Translator Training: A Mirror Image of EFL Pedagogy Inadequacies

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Abstract

This study shows that, although EFL pedagogy and translation teaching share a common communicative orientation, the interaction between the two is not entirely positive (Colina, 2002). The paper attempts to characterize the inadequacies of a sample of undergraduate translator trainees' L2 reading strategies, L2 genre writing conventions, and other translation-related problems. Through a study of undergraduate translator trainees' translations of a number of texts, the paper shows, first, how the trainees failed to employ bi-directional top-down and bottom-up text processing in their reading of the source texts; second, how they failed to recognize the genre conventions in both language systems (i.e., Arabic and English); third, how they misconstrued the theme/rheme arrangements in their production of target texts by failing to make the necessary modifications to produce an accessible text for the target readers. The authors suggest a set of pre- and mid- translation exercises to guide trainees to use their background knowledge employ top-down and bottom-up text processing strategies while interacting with the source text, analyze thematic structures properly, and render the theme/rheme arrangement accurately in the target text.

1. Overview

Undergraduate translator training programs in many Arab university English departments are still in their infancy. Emery (2001) points out that the majority of them lack an explicit statement of their objectives. Atari (1994) indicates that in most departments, translator trainers must attend to a host of literacy issues which their trainees bring to the classroom, including orally-based strategies in formal written language, knowledge of L2 genre writing conventions, L2 reading strategies, and techniques of text interaction for reading comprehension (cf. Atari & Abu Radwan, 2009). These skills are essential components of trainees' language competence which is embedded in translation competence. Trainers must promote translation competence as the ultimate objective of their work. However, they tend to assume that their students possess an adequate level of bilingual competence which is considered a threshold for translator training. Translation teaching should be concerned primarily with the development of trainees' translation competence, which is distinct from language competence as most translation theorists advocate. In this view, translation as a teaching activity should be mainly concerned with the process and skill of translation. In other words, the development of bilingual competence should be, by and large, kept outside the realm of their translation-proper teaching.[1] The trouble with this assumption is that little might be known about the level of literacy brought into the classroom. Even more worrying is an apparent lack of sense of direction in English/Arabic/English translator training, arising in part because no universally accepted definition of translation competence is agreed on (see Arango-Keith and Kopy, 2003). This lack of consensus even extends to the skills or subcompetences that successful translators require.

However, some scholars have proposed componential models based on observation of translators' behaviour. They comprise basic components, such as bilingual competence, transfer competence, world or subject knowledge (cf. Bell, 1991; Wills, 1992; Beeby, 1996; Pym, 2003; Kelly, 2005; and the PACTE group's model, 2000, 2002, 2009, see Göpferich, 2009, for an overview of this model). For instance, Hague, Melby, and Zheng (2011:246) report on Neubert's notion of translation competence with its five components: language competence, textual competence, subject competence, cultural competence, and transfer competence. They also highlight the most distinctive features of the following scholars' models: Pym's (2003) minimalist definition, Kelly's model (2005) and the PACTE group's model (2000, 2002, 2005, 2008). They further conclude that the most influential models essentially agree on the subcompetences required of translators. While acknowledging the merits of such functionalist approaches, they recommend that "academic programs, certifying bodies, and government agencies cooperate in identifying and using structured specifications based on a standard set of parameters" ((Hague, Melby and Zheng, 2011: 260). Other models have focused on the mental processes associated with translating, namely problem-solving strategies (cf. Lörscher, 1992; Kussmaul, 1995, see Lesznyak (2007) for a comprehensive overview of the various approaches to translation competence).

The interaction between language and translation teaching, likewise, has not been adequately characterized. Campbell (1998, p. 58), for instance, considers language competence as an integral aspect of translation competence, especially when trainees are working from their mother tongue into their second language. He points out that trainees must work within the

limitations of their second language repertoire and that the stage of an individual's language development is usually reflected in the quality of his translation. Others (see e.g., Delisle, 1992; Neubert, 1992, and Ivanova, 1998) also assume that linguistic competence is embedded in translation competence. This may mistakenly lead trainers to downplay the role of linguistic competence, assuming that their trainees' linguistic competence is sufficiently developed to undertake any translation activity. Attempts to perceive these matters as dichotomous, (i.e. translation teaching vs. language teaching) may lead trainers to do what we call the "haves and the have-nots".In other words, the output of such programs may produce neither competent translators nor competent bilinguals.

Another aspect of translator training usually overlooked is the issue of such ancillary skills as summarizing, outlining, note-taking and text-marking. It is unfortunate that these cognitively-based strategies have not been adequately researched, particularly with reference to translating. Even though these skills are reading- and writing-based, they are integrally embedded within the act of translating. Since research on English/Arabic translation issues has been mainly product-oriented (Atari, 2005), the role of these processes has been almost completely overlooked.

Training in most Arab universities English departments is further complicated by the fact that it is dominated by teacher-centered paradigms rather than translator-trainee-centered approaches. This is evidenced by the trainers' feedback on their students' drafts which are treated as final products assessed by comparing the lexical items and the grammatical structures of both ST and TT. Students are not normally asked to produce a second draft nor are they engaged in debates on why and how they produced their translations. Furthermore, translation teaching in the Arab world is primarily dictated by teachers who usually set the texts to be translated without any mention of the function and purpose of translation and the situational analysis of the ST and TT (cf. Colina, 2002).

2. The Study

This study attempts to reaffirm the need for a more positive interaction between translator training and language teaching (cf. Colina, 2002). It addresses the role of training in revealing inadequacies in the trainees' linguistic competence, particularly their L2 reading comprehension skills. It seeks to demonstrate how training can be used to foster trainees' bilingual competence, which is a threshold to translation competence. This position concurs with arguments which called for "a translation-aware language classroom" and for providing trainee translators with a clear orientation towards text and discourse study and practice (Beeby, 2004). Our proposal echoes Berenguer's (1996, cited in Beeby 2004:40) who suggested sets of exercises to develop reading comprehension, and to create awareness of the writing conventions in both languages, and Brehm's (1997, cited in Beeby 2004:40) call for focusing on reading for translators and incorporating useful insights from studies on reading acquisition in first and second language.

We contend that translator training is the most feasible tool for empowering trainees and upgrading their bilingual competence, which involves proper employment of L2 reading comprehension strategies and L2 genre writing conventions. This approach should not imply, by any means, that translation-proper skills are to be downplayed. On the contrary, the main issue here is that in order to achieve translation competence, one must consider that promoting trainees' language competence is an indispensible threshold to their translation competence. This position concurs with Wilss's (1989) view, which calls for "an interlingual super-competence" based on a comprehensive knowledge of the respective SL and TL. Similarly, Neubert (2000) emphasizes the role of bilingual competence in the acquisition of translation competence.

This study, thus, aims to demonstrate how translator training may be used to highlight shortcomings/inadequacies in trainees' linguistic and cross-linguistic competence, and how it can, through sets of exercises, enhance these types of competencies. These inadequacies include (1) students' inefficient use of L2 reading text processing strategies, namely top-down and bottom-up strategies[2]; (2) students' lack of awareness of theme/rheme arrangements which tend to be misconstrued in their translations; (3) students' inability to restructure certain genres while translating from Arabic into English, and (4) trainees' strategies employed while translating, revealed through an analysis of their think-aloud protocols.

2.1 Subjects
The subjects from whom the data were collected for this study were 12 undergraduate translator trainees. They were admitted to the B. A. translation program at Sultan Qaboos University, Oman, based on their performance in an entrance translation examination. The examination comprised two short expository texts, one in English and the other in Arabic. The main objective of this examination was to test the students' language skills more so than their translation skills. Students had applied for the program after three semesters of intensive training in the four language skills at the university's Language Centre and English Department in the university. The data were collected while students were in their third semester of the training program. This program runs for four years. In the first year, students study language skills and one or two literature courses. In the last three years of the program, students have to study translation theory ;they have to take eight practical translation courses in the fields of commerce, law, medicine, literature, etc. In addition to this, students take two simultaneous interpretation courses in their final year along with a practicum where they join the public sector to undertake translation training work.

2.2 Data Collection
To achieve the first objective, subjects were asked to translate two texts from English into Arabic under test conditions (see Appendices A and B). The two evaluative and expository texts,"*Bad for Business*" and "*Is It Back to the '70s?*" were taken from The Economist (2005), and Newsweek (2005) respectively. The texts exhibit specific cultural references about the US and the global economy and its interconnectedness to the US and OPEC. Thus, translating such texts required that students reactivate their background knowledge of the world, i.e. their formal and content schemata[3] (Carrell, 1987), and at the same time analyze the lower textual elements of the text, i.e. bottom-up text processing.

To investigate how students recognized, analyzed and produced theme/rheme arrangements in their translations, a third text with parenthetical embedded non-finite participial clauses/phrases in complex grammatical structures was chosen (see Appendix C, "*Europe Takes Steps to Avert Currency Convulsions*", published in the Saudi London-based Arab News). These structures seriously challenge trainees, as they have to understand the resulting semantic/pragmatic relations. For instance, they must recognize the "general" and "specific" and decide on how to keep them intact in their renditions into Arabic.

The third objective of the study attempted to investigate students' adaptations and overall restructuring of an Arabic source text when translated into English. To achieve this goal, a fourth text was selected(see appendix D). This was a news report published in an Omani Arabic-

medium newspaper. The format and layout of this text had to be attended to when translating it into English. Furthermore, the text exhibited a great deal of repetition and wordiness, which also had to be resolved during the process.

In brief, the first three objectives aimed to investigate the trainees' bilingual competence, i.e. L2 reading comprehension strategies, L2 genre writing conventions, and theme/rheme analysis as shown in their translations. The fourth objective of the study attempted to diagnose the trainees' translation-proper strategies through data analysis of think-aloud protocols (see details below).

2.3 Analysis

2.3.1 Case no. 1: Translator training as a vehicle for revealing students' inadequate L2 reading text processing (i.e., bi-directional bottom-up and top-downtext processing)

A reader's background knowledge influences reading comprehension skills. Such background knowledge includes all types of experiences and information that a reader brings to a text, including life experience, educational experience, understanding of how texts can be organized rhetorically, appreciation of how one's first language works, and knowledge of how the second language works. A trainee's L2 reading skills can be tested in translating from the source text (i.e., English) into the mother tongue language (i.e., Arabic). Trainers act as gatekeepers who can judge their students' smooth or rough entry to the source text author's mindset by successfully or unsuccessfully employing proper L2 reading comprehension strategies of text processing.

In this regard, one may argue that EFL pedagogy is a more legitimate approach to help students employ the proper techniques of L2 reading comprehension. With developments in discourse theory, including interactional approaches to reading, EFL pedagogy can presumably train students to employ the bidirectional top-down and bottom-up text processing strategies, over and above teaching them to recognize texts' rhetorical organizational patterns. However, research findings indicate that Arabic-speaking students do not actually employ efficient techniques of text processing in reading L2 texts for comprehension (cf. Atari, 2001, 2005; Atari & Abu Radwan, 2009; Gaith & Harkouss, 2003).

Translator training can be used as a testing ground for the various L2 reading comprehension text processing strategies. It can involve students in deducing the meaning and use of unfamiliar lexical items through contextual clues, contextual inferences through examining adjacent lexical items within and beyond the sentence boundary.

To illustrate this, consider the following source text extract (See Appendix A for the full text) and its rendition into Arabic:

Source Text

Bad for Business?

Business schools stand accused of being responsible for much that is wrong with corporate management today.

But just as the market value of an MBA is reviving, its academic credibility is being attacked. In a forthcoming article to be published posthumously in Academy of Management Learning & Education, Sumantra Ghoshal argues that many of the worst excesses of recent management practices have their roots in a set of ideas that have emerged from business-school academics over the last 30 years. (*The Economist*, 2005)

Translation

شيء سيء للتجارة

تقف مدارس التجارة اليوم متهمة بسبب كونها مسؤولة عن الكثير من الأخطاء في إدارة الأعمال الفاسدة. لكن كما أن سوق (م ب أ) تتجدد فإن مصداقيتها معتدى عليها؛ ففي مقال نشر بعد وفاة كاتبه سمانترا كوشال عن أكاديمية تعلم إدارة الأعمال التربوية. حيث نشر فيه أن أسوأ تمارين لإدارة الأعمال الماليةتدرب أصولها في مجموعة من الأفكار التي طرأت من أكاديميات تدريس التجارة خلال الثلاثين سنة الماضية.

Back Translation:

> **Something Bad for Commerce/Trade**
>
> Schools of trade (Business) stand accused due to being responsible for many of the wrong doings in corrupt business management. But just as the market value of MBA is being renewed, its academic credibility is being attacked. In an article published posthumously by Sumantra Goshal on the Academy for learning to manage business and education where he published that the worst exercises for financial business management train their sources according to a set of ideas which emerged from the academies for business teaching during.

Students' translations, as illustrated by the above text, exhibit much implicitness to the point that the target reader may find it difficult to comprehend the message of the entire paragraph. For example, the clause "*But just as the market value of an MBA is reviving, its academic credibility is being attacked*" has been rendered as "*But just as the market value of MBA is being renewed, its academic credibility is being attacked.*" Another translation of the same clause was "*Although the MBA is being renewed, its academic credibility is being attacked.*" These translations indicate that the students are dominated by their top-down strategy as they interpret "reviving" as "being renewed". This interpretation shows that the trainee translators did not make use of the information in the paragraphs' preceding sentences such as "bad for business", "accused of being responsible", and "bad corporate management".

Another instance of inability to use the bottom-up textual features is manifested in the students' inability to recognize that the words "*Academy of Management of Learning and Education*" were the title of a journal or a magazine. Again, they could not make use of italics and inverted commas; furthermore, they could not benefit from the contextual clues that preceded the title of the magazine which were "a forthcoming article to be published ..." Trainers could draw their students' attention to such contextual clues represented by the phrases "in a forthcoming article" and "to be published in" and even the use of italics and capitalization of the title itself. The students' translation behaviour, as reflected in these two mistranslations, resembles Kussmaul's (1995) students' translation behaviour, showing a lack of balance between top-down and bottom-up text processing.

Students' inability to utilize the bottom-up text processing is manifested in their rendition of the ST "*worst excesses of recent management practices have their roots in a set of ideas ...*" They translated this phrase as "*the worst exercises for financial business management train their sources according to a set of ideas.*" Had they considered the expressions "business school academics", "academic credibility attacked", "bad business", and the preceding clause "that is wrong with corporate management today", they would not have produced a word-for-word meaningless translation of the ST.

The above cases further confirm our view that the trainees failed to comprehend the source text segments. They didn't connect the information in the preceding sentences with the

following ones, nor did they benefit from the environment of those translated elements, namely the title, the sub-heading information, and their background knowledge about education in general. As a result, their translational versions exhibited word-for-word renditions.

Whether one considers reading to be a translation-proper skill or an autonomous skill which is embedded within the translating act (Seguinot, 1989; LeFeal, 1988; Shreve et al., 1993), reading remains the first phase of the translating act to be undertaken by trainee translators as well as professional translators. The above examples show that activation of background knowledge and balancing the employment of top-down with bottom-up text processing are indispensible strategies for any competent reader. As translators are privileged readers of texts (Hatim & Mason, 1990), it is vitally important for translator trainers to ensure that training is geared towards this objective: the effective reading of the ST. Translator Training, thus can be an efficient benchmark to measure trainees' reading strategies.

Another case, showing lack of balance between top-down text processing and bottom-up text processing, is revealed in student translations of the following text (see Appendix B for the complete text):

Source Text

Is It Back to the '70s?

The market buzz in America evokes the age of gas lines, stagflation, and woebegone misery index.

As if the survival of leisure suits and Lava lamps weren't bad enough, the '70s retro theme is now the talk of the financial markets, too. American economists are warning that stagflation-the high-inflation, low-growth scourge of the '70s-may be threatening a comeback. ***Inflation is rising because of record energy costs- gas prices have reached $3 a gallon in some U.S. states-which is chilling consumers***. Add to that the nagging concerns over Washington's debt habit, a weak dollar, slowing growth and the future of flagship automakers, and it is perhaps inevitable that Americans who can remember the '70s would start to note the similarities. So traumatic were the effects of stagflation that historian Theodore White included it as one of three "fundamental ideas" that define modern America, alongside Johnson's Great Society and the rise of television.

Translation

تهتز السوق في أمريكا لتوقظ عصر خطوط النفط والتضخم المالي المصحوب بركود إقتصادي وإشارة البؤس المثقل بالهموم. إذا كانت النجاة لمجموعات الفراغ ومصابيح اللافا لم تكن سيئة ما يجب، فإن الفكرة الرجعة للسبعينات هي الآن الكلام عن الأسواق المالية أيضا. حذر الإقتصاديون الأمريكان بأن التضخم المالي المصحوب بركود إقتصادي والذي يعتبر أزمة السبعينات قد يهدد بالرجوع مجددا. ***فالتضخم المالي في إزدياد بسبب أسعار النفط المسجلة حيث وصلت الأسعار 3 دولار للجالون في بعض ولايات أمريكا.*** وهذا يستنزف المستهلك. وأضف إلى ذلك تذمر المستهلك من عادة الدين لواشنطون وضعف الدولار والإزدهار البطيء، ومستقبل صانعو السيارات. فقد يكون أمر محتوم أن يبدأ الأمريكيون الذين يتذكرون أزمة السبعينات أن يدونوا التشابهات بين العصرين.

Back Translation

The markets in America are shaking in order to awaken in the memory the age of oil pipelines and inflation accompanied with recession and the sign of misery burdened with gloomy concerns.If the escape for the leisure groups and lava lamps were not good enough, the idea of returning to the '70s' is the talk today in the financial markets also. American economists warned that stagflation which is considered the

seventies crisis may threaten a comeback. Financial inflation is on the increase due to the registered oil prices which have come up to three U.S.dollars per gallon in some states in America. This has its toll on the American consumer. Add to this the consumer's complaints about the Washington habit for debt, and the weakness of the dollar and slow prosperity and the future of car makers.

The translation of the phrase "*record energy costs*" as the "*registered prices of gas*" illustrates that the students were not making use of the preceding information in the phrase "inflation is rising", nor of the picture in the middle of the page, or of the explanation that follows the phrase itself which is "*gas prices have reached 3 dollars a gallon in some U.S. states*". When instructors engage their students in a discussion about how and why they have chosen the above equivalent of the source text phrase "record energy costs", they guide them to realize the interconnections between this phrase and the preceding and following contextual phrase in the same paragraph.

2.3.2. Case no.2: Translator Training as a tool for revealing misconstrued thematic structures

Translation could be employed to draw students' attention to rhetorical devices intended to stress selected information items, highlight individual features, or emphasize a particular point in an argument. Both foregrounding (i.e. pre-posing a final element to an initial position) and postponement (i.e., placing an initial element in a final position) serve to bring into focus special parts of the message being communicated.

Translator Training could be used to enable student readers to monitor their reading comprehension if they show some awareness of the thematic progression of the source text. Baker (1992, p. 119) points out that "a translator should be aware not only of cognitive meanings and basic syntactic structures in his text, but also of its information dynamics." This involves the ability to analyze sentences into themes/rhemes[4]. In this regard, Translator Training can be used to guide students to realize the mismatches between the theme/rheme arrangements in the ST and their renditions in the TT. One way to do that is to use translation and back translation as supplementary exercises for enhancing L2 readers' and translator trainees' recognition and production of theme/rheme arrangements. This type of exercise could also raise trainees' awareness of the use of parenthetical non-finite participial clauses and phrases to integrate "specific" aspects of information within the "general".

To illustrate, consider the following trainee renditions of excerpts from the source text, *"Europe Takes Steps to Avert Currency Crisis"* (see Appendix C for the complete text).

Source Text

London, Nov.23 (R) - Europe raised its defenses today against another currency convulsion, <u>with Ireland, Spain and Norway all boosting interest rates to fight off speculators</u> ...

Target Translation

اتخذت أوروبا خطوات للدفع عن نفسها ضد التقلبات النقدية. هذا حصل عندما رفعت إيرلندا وأسبانيا والنرويج أسعار الفائدة لمحاربة المتفرجين

Back Translation

> Europe took steps today to defend itself against another monetary convulsions. This took place when all of Ireland, Norway and Spain raised their interest rates to fight off spectators ...

This rendition shows how the trainees made the subordinate idea "*Ireland, Spain and Norway all boosting interest rates*" equal to the main idea "*Europe raised its defences today against another currency convulsions*". The back translation could be used to demonstrate to student readers or translator trainees how they misconstrued the relationship between the "general" and "specific" aspects of one basic idea (***defence against convulsion***), the "general" being Europe's defences and the "specific" being "*Irish, Spanish and Norwegian interest rates*".

Another example in which the trainees misconstrued the clause pattern relations is manifested in the following translation:

Source Text

…but the fear of more upheavals in the European Community's exchange rate mechanisms, realigned at the weekend for the third time in as many months, sent investors fleeing to the US dollar as a haven of relative safety for their funds.

Translation

ولكن الخوف من إنقلاب في أسعار العملات في البلان الأوربية الأخرى كما هو حاصل الآن في عطلة نهاية الأسبوع للمرة الثالثة ولعدة شهور وذلك بسبب أن بعض المستثمرين الذين التجئوا للدولار كغطاء لعملاتهم نتيجة لوجود انخفاض في قيمة العملات الأوربية.

Back Translation

> but the fear of an upheaval in exchange rates in the Europe countries as is happening at the weekend for the third time for several months, due to some investors, moving to the dollars as a cover for their currencies due to the existence of European currencies devaluations.

This rendition shows how students misconstrued the cause-effect relationship. They treated the result "*sent investors fleeing to the US dollar as a haven of relative safety for their funds*" as the cause, when in the ST it is the result caused by "*the fear of more upheavals in the European Community's exchange rate mechanisms*".

2.3.3 Case no. 3: Translator Training and students' inadequate L2 genre writing conventions

A genre comprises a class of communicative events which share a set of communicative purposes that are recognized by an expert member of the discourse community and thereby constitute the rationale for the genre. This rationale shapes the discourse's schematic structure and influences and constrains choice of content and style (Swales, 1990).Based on his schemata, the translator negotiates both source language and target language, underlying conceptual background knowledge and prior experience in a bid to discover the socio-culturally appropriate language forms that re-encode the intended meaning. An attempt is made to avoid alien constructions and ill-formed and deviant forms. In the restructuring process, he draws on his TL system schemata to ensure that the forms selected conform to the TL's conventional rhetorical patterns. The target language is explored for potential and linguistic resources during the process of encoding the transferred meaning.

Translating genres, especially from L1 to L2, could reveal to trainers their students' inadequate knowledge of the stylistic variations between certain Arabic genres and their English equivalents. The layout and overall structure of an Arabic news report, for example, may differ drastically from those of a typical English news report. An Arabic news article may need to undergo considerable adaptation at the top structural level to become a functional English news report.

Trainees face considerable difficulty in translating the same text to make it equivalent to the L2 text. Therefore, they must acquire knowledge of the conceptual frameworks of both Arabic and English genres. This is a prerequisite for trainee translators of any source text. Unfortunately, the versions here show inadequate knowledge of genre writing conventions in both the L1 and L2. Consider the following example:

Source Text

حلقة عن قانون العمل العماني بالكلية التقنية بصلالة

بهدف تنمية قدرات وميول الطلبة وربط الدراسة الأكاديمية بالمجتمع المحلي وسوق العمل ومن أجل زيادة إدراك الطلبة لقانون العمل العماني حتى يكونوا على دراية بحق العامل والمؤسسة، أقامت صباح اليوم الكلية التقنية بصلالة حلقة عمل عن قانون العمل العماني وذلك على مسرح الكلية حاضر فيها محمد بن أحمد الشحري محام ومستشار قانوني حيث بدأ محاضرته بتعريف قانون العمل العماني وأحكامه العامة وكيفية تطبيقها وتطرق المحاضر إلى عدة محاور من أهمها كيفية تشغيل المواطنين وتنظيم عمل الأجانب والأجور وساعات العمل وتشغيل الأحداث والنساء، بافضافة إلى النزاعات العمالية في السلطنة والإجراءات القانونية لإنهائها والمساواة في الجنس ومكان العمل من حيث الحقوق والواجبات. بعد ذلك تم عرض تطبيقات أخلاقيات العمل في السلطنة، وفي نهاية الحلقة تم توجيه الأسئلة من قبل الحضور للمحاضر وتبادل وجهات النظر وسط تفاعل من الجانبين، حضر هذه الحلقة عدد متميز من الطلبة وأعضاء الهيئتين الإدارية والأكاديمية بالكلية.

Translation

> Seminar on Omani labor law at Salalah College of Technology aiming at developing students' potentials and attitudes, and bridging the academic study to community and labor market, and rising the students' awareness of the Omani labor law (OLL) to realize the workers' and establishment's right, the Technical College, Salalah, organized yesterday morning a seminar on OLL at the College Theatre. Mr. Mohammed M. A'Shahri, lawyer and legal consultant, delivered a lecture starting with explanation of the OLL and its general rules besides means of validation. He also spoke about many other major aspects such as employing citizens, regulating foreigners' employment, wages, working duration, employment of young women, labor quarrels and their legal solutions, gender equality, work place conditions as well as rights and duties. later the lecturer demonstrated some practices of labor morals in the Sultanate.· Finally the audience had their turn to ask questions and exchange Opinions with the lecturer. The students and teaching administration staff showed really great interaction.

The first segment of this TT merely reproduces the Arabic ST and offers a global introductory statement to the seminar's theme. This sounds alien, since it does not read like the typical opening section of a parallel English news report.

In most Arabic news reports, the opening section would function as a rationale for organizing the seminar and its theme. This is untypical of most English original newspaper reports, where the opening section usually introduces the topic and its development. It goes straight to the news item itself (i.e. what it is, who the participants are, the topic, etc.). As a genre which shares the same communicative goals as the English news report, Arabic news

reports' layout and textual material vary dramatically from their English equivalents. News reports in Arabic are the by-product of the socio-cultural and ideological values of the pan Arab discourse community, where news reports must have a rationale, a justification that reflects the community's values and norms concerning news worthiness. The specific event itself is unworthy of dissemination unless associated with a communal societal value system; hence, the rationale occurs at the beginning. For an English reader, the news report is the event itself, devoid of societal implications such as the role of the public figures or the government and its contribution as in the Arabic source text.

We would like to add that the trainees failed to properly restructure the ST. They should have started with something along the following lines: "The Salalah's College of Technology conducted a workshop on Omani labor law yesterday." The event mentioned needs to be established in its own right as a self-contained idea without linking it to any other element within the text. These trainees followed the linear sequence of the first three sentences of the ST, which required reordering and appropriate placement after the element about the "convening of the meeting and the place." The target text's opening section should have begun with the mention of the workshop, who conducted it, and where it was conducted. The workshop's objectives and the specifications about Omani labor law and student attitudes should have come next. If the students do not make such alterations, their translation will be totally foreignized and will not read like a normal English text. These transformations are essential to adapt the text structure to the target readership. Moreover, the translation's first three sentences should have been split into three separate ideas. Joining them using the connector "and" robs them of the intended logical connectivity. Consider the following translation into English:

> aiming at developing students' potentials and attitudes, and bridging the academic study to community and labor market, and rising the students' awareness of the Omani Labor Law (OLL) to realize the workers' and establishments' right, the Technical College, Salalah, organized yesterday …

The fact that this translation is a mere linear reproduction of the ST's opening section illustrates trainees' inability to adapt the opening of the ST in accordance with the expected target text genre's conventions.

At another level of writing conventions, the translation lacks split sentences, which is appropriate in Arabic, but not in English. Also, it includes several connectors (و، حيث، ذلك) which should have been deleted, as they are only discourse organizational signals in the ST. While their use is acceptable in Arabic, it is not in English.

Based on these observations, Translator Training should raise trainees' awareness of such aspects of cross-cultural L1 and L2 genre writing conventions. It should also create a more positive interaction between Translator Training and language teaching. Specifically, Translator Training needs to involve trainees in textual analysis which might enhance their linguistic skills.

The previous section demonstrates how translator training can provide a mirror image of trainee inadequacies in L2 reading comprehension, including thematic structure analysis and knowledge of L2 genre writing conventions. However, the analysis, essentially product-oriented, needs to be complemented by a more process-oriented approach. In the following section, therefore, we present the findings of a process-oriented study.

2.3.4 Case no. 4: Findings of process-oriented research
Most research into language learners' translation strategies indicates that language students tend to engage primarily in lower-level text processing during comprehension, translation production and monitoring (Gerloff, 1986; Krings, 1986).

Translation is governed by socially-agreed norms that establish what this activity means to a particular culture at a particular point in time, i.e. what users and writers of translation understand by 'translated from x to y' or by 'translate x into y' respectively. Language teaching is responsible for contributing to the creation of these norms, which students bring to the classroom (Nord, 105, cited in Colina 2002, p.7).

Kussmaul (1995:22) notes that two types of text processing, top-down and bottom-up, occur when we are reading a text. To understand a word's potential meanings, the trainee must draw on his top-down text processing but not to ignore the bottom-up processing as some of his students used to do. Seguinot (1991, p.80) refers to a study by Smelcer et al. (1980) which found that subjects focus too much on grammatical correctness while translating because their language courses trained them to do so. Trainees in Arab university English departments are no exception as the following section reveals.

In a study conducted on the strategies employed by a sample of undergraduate translator trainees, Atari (2005) employed the think- aloud protocol technique to solicit data which might reveal the mental processes accompanying the act of translation. The study showed that the strategies employed covered more or less all types proposed by scholars as Lörscher (1991, 1992), Krings (1986), and Seguinot (1989). Among the most frequently used were ST and TT monitoring of segments. The trainees were basically focusing on ST reading comprehension and TT production.

During ST monitoring, the trainees used certain substrategies and completely overlooked others. Those used more frequently were repetition of the linguistic units at the word and morpheme levels, re-reading ST segments, constructing tentative meanings of ST segments in ST language and/or in TT language. By contrast, "giving synonyms, comparing the two languages, the use of fillers or skipping words" were the substrategies ignored by all trainees. During the monitoring of TT, the most frequently used substrategies included immediate correction before writing and congruity assessment, a strategy used to find out if the translation makes sense. Punctuation checks and product quality assessment were not used by the trainees. These results show the trainees' tendency to dwell on the word, morpheme, phrase, and, to a lesser extent, on a whole sentence through … re-reading them and giving tentative meanings in SL and TL (Atari, 2005:188).

Among the strategies and substrategies not employed or only minimally used were:

- inferencing and reasoning (i.e. the use of top-level text structure, world knowledge, and personal experience),
- storage and retrieval (i.e. memory search)
- text contextualization (i.e. the use of paragraph context, larger context, and reference to author intent)

All these strategies constitute the top-down, knowledge-based strategies of text processing. This shows that these trainees were "entangled in text processing that is predominantly language-based and bottom-up" (ibid), which tilts the balance towards one type of strategy at the expense of other equally important or even more important ones.

3. Contributions from Translator Training to L2 Reading, L2 Writing and Translating

Based on the findings of this study, we would like to offer practical classroom procedures to help translator trainees overcome the inadequacies observed. These procedures include classroom activities to develop trainees' ability to use a bi-directional top-down and bottom-up text

processing on the one hand, and to make informed translation decisions on the other. The following sets of exercises are based on the texts used in this study.

3.1 Classroom Activities for Bi-Directional Textual Analysis

a. Pre-translation activities for L2 reading and comprehension

In this activity, the instructor will follow these steps:

Step1: Reactivate trainees' background knowledge

To achieve this objective, students will be requested to skim the text "Is It Back to the '70s?" (see appendix B). Then, the instructor will lead a discussion based on the following questions:

- What do you know about this text? Is it a newspaper report, a magazine article or a book chapter?
- What does the expression the"'70s" in this text refer to?
- Why is this expression mentioned in a text published in 2005?
- Are there any elements, signs, in the text that you can use to find the connection between the "70's" and now?
- Have you read the sub-heading? Have you examined the picture in the middle of the page?
- What do these text (the sub-heading, picture) elements tell us?
- How is the sub-heading related to the title and to the first and last paragraph?

Step2: Assist trainees to utilize textual processing strategies

In order to engage learners in purposeful reading for translation, the trainer should guide them to use inferencing, reasoning, integration of ideas, detection of functions of paragraphs, and link all of these to the overall context of the text. The instructor can guide trainees to perform the following tasks:

- Find the connection between some key words, terms, phrases and the overall title and sub-heading of the article.
- Examine these key linguistic elements with reference to the preceding and the following sentences in the text.
- Find how these sentences clarify matters for the readers.
- Find the paragraph which summarizes the gist of the article.
- Find out if the picture in the middle of the text and the chart relate to the key linguistic elements in the sub-heading.
- Examine the connection between the overall context of the "70's", the present era, the title, subheading, and the first and the last paragraph.
- Draw a map representing all the main and minor points of the text.
- Prepare an outline of the text.

b. In-translation activities

Activity I: Analysis of the ST and TT contextual factors

In this activity, trainees are guided to undertake an analysis of the ST contextual factors which are the ST function, audience, type, and other related information such as place of publication, time, etc. The discussion in this activity will lead the trainees to understand the following information about the text:

> This text was published in The Economist, 2005 addressing a large domestic and international readership. The readership consists of middle-class readers interested in economics and politics. The text represents the author's viewpoint on the current

situation in the USA. Thus, it is neither a mere academic essay nor a news report; it exhibits symptoms of evaluativeness and detachment.

As for the target text analysis, this involves information about the target readership, the purpose of the translation, the users of the translation, etc. The instructor should give instructions along these lines:

> Your translation will be published in an Arabic-medium magazine addressing GCC economists and oil industry ministers. It should have the same degree of argumentation as manifested in the ST. It will be published prior to the OPEC oil ministers' meeting. The report will be used as a document that gives insights into trade relations between the GCC states and the US.

3.2 Activity II: Feedback, Editing and Revising

After students produce their first draft of the translations, the trainer should guide them to engage in peer evaluation of each other's drafts. This can be done as follows:

Step 1: Compare the contextual variables of the ST and TT. Think about the adaptations that might affect the translation.

Step 2: Check their translation to see whether they have maintained the same text type and genre.

Step 3: Read parallel texts in Arabic to check and judge the adaptations they should have made.

Step 4: Examine the consequences of their adaptations for the target language community.

Step 5: Use the technique of back translation to show the trainees the mismatches between the ST's intended messages and their own renditions of the text.

These activities aim to raise students' awareness of L2 genre writing conventions across cultures as well as translation techniques and procedures such as transposition, modulation, borrowing, restructuring, etc. They are based on the premise that L2 reading and L2 writing are inextricably embedded within the process of translating.

Notices

1. 1Most translation teachers assume that their trainees have an adequate level of bilingual competence and that their job is to teach students how to acquire translation skills.

2. Bottom-up language-based reading strategies focus mainly on word meaning, sentence syntax, and text details using lower-level cues while skimming and scanning.. On the other hand, top-down, knowledge-based text processing strategies focus primarily on text gist, background knowledge and discourse organization through the use of higher level cues such as recognizing the main idea, integrating information, drawing inferences, recognizing text structure, etc. (Abbot, 2006).

3. Content schemata is the knowledge which the reader brings to the text relative to its content domain, and formal schemata refers to "knowledge relative to the formal, rhetorical organizational structures of different types of texts." (Carrell, 1987)

4. One way of explaining the interactional organization of sentences is to suggest that a clause consists of two segments. The first segment is called the theme. The theme is what the clause is about. It has two functions: (a) it acts as a point of orientation by connecting back to previous stretches of discourse and thereby maintaining a coherent point of view, and (b) it acts as a point of departure by connecting forward by connecting forward and contributing to the development of later stretches. The second segment of a clause is called the rheme. It is what the speaker says about the theme. It is the goal of discourse as such, it is the most important element in the structure of the clause as a message because it represents the very information that the speaker wants to convey to the hearer. It is the rheme that fulfils the communicative purpose of the utterance.

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Appendices
Appendix A

Bad for business? (The Economist 2005)
Feb 17th 2005
Business schools stand accused of being responsible for much that is wrong with corporate management today.
THIS is the time of year when MBA students run not from classroom to classroom but from interview to interview as they try to get the high-paying job that they expect their qualification to deliver. It seems that the demand for MBAs is now strong again, after four decidedly weak years. "The big eaters of MBA talent have regained their hiring appetite," says Ken Keeley, director of career opportunities at Carnegie Mellon's Tepper School of Business in Pittsburgh. At New York's Stern School, close to Wall Street, the number of jobs offered to this year's MBA class by the beginning of this month was double that at the same stage in 2004. Better still, average starting salaries in investment banking for Stern graduates were—at $95,000—up by $10,000 from a year ago.
But just as the market value of an MBA is reviving, its academic credibility is being attacked. In a forthcoming article to be published posthumously in *Academy of Management Learning & Education*, Sumantra Ghoshal argues that many of the "worst excesses of recent management practices have their roots in a set of ideas that have emerged from business-school academics over the last 30 years."
Mr Ghoshal was just such an academic, a professor at London Business School until he died 11 months ago at the age of 55. He believed that the desire of business schools to make the study of business a science, "a kind of physics", has led them increasingly to base their management theories on some of the more dismal assumptions and techniques developed by economists, particularly by the "Chicago School" and its intellectual leader, Milton Friedman. These include supposedly simplistic models of individual human behaviour (rational, self-interested, utility-maximising *homo economicus*) and of corporate behaviour (the notion that the goal of a firm should be to maximise shareholder value). These assumptions, though in Mr Ghoshal's view badly flawed, were simple enough to allow business-school academics to develop grand theories of management supported by elegant mathematical models and empirical analysis that appeared scientific, and thus earned their subject academic respectability, but were, in fact, a pretence of knowledge where there was none.
Appendix B

Source: Newsweek, 2005

Business

Is It Back to the '70s?

The market buzz in America evokes the age of gas lines, stagflation, and the woebegone misery index.

BY STEPHEN GLAIN

AS IF THE SURVIVAL OF LEIsure suits and Lava lamps weren't bad enough, the '70s retro theme is now the talk of the financial markets, too. American economists are warning that stagflation—the high-inflation, low-growth scourge of the '70s—may be threatening a comeback. Inflation is rising because of record energy costs—gas prices have reached $3 a gallon in some U.S. states—which is chilling consumers. Add to that the nagging concerns over Washington's debt habit, a weak dollar, slowing growth and the future of flagship automakers, and it is perhaps inevitable that Americans who can remember the '70s would start to note the similarities. So traumatic were the effects of stagflation that historian Theodore White included it as one of three "fundamental ideas" that define modern America, alongside Johnson's Great Society and the rise of television.

The good news is that the key indicators are still way short of the '70s red zone. Economic growth is slipping toward 3 percent, but nowhere near stagnant, and inflation is nudging up past 3 percent, nowhere near the double digits of the '70s. Economists don't even agree on exactly what mix of sluggish growth and rapid price increases defines stagflation. What they're clear on is the very '70s dilemma these trends pose for the Federal Reserve Bank: if it raises rates, it dampens inflation but chokes already faltering growth. If it lowers rates, it spurs growth but also fuels inflation. "This makes life a lot harder for the Federal Reserve," says Jared Bernstein, senior economist at Washington's Economic Policy Institute. "It has to fight inflation but it also has to be mindful of the job market, the trade deficit and consumers who are not contributing to growth as they had in previous quarters."

The Fed has made its choice. Last week it hiked interest rates by a quarter of a percentage point, its eighth such increase since it began tightening monetary policy last June. "It's pretty obvious the Fed has chosen which side of the monster they'll attack first," says Anthony Chan, senior economist at JPMorgan Asset Management. "To give up now in the face of what is pretty mild inflation would not be the right thing to do."

Even the worst-case scenario is likely a far less severe dose of stagflation than the original. Economists blame the shrinking economy and rising prices of the '70s on low productivity growth and bad policies, in particular President Lyndon Johnson's decision to finance the Vietnam war without raising taxes, followed by Nixon-era wage and price controls. Today some economists see a reminder of LBJ's "guns and butter" spending habits in the Bush administration's "deficits don't matter" approach.

The threat that deficits pose to growth has helped inspire a revival of the infamous "misery index," invented by Chicago economist Robert Barro. Tallying unemployment and inflation, the index became a barometer of '70s gloom, with its gas lines and rationing, and President Gerald Ford's failed campaign to "Whip Inflation Now." Today the misery index stands at 8.3 percent, way below the high mark of 21.7 set in the second quarter of 1980, but up from the low point of 5.9 percent recorded in 1998. What this captures is not misery, but another phenomenon America has not seen in this way before: high anxiety despite a generally strong economy. If inflation and growth were at the same levels but trending in opposite directions, we wouldn't be talking about stagflation.

While Ford's WIN buttons became a laughingstock in some circles, Americans eventually did whip inflation. Productivity today is rising twice as fast as it did in the '70s, which means American business can grow without adding to labor costs and raising prices. Rising foreign competition also restrains any rise in retail prices, and the decline of organized labor undercuts the power of unions to pump up wages. In the last 30 years, trade as a percentage of the U.S. economy has risen to 25 percent from 11 percent and the unionized share of the labor force has tumbled from 25 percent to 12.5 percent, according to Lehman Brothers.

Still, the ghosts won't go away. Standard & Poor's last week demoted Ford and General Motors to junk-credit status, based in part on the assumption that Americans are turning away from big SUVs and back to the small cars of the leisure-suit era. Could one of the big two be headed toward collapse, some analysts asked, like Chrysler circa 1979? Cutbacks at Ford and GM are already having a ripple effect on growth. Others warned that the Fed's rising rates will have little impact on an inflation cycle driven largely by imported oil, and issued new calls for the Bush administration to get serious about conservation, another rallying cry of the late '70s. Might be time to dust off those WIN buttons, just in case. ∎
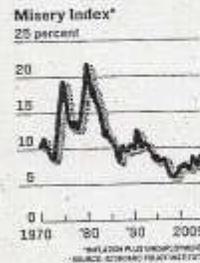
OIL FACTOR: Gas rationing in the '70s, Greenspan (left)

Bad Old Days

Rising inflation and slow growth evoke the 1970s, but current conditions are nowhere near as grim.

Misery Index*
25 percent

38

Appendix C

Source: Saudi Arabia News

Europe takes steps to avert currency crisis

LONDON, Nov. 23 (R) -- Europe raised its defenses today against another currency convulsion, with Ireland, Spain and Norway all boosting interest rates to fight off speculators (See also Page 15)

But the fear of more upheaval in the European Community's exchange rate mechanism, realigned at the weekend for the third time in as many months, sent investors fleeing to the U.S.dollar as a haven of relative safety for their funds.

"The market's sure there's more devaluations and rate moves to come yet in Europe and that makes the dollar look like a haven of peace and stability," a U.S. bank dealer in London said. The dollar was trading at 1.6050 German marks and 124.08 Japanese yen around midsession; compared with Friday's close of 1.5910 marks and 123.68 Japanese yen.

A six percent devaluation of Iberian currencies in an emergency ERM protection maneuver took some of the heat off the Spanish peseta and the Portuguese escudo, which held their own in morning trading today, but pushed the Irish punt and weaker Scandinavian currencies into the firing line. Economists expressed doubt about whether the devaluations would be enough to stave off a crisis, and said another big attack by speculators on the ERM could blow the system apart, sending shock waves through other currencies and economics.

The turmoil has spilled over to currencies outside the grid, forcing Sweden to float its crown free of the European currency unit last week and Norway to hoist its money rates today.

The Irish government led the defense against a threatened assault by currency speculators who have been stalking weak spots in the grid since the "black Wednesday" offensive forced the hasty exit of sterling and the Italian lira two months ago.

Spain's key money rate was tightened by three-quarters of a percentage point to 13.75 percent and dealers said Portugal's central bank had intervened in money markets to support the escudo's value. "So far so good," said one Paris currency dealer.

Appendix D

حلقة عن قانون العمل العماني بالكلية التقنية بصلالة

بهدف تنمية قدرات وميول الطلبة وربط الدراسة الأكاديمية بالمجتمع المحلي وسوق العمل ومن أجل زيادة إدراك الطلبة بقانون العمل العماني حتى يكونوا على دراية بحق العامل والمؤسسة. أقامت صباح أمس الكلية التقنية بصلالة حلقة عمل عن قانون العمل العماني وذلك على مسرح الكلية حاضر فيها محمد بن أحمد الشحري محام ومستشار قانوني حيث بدأ محاضرته بتعريف بقانون العمل العماني وأحكامه العامة وكيفية تطبيقها وتطرق المحاضر إلى عدة محاور من أهمها كيفية تشغيل المواطنين وتنظيم عمل الأجانب والأجور وساعات العمل وتشغيل الأحداث النساء، بالإضافة إلى النزاعات العمالية في السلطنة والإجراءات القانونية لإنهائها والمساواة في الجنس ومكان العمل من حيث الحقوق والواجبات. بعد ذلك تم عرض تطبيقات أخلاقيات العمل في السلطنة، وفي نهاية الحلقة تم توجيه الأسئلة من قبل الحضور وتبادل وجهات النظر وسط تفاعل من الجانبين، حضر هذه الحلقة عدد متميز من الطلبة وأعضاء الهيئتين الإدارية والأكاديمية بالكلية.