The Effectiveness of a Suggested Programme in Developing Translation Skills of Faculty of Education Students

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Abstract

The purpose of the present study was to design a programme and to test its effectiveness in developing translation skills of Faculty of Education students in Egypt.

The sample of the study consisted of 140 students selected randomly from Faculty of Education at Beni-Suif including both males and females distributed randomly between the experimental and control groups. The two groups were pretested using a translation test prepared by the researcher. The experimental-group students studied the suggested programme. The control-group students were not exposed to such a treatment. The posttest was administered after that.

Statistical analyses of the data indicated that there were no statistically significant differences between the mean scores of the students of the experimental and control groups in the pre-administration of the translation test. Significant differences were found at 0.01 level between the mean scores of the experimental and control group students in the post administration of the test in favour of those of the experimental. There were significant differences at 0.01 level between the mean scores of the experimental–group students in the pre and post administrations of the test in favour of the post. No significant differences were found between the mean scores of the control-group students in the pre and post administrations of the test. Similarly, no significant differences were found between the mean scores of male and female students in the experimental group in the post administration of the test. The programme proved to be effective in developing translation skills of Faculty of Education students with a gain ratio of 1.04. Conclusions, recommendations and suggestions for further studies were forwarded.

فعالية برنامج مقترح في تنمية مهارات الترجمة لدى طلاب كلية التربية

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استهدفت الدراسة الحالية تصميم برنامج واختبار فعاليته في تنمية مهارات الترجمة لدى طلاب كلية التربية بمصر.

اشتملت الدراسة على ١٤٠ طالباً وطالبة، تم اختيارهم بطريقة عشوائية من كلية التربية بمحافظة بني سويف بمصر. تم تقسيم العينة بين المجموعتين التجريبية و الضابطة. تم اختبار المجموعتين قبلياً باستخدام اختبار في الترجمة من إعداد الباحث. أعقب ذلك قيام المجموعة التجريبية بدراسة البرنامج المقترح، في حين لم تنل المجموعة التجريبية هذه المعاملة. تم اختبار المجموعتين عقب الانتهاء من تدريس البرنامج.

أوضح التحليل الإحصائي للبيانات عدم وجود فروق ذات دلالة إحصائية بين متوسطات درجات طلاب المجموعة التجريبية والضابطة في التطبيق القبلي للاختبار. وُجدت فروق دالة إحصائياً عند مستوى ٠١. بين متوسطات درجات طلاب المجموعتين في التطبيق البعدى للاختبار لصالح المجموعة التجريبية. كما أوضحت النتائج وجود فروق ذات دلالة إحصائية عند مستوى ٠١. بين متوسطات درجات طلاب المجموعة التجريبية في التطبيق القبلي والبعدى للاختبار لصالح التطبيق البعدى، في حين لم توجد فروق دالة إحصائياً بين متوسطات درجات طلاب المجموعة الضابطة في التطبيق القبلي والبعدى للاختبار. كما لم توجد فروق دالة إحصائياً بين متوسطات البنين والبنات في المجموعة التجريبية في التطبيق البعدى للاختبار. أثبت البرنامج فعاليته في تنمية مهارات الترجمة لطلاب كلية التربية بنسبة كسب٠٤. ٠١.

قدم الباحث عدداً من النتائج و التوصيات والمقترحات بدراسات أخرى.

كلمات مفتاحية: ـالترجمة، مهارات الترجمة، برنامج في الترجمة

The Effectiveness of a Suggested Programme in Developing Translation Skills of Faculty of Education Students

Introduction:-

Translation is one of the oldest human activities. One can hardly determine the historical onset of translation. However, it is possible to assume that translation came into existence as a result of the dire need of different speakers of different languages to communicate with one another. From a historical point of view, official documents and religious texts can be deemed to be the oldest kinds of translation.

Translation is an activity consisting of the interpretation of the meaning of a text in one language, called the source text, and the production of a new, equivalent text in another language, called the target text, or translation.

The goal of translation is to establish a relationship of equivalence between the source and the target texts (that is to say, to ensure that both texts communicate the same message), while taking into account a number of constraints including context, rules of grammar, writing conventions, idioms and the like.

Translation is the comprehension of the meaning of a text and the subsequent production of an equivalent text, likewise called a "translation," that communicates the same message in another language. The text to be translated is called the source text, and the language that it is to be translated into is called the target language; the final product is sometimes called the target text.

Translation, the transfer of a message from one language into the other for communication, has vital importance in introducing people to cultures, civilizations, and societies that are different from their own, as well as to modern ideas and technical/scientific development (Bicer, 2003:2).

Translation, when practiced by relatively bilingual individuals but especially when by persons with limited proficiency in one or both languages, involves a risk of spilling-over of idioms and usages from the source language into the target language. On the other

hand, inter-linguistic spillages have also served the useful purpose of importing calques and loanwords from a source language into a target language that had previously lacked a concept or a convenient expression for the concept. Translators and interpreters, professional as well as amateur, have thus played an important role in the evolution of languages and cultures (Kasparek, 1983:84).

Since the Industrial Revolution, developments in technology, communications and business have changed translation greatly. Once the activity of a relatively small group of clerics, scholars and wealthy amateurs working with religious or literary texts, it is now a profession with accredited schools, professional associations, and accepted standards and pay scales (Wilson, 2009:45). In particular, the advent of the Internet has greatly expanded the market for translation and introduced a vast array of new tools and types of work, including product localization, content management, and multilingual documentation. An estimated 75% of professional translators currently make their living from technical texts of various kinds (Snell-Hornby, 2006:133).

From an educational point of view, translation can serve as a bridge shortening the gap between two or more languages. It is a medium of cultural communication and acculturation. Translation skills are crucial for students of English as a foreign language. Researchers in the area (Gabr, 2003, Shi, 2004, Lida, 2005, Ramos, 2005, Haiyan, 2006, Ressurreccio, et al. 2008, Parker, 2009, Farrahi, 2009, Golvar, 2009 and others) give support to this idea.

Context of the Problem:

Translation plays a paramount role in the process of learning a foreign language. It is a scaffolding between languages. However, translation has not been given due care in Egyptian faculties of education. To the researcher's best knowledge, no study has been conducted to design a programme for developing translation skills of Faculty of Education students at the stage chosen by the researcher.

The researcher was impelled to conduct the present study by:-

1-A thorough review of the literature revealed that there is a noticeable dearth in research conducted to develop translation skills of Faculty of Education students in Egypt.

2- The lengthy experience of the researcher in the field of English language teaching for a long time indicated that translation does not receive the attention it should have in our faculties of education. It became evidently legible for the researcher that more research is needed to devise methods and strategies that are apt to develop students' translation skills.

3- Recommendations of other researchers in the field (e.g. Ressurreccio, et al. 2008, Parker, 2009, Farrahi, 2009, Golvar, 2009 and others) the majority of which lay great stress on the significance of translation and suggest that more studies should be conducted to devise methods and techniques in order to develop its skills.

Purposes of the Study:-

The present study had a two-fold purpose:-

1. An instructional purpose that is designing a programme intended to develop translation skills of Faculty of Education students.

2. A research purpose that is testing the effectiveness of the suggested programme in developing translation skills of Faculty of Education students.

Questions of the Study:-

The present study tried to find answers to the following questions:-

1. What is the present level of Faculty of Education students in translation skills?

2. What are the bases for designing a programme intended to develop translation skills of those students?

3. What are the features of the suggested programme?

4. To what extent is the suggested programme effective in developing translation skills of Faculty of Education students?

Hypotheses of the Study:-

The present study tested the following hypotheses:-

1. There will be no statistically significant differences between the mean scores of the students of the experimental and control groups in the pre-administration of the translation test.

2. There will be statistically significant differences at 0.01 level between the mean scores of the students of the experimental and control groups in the post administration of the translation test in favor of the experimental.

3. There will be statistically significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the translation test in favor of the post.

4. There will be no statistically significant differences between the mean scores of the control-group students in the pre and post administrations of the translation test.

5. There will be no statistically significant differences between the mean scores of males and females in the experimental group in the post administration of the translation test.

6. The suggested programme will be effective in developing translation skills of Faculty of Education students.

Significance of the Study:-

1. The significance of the study emanates in the first instance from the fact that it may lead to shed light on the role played by translation in developing language competence of Faculty of Education students.

2. The current study may lead us to view translation from a new perspective as an active aspect of language which needs development and systematic study and practice.

3. The study may lead to change the false conceptions about translation as mere transfer of words from one language into another.

4. The study offers a suggested programme intended to develop translation skills of Faculty of Education students. The study offers also a standardized translation test which proved to be valid and reliable.

5. The study may help students, teachers and programme designers via a) helping students to develop their translation skills, b) guiding English teachers by improving their teaching practices of translation, and c) providing programme designers with what's needed to develop translation skills of Faculty of Education students.

6. To the best knowledge of the researcher, no study had been conducted to design such a type of programme for the stage chosen. As a result, the present study tried to fill in this gap.

Limitations of the Study:-

1. The study was undertaken in the Governorate of Beni-Suif where the researcher lives and works.

2. The study was conducted on a sample of 140 students selected randomly out of the Faculty of Education at Beni-Suif. Students were distributed equally between the experimental and control groups. The sample included both males and females.

3. The researcher administered a programme that he proposed consisting of thirteen lessons.

4. The experimental study lasted for 13 weeks, approximately two hours per week.

Variables of the Study:

The present study manipulated the following variables:-

1) Dependent Variable:-

This variable was represented by translation skills of Faculty of Education students as represented by the sample selected randomly by the researcher. It was measured by a translation test prepared by the researcher.

2) Independent Variable:-

This variable was represented by a suggested programme prepared by the researcher intended to develop translation skills of Faculty of Education students.

3) Control Variables:-

In order to investigate the effect of the independent variable on the dependent one, the researcher attempted to control the following variables:-

a) students' level in translation skills before administering the programme.

b) age   c) socio-economic level   d) gender   e) teacher

Methods of the Study:-

In conducting the current study, the researcher made use of:-

1. The Descriptive Method:-

This method was used while reviewing pertinent literature and identifying the general design of the suggested programme and the translation test.

2. The Quasi-experimental Method:-

This method was used while conducting the experiment, administering the suggested programme and the translation test, analyzing the data and interpreting the results.

Experimental Design:-

The researcher depended on using two groups:-

1. Experimental Group:-

Its students studied a suggested programme prepared by the researcher intended to develop their translation skills.

2. Control Group:-

Its students did not receive such treatments. Instead, they had their regular classes.
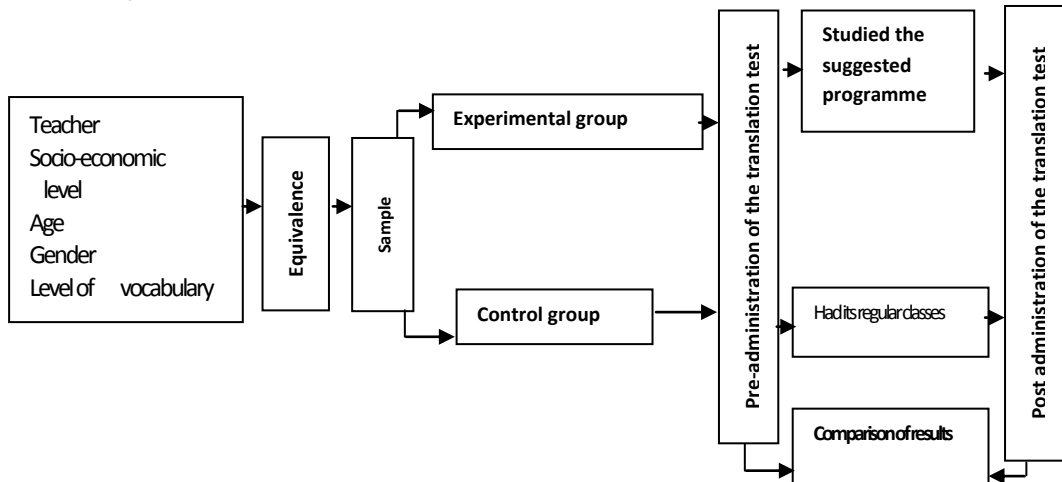

Figure (1) Experimental Design of the Study

Instruments of the Study:-

In conducting the current study, the following instruments were used:-

1. A translation test prepared by the researcher.

2. A questionnaire designed by the researcher in order to detect skills of translation deemed by the students as being suitable and crucial.

3. A suggested programme prepared by the researcher aiming at developing translation skills of Faculty of Education students.

Definition of Terms:-

Etymologically, translation is a "carrying across" or "bringing across". The Latin translatio derives from the perfect passive participle, translatum, of transfero ("I transfer" - from trans, "across" + fero, "I carry" or "I bring") (Lambert, 1998:130).

Al Wassety (2001) views the phenomenon of translation as a legitimate offspring of the phenomenon of language, since originally, when humans spread over the earth, their languages differed and they needed a means through which people speaking a certain language (tongue) would interact with others who spoke a different language.

Translation is, in Enani's (1997) view, a modern science at the interface of philosophy, linguistics, psychology, and sociology. Literary translation in particular is relevant to all these sciences, audio-visual arts, as well as cultural and intellectual studies.

Technically, the researcher defines, translation as the comprehension of the meaning of a text and the subsequent production of an equivalent text, likewise called a "translation," that communicates the same message in another language

Translation is an activity consisting of the interpretation of the meaning of a text in one language –so called the source text-and the production of a new, equivalent text in another language –called the target text, or translation.

Procedures of the Study:-

In conducting the current study, the following procedures were followed:-

1- Conducting a thorough review of pertinent literature.

2- Identifying translation skills which are suitable for Faculty of Education students in the light of reviewing related literature, consulting some specialists in the area, administering a questionnaire to the students and making use of the researcher's experience in teaching English at the Faculty of Education.

3- Preparing a pre-post translation test.

4- Validating the test by submitting it to a jury committee.

5- Piloting the test.

6- Preparing a translation programme. This step involved:-

     a) Determining bases for designing the programme.

     b) Determining programme rationale.

     c) Determining programme document. This step involved:-

*- Determining goals of the programme.

*- Specifying instructional objectives of the programme.

*- Preparing the content of the programme.

*- Designing the strategy of teaching the programme.

*- Selecting teaching aids of the programme.

*- Preparing activities of the programme.

*- Determining a suitable means for evaluating the programme.

*- Computing the time needed for conducting the programme.

*- Validating the programme by submitting it to a jury committee.

*- Piloting the programme.

*- Producing the final form of the programme.

7- Selecting a sample distributed randomly between the experimental and control groups including both males and females.

8- Administering the pretest to the two groups.

9- Administering the programme to the experimental group.

10- Administering the posttest to the two groups.

11- Analyzing the data statistically, interpreting results, forwarding recommendations and suggestions for further studies, and then concluding.

Review of Related Studies:-

    Although there is a noticeable dearth in research on translation programmes for university students, it is apt and profitable to browse some of the research efforts in the area.

     Gabr (2003) launched a study intended to investigate and evaluate the status quo of translation in Egyptian universities. In order to fulfill such an objective the researcher conducted a case study to investigate the process of translation-program design and implementation at the undergraduate level in the English

departments of Egyptian national universities, represented by the Faculty of Arts, Ain Shams University. The researcher made use of questionnaire and interview techniques. The questionnaire was administered to a random sample of 100 out of a total number of 400 fourth-year students. A 47-item questionnaire was distributed to a sample of 100 students, and 85 completed questionnaires were returned. The responses of the sample students were first categorized and analyzed. The differences were notably high. This means that these differences were significant and required no further statistical processing.

Shi (2004) investigated the importance of teaching cohesion in translation on the textual level. Test scores for a school year of Class One before and after teaching were compared to illustrate the point. The participants in the experiment were the third-year students in Xinzhou Teachers' College. Statistical analyses of the data indicated the typical amount by which values in the data set differed from the mean and no data summary was complete until all relevant standard deviations had been calculated. So results showed that the standard deviation of after the second semester was smaller than that before which meant after was better than before, not the opposite.

Lida (2005) conducted a study the purpose of which was to identify the differences in translation processes between Japanese students who have less experience and those who have the experience of having lived in the United States. In order to achieve this goal, participants who were six Japanese students at Indiana University of Pennsylvania were asked to translate a short passage from Japanese to English and then interviewed as to their translation processes. Participants were divided into two groups by the length of time they had attended college in the United States. The first was the 'less experienced group' which consisted of three students. The remaining three were the 'experienced group.' One of the findings was that, similar to second-language learning, all participants were inclined to use their own approaches in translating. Each participant's translation process was a distinct process, different

from that of the others. From a qualitative analysis, this study has reported on individual differences in translation process. Ramos(2005) conducted a study intended to investigate the role of the dictionary in translation of students at University Jaume I (Castellon, Spain). Ninety-eight first and second year translation students took part into this research. They were enrolled in two subjects from the degree course in Translation Studies. A questionnaire for trainee translators was designed. It asked students about types of dictionaries, frequency of use, difficulties of use, instruction in dictionary use, knowledge of electronic dictionaries, etc. Statistical analyses of the data indicated that students didn't take advantage of the different dictionaries available. In addition, the results suggested that they were not familiar with electronic dictionaries—CD-ROM dictionaries and online dictionaries. Students were in need of more training and, therefore, instruction in dictionary use

Haiyan (2006) introduced portfolio assessment into translation teaching and elaborated on the proposal that translator competence should be cultivated through the integration of translation teaching and testing. The researcher put forward several suggestions on how to apply portfolio assessment to translation teaching on the basis of questionnaires and her teaching practice. The 35 subjects were sophomores of the Business English Department of Shanghai Institute of Business Administration majoring in English; they had no experience in translation practice. Students were preparing themselves to be translators at business companies. Since the course focused on job-related translation tasks, the task was to be related as closely as possible to the student translators' potential work environment. After completing the course, feedback was gathered on whether students consider PA conducive to translator competence. The feedback showed that 23 percent of the students regarded PA very helpful for their gaining translator competence. They argued that PA challenged them and put them in charge in learning translation and that the translation study became their own

business. Out of 35 students 14 admitted that PA was of some help, while 29 percent of the students couldn't accept this model. They preferred the teachers' explanation to their participation for they were accustomed to noting down the teachers' comments during class.

Ressurreccio et al. (2008) examined the value of the concept of text genre in translator training (and, therefore, in the make-up of translation competence), as well as in research on translation. The aim of this study was to go a step further in this line of thinking and to explore the relation between genre and translation competence, on the one hand, and the communicative and textual sub-competence, on the other. The study revealed that the acquisition of translation competence is a gradual process that is strongly influenced by the degree of complexity of the texts/genres the translator is working with. The greater the complexity of the text is, the higher the level of competence required of the translator will be.

The researchers suggested that text genre can be a very useful educational aid when it comes to planning and carrying out the teaching of specialized translation.

Parker (2009) conducted a study aiming at examining how the role of literary translation teaching at university postgraduate level has changed over the last few decades. Presenting firstly an overview of the development of literary translation in British higher education, it is then suggested that literary translation programmes can currently be divided into three broad pedagogical categories. The third of these didactic groupings, the MA in Literary Translation, was identified and analysed in detail. The objective of this third type of translation programme is, in addition to teaching students literary translation approaches and theories, also to train them in the practical and vocational aspects of translation. It is therefore argued in this study that the traditional term 'literary translation teaching' does not fully cover the modern educational challenges facing teachers in literary translation at higher education level, where the objective is, in part, to prepare students for work in the literary translation market. It is therefore proposed that the term

'literary translator training' be used, in order to better describe and understand the increasingly professional nature of this field in current translation education at universities.

Sahar Farrahi (2009) aimed at confirming the important role of communication strategies (CSs) in translation studies and recommending some ways to develop students' strategic competence in translation. The subjects of this study were 35 university students of translation for BA degree at Payem-e-noor University, Saveh, Markazi, Iran. In order to investigate the translation problems the subject encountered during translation process, the subjects were given a one-paragraph Persian text to translate to English. They were given Persian to English dictionaries and were asked to do the task in one hour. The results of the study supported Nida (2002), who stated that, although translation programs provide students with a great deal about foreign languages, these students usually don't learn how to use those languages in communication. Instructors teach communication strategies. Apart from that, they should also motivate translation students to apply communication strategies, since greater motivation relates to higher frequencies of strategy use.

Golvar (2009) investigated the relationship between the gender of a translator and the gender of the evaluator of the work of that translator. The researcher hypothesized that if a male rater was to evaluate a translated text done by both a man and a woman, he would unconsciously choose the translation of the same gender and vice versa. To test this hypothesis, 6o (30 men and 30 women) senior students of the translation training program at the Maritime University of Chabahar were selected and participated in the experiment. The test included 20 questions; it was designed based on two translations of one chapter of a short story which was translated one by a male and the other by a female translator from English to Persian. Data analysis showed that the relationship between the variables of the study was not proved and the research hypothesis was rejected.

General Comments on Related Studies:-

Through browsing related studies, it looms legibly that the plethora of such studies agrees explicitly and implicitly that:-

1. Translation plays a paramount role in developing other language skills. It is not a mere mechanical process of converting words from one language into another.

2. Translation helps bridge the gap between languages. It can be a crucial determiner in defining the rate of foreign language learning progress.

3. Translation encourages learner–autonomy and active involvement. It reduces, to some extent, passive inattention.

4- Translation entices cultural awareness among language learners.

5- Translation develops aesthetic appreciation and literary appraisal.

Researchers ventured into investigating various aspects of translation. Gabr (2003) evaluated the translation status quo. Shi (2004) investigated the importance of cohesion in translation. Linda (2005) examined various translation strategies. Ramos (2005) studied the role of dictionaries in translation. Haiyan (2006) used portfolios as an assessment tool in translation. Ressurreccio (2008) evaluated translation competence. Parker (2009) traced the role translation plays. Farrahi (2009) investigated the effect of communication strategies in translation. And finally, Golvar (2009) attempted to identify the role of the gender of the translator in translation.

The experimental design in most of the previous studies used two groups: an experimental group and a control one except in a few cases in which more than one experimental group were used. In some cases only one group was used.

Most of the previous studies have focused mainly on students of English at school level and so none of them, according to the researcher's present knowledge, has designed a programme for developing translation skills at the level chosen by the researcher.

Theoretical Background:
Translation as a Concept

Etymologically, translation is a "carrying across" or "bringing across". The Latin translatio derives from the perfect passive participle, translatum, of transfero ("I transfer"-from trans, "across" + fero, "I carry" or "I bring"). The modern Romance, Germanic and Slavic European languages have generally formed their own equivalent terms for this concept after the Latin model-after transfero or after the kindred traduco ("I bring across" or "I lead across") (Lambert, 1998:130).

Translation Process

The translation process may be stated as:

1-Decoding the meaning of the source text; and
2-Re-encoding this meaning in the target language.

Behind this ostensibly simple procedure lies a complex cognitive operation. To decode the meaning of the source text in its entirety, the translator must interpret and analyse all the features of the text, a process that requires in-depth knowledge of the grammar, semantics, syntax, idioms, etc., of the source language, as well as the culture of its speakers. The translator needs the same in-depth knowledge to re-encode the meaning in the target language.

The process of translation differs slightly from translator to translator and is influenced by the particular work translated. Newmark concedes that it usually happens that the literary translator first has to deal with words set on the page by an author "who may be dead physically or metaphorically and now lives in the variegated readings by a host of readers of the source language" (Newmark, 1998: 117).

Translation Theory

Discussions of the theory and practice of translation reach back into antiquity and show remarkable continuities. The distinction that had been drawn by the ancient Greeks between metaphrase ("literal" translation) and paraphrase was adopted by the English poet and translator John Dryden (1631–1700), who represented translation as the judicious blending of these two modes

of phrasing when selecting, in the target language, "counterparts", or equivalents, for the expressions used in the source language (Behtash, 2001:56).

When [words] appear... literally graceful, it were an injury to the author that they should be changed. But since... what is beautiful in one [language] is often barbarous, nay sometimes nonsense, in another, it would be unreasonable to limit a translator to the narrow compass of his author's words: 'tis enough if he chooses out some expression which does not vitiate the sense (Kasparek,1983:84).

Despite occasional theoretical diversities, the actual practice of translators has hardly changed since antiquity. Except for some extreme metaphrasers in the early Christian period and the Middle Ages, and adapters in various periods (especially pre-Classical Rome, and the 18th century), translators have generally shown prudent flexibility in seeking equivalents - "literal" where possible, paraphrastic where necessary - for the original meaning and other crucial "values" (e.g., style, verse form, concordance with musical accompaniment or, in films, with speech articulatory movements) as determined from context (Hutchins, 2000:67)

In general, translators have sought to preserve the context itself by reproducing the original order of sememes, and hence word order - when necessary, reinterpreting the actual grammatical structure. The grammatical differences between "fixed-word-order" languages (e.g., English, French, German) and "free-word-order" languages (e.g., Greek, Latin, Polish, Russian) have been no impediment in this regard.

Relation between Source Language and Target Language

When a target language has lacked terms that are found in a source language, translators have borrowed them, thereby enriching the target language. Thanks in great measure to the exchange of calques and loanwords between languages, and to their importation from other languages, there are few concepts that are "untranslatable" among the modern European languages (Kasparek, 1983:8).

In general, the greater the contact and exchange that has existed between two languages, or between both and a third one, the greater is the ratio of metaphrase to paraphrase that may be used in translating between them. However, due to shifts in "ecological niches" of words, a common etymology is sometimes misleading as a guide to current meaning in one or the other language. The English actual, for example, should not be confused with the cognate French actuel (meaning "present", "current"), the Polish aktualny ("present", "current") or the Russian актуальный ("urgent, topical") (Kasparek,1986:85).

Translator's Role

The translator's role as a bridge for "carrying across" values between cultures has been discussed at least since Terence, Roman adapter of Greek comedies, in the second century BC. The translator's role is, however, by no means a passive and mechanical one, and so has also been compared to that of an artist. The main ground seems to be the concept of parallel creation found in critics as early as Cicero. Dryden observed "Translation is a type of drawing after life..." Comparison of the translator with a musician or actor goes back at least to Samuel Johnson's remark about Alexander Pope playing Homer on a flageolet, while Homer himself used a bassoon. If translation is an art, it is no easy one. In the 13th century, Roger Bacon wrote that if a translation is to be true, the translator must know both languages, as well as the science that he is to translate; and finding that few translators did, he wanted to do away with translation and translators altogether. The first European to assume that one translates satisfactorily only toward his own language may have been Martin Luther, translator of the Bible into German. According to L.G. Kelly, since Johann Gottfried Herder in the 18th century, "it has been axiomatic" that one works only toward his own language (Kasparek, 1983:34).

Compounding these demands upon the translator is the fact that not even the most complete dictionary or thesaurus can ever be a fully adequate guide in translation. Alexander Tytler, in his Essay

on the Principles of Translation (1790), emphasized that assiduous reading is a more comprehensive guide to a language than are dictionaries (Daniel, 2006:45).

Attributes of Translators

A competent translator has the following qualities:

*familiarity with the subject matter of the text being translated;

*a very good knowledge of the language, written and spoken, *from which* he is translating (the source language);

*an excellent command of the language *into which* he is translating (the target language);

*a profound understanding of the etymological and idiomatic correlates between the two languages; and a finely tuned sense of when to *metaphrase* ("translate literally") and when to *paraphrase*, so as to assure true rather than spurious *equivalents* between the source and target language texts (Venuti,1994:123).

Fidelity vs. Fluency

Fidelity (or "faithfulness") and fluency are two qualities that, for millennia, have been regarded as ideals to be striven for in translation. Sometimes, especially in inexperienced hands, the two ideals are at odds. Thus, a 17th-century French critic quipped about "*les belles infidèles*" to suggest that translations, like women, could *be either beautiful or* faithful, but not both at the same time (Kasparek, 1986:23).

"Fidelity" pertains to the extent to which a translation accurately renders the meaning of the source text, without adding to or subtracting from it, without emphasizing or de-emphasizing any part of the meaning, and otherwise without distorting it.

"Fluency" pertains to the extent to which a translation appears to a native speaker of the target language to have originally been written in that language, and conforms to the language's grammatical, syntactic and idiomatic conventions.

Dynamic and formal Equivalence

The question of fidelity vs. transparency has also been formulated in terms of, respectively, "*formal* equivalence" and "*dynamic* equivalence". The latter two expressions are associated

with the translator Eugene Nida and were originally coined to describe ways of translating the *Bible*, but the two approaches are applicable to any translation (Kasparek: 1983:123).

"Formal equivalence" corresponds to "metaphrase", and "dynamic equivalence" to "paraphrase".

"Dynamic equivalence" (or "*functional* equivalence") conveys the essential *thought* expressed in a source text - if necessary, at the expense of literality, original sememe and word order, the source text's active vs. passive voice, etc.

By contrast, "formal equivalence" (sought via "literal" translation) attempts to render the text literally, or "word for word" (the latter expression being itself a word-for-word rendering of the classical Latin *verbum pro verbo*) - if necessary, at the expense of features natural to the target language.

Instruments and Procedures :

* Sample of the Study :

The sample was selected randomly from first year Faculty of Education at Beni-Suif. The sample consisted of 140; divided between the experimental group and the control one. The sample included both males and females.

* Instruments of the Study:

I - The Suggested Programme:

A) Bases for Designing the Programme:

The researcher designed the programme in the light of:

1- Reviewing related literature in the area of programme design.
2- Reviewing related literature in the area of translation.
3-Specifying developmental characteristics of first year Faculty of Education students.
4- Determining translation skills which are suitable for first year Faculty of Education students.

B) Considerations in Designing the Programme:

In designing the programme, the researcher put the following points into consideration:

1- The nature, values and attitudes of the Egyptian society.

2- The nature of the subjects taught at the Faculty of Education.

3- Students' developmental characteristics .

4- Objectives of the English department as specified by the Faculty of Education.

5- Objectives of the present study as specified previously by the researcher.

6 - Emphasizing the student's role in learning a foreign language.

C) Programme Document:

1 - Goals of the Programme

The major goals of the programme were to:

a- Develop translation skills of Faculty of Education students.

b- Foster students' skills of dealing with various kinds of texts.

2- Instructional Objectives of the Programme:-

The major objectives of the programme were to develop students' translation skills in:-

*Defining the concept of translation.

*Analyzing the translation process.

*Determining criteria for successful translation.

*Analyzing translation theory.

*Identifying specialized types of translation.

*Diagnosing translation problems.

*Detecting traps of translation.

*Translating infinitives and abstract nouns.

*Translating the adjective.

*Translating adverb of time.

*Translating adverb of place.

*Translating adverb of manner.

*Translating consequences .

*Translating reason.

*Translating condition.

*Translating abbreviations.

*Translating idioms.

*Translating proverbs.

*Translating poetry.

* Translating scientific texts.

3- Content of the Programme:

The content consisted of thirteen lessons of comparable lengths dealing with various topics intended to develop translation skills of Faculty of Education students. The material has been gathered from different sources including textbooks and websites.

4- Strategy of Teaching the Programme:

The researcher proposed a teaching strategy subsuming beneath it many teaching techniques. The following are some of them:-

a - Extensive drilling in translation

b-Concept mapping

c-Using the dictionary

d-Using visuals

e-Contextualizing language

f-Using gestures and mimes

g-Using mnemonic devices

h-Working in pairs and groups

5 - Teaching Aids Used in the Programme:

The researcher made use of the following aids:

a- The student's book (prepared by the researcher).

b- Handouts.

c-Visual aids (pictures and flash cards).

d- The blackboard.

e-Websites and multimedia

6- Activities Used in the Programme:-

The researcher made good use of the following activities:-

a- Participating in short class discussions.

b-Working in pairs and groups.

c- Showing pictures and flash cards and commenting on them.

d- Drawing and studying concept maps.

e- Brainstorming ideas about the topic.

f- Using lexical relations in meaningful contexts.

g-Web questing and site surfing.

h-Holding literary forums and symposiums.

7- Methods of Evaluation Used in the Programme:-

Three types of evaluation were used:-

a-Pre-evaluation before administering the programme through administering the pretest.

b-Ongoing evaluation while administering the programme via the translation exercises following each lesson.

c- Post evaluation after administering the programme via the posttest.

8- Timing of the Programme:-

The programme lasted for 13 weeks, approximately 2 hours per week. The total time spent in conducting the programme was 26 hours. The programme was conducted in the academic year 2008/2009.

9- Validating the Programme:

The programme was submitted to a jury committee to show their opinions. The researcher put the juries' observations into consideration while preparing the final form of the programme.

10- Pilot Administration of the Programme:

The researcher piloted the programme prior to the real experiment. The pilot study lasted for two weeks. 40 students participated in this pilot study.

II - The Translation Test:

a - Goal of the Test:

The test aimed at testing translation skills of first year Faculty of Education students. It was used as a pre-post test in order to determine the effectiveness of the suggested programme.

b - Objectives of the Test:

The test aimed at assessing students' skills in:

*Defining the concept of translation.
*Analyzing the translation process.
*Determining criteria for successful translation.
*Analyzing translation theory.
*Identifying specialized types of translation.
*Diagnosing translation problems.
*Detecting traps of translation.
*Translating infinitives and abstract nouns.

*Translating the adjective.
*Translating adverb of time.
*Translating adverb of place.
*Translating adverb of manner.
*Translating consequences .
*Translating reason.
*Translating condition.
*Translating abbreviations.
*Translating idioms.
*Translating proverbs.
*Translating poetry.
* Translating scientific texts.

d - Description of the Test:

The researcher designed the test in the light of the goals, objectives and skills previously specified. The test consisted of two sections, the first assessing theoretical aspects, and the second evaluating practical ones. Students were given blank spaces to write their answers on the same page.

e - Validating the Test:

The test was submitted to a jury committee to show their opinions. The jury members agreed upon the validity of the test. Thus, content validity was assured. Moreover, the researcher proved self validity of the test which reached 0,90.

f - Reliability of the Test:

The researcher used the test-retest method with a time span of 15 days. Reliability coefficient reached 0.82.

g - Facility, Difficulty and Discriminability Indices of the Test:

Facility, difficulty and discriminability indices were computed. They were 0.74- 0.26 – 0.19 respectively.

h – Pilot Administration of the Test:

The researcher administered the test to a pilot sample of 40 students not taking part in the experiment. The purpose was to make sure of the suitability of the test, calculate the mean time needed,

compute reliability and to diagnose problems that might arise while administering the test.

1) *Timing of the Test:*

While piloting the test the researcher calculated the time by computing the time taken by the first student to finish answering the test as well as the last one . The time required was two hours.

Results of the Study:

The First Hypothesis:

Concerning the first hypothesis which states that "there will be no statistically significant differences between the mean scores of the students of the experimental and control groups in the pre-administration of the translation test," the researcher used t. test as follows:-

Table (1) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Two Groups in the Pre-administration of the Test

Group	Number	Means	Standard Deviations	Difference between Means	Free Score	Calculated t.	Tabulated t.	Level of Significance
Exp.	70	14.05	4.52	0.25	138	0.05	2.61	Insig.
Con.	70	14.3	4.32					

It is obvious from the above table that there are no statistically significant differences between the mean scores of the two groups. This means that the first hypothesis was accepted.

In an attempt to provide a plausible interpretation for this result, the researcher assumes that the methods and strategies employed by the majority of English teachers when teaching translation may provide a key answer in this respect. Such methods and strategies may be responsible for the low level of students' translation. Out of the researcher's long experience in E.F.L, he has noticed that teaching translation proceeds through certain predetermined steps which teachers (novice as well as old hand) have become accustomed to. Texts (English and Arabic) are presented directly to students without any pre-background about basics of translation. Students are asked to convert the texts making use of the dictionary and asking the teacher for help when necessary. Vocabulary is presented on the blackboard in the form of bilingual lists which the

teacher reads loudly and translates directly. Such lists are memorized verbatim following a method similar to stimulus-response approach. The student gets used to producing the word if he receives the equivalent translation. Learning vocabulary in lists means that it is learnt out of context and this is the rub. Students cannot use the word in meaningful contexts although they have memorized and rehearsed it tens of times. No teacher ventures into teaching theories of translation, types of translation, problems of translation etc. No student, to the researcher's best knowledge, has been trained in translating poetic or scientific texts. Some students do not have any idea about the meaning of idioms or proverbs.

The Second Hypothesis :

Concerning the second hypothesis which states that "there will be statistically significant differences at 0.01 level between the mean scores of the students of the experimental and control groups in the post administration of the translation test in favour of the experimental," the researcher used t. Test as follows:

Table (2) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Two Groups in the Post Administration of the Test

Group	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Exp.	70	31.98	6.35	17.73	138	29.7	2.61	Sig. at 0.01
Con.	70	14.25	3.07					

From the above table, it may be noticed that there are statistically significant differences at 0.01 level between the mean scores of the students of the experimental and control groups in favor of the experimental. In this way the second hypothesis of the study was accepted.

This result may be attributed in the first place to the programme which the experimental-group students studied. The programme helped to develop students' translation skills via teaching them using a new approach which proceeded from theory to practice. Moreover, identifying translation skills first helped the researcher to focus on how to develop such skills.

The Third Hypothesis:

Concerning the third hypothesis which states that "there will be statistically significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the translation test in favor of the post", the researcher used t. test as follows:

Table (3) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Experimental–Group Students in the Pre and Post Administrations of the Test

Test	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Pre	70	14.05	4.52	17.93	138	27.4	2.61	Sig. at 0.01 level
Post	70	31.98	6.35					

It can be noticed from the above table that there are statistically significant differences at 0.01 level between the mean scores of the experimental-group students in the pre and post administrations of the translation test in favor of the post. This means that the third hypothesis of the study was verified.

To complement what has already been said in the interpretation of the result of the first hypothesis, it may be assumed that the new approach implemented by the researcher in dealing with teaching translation helped him amalgamate theory and practice. Starting with theoretical aspects of translation helped to shed light on the track students (translators) should follow in order to render their task properly. Moreover, identifying translation skills first helped the researcher focus attention on strategies and techniques that are liable to develop such skills.

The Fourth Hypothesis:

Concerning the fourth hypothesis which states that "there will be no statistically significant differences between the mean scores of the control–group students in the pre and post administrations of the translation test," the researcher used t. test as follows:

Table (4) Terminal Means, Standard Deviations and t. Test Results for the Scores of the Control–Group Students in the Pre and Post Administrations of the Test

Test	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Pre	70	14.3	4.05	0.05	138	0.46	2.61	Insig.
Post	70	14.25	3.09					

It can be noticed from the above table that there are no statistically significant differences between the mean scores of the control-group students in the pre and post administrations of the test. This indicates that the fourth hypothesis of the study was confirmed.

The interpretation given to the result of the first hypothesis may aptly function here. The control–group students did not study the suggested programme. Instead, they had their regular courses. As a result, it may be said that those students dealt with the test in the same way. They may be said to have been attempting to come up with something off-hand in order to fulfill the requirements encountered in the test.

The Fifth Hypothesis:

Concerning the fifth hypothesis which states that "there will be no statistically significant differences between the mean scores of males and females in the experimental group in the post administration of the translation test", the researcher used t. test as follows:

Table (5) Terminal Means, Standard Deviations and t. Test Results for the Scores of Males and Females in the Experimental Group in the Post Administration of the Test

Group	Number	Means	Standard Deviations	Difference between Means	Free Score	C.t	T.t	Level of Significance
Males	35	31.98	3.6	0.3	68	0.50	2.65	Insig.
Females	35	31.95	5.7					

It can be observed from the above table that there are no statistically significant differences between the mean scores of males and females in the experimental group in the post administration of the test. This provides a proof for accepting the fifth hypothesis.

Such a result may indicate that difference in gender does not render difference in translation skills. Translation skills may be said to depend on the coordination of other cognitive, psychological, technical and methodological variables that may be rarely affected by difference in gender. Since information processing and cognitive processes may be very similar in males and females, translation skills may be affected by other factors rather than difference in gender. Moreover, the topics dealt with and the skills drilled in were neutral so as to overcome any gender bias.

Sixth Hypothesis:

Concerning the sixth hypothesis which states that "the suggested programme will be effective in developing translation skills of Faculty of Education students", the researcher used Blake's formula as follows:

Table (6) Mean Scores of the Experimental Group in the Pre and Post Administrations of the Translation Test, Total Score and the Gain that Occurred

Test	N	X	Total Test Score	Gain
Pre	70	14.5	40	1.04
Post	70	31.98		

It is obvious from the above table that the ratio of gain lies within the range defined by Blake which is (1-2). This indicates the effectiveness of the programme in rendering what it was intended for.

The effectiveness of the programme may be attributed to a number of reasons. First, following a scientific method in designing the programme. Second, identifying translation skills needed by students beforehand. Third, getting students acquainted with the objectives of each lesson before starting it. Fourth, providing the programme with various activities. Fifth, using various suggested strategies in teaching the programme. Sixth, using different kinds of teaching aids which helped to make the programme quite interesting. Seventh, using various kinds of evaluation before, during and after teaching the programme.

Discussion of Results:-

Results of the statistical analyses of the data indicated legibly that the suggested programme is effective in developing translation skills of the students to whom the programme was administered. Low level of students' achievement in translation before administering the programme and in the performance of the control group after administering the programme may be attributed to a crop of reasons, the first of which is the inappropriate position translation holds in our learning/teaching processes and traditions. Throughout our educational stages, teachers and students have got accustomed to dealing with translation in a mechanical way of just substituting one word for another. Ordinarily, students merely memorize lists of words and phrases and hope to retain them for practical use when an anticipated practical time comes. Of course, the majority of the words in those lists grow vague, slip into passive memory or are completely forgotten. Words that become active vocabulary are those that have been used actively and frequently. Traditionally, vocabulary building was often left to look after itself and received only incidental attention in many textbooks and language programmes. Although the course was often quite specific about aspects of teaching such as grammar, reading or speaking, little specification was given to vocabulary, and little attention was given to functioning such vocabulary in translation. Another issue influencing the effectiveness of teaching translation relates to the competence of the English language teacher, still another is associated with the communication–oriented approach which is gaining prominence in Arab countries. Teachers are confronted with the problem of catering for the greatest number of vocabulary items included in the English syllabus since any ineffective vocabulary teaching/learning may lead inevitably to undesirable results, the first of which is inability to retrieve learnt vocabulary while communicating in the language. The second is inappropriate use of vocabulary items in different situations. The third is ignorance of varieties of language, that is, using vocabulary at the wrong level of

formality either of situation or of the relationship between the speakers of the language. The fourth is using bookish English (i.e. formal language found in textbooks) in normal conversational situations. The fifth is using vocabulary in a meaningless or an idiomatic way. The last is incorrect use of grammatical form, stress, pronunciation, and spelling. Such results have their unfavorable shades on students' translation.

It may be assured that the process of teaching translation requires good planning, effective presentation, demonstration, and adequate practice. In the light of the main drawbacks identified in the traditional methods of teaching translation, and based on the main findings of research in modern methods and strategies, the present programme was suggested.

Recommendations of the Study:

In the light of what has been revealed in the present study, the researcher recommends that:-

1-Great attention should be paid to the teaching of translation throughout our educational stages. Translation should be looked at as an integral component of language learning/teaching and as a crucial factor in the development of other language skills.

2-Ineffective and traditional methods of teaching translation should be revised and minimized to the barest minimum. Rote memorization and list learning of vocabulary proved to be inefficient methods of teaching translation.

3-Translation students should be given enough theoretical background about translation, its importance, types, problems, etc.

4-Active use of vocabulary should be sought. Students should be cautioned against passive storage and retrieval of lists of vocabulary.

5-Enough and varied kinds of texts should be presented to students in accord with the level and situational needs.

6-Students should be involved in situations which require an active and interactive use of the vocabulary they have learned.

7- Translation skills should be identified in advance in order to be able to fill in the gaps that students already have.

Suggestions for Further Studies:

Following in the same footsteps of the present study, the researcher thinks that more studies are needed to:-

1- Investigate the effect of vocabulary on competence in translation.

2- Investigate the effect of intensive/extensive reading on developing translation skills of university students.

3- Investigate the effect of certain teaching/learning strategies on developing translation skills of students of a certain educational stage.

4- Design similar programmes using different kinds of strategies for developing translation skills at different levels.

5- Replicate the suggested programme for other educational stages.

6- Investigate in depth the difference between males and females in (translation skills).

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