

Towards a Student-centred Approach to Translation Teaching

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■ ABSTRACT ■

The aim of this article is to review the traditional methodologies of teaching translation that concentrate on text-typologies and, as an alternative, to propose an eclectic multi-componential approach that involves a set of interdisciplinary skills with a view to improving the trainee translators' competences and skills. To this end, three approaches, namely a minimalist approach, a pre-transferring adjustment approach and a revision vs. editing approach are proposed to shift the focus of attention from teacher-centred approaches towards student-centred approaches. It has been shown that translator training programmes need to focus on improving the trainee translators' competences and skills, such as training them how to produce and select among the different versions they produce by themselves with justified confidence as quickly as they can (minimalist approach), adjust the original text semantically, syntactically and/or textually in a way that the source text supplely accommodates itself in the linguistic system of the target language (pre-transferring adjustment), and revise and edit others' translations. As the validity of the approach proposed relies partially on instructors' competences and skills in teaching translation, universities, particularly in the Arab world, need to invest in recruiting expert practitioners instead of depending mainly on bilingual teachers to teach translation.

Key Words

Editing, Minimalist Approach, Pre-transferring Adjustment, Revision and Translation Teaching.

Introduction

Teaching translation as a skill used to be mainly teacher-centred where only a very limited margin was left for students/learners to undertake the task of drilling it themselves, certainly with the help of the instructor. Besides that, translation teaching has been considerably based on the instructor's proficient language command. With the breakthroughs witnessed in different spheres of linguistic studies and other related disciplines, translation instructors nowadays need to be knowledgeable about various linguistic disciplines, such as revision, editing, documentation, desktop publishing, etc. (Olvera-Lobo *et al*, 2005: 132). In this regard, Kingscott (1995: 295) holds that "university courses should not simply be practice-oriented. It is the role of universities to open up students' minds, not to tunnel them in a particular direction". Translating programmes therefore need to view translating as an activity which takes place within a social context and "should be based on a careful and up-to-date assessment of their multifaceted future profession" (Ulrych, 1995: 251). Further, those programmes need to "cater for client-related skills since a significant part of translators' future professional lives" depend partially on the amount of educational training they receive, "whether they opt for in-house or freelance translating" (*ibid*).

It is held in this article that in parallel to 1) the traditional methodologies of translation teaching that focus on text-typologies and 2) training strategies that can develop professional informational skills, such as using the Internet and the like, attention needs to be paid to the tactics of teamwork cooperation.

This is in order to provide the student trainees with a beneficial learning experience that enhances their competences, be it translating competence, linguistic competence, communicative competence, cultural competence, research competence, etc. According to the EN-15038 European Quality Standard for Translation Services, paragraph 3.2.2 (2006: 7), a qualified translator should have the following competences:

- a) Translating competence;
- b) Linguistic and textual competence in the source language and the target language;
- c) Research competence;
- d) Cultural competence; and
- e) Technical competence (for more details, see Pre-transferring Adjustment in this paper).

Kiraly (2000) lays emphasis on the importance of encouraging student translators to team up as groups and work together confidently. This can be achieved when translation teaching is based on “authentic situated action, the collaborative construction of knowledge, and personal experience” (ibid: 3). In a similar vein, Al-Qinai (2011: 24) holds that “students’ motivation increases tremendously if they are given authentic translation tasks which will eventually be published on the web or in any other media form”. Further, the translation teachers prior to selecting or producing resources to their students need to figure out and analyze the student trainees’ needs. This attunes well with Thornbury’s (2006: 58) view that any course design should consist of a number of stages at the forefront of which come the learner’s needs. The stages include:

- a) identification and analysis of the learners’ needs;
- b) defining the overall objectives of the course in relation to the learners’ needs;
- c) syllabus design;
- d) selecting or producing resources;

- e) identifying the ways of testing learners at different stages of the course; and
- f) evaluation which involves ways and procedures for evaluating the overall success of the learners.

In what follows, the researcher will touch on three different approaches that can be used in class with a view to improving the trainee translators' competences and skills – they are the minimalist approach, pre-transferring adjustment and revision vs. editing. These three approaches shift the focus of attention towards students by encouraging them to produce and select among different versions they produce by themselves with justified confidence as quickly as they could, adjust the original text semantically, syntactically and/or textually in a way that the original supply accommodates itself in the linguistic system of the target language (TL), and revise and edit others' translations.

Objectives & Methodology

This article proposes a move away from the traditional methodologies of teaching translation that focus on text-typologies to a student-oriented approach that involves a set of interdisciplinary skills with a view to improving students' translation quality. Since translation is multidisciplinary, translator training programmes need to cover not only proficient language command in both source- and target languages, but need to bring together knowledge and skills that belong to different disciplines, such as revision, editing, documentation, desktop publishing and the like.

It is generally observed in teaching translation at the Department of Foreign Languages - English Language Section, College of Arts and Sciences, University of Nizwa (Oman) and the Department of Translation, College of Arts, University of Basra (Iraq), that instructors play an almost

exclusively key role in the teaching process except for few cases. As students practice translating texts prescribed by their instructors without recourse to other pertinent linguistic disciplines as props and motivation, their translation output therefore remains restricted and noncreative. Be that as it may, it is hypothesized in this paper that helping students to translate as cooperative teams instead of working individually, on the one hand, and acquainting them with the relevant disciplines to translation, such as revision, editing, skills of pre-transferring adjustment etc, on the other, would surely improve the translation process, and thus enhance their translation competence. To verify these assumptions, the researcher would undertake a number of tests (see next sections). As there are three different approaches proposed in this study, namely a minimalist approach, pre-transferring adjustment and revision vs. editing, three different tests were designed. This is because an empirical research design was most apt for such types of studies that attempt to

- a) have new data or new information derived from the observation of data or from experimental work;
- b) obtain solid evidence which supports or disconfirms hypotheses; or
- c) generate new hypotheses or claims (cf. Williams and Chesterman, 2002: 58).

1. Minimalist Approach

According to this approach, the trainee translators are asked to produce and select among the different versions they produce by themselves. To put this differently, the trainee translator produces a number of drafts for the same source text (ST), and then selects the most suitable draft among the drafts s/he has already produced. The aim of such an exercise for the trainee translators is to enhance their ability to create a variety of drafts for the same ST on the one hand, and to select among the drafts

with justified confidence as quickly as they can. So, the emphasis is laid here on the elimination of the most preferable target text (TT) (Pym, 2003: 494).

Accordingly, it is a student-centred approach where the task of the teacher is kept to a minimum. Despite the fact that translation teachers have the right to produce their own versions and assess the student translators' versions, they should work, according to this approach, as coaches who do not interfere till a late stage on the one hand, and their training of the student translators should not be based on individualism of such assessment procedures on the other hand (ibid: 490).

By way of illustration, let us have a look at the following examples, translated first by individual students and then re-translated collectively by a group of student translators by adopting a minimalist approach:

Discussion of the translation test:

Ten fourth-year students of the Translation Department, College of Arts, University of Basra were randomly chosen to translate a short text (around 100 words) entitled '*Once You Start, It's Hard to Stop*' from English into their own language, Arabic (see appendix 1). The sample included males and females aged between 22 and 35. Having implicitly informed the translator students of the translation purpose and the intended readership of the TT by stating that their translations will be published in one the local magazines, the researcher gave them one hour to finish translating ST. The students were allowed to use dictionaries. They were asked first to do their translations individually. Then, only a group of five students, who had already undertaken the individual translations, were asked to re-translate the same text collaboratively.

Analysis of Translations

Although the testees are in their fourth year and translating into their

own language, their translations exhibit a number of instances of grammatical mistakes, misspellings, syntactic anomaly, omission, addition, shifts in verb aspect, shifts in register, generalizing strategies and wrong lexical choices:

► Grammatical mistakes

- تشير الإحصائيات أن ما يقارب حوالي من 9 إلى 10 من مستخدمي مادة التبغ قد بدأوا التدخين قبل سن الثامن عشر . معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقع أبدا أن يصبحوا مدمنين .
- لا يعتقد الراشدين الذين بدأوا التدخين في سن المراهقة أنهم سيصلوا لدرجة الإدمان. لذلك ينصح الناس ألا يدخنوا إطلاقا.
- إن الجسم والعقل يجعلان احتياجهم للنيكوتين الموجود بالسجائر بصورة دائمة حتى تجعل الشخص يشعر بالارتياح
- معظم البالغون الذين بدأوا التدخين في سن المراهقة لا يتوقع أبدا أن يصبحوا مدمنين . هذا هو السبب لماذا يقول الناس بأن الحل الوحيد هو عدم الأقبال على التدخين بأي حال من الأحوال

► Misspellings as in the following examples:

- تظهر الإحصائيات بأن حوالي تسعة من عشرة مدخنين بدأوا التدخين قبل سن الثمانية عشر عاما.
- وتشير تلك الإحصائيات أن أغلب البالغين الذين بدأوا التدخين في سن مبكرة لم يخطر ببالهم أنهم سيصبحون مدمنين يوما ما وهذا ما يجعل الناس يعتقدون أن تجنب التدخين هو الحل الأمثل.
- يشرح الناس بالتدخين لأسباب متنوعة بعضهم يدخن لأنه يظن بأن التدخين عاده رائعه
- لا يعتقد الراشدين الذين بدأوا التدخين في سن المراهقة أنهم سيصلوا لدرجة الإدمان. لذلك ينصح الناس ألا يدخنوا إطلاقا.
- تشير الإحصائيات أن ما يقارب حوالي من 9 إلى 10 من مستخدمي مادة التبغ قد بدأوا التدخين قبل سن الثامن عشر . معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقع أبدا أن يصبحوا مدمنين .

► Syntactic anomaly. Such syntactic anomalies have aroused some awkward understanding leading to disconcerted renditions as in the following two examples:

- التدخين هو عادة يصعب تركها وذلك لأنه التبغ يحتوي على النيكوتين وهو يعتبر إلى حد ما الإدمان
- إن الجسم والعقل يجعلان احتياجهم للنيكوتين الموجود بالسجائر بصورة دائمة حتى تجعل الشخص يشعر بالارتياح

► Omission

In the following translations, the testees resorted to omitting the adverb 'highly' in

- Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive.

- التدخين عادة يصعب الإقلاع عنها وذلك لأحتواء التبغ على النيكوتين والذي يسبب الإدمان [...]
- من العادات التي يصعب التوقف عنها : التدخين وذلك لأحتواء السجائر على مادة النيكوتين و التي تعتبر من المواد المسببة للإدمان [...]
- يعتبر التدخين إحدى العادات السيئة والتي من الصعوبة الإقلاع عنها بسبب احتواء التبغ على مادة النيكوتين والمسببة للإدمان [...]
- يعد التدخين عادة صعب الإقلاع عنها بسبب مادة التبغ الحاوية على النيكوتين المسببة للإدمان [...]
- التدخين هو من الأمور التي لا يمكن التخلص منها بسهولة بسبب احتواء التبغ على مادة مسببة للإدمان وهي النيكوتين [...]

They could have opted for expressions, such as *كبيرة* or *بشكل كبير* to conjure up a similar mental image in the mind of the target reader. In studying the transitivity choices, what is of greater importance is to maintain an accurate mental picture of the world around us through opting for “syntactic correspondence which maps synonymous or quasi-synonymous meaning across cultural boundaries” (Al-Rubai’i, 1996: 103). Omission can be justified when the element/expression/ clause is not important to the development of the text and omitting it does not harm the author’s intention or alter the text-type focus, but, on the contrary, retaining it in the TT might complicate the structure and strike the TL receptor as unusual.

► *Adding unnecessary words:*

Although student translators do not seem to overtranslate, their attempts in the following examples reflect some lack of attentiveness during the translation process:

- *Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier to not start smoking at all.*

- تشير الإحصائيات إلى أن 9 من 10 مدخنين لم يخطر ببالهم أن يكونوا مدمنين في المستقبل. لهذا يزعم الناس أنه من الأفضل عدم التدخين على الإطلاق وتجنب المشاكل الناتجة عنه.
- معظم البالغون الذين بدأوا التدخين في سن المراهقة لا يتوقع أبدا أن يصبحوا مدمنين. هذا هو السبب لماذا يقول الناس بأن الحل الوحيد هو عدم الإقبال على التدخين بأي حال من الأحوال

► *Shift in verb aspect:*

In this sentence: '*Statistics show that about 9 out of 10 tobacco users start before they're 18 years old*', almost all the testees did not pay attention

to the verb aspect. Although the original writer uses a simple present tense expressed by '*show*', the emphasis in the original sentence is on the completion of the action, rather than on its continuity or frequency; hence the possibility of opting for a simple past tense in the TT as in:

- أظهرت الإحصائيات (أو أشارت الإحصائيات إلى) أن 9 أشخاص من أصل 10 يبدأون التدخين قبل سن الثامنة عشر.

Below is another example in which a shift in verb aspect occurs:

- *Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier to not start smoking at all.*

- معظم البالغون الذين بدأوا التدخين في سن المراهقة لا يتوقعون أبدا أن يصبحوا مدمنين. هذا هو السبب لماذا يقول الناس بأن الحل الوحيد هو عدم الأقبال على التدخين بأي حال من الأحوال
- معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقعون أبدا أن يصبحوا مدمنين ولذلك فالبعض يقول انه من السهل جدا الامتناع عن التدخين اطلاقا.
- و معظم البالغين الذين يبدأون التدخين في سن المراهقة لا يتوقعون أبدا أن يصبحوا مدمنين و هذا هو سبب قول الناس انه من الأسهل عدم البدء بالتدخين اطلاقا.
- لا يعتقد الراشدون الذين بدأوا التدخين في سن المراهقة انهم سيصلوا لدرجة الايمان لذلك ينصح الناس الا يدخلوا اطلاقا

Here, the translations exhibit a shift in verb aspect from perfective, expressed by a simple past tense '*started*' and '*expected*' in English to simple aspect expressed by the present tense in Arabic *يبدأون* (sic.) and لا يتوقعون أبدا. The emphasis in the original text is on the completion of the action, rather than on its regularity and frequency.

► *Shift in register:*

In the following translation, for example, a shift in the mode of discourse can be detected. The student translator opted for the adjective *صعب* '*difficult*' which in such a structure sounds colloquial, thus changing the mode of discourse from a written mode of discourse into a spoken one. Further, she resorted to the lexical item *بخير* '*fine*', thereby affecting the mode, tenor and field of discourse.

- بعد التدخين عادة صعب الإقلاع عنها بسبب مادة التنغ الحاوية على النيكوتين المسببة للإدمان حيث يصبح الجسم والعقل معتاد على النيكوتين في السجائر فيحصل عليها فقط ليشعر انه بخير , تماما كما الهيروين او العقاقير المخدرة الأخرى.

► *Generalizing Translation:*

The following translation contains a generalizing strategy in which the denotative meaning of the lexical item 'lit. things' in the TL is wider and less specific than its counterpart in the original language, i.e. 'habit'. When “the TL does in fact offer a suitable alternative”, such as عادة 'habit', such a generalising translation is not acceptable (Dickins *et al*, 2002: 57):

Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive.

- التدخين هو من الأمور التي لا يمكن التخلص منها بسهولة بسبب احتواء التنغ على مادة مسببة للإدمان وهي النيكوتين.

► *Wrong lexical choice:*

In the following translation, the student translator opted for the word إحصاءات, which is the plural form of إحصاء 'census' __ it should be إحصائية the plural of إحصائية 'statistic':

- وتظهر الإحصاءات إن ما يقارب 9 من اصل 10 من مستهلكي التنغ قد بدأوا التدخين قبل سن الثامنة عشر.

Also, the denotative meaning and connotative meaning of the defined lexical item الراشد do not correspond accurately to the original tem, i.e. 'adult'. Any person who is راشد 'legally major' means that s/he is بالغ 'adult', but not the other way round:

- لا يعتقد الراشدون الذين بدؤوا التدخين في سن المراهقة انهم سيصلوا لدرجة الامان لذلك ينصح الناس الا يدخنوا اطلاقا

► *Comprehension:*

Some translations contain sentences that do not seem to make sense at all. The following translations, in addition to containing spelling and

grammatical mistakes, definitely lack coherence and interrelatedness:

- معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقعون أبداً أن يصبحوا مدمنين ولذلك فالبعض يقول إنه من السهل جداً الامتناع عن التدخين إطلاقاً.
- ومعظم البالغين بدأوا التدخين في عمر المراهقة الذي لم يتوقع بأنهم سيكونون مدمنين وهذا هو السبب لقول الناس فقط إذا لم تبدأ بالتدخين منذ البداية على الإطلاق لكان الأمر أسهل.
- معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقعون أبداً أن يصبحوا مدمنين ولذلك فالبعض يقول إنه من السهل جداً الامتناع عن التدخين إطلاقاً.

► Literalism

Most of the testees failed to decipher what is exactly meant by 'normal' in the original text and translated it literally:

- *'Like heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal',*

- حالها حال الهيروين أو العقاقير المخدرة الأخرى، إذ سرعان ما يعتاد الجسم والعقل على هذه المادة في السجائر فلا يشعر المرء بأنه طبيعي حتى يحصل عليها.
- مثل الهيروين وغيره من المخدرات . يعتاد العقل والجسم بسرعة على استخدام نيكوتين السجائر والتي يحتاجها المرء لكي يشعر بأنه طبيعي.
- مثل الهيروين و باقي المخدرات فيصبح الجسد و العقل معتادان على النيكوتين الموجود في السجائر بسرعة فيقوم الشخص بتدخينها يشعر فقط بأنه طبيعي.

► Text presentation

All testees did not give full consideration to the layout of their translations where they left a space before the quotation marks and/or forgot to leave a space after some of the full stops, thus affecting the physical presentation of their renderings. These are only two examples:

- يبدأ الأشخاص بالتدخين لأسباب عدة فالبعض يعتقد أن الأمر يبدو جيداً وأخرون يبدون التدخين لوجود أفراد في العائلة أو أصدقاء مدخنين . تظهر الإحصائيات أن حوالي 9 من أصل 10 يبدون التدخين قبل سن الثامنة عشر ومعظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقعون أبداً أن يصبحوا مدمنين ولذلك فالبعض يقول إنه من السهل جداً الامتناع عن التدخين إطلاقاً
- يبدأ الناس بالتدخين لأسباب متعددة فالبعض يعتبرونها عادة محببة والبعض لمجرد أن أصدقائهم و أفراد عائلتهم يدخنون . أظهرت الإحصائيات أن تسعة من عشرة مدخنين يقومون بالتدخين قبل بلوغ الثامنة عشر . لا يعتقد الراشدون الذين بدؤوا التدخين في سن المراهقة أنهم سيصلوا لدرجة الإدمان لذلك ينصح الناس ألا يدخنوا إطلاقاً

It is worth noting that the trainee translators do not have to resort to the minimalist approach when equivalents at the level of words, phrases, expressions or sometimes short sentences have been established. This is

because “in order for such an approach to work, it requires the presence of a problem and the generation of more than one rendition usually in a setting that involves a group of trainees” (Al-Qinai, 2011: 28). By way of explanation, let us consider the following examples in which equivalents at the lexical, phraseological, sentential level are established and need not to be negotiated:

ST	TT	Back-translation
Car	سيارة	Car
Mountain	جبل	Mountain
School uniform	زي مدرسي	School uniform
He went to (the) hospital.	ذهب إلى المستشفى	He went to the hospital.

Collaborative Translation:

Discussion of the translation test:

As stated above, a group of five students, who had already undertaken the individual translations (see the minimalist approach), were asked to re-translate the same text collaboratively. It is hypothesized here that teamwork would certainly conduce to an improved and more integrated translation resulting from exchanging of views and persuasive arguments. Given one hour for translation, the collaborative translated text that follows shows a noticeable improvement compared with the individual attempts referred to earlier.

<p>ما إن تبدأ فمن الصعب أن تتوقف! يُعد التدخين عادة يصعب الاقلاع عنها لأن التبغ يحتوي على مركب النيكوتين والذي يسبب الايمان بصورة كبيرة كما هو حال الهيروين او العقاقير المخدرة الاخرى وسرعان ما يعتاد الجسم والعقل على تأثير النيكوتين الموجود في السجائر والتي يحتاجها المرء لكي يشعر بأنه طبيعي . هناك اسباب متنوعة تدفع الناس للتدخين فيعظهم يعتقد انها تصنف مظهراً جذاباً وآخرون بسبب تأثرهم بأفراد العائلة او الاصدقاء من المدخنين وتشير الاحصائيات بأن ما يقارب 9 من اصل 10 مدخنين قد بدأوا التدخين قبل سن الثامنة عشر معظم البالغين ممن بدأوا التدخين في سن المراهقة لم يكونوا يتوقعوا ان يصبحوا مدمنين وهذا هو ما يدفع الناس للقول ان من الاسهل هو عدم البدء بالتدخين اصلاً.</p>

In their translating the text collaboratively, student translators, to a certain degree, succeeded in offering an equivalent text that effectively reflects the variables of register, the language function, the lexical choices and the verb aspects. Their collaborative translation seems generally coherent and understandable; it contains no example of any missing segment. This clearly proves that teamwork conduces to an improved and more integrated translation resulting from exchanging views and persuasive arguments. However, it still exhibits the following backwards:

- ▶ Spelling mistakes and/or typographical errors: مدمنين and بعضهم, بدأ
- ▶ Syntactic anomaly in لم يكونوا يتوقعوا. Had they produced something like لم يتوقعوا , لم يكونوا ليتوقعوا , etc. they could have avoided such a syntactic anomaly.
- ▶ Wrong connector choice in connecting the following sentences:

- *Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive. Like heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal.*

- يُعد التدخين عادة يصعب الإقلاع عنها لأن التبغ يحتوي على مركب النيكوتين والذي يسبب الإدمان بصورة كبيرة كما هو حال الهيروين أو العقاقير المخدرة الأخرى وسرعان ما يعتاد الجسم والعقل على تأثير النيكوتين الموجود في السجائر والتي يحتاجها المرء لكي يشعر بأنه طبيعي .

Here, the student translators, after having re-marked the borders of the sentences, changed the relations between the sentences. They could have suggested something like *المخدرة الأخرى التي سرعان ما الهيروين أو العقاقير* to keep the relation intact on the one hand, and to make the TT hang together coherently.

2. Revision Vs Editing

In addition to the minimalist approach, another type of exercise needs to be activated in class, i.e. revision and editing. A distinction needs to be made between these two processes, i.e. revision and editing, and other related processes such as proof-reading before I move on to give a detailed description of these processes. To start with, revision “entails a professional, informed assessment of translation decisions and products. The process of revision is bi-directional and its purpose is to exert quality control” (Chackachiro, 2005: 225). He adds that such a process requires the assessor to

- a) comprehend the content of the ST,
- b) assess the process of translation and
- c) be familiar “with the target-language culture, audience, and literature (in the broadest sense of the word)” (ibid)

Revision is different from proof-reading and editing. Proof-readers normally busy themselves with language-related issues such as grammatical, syntactic, morphological, etc. and, at times, they pay attention to stylistic issues (for more details, see Almann, 2013: 130-136). By contrast, what concerns editors is how to achieve the “optimum orientation” of the proof-read and revised TT to live up to the target reader’s expectations (Graham, 1983: 104), by exploiting the lexical, syntactic and stylistic norms of the TL to the fullest (cf. Belhaaj, 1998: 85). In this regard, Mossop (2007: 120) lists four criteria that should be taken into account by translation editors. They are posed in the form of questions that editors should ask themselves:

- 1) Are there some parts of the text which will not be of interest to the target readership?

In his list of criteria, in particular the first one, it seems that Mossop,

“focusing on the translation of governmental papers to be used in the workings of institutions and departments, does not concern himself with literary texts” (Almanna, 2013: 134). As such, he does not account for the ethics of translation that “postulate that translation should signal the foreignness of the foreign text and create a readership that is more open to cultural differences” (Venuti, 1998: 87).

As such, there are two different approaches that a translation instructor can use in class, i.e. revision and editing. Revision as a tool for translation teaching can be conducted in different ways for example but not limited to:

- a) the student provides his/her partner(s) with the source text that s/he has already searched and prepared an ideal translation for;
- b) the teacher provides his/her students with the same text or different texts and asks the students to act as revisers to classmates; and
- c) the teacher provides his/her students with a bad translation and asks them to improve it.

Of course, here the student as a reviser should have access to the source text and should bring issues such as accuracy, completeness, readability and the like to the fore. It is worth mentioning that student translators’ abilities and skills can well be sharpened if they are given roles as participants in the translation process. Further, the student reviser needs to justify his/her comments. Consider the following examples:

ST	<i>People start smoking for a variety of different reasons. Some think it looks cool.</i>
TT	يشرع الناس بالتدخين لاسباب متنوعه بعضهم يدخن لانه يظن بان التدخين عاده رائعه
TT after revision	يشرع الناس بالتدخين لاسباب متنوعه بعضهم يدخن لانهم يعتقدون بان التدخين امر جيد
Justification	In the translation there are some spelling mistakes and grammatical mistakes such as بعضهم that should be يظن that should be يظنون. I changed رائعه عادة into امر جيد because it is suitable for the text type.

ST	<i>Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier to not start smoking at all.</i>
TT	معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقع ابدأ أن يصبحو مدمنين ولذلك "فالبعض يقول انه من السهل جدا" الامتناع عن التدخين اطلاقا
TT after revision	معظم البالغين الذين بدأوا التدخين في سن المراهقة لا يتوقعون ابدأ أن يصبحو مدمنين وهذا هو السبب لقول الناس بأنه أن لا نبدأ بالتدخين أسهل من الاقلاع عنه
Justification	Although the translation is good, there are no connectors and it is literal word for word.

ST	<i>Statistics show that about 9 out of 10 tobacco users start before they're 18 years old.</i>
TT	مستخدمو مادة التبغ قد بدأوا التدخين 10 الى 9 تشير الاحصائيات ان مايقارب حوالي من قبل سن الثامن عشر .
TT after revision	ن مستخدمي مادة التبغ قد بدأوا التدخين 10 إلى 9 وتشير الاحصائيات ان مايقارب من قبل سن الثامن عشر .
Justification	The translation is good, but I changed مستخدمو to مستخدمي because of the preposition من and deleted the word حوالي as it is not important.

With regard to editing, the trainee students as editors are required to shift their focus of attention, with the help of their course instructors, towards naturalness, i.e. well-formedness, acceptability, idiomaticity, authenticity, contemporaneity, intelligibility, accessibility, and readability (cf. As-Safi and Ash-Sharifi (1997: 60-61). They have to work on the TT without any access to the ST. Their task is confined to improving the TT to live up to the target readers' expectations. Such an exercise will help trainee students to develop a set of skills that would enable them to get rid of the constraints imposed on them by virtue of the ST *per se*. It is the responsibility of translation instructors to encourage their students at the beginning of the course to write as a TL writer would, taking into consideration the likely reading ability of the user of the TT. In other words, trainee students are encouraged to give full consideration to 'expectation norm', i.e. they need to take into account the TL grammaticality, acceptability, appropriateness and so on in a certain text

type (Chesterman, 2000: 76). However, towards the end of the course, students' attention needs to be brought to the fact that there is an original text that needs to be analyzed, appreciated and reflected on in the TL, provided that this would not distort the TL linguistic and stylistic norms. This is in line with the 'relation norm', i.e. the translator has to take into consideration the relationship between the ST elements and the TT elements (ibid).

3. Pre-transferring adjustment

Translation competence (also known in Translation Studies as 'translation ability', 'translation skills', 'translation expertise') is defined by Bell (1991: 43) as the "knowledge and skills" that translators must have in order to be able to translate. It is clear that Bell makes a distinction between translation competence and translation skills as the latter is part of the former (this is in line with many scholars, such as Melis and Albir 2001; Pym 2003; Kelly 2005; PACTE 2003, 2005 among others). In addition to distinguishing between competence and skills, Pym (2003: 489) is of a view that there are two types of skills that are needed for translation competence. They are

- 1) The translator's ability to produce more than one TT for the ST at hand; and
- 2) The translator's ability to select the most appropriate TT as quickly as s/he can and with justified confidence.

Translation competence is well defined by PACTE (Process of the Acquisition of Translation Competence and Evaluation) research group (for more details, see Melis and Albir, 2001: 280; Albir and Alves, 2009: 65) as the underlying system of knowledge and skills required in order to be able to translate. Translation competence is subdivided by PACTE

into five sub-competences, namely: bilingual, extra-linguistic, instrumental, knowledge about translation and strategic. Talking of the same components, but introducing different sub-competences (communicative competence, cultural and intercultural competence, subject area competence, professional and instrumental competence, attitudinal or psycho-physiological competence, strategic competence and interpersonal competence), Kelly (2005: 33-34) lays emphasis on the interpersonal competence, i.e. the translator's ability to deal with other professionals.

The BSEN-15038 European Quality Standard for Translation Services, currently accepted as one of the international standards of reference regarding provision and supply of translation services, in its paragraph 3.2.2 (2006: 7) makes it explicit that a qualified translator should have the following competences:

- 1) Translating competence, i.e. “the ability to translate texts to the required level”; “it includes the ability to assess the problems of text comprehension and text production as well as the ability to render the target text [...] and to justify the results”;
- 2) Linguistic and textual competence in the SL and the TL, i.e. “the ability to understand the source language and mastery of the target language”. Textual competence requires knowledge of text type conventions for as wide a range of standard-language and specialised texts as possible”;
- 3) Research competence, information acquisition and processing that require “experience in the use of research tools and the ability to develop suitable strategies for the efficient use of the information sources available”;
- 4) Cultural competence, i.e. “the ability to make use of information on the locale, behavioural standards and value systems that characterise the source and target cultures”; and
- 5) Technical competence, i.e. “the abilities and skills required for professional preparation and production of translation”, such as “the

ability to operate technical resources” (ibid: 7).

Translators, prior to transferring the analyzed materials, are most often required to make some adjustments to the ST at its lexical, syntactic or textual level. Rewriting the ST sentence without affecting the author’s intention or text-type focus will definitely allow translators to exercise greater freedom of choice in rendering the extract at hand and let them remove the syntactico-semantic and socio-cultural constraints driven by the ST. This is in line with Wilss’ (1982: 160) views that languages are “syntactically, lexically and socio-culturally non-isomorphic”. Therefore, pre-transferring adjustment is a preliminary step that can be taken by translators to obtain a better insight into the ST.

As stated above, such an adjustment does not confine itself solely to the sentential level, but rather, in most cases, translators are highly advised to opt for such an adjustment at the phrasal and lexical levels. Replacing the ST word, for instance, with its synonyms would help the translator understand its denotative meaning, on the one hand, and it provides him/her with a number of equivalents, on the other. Checking the meaning of a lexical item in a bilingual dictionary and failing to find out its exact meaning because of its archaism, neologism and so on will lead the translator, as a last resort, to apply such an adjustment. Pre-transferring adjustment can be used to solve a great number of problems. They include, but not limited to:

- 1) pinpointing the implicit relationship between sentences;
- 2) surmounting the lexical, syntactic, pragmatic, cultural, etc. constraints imposed by the ST;
- 3) finding out the meaning of a lexical item which is not referred to in available dictionaries, either because of its archaism, neologism, and the like; or
- 4) copying with figurative language.

Such an adjustment is of crucial influence on the process and product of translation, in particular when the translators are of greater ‘communicative’ and ‘linguistic competence’ as well as ‘contrastive knowledge’ (Bell, 1991: 36-42). They will adjust the original text semantically, syntactically and/or textually in a way that the ST supply accommodates itself in the linguistic system of the TL.

Discussion of the translation test:

20 undergraduate translation students at the Department of Foreign Languages – English Language Section, College of Arts and Sciences, University of Nizwa (Oman) were randomly selected. They were divided into two groups (ten students each). All of them have completed the requirements of the university and the requirements of the college. Further, they have just started their first semester in practicing translation. The sample included females aged between 19 and 23. Having practised on the proposed approach in the previous lecture and showed interest in it, ten students (henceforth called group A) were asked to translate a short text (around 40 words) entitled *مظاهرات عارمة في اليمن* ‘massive demonstrations in Yemen’ from Arabic into English (see appendix 2). They were given ten minutes to finish translating the text and were not allowed to use dictionaries. Another ten students (henceforth called group B) were asked to translate the same text, but without practising on the proposed approach. Both groups were provided with the dictionary meanings of five key words, namely: *مظاهرة* ‘demonstration’, *راتب* ‘salary’, *مصدر* ‘source’, *عنف* ‘violence’ and *اعتقل* ‘arrest’.

Analysis of Translations:

In an attempt to make the task of the analysis easier and enable the reader to follow our thread of argumentation more easily, the original text and translated texts are divided into smaller parts containing a sentence,

or a group of related sentences, reflecting a complete idea.

Group A:

- قامت مظاهرات عنيفة طافت شوارع العديد من مدن اليمن احتجاجا على تردي الخدمات وكذلك للمطالبة بزيادة رواتبهم الشهرية.
- وذكر مصدر موثوق به أن قوات الأمن طلبت من المتظاهرين عدم اللجوء إلى العنف، ولكن المتظاهرين لم يمثلوا لنداء الشرطة وقاموا برمي رجال الأمن بالحجارة
- الأمر الذي أثار حفيظة رجال الشرطة وأدى إلى لجونهم إلى اعتقال بعض المتظاهرين وزجهم في السجن.

(1)

- There was a huge demonstration in the streets of many towns in Yemen to protest on bad services and demand increase the salaries.
- A known source mentioned that the police announced do not resort to dangerous things but they did not as the police need.
- [nothing].

(2)

- A big demonstration happened in many cities in Yemen to change the bad services and ask for increase salary.
- Strong source said that the police asked the demonstrators do not use the violence but the demonstrators did not care about the police voice and they start to throw the stones on the police.
- That made the police mad.

(3)

- A violence demonstration filled the streets of most cities in Yemen to protest of bad services and to increase their monthly salary.
- Informed source reported that the security forces asked the protestors to not resort to using the violence but the protestors do not care of what the police said and they attacked the security.
- [nothing].

(4)

- The demonstration went through many streets in Yemen cities protesting there were bad services. Also, they wanted high monthly salary.
 - Great source said that the police want the demonstrators do not use violence but the demonstrators did not listen to the police.
 - [nothing].
-

(5)

- There were demonstrations in many streets in Yemen because of bad services and people want more salary.
 - And source say authorities do not want violence and the people do not listen to the police.
 - Then the police arrested many people.
-

(6)

- The violence demonstration filled most streets of Yemen cities because the services were bad and they wanted increase in the salary.
 - The informal source said the men of security wanted form the demonstrators did not allowed to violence but the demonstrators did not hear what the men of security and رمي الحجارة to the security.
 - The men of security arrest some demonstrators.
-

(7)

- A large demonstration moved in many streets in yemen to protest on bad services, also demanding raising the salary.
 - A confident source said that the security forces demanded from the demonstrators to not use the violence, but they did not listen to them and they throw on them stones.
 - That situation made the police angry.
-

(8)

- A big demonstration happened in Yemen streets for bad services and to increase their salary.
 - Confident source said that the police men طلب from the demonstrators did not use the violence but the demonstrators did not listen to the police men and throw the stone on them. As a result, the police men arrested some of the demonstrators and put them in the prison.
-

(9)

- A big demonstration filled streets in many cities in Yemen, that people did not like the services. Also, they want increase the salary.
 - The source mentioned the police want the people who do demonstration did not use violence but the demonstrators did not listen to the police and they throw stones to the police.
 - The police arrest them.
-

(10)

- The hard demonstration arrived to the city streets in Yemen because the demonstrators want to develop the services and to demonstrate to more monthly salary.
 - The informed source declared that the police wanted from demonstrators do not do violence but the demonstrators did not hear the police and they threw the police by rocks.
 - Because of that the police arrested some of the demonstrators.
-

Group B:

(1)

- Do dangerous demonstration in many streets in many countries of Yemen because there are bad services. Also they want more month salaries.
 - [nothing].
 - [nothing].
-

(2)

- A group of people walked in many streets of Yemen to protest against bad services also they shouted to increase month salary.
 - One source said that.
 - [nothing].
-

(3)

- People big happened fill streets of many cities in Yemen because weak services and also request for rise the salary.
 - [nothing].
 - [nothing].
-

(4)

- A strong demonstration happened in many streets from cities of Yemen reflect for bad services also there for order or demand to increase salary monthly.
 - Said strong source.
 - [nothing].
-

(5)

- A big demonstration happen in a lot of Yemen roads because of the worst services and they need to increase their salary.
 - From source said the police want from people do not use the violence.
 - [nothing].
-

(6)

- It made a big demonstration, it appeared on roads of number cities in Yemen because does not has a good service also to increase month salary.
- [nothing].
- [nothing].

(7)

- Many people went in strong demonstrations in many streets in may cities in Yemen country because they disagree with rule country and there did not have enough money from their job.
- After that the policemen
- [nothing].

(8)

- They are do a strong demonstration in almost the roads of Yemen cities to improve a lot of things in that cities also to increase the month salary.
- [nothing].
- [nothing].

(9)

- On Yemen country do a big demonstration on its streets because the people there have a bad service and they want their month salary.
- And the good source of Yemen say the demonstrators
- [nothing].

(10)

- The demonstration to roads in the country of Yemen.
 - [nothing].
 - [nothing].
-

Concluding Remarks on Students' translations:

Most suggested translations in both groups proved overall neither accurate nor adequate – they suffer from a great number of linguistic errors as well as stylistic deficiencies, not to mention the strategic-related errors. However, focusing on the skills of pre-transferring adjustment, one would not hesitate to conclude that the translations suggested by students of group A are better than those suggested by students of group B. Most students of group

A intrinsically managed the original text lexically, syntactically and textually prior to embarking on the actual act of translating, in this way, relatively speaking, overcoming a number of difficulties and translating most of the text.

► *Pre-transferring adjustment at the lexical level:*

Words and expressions like

قامت (مظاهرة)، عنيفة، طاف، تردي، موثوق به، قوات الأمن، عدم اللجوء، امتثل، أثار، حفيظة، لجوء، زج

were intrinsically managed by most students of group A to be in line with their translation competence, as in

- There was a huge demonstration in the streets of many towns in Yemen to protest on bad services and demand increase the salaries.
- A huge demonstration filled streets of many towns in Yemen to protest against bad services and demand increase the salaries.
- but the demonstrators did not listen to the police and they throw stones to the police.
- As a result, the police men arrested some of the demonstrators and put them in the prison (for more examples, see group A)

► *Pre-transferring adjustment at the syntactic level:*

Structures like

- قامت مظاهرات عنيفة طافت شوارع العديد من مدن اليمن
- ولكن المتظاهرين لم يمتثلوا لنداء الشرطة
- الأمر الذي أثار حفيظة رجال الشرطة

were syntactically adjusted by most students of group A prior to embarking on the actual act of transferring, as in

- There was a huge demonstration in the streets of many towns in Yemen to protest on bad services and demand increase the salaries.
- but the demonstrators did not listen to the police and they throw stones to the police.

- but the protestors do not care of what the police said and they attacked the security.
- That made the police mad. (for more examples, see group A)

► *Pre-transferring adjustment at the textual level:*

Cohesive devices like

- احتجاجا على ... وكذلك للمطالبة بـ ...
- ولكن المتظاهرين لم يمتثلوا ... وقاموا بـ ...
- الأمر الذي ... وأدى إلى ...

were intrinsically managed by some students of group A to have them meet their translation competence, as in

- A big demonstration happened in many cities in Yemen to change the bad services and ..
- but the demonstrators did not listen to the police and they ...
- but the protestors do not care of what the police said and they attacked the security.
- That made the police mad.
- Because of that the police arrested some of the demonstrators. (for more examples, see group A)

Conclusion

In this article, the traditional methodologies of teaching translation that focus on text-typologies have been reviewed in an attempt to propose a comprehensive qualitative approach that involves a set of interdisciplinary skills with a view to improving the trainee translators' level.

Due primarily to the nature of the translation process itself, some extra skills and practice, comprising discourse analysis, revision, editing, documentation, text presentation, desktop publishing and the like need to be given to trainee translators. As such, special attention needs to be

paid to the minimalist approach, revision vs. editing and skills of pre-transferring adjustments. It has recommended that the proposed approach is activated when students have, or acquire through training, a good command in source- and target languages as well as developing a certain level of cultural competence.

In order to shift the focus of attention towards students, thus keeping the task of the teacher to a minimum, translator training programmes need to focus on improving the trainee translators' competences and skills, such as training them how to produce and select among the different versions they produce by themselves with justified confidence as quickly as they can (minimalist approach), adjust the original text semantically, syntactically and/or textually in a way that the ST supplely accommodates itself in the linguistic system of the TL (pre-transferring adjustment), and revise and edit others' translations. As the validity of the approach relies partially on teachers' competence and skills in teaching translation, it is strongly recommended that universities in the Arab world, need to recruit expert practitioners to teach translation. Expert practitioners can effectively contribute to the teaching of translation, alongside academics with a good grasp of the theoretical knowledge of the subject. This is because bilingual teachers, whatever communicative competence they have in both languages, cannot understand translation procedures and problems as well as understand what is expected from translators in realistic situations.

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Appendix (1):

Once You Start, It's Hard to Stop

Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive. Like heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal.

People start smoking for a variety of different reasons. Some think it looks cool. Others start because their family members or friends smoke. Statistics show that about 9 out of 10 tobacco users start before they're 18 years old. Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier to not start smoking at all.

Appendix (2):

مظاهرات عارمة في اليمن

قامت مظاهرات عنيفة طالقت شوارع العديد من مدن اليمن احتجاجا على تدهور الخدمات وكذلك للمطالبة بزيادة رواتبهم الشهرية. وذكر مصدر موثوق به أن قوات الأمن طلبت من المتظاهرين عدم اللجوء إلى العنف، ولكن المتظاهرين لم يمتثلوا لنداء الشرطة وقاموا برمي رجال الأمن بالحجارة، الأمر الذي أثار حفيظة رجال الشرطة وأدى إلى لجونهم إلى اعتقال بعض المتظاهرين وزجهم في السجن.

Useful words:

demonstration = مظاهرة
salary = راتب
source = مصدر
violence = عنف
arrest = اعتقال