude scale consisted of 65 items distributed into five domains. Then, the attitude scale items were presented to the referee committee in order to decide the suitability of the number of the items for the subject, the language used in the attitude scale, and the extent to which the items of attitude scale represented its aim. (see Appendix4 )
- 6) At last, the attitude scale was refereed and revised well. It consisted of (28) items distributed into three domains.
- 7) The researcher carried out a pilot study for this questionnaire on a group of (30) students to assess the attitude scale validity and reliability.

#### **3.5.2.3. Description of the Attitude Scale:**

This study used a 30-item attitude scale. This tool was divided into three main domains: the first domain was about translation competences; the second domain was about translation courses; and the third domain was about translation as a profession. All items were positive in all the attitude scale domains. Respondents were asked to indicate their attitude towards each item

within each domain, on a five-point Likert scale from strongly agree to strongly disagree as shown in table (3.9). The same scale was carried out before the experiment and after the five-week intervention. Results of the pre and post attitude scale were recorded, statistically analyzed and compared.

**Table (3.9)  
Likert Scale**

| <b>Type of Item</b> | <b>Strongly Agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|---------------------|-----------------------|--------------|----------------|-----------------|--------------------------|
| <b>Positive</b>     | <b>5</b>              | <b>4</b>     | <b>3</b>       | <b>2</b>        | <b>1</b>                 |
| <b>Negative</b>     | <b>1</b>              | <b>2</b>     | <b>3</b>       | <b>4</b>        | <b>5</b>                 |

Table (3.9) displays that a five-point Likert scale from strongly agree to strongly disagree is used in the translation attitudes scale.

#### **3.5.2.4. The pilot study:**

The attitude scale was applied on a random sample of (10) students from the Islamic University of Gaza. The results were recorded and statistically analyzed to assess its validity and reliability. The items of the attitude scale were modified in the light of the statistic results.

#### **3.5.2.5. Validity of the attitude scale:**

##### **A- The referee validity:**

The attitude scale was introduced to a jury of specialists in translation and methodology in Gaza universities. The items of the assessment card were modified according to their recommendations.

## B- The internal consistency validity:

The internal consistency validity of the translation attitude scale was calculated by using Pearson Formula. According to table (3.10), the coefficient correlation of each item within its domain is significant at (0.01) and (0.05) levels. Therefore, it can be concluded that the attitude scale is highly consistent and valid as a tool for the study.

**Table (3.10)**  
**Correlation Coefficient for Each Item in Each Domain with the Total Score of this Domain:**

| Domain                       | No. | Pearson Correlation | Sig. value | Sig. level  |
|------------------------------|-----|---------------------|------------|-------------|
| Translation Competences      | 1   | 0.767               | 0.010      | Sig at 0.01 |
|                              | 2   | 0.827               | 0.003      | Sig at 0.01 |
|                              | 3   | 0.739               | 0.015      | Sig at 0.05 |
|                              | 4   | 0.707               | 0.022      | Sig at 0.05 |
|                              | 5   | 0.093               | 0.798      | not sig     |
|                              | 6   | 0.880               | 0.001      | Sig at 0.01 |
|                              | 7   | 0.779               | 0.008      | Sig at 0.01 |
|                              | 8   | 0.687               | 0.028      | Sig at 0.05 |
|                              | 9   | 0.730               | 0.016      | Sig at 0.05 |
|                              | 10  | 0.805               | 0.005      | Sig at 0.01 |
| Translation Teaching Courses | 11  | 0.808               | 0.005      | Sig at 0.01 |
|                              | 12  | 0.725               | 0.018      | Sig at 0.05 |
|                              | 13  | 0.712               | 0.021      | Sig at 0.05 |
|                              | 14  | 0.911               | 0.000      | Sig at 0.01 |
|                              | 15  | 0.670               | 0.034      | Sig at 0.05 |
|                              | 16  | 0.712               | 0.021      | Sig at 0.05 |
|                              | 17  | 0.799               | 0.006      | Sig at 0.01 |
|                              | 18  | 0.683               | 0.029      | Sig at 0.05 |
|                              | 19  | 0.831               | 0.003      | Sig at 0.01 |
|                              | 20  | 0.648               | 0.043      | Sig at 0.05 |
| Translation as a Profession  | 21  | 0.768               | 0.009      | Sig at 0.01 |
|                              | 22  | 0.760               | 0.011      | Sig at 0.05 |
|                              | 23  | 0.735               | 0.015      | Sig at 0.05 |
|                              | 24  | 0.735               | 0.015      | Sig at 0.05 |
|                              | 25  | 0.736               | 0.015      | Sig at 0.05 |
|                              | 26  | 0.849               | 0.002      | Sig at 0.01 |
|                              | 27  | 0.828               | 0.003      | Sig at 0.01 |
|                              | 28  | 0.635               | 0.048      | Sig at 0.05 |
|                              | 29  | 0.790               | 0.007      | Sig at 0.01 |
|                              | 30  | 0.309               | 0.385      | not sig     |

**Table (3.11)**  
**Pearson Correlation Coefficient for Every Domain from the Attitude Scale with the Total Score of the Attitude Scale**

| <b>Domain</b>                      | <b>Pearson Correlation</b> | <b>Sig. value</b> | <b>Sig. level</b> |
|------------------------------------|----------------------------|-------------------|-------------------|
| <b>Translation Competences</b>     | <b>0.785</b>               | <b>0.007</b>      | Sig at 0.01       |
| <b>Translation Courses</b>         | <b>0.724</b>               | <b>0.018</b>      | Sig at 0.05       |
| <b>Translation as a Profession</b> | <b>0.636</b>               | <b>0.048</b>      | Sig at 0.05       |

As shown in the table (3.11), there is a correlation between every domain with the total score of the attitude scale at (0.01) and (0.05) levels. This shows that there is a high internal consistency of the attitude scale which reinforced its validity.

### **3.5.2.6. Reliability of the attitude scale:**

The attitude scale is considered as reliable when it offers identical outcomes if it is applied again in similar circumstances. The researcher used the pilot study to calculate the reliability of the attitude scale which was measured by Alpha Cronbach and Split-Half methods.

#### **A- Using Alpha Cronbach:**

**Table (3.12)**  
**Reliability Coefficient of the Attitude Scale (Alpha Cronbach)**

| <b>Alpha Cronbach Technique</b>   |              |                    |
|-----------------------------------|--------------|--------------------|
| <b>Scope</b>                      | <b>Total</b> | <b>Correlation</b> |
| <b>Translation Attitude Scale</b> | <b>28</b>    | <b>0.924</b>       |

Table (3.12) shows that the reliability coefficient by using Alpha Cronbach after modification is (0.924). This indicates that this attitude scale is reliable to be applied in the study.

## **B- Split- Half Method:**

The researcher calculated the correlation between the first and the second half of each domain of the attitude scale and the whole of the attitude scale. Then, the researcher used Spearman Brown Formula to modify the length of the attitude scale to find out the reliability coefficient as shown in table (3.13).

**Table (3.13)**  
**Split-Half Coefficient of the Assessment Card**

| <b>Split-Half Technique</b>       |              |                    |
|-----------------------------------|--------------|--------------------|
| <b>Scope</b>                      | <b>Total</b> | <b>Correlation</b> |
| <b>Translation Attitude Scale</b> | <b>28</b>    | <b>0.918</b>       |

Table (3.13) shows that the reliability coefficient by using Split- Half is (0.918). This indicates that this questionnaire is reliable to be applied in the study.

### **3.6 Controlling the variables**

To assure the accuracy of the results and avoid any extraneous interference; the researcher tried to control some variables prior to the study.

#### **3.6.1 Test of Normality**

Not all continuous random variables are normally distributed. Thus, it is important to use the test of normality as a pre-requisite for the use of parametric tests in the case that the elements of the sample are less than 30 (Ghasemi and Zahediasl, 2012:488).

(Kolmogorov-Smirnov) test was used to evaluate how well the data set seemed to be adequately approximated by a normal distribution as shown in the next tables.

#### **One-Sample Kolmogorov-Smirnov Test**

**Null hypothesis:** data are normally distributed.

**Alternative hypothesis:** data are not normally distributed.

**Table (3.14)****Test of Normality of the pre-assessment card (One-Sample Kolmogorov-Smirnov)**

| <b>Domain</b>    | <b>Applied</b> | <b>N</b> | <b>Test value</b> | <b>Sig. value</b> | <b>sig. level</b> |
|------------------|----------------|----------|-------------------|-------------------|-------------------|
| <b>Knowledge</b> | Experimental   | 15       | 0.827             | 0.501             | sig. at 0.05      |
|                  | Control        | 15       | 1.376             | 0.350             | sig. at 0.05      |
| <b>Skills</b>    | Experimental   | 15       | 0.928             | 0.356             | sig. at 0.05      |
|                  | Control        | 15       | 0.915             | 0.373             | sig. at 0.05      |
| <b>Attitudes</b> | Experimental   | 15       | 0.728             | 0.664             | sig. at 0.05      |
|                  | Control        | 15       | 0.708             | 0.699             | sig. at 0.05      |
| <b>Total</b>     | Experimental   | 15       | 0.623             | 0.832             | sig. at 0.05      |
|                  | Control        | 15       | 1.218             | 0.103             | sig. at 0.05      |

Table (3.14) indicates that data are normally distributed at (0.05) level. Thus, parametric tests must be used.

**Table (3.15)**  
**Test of Normality of the pre-attitude scale (One-Sample Kolmogorov-Smirnov)**

| <b>Domain</b>                       | <b>Applied</b> | <b>N</b> | <b>Test value</b> | <b>Sig. value</b> | <b>sig. level</b> |
|-------------------------------------|----------------|----------|-------------------|-------------------|-------------------|
| <b>Translation Competences</b>      | Experimental   | 15       | 0.711             | 0.693             | sig. at 0.05      |
|                                     | Control        | 15       | 0.841             | 0.480             | sig. at 0.05      |
| <b>Translation Teaching Courses</b> | Experimental   | 15       | 0.699             | 0.712             | sig. at 0.05      |
|                                     | Control        | 15       | 0.505             | 0.961             | sig. at 0.05      |
| <b>Translation as a Profession</b>  | Experimental   | 15       | 0.713             | 0.690             | sig. at 0.05      |
|                                     | Control        | 15       | 0.448             | 0.988             | sig. at 0.05      |
| <b>Total</b>                        | Experimental   | 15       | 0.929             | 0.353             | sig. at 0.05      |
|                                     | Control        | 15       | 0.589             | 0.878             | sig. at 0.05      |

Table (3.15) indicates that data are normally distributed at (0.05) level. Thus, parametric tests must be used.

**Table (3.16)**  
**Test of Normality of the post-assessment card for the experimental group in each domain**  
**(One-Sample Kolmogorov-Smirnov)**

| <b>Domain</b>    | <b>Applied</b> | <b>N</b> | <b>Test value</b> | <b>Sig. value</b> | <b>sig. level</b> |
|------------------|----------------|----------|-------------------|-------------------|-------------------|
| <b>Knowledge</b> | Experimental   | 15       | 1.000             | 0.270             | sig. at 0.05      |
| <b>Skills</b>    | Experimental   | 15       | 1.121             | 0.162             | sig. at 0.05      |
| <b>Attitudes</b> | Experimental   | 15       | 1.461             | 0.200             | sig. at 0.05      |
| <b>Total</b>     | Experimental   | 15       | 0.831             | 0.495             | sig. at 0.05      |

Table (3.16) indicates that data are normally distributed at (0.05) level. Thus, parametric tests must be used.

**Table (3.17)**  
**Test of Normality of the post-assessment card for the control group(One-Sample**  
**Kolmogorov-Smirnov)**

| <b>Scope</b> | <b>Group</b>   | <b>N</b>  | <b>Test value</b> | <b>Sig. value</b> | <b>Sig. level</b> |
|--------------|----------------|-----------|-------------------|-------------------|-------------------|
| <b>Total</b> | <b>Control</b> | <b>15</b> | 0.965             | <b>0.309</b>      | sig. at 0.05      |

Table (3.17) indicates that data are normally distributed at (0.05) level. Thus, parametric tests must be used.

**Table (3.18)**  
**Test of Normality of the post-attitude scale (One-Sample Kolmogorov-Smirnov)**

| <b>Domain</b>                       | <b>Applied</b>      | <b>N</b> | <b>Test value</b> | <b>Sig. value</b> | <b>sig. level</b> |
|-------------------------------------|---------------------|----------|-------------------|-------------------|-------------------|
| <b>Translation Competences</b>      | Experimental        | 15       | 0.704             | 0.705             | sig. at 0.05      |
|                                     | Control             | 15       | 0.893             | 0.403             | sig. at 0.05      |
| <b>Translation Teaching Courses</b> | Experimental        | 15       | 0.452             | 0.987             | sig. at 0.05      |
|                                     | Control             | 15       | 0.515             | 0.954             | sig. at 0.05      |
| <b>Translation as a Profession</b>  | Experimental        | 15       | 0.874             | 0.430             | sig. at 0.05      |
|                                     | Control             | 15       | 0.478             | 0.976             | sig. at 0.05      |
| <b>Total</b>                        | <b>Experimental</b> | 15       | 0.529             | 0.942             | sig. at 0.05      |
|                                     | <b>Control</b>      | 15       | 0.534             | 0.938             | sig. at 0.05      |

Table (3.18) indicates that data are normally distributed at (0.05) level. Thus, parametric tests must be used.

### 3.6.2 Translation competences variable

T-test was used to measure the statistical differences between the groups concerning their performance in translation. The subjects' results in an assignment conducted by the researcher were recorded and analyzed.

**Table (3. 19)**  
**T-test results of controlling Translation competences variable**

| Domain    | Applied      | N  | Mean   | Std. deviation | t     | Sig. value | Sig. level |
|-----------|--------------|----|--------|----------------|-------|------------|------------|
| Knowledge | Experimental | 15 | 16.800 | 4.814          | 1.413 | 0.169      | not sig.   |
|           | Control      | 15 | 14.333 | 4.746          |       |            |            |
| Skills    | Experimental | 15 | 38.733 | 9.714          | 1.404 | 0.171      | not sig.   |
|           | Control      | 15 | 33.600 | 10.308         |       |            |            |
| Attitudes | Experimental | 15 | 19.533 | 2.099          | 1.507 | 0.143      | not sig.   |
|           | Control      | 15 | 18.333 | 2.257          |       |            |            |
| Total     | Experimental | 15 | 75.067 | 15.411         | 1.602 | 0.120      | not sig.   |
|           | Control      | 15 | 66.267 | 14.665         |       |            |            |

Table (3.19) shows that there were no statistical differences at (0.05) between the experimental and the control group subjects concerning their performance in translation.

### 3.6.3 Previous attitudes towards translation

To make sure that the sample students were equivalent in their previous attitudes towards translation, the pre-attitude scale was applied. The results were recorded and statistically analyzed using T.test. Table (3.20) below highlights those results.

**Table (3.20)**

**T.test results of controlling previous attitudes towards translation**

| Scope                        | Applied      | N  | Mean    | Std. Deviation | t     | Sig. value | sig. level |
|------------------------------|--------------|----|---------|----------------|-------|------------|------------|
| Translation Competences      | Experimental | 15 | 36.867  | 3.021          | 0.673 | 0.507      | not sig.   |
|                              | Control      | 15 | 36.133  | 2.949          |       |            |            |
| Translation Teaching Courses | Experimental | 15 | 37.267  | 3.575          | 1.596 | 0.122      | not sig.   |
|                              | Control      | 15 | 35.333  | 3.039          |       |            |            |
| Translation as a Profession  | Experimental | 15 | 32.200  | 4.648          | 0.045 | 0.964      | not sig.   |
|                              | Control      | 15 | 32.133  | 3.378          |       |            |            |
| Total degree of the scale    | Experimental | 15 | 106.333 | 7.336          | 1.195 | 0.242      | not sig.   |
|                              | Control      | 15 | 103.600 | 4.968          |       |            |            |

Table (3.20) indicates that there were no statistically significant differences at (0.05) level among experimental and the control groups concerning the pre attitude scale.

### **3.7 Description of the practical programme:**

#### **Designing the practical programme:**

The instructional design for developing the practical programme was based on the steps of the ADDIE instructional model. According to this standard, the design steps are: (Danks, 2011:1)

- a) Analysis stage.
- b) Design stage.
- c) Development stage.
- d) Implementation stage.
- e) Evaluation stage.

The researcher incorporated the ADDIE model with the **practical programme** design process. Then, she followed the ADDIE phases in developing the **practical programme** as well as divided each stage to many secondary stages (See Appendix 6)

### **Procedures of the Study**

- 1) Studying types of research related to translation teaching, translator training, translation competences, and translation market.
- 2) Consulting experts in English department, visiting some institutions and taking their agreement for receiving the students who joined training.

#### **\*NOTE:**

1. The researcher met the head of English Department at IUG, Dr. Akram Habeeb, who gave his help and his permission to the researcher to carry out the study.
2. The researcher visited some institutions, and they agreed to receive the sample of the study to get training under the supervision of professional translators working at these institutions.
- 3) Designing the programme and the instruments of the study.
- 4) The researcher attempted the experimental approach.
- 5) Applying the pre-assessment card before applying the programme to examine the homogeneity between the experimental group and the control one.
- 6) Furthermore, the researcher compared between the mean scores of the experimental group and those of the control one in the post assessment card. Another comparison between the experimental group's mean scores in the pre assessment card and those in the post-assessment card after the application was made.
- 7) The researcher got an official permission from the Islamic University of Gaza before going to the meant institutions.

- 8) Implementing the practical programme on the experimental group which consisted of two parts: 1- A five-hour course to revise the important concepts and issues related to translation as an overture to the practical programme, and the researcher herself presented this handout on the PowerPoint programme to the subjects (see appendix 7). 2- A twelve-day-training programme in the meant institutions. The control group were trained by traditional approach.
- 9) The researcher provided each student in the experimental group with a guidebook including the objectives supposed from the students to acquire after implementing the practical programme.
- 10) The researcher provided each supervisor (the professional translator in the meant institution) with a guidebook including the objectives supposed from the students to acquire after the practical programme.
- 11) Applying the assessment card to evaluate the student's performance before and after the training period.
- 12) Distributing the attitude scale to check if there are statistically significant differences between the mean scores of the attitudes towards translation of the experimental group and those of the control one after implementing the programme.
- 13) Interpreting the results. Then, the researcher presented recommendations and suggestions in the light of the study findings.

# **Chapter IV**

## **Results**

## **Chapter Four**

### **Results: Analysis of Data**

#### **Introduction**

The study aimed at examining the impact of incorporating a practical programme on improving Arts of English seniors' translation competences at the Islamic University of Gaza and the students' attitudes towards translation. This chapter presents the research findings outlined in accordance with the research questions and hypotheses after the analysis of the findings by using Statistical Package for Social Sciences (SPSS). In her attempt to analyze the data, the researcher employed different statistical formulae such as frequencies, means, Std. Deviations, test of normality and t-test. Furthermore, the researcher used effect size through ( $\eta^2$ ) and "d" value to measure the extent to which the independent variable, the practical programme, had an effect on the dependent variable, the experimental group's translation competences and their attitudes.

#### **1. Examination of Research Questions**

##### **1.1-Research Question 1: What are the translation competences important for Arts of English seniors at IUG to have?**

To verify this question, the researcher referred to previous studies, theoretical framework and some models for classifying translation competences. The researcher came out with a modified and refereed model which includes three main domains for translation competences as seen below:

##### **The First Domain: Knowledge**

It contains 11 items related to what knowledge important for students to have. These items are:

1. Have a sufficient knowledge of the source language.
2. Have a sufficient knowledge of the target language.
3. Have comparative knowledge of source and target language.
4. Have syntactic knowledge.

5. Have semantic knowledge.
6. Have pragmatic knowledge.
7. Have knowledge of typographical differences.
8. Have lexical competence.
9. Have sociolinguistic competence.
10. Have discourse competence.
11. Have in-depth understanding of cultural norms.

### **The Second Domain: Skills**

It contains 23 items related to what skills important for students to have. These items are:

1. Rephrase certain sentence to convey the overall meaning translated.
2. Transmit the ideas of the text in clear sentence in the TL.
3. Make changes to the text without distorting the original ideas.
4. Use correct sentence structures in the TL.
5. Use correct word order as used in the TL.
6. Use transitions between ideas and the best connectors in the TL that represents the original meaning.
7. Use the structure in the TL that best represents the original.
8. Use the best meaning that fits into the context.
9. Identify the relationship between the beginnings and endings of ideas in the text.
10. Identify beginnings and endings of ideas in the text.
11. Identify the meanings of new words and expressions using components of the contextual analysis.
12. Be able to scanning and skimming.
13. Be aware of the multiple contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator.

14. Determine overall translation strategy within the framework of the entire text in order to fully meet the intentions of the SL author.
15. Omit extra words to get the best meaning in the translated text.
16. Have grammatical competence.
17. Change word order of source language sentences into the new word order of target language.
18. Translate the passive sentences accurately into the target language and render them a smooth, natural translation.
19. Identify the most common and current abbreviations within the source language and their equivalents in the target language.
20. Translate phrasal verbs.
21. Give metaphorical meaning rather than literal meaning.
22. Translate each word according to the context.
23. Use the right word in the right context.

### **The Third Domain: Attitudes/ Ethics**

It contains 8 items related to what ethics important for students to have. These items are:

1. Convey meaning faithfully, accurately, and impartially.
2. Not alter, make additions to, or omit anything from their assigned work which affect the general meaning.
3. Remain neutral with regard to either gender, race, etc.
4. Stick to any information obtained during the performance of services, including access to documentation or reports.
5. Not disclose, discuss or offer opinions on any information accessed through the course of work unless required to by law.
6. Complete projects on time.
7. Assist other translators.
8. Not use information obtained in the course of her work for personal, professional or financial advantage.

## **1.2-Research Question 2: What is the practical programme suggested for improving Arts of English seniors' translation competences at IUG?**

To answer this question, the researcher designed the suggested programme and examined its impact on improving the students' translation competences. For this purpose, the researcher investigated the literature, also visited many translation competences acquisition programmes available on line. The whole programme the researcher suggested is illustrated in (appendix 6: pp127)

It is based on the stages of the ADDIE instructional model which are: 1) Analysis stage, 2) Design stage, 3) Development stage, 4) Implementation stage and 5) Evaluation stage. This suggested programme includes:

- 1. A handout for students:**
- 2. Job Experience.**
- 3. Training Methods & Learning Styles: practice and apply concepts.**
- 4. Evaluation tools.**

## **1.3-Research Question 3: What is the impact of a suggested practical programme on improving Arts of English seniors' translation competences at IUG?**

To answer this question, the researcher tested the two following hypotheses:

### **Examination of Hypotheses**

#### **1.3.1-Research Hypothesis 3.1:**

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group's performance mean scores and those of the control one in the post assessment card.

The computed results of the mean and standard deviation of the experimental and the control groups on the assessment card, and those of the t.test independent sample showed that there were statistically significant differences as illustrated in Table (4.1) below.

**Table (4.1)**

**T.test Independent Sample Results of Differences between the Experimental and the Control Group in the Post Assessment Card**

| Scope | Group        | N  | Mean     | Std. Deviation | t     | Sig. value | Sig. level   |
|-------|--------------|----|----------|----------------|-------|------------|--------------|
| Total | Experimental | 15 | 110.0667 | 13.38158       | 6.338 | 0.001      | sig. at 0.05 |
|       | Control      | 15 | 71.2000  | 19.62214       |       |            |              |

“t” table value at (28) d f. at (0.01) sig. level equal 2.763

“t” table value at (28) d f. at (0.05) sig. level equal 2.048

Table (4.1) indicates that the (t) computed value, (6.338), was larger than the (t) table value, (2.048), in the post application of the assessment card. This means that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group and the control one in the total degree in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (71.200), the mean of the experimental group was (110.067). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (19.622), the standard deviation of the experimental group was (13.3816). This result indicates that using the practical programme can be more effective than the traditional method in improving the translation competences of Arts of English Seniors.

To calculate the effect size of the suggested practical programme on the experimental and the control groups’ performance level in the post-assessment card, the researcher used Eta square “ $\eta^2$ ” employing the following equation (Afana, 2000:42).

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Also the researcher calculated "d" value by using the following equation:

$$d = \frac{2t}{\sqrt{df}}$$

**Table (4.2)**

**Level of size effect ( $\eta^2$ ) and (d)**

| Test     | Effect volume |        |       |
|----------|---------------|--------|-------|
|          | Small         | Medium | Large |
| $\eta^2$ | 0.01          | 0.06   | 0.14  |
| d        | 0.2           | 0.5    | 0.8   |

**Table (4.3)**

**Effect size of project-based on the Experimental and the Control Groups' Performance in the Post Application of the Assessment Card**

| Test                         | t value | $\eta^2$ | d     | Effect size |
|------------------------------|---------|----------|-------|-------------|
| Post assessment card (total) | 6.338   | 0.589    | 2.395 | Large       |

Table (4.3) shows that the effect size of the suggested practical programme on students' performance level was large. This means that the effect of the suggested practical programme was significant. Consequently, the null hypothesis was rejected.

### 1.3.2-Research Hypothesis 3.2:

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the students' performance mean scores of the experimental group before and after implementing the programme in the assessment card.

The computed mean and standard deviation of the experimental groups' results on the pre-post assessment card, and the results of the t.test paired sample revealed that there were statistically significant differences as pointed out in Table (4.4) below.

**Table (4.4)**

**T.Test Paired Sample Results of the Differences in the Total Average Score between the Pre-Assessment Card and the Post-Assessment Card of the Experimental Group**

| Domain    | Applied | N  | Mean    | Std. deviation | t     | Sig. value | Sig. level   |
|-----------|---------|----|---------|----------------|-------|------------|--------------|
| Knowledge | Pre     | 15 | 16.800  | 4.813          | 6.016 | 0.000      | sig. at 0.05 |
|           | Post    | 15 | 26.933  | 4.847          |       |            |              |
| Skills    | Pre     | 15 | 38.733  | 9.713          | 6.536 | 0.000      | sig. at 0.05 |
|           | Post    | 15 | 59.866  | 8.838          |       |            |              |
| Attitudes | Pre     | 15 | 19.533  | 2.099          | 5.673 | 0.000      | sig. at 0.05 |
|           | Post    | 15 | 23.266  | .961           |       |            |              |
| Total     | Pre     | 15 | 75.066  | 15.410         | 6.785 | 0.000      | sig. at 0.05 |
|           | Post    | 15 | 110.066 | 13.381         |       |            |              |

"t" table value at (14) df. at(0.01) sig. level equal 2.977

"t" table value at (14) df. at (0.05) sig. level equal 2.145

Table (4.4) indicates that the (t) computed value; (6.785), was larger than the (t) table value; (2.145), in the post assessment card. This means that there were significant differences at ( $\alpha \leq 0.05$ ) between the experimental group's performance level in the pre and post application of

the assessment card in the total degree in favour of the post application. There were also significant differences between the means of the pre-post assessment card in favour of the post application. Whereas the mean of the experimental group's pre-assessment card was (75.066), the mean of the post assessment card was (110.066). This means that there were statistically significant differences between the pre and post application of the assessment card on the experimental group in favor of the post application, which means that using the suggested practical programme can be very effective in improving the translation competences of Arts of English Seniors.

To calculate the effect size of the suggested practical programme on the pre-post assessment card of the experimental group, the researcher used Eta square " $\eta^2$ " test. Table (4.5) outlines the results.

**Table (4.5)**

**Effect size of the Suggested Practical Programme in the Pre- and the Post Assessment Card on the Experimental Group**

| Domain    | t value | $\eta^2$ | d      | Effect size |
|-----------|---------|----------|--------|-------------|
| Knowledge | 6.016   | 0.564    | 2.273  | Large       |
| Skills    | 6.536   | 0.604    | 2.4703 | Large       |
| Attitudes | 5.673   | 0.534    | 2.144  | Large       |
| Total     | 6.785   | 0.622    | 2.564  | Large       |

Table (4.5) shows that there is a large effect size of each item and the total degree of the assessment card, which means the suggested practical programme had a large effect and improved the translation competences of the experimental group. Consequently, it can be assured that the practical programme had a significant effect on improving the translation competences of Arts of English Seniors. Consequently, the null hypothesis was rejected.

**1.4-Research Question 4: What is the impact of a suggested practical programme on the attitudes of Arts of English seniors at IUG towards translation?**

To answer this question, the researcher tested the two following hypotheses:

### 1.4.1-Research Hypothesis 4.1:

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the attitude levels of the experimental group and those of the control one towards translation in the post attitude scale.

The computed results of the mean and standard deviation of the experimental and the control groups on the attitude scale, and those of the t.test independent sample showed that there were statistically significant differences as illustrated in Table (4.6) below.

**Table (4.6)**  
**Differences in the Total Average Score between the Experimental and the Control Group**  
**in the Post Application of the Attitude Scale**

| Scope                        | Group        | N  | Mean    | Std. Deviation | t     | Sig. value | sig. level   |
|------------------------------|--------------|----|---------|----------------|-------|------------|--------------|
| Translation Competences      | experimental | 15 | 41.467  | 2.264          | 2.995 | 0.006      | sig. at 0.05 |
|                              | control      | 15 | 38.533  | 3.044          |       |            |              |
| Translation Teaching Courses | experimental | 15 | 41.333  | 3.457          | 2.922 | 0.007      | sig. at 0.05 |
|                              | control      | 15 | 36.733  | 5.021          |       |            |              |
| Translation as a Profession  | experimental | 15 | 36.533  | 4.581          | 3.737 | 0.001      | sig. at 0.05 |
|                              | control      | 15 | 30.600  | 4.102          |       |            |              |
| Total degree of the scale    | experimental | 15 | 119.333 | 7.427          | 5.098 | 0.000      | sig. at 0.05 |
|                              | control      | 15 | 105.867 | 7.039          |       |            |              |

“t” table value at (28) d f. at (0.01) sig. level equal 2.763

“t” table value at (28) d f. at (0.05) sig. level equal 2.048

Table (4.6) indicates that the (t) computed value, (5.098), was larger than the (t) table value, 2.048, in the post application of the attitude scale. This means that there were significant differences at ( $\alpha \leq 0.05$ ) between the experimental group and the control one in relation to the total degree of the attitude scale in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the

mean of the experimental group was (119.333), the mean of the control group was (105.867). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (7.039), the standard deviation of the experimental group was (7.427). These results emphasize the effectiveness of the suggested practical programme on improving the students' positive attitudes towards translation.

To calculate the effect size of each domain and the total score of the attitude scale, the researcher used Eta square " $\eta^2$ ". Table (4.7) describes the results.

**Table (4.7)**  
**Effect size of each Domain and the Total Score of the Attitude Scale**

| Scope                               | t value | $\eta^2$ | d     | Effect size |
|-------------------------------------|---------|----------|-------|-------------|
| <b>Translation Competences</b>      | 2.995   | 0.243    | 1.132 | Large       |
| <b>Translation Teaching Courses</b> | 2.922   | 0.234    | 1.104 | Large       |
| <b>Translation as a Profession</b>  | 3.737   | 0.332    | 1.412 | Large       |
| <b>Total degree of the scale</b>    | 5.098   | 0.481    | 1.927 | Large       |

Table (4.7) shows the results of students' attitudes towards translation competences, which were as follows: "t" value is (2.995), " $\eta^2$ " equals (0.243) and "d" equals (1.132). This means that the suggested practical programme had a large effect on improving students' positive attitudes towards translation competences. The table also shows the results of students' attitudes towards translation teaching courses, which were as follows: "t" value was (2.922), " $\eta^2$ " equaled (0.234) and "d" equaled (1.104). This means that the suggested practical programme had a large effect as students had positive attitudes towards it. Moreover, the table shows the results of students' attitudes towards translation as a profession, which were as follows: "t" value is (3.737), " $\eta^2$ " equals (0.332) and "d" equals (1.412). This means that the suggested practical programme had a large effect on improving students' positive attitudes towards it. The total degree of the scale was as follows: "t" value was (5.098), " $\eta^2$ " equaled (0.481) and "d" equaled (1.927). This means that the suggested practical programme had a large effect on improving students' attitudes towards translation and the new teaching course. This indicates that using the

suggested practical programme in teaching translation competences had a large effect on the experimental group students as indicated by the total score of the attitude scale. Consequently, the null hypothesis was rejected.

#### 1.4.2-Research Hypothesis 4.2:

There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the students' attitudes in the experimental group before and after implementing the programme in the attitude scale.

The computed mean and standard deviation of the experimental groups' results on the pre-post attitude scale, and the results of the t.test paired sample revealed that there were statistically significant differences as pointed out in Table (4.8) below.

**Table (4.8)**  
**T.Test Paired Sample Results of the Differences in the Total Average Score between the Pre-Attitude Scale and the Post- Attitude Scale of the Experimental Group**

| Scope                               | Applied | N  | Mean    | Std. Deviation | t     | Sig. value | sig. level   |
|-------------------------------------|---------|----|---------|----------------|-------|------------|--------------|
| <b>Translation Competences</b>      | Pre     | 15 | 36.867  | 3.021          | 5.277 | 0.000      | sig. at 0.05 |
|                                     | Post    | 15 | 41.467  | 2.264          |       |            |              |
| <b>Translation Teaching Courses</b> | Pre     | 15 | 37.267  | 3.575          | 4.456 | 0.001      | sig. at 0.05 |
|                                     | Post    | 15 | 41.333  | 3.457          |       |            |              |
| <b>Translation as a Profession</b>  | Pre     | 15 | 32.200  | 4.648          | 3.372 | 0.005      | sig. at 0.05 |
|                                     | Post    | 15 | 36.600  | 4.405          |       |            |              |
| <b>Total degree of the scale</b>    | Pre     | 15 | 106.333 | 7.336          | 9.281 | 0.000      | sig. at 0.05 |
|                                     | Post    | 15 | 119.333 | 7.423          |       |            |              |

“t” table value at (14) df. at(0.01) sig. level equal 2.977

“t” table value at (14) df. at (0.05) sig. level equal 2.145

Table (4.8) indicates that the (t) computed value; (9.281), was larger than the (t) table value; (2.145), in the attitude scale. This means that there were significant differences at ( $\alpha \leq 0.05$ ) between the experimental group's attitudes in the pre and post application of the attitude scale in the total degree in favour of the post application. There were also significant differences between the means of the pre-post attitude scale in favour of the post application. Whereas the mean of the experimental group's pre-attitude scale was (106.333), the mean of the post attitude scale was (119.333). This means that there were statistically significant differences between the pre and post application of the attitude scale on the experimental group in favor of the post application, which means that using the suggested practical programme can be very effective in improving Arts of English Seniors' attitudes towards translation.

To calculate the effect size of the suggested practical programme on the pre-post attitude scale of the experimental group, the researcher used Eta square " $\eta^2$ " test. Table (4.9) outlines the results.

**Table (4.9)**  
**Effect size of the Suggested Practical Programme in the Pre- and the Post Attitude Scale on the Experimental Group**

| Scope                        | t value | $\eta^2$ | d     | Effect size |
|------------------------------|---------|----------|-------|-------------|
| Translation Competences      | 5.277   | 0.665    | 2.821 | Large       |
| Translation Teaching Courses | 4.456   | 0.586    | 2.382 | Large       |
| Translation as a Profession  | 3.372   | 0.448    | 1.802 | Large       |
| Total degree of the scale    | 9.281   | 0.860    | 4.961 | Large       |

Table (4.9) shows that there is a large effect size of each item and the total degree of the attitude scale, which means the suggested practical programme had a large effect and improved the attitudes of the experimental group towards translation. Consequently, it can be assured that the practical programme had a significant effect on improving the attitudes of Arts of English Seniors towards translation. Consequently, the null hypothesis was rejected.

**Chapter V**  
**Discussion, Recommendations and**  
**Suggestions**

## Chapter V

### Discussion of Findings, Recommendations and Suggestions

#### Introduction:

This chapter summarizes the conclusions documented in the light of the results in chapter four. The researcher also provides some recommendations which can be beneficial for teachers of English and Translation, course designers and researchers as they can help improve the translation competences' acquisition process in the Gaza Strip Universities.

#### 5.1. Discussion

##### First: Discussion of the results related to the first question:

##### **What are the translation competences required by the Arts of English seniors at IUG?**

The researcher investigated the first question that inquired about the translation competences required by the Arts of English seniors at IUG. Regarding this, the researcher referred to previous studies, theoretical framework and some models for classifying the translation competences. Then the researcher came out with a modified and refereed model. The results of this effort showed that Arts of English seniors are required to have three main competences which are:

- a) Knowledge: students are required to know more about translation theory and to know more about how to practice each translation skill.
- b) Skills: students are required to practice each translation skill properly.
- c) Attitudes: students are required to show their positive attitudes towards translation.

Thus, the focus of the study was on presenting these three components of the translation competences via the practical programme as a teaching and learning approach supportive to the process of translation competences acquisition.

The results of this question were in agreement with those of previous classifications of translation experts such as Bell (1995) in determining the knowledge students are supposed to have, PACTE (2000) who focus on knowledge and categorize it as a main competence with six

sub-competences, and of which are classified as skills in this study. It is noticeable that Kelly's model (2005) is similar to PACTE's with few differences in sub-competences.

## **Second: Discussion of the results related to the second question:**

### **What is the practical programme suggested for improving Arts of English seniors' translation competences at IUG?**

The researcher investigated the second research question which is about the suggested practical programme to improve the translation competences of Arts of English seniors at IUG. To answer this question, the researcher prepared a suggested programme which includes:

#### **1. A handout for students:**

This handout is about five-hour sessions to revise the important concepts and issues related to translation as an overture to the practical programme, and the researcher herself presented this handout on the PowerPoint programme to the subjects. In addition, within these sessions, each student was provided with a guidebook including some information about the job sites at which they would receive training, and the objectives supposed from the students to acquire after implementing the practical programme.

#### **2. Job Experience.**

An individual's experience in real-world translation situations plays a vital role in cultivating a successful career as a translator. Employers typically prefer to hire candidates with a combination of formal training and work experience. Experience can be gained through internship opportunities as well as volunteer positions with community agencies.

Translator-training institutions can be understood as organizational structures designed specifically for training translators. Most such institutions are now university departments, faculties or relatively independent university institutes, although others are run by government bodies, international organizations, professional associations or large employers (Baker, 2001:280).

### **3. Training Methods & Learning Styles:**

The most important learning method applied in this programme is represented in the following styles:

- **Practice.**
- **Apply concepts.**

According to this learning method, the learner seems to be as a doer. That means, he/ she likes to be actively involved in the learning process, wants to know how they will apply learning in the real world, and likes information presented clearly and concisely.

### **4. Evaluation tools.**

According to Kelly (2005), the assessment of translator performance is an activity which is under-researched and under-discussed. Moreover, she mentions that the assessment of any learning should be linked directly to the intended outcomes.

Various assessment tasks can be used in translator training programme. In the Arab university context, assessment in most translator training programmes is taken to mark the end of the learning process. The teacher sets a task which s/he then marks in order to be able to decide whether or not the students have reached the level required to pass the module and proceed to the following level (Atari, 2012:11). This is the best way to assess students' achievements, from the perspectives of most translation teachers (Mileto and Muzii,2010:9). However, test should be accomplished with other assessment tools as it may not be effective if it is used alone.

In the current study context, the assessment instruments used were: supervisors' documentation records, students' documentation records, student self-assessment records, translation diaries; supervisor assessment records, student translation diaries by which supervisors can judge if students acquire the required competences or not, then provide them with feedback (see Appendix 11).

In the light of this discourse, the researcher would recommend to the use of a translation portfolio as a supportive tool for the summative evaluation. This portfolio includes an introductory report justifying the student's choice, and a final self-assessment report on the

knowledge, skills and attitudes that have been acquired. That is strongly recommended by Albir (2007:182).

### **Third: Discussion of the results related to the third question:**

#### **What is the impact of a suggested practical programme on improving Arts of English seniors' translation competences at IUG?**

The results showed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group and the control one favouring the experimental group. There are also statistically significant differences between the means of both groups in favour of the experimental group. Also, there are significant differences between the means of the pre-post assessment card in favour of the post application.

The researcher also found that the effect size of the experiment was large. This large effect maybe due to the practical learning strategy, job-related tasks, and the students' existing in the real work place and their feeling of responsibility during the training period which aimed at improving their translation competences.

According to this result, students' level in translation competences has improved in general, however what deserves attention is that students' performance in the post assessment card was higher than that in the pre assessment card. This may simply be due to the lack of knowledge students have about translation, and their application to the translation tasks. This also shows that students tended to translate a text directly without the necessary planned competences required for the task, and the practical programme might be an opportunity that helped them fairly develop their ability to acquire these competences.

The results of this question were in agreement with those of previous studies such as Mahmoud's (2013), Kaminskiene and Kavaliauskiene's (2012), Li's (2002), Göpferich's (2011), Manas' (2011), Raido (2011), Ressereccio, et al.'s ( 2008), Hussein's ( 2007), Lobo, et al.'s (2007), Aula.int's (2005), PACTE group's (2005), Teleiba's (2004), and Sukhtankar and Cseh's (2003).

Moreover, the results could show the positive effects of the practical programme since the aim of "training", according to Bernardini, is to prepare learners to solve problems that can

be identified in advance through the application of pre-set, or acquired procedures. "Learning through training is a cumulative process while learning through education is a generative rather than a cumulative one" (p. 14).

Some advantages of recent approaches to translator training also helped in getting the above results. According to Lobo, et al. (2007:521) these include:

- 1- Familiarizing students with the methods of work typical of translation agencies by recreating the production line of the professional workplace. Students carry out the tasks of information scientists, terminologists, revisers, editors and typesetters. They even take on the responsibility of project supervisor, a role that is not normally included in teaching contexts but which is more and more important in the workplace.
- 2- Developing teleworking in teams, self-instruction and interdisciplinary.
- 3- Providing a work setting with the tools needed by teachers and researchers to reproduce the environment of the professional work context.
- 4- Promoting coordination between subject matter areas in the university teaching of translation.

#### **Fourth: Discussion of the results related to the fourth question:**

##### **What is the impact of a suggested practical programme on the attitudes of Arts of English seniors at IUG towards translation?**

The results showed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group and the control one in favour of the experimental group. There are also statistically significant differences between the means of both groups in favour of the experimental group. In addition, there are significant differences between the means of the pre-post attitude scale in favour of the post application.

Likewise, the researcher found that the effect size of the experiment was large. This large effect may also be due to the practical learning strategy, job-related tasks, and the students' existing in the real workplace and their feeling of responsibility during the training period which aimed at improving the students' attitudes towards translation. The results indicated that during the training period, the students took the responsibility of their learning and their acquisition of translation competences. They felt that their role was more central and important compared to

the traditional way of teaching-learning process. Results tabulated above indicate positive assessment of the experience the students had in the suggested practical programme.

As this result indicated, students' attitudes towards translation were quite high, and may be due to the practical programme, their attitudes became even higher. In fact, this result is more important than the first result as it shows how students are ready to learn and develop once they find a suitable course and a caring hand that assists them to apply the theoretical knowledge in translation field. It is observable how students develop their negative attitudes towards practicing translation whether in the lectures or in translation work sites.

The results of this question were in agreement with those of previous studies such as Mahmoud's (2013), Kaminskiene and Kavaliauskiene's (2012), Li's (2012), Göpferich's (2011), Manas' (2011), Raido's (2011), Ressereccio, et al.'s (2008), Hussein's (2007), Lobo, et al.'s (2007), Aula.int's (2005), PACTE group's (2005), Teleiba's (2004), and Sukhtankar and Cseh's (2003).

## **Conclusion**

Based on the results of this study, the following findings were observed:

1. There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the experimental group's performance mean scores and those of the control one in the post assessment card.
2. There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the students' performance mean scores in the experimental group before and after implementing the program in the assessment card.
3. There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the attitude levels of the experimental group and those of the control one towards translation in the post attitude scale.
4. There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the students' attitudes in the experimental group before and after implementing the program in the attitude scale.

By way of conclusion, the results showed that a component translator has to master three main competences with their sub-competences collected in the researcher's own model. These competences are knowledge, skills and attitudes. For helping students acquire those

competences, it is important and hardly needed to adopt new approaches to the process of teaching and learning translation such as the practical programme suggested in this study. Consequently, such approaches require new assessment tools such as the assessment card designed by the researcher and translation portfolio recommended by the researcher.

## 5.2 Recommendations

In the light of the results of this study, the researcher states the following recommendations for teachers of English and Translation and course designers:

### Recommendations for a more successful proposed practical programme:

It should be noticed, however, that the progress achieved by the students after the practical programme is not big, though significant. Thus, some remedies were recommended for caring for the weakness in the proposed practical programme; these are:

1. The need for more than just a practical course in one area of language instruction to develop students' proficiency in language. The current study and the suggested programme help in motivating students to improve their level, but they need more than just one training programme.
2. Building systematic instruments to assess the training needs wherein the student-translator is a basic participant in addition to the educational and the central bodies of training supervision.
3. Applying the programme after studying Translation I and Translation II as students may be more prepared to receive training via the job market after having completed these introductory courses.
4. Increasing the training period to forty days distributing onto two semesters; twenty days for every semester.
5. Assigning a specialized professor in Translation for supervising students in institutions in order to provide the students with adequate feedback to avoid making mistakes again with coordination and integration with the specialized translator in the training institution
6. In addition, two kinds of reports should be on the ground while assessing students' performance during the training period: reports done by supervisor, and reports done by students. The former is to assess student's performance then to present it as a feedback to

supervisor. The latter is to assess the association work nature and to shed the light on the main shortcomings and problems the trainees may encounter during the training.

7. Making a database about the training associations and their work nature.
8. The English Department should incorporate at least an hour-computer course for training students on the basic programmes needed in the field of translation. Besides, this course should be taught to pave the way for the students to utilize the new technologies in translation.

#### **✚ Recommendations to whom it may concern about the quality of Higher Education:**

1. Developing the education programme in the Palestinian universities' English departments in order to pave the way for students to receive training via translation job market which leads to qualitative improvement in their professional roles after graduation.
2. Paying attention to the necessity of taking the idea of the proposed programme with the remedies above into the consideration and applying it in the English departments in the Gaza Strip.
3. Paying attention to the necessity of adopting new methods for training student-translator, then to dispose of traditional methods.
4. Paying attention to the professional development of the students in cognitive, psychomotor and affective domains in the sake to reach a level of competence needed to practice the profession of translation.

### **5.3 Suggestion for future research**

In order to extend the findings of this study, the researcher recommends the following:

1. Studies should be conducted to investigate the impact of the programme on improving the competences the current study did not deal with.
2. A study to investigate the impact of the practical programme on improving other language skills, for example writing and speaking.
3. A study to investigate the impact of the practical programme on improving the students' self-confidence and other attitudes.
4. A study to examine the impact the practical programme may have on Translation teachers' perception and professional practices in teaching students.

5. A study to investigate the impact of a suggested practical programme on improving Arts of English male seniors' translation competences at IUG and their attitudes towards translation.
6. A study to investigate the gender difference of the impact of a suggested practical programme on improving Arts of English male/ female seniors' translation competences at IUG and their attitudes towards translation.

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# **Appendixes**

## **Appendix (1)**

**An assessment card of the students' performance in the practical programme**



**An assessment card of the students' performance in the field training programme**

**Instructions**

This card is designed to elicit data about students' performance. It includes three domains as clarified below in the scale. Each domain consists of a number of statements. Each statement is followed by three alternatives (high – average - low). Please, read each statement cautiously and kindly point to your answer to each statement by placing a mark (√) in the box similar to only one of the three alternatives, as displayed in the sample statement below.

**Sample Statement**

| NO.                                | Item   | High | Average | Low |
|------------------------------------|--|------|---------|-----|
| <b>The first domain: Knowledge</b> |  |      |         |     |
| 1                                  | Have a sufficient knowledge of the source language |      | (√)     |     |

Notice: the researcher has attached some instructions including definitions and indicators for some items in the assessment card at the end of this assessment card.

**\*\*High = no mistakes, Average = not more than 2 mistakes, Low = more than 2 mistakes.**

**Any further comments:**

.....  
 .....

**Thanks a lot for your co-operation and contribution.**

## An Assessment Card of the Students' Performance in the Field Training Programme

Group/.....

Supervisor/.....

| Paragraph (the student is able to...)                        | Agree degree |         |     |
|--|--------------|---------|-----|
|  | High         | Average | Low |
| <b>The First Domain: Knowledge</b>                           |              |         |     |
| 1. Have a sufficient knowledge of the source language.       |              |         |     |
| 2. Have a sufficient knowledge of the target language.       |              |         |     |
| 3. Have comparative knowledge of source and target language. |              |         |     |
| 4. Have syntactic knowledge.                                 |              |         |     |
| 5. Have semantic knowledge.                                  |              |         |     |
| 6. Have pragmatic knowledge.                                 |              |         |     |
| 7. Have knowledge of typographical differences.              |              |         |     |
| 8. Have lexical competence.                                  |              |         |     |
| 9. Have sociolinguistic competence.                          |              |         |     |
| 10. Have discourse competence.                               |              |         |     |
| 11. Have in-depth understanding of cultural norms.           |              |         |     |
| <b>The Second Domain: Skills</b>                             |              |         |     |
| 12. Use the right word in the right context.                 |              |         |     |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
| 13. Translate each word according to the context.  |  |  |  |
| 14. Give metaphorical meaning rather than literal meaning.   |  |  |  |
| 15. Translate phrasal verbs.   |  |  |  |
| 16. Identify the most common and current abbreviations within the source language and their equivalents in the target language.            |  |  |  |
| 17. Translate the passive sentences accurately into the target language and render them a smooth, natural translation.                     |  |  |  |
| 18. Change word order of source language sentences into the new word order of target language.   |  |  |  |
| 19. Have grammatical competence.   |  |  |  |
| 20. Omit extra words to get the best meaning in the translated text.   |  |  |  |
| 21. Determine overall translation strategy within the framework of the entire text in order to meet fully the intentions of the SL author. |  |  |  |
| 22. Be aware of the multiple contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator.        |  |  |  |
| 23. Be able to scanning and skimming.  |  |  |  |
| 24. Identify the meanings of new words and expressions using components of the contextual analysis.  |  |  |  |
| 25. Identify beginnings and endings of ideas in the text.  |  |  |  |
| 26. Identify the relationship between the beginnings and endings of ideas in the text.   |  |  |  |
| 27. Use the best meaning that fits into the context.   |  |  |  |
| 28. Use the structure in the TL that best represents the original.   |  |  |  |
| 29. Use transitions between ideas and the best connectors in the TL that represents the original meaning.                                  |  |  |  |
| 30. Use correct word order as used in the TL.  |  |  |  |
| 31. Use correct sentence structures in the TL.   |  |  |  |
| 32. Rephrase certain sentence to convey the overall meaning translated.  |  |  |  |
| 33. Transmit the ideas of the text in clear sentence in the TL.  |  |  |  |

|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| 34. Make changes to the text without distorting the original ideas.   |  |  |  |
| <b>The Third Domain: Attitudes</b>  |  |  |  |
| 35. Convey meaning faithfully, accurately, and impartially.   |  |  |  |
| 36. Not alter, make additions to, or omit anything from their assigned work which affect the general meaning.                 |  |  |  |
| 37. Remain neutral with regard to either gender, race, etc.   |  |  |  |
| 38. Stick to any information obtained during the performance of services, including access to documentation or reports.       |  |  |  |
| 39. Not disclose, discuss or offer opinions on any information accessed through the course of work unless required to by law. |  |  |  |
| 40. Not use information obtained in the course of her work for personal, professional or financial advantage.                 |  |  |  |
| 41. Assist other translators.   |  |  |  |
| 42. <b>Complete projects on time.</b>   |  |  |  |

## Instructions for Assessing Students' Performance

**Dear supervisor,**

When you use the assessment card in order to assess the student's performance, you may encounter difficulties especially in the knowledge domain. Thus, these instructions, including indicators for some general items in the knowledge domain, may help you to soundly assess the student's assignments.

1. To assess the student's ability to have a sufficient knowledge of both languages, the supervisor has to make sure that the student
  - accurately conveys the meaning from the source language into the target one.
2. To assess the student's ability to have comparative knowledge of source and target language, the supervisor has to make sure that the student
  - soundly decodes the text, i.e. reading and comprehending source language text, and encodes the text, i.e. writing target language text.
3. To assess the student's ability to have syntactic knowledge, the supervisor has to make sure that the student
  - masters (structure shift, tense shift, transitive and intransitive shift, active and passive shifts).
  - Solves the problems which the translator may encounter at the level of syntactic level.
4. To assess the student's ability to have semantic knowledge, the supervisor has to make sure that the student
  - Synthesizes clauses to carry prepositional content and analyzes them to retrieve the content embedded in them.
  - makes grammatical sentences.
  - Solve the problems which the translator may encounter at the level of semantic level.
5. To assess the student's ability to have pragmatic knowledge, the supervisor has to make sure that the student
  - knows well how the clause can be realized as information.
  - produces sentences that can be predicted from the context.

6. To assess the student's ability to have knowledge of typographical differences, the supervisor has to make sure that the student
  - can employ the appropriate style, size and arrangement of letters in a piece of printing.
7. To assess the student's ability to have knowledge of lexical differences, the supervisor has to make sure that the student
  - can solve the problems which she may encounter at the level of word.
8. To assess the student's ability to identify sociolinguistic competence, the supervisor has to make sure that the student
  - can produce and understand utterances appropriately in context, i.e. as constrained by topic, the status of the participants, purposes of the interaction.
9. To assess the student's ability to have in-depth understanding of cultural norms, the supervisor has to make sure that the student
  - Can translate the cultural concept which is totally unknown in target culture such as religious terms "Flora" and "Fiona".
10. To assess the student's ability to have grammatical competence, the supervisor has to make sure that the student
  - can translate grammar rules from language to another.
11. To assess the student's ability to identify discourse competence, the supervisor has to make sure that the student can combine form and meaning to achieve unified written texts in different genres. This unity depends on cohesion in form (the way in which utterances are linked structurally to facilitate interpretation of text) and coherence in meaning (the relationships among the different meaning in a text, i.e. literal meaning, communicative function or social meaning).

**Appendix (2)**

**Translation Attitudes Scale**

The Islamic University - Gaza  
 Deanery of Postgraduate Studies  
 Faculty of Education  
 Curricula and Teaching Methodology Department



## Translation Attitudes Scale

### Instructions

This scale is designed to elicit data about your attitudes towards translation. This scale includes three domains as clarified below in the scale. Each domain consists of a number of statements. Each statement is followed by five alternatives (strongly agree - agree - neutral - disagree – strongly disagree). Please, read each statement cautiously and kindly point to your answer to each statement by placing a mark (√) in the box similar to only one of the five alternatives, as displayed in the sample statement below. Please, make sure that your given responses will honestly articulate your attitudes towards translation.

### Sample Statement

| NO.  | Item   | strongly agree | agree | neutral | disagree | strongly disagree |
|--|--|----------------|-------|---------|----------|-------------------|
| <b>The first domain: Translation Competences</b> |  |                |       |         |          |                   |
| 1  | I think the knowledge obtained from the textbooks is sufficient. |                | (√)   |         |          |                   |

**Thanks a lot for your co-operation and contribution.**

| NO.  | Item  | strongly agree | agree | neutral | disagree | strongly disagree |
|--|---|----------------|-------|---------|----------|-------------------|
| <b>The first domain: Translation Competences</b>       |   |                |       |         |          |                   |
| 1.   | I think the knowledge obtained from the textbooks is sufficient.                                      |                |       |         |          |                   |
| 2.   | It is preferable to increase the awareness of the differences between the two languages.              |                |       |         |          |                   |
| 3.   | There is no need for more experience in translation.  |                |       |         |          |                   |
| 4.   | I believe that it is necessary to pay more attention to translation skills.                           |                |       |         |          |                   |
| 5.   | Translation knowledge itself is enough to practice translation.                                       |                |       |         |          |                   |
| 6.   | I believe that it is unnecessary to pay more attention to translation ethics.                         |                |       |         |          |                   |
| 7.   | Skill is something difficult to be acquired even though I am trained in the translation institutions. |                |       |         |          |                   |
| 8.   | I feel happy when I achieve the translation assignments on time.                                      |                |       |         |          |                   |
| 9.   | I would like to know more about the ethics a translator has to have.                                  |                |       |         |          |                   |
| <b>The second domain: Translation Teaching Courses</b> |   |                |       |         |          |                   |
| 10.  | The academic programme covers my needs for translation.   |                |       |         |          |                   |
| 11.  | The practical training in translation field is highly needed.   |                |       |         |          |                   |
| 12.  | The traditional translation courses are practical rather than theoretical ones.                       |                |       |         |          |                   |
| 13.  | The academic programme provides adequate knowledge about job market.                                  |                |       |         |          |                   |
| 14.  | Acquiring knowledge from the job market is better than acquiring it from the academic teacher.        |                |       |         |          |                   |
| 15.  | I think the academic programme gives the practical aspect its right.                                  |                |       |         |          |                   |
| 16.  | I am afraid I will be unsuccessful in my future work.   |                |       |         |          |                   |
| 17.  | The academic programme qualifies me well to be a good translator.                                     |                |       |         |          |                   |
| 18.  | I believe that the traditional translation courses  |                |       |         |          |                   |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | exclude the practical aspect.                                   |  |  |  |  |  |
| 19.  | The translation courses I study at university are insufficient. |  |  |  |  |  |
| <b>The third domain: Translation as a Profession</b> |   |  |  |  |  |  |
| 20.  | I think translation plays a prominent role in society.          |  |  |  |  |  |
| 21.  | I feel that translator job is boring.                           |  |  |  |  |  |
| 22.  | I have the ability to be a professional translator.             |  |  |  |  |  |
| 23.  | I am unsure I will be a good translator.                        |  |  |  |  |  |
| 24.  | I work hard to get a job in translation in the future.          |  |  |  |  |  |
| 25.  | I am hopeless to be a translator.                               |  |  |  |  |  |
| 26.  | I am proud of the prospect of becoming a translator.            |  |  |  |  |  |
| 27.  | I hate to be a translator.                                      |  |  |  |  |  |
| 28.  | I feel confident when I practice translation.                   |  |  |  |  |  |

Positive statement

Negative statement

**Appendix (3)**  
**An invitation to referee a translation competences checklist**

The Islamic University - Gaza  
Deanery of Postgraduate Studies  
Faculty of Education  
Curricula and Teaching Methodology Department



### **An invitation to referee a translation competences checklist**

**Dear referee,** \_\_\_\_\_

The researcher is conducting an MA thesis entitled: **“The Impact of a Suggested Practical Programme on Improving Arts of English Seniors’ Translation Competences at IUG and their Attitudes towards Translation”**

This study aims to examine the impact of a suggested practical programme on improving and developing arts of English seniors’ translation competences at the Islamic University and their attitudes towards translation. This checklist is to check main translation competences and specify whether they are the required translation competences that Arts of English seniors should have or not. This will be a precious opportunity to benefit from your valuable experience and creditable feedback. This translation competences checklist addresses the three main competences of translation as a profession which are: skills, knowledge and ethics. Each one consists of different domains, and each domain consists of different indicators which are supposed to be improved after implementing the suggested programme. The translation competences are stated in the following checklist. You may:

1. Estimate the importance of these translation competences and the extent of their relevance to Arts of English seniors and determine whether they are the most important competences to improve.
2. You may also omit, add and change the inconvenient or unsuitable ones according to your fair judgment and respected perspectives.

**Thanks in advance**

**Researcher, Mona Yahya Abu El-Reesh**

| Translation competences | Num . | Domain  | Indicators   | Very important | important | Not important |
|-------------------------|-------|---|--|----------------|-----------|---------------|
| <b>skills</b>           | 1     | <b>Translating lexical items according to context</b> | 1. The ability to translate and use the right word in the right context.<br>2. The ability to translate each word according to the context clues that determine its meaning.                 |                |           |               |
|                         | 2     | <b>Translating idioms and fixed expressions</b>       | 3. The ability to give metaphorical meaning rather than literal meaning.<br>4. The ability to translate idioms that carry meanings which cannot be deduced from their individual components. |                |           |               |
|                         | 3     | <b>Translating cultural concepts</b>                  | 5. The ability to translate the cultural concept which is totally unknown in target culture such Salat El-Estekhara.   |                |           |               |
|                         | 4     | <b>Translating abbreviations</b>                      | 6. The ability to identify the most common and current abbreviations within the source language and their equivalents in the target language.  |                |           |               |
|                         | 5     | <b>Translating passive voice</b>                      | 7. The ability to translate the passive sentences accurately into the target language and render them a smooth, natural translation.   |                |           |               |
|                         | 6     | <b>Translating sentences in a right order</b>         | 8. The ability to change words order of source language sentences into the new words order of target language.   |                |           |               |
|                         | 7     | <b>Communicative</b>                                  | 9. The ability to identify   |                |           |               |

|  |           |                              |   |  |  |  |
|--|-----------|------------------------------|---|--|--|--|
|  |           | <b>competence</b>            | grammatical competence, sociolinguistic competence and discourse competence.  |  |  |  |
|  | <b>8</b>  | <b>Problem-solving skill</b> | 10. The ability to solve the problems which the translator might encounter at the level of sentence and smaller units.<br>11. The ability to solve the problems which the translator may encounter at the level of syntactic, semantic and lexical procedure                          |  |  |  |
|  | <b>9</b>  | <b>Disposition skill</b>     | 12. The ability to omit extra words to get the best meaning in the translated text.   |  |  |  |
|  | <b>10</b> | <b>Editing skill</b>         | 13. The ability to correct (concerned with structural errors) revise (concerned with choosing among alternative semantic solutions to achieve more appropriateness)   |  |  |  |
|  | <b>11</b> | <b>Textual skill</b>         | 14. The ability to determine overall translation strategy within the framework of the entire text in order to meet fully the intentions of the SL author<br>15. The ability to become sensitized to those parts of the text which are critical from translation procedural view point |  |  |  |
|  | <b>12</b> | <b>Transfer competence</b>   | 16. The ability to become aware of the translation process such advanced reading skills in SL, deverbalisation skill in TL.<br>17. The ability to become aware of the multiple  |  |  |  |

|           |                                    |  |  |  |  |  |
|-----------|------------------------------------|--|--|--|--|--|
|           |                                    |  | contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator  |  |  |  |
| <b>13</b> | <b>Reading comprehension skill</b> |  | 18. The ability to read for gist and main ideas, to read for details, to identify cultural references in the choice of words in the texts; standards, slang, religious, etc., to identify the meaning of new words and expressions using one or more components of the structural analysis or contextual analysis.   |  |  |  |
| <b>14</b> | <b>Researching skill</b>           |  | 19. The ability to have dictionary skills that enable you to know the part of speech, other meanings, countable or uncountable... etc.   |  |  |  |
| <b>15</b> | <b>Analytical/synthesis skills</b> |  | 20. The ability to identify beginnings and endings of ideas in the text.<br>21. The ability to identify the relationship between these ideas.<br>22. The ability to identify the best meaning that fits into the context.<br>23. The ability to identify the structure in the TL that best represents the original.<br>24. The ability to identify transitions between ideas and the best connectors in the TL that represents the original meaning. |  |  |  |
| <b>16</b> | <b>Composing skill</b>             |  | 25. The ability to use correct word order as used in the TL.<br>26. The ability to use correct sentence structures in the TL.<br>27. The ability to rephrase   |  |  |  |

|                  |           |  |   |  |  |  |
|------------------|-----------|--|---|--|--|--|
|                  |           |  | <p>certain sentence to convey the overall meaning translated.</p> <p>28. The ability to identify transmit the ideas of the text in clear sentence in the TL.</p> <p>29. The ability to identify make changes to the text without distorting the original ideas.</p> |  |  |  |
| <b>knowledge</b> | <b>17</b> | <b>Ideal bilingual competence</b>        | 30. The ability to have a perfect and ideal knowledge of both languages   |  |  |  |
|                  | <b>18</b> | <b>Expertise system</b>                  | 31. The ability to have knowledge base of both languages and contrastive knowledge of source and target language.   |  |  |  |
|                  | <b>19</b> | <b>linguistic knowledge</b>              | 32. The ability to have syntactic, semantic and pragmatic knowledge.  |  |  |  |
|                  | <b>20</b> | <b>Contrastive linguistic competence</b> | 33. The ability to have knowledge of typographical, lexical and syntactic differences.  |  |  |  |
|                  | <b>21</b> | <b>Extra-linguistic competence</b>       | 34. The ability to have knowledge of pragmatic and semantic differences between the SL culture and the TL culture and documentation skills such as the use of dictionaries and encyclopedias.   |  |  |  |
| <b>Ethics</b>    | <b>22</b> | <b>Qualifications</b>                    | 35. The ability to have comprehensive mastery of grammar, syntax and vocabulary of both the source and target languages, and in-depth   |  |  |  |

|  |           |  |  |  |  |  |
|--|-----------|--|--|--|--|--|
|  |           |  | <p>understanding of cultural norms.</p> <p>36. The ability to have extensive diverse general knowledge that increases the translator's understanding and skill.</p> <p>37.</p>   |  |  |  |
|  | <b>23</b> | <b>Objectivity</b>                           | <p>38. The ability to convey meaning between people and cultures faithfully, accurately, and impartially.</p> <p>39. The ability to not alter, make additions to, or omit anything from their assigned work.</p> <p>40. The ability to remain neutral, unbiased and impartial with regard to either party's gender, disability, race, ethnicity or national origin, age, educational level, socioeconomic status, religious or political beliefs.</p> <p>41.</p> |  |  |  |
|  | <b>24</b> | <b>Confidentiality</b>                       | <p>42. The ability to stick to any information obtained during the performance of his services, including access to documentation or reports.</p> <p>43. The ability to not disclose, discuss or offer opinions on any information accessed through the course of work unless required to by law.</p> <p>44. The ability to not use information obtained in the course of his work for personal, professional or financial advantage.</p>                        |  |  |  |
|  | <b>25</b> | <b>Responsibilities to other translators</b> | <p>45. The ability to encourage &amp; assist beginners.</p>  |  |  |  |



**Appendix (4)**  
**An invitation to referee an attitude scale towards translation for English Arts’  
seniors**

The Islamic University - Gaza  
Deanery of Postgraduate Studies  
Faculty of Education  
Curricula and Teaching Methodology Department



**An invitation to referee an attitude scale towards translation for English Arts' seniors**

**Dear referee,**

The researcher is conducting a study entitled "The Impact of a Suggested Practical Programme on Improving Arts of English Seniors' Translation Competences at IUG and their Attitudes towards Translation", to obtain the Master's Degree in Curriculum & English Teaching Methods. One of the requirements of this study is to construct an attitude scale towards translation. Because of the importance of your opinion and experience, you are kindly requested to look carefully at the items of the scale so as to determine the degree of importance for English Arts' seniors.

Please tick (√) in the suitable degree of importance.

(Key: 3 = very important, 2 = important, 1 = slightly important)

The researcher has the desire to benefit from your experience in the field of teaching translation, and she kindly asks you to comment on the scale attached to add, to drop or modify.

**Any further comments:**

.....  
.....

**Your effort is highly appreciated**

**Name of the referee /** .....

**The degree /** .....

**The place of work /** .....

**The researcher/** Mona Yahya Abu El-Reesh

## An Attitude Scale towards Translation for English Arts' Seniors

| NO.   | Paragraph  | 1 | 2 | 3 |
|---|--|---|---|---|
| <b>The first domain: Translation Competences</b>          |  |   |   |   |
| 29.   | I think the knowledge acquiring from the textbooks is sufficient.                          |   |   |   |
| 30.   | It is favorable to increase the awareness of the differences between the two languages.    |   |   |   |
| 31.   | It is tough to work as a translator because I lack to the sufficient knowledge.            |   |   |   |
| 32.   | I believe that the cognitive domain in translation is worthless.                           |   |   |   |
| 33.   | I see that it is essential to know more about how to be a translator.                      |   |   |   |
| 34.   | I believe that it is necessary to pay more attention to translation skills.                |   |   |   |
| 35.   | I face difficulties when I practice translation.   |   |   |   |
| 36.   | To be a professional translator is impossible.   |   |   |   |
| 37.   | It is easy to practice translation if its main skills are on-hand.                         |   |   |   |
| 38.   | I feel of confidence when I practice translation.  |   |   |   |
| 39.   | I need more experience at translation market to acquire a translation skill.               |   |   |   |
| 40.   | Skill is something difficult to be acquired even though by training at translation bodies. |   |   |   |
| 41.   | Translation knowledge itself is enough to practice translation.                            |   |   |   |
| 42.   | The good translator is the one who masters skill rather than knowledge.                    |   |   |   |
| 43.   | I like to convey meaning accurately.   |   |   |   |
| 44.   | A translator has the right to make changes to the text.                                    |   |   |   |
| 45.   | I feel happy when I achieve the assignments on time.                                       |   |   |   |
| 46.   | It is normal to use information obtained for personal advantage.                           |   |   |   |
| 47.   | I feel happy when I assist beginners.  |   |   |   |
| <b>The second domain: Translation Teaching Approaches</b> |  |   |   |   |

|  |   |  |  |  |
|--|---|--|--|--|
| 48.  | The academic programme covers my need of translation.                                   |  |  |  |
| 49.  | The practical training in translation market is necessarily needed.                     |  |  |  |
| 50.  | The traditional translation courses are practical rather than theoretical ones.         |  |  |  |
| 51.  | The academic programmes provide adequate knowledge about work market.                   |  |  |  |
| 52.  | Acquiring knowledge by the academic teachers is better than acquiring it by the market. |  |  |  |
| 53.  | I think the academic programme gives the practical aspect its right.                    |  |  |  |
| 54.  | I have a sense of fear to be unable to do well in my future work.                       |  |  |  |
| 55.  | The academic programme qualifies me well to be a good translator.                       |  |  |  |
| 56.  | I believe that the traditional translation courses include the practical aspect.        |  |  |  |
| <b>The third domain: Translation as a Profession</b> |   |  |  |  |
| 57.  | I think translation plays a prominent role in society.                                  |  |  |  |
| 58.  | I believe that translator has a special prestige in comparison to other professions.    |  |  |  |
| 59.  | I am self-confident to be a good translator.  |  |  |  |
| 60.  | I feel that translator job is boring.   |  |  |  |
| 61.  | I work hard to get a job in translation in the future.                                  |  |  |  |
| 62.  | I am hopeless to be a translator.   |  |  |  |
| 63.  | I hate to be a translator.  |  |  |  |
| 64.  | I am proud of going to be a translator.   |  |  |  |
| 65.  | I feel regret because I chose to be a translator.                                       |  |  |  |

**Appendix (5)**  
**A List of Translation Competences**  
**Suggested by/**  
**The researcher/ Mona Abu El-Reesh**

## Translation Competences' List

| <b>The First Domain: Knowledge</b>   |
|--|
| 1. Having a sufficient knowledge of both languages.  |
| 2. Having comparative knowledge of source and target language.   |
| 3. Having syntactic knowledge.   |
| 4. Having semantic knowledge.  |
| 5. Having pragmatic knowledge.   |
| 6. Having knowledge of typographical differences.  |
| 7. Having knowledge of lexical differences.  |
| 8. Having knowledge of syntactic differences.  |
| 9. Having knowledge of pragmatic differences between the SL culture and the TL culture.                      |
| 10. Having knowledge of semantic differences between the SL culture and the TL culture.                      |
| 11. Having in-depth understanding of cultural norms.   |
| 12. Having knowledge of documentation skills such as the use of dictionaries and encyclopedias.              |
| 13. Revising (concerned with choosing among alternative semantic solutions to achieve more appropriateness). |
| <b>The Second Domain: Skills</b>   |
| 14. Using the right word in the right context.   |

|  |
|--|
|  |
| 15. Translating each word according to the context clues that determine its meaning.   |
| 16. Giving metaphorical meaning rather than literal meaning.   |
| 17. Translating phrasal verbs.   |
| 18. Translating the cultural concept which is totally unknown in target culture such as religious terms “Flora” and “Fiona”.                 |
| 19. Identifying the most common and current abbreviations within the source language and their equivalents in the target language.           |
| 20. Translating the passive sentences accurately into the target language and render them a smooth, natural translation.                     |
| 21. Changing word order of source language sentences into the new word order of target language.   |
| 22. Having grammatical competence.   |
| 23. Identifying sociolinguistic competence.  |
| 24. Identifying discourse competence.  |
| 25. Solving the problems which the translator might encounter at and beyond the sentence level.  |
| 26. Solving the problems which the translator may encounter at the level of syntactic level.   |
| 27. Solving the problems which the translator may encounter at the level of semantic level.  |
| 28. Solving the problems which the translator may encounter at the level of lexical level.   |
| 29. Omitting extra words to get the best meaning in the translated text.   |
| 30. Determining overall translation strategy within the framework of the entire text in order to meet fully the intentions of the SL author. |
| 31. Becoming sensitized to those parts of the text which are critical from translation procedural view point.                                |
| 32. Becoming aware of the translation process such advanced reading skills in SL, deverbalsation skill in TL.                                |
| 33. Becoming aware of the multiple contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator.    |

|   |
|---|
| 34. Being able to scanning and skimming.  |
| 35. Identifying the meanings of new words and expressions using one or more components of the structural analysis.                    |
| 36. Identifying the meanings of new words and expressions using one or more components of the contextual analysis.                    |
| 37. Identifying beginnings and endings of ideas in the text.  |
| 38. Identifying the relationship between the beginnings and endings of ideas in the text.   |
| 39. Identifying the best meaning that fits into the context.  |
| 40. Identifying the structure in the TL that best represents the original.  |
| 41. Identifying transitions between ideas and the best connectors in the TL that represents the original meaning.                     |
| 42. Using correct word order as used in the TL.   |
| 43. Using correct sentence structures in the TL.  |
| 44. Rephrasing certain sentence to convey the overall meaning translated.   |
| 45. Transmitting the ideas of the text in clear sentence in the TL.   |
| 46. Making changes to the text without distorting the original ideas.   |
| <b>The third domain: ethical attitudes</b>  |
| 47. Conveying meaning between people and cultures faithfully, accurately, and impartially.  |
| 48. Not altering, making additions to, or omitting anything from their assigned work which affect the general meaning.                |
| 49. Remaining neutral with regard to either gender, race, etc.  |
| 50. Sticking to any information obtained during the performance of services, including access to documentation or reports.            |
| 51. Not disclosing, discussing or offering opinions on any information accessed through the course of work unless required to by law. |

|   |
|---|
| 52. Not using information obtained in the course of his/her work for personal, professional or financial advantage. |
| 53. Assisting other translators.  |
| 54. Refraining from unfair competition.   |
| 55. Respecting & supporting fellow professionals locally and internationally.                                       |
| 56. Completing projects on time.  |
| 57. Utilizing time management techniques.   |

## **Appendix (6)**

### **The Practical Programme**

**Prepared by:**

**The Researcher/ Mona Abu El-Reesh**

## Content Table

| NO.        | Subject                                   | Page      |
|------------|---|-----------|
| -          | <b>Content Table</b>                      | <b>1</b>  |
| <b>1</b>   | <b>Analysis stage</b>                     | <b>2</b>  |
| <b>1.1</b> | Justification of Implanting the Programme | <b>2</b>  |
| <b>1.2</b> | Significance of the Programme             | <b>3</b>  |
| <b>1.3</b> | Definition of Main Terms                  | <b>3</b>  |
| <b>1.4</b> | The philosophy of the Programme           | <b>5</b>  |
| <b>1.5</b> | Procedures of the Programme               | <b>6</b>  |
| <b>1.6</b> | Training Period                           | <b>7</b>  |
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| <b>1.8</b> | Teaching-learning Activities              | <b>7</b>  |
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| <b>2.1</b> | The main aims of the programme            | <b>8</b>  |
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| <b>3</b>   | <b>Development stage</b>                  | <b>12</b> |
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| <b>5.2</b> | Summative Evaluation                      | <b>14</b> |

## Introduction:

The researcher gathered information from various sources as surfing the net, reviewing literature, reading many books and references related to the present study. These sources were helpful as they helped in designing and identifying the **practical programme's** objectives.

The instructional design for developing the practical programme was based on the steps of the ADDIE instructional model. According to this standard, the design steps are: (Danks, 2011:1)

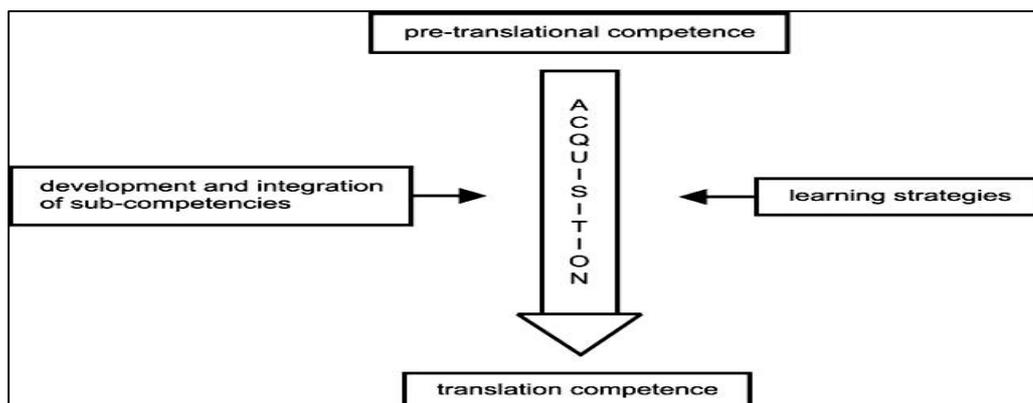
- f) Analysis stage.
- g) Design stage.
- h) Development stage.
- i) Implementation stage.
- j) Evaluation stage.

The researcher incorporated the ADDIE model with the **practical programme** design process. Then, she followed the ADDIE phases in developing the **practical programme** as well as divided each stage into many secondary stages as following:

### 1) Analysis stage:

#### Justification of Implanting the Programme:

Essentially, there are two ideologies for translator training: translator training through "training" or translator training through "education". According to Bernardini (2004) "Education" is to favor the growth of the individual, developing her/his cognitive capacities, and those attitudes and predispositions that will put the learner in a position to cope with the most varying (professional) situations. The aim of "training", is to prepare learners to solve problems that can be identified in advance through the application of "pre-set", or acquired procedures. Learning through training is a cumulative process while learning through education is a generative rather than a cumulative one"(p. 14). Theoretical reflections on the nature of translation competence have led to the development of translation competence models, in which this competence is conceptualized as composed of several sub-competences, such as communicative competence, domain competence, tools and research competence, etc. (PACTE , 2000:104). Its acquisition has been modeled as shown in *this Figure* .



*Figure (1): Translation Competence Acquisition ( PACTE , 2000:104).*

According to the above figure, it is obvious that if learning approaches are developed, translation competence acquisition will immediately be developed. Thus, if a practical aspect is integrated into the academic programme of English Literature, translation competences acquired will be developed. Research in this field is neglected and according to the researcher's knowledge few studies in the Arab universities, have taken this issue into consideration. For these reasons, research is necessary.

In addition, the practical aspect is absent in various courses in the academic programme of the department of English Literature at IUG. Moreover, according to the results of the pilot study, this problem was documented through the consultation of some professors at this department and other colleagues. So, if some practical aspects are incorporated into this academic programme, will they improve the translation competences of the majors of this department?

Therefore, formal studies are needed to study if it is necessary to incorporate practical programmes in Arts of English departments' academic programme and to study the competences required for translator. Arts of English majors need to be aware of translation market's requirements which affect their professional future of having the sufficient competences that help them be ready to any task of translation. This study is **an attempt** to apply this practical programme on Arts of English majors at IUG and to examine to what extent this programme may affect the acquisition of translation competences.

## **Significance of the Programme**

### **Theoretical significance:**

1. One reason that supports the significance of the study is the lack of research that examines the effectiveness of incorporating a practical programme on improving translation competences of learners at English departments.
2. Most of the studies which identified translation competences focused generally on the theoretical part without paying more attention to developing practical training programmes.
3. Therefore, this study was driven by the need to identify the outcomes resulting from integrating a practical programme into the academic programme of Arts of English, to show the impact of this programme on improving the students translation competences, and to show the impact of this programme on the students' attitudes.

### **Practical significance:**

1. Helping decision makers in the departments of English in universities by providing them with a model of a practical programme.
2. Helping students acquire the essential competences of translation that qualify them to work after graduation.
3. Providing translation market with well-prepared translators.
4. Helping the Palestinian issue by graduating the ones who are able to transfer the real fact to the whole world.

## **Definition of Main Terms**

- **Practical Programme:**

It is a suggested programme designed by the researcher. It is a systematic approach of transferring or obtaining the specific knowledge, skills and attitudes needed to carry out specific activities or tasks. Basically, this process aims at blending the student in his/her work field for acquiring specific knowledge, skills and attitudes.

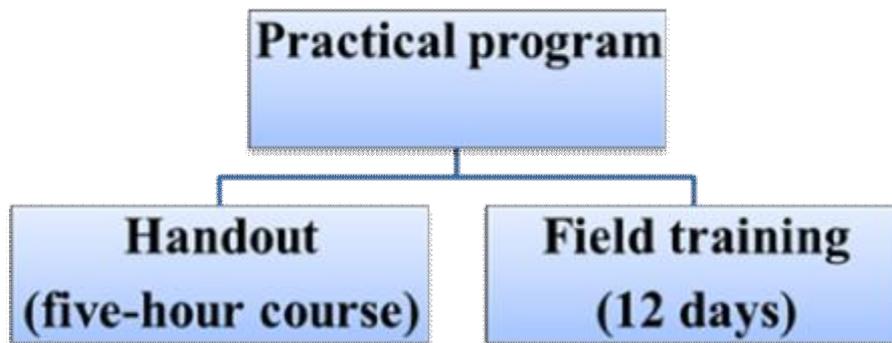


Figure (2): Practical Programme Components

- **Competencies-based programme** (the researcher has adopted Cooper’s definition as it is more accurate and suitable for her study than to define it operationally)

So, competences-based programme is defined as “the programme based on the competences expected to appear in the students, and these competences use specific standards to assess them. The students are responsible for achieving these standards asserting on using the individual learning strategies as an essential method to acquire competences” (Cooper, 1973, in Al-ajrami, :2011:55).

### ✚ The philosophy of the Programme

1. The prominent learning method applied in this programme is represented in the following styles:
  - **Practice.**
  - **Apply concepts.**

According to this learning method, the learner seems to be as a doer. That means, he/ she likes to be actively involved in the learning process, wants to know how they will apply learning in real world, likes information presented clearly and concisely.

2. The programme was based on having students train in the translation job market as a teaching and learning approach supportive to the traditional approach in teaching translation. Then, she prepared a handout to qualify students more to the nature of the practical programme.

## **Procedures of the Programme**

- 14) Studying types of research related to translation teaching, translator training, translation competences, and translation market.
- 15) Consulting experts in English department, visiting some institutions and taking their agreement for receiving the students who would join training.
- 16) Getting an official permission from the Islamic University of Gaza before going to the meant institutions.
- 17) Meeting the head of English Department at IUG, Dr. Akram Habeeb, who gave his help and his permission to the researcher to carry out the study.
- 18) Visiting some institutions, and getting their approval to receive the students to get training through being assistants to the professional translators working at these institutions.
- 19) Implementing part one of the programme: A five-hour course to revise important concepts and issues related to translation as an overture to the practical programme, and the researcher herself presented this handout on the PowerPoint programme to the subjects.
- 20) Implementing part two of the programme: A twelve-day-training programme in the meant institutions.
- 21) Coordinating with each receiving institution to hold a meeting with students to introduce the institution, the type and the method of translation it deals with.
- 22) Meeting the professional translators in the meant institutions and providing them with some knowledge about the programme, including the objectives required from the students to acquire after the training.
- 23) Applying the assessment card to evaluate the student's performance before and after the training period.

### **Training Period:**

The time of the implementation of the programme was determined in six weeks by three days a week from 1/4/2014 to 15/5/2014, equivalent to about 12 days of application compared to the total number of days that ranged between the dates mentioned.

### **Educational Aids:**

The programme was conducted in the meant institutions' buildings, and the following educational aids were used to facilitate the implementation of the programme on the study sample:

1. Laptop, dictionaries, and internet as tools for translation,
2. Facebook Programme for the contact with students,
3. Booklets provided to students from the meant institutions for introducing the institution's work nature,

### **Teaching-learning Activities:**

1. Some documentations and papers that the training institution gives to student to translate.
2. Providing the students with feedback during translation.
3. Field visits that the programme supervisor does through and after implementing the programme. In addition, the students' performance evaluation is through the assessment card.
4. Meetings held between the institution's translator and the student.
5. Competences implemented by joining the students to the translation field in translation bodies.

## **Evaluation Methods:**

Two kinds of evaluation were used: formative evaluation and summative evaluation. In the current study context, the assessment instruments used are: supervisors' documentation records, students' documentation records, student self-assessment records, translation diaries; supervisor assessment records, student translation diaries by which supervisors can judge if students acquires the meant competences or not, then provide them with feedback (see appendix 10 that shows a format of a diary report).

In the light of this discourse, the researcher would recommend the use of a translation portfolio as a supportive tool for the summative evaluation. This portfolio includes an introductory report justifying the student's choice, and a final self-assessment report on the knowledge, skills and attitudes that have been acquired.

### **2) Design stage:**

 In this stage, the researcher illustrated the specific objectives of the practical programme.

#### **The main aims of the programme:**

1. Preparing well-qualified and specialized translators who are able to meet the needs of the Palestinian community in the field of translation, by providing them with the appropriate theoretical and applied knowledge, with a focus on the practical and applied side so as to acquire the necessary skills in many areas of the Palestinian human resources development.
2. Upgrading the academic level of the Palestinian students in the field of translation to serve the purposes and requirements of Higher Education.
3. Providing the moral values for those wishing to study such a discipline, especially the rare ones.
4. Contributing to the enrichment and development of academic research in the field of translation.
5. Supplying the Palestinian society with highly skilled translators who are able to translate books and sources related to the Palestinian reality in order to highlight the Palestinian cause.

6. Graduating translators who have the ability to translate foreign books and sources and to take advantage of them in teaching and academic research.

❖ **Sub-goals of the programme**

**a) Cognitive goals**

At the end of the training period, students should be able to:

1. Be acquainted with both English and Arabic languages.
2. Be acquainted with English language culture.
3. Be acquainted with the various theories of translation.
4. Be fully aware of the structures, the rules and the methods of Arabic and English languages.
5. Be familiar with English vocabulary and their equivalents in Arabic.
6. Be familiar with the terms do not accept a literal translation.
7. Be familiar with the different strategies and methods of translation.
8. Be familiar with the differences between oral and written expressions, in various positions.
9. Have a literary taste to the beauty of the language.
10. Be acquainted with the vocabulary and the specifics of different text types (science, legal, scientific, literary, political, business, media, ...)

**b) Psychomotor goals**

At the end of the training period, students should be able to:

1. Possess the written translation skills from English to Arabic and vice versa.
2. Possess writing skills in both Arabic and English
3. Possess the skills of speaking, listening and communicating in both Arabic and English.
4. Possess the skill of reading in both languages.

5. Be skillful enough to overcome the difficulties in translation resulting from cultural differences in both languages.
6. Have the skill of using the different methods and strategies of translation .
7. Be skillful in translating various texts.
8. Possess skills, such as: stand confidently in front of the public, and the use of verbal and non-verbal communication.
9. Possess the mental attendance skill and adapt to different situations.
10. Have the skills of using modern technologies in the translation.

**c) Affective goals**

At the end of the training period, students should be able to:

1. Be faithful in transferring information as it is.
2. Preserve the specifics of the Palestinian and Islamic culture.
3. Be entrusted with the secrets of others and never disclose them.
4. Deal smoothly with others.
5. Have a team spirit and work in harmony with others.
6. Be permanently acquainted with professional developments.
7. Be looking forward to the course of events.
8. Be skillful in dealing with all people of different cultures.

**✚ Selecting Learning Experiences.**

The researcher used the "observations and hands-on work in field" strategy as it was the most effective and practical learning experience (strategy). According to this strategy, students watching others accomplish a job-related task or practice skills they learned in training.

### **Identifying Training Resources.**

Several kinds of training resources were identified:

- Content Experts: The professional translators in the meant institutions and the researcher assisted in development of training.
- Trainer(s): The ones who trained the students are available and they have relevant experience.
- Location(s): All of the institutions were in the Gaza city around the Islamic University.
- Building: Suitable rooms, adequate seating and media were available for trainee in the institutions.
- Materials: Books, pens, manuals, equipment, computers, etc.
- Time: Training was concentrated in few days, about 12 days.

 The researcher coordinated with the translators at the meant institutions to supervise the students during the training period, to control the students' attendance and to report their efforts and their development. (see appendix 9 that shows the institutions' reports)

a. To achieve the aims of the study, the researcher built the following tools as two ways to evaluate student improvement level:

- Assessment card.
- Self-assessment card as a supportive tool.

b. The researcher prepared a handout to revise the important concepts and issues related to translation as an overture to the practical programme, and the researcher herself presented this handout on the PowerPoint programme to the subjects (see appendix 7).

c. The researcher provided each student with a guidebook including the objectives the students are supposed to acquire after implementing the practical programme.

### **3) Development stage:**

 To accomplish the objectives of this programme, to create an effective teaching-learning approach and to develop the traditional approach, the following resources/teaching and learning strategies were developed:

1. Observations and Hands-on Work in Field.
2. Several computer programmes: Power Point Presentation and Microsoft Word programmes were employed.
  - a. The researcher developed a handout that supplements the experience and aids in understanding.
  - b. The handout was purely informational.
  - c. Besides, the training programme included as much practical, direct job-based information as possible.

#### **4) Implementation stage:**

- a. The researcher implemented a pre assessment card as a formative evaluation in order to find out the weak points students faced.
- b. The researcher gave students a training session to let them know more about the nature of the practical programme and to refresh their previous knowledge about translation.
- c. Then, the researcher introduced to the participants the institutions at which they would train. Next, students became familiar with how the practical programme could be beneficial in improving their translation competences.
- d. The researcher distributed the 15-students among the following institutions:
  - The Islamic University of Gaza (it was reported that the students did not commit with the training programme under Dr. Sadeq Firwana's supervision; thus, their grades seemed to be the lowest).
  - The Ministry of Culture (Women for Palestine Center).
  - The Palestinian Centre for Human Rights.
  - Gaza Community Mental Health Programme.
- e. The study lasted 12 days within 5-6 weeks from mid-April to the mid of May 2014.
- f. The researcher made sure that there were at least two students in each institution. That was to allow for the students to help and complete each other.
- g. After the training had started, the researcher asked the students to give her their first works to fulfill the pre-assessment card.

- h. The students were provided with feedback from the translators who were directing them in the training site.
- i. The programme was a student-centered, and the professional translator was a facilitator, guide and director.
- j. Through the coordination with the students, the university and the meant institutions, the implementation met students' needs, university timetable and the translation disciplines.
- k. At the end of the implementation stage, the researcher implemented the post assessment card to explore the progress in students' performance in general and the improvement in the translation competences in particular after intervention.
- l. Throughout the implementation of the experiment, the researcher encountered a problem related to time as the students were busy in the academic courses' assignments. Therefore, she exerted great deal efforts to overcome this problem by extending the training period.

## **5) Evaluation Stage:**

Evaluation is defined as a systematic and organized process to collect and analyze information to determine the extent of achieving objectives specified for a certain semester, lesson, and training project. In addition, it indicates a judgment process or a qualitative or quantitative description of the degree or level of performance. Thus, evaluation is significant as it enables teacher to take a decision about student's performance. (Al-Nabhan: 2004, 38-39)

Thus, evaluation is significant as it enables teacher to take a decision about student's performance. In this study, it was an activity planned to judge the advantages of the suggested practical programme. It was used to assess the effect of the practical programme in terms of the benefits to the students. It was the process of gathering results to decide if the practical programme was effective. The researcher used two types of evaluation as follows:

### **❖ Formative Evaluation:**

Al-Nabhan (2004, 43) mentions that formative evaluation is a diagnostic and an ongoing process which aims at ensuring the occurrence of the requested learning with then provision of feedback as well as improving the outcomes of the learning process. It indicates to the quality and the level of the achievement to certain goals within a certain period of time. Furthermore,

formative evaluation can be used to evaluate the effectiveness of a training programme in the process of implementation and experimentation or to evaluate the efficacy of learning materials and teaching methods. It aims at giving data that helps in developing the programme before being finished as well as it aids modifying, re-restructuring, and developing the programme before being used in the field. It also aims at developing measurement tools before being used in gathering data from the field. The researcher used the assessment card twice in order to test the reliability and validity of the programme and to assess students' improvement in the translation performance through the experiment.

❖ **Summative Evaluation:**

Al-Nabhan (2004, 44) states that summative evaluation aims at issuing a final judgment on the whole programme, learning materials and the procedures followed in a programme after being finished. It also aims at giving the final judgment on the programme in terms of its validity for the future uses or for the purpose of replacing it or giving guidelines about how it can be applied in the future uses.

In this study, summative evaluation was employed at the end of the programme. It aimed at examining the effect of using the practical programme as a teaching and learning approach supportive to the traditional approach in teaching translation. The post- assessment card and the post-translation attitude scale were used for this purpose. This was to provide an obvious illustration of the level of progress through the implementation of intervention bit by bit. In addition, the researcher designed a self-assessment card as a supportive tool, but she noticed no commitment with it from the students.

**Appendix (7)**

**A Handout for Student-Translator Training**

## **Contents**

- 1. What is translation**
- 2. The process of translation**
- 3. Translation methodology**
- 4. Translation competences**
  - Knowledge and the theory of translation**
  - The skills of translation**
  - The attitudes of translation**
- 5. Translation strategies**
- 6. Types of translation**
- 7. Types of written translation**
- 8. Features of creative translation**
- 9. Common error in translation**
- 10. Translation market**
- 11. Revision Hints Deadlines**

## 1) What is Translation?

The process of conveying meaning from one language (source language) into another one (target language).

## 2) The process of translation (Robinson, 1997:91).

- *Translate*: act; jump into the text feet first; translate intuitively.
- *Edit*: think about what you've done; test your intuitive responses against everything you know; but edit intuitively too, allowing an intuitive first translation to challenge (even successfully) a well-reasoned principle that you believe in deeply; let yourself feel the tension between intuitive certainty and cognitive doubt, and don't automatically choose one over the other; use the act—response—adjustment cycle rather than rigid rules.
- *Sublimate*: internalize what you've learned through this give-and-take process for later use; make it second nature; make it part of your intuitive repertoire; but sublimate it flexibly, as a directionality that can be redirected in conflictual circumstances; never, however, let subliminal patterns bind your flexibility; always be ready if needed "to doubt, argue, contradict, disbelieve, counter, challenge, question, vacillate, *and even act hypocritically (be willing to break your own rules).*

## 3) What is translation methodology?

Translation methodology is the systematic approach professional translators follow in the process of translating texts from one language into another. This process consists of three main steps:

1. **Source text comprehension** (transferring the meaning into the TL and producing the TT).
2. **ST rendering and TT production** (transferring the meaning into the TL and producing the TT).
3. **Target text revision** (revising and editing the translation).

#### 4) Translation competences:

- **Knowledge**
- **Skills**
- **Ethics**

#### The theory of translation

The aim of the specialization in Translation in Theory and Practice is to familiarize you with the many different challenges a translator faces and with the large variety of reference works, information sources and tools at the translator's disposal.

In tutorials, you do not only discuss translation problems, you also look at the importance of semantics, pragmatics, stylistics and heuristics. In addition, you study translation theories that may help you to make well-informed choices when translating or editing a variety of text types on a wide range of topics, both in Arabic and in English.

#### Knowledge:

1. **Ideal bilingual competence**
  - The ability to have a perfect and ideal knowledge of both language
2. **Expertise system**
  - It includes knowledge base of both languages and contrastive knowledge of source and target language.
3. **linguistic knowledge**
  - it includes syntactic, semantic and pragmatic knowledge.
4. **contrastive linguistic competence**
  - it includes knowledge of typographical, lexical and syntactic differences.
5. **extra-linguistic competence**
  - it includes knowledge of pragmatic and semantic differences between the SL culture and the TL culture and documentation skills such as the use of dictionaries and encyclopedias.

## **Translation skills:**

### **1. Translating lexical items according to context**

- The ability to translate and use the right word in the right context.
- The ability to translate each word according to the context clues that determine its meaning.

### **2. Translating idioms and fixed expressions**

- The ability to give metaphorical meaning rather than literal meaning.
- Idioms also carry meanings which cannot be deduced from their individual components.

### **3. Translating cultural concepts**

- The ability to translate the cultural concept which is totally unknown in target culture such Salat El-Estekhara.

### **4. Translating abbreviations**

- The ability to know the most common and current abbreviations within the source language and their equivalents in the target language.

### **5. Translating passive voice**

- The ability to translate the passive sentences accurately into the target language and render them a smooth, natural translation.

### **6. Translating sentences in a right order**

- The ability to change words order of source language sentences into the new words order of target language.

### **7. Communicative competence**

- It includes grammatical competence, sociolinguistic competence and discourse competence.

### **8. Problem-solving skill**

- The ability to solve the problems which the translator might encounter at the level of sentence and smaller units.
- It also includes syntactic, semantic and lexical procedure.

### **9. Disposition skill**

- The ability to omit extra words to get the best meaning in the translated text.

### **10. Editing skill**

- It includes correction (concerned with structural errors) revision (concerned with choosing among alternative semantic solutions to achieve more appropriateness)

#### **11. Textual skill**

- The ability to determine overall translation strategy within the framework of the entire text in order to meet fully the intentions of the SL author.
- The ability to become sensitized to those parts of the text which are critical from translation procedural view point

#### **12. Transfer competence**

- It includes the awareness of the translation process such advanced reading skills in SL, deverbalisation skill in TL.
- The awareness of the multiple contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator

#### **13. Reading comprehension skill**

- It includes reading for gist and main ideas, reading for details, identifying cultural references in the choice of words in the texts; standards, slang, religious, etc., identifying the meaning of new words and expressions using one or more components of the structural analysis or contextual analysis.

#### **14. Researching skill**

- The ability to have dictionary skills that enable you to know the part of speech, other meanings, countable or uncountable... etc.

#### **15. Analytical/synthesis skills**

- It includes identifying beginnings and endings of ideas in the text.
- The relationship between these ideas.
- Identifying the best meaning that fits into the context.
- Identifying the structure in the TL that best represents the original.
- Identifying transitions between ideas and the best connectors in the TL that represents the original meaning.

#### **16. Composing skill**

- It includes using correct word order as used in the TL.
- Using correct sentence structures in the TL.
- Rephrasing certain sentence to convey the overall meaning translated.

- Transmitting the ideas of the text in clear sentence in the TL.
- Making changes to the text without distorting the original ideas.

### **Translation attitudes:**

1. Conveying meaning faithfully, accurately, and impartially.
2. Not altering, making additions to, or omitting anything from their assigned work which affect the general meaning.
3. Remaining neutral with regard to either gender, race, etc.
4. Sticking to any information obtained during the performance of services, including access to documentation or reports.
5. Not disclosing, discussing or offering opinions on any information accessed through the course of work unless required to by law.
6. Not using information obtained in the course of his/her work for personal, professional or financial advantage.
7. Assisting other translators.
8. Refraining from unfair competition.
9. Respecting & supporting fellow professionals locally and internationally.
10. Completing projects on time.

### **5) Types of translation: (Shunnaq, Farghal, 1999:13)**

1. Literal translation: it is the oldest type of translation practice. It involves the conveyance of denotative meaning of phrases and sentences in a text from one language to another.
2. Metaphorical translation: it involves the translation of SL metaphors into TL metaphors.
3. Précis translation: it is a translation method whereby the translator gives a TL summary of the SL text he is dealing with.
4. Adaptation translation: it is a translation method whereby the SL text is freely translated into the TL.
5. Free translation: it is a translation method whereby the SL literary text is relayed into the TL by producing the matter without the manner or the content without the form.

## **6) Types of written translation:**

Because different subjects use different ideas and different styles, translators also translate these texts in different ways and find different translations problems. For example, we have:

1. Literary translation (translation of literary texts).
2. Technical translation (translation of technical texts).
3. Scientific translation (translation of scientific texts).
4. Legal translation (translation of legal texts).
5. Media translation (translation of media texts).
6. Business translation (translation of business texts).
7. Political translation (translation of political texts).

## **7) Translation strategies: (Shunnaq, Farghal, 1999:23)**

### **1. Naturalization and Arabicization:**

Naturalization is a translation strategy whereby SL usage is converted into normal TL usage. This naturalization is basically carried out at lexical, collocational, and structural levels.

Arabicization is a kind of naturalization that takes place either at the sound level where SL spelling and pronunciation are converted into Arabic ones or at the concept level where the SL concept is loan-translated into Arabic.

### **2. Cultural approximation:**

Cultural approximation is a translation strategy whereby a culture-specific expression in the SL is translated into a cultural substitute in the TL.

### **3. Descriptive translation:**

Descriptive translation is a translation strategy whereby an expression in the SL is paraphrased into the TL by describing it conceptually.

## **8) Common error in translation:**

### **a) Syntax / Grammar Errors**

These errors are produced when the translator is faithful to the syntax of the source language.

### **b) Vocabulary errors**

Some words sound similarly from language to language.

### **c) Spelling / punctuation errors**

These are not necessarily translation errors. They happen when the translator or the text creator does not follow the spelling / punctuation rules of the target language. These errors may result in loss of credibility in the information provided or the source of the material.

## **9) Creative translation usually has the following features:**

- (a) 'surface' translation is not possible;
- (b) there are a variety of solutions, and ten good translators will produce this variety;
- (c) the translation is what the writer meant rather than what he wrote. The solution closest to the original is the best pragmatically, has to be weighed against referential accuracy, and there is no clearly superior version,

## **10) Translation market (Aula.int, 2005):**

The impact of information and communication technology on the translation market has given rise to some interesting debates and reflections. The technology is relevant in the production, transmission, and distribution of information. Accordingly, translation teachers cannot ignore computer technology in the training of their students and in their own professional development. This is particularly obvious in today's translation market, which we briefly describe, and which can justly be called global, decentralized, specialized, dynamic, virtual, and demanding.

### **The global market**

*International* and *global* are the terms that best define the markets and societies within which we live. Commercial initiatives have gone beyond geopolitical boundaries and nowadays any company bent on success in the marketplace must cross borders, advertise its products abroad and participate in international trade.

### **A decentralized market**

As a result of new technologies and the increasingly blurred economic borders, the translation services required by a company, an institution, or a client are not confined by geographical boundaries. Physical distance is no obstacle to the successful conclusion of a translation assignment. The market is now decentralized, as we are now dealing with both national and international markets

### **A specialized market**

Along with market decentralization, technology also indirectly influences the text types with which translators work. There is, of course, an ever present demand for financial, commercial, and industrial text, but the advances in telecommunications and software, among others, also account for a considerable and increasing volume of translation. Even a brief look at the current market reveals that material related to software and websites is now often translated by professionals. The adaptation to different languages and cultures, ‘localization’, involves much more than a simple translation of the contents, menus, on-line assistance, and manuals.

### **A dynamic market**

In today’s changing society, it is difficult to characterize the translation market unambiguously. It is hard to predict which sectors will demand most translations even in the medium-term future, since the translations called for are often closely related to the latest technology, such as mobile phone systems, or to technical innovations, as in the car industry. Translators are forced to ‘learn and train’ in new fields, often all alone, and they must always be up-to-date in terms of new advances.

### **A virtual market**

The Internet and the information and communication technology revolutions have altered the working environments of translators, including the relationship between translators and clients, both as mediators and as end users. Previously, translators were available in and provided their services in a specific geographical area. There are no longer such limitations; in fact, most translation services are offered and supplied through the Internet. For many freelance translators, this is their main and sometimes only means for attracting clients. Most business relationships are established via the Internet by means of the translator's or agency's portal or by means of the many directories that offer postings to freelancers free of charge. Such contacts allow fluent, economical, and efficient communication.

### **A demanding market**

The technological tools and utilities that are now available to translators, on the one hand, have made some work easier, but these resources have also added new problems. The translation market sets increasingly unrealistic and short deadlines and delivery dates, and the daily volume of translation is growing at an incredible rate. Except for a privileged few who can afford to reject translation briefs, most professional translators have to accept these conditions or they will suffer. Ultimately, translators must respect the strict rules set by clients concerning style and quality guarantees, because if they are not observed, this may lead to rejection of the translation by agency revisers or by the clients themselves.

## **11) Revision Hints Deadlines**

1. It is assumed that in a translation exam for professional purposes, you can bring in reference books with you, and that reference books are provided. This is realistic, and if it does not happen, you should make a fuss. Therefore you should bring in: *Collins English Dictionary*, the best monolingual SL dictionary, one bilingual dictionary, and *Roget*.
2. Say you have three hours for a test: you should develop a technique that allows 15 minutes for translational analysis, 2 hours 10 minutes for translating, and 35 minutes for revision, and check the time every half hour.
3. Write double space and leave gaps between paragraphs. This gives you more space for corrections. Do not do a rough copy except for difficult passages.

4. Underline all words you intend to look up. Look them up in batches.
5. Look up all words not familiar to you, and, in SL monolingual dictionaries, any words that look like English words.
6. You should check any word you look up in a bilingual dictionary in at least one SL and one TL monolingual dictionary. Further, look up all technical words or collocations (SL or TL) in the English *Collins* and the *Webster* where you may find the words you fail to find in the bilingual dictionaries.
7. Do not spend excessive time on words that defeat you. Translate them provisionally according to their derivational and/or analogical sense. Then edge the meaning nearer to what makes most sense in the context.
8. Translate easier sentences and paragraphs first, including the last paragraph if appropriate. Do not leave the paper half finished.
9. Spend relatively more time on sentences which you think you have a fair chance of getting right, therefore which you have to work on.
10. Make sense, or at least do not write nonsense, unless you know the passage is ironical or is purposely irrational. Do not reproduce dictionary translations that are obviously wrong in the context. Do not get mesmerized by the SL text.
11. There are two basic articulations of meaning - those of words and those of sentences. Usually, the meanings of words cannot be stretched beyond certain limits. But when a culture looks at an object in a different way, one word is replaced rather than translated by another. The meaning of sentences must cohere with those of the previous and the following sentences, then the paragraph, then the text.
12. Your translations have to be referentially and pragmatically accurate. Withdraw from literal translation when you become inaccurate for these reasons only.
13. Grammar is more flexible than lexis. You can sometimes make a translation natural by using an alternative structure, converting a clause into a group, a verb into a noun. SL words that won't go into one TL word may go into two.
14. Make use of all the time available. If you have the time, revise separately for accuracy, naturalness (usage), collocations, sentence connectives (logic), punctuation (correspondence or divergence from original), word-order.

15. It is essential to read your version without looking at the original, paying particular attention to unfamiliar adjective-plus-noun collocations.
16. Correspondingly, compare your version closely with the original at least to make sure you've not omitted any word, sentence or paragraph. You have to account for the meaning (function) of every SL word, but you don't always have to translate it.
17. Play for safety with terminology, but be bold with twisted syntax.
18. Do not replace the dictionary with the encyclopedia. Do not replace/ translate explanations in the TL text with TL encyclopedia explanations. Do not translate a technical term by a descriptive term (which is usually wider), unless the technical term does not exist in the TL. Contrariwise, do not translate a descriptive term by a technical term, but this is occasionally justified provided: (a) the technical term does not exist in the SL; (b) the descriptive term is not being used to make a 'linguistic' contrast; (c) an expert assures you that the TL technical term would be better understood.
19. Always consider the use of couplets for translating institutional and cultural terms and *recherché* metaphors, for the purpose of informing expert and uninformed readers. (Experts may require a transference, educated readers a functional equivalent, uninformed readers a cultural equivalent,)
20. The more context-free a word, the more it is likely to be used in its primary (most frequent) meaning.
21. Write well and naturally, unless the SL text is 'sacred' or linguistically banal or innovatory. In that event, follow the banalities or innovations of your SL text.
22. Finally, fill in all gaps, guided by your contextual understanding of the piece. Do not write alternative translations.
23. Normally, write your own note only: (a) when you have translated a word you have not located. Write 'not found' and, if appropriate, briefly justify your translation. (b) if there is a factual mistake in the text which you have corrected. (c) possibly, if there is a substantial ambiguity in the text, where the second version would make almost equally good sense.
24. Be suspicious of and particularly careful with easy (looking) texts. Examiners have to differentiate. Scaled marking can magnify mistakes.
25. Unless you detest pencils, use pencils first and write over with ballpoints,

26. Remember the marker will note linguistic and referential mistakes of accuracy as well as pragmatic mistakes of usage. Usage is almost as important as accuracy,
27. There is no such thing as a correct or perfect or ideal translation of a challenging text. Ten first-rate translators may well produce ten different, more or less equally good translations of a complicated sentence. The area of taste in a translation remains, after the area of science, skill and art. So take courage.
28. If you are working for an employer or a client and you fix your own deadline allow for at least a two-day gap between your main revision and your final reading, so that you can return to your version and see it in a different light. You may have to spend more time pursuing one word than on the whole of the rest of the piece.

**Appendix (8)**  
**A Pre-Assignment Model**



**Appendix (9)**

**Students Assessment Reports Received from the Training  
Institutions**



### Board of Directors

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*Henrik Pelling*  
*Child Psychiatrist, Sweden*  
*Raija-Leena Punamaki*  
*Helsinki University, Finland*  
*Derek Summerfield*  
*South London and Maudsley, UK*

26 October, 2014

### **Student Assessment Received from "Gaza Community Mental Health Programme"**

This report was written at the request of the researcher Mona Abu El-Reesh with regard to the assessment of the students of her study sample in our organization, "Gaza Community Mental Health Programme". Hereby, the Programme recognizes that it received three students to receive training as translators at the request of the researcher. Also, it recognizes that the students proved themselves worthy and completed the designated period which was for 20 days. Thus, we draw some criticism, such as the short period of training and the number of the sent students. However, the Programme strongly recommends that other departments to adopt the suggested program designed by the researcher with the necessity of taking into account the conditions necessary to the training supervisor to take into account such as the periodic supervision of students each week, the duration of the training period, and the capacity of students in a single institution.

#### **Recommendations:**

- Continuation of the same program.
- Train more students.
- Train one student or two at a time.
- Supervision of trainees by a director.
- Monitoring and evaluation of the trainees.
- Set specific goals & plan to be achieved by the training.

مروان دياب

**Marwan Diab**  
diabmarwan@gmail.com  
0599781777  
Public Relations Director  
Gaza Community Mental Health Programme



## Institution motto

### Student Assessment Received from "Women for Palestine"

This report was written at the request of the researcher / Mona Abu El-Reesh with regard to the assessment of the students of her study sample in our institution Women for Palestine. Hereby, the institution recognizes that it received five students to receive training as translators. It also recognizes that some of the students have proven themselves worthy. Furthermore, we draw some criticism, such as the lack of commitment by some students and the short period of training. However, the institution strongly recommends the meant departments to adopt the suggested program designed by the researcher with the necessity of taking into account the conditions necessary to the training supervisor to take into account such as the periodic supervision of students each week, the duration of the training period and the capacity of students in a single institution.

#### Recommendations:

- 1- Such a training program has to be applied in universities for students so they can improve themselves.
- 2- Being fourth-year students, they have to be in a better level of translation than they are now. Applying this training program will help them train well.
- 3- Students need more time for training to get benefited. It would be better for them to have a longer training period.

Women for Palestine  
26<sup>th</sup> Oct. 2014





المركز الفلسطيني لحقوق الإنسان  
PALESTINIAN CENTRE FOR HUMAN RIGHTS

**To Whom it May Concern**

The Palestinian Center for Human Rights (PCHR) recognizes that Alaa Redwan, Amani al-Hallaq and Riham al-Safadi were trained at PCHR's Translation Unit upon the request of researcher Mona Abu El-Reesh at the Islamic University of Gaza (IUG). The 3 students were active, committed to our instructions and showed good competence during the 12-day training period from 13 – 25 April 2014.

This statement was issued upon the request of the abovementioned researcher.

Yours Sincerely,



Raji Sourani  
Director  
PCHR

Gaza 23 October 2014

### Appendix (10)

| <b>Student's Diary Report</b> |            |             |                 |
|-------------------------------|------------|-------------|-----------------|
| <b>Trainee's Name</b>         |            |             |                 |
| <b>NO.</b>                    | <b>Day</b> | <b>Date</b> | <b>Activity</b> |
| 1                             |            |             |                 |
| 2                             |            |             |                 |
| 3                             |            |             |                 |
| 4                             |            |             |                 |
| 5                             |            |             |                 |
| 6                             |            |             |                 |
| 7                             |            |             |                 |
| 8                             |            |             |                 |
| 9                             |            |             |                 |
| 10                            |            |             |                 |
| 11                            |            |             |                 |
| 12                            |            |             |                 |
| 13                            |            |             |                 |
| 14                            |            |             |                 |
| 15                            |            |             |                 |
| 16                            |            |             |                 |
| 17                            |            |             |                 |
| 18                            |            |             |                 |
| 19                            |            |             |                 |
| 20                            |            |             |                 |

**Appendix (11)**  
**Student Work Sample**

## The Original Text

### Gaza Community Mental Health Programme

Public Relations Department  
P.O. Box 1049, Gaza, Palestine  
Tel: +970-8-2641511, 2641512  
Fax: +970-8-2641510  
E-mail: info@gcmhp.net



برنامج غزة للصحة النفسية

دائرة العلاقات العامة

ص.ب. 1049، غزة - فلسطين

تلفون: 2641511، 2641512-8-970+

فاكس: 2641510-8-970+

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*International Rehabilitation Council for*  
*Tornose Victims, Denmark*  
*Asia Habash*  
*Early Childhood Resources Center, Palestine*  
*Sameh Hassan*  
*Toronto Hospital, Canada*  
*Edvard Hauff*  
*Oslo University, Norway*  
*Rami Heilbronn*  
*Medical Foundation, UK*  
*David Henley*  
*Child Neurologist, Sweden*  
*Bernard Lewin*  
*Brigham and Women's Hospital, USA*  
*Ruchama Marion*  
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*Henrik Pelling*  
*Child Psychiatrist, Sweden*  
*Raija-Ieena Panamaki*  
*Helsinki University, Finland*  
*Derek Summerfield*  
*South London and Maudsley, UK*

6 مارس 2014

### وفد من مؤسسة أيام المسرح يزور برنامج غزة للصحة النفسية

زار أمس وفد من مؤسسة أيام المسرح بغزة برنامج غزة للصحة النفسية يرأسه السيد/ لورنس بريدي المستشار البريطاني، والسيدة/ تانيا مرتجي من دائرة العلاقات العامة بالمؤسسة، وقد التقى الدكتور ياسر أبو جامع المدير التنفيذي للبرنامج، والسيد/ مروان دياب مدير دائرة العلاقات العامة، بهدف التعرف على أنشطة البرنامج وبحث سبل التعاون المشترك مع البرنامج، وذلك في المقر الرئيس للبرنامج بغزة.

وقد رحب د. أبو جامع بالوفد الزائر، مقدماً شرحاً مفصلاً حول نشأة برنامج غزة وأهدافه والخدمات النوعية والمميزة التي يقدمها للفئات المختلفة المستهدفة داخل المجتمع الفلسطيني ومنها النساء والأطفال وضحايا انتهاكات حقوق الإنسان، حيث يعتبر البرنامج مؤسسة رائدة في مجال الصحة النفسية للمجتمعية وحقوق الإنسان، مستعرضاً نبذة عن حياة مؤسس البرنامج الراحل الدكتور إيهاب السراج.

وتحدث أبو جامع عن أهمية بناء القدرات التي يعمل على تطويرها البرنامج، حيث يقوم قسم التدريب والبحث العلمي باستضافة الخبراء الدوليين لتدريب المهنيين لفترات طويلة، مشيراً إلى معاناة الشعب الفلسطيني جراء الحصار والفقر والبطالة والحروب مما يترك آثار نفسية واجتماعية مختلفة.

وتطرق أبو جامع إلى العديد من البرامج التي ينفذها البرنامج وتستهدف النساء والأطفال وضحايا انتهاكات حقوق الإنسان وكذلك اللقاءات التوعوية، موضحاً أن ما نسبته 75% من المستفيدين من خدمة الخط الهاتفي المجاني للإرشاد النفسي هن من

A Palestinian Non-Governmental Organization

7025

## The Feedback

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A delegation from Theatre Day Production Drama Day Institution Delegation—visits Gaza Community Mental Health Programme

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A delegation headed by led-by the British consultant Mr. Lorners Breezy and the pPublic rRelations Employee member-Mrs. Tanya Mourtaga from Theatre Day Production Drama Day Institution-visited Gaza Community Mental Health Programme yesterday in Gaza. in-At the headquarter of Programme, the delegation met the eExecutive dDirector Dr. Yasser Abu Jamee' and the pPublic rRelations department-Qdirector Mr. Marwan Dyjab in order to be acquainted with identify the pProgramme's activities and discuss seek-for mutual cooperation means-with program.

Dr. Abu Jamee' welcomed the guest delegation and presented an elaborated explanation about the Gaza-pprogramme's establishment-origin, it's goals, and it's distinguished services that are offered to different sectors class-of Palestinian society including women, children and the victims of human rights violations. The He added that the pProgramme is considered as a pioneer institution regarding of-human rights and community mental health\_ domain. Dr. Abu Jamee went over a He showed-brief biography of the late program-founder biography Dr. Eyad El-Sarraj, -Sara

Furthermore, Dr. Abu Jamee he-talked about the importance of capacity building programs for GCMHP and other organizations, building-the-abilities that-program-worked-for-their-development-He further indicated that the The-Research and Training department hosted accommodated-the international experts to train professionals over the past few years, people for-a-long-time-Dr. Abu Jamee highlighted the main psychosocial sufferings of\_He indicates-the Palestinian-suffering-from-Palestinians resulting from siege, poverty, unemployment and -warefrequent wars, that-left-different psychosocial-effects.

In his speech, Abu Jamee Abo-Jami' Jami' went over turned to many of several activities that the programme achieved in various areas. ~~did~~ Such activities These activities include served women, children, and the victims of human rights violations. As an example, Dr. Abu Jamee indicated that .He explains that 75% of women benefited from the women-obtained 75% from free telephone counseling line, phone line for Psychological Counseling. Furthermore, in addition, the TV and Radio episodes tackles television and broadcast episodes handle different topics such as; mental health of children, robbery, lying, dealing with teenagers, dealing with traumas, confusion after shock, etc.

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Mr. Lonens Breedy expressed his pleasure with in this meeting that gave him a chance to closely understand the palestinain reality. reality. He added that this will This will help him to transfer-convey the real image regarding about economic, social, and psychological conditions truth that of Palestinians living ed-in-with-different-ci under difficult circumstances and siege. Mr. Breedy inquired about the funding discussed the program finance through next years and 20 for the next period that are targeting palestinains in the area of psychosocial services 14 strategy plan which include many of social activities to serve different class in Palestinian society.

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## The Final Text

Gaza Community Mental Health Programme

Public Relations Department

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06.03.2014

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*Derek Summerfield*  
*South London and Maudsley, UK*

### Theatre Day Productions Visits Gaza Community Mental Health Programme

Delegates from Theatre Day Productions headed by Mr. Laurence Brady, British consultant, and Mrs. Tanya Mourtaga, Public Relations, have visited the Gaza Community Mental Health Programme headquarter yesterday in Gaza. The delegates met Dr. Yasser Abu Jamee', Executive Director, and Mr. Marwan Diab, Public Relations Director, in order to be acquainted with the Programme's activities and to discuss methods of future cooperation.

Dr. Abu Jamee' welcomed the delegates and started with an elaborated introduction about the Programme's establishments, goals, and distinguished services that are offered to different sectors of the Palestinian society, including women, children and victims of human rights violations. He also added that the Programme is considered a pioneer institution in human rights and community mental health issues. In addition, he went over a brief biography of the late founder Dr. Eyad El-Sarraj.

Furthermore, Dr. Abu Jamee talked about the importance of capacity building programs for GCMHP and other organizations. He further indicated that the Research and Training Department hosted international experts to train professionals over the past few years, and highlighted the main psychosocial sufferings of Palestinians due to siege, poverty, unemployment and frequent wars.

He also went over several activities that the Programme has achieved in various areas, which served women, children, and the victims of human rights violations. For instance, he indicated that 75% of women have benefited from the free telephone counseling line. And that the Programme's TV and Radio episodes tackle different topics such as children's mental health, robbery, lying, dealing with teenagers and dealing with traumas.

Mr. Laurence Brady expressed his pleasure in this meeting that gave him a chance to closely understand the Palestinian reality. He added that this will help him convey the real image regarding the economic and psychological conditions of Palestinians living under difficult circumstances and siege. Mr. Brady also inquired about funds for the upcoming period that targets psychosocial services.

A Palestinian Non-Governmental Organization

جمعية مسجلة تحت رقم 7025

www.gcmhp.net

## Appendix (12)

### Referees' Committee

| NO. | Name                             | Qualification                           |
|-----|----------------------------------|---|
| 1   | <b>Dr. Awad Kishta</b>           | Faculty of Education (IUG) (PHD)        |
| 2   | <b>Dr. Sadiq Firwana</b>         | Faculty of Arts (IUG) (PHD)             |
| 3   | <b>Dr. Waleed Amer</b>           | Faculty of Arts (IUG) (PHD)             |
| 4   | <b>Dr. Mosheer Amer</b>          | Faculty of Arts (IUG) (PHD)             |
| 5   | <b>Dr. Mohammed Al-Haj Ahmed</b> | Faculty of Arts (IUG) (PHD)             |
| 6   | <b>Dr. Mohammed Hamdan</b>       | Faculty of Arts (Gaza University) (PHD) |
| 7   | <b>Dr. Jaber Abu Shawish</b>     | Al-Quds Open University (PHD)           |
| 8   | <b>Dr. Samar Abu Shaaban</b>     | Al-Azhar University (PHD)               |
| 9   | <b>Dr. Shaaban Al-Imary</b>      | Faculty of Arts (IUG) (PHD)             |
| 10  | <b>Dr. Ayman Al-Hallaq</b>       | Faculty of Arts (IUG) (PHD)             |

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



الجامعة الإسلامية - غزة  
The Islamic University - Gaza

هاتف داخلي 1150

مكتب نائب الرئيس للبحث العلمي والدراسات العليا

الرقم ..... ع/ع/35/..... Ref

التاريخ... 2014/02/18... Date

### لن يهمله الأمر

تهديكم شئون البحث العلمي والدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهسة الطالبة/ منى يحيى شعبان أبو الريش، برقم جامعي 220120559 المسجلة في برنامج الماجستير بكلية التربية تخصص مناهج وطرق تدريس، وذلك بهدف تطبيق أدوات دراستها والحصول على المعلومات التي تساعد في إعدادها والتي بعنوان

أثر برنامج عملي مقترح على تنمية كفايات الترجمة لدى طلبة المستوى الرابع في قسم  
آداب اللغة الإنجليزية في الجامعة الإسلامية بغزة واتجاهاتهم نحو الترجمة  
The impact of a suggested practical program on improving arts of  
improving arts of English seniors' translation competencies at IUG and  
their attitudes towards translation

والله ولي التوفيق،،،

مساعد نائب الرئيس للبحث العلمي والدراسات العليا

أ.د. فؤاد علي العاجز



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