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« The interpretive theory »

Monitoring student's attitudes towards using the interpretive theory in a translation classroom setting, study case of third year students ,English department at Abbes leghrou university .

A thesis submitted for the partial fulfillment of the master degree in English language

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Declaration by students

We , Yahia Lakhdari and Oussama Cherraben , hereby declare that the work presented herein is original work done by us and has not been published or submitted elsewhere for the requirement of a degree programme. Any literature date or work done by other and cited within this thesis has given due acknowledgement and listed in the reference section.

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List of appendices and abbreviations:

TL:target language

SL:source Language

ITT: Interpretive theory

Table of contents :

1-1 Acknowledgements and Dedications

1-2 General Introduction

1-3 Statement of the problem

1-4 Research questions

1-5 Research hypothesis

2-Chapter one :

2-1 Translation between concept and science

2-2 Definition of translation

2-2-1 Translation as an art

2-2-2 Translation as a skill

2-3 pedagogical translation and current paradigms

3- chapter two : literature review

3-1 the Interpretive theory

3-2 Criteria of application of the Interpretive theory

3-3 the components of interpretive theory

3-4 Danika Seliscovitch the iconic translation figure

3-5 the application of deverbialization into pedagogical translation

4- Chapter three : practical part

4-1 the research questionnaire

4-2 procedures

4-3 Sampling strategy and approach

4-4 Data analysis

4-5 Data interpretation

5- Conclusion

6- Sources for further reading and expansion

To my family, to those who burns to enlighten darkness of others, to the modest man who is not modest at all in his mind , my supervisor: MR Hicham Fellaah ,to the all the scholars we lost amidst the pandemic .



INTRODUCTION

1-General Introduction :

Present paper focuses on the use of the theory of translation in helping learners to acquire, develop and strengthen their knowledge and performance in the English language. Translation integrated into the language learning practice along with the generally used term of translation associated with the main language skills such as reading, listening, writing, and vocabulary development that could be defined as a “pedagogical tool”, considering that its purpose is to teach a language. Translation activities make students communicate both ways: into and from the foreign language. While translating students are incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking and to correct common mistakes that could otherwise remain unnoticed. Students can make the best out of their learning, if they are encouraged to use the interpretive theory properly. Translation activities are used in the advanced English learning programs at many famous educational institutions . This paper is based on a brief theoretical literature overview, analysis of the relation between translation theory and students translation competence and analysis of the results of the questionnaire . The findings of the questionnaire suggest that the translation theory has a direct positive impact on the English language learning practices for third year students of English department, aimed at enhancement of students’ foreign language skills .

2- The research gap : Foreign language learners in general and English language in particular tend to rely on a certain translation practices on their early stages achieving either a significant success in developing their performance in translation from source language e.g:Arabic-to English and vice versa or ending into the opposite direction without getting any benefit from the interpretive theory .

1-3 Research questions:

The study will focus on answering the following questions :

- ~ -what attitude does the interpretive theory application create in the students when translating ?
- ~ -Is the interpretive theory worthy and useful to be applied in university syllabus or not?

1-4Research hypothesis :

Looking in depth in the components of the approach itself , besides the broad application of it into university English language translation learning classroom context could have different outcomes :on sharpening the skills of fast decoding of intended meaning .Hence,the process of reacting orally or in written form in target language would be deliberate and accurate.

The evaluation of the students performance before and after learning the interpretive theory could perhaps tell us to an extent the benefits of learning and applying it thoroughly .

Translation

and

pedagogical translation

theoretical readings

Chapter one : Translation and pedagogical translation theoretical readings

2-Translation between concept and science:

2-1Definition of translation

These lines aims at redefining translation and exploring its nature, drawing on translation theories. So, old as well as new perspectives on translation are demonstrated, discussed and accentuated. The current r

researchers' attempts to define translation as a science, an art, a skill, a process or a product are, thus, concentrated to highlight the tenets of each philosophy. No chronological order is sought, but rather notions are launched as if in a stream of consciousness where each concept triggers the one following it. However, theorists have had no consensus on what translation is, and have given diverse definitions to describe its real nature. A possible compromise among all the perspectives on translation can help to decide what translation is and what its dimensions are. As translation is one of the highly sophisticated activities conducted by man, looking at its different dimensions gives a clearer vision of its nature. It comprises some elements that can be seen as creative (artistic) features and some others as attributes of science. When these are fused together the process which involves cognitive efforts will result in a product that can be perceived and judged differently by different people. Finally, it is hoped that the proposed definition of translation as a three-dimensional phenomenon, and the calls for triangulating research results in translation studies will present a more realistic and comprehensive look at translation

2-2Translation as a science

Translation theorists have been divided into two schools: namely, those who regard translation as a pure science and others who regard it as a creative art (Al-Abdullatif, 2004; Barnstone, 1993; Kelly, 1997). Kelly (1979, p. 34) groups translation theorists into two streams; 'linguists' and 'hermeneutic theorists'. The former, by one means or another, defines translation as 'transmission', such as, Roman Jakobson (1959/2004), J.C. Catford (1965), Nida (1964) and Vinay & Darbelnet (1995). Kelly (1979) means by transmission the transfer of the linguistic data from one language to another. Whether they are studying linguistic operations or training techniques, linguists precisely postulate translation steps and strategies which, in their opinion, scientifically describe the translation process (p. 44). As for the latter school, such as Cicero (first century BCE) and St. Jerome (fourth century CE), translation is 'an interpretative recreation of text' (Kelly, 1979, p. 44) which will be

discussed in the next point below. Proponents of the first school argue that translators are generators of the source language [SL] content in the target language [TL] with the help of linguistic devices. They reach their goal by applying a series of actions to achieve the intended results of a translation task. The systematic approach used by translators in analyzing source and target languages, with its relevance to other social, rhetorical, logical and psychological studies, gives translation scientific features that can be tested and analyzed. The core of studying translation is to examine language systems in order to disclose the built-in laws of translation, as they argued.

Working independently, advocates of translation as science left behind a volume of literary work and a huge heritage of religious translated texts. The newly adopted pragmatic principles make it difficult for most of them to accept the artistic aspect of translation. In addition, linguists, in their translation theories, deal with the human variable as if it is fixed in all cases and ignore both the intention of the translator and the function of the translated text (Kelly, 1979, p. 44). There is something more to be said about translation, the researcher believes. The role of the translator, as claimed by Nida & Taber (2003), is to produce a text that sounds natural in the target language. Thus, in order for the translator to achieve this naturalness, s/he needs something more than the linguistic data derived from language theories. Indeed, translators need to have both a sense of correctness and an intrinsic feeling that makes translation a talent show. This is a point that is clear when a translator is dealing with religious or literary texts; so if translation is not simply a science, in what other ways can we describe it

2-3 Translation as an Art

Back to Kelly's (1979) classification of translation theorists, mentioned previously, the second group views translation as 'literary creation' (p. 34). The shared ground of all scholars in this stream is that language is a powerful tool for expressing meanings in meaningful units. One view under this school considers translation as high-standard imitation, such as in the writings of Cicero and St. Jerome. They claim that translators are artists that can transfer an author's *modus operandi*

[method, approach, or the way in which something operates or works (memidex.com)] into their own language and for their own readership. Another view held by Dryden (1631-1700), Herder (1744-1803) and Schleiermacher (1768-1834) rejects the idea of imitation and finds it a big mistake. Proponents of this opinion differentiate between traits of translators and critics and prescribe that good translators should have both of them in order to be able to penetrate and clarify a text, i.e. simply explain it. Hence, the role of critical translators, as they argue, is to assess the source-text cultural and linguistic norms against the target ones. Kelly (1979) summarizes the view that translation is an art as follows: It is not clear when translators began to lay claim to the

status of artist. The main ground seems to be the concept of parallel creation one finds in critics as far distant as Cicero. His claim that one was to treat translation as a branch of oratory is repeated constantly as a justification for translators' freedom (p. 51).

Kelly explains the reason why advocates of this view profess to be artists as they usually feel free to share with the original writer his/her artistic creation. The sole criterion for judging their performance is the ability to achieve oratory (P.51). On the contrary to this standpoint, other scholars insist that defining translation exclusively as an art or as a science leads one to ignore great endeavors on the part of a group of theorists. Any task of translation is a purposeful act which involves complex problem-solving techniques, and not merely aesthetic aspects. The fact that translation has intrinsic features of both science and art makes some scholars come up with a category that can integrate both traits (Azizinezhad, 2006). Therefore, Newmark (1998) prefers to label translation also as a skill.

2-4 Translation as a Skill

A skill and a craft are synonyms; both mean the ability which requires knowledge and practice (Dictionary.Reference.com, 2010). Pedagogically speaking, Azizinezhad (2006) asserts that when we consider translation as a craft, bearing in mind its scientific and artistic facets, it will be more applicable and teachable. Like any other skill, translation can be taught, can be attained and can be developed by practice. Toader (2007: 4) sums up the discussion by proposing that translation is all the three; a science, an art and a skill at the same time. It can be considered a science as 'it necessitates complete knowledge' of the structure and features of both TL and SL. Translation, to him, is an art because 'it requires artistic talent' in recreating the original text to readers who are not acquainted with the source text [ST] and experiences expressed within it. He

adds that 'it is also a skill because it entails the ability to smooth over any difficulty in the translation, and the ability to provide the translation of something that has no equal in the target language' (Toader 2007, p. 4).

The author adds her voice to his, as she believes translation in its abiding nature has continued with its need for the power of the human brain in adopting the problem-solving techniques and tuning features of two different world experiences. Many researchers hold the same perception that translation is a coalescence of the three elements (Ordudari, 2008; Toader, 2007; Azizinezhad, 2006; Newmark, 1998). Other researchers still argue that to precisely describe the nature of translation is to get into the translator's mind, to understand all of the

processes in order to find problems and to give solutions, such as in the writings of Halverson (2009), Kaur (2003/2015), El-Hilaly (2004), Gutt (2000), Bell (1991) and Nida (1964). They claim that, by analyzing both consciou

Another logical suggested definition of translation as cited in internet Wikipedia would propose that “**Translation** is the communication of the meaning of a source-language text by means of an equivalent target-language text. The English language draws a terminological distinction (which does not exist in every language) between *translating* (a written text) and *interpreting* (oral or signed communication between users of different languages); under this distinction, translation can begin only after the appearance of writing within a language community.

A translator always risks inadvertently introducing source-language words, grammar, or syntax into the target-language rendering. On the other hand, such "spill-overs" have sometimes imported useful source-language calques and loanwords that have enriched target languages. Translators, including early translators of sacred texts, have helped shape the very languages into which they have translated.

Because of the laboriousness of the translation process, since the 1940s efforts have been made, with varying degrees of success, to automate translation or to mechanically aid the human translator. More recently, the rise of the internet has fostered a world-wide market for translation services and has facilitated "language localization"

2-3 Pedagogical translation theories and paradigms

2-3-1 HOW SHOULD TRANSLATION THEORIES BE STUDIED?

In fact this is a very essential question asked by many experts like Anthony Pym (2010-2014) who saw that since all translators are always theorizing, it would be quite wrong to separate the theory from the practice. The best uses of theory are in active discussions about different ways of solving translation problems. You can promote that kind of discussion on the basis of translations that you and others have already done. You will find that, at some points, one group of translators will disagree with another. If you are an instructor, get those groups to debate the point, then you suggest appropriate terms and concepts, once the students have found that they actually need those things. In this way, students come to theories only when they want to. Classes on individual theories or paradigms can then build on that practical basis.

Unfortunately our educational institutions tend to separate theory from practice, often demanding a separate course in “translation theory.” If necessary, that can be done. However, the theories and their implications should still be drawn out from a series of practical tasks, structured as discovery processes, of which do not have any clear resolution, and many of which are not really as frequent as we would like them to be. Then,

The real learning of theory, even for the self-learner, should be in dialogue and debate.

2-3-2 An overview of pedagogical translation from 1980 till the end of the century :

This overview of translation pedagogy from the 1980s to the end of the century covers the following geographical areas: Germany, France, Italy and the Arab world. Each geographical area will be investigated through the works of some translation scholars originating from that area.

1-In Germany

Kiraly (1995) and Klein-Braley (1996) are two German translation scholars who have tried to evaluate the translation pedagogy situation in this country. According to Kiraly, the translation teaching situation is still characterized by “a myopic and

incomplete view of translation” and by “a pedagogical gap”. Kiraly maintains that in many translation classrooms, translation is seen as a mere exercise in replacing words from a SL by TL words with the aim of testing students’ knowledge of the comprehension, vocabulary and grammar of a TL. That is to say, the focus is laid on non-communicative translation activities (Kiraly 1995: 2). As for the “pedagogical gap” in translation teaching, Kiraly argues that this is due to the absence of clear objectives, curriculum materials and teaching methods

2-In France : For Françoise Grellet (1991) translation pedagogy in France has not evolved throughout the centuries. Moreover, it is an activity which is not given the importance and time that it should normally get. Moreover Grellet makes the point that the translation approach has to be communicative, encouraging group activities. These would enable students to reflect better on the translating operation and its problems.

In the Arab world: Concerning the translation teaching situation in the Arab world, one of the eminent Arab translation researchers who has tried to diagnose and evaluate the current state of affairs of translation pedagogy in this part of the world is Showqi Ali Bahumaid (1995).

Having investigated the translation courses given as part of the English language degree programmes in various Arab faculties, and having evaluated the various elements of the translation courses, such as course content, students, teachers, materials and teaching methods, Bahumaid reaches the conclusion that although translation is one of the major constituents of the undergraduate foreign language learning programmes in the Arab world, there are no systematic studies of this field. Furthermore, he notes that the various elements of the translation teaching operation exhibit a number of serious weaknesses. First, the students’ level in both the native language and the foreign language is said to be unsatisfactory. This low standard is compounded with an “over-simplistic perception of translation” which is conceived of as just a transcoding operation (Ibid: 97). Second most teachers have received no training in translation teaching, and do not undertake translating in a consistent manner as freelance translators, for example. Third, the course contents present a number of drawbacks such as the lack of clear objectives with regard to the place of the translation course within the English undergraduate programme (i.e. should translation be taught as a means of language development or as an end in itself?),

and with regard to the objectives of the translation teaching course itself (i.e. is the course intended to train students to become professional translators or just to acquaint them with translation techniques?). Other drawbacks are said to relate to the structuring of the course itself and the neglect of the conceptual framework (the theoretical component) of translation studies in general and translation teaching in particular. Thus, a fourth shortcoming has to do with the scarcity of course materials such as textbooks, and even when these are available, they tend to be deficient in a number of ways such as the random selection and the limited scope of texts. Only a few grammatical and idiomatic problems are considered, whereas cultural and stylistic problems are almost entirely disregarded (Ibid: 100). Finally, the translation teaching method is said to follow the same routine steps; after the teacher has handed out a passage to students, the learners start to translate without the least practical guidelines from the teacher. Following this, the teacher gives his translation of the passage which is considered as a model version to be imitated. This teaching method, according to Bahumaid, is teacher-centered since it discourages students from engaging in any meaningful interaction either with the teacher or among themselves. Thus, no feedback or explanations are given by the teacher concerning students' errors. Another description of the translation teaching situation in the Arab world with a focus on Morocco is given by Mohamed Mehrach, a professor of English-Arabic-English translation and text linguistics at the University of Tetouane. Mehrach states that although Moroccan students' translations into English are correct grammatically, they suffer from incoherence and source text interference. He argues that this "problem of rendering correct but incoherent versions is basically related to deficient teaching methods, lack of translation strategies and lack of relevant models" (Mehrach 2003: 5). This is due to the fact that the didactics of translation is an area in which Moroccan teachers of translation receive no specific training.



The literature review

Chapter two : The literature review

The focus is on written translation rather than oral translation (the latter is commonly known as interpreting or interpretation), although the overlaps make a clear distinction impossible (cf. Giles 2004). More subtly, interpreting is defined, by Otto Kade, as ‘a form of Translation (in the wider sense) in which (a) the source language text is presented only once and thus cannot be reviewed or replayed, and (b) the target language text is produced under time pressure, with little chance for correction and revision’ (Pöchhacker 2009: 133, following Kade 1968). 1

The English term translation, first attested in around 1340, 2 derives either from Old French translation or more directly from the Latin *translatio* (‘transporting’), itself coming from the participle of the verb *transferre* (‘to carry over’).

In the field of languages, translation today has several meanings:

- (1) the general subject field or phenomenon (‘I studied translation at university’)
- (2) the product – that is, the text that has been translated (‘they published the Arabic translation of the report’)
- (3) the process of producing the translation, otherwise known as translating (‘translation service’).

The process of translation between two different written languages involves the changing of an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL):

Source text (ST)

Target text (TT)

in source language (SL)

in target language (TL)

Thus, when translating a product manual from Chinese into English, the ST is Chinese and the TT is English. However, internationalization and communication practices have meant that this traditional conceptualization of translation needs main issues to be considered

The Interpretive Theory of Translation is a concept from the field of Translation Studies. It was established in the 1970s by **Danica Seleskovitch**, a French translation scholar and former Head of the Paris School of Interpreters and Translators.(wekepedia,2005).

A conference interpreter herself, **Seleskovitch** challenged the view prevailing at the time that translation was no more than a linguistic activity, one language being merely transcoded into another. She described translation as a triangular process: from one language to sense and from sense to the other language. She coined the name Interpretive Theory of Translation and, even before translation studies became a field in its own right, introduced the process of translation into the vast area of cognitive research. In order to verify the first observations made as a practitioner, Sleskovitch went on to write a doctoral thesis. Soon, a handful of conference interpreters interested in research joined her at ESIT.

According to ITT, the process of translation is divided into three **stages: comprehension, deverbalization, and reformulation**; furthermore, *deverbalization* assumes a *vital* role between both *comprehension* and *reformulation*. ITT first developed on the basis of empirical practice and observation of interpreting. Oral translation lends itself better than written translation to a detailed examination of the cognitive process of translation. Oral speech is evanescent, its sounds disappear instantly, but sense remains. Interpreters' formulations in another language show clearly that sense is the consequence of comprehension, itself made up of two elements: contextualized language meanings and cognitive complements. So ITT started with the study of oral translation, focusing on comprehension.

Soon, however, practicing translators and translation scholars recognized the validity of the theory for written translation and went on to extend it to the study of pragmatic, technical, but also literary texts. ITT found an explanation of **comprehension** in Piaget's assimilation/accommodation principle, according to which to understand, we integrate new information to prior knowledge and this prior knowledge adjusts to the new situation. Comprehension means adding extra linguistic knowledge to linguistic signs, new information constantly enriching extra linguistic knowledge. Later, language philosophers and psychologists documented this fact in their studies of comprehension. ITT recognized that sense is not contained in any language or text as such but arises from cues given by the language of the written text or oral discourse plus cognitive inputs from the target reader or listener. Here again, various researchers later corroborated this view.

Because the emergence of sense depends on the cognitive inputs of individual readers, listeners or translators, it is to some degree an individual matter; its depth will vary according to the knowledge, world experience and ideology of each individual. However, there is a vast area of overlap between the sense understood by each of the communication partners, so that communication is usually established. Speaking of translation (but the same is true for interpretation) translators, acting as mediators between authors who want to communicate and readers who want to understand them, operate in this area of overlap. Readers of the translation will bring their own cognitive complements to the translated text. The translator's rendering enables them to discover the text superficially or deeply, in the same way as readers of the original. They may give the text personal interpretations (just as the original readers may do), but these interpretations come as an additional layer to sense; they should not be confused with sense.

Polysemy, ambiguity, so often mentioned in translation translation, do not appear in oral or written discourse unless consciously engineered by the author. ITT always insisted that, although most words are polysemic in language systems, they lose their polysemy in a given context; the same is true of ambiguity in discourse as long as readers bring to the text the necessary relevant extra-linguistic knowledge. Of all the various possible meanings of a word, only one is apparent when used in a text. At the same time, any ambiguity is ruled out when relevant knowledge combines with contextualized word meanings, resulting in an ad hoc sense. Again, this assertion has been corroborated by various researchers.

ITT adds one further element, **deverbalization**, to comprehension and reformulation, the two translation stages usually described: Most of the sounds or graphic signs disappear as soon as comprehension sets in. We all experience deverbalization in everyday communication: we keep in mind facts, notions, events conveyed by words, but we do not retain these words in our memory. The ITT found support for this postulate in neuropsychology, which suggests that language and thought are located in different areas in the brain. Anticipation of sense, which often occurs in oral communication and oral translation, is one more proof that, in context and situation, a full verbal support is not always necessary for comprehension to take place.

Clearly visible in oral translation, deverbalization is more difficult to observe in written translation because the original text does not disappear, as do the sounds of oral speech. The graphic signs remain on the page and seem to call for direct correspondences in the other language. Deverbalization, a natural feature of oral communication, would therefore seem to require an extra effort by translators. However, when graphic signs are immersed in context, translators interpret them directly into sense. This sense remains present as awareness while the signs fall into oblivion. This enables translators to discover in the target language modes of expression bearing little or no relation to the signs of the original language.

Regarding the **reformulation** phase, a strict distinction was made, in former translation studies, between literal and free translation, or literality and recreation. ITT based research, however, showed that translation is always a combination of **word correspondences and sense equivalences**. Initially, Seleskovitch noted the existence in interpretation (later also demonstrated for written translation) of two translating strategies: a translation by carefully controlled correspondences of a few linguistic elements between one language and the other, but also the creation in context of equivalences between segments of speeches or texts. No fully literal translation of a text will ever be possible, be it only due to the dissimilarity of languages. Nevertheless, correspondences are often necessary and the fact that correspondences and equivalences coexist in all translation products, whatever the type of discourse may be regarded as one of the universal laws of translational behavior.

Taking into account the ‘underdeterminacy of language’ ITT refers to the ‘**synecdochic nature**’ of language and discourse (a part for a whole). Explicit wording seldom makes sense unless supplemented by an implicit part consciously left unsaid by authors or speakers but understood by readers or listeners. The explicit layer of texts is a series of synecdoches. Linguistic formulation alone does not unlock the whole of sense, it

only points to the whole. Since languages differ not only in their lexicon and grammar but also in the way natives speakers express their thoughts, the combination of explicit and implicit parts is not the same in any two languages even though they may designate the same whole. The very fact that language is underdetermined is one more element in support of deverbalization. It gives oral and written translators a large measure of freedom and creativity in their reformulation of authors' or speakers' intended meanings.

ITT is not therefore a mere abstract construct. It is rooted in practice. Practice enriches theory, which in turn enlightens professional translators, both oral and written, who know what they are doing and why. Explaining the process of oral and written translation in simple terms, ITT appeals to practitioners and is particularly well suited as a pedagogical tool. Since its inception, ITT is the basis of instruction at ESIT, which has trained innumerable interpreters and translators who go on to apply its principles in their everyday work. ITT also attracts doctoral students from all over the world, whose research demonstrate its validity for all language pairs and all types of texts.

ITT's main objective is to study translation, but by doing so, it sheds light on the workings of language and communication. As a holistic model of translation, ITT covers the various stages of the translation process, including readers' expectations and needs. A number of other models study the process from specific angles and add a few details to the theory. However, none of them invalidates the ITT model that, over time, has extended to literary and poetical texts, to sign language interpretation and is open to further development.

2-2-Criteria of application of the Interpretive Theory :

It is indeed not possible to translate directly from one language to another without running the risk of producing a translated text so full of unwieldy language that it is almost unreadable. Hence ,distinction should be made here between the three separate levels: “the word”, “the sentence”, “the language”. Although, it is possible to translate on the three cited levels ,still the translation process is different for each level .the following example from a text by Art Buchwald illustrates the difference on the level of word semantics and the language out of context .

-You pay her ?

The French correspondences for each word in the sentence are

You = vous ,te ,toi ,

Pay =payer ,retribuer,rémunérer.

Her=la, le ;l' lui,elle.

At the level of the sentence ,simplified version of Saussure's "parole" ,the verbal context limits the number of correspondences possible .Any good bilingual dictionary provides correspondences resulting from micro-context:In the Harrap's Shorter dictionary,for example,the options under "pay" (verb)are :

To pay a bill= régler

To pay one's respects =présenter

To pay tribute=rendre

To pay money into an account =verser etc... .

At this level our example: You pay her?gives the following translations :Vous la payez?(rétribuez,rémunérez) ,and Tu la paies? .

The meaning of each word is determined by the words which surround it and this meaning in turn determines the meaning of the other words, but words are the only context taken into account .

At the level of the text ,the semantic of utterances is enhanced by general and contextual knowledge (contextual and world knowledge) which allow translator to translate authors and not only language .We will see further on that the translator's body of knowledge, which not only pre-exists but which is acquired during the reading of the text ,allows for You pay her? to have as its equivalent :C'est vous qui la payez?(is it you who pays her ?).

Many publications clearly treat translation as the finding of correspondences between words ,although this is only possible when words are isolated long enough for their verbal and contextual knowledge to be forgotten .This type of decontextualisation produces a type of literal translation everyone condemns but which many practice.

2-2 Criteria of application of the interpretive theory :

there are certain criteria to be covered that follow the application of interpretive theory in translation, we mention here in particular :

1-Accuracy :

Accuracy is the preliminary and the most important criterion to evaluate interpreting in practice .being accurate means interpreters should be loyal to real intention of both communicating parties . And on the basis of loyalty ,interpreters should make a thorough and complete understanding to the speaking content ,and deliver the exact information to the other party to guarantee the smooth going of communication and exchange between two different languages .

2-Fluency :

Being fluent refers that interpreters should make sure the delivery of interpreting proceed coherent and smooth ,especially in language ,which should maintain a normal speed and fluency .Otherwise,the quality of interpreting would be greatly affected .

3-Instantaneity:

Being instant is the request of interpreting corresponding to the time limit in interpreting .Interpreters are supposed to deliver the message to the listener at the short pause or break in discourse,therefore,there is still time left for them to think over the information and choose the proper words and sentences .Interpreters should maintain a relative fast interpreting speed ;otherwise,the communication would be deferred or closed off for discontinuity.

4-appropriateness :

being appropriate means the interpreting should agree with the speaker's language style, social status and the occasions interpreting is held .Interpreters should manage to merge the interpreting into the speaking style or atmosphere ,whether it s formal or informal ,interpreters should choose the proper language style or words to suit to the communication or exchange .

Interpreting is the twin brother of translation .There exists a great deal of common traits between them in nature .Besides that, interpreting act has its own distinguishing features and characteristics .Therefore ,the evaluating criteria in interpreting quality must pinpoint to its unique features to standardize the interpreting quality and provide guideline for the healthy development of interpreting

I. application of deverbialization into pedagogical translation

Hatim (2001) rightly puts the “literal vs. free” issue at the center of debates on translation throughout history. In the translator training schools environment, the literature of the past 30 years seems to reflect a consensus, at least on translation of informational texts (as opposed to literary texts), in favor of a meaning and intention-oriented translation strategy, as opposed to a strategy based on formal equivalence: it is felt that translation suffers when it is constructed on linguistic correspondences, and serves its purpose better when the *form* of the source text is used to *understand* it and is then honorably discharged while the reformulation process proceeds on the basis of an autonomous mental representation of its *meaning* (informational, emotional, social, intentional, etc.). As pointed out by Pöchhacker (1994:22), more than 40 years ago, Wirl (1958:23) talked about the translator operating mostly on the basis of the content (“sense”) of the source text

47 stripped of its linguistic form (“vom Wortlaut schon gelöst, also entsprachlicht”). Two decades later, Seleskovitch and Lederer of ESIT, Paris, made this “deverbalization” principle the foundation of their “theory of sense” (“théorie du sens”). In the literature, there is some uncertainty as to the status of this concept: is it supposed to be total or partial (Laplace 2002:197, Setton 2003), descriptive or prescriptive? My feeling, somewhat different from Karla Déjean Le Féal’s (2002:146), is that the “theory of sense” is only challenged by its critics as a *descriptive theory* in the usual scientific sense of the word, but that it is widely supported as a *prescriptive paradigm*, that is, a desirable approach to translation. This paper discusses strategies for justifying such an approach to students in the classroom.

II. Translator-role postulates

Like many other authors and Translation instructors (“Translation” with a capital T will be used to refer to both translation and interpreting; similarly, “Translators” will refer to translators and interpreters, and “Texts” will refer to texts and speeches), I believe that prescriptive statements about Translation strategies are most convincing if they are based on

a clear idea about the communicative role of Translation, that is, if it is made clear to students that in the world of professional Translation, most often, and nearly always when translating non-literary texts, Translators are expected to serve not *texts*, but *people*, with particular intentions and interests.

Explanations can be “theoretical”, for instance using the “skopos theory” (see for example Reiss and Vermeer 1984, Schäffner 1998). In an academic environment, much can be said in favor of some abstract thinking and theorizing. However, in the context of short, more professionally oriented programs, a straightforward, down-to-earth approach is probably more efficient: when students are told about the real-life circumstances that lead to a Translation assignment, it becomes clearer to them that they are asked to Translate primarily in order to help users operate a machine, to help a researcher present and explain his/her theory or findings to fellow-researchers, to help a CEO present and defend his business strategy to directors and shareholders, to help a company sell its products, etc. It also becomes clearer to them that the Translation

commissioner is generally not the speaker or the author of the text but an intermediary, whose primary interests may be to serve the interests of the speaker or author or their organization’s, but may just as often be purely commercial.

The default parameters we define in the classroom after discussion of other cases posit a Translation done at the request of a Translation commissioner (the “Client”) with the purpose of conveying to target-language readers or listeners the author’s or speaker’s message, both in terms of the information that s/he intends them to receive and in terms of the effect(s) that s/he is trying to achieve. Thus, the Translator’s professional loyalty is due both to the Client, by virtue of the professional relationship they enter into, and to the author or speaker, whom the Translator represents, most often in a transparent way, at least in written, non-literary translation: readers may have the knowledge that they are reading a translation, but not the constant awareness of the fact, and feel that they are reading the author’s text, not the translator’s. In the most frequent case, the Client’s aims are not incompatible with the author/speaker’s, which means that the Translator is free to devote his/her efforts to serve the author’s/speaker’s interests (different situations, where the Translator serves not the author, but a third party, also occur - see Gile 1995).

Once professional loyalty is seen as serving the *author* of a message, whose text or speech is the verbal object designed to serve his/her intention to produce certain effects on readers/listeners, and under the default assumption that the author's interests do not clash with the Client's, it becomes easy to identify certain cases where the Translator can justifiably depart from the source Text. In particular, when it contains a mistake which can reasonably be assumed to result from a technical problem (such as a typo) or from the author's insufficient mastery of the source-text language, it is easy to defend the idea that the Translator does his/her work best if s/he corrects it in the target Text. Similarly, if a Text is ambiguous and there is no reason to believe this is due to the author's intention to be vague, students can be persuaded that they will serve such an author's intentions and interests best by removing the ambiguity.

In the translation classroom, in order to save time, the whole text is presented to students, but they are asked to translate only short passages which are particularly problematic, so as to raise their awareness of such problems in "official" printed material, which many of them tend to consider error-free ("It has been published, so it must be good").

One particular striking example was found on the internet recently, in the biography of a personality: (<http://www.obm.clara.net/OBM/History/biography.html>, accessed on October 14, 2000), where the following two sentences were found:

"He is quality of knowledge is a Mujjahid Murakkih Juristic Scholars able to outweigh between the four Islamic Schools of thought: Hanafi, Maliki, Shaffi'ie and Hanbali."

"He is the founder of Hizb ut-Tahrir Uk branch and the founder of Al-Muhajiroun world-wild."

It was obvious for the students that if they were asked to translate this Web-page into French for the purpose of serving the interests of its authors, they *had* to make sense out of it and correct it.

III. Justifying a deverbalization approach in interpreting classes

Once Translation is understood as a communication service, justifying deverbalization in the interpreting classroom is relatively easy, because students realize within a very short time how complex and difficult speech production can be and how often infelicities and even errors occur in spontaneous speech. Not only do they observe them in

other speakers, but they painfully experience them in their own speech production. The deterioration of linguistic output quality in students speaking their native language during exercises in consecutive interpreting was one of the phenomena we found most striking “when I was a first year interpreting student myself; it later became the focus of an empirical study in which I used it as an indicator of the relative difficulty of consecutive and simultaneous interpreting” (Gile 1987). Once interpreting students are aware of these difficulties, they can extrapolate on the basis of their own experience and understand in a very concrete, personal way, reinforced with many field observations, how stress, or the influence of a foreign language in the immediate environment, or fatigue, turn a speaker’s production into a speech less perfect than it should be to serve his/her purposes. In my experience, on this basis, interpreting students readily accept the idea that the right way to interpret is to try to understand what the speaker is trying to say, and then endeavor to produce the best possible speech in the target language with a view to achieve the speaker’s intended effect on the target audience. The only exceptions have been some students with professional experience in legal translation or other fields where the accuracy of verbal statements is very important. Such students did find it more difficult to part with the idea that deverbalization entails a loss of accuracy, and required more explanations and experiments such as described further down to come to terms with the change required of them. However, they represent a small minority of the population of interpreting students, and it is no wonder that the question of “fidelity” in terms of how closely the target Text should match the source Text *linguistically* has never been a central issue in conference interpreting circles, as opposed to written translation circles. Note that the question does arise in court interpreting, where legal requirements on one hand and courtroom tactics on the other interfere with the usual processes of speech production and comprehension by turning words into potential tools and weapons in the hands of antagonistic interlocutors (see for example Morris 1989).

IV. “Theoretical” explanations and classroom experimenting

As explained in Section II, in translation classes, it is often relatively easy to convince students that correcting certain errors is the right strategy, but it is much more difficult to justify a deverbalization approach when a text is devoid of such obvious “technical” errors. As mentioned repeatedly in the literature, students come to translator-training programs after having been submitted to several years of classroom “translation” based on linguistic correspondences and used mainly as a tool to teach foreign vocabulary and syntax.

One way of dealing with this belief is to offer “theoretical” explanations about language-specific differences in relative frequencies of particular lexical units and syntactic structures, or about usage, stylistic and even semantic differences in seemingly corresponding structures (see for example Ito-Bergerot 1995 or Li 2001). However, even when they understand the underlying principle, students find it difficult to implement it in their translation assignments, partly because their mastery of the foreign language is insufficient and because of linguistic interference which makes them lose some of their sensitivity to proper language usage, but partly because theoretical explanations do not necessarily convince them fully.

One didactic approach which students tend to enjoy is classroom experimenting, which involves them as actors and spontaneously generates assessment and analysis of the results on their part. A simple experiment Gile have been conducting in translation class since the early 1980s involves a statement or question presented with as little verbal input as possible on the blackboard; students are asked to verbalize the statement, or the question, or the answer to the question, in their native language.

The following are a few examples:

Example 1: (before Presidential elections in France)

Pompidou □ Giscard □ Mitterrand ?

Instructions: “The diagram on the board represents a question. How would you word this question in your native language ?”

(The names on the board are those of previous French Presidents).

Example 2: (a week after a referendum in France)

« Sur quoi portait le référendum d'il y a 8 jours ? »

Instructions: “Answer the question (“what was the referendum held a week ago about ?”) in your native language.”

Example 3:

A map showing the position of a person and a church, plus a few streets and traffic lights is

given to students.

Instructions: “A passer-by, located on the map as indicated, asks you how to get to the church. What exactly would you tell him ?”

Example 4:

On the blackboard, a drawing shows the road from inside a car, with a road sign indicating “Paris 50 km”.

Instructions: “You are sitting next to the driver, who is your friend, who has seen the sign but could not read it, and asks you what the sign says. What exactly would you tell him?”

Example 5:

A train-station board showing a destination and the time before the departure of the next train to that destination is drawn on the blackboard.

Instructions: “A blind man whom you have seen take the train at this station several times asks you what the board says. What exactly would you tell him?” (The details about the blind man were added, after previous experimenting, to define a situation in which he was familiar with the names of stations and with the operation of the board, and needed only to know when the next train going to a specific destination would leave). The experiment unfolds along different courses (see for example Gile 1995), depending on the available time, the students, and other circumstances. In most cases,

the students’ statements or verbalized questions are read aloud in class. Invariably, there are many different utterances, often as many as there are students, even with several dozen participants with the same native language. Students discover this unexpected finding with some surprise, and are likely not to forget it. When asked about the reason for this variability, those who do offer an explanation other than random variation speak of “personal style”.

This idea of people’s personal style is an important issue to deal with, because one of the arguments put forth to defend word for word translation is the idea that the “fidelity” principle means one should respect an author’s style. Indeed, individuals do have preferred language production patterns - which can be identified by statistical methods. However, in the specific context of translator training, it is important to show students that individual styles do not have deterministic effects on the resulting text in a given utterance, and that it

cannot be assumed that all parts of all utterances are strictly representative of their authors' "style".

For this purpose, over the last few years, a variation of the experiment was developed: an initial presentation of the idea or question is made in the beginning of a class as explained above; the students' written utterances are collected without further comments, and the instructor goes about his/her business as usual. After a while, s/he presents the same idea or question with the same instructions again. Once all of the students have finished writing their utterances, s/he asks them two questions:

1. Was your second utterance identical to the first?
2. If it was not, why not?

In the 8 replications of the experiment carried out so far, there were many participants who said their second utterance was different from the first. A few students explained that they wrote a different second utterance "for the sake of changing", but the majority said they thought their initial utterance was clumsy, or incomplete, or ambiguous, or too explicit. In other words, they found it preferable, when given a chance, to improve upon it. This is a good opportunity to point out to them that authors of source texts could feel the same way, and do not necessarily consider that the texts they produced are the best tools to serve their intentions and interests.

An interesting observation made in each replication conducted so far is that a few participants wrote that their first and second utterances were identical whereas in fact, they were different (the data for one replication are presented in the appendix). While intentional variability as described in the previous paragraph shows that authors do not necessarily consider their linguistic choices optimal and representative of their "style", this second finding suggests that they do not necessarily remember the exact wording of their own statements.

Detailed analysis of the students' utterances also shows that they contain, besides the information they were intended to carry (the "Message"), information induced by the rules of the language in which they were produced ("Linguistically Induced Information"), information included deliberately or subconsciously by the author to help readers interpret correctly the linguistic entities chosen to carry the Message ("Framing Information"), and other information, such as indications about the author's identity, character, level of

education, etc. ("Personal Information"). These three types of information often need to be removed or complemented in order for the target Text to function optimally (Gile 1995).

Such experiments and classroom analysis of their results should at least make a serious dent in the perception that Texts can automatically be considered a faithful reflection of deliberate choices and of an author's personal style, and thus provide an argument in favor of the deverbalization approach.

Interpreting exercises for awareness raising

As explained in Section III, interpreting students are relatively easy to convince that the deverbalization approach is the right one. When the duration of the training program is sufficient, translation students can also be exposed to interpreting exercises for the same awareness-raising purposes. In practical terms, such exercises can take the form of an introduction to consecutive interpreting. The idea is not to train them to become consecutive interpreters - experience shows that most of them do not meet minimum requirements, if only because of their insufficient mastery of their non-native language, and that they understand that very rapidly. However, by offering them a small number

of classes in monolingual consecutive interpreting (from their native language into the same language), much can be achieved in terms of better understanding of what good interpreting involves, but also in terms of deverbalization. During the 2002/2003 academic year, at Université Lyon 2, a series of two introductory lectures and four 2-

hour tutorials in consecutive interpreting were offered to students enrolled in the first year of a two-year continuing education professional-translator training program. Participants were asked to make semi-prepared presentations in their native language (French for most of them), with some previous planning, but no notes other than single

word cues, and other trainees interpreted them into the same language (and occasionally into French when the source speech was not French). Understandably, at first, they found the concept of monolingual interpreting surprising, but it did not take them long to understand that among the main principles of interpreting were good analytical listening, efficient attention distribution between listening and note-taking, and good reformulation strategies, before even factoring in language-switching.

With respect to deverbalization, participants noted that speakers sometimes made mistakes, be it language errors or logical or factual errors. A number of times, speakers were asked whether they wanted the interpreters to correct mistakes, or whether they preferred a reformulation other than their initial infelicitous formulation of an idea. In all cases, they said they did. Participants also noted that sometimes, speakers forgot what they had said and how they had said it. All these phenomena pointed in the same direction as the experiment described earlier, and several trainees commented afterwards that though they had been reluctant to take part in interpreting classes at first, they found them interesting, and convincing with respect to the deverbalization option in *translation*.

Practical reinforcement

Such explanations, exercises and experiments seem to be good awareness raisers, and pave the way to a presentation of translation models which divide translation into a comprehension part, followed by a reformulation part based on the semantic content of the source text and on the authors' intentions (in the default case, where loyalty to the author does not clash with loyalty to the Client). However, gaining “abstract”, conceptual understanding of a principle is one thing. Being able to apply it in actual Translation work is another. In order to achieve concrete, long-lasting effects, it is probably necessary to provide a practical follow-up to and reinforcement of the initial awareness-raising exercises by commending students for appropriate linguistically remote reformulations of source-text segments, by suggesting some solutions of this kind to their consideration, and by drawing their attention to weaknesses in solutions they find to translation problems on the basis of word for word correspondence. What I believe is gained through preparatory explanations and experiments is that although students may follow deverbalization-oriented strategies mainly because their instructor demands it, they are actually capable of explaining the relevant rationale. My belief is that over time, both their understanding of the principles and the instructor's reinforcement in hands-on-work make them adopt these strategies as a matter of course.

Finally, it is noteworthy that working in deverbalization mode tends to boost the students' self-esteem and motivation. Occasionally, they comment that by requiring them to analyze and assess the author's text, this *modus operandi* gives them a sense of freedom to take decisions, and a sense of responsibility over the outcome of the communication act they are involved in. To enhance this effect, it is suggested that instructors follow a process-

oriented approach, at least in the beginning of training, and refrain from dictating a single solution to students (Gile 1995).

Deverbalization and language-specificity

Some authors from ESIT see a contradiction between the deverbalization principle and the idea that Translation is language-specific. Translation is not only a set of fundamental principles. It is also a practical activity. If one considers two distinct levels of Translation, it becomes clear that this apparent contradiction is an illusion. At a “deep”, “central” conceptual level, the deverbalization principle postulates that translation of non literary texts (statements on the extent to which the same applies to literary texts require further, more fine-grained analysis) is fundamentally a set of comprehension operations, in which the informational content of the text and the

author’s intentions are analyzed, followed by text production operations based on this content, on the author’s intentions as perceived, and on the author’s interests, weighed against the Client’s interests and against local constraints. This principle is the same whatever the language pair involved. Closer to the surface, at implementation level, different questions arise. Some are very practical, and some have to do with cognitive issues:

- ~ In specific specialized fields, where can the appropriate sources for terminological information be found for specific languages?
- ~ When translating administrative documents, what traps should translators be particularly aware of when dealing with US English vs. UK English, FRG German vs. Austrian German, Spanish Spanish vs. Latin-American Spanish, etc.?
- ~ When translating texts written by non-native speakers, what particular lexical or syntactic errors or stylistic preferences raise potential obstacles to comprehension of the authors’ message, depending on their native language?
- ~ When translating from a given source language to a given target language, what are the specific “false friends” which are likely to cause interference phenomena?
- ~ When translating between two specific languages, what are the most common differences in linguistically induced information between them and what practical problems are associated with these differences ?

Thus, it is quite possible to acknowledge both the essential advantages of a deverbalization approach in translation work, and the existence of language-specific and language-pair specific features in its practical implementation without there being any contradiction (see for example Ito-Bergerot 1995, Li 2001, Kondo 2003).

When considering deverbialization in practical Translation terms, as opposed to academic “theories”, there is probably a much larger common denominator between the various schools of thought among professionals than might be inferred from the “theoretical” literature, which tends to stress differences. In terms of Translator training, practical examples, anecdotes from professional life and simple classroom experiments may be the most efficient way to convince students of the merits of the deverbalization

based approach. Theories and models are useful as well. Nevertheless, one’s mind should be kept open to limitations and exceptions, such as (but not limited to) translations of lists, numbers and technical terms with reliable corresponding terms in specific types of documents. If translation theories and rules are taught as rigid, closed systems, when students or young graduates encounter practical cases where environmental or other factors clearly call for different strategies, the risk is that they throw the baby out with the bath water.

Chapter Three:

The Practical Part

4- Chapter three : practical part

4-1 the research questionnaire

4-2 procedures

4-3 Sampling strategy and approach

4-4 Data analysis

4-5 Data interpretation

5- Conclusion

6- Sources for further reading and expansion

4.1. The research questionnaire:

This is the mixed-method questionnaire that was used to determine the usefulness of the Interpretive theory of translation in exercises; in addition, students' attitudes toward it, and by 18 questions

Q1: Do you like translation?

- Yes.

- No.

Why?

Q2: Do you prefer translating:

- From Arabic to English?

- From English to Arabic?

- Both directions?

Justify your answer

Q3: Which translation method / strategy you follow during the translation exercise?

1- Word-for-word.

2- Sense-by-sense.

3- Mixed method.

Q4: How often do you use translation aids while performing translation exercise?

- Sometimes

- Always

- Never

Q5: What kinds of translation aids do you often use? (More than one answer is possible)

- Dictionaries

- Documentary researches

- Machine translation

Q6: Do you think that translation is only about language?

- Yes

- No

If no, How?

Q7: How do you see yourself in translation?

- Excellent

- Good

- Average

- Bad

Q8: Do you think that implementing translation as a course is:

- Important?

- Not important?

Justify your answer

Q9: Translation is a good tool when used in teaching / learning EFL.

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Q10: Do you know the Interpretive Theory of Translation (I.T.T)?

- Yes

- No

Q11: The I.T.T helps students' understand the translation process inside out?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q12: The I.T.T helps students avoid transcoding and calques.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q13: The I.T.T helps students dispel interference between SL and TL.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q14: The I.T.T develops language skills of: (More than one answer is possible)

- Reading
- Understanding
- Writing

Q15: Deverbalization raises students' awareness about the importance of World Knowledge and Documentary Researches in the process of understanding.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q16: Deverbalization provides students with more freedom to re-express the grasped sense in a more natural TL.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q17: The I.T.T develops the students' cognitive skills.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q18: The I.T.T enhances the students' capacity of communication.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4-2-procedures:

I opted for this questionnaire since it is the most appropriate and suitable ;in addition,it was Administrated by the English department we choose 61 responses from 138 students in total by

Forming an 18 questions questionnaire which speak about translation,and the intreprive theory of

Translation

Q1: Do you like translation?

- Yes.
- No.

Why?

Q2: Do you prefer translating:

- From Arabic to English?
- From English to Arabic?
- Both directions?

Justify your answer

Q3: Which translation method / strategy you follow during the translation exercise?

1- Word-for-word.

2- Sense-by-sense.

3- Mixed method.

Q4: How often do you use translation aids while performing translation exercise?

- Sometimes

- Always

- Never

Q5: What kinds of translation aids do you often use? (More than one answer is possible)

- Dictionaries

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- Machine translation

Q6: Do you think that translation is only about language?

- Yes

- No

If no, How?

Q7: How do you see yourself in translation?

- Excellent

- Good

- Average

- Bad

Q8: Do you think that implementing translation as a course is:

- Important?

- Not important?

Justify your answer

Q9: Translation is a good tool when used in teaching / learning EFL.

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Q10: Do you know the Interpretive Theory of Translation (I.T.T)?

- Yes

- No

Q11: The I.T.T helps students' understand the translation process inside out?

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Q12: The I.T.T helps students avoid transcoding and calques.

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Q13: The I.T.T helps students dispel interference between SL and TL.

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Q14: The I.T.T develops language skills of: (More than one answer is possible)

- Reading

- Understanding

- Writing

Q15: Deverbalization raises students' awareness about the importance of World

Knowledge and Documentary Researches in the process of understanding.

- Strongly disagree

- Disagree

- Neutral

- Agree

- Strongly agree

Q16: Deverbalization provides students with more freedom to re-express the grasped

sense in a more natural TL.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q17: The I.T.T develops the students' cognitive skills.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q18: The I.T.T enhances the students' capacity of communication.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4-3 Sampling strategy and approach :

Due to lack of time and covid 19 I chose cohortable, so basically I took 61 people from 138 which is estimated to be at least 50 percent; in addition, and I choose the descriptive; because, we have one objective to see the relation between 3rd year English students and the interpretive theory of translation

4-4 - Data analysis:

Question 01:do you like translation?

-Yes

-No

WHY

-VERY IMPORTN

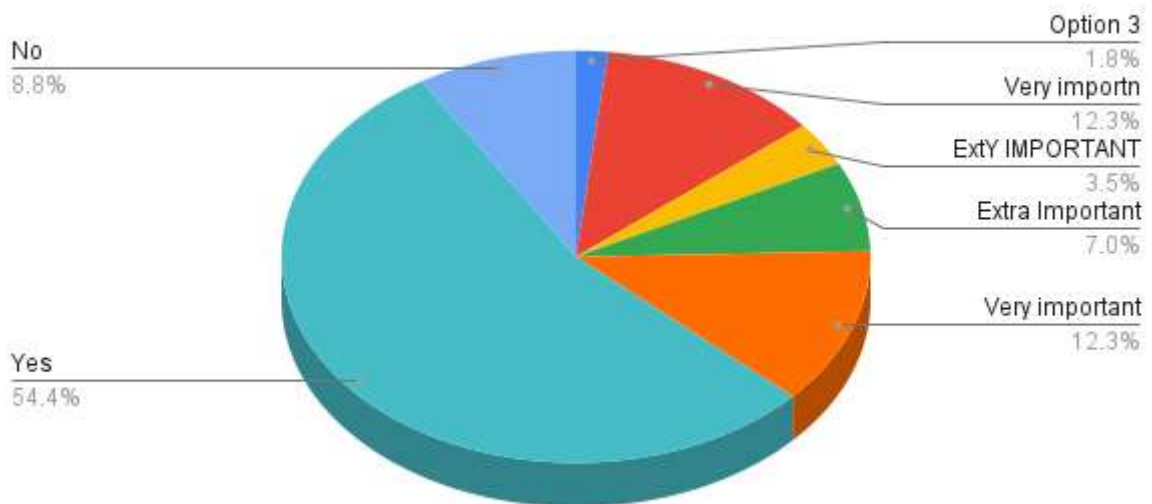
-VERY IMPORTANT

-EXTRA IMPORTANT

-EXTY IMPORTANT

-OPTION 3

Count of Q 01:DO YOU LIKE TRANSLATION?



Pie charts of question

Analysis

As seen in both charts and the table we can see 544 percent people answered that like Translation which show us that is great

Question 02:

Q2: Do you prefer translating:

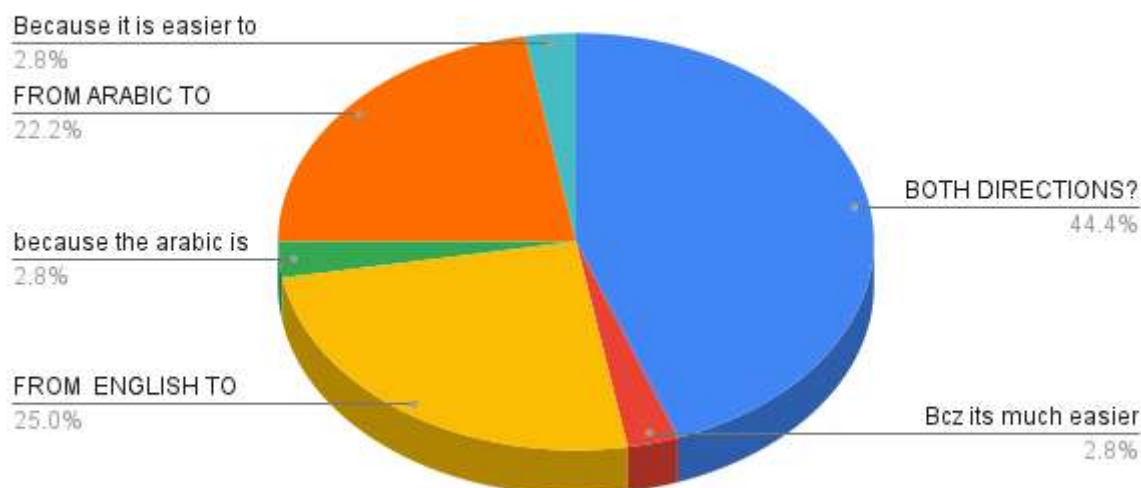
- From Arabic to English?

From English to Arabic? –

Both directions?

Justify your answer

Count of Q02 Do You Prefere Translating?

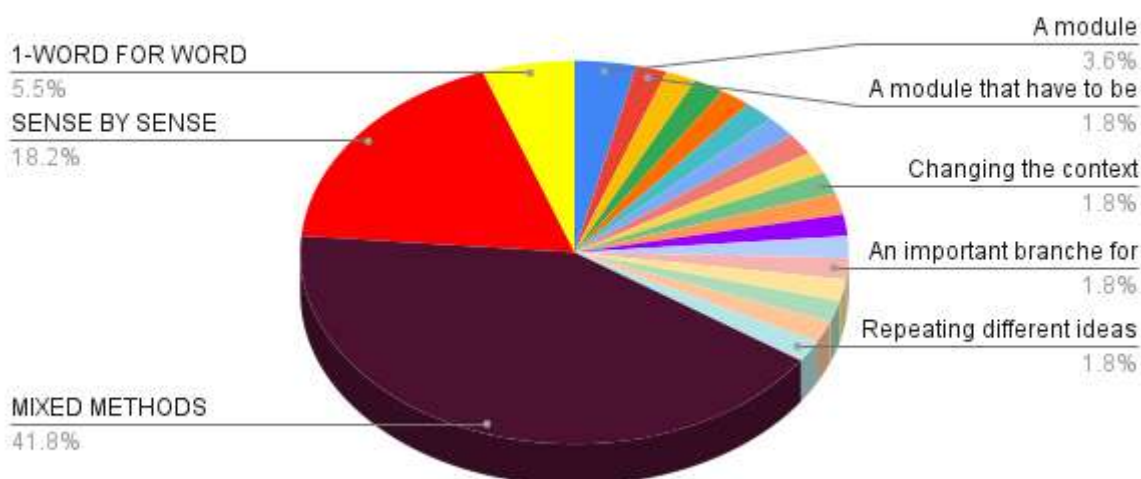


Pie charts of question 02

We can say that 3rd year English students like both direction translation

Question 03

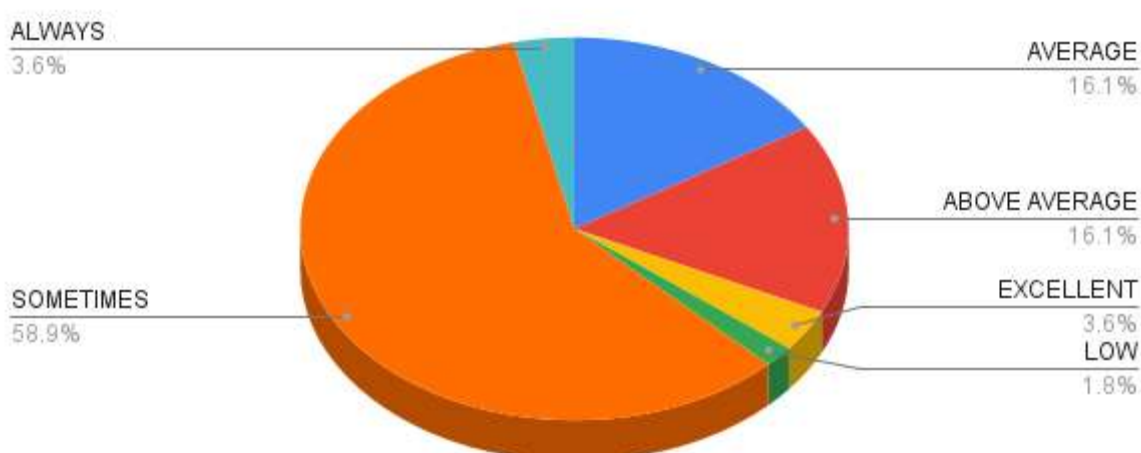
Count of Q 03 WHICH TRANSLATION METHOD/STRATEGY YOU FOLLOW DURING THE TRANSLATION EXERCISE?



4.4 percent answered mixed methods which seems interesting to them

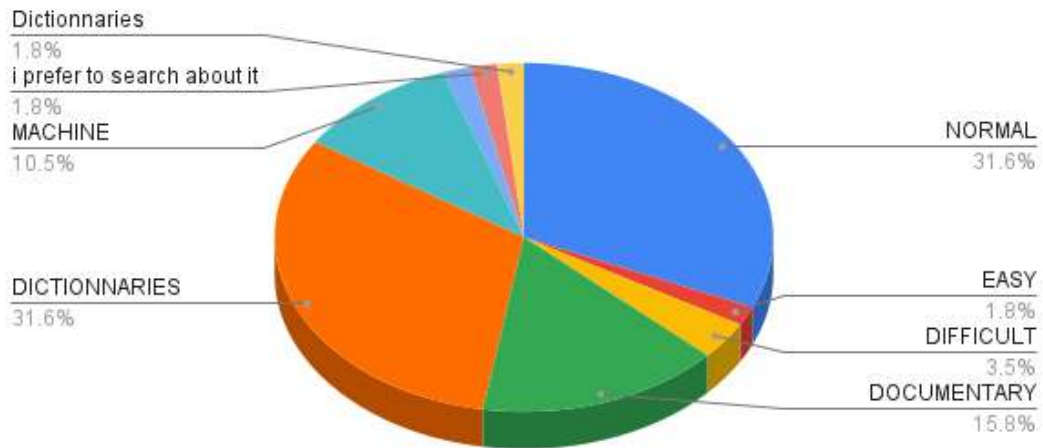
Question 4

Count of Q 04:HOW OFTEN DO YOU USE TRANSLATION AIDS WHILE PERFORMING TRANSLATION?



58.9 percent answered sometimes, and

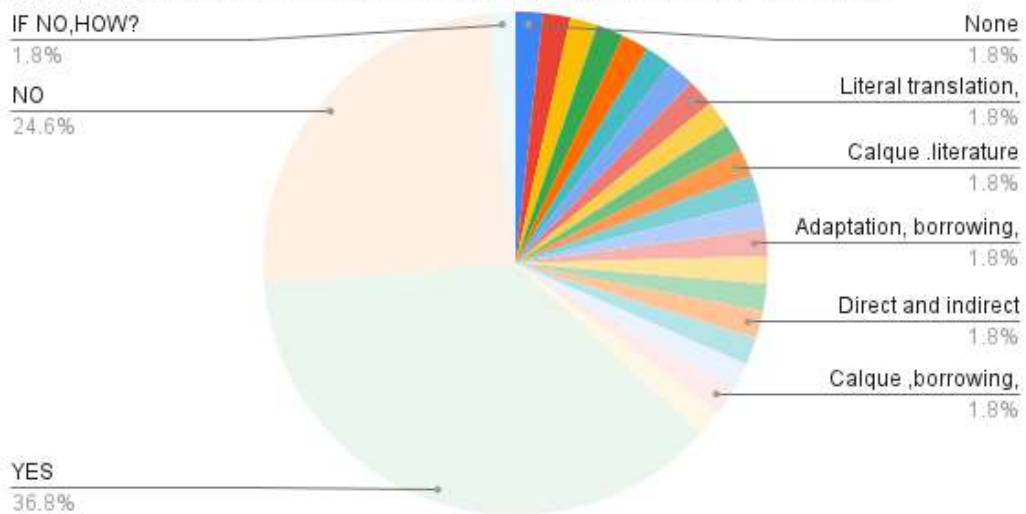
Count of Q 05:WHAT KIND OF TRANSLATION AIDS DO YOU OFTEN USE?(MORE THAN ONE ANSWER IS POSSIBLE)



31.6 percent answered dictionaries

06:DO YOU THINK TRANSLATION IS ONLY ABOUT LANGUAGE

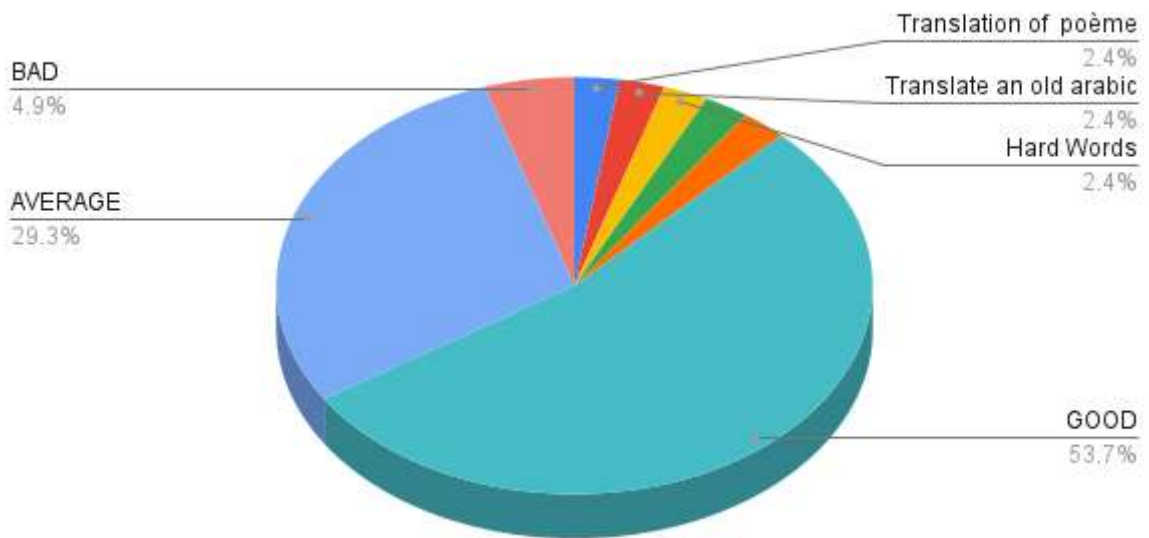
Count of Q 06:DO YOU THINK TRANSLATION IS ONLY



36.8 percent answered yes 24.6 percent answer no

Q07HOW DO YOU SEE YOURSELF IN TRANSLATION?

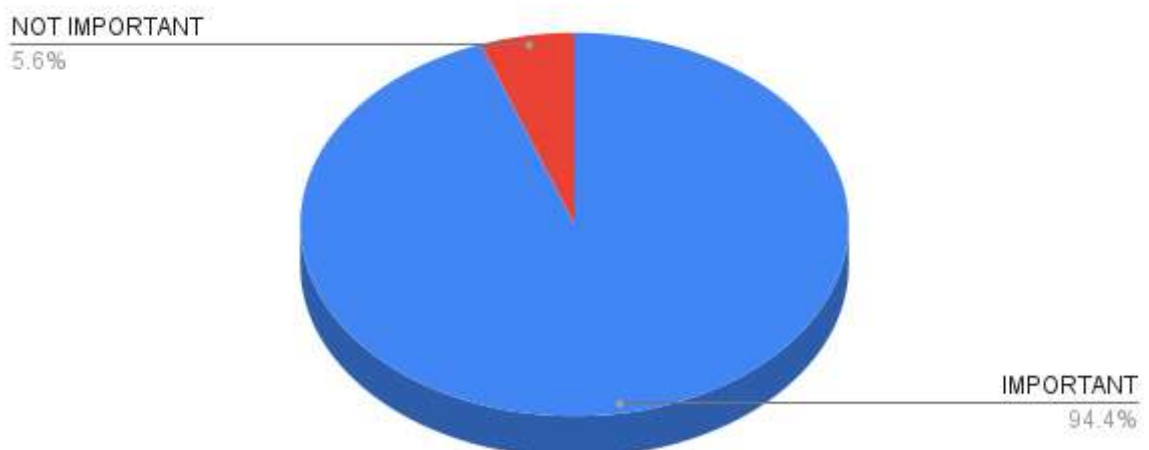
Q 07: HOW DO YOU SEE YOURSELF IN TRANSLATION?



53.7 percent answered good which means they are capable of translation

JQ08:DO YOU THINK THAT IMPLEMENTING TRANSLATION AS A COURSE?

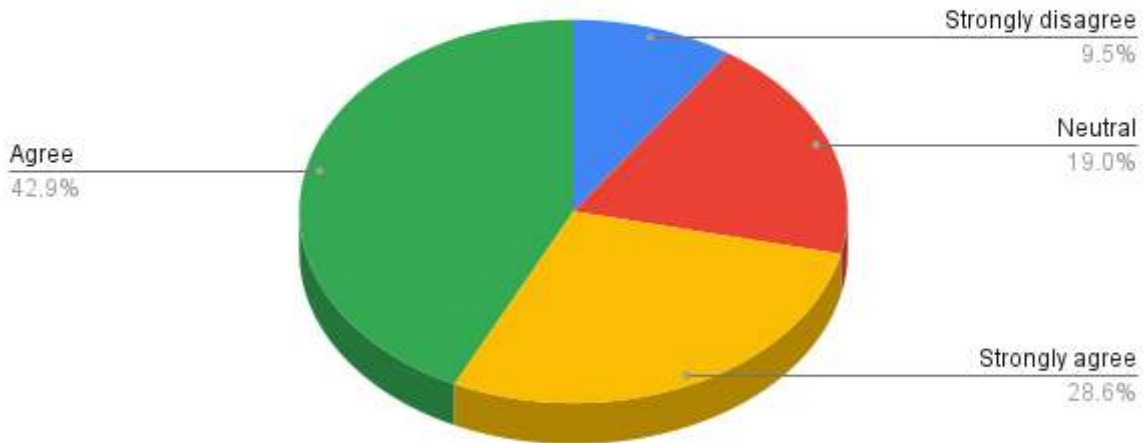
Q08:DO YOU THINK THAT IMPLEMENTING TRANSLATION AS A COURSE?



94.4 percent That translation should be implemented as a course

Q09/TRANSLATION IS A GOOD TOOL WHENN USED IN TEACHING/LEARNING E.F.L

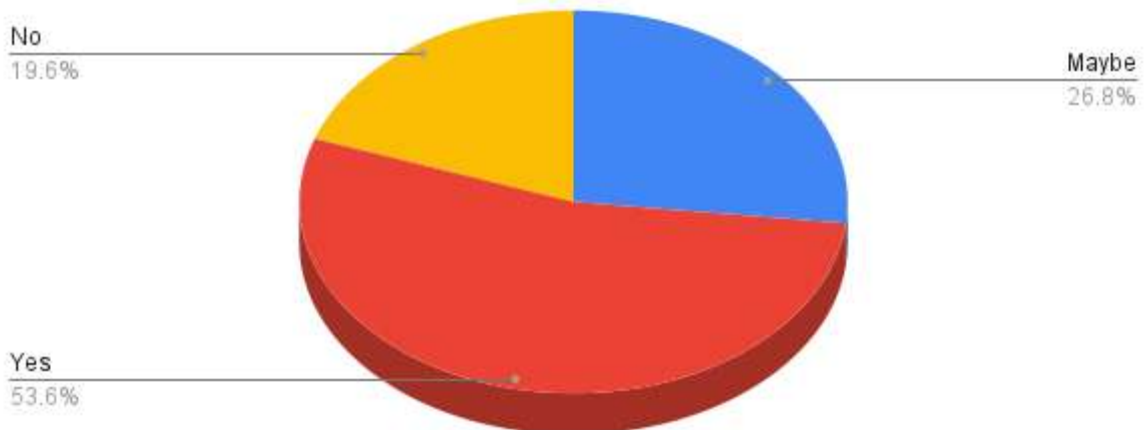
Q09:TRANSLATION IS A GOOD TOOL WHENN USED IN TEACHING/LEARNING E.F.L



42.9 percent answered agree while 28.6 percent answered strongly agree

Q10/DO YOU KNOW THE INTEPRETIVE THEORY OF TRANSLATION(I.T.T)?

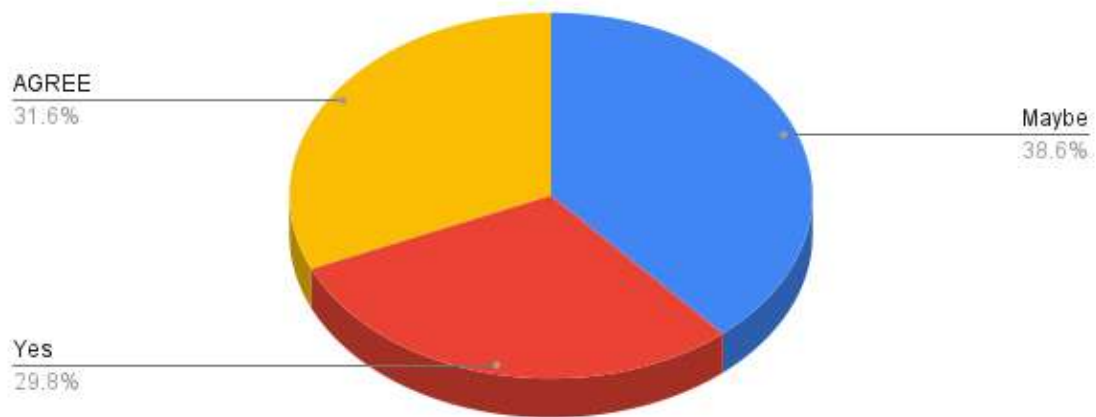
Count of Q10:DO YOU KNOW THE INTEPRETIVE THEORY OF TRANSLATION(I.T.T)?



53.6 answered yes, and 26.8 answered maybe

Q11THE I.T.T HELPS STUDENTS'UNDERSTAND (THE TRANSLATION PROCESS INSIDE OUT)

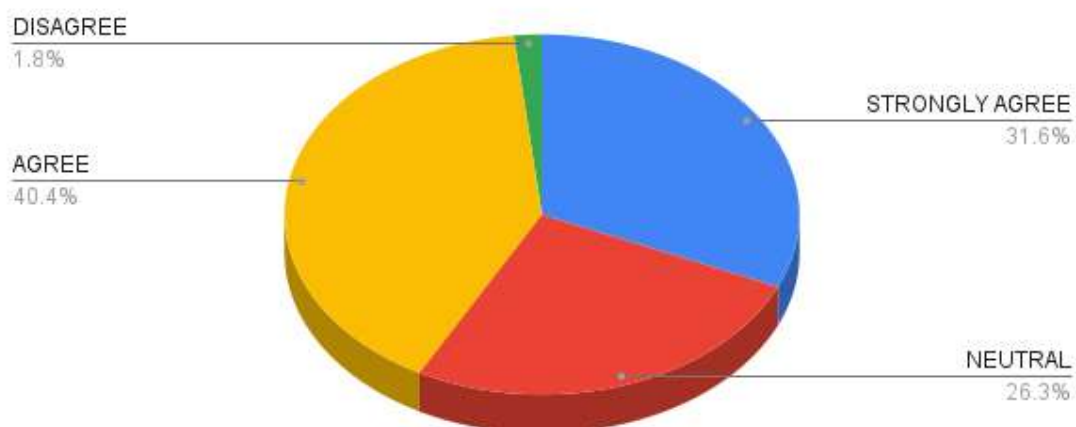
Count of Q 11:THE I.T.T HELPS STUDENTS'UNDERSTAND (THE TRANSLATION PROCESS INSIDE OUT)?



31.6 percent answered agree,and 29.8 answered yes,and it means i.i.t will help students understand translation

Q12/THE I.T.T HELPS STUDENTS AVOID TRANSCODING AND CALQUES?

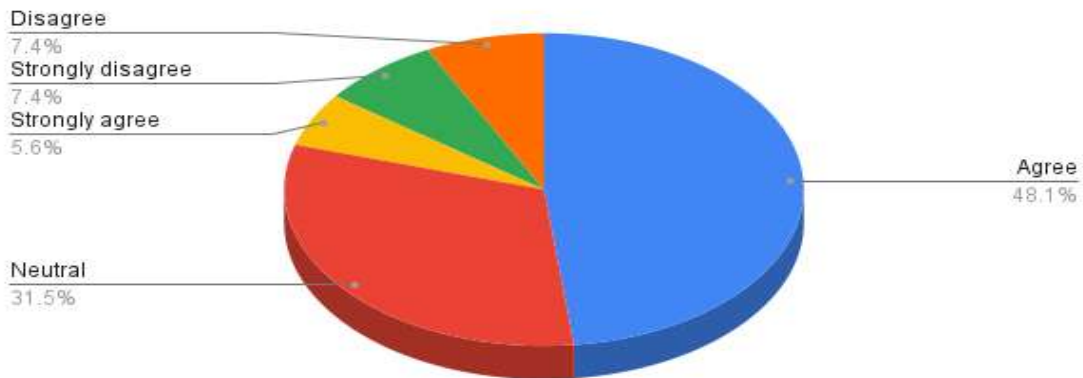
Count of Q12:THE I.T.T HELPS STUDENTS AVOID TRANSCODING AND CALQUES?



40.4 percent answered agree,and 31.6 answered strongly agree it is great for translation methods

Q13/THE I.T.T HELPS STUDENTS DISPEL INTERFERNCE BETWEEN SL AND TL

Q 13:THE I.T.T HELPS STUDENTS DISPEL INTERFERNCE BETWEEN SL AND TL

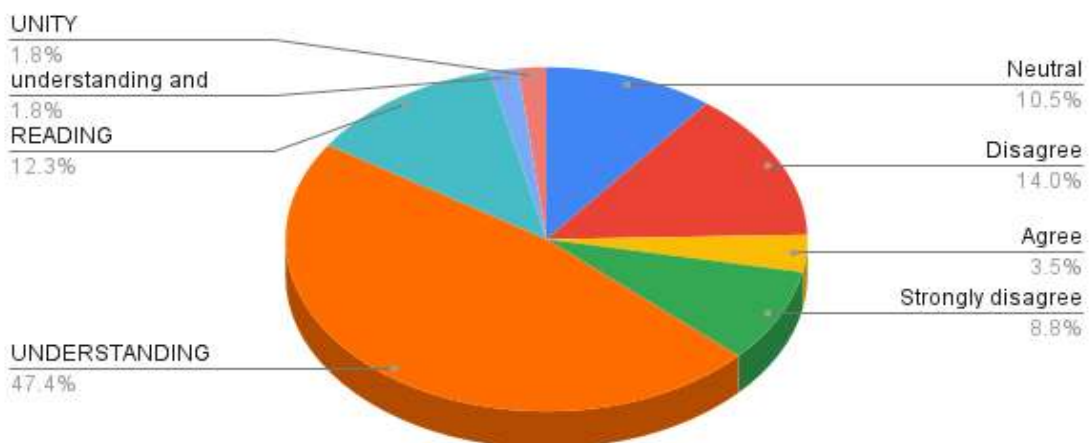


We can see 48.1 percent answered agree,and 5.6 percent answered strongly agree

Which means is very beneficial

Q14/THE I.T.T DEVELOPPS LANGUAGE SKILLS OF: (MORE THAN ONE ANSWER IS POSSIBLE)?

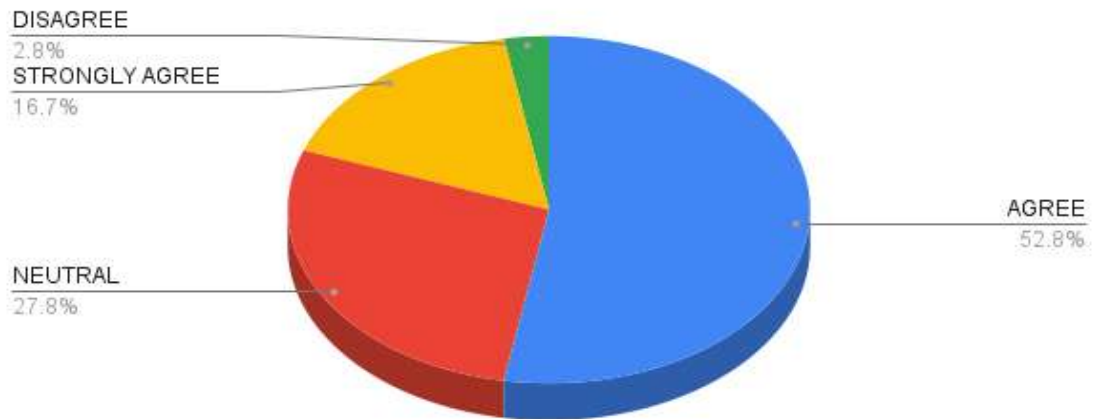
Count of Q 14:THE I.T.T DEVELOPPS LANGUAGE SKILLS OF: (MORE THAN ONE ANSWER IS POSSIBLE)?



47.7 percent answered understanding,amd 3.5 answered agree,so the i.t.t will improve students skills

Q15/DEVERBALIZATION RAISES STUDENTS' AWARENESS ABOUT THE IMPORTANCE OF WORLD KNOWLEDGE AND DOCUMENTING RESEARCH IN THE PROCESS OF UNDERSTANDING?

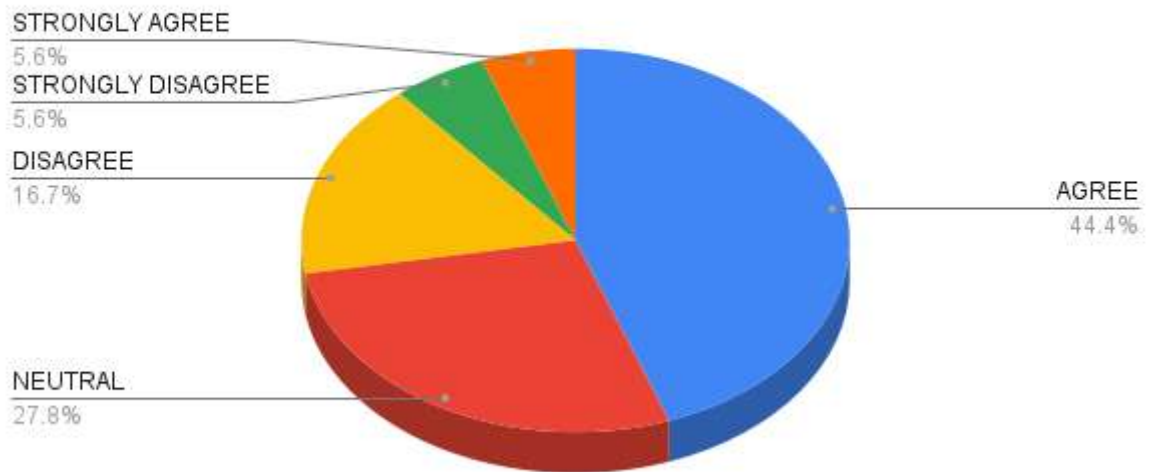
Q15: DEVERBALIZATION RAISES STUDENTS' AWARENESS ABOUT THE IMPORTANCE OF WORLD KNOWLEDGE AND



52.8 percent answered agree, and 16.7 answered strongly agree

Q16/DEVERBALIZATION PROVIDES STUDENTS WITH MORE FREEDOMO RE-EXPRESS THE GRASPED SENSE IN A MORE NATURAL T.L?

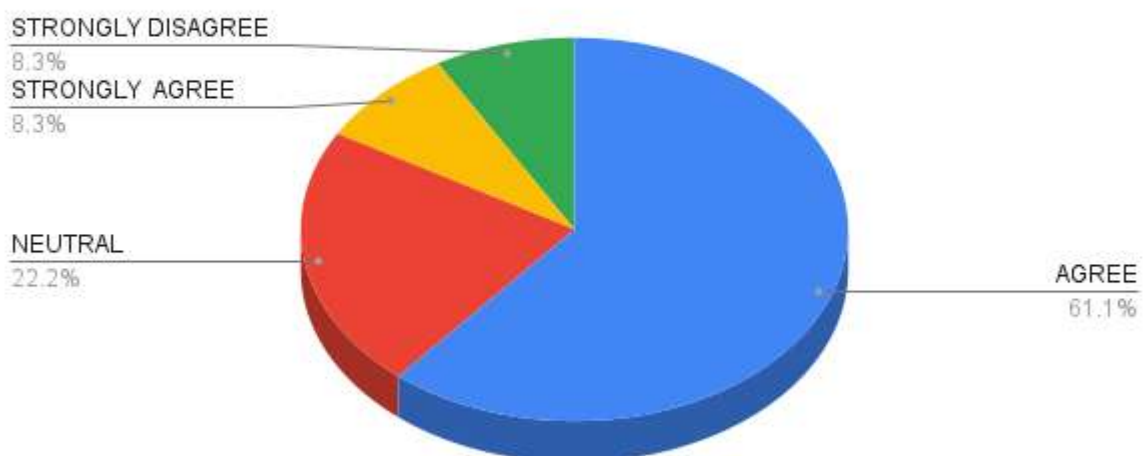
Q 16:DEVERBALIZATION PROVIDES STUDENTS WITH MORE FREEDOMO RE-EXPRESS THE GRASPED SENSE IN



44.4 percent answered agree, and 5.6 strongly agree which means deverbalization is Efficient to reformulate senses in natural t.l

Q 17 :THE I.T.T DEVELOP THE STUDENTS'COGNITIVE SKILLS?

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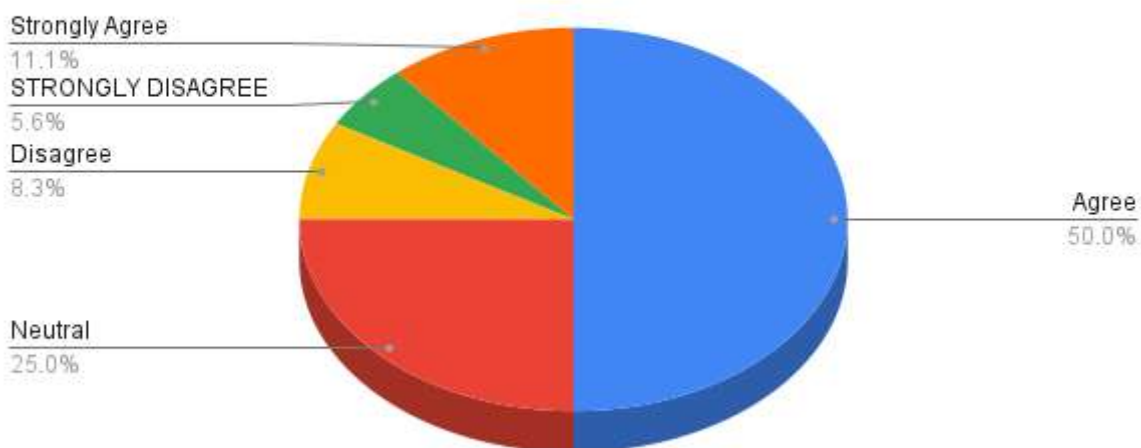


61.1 percent answered agree, and 8.3 percent answered strongly agree which means that

The i.t.t develops cognitive skills

Q18: THE I.T.T ENHANCE STUDENTS' CAPACITY OF COMMUNICATION?

Q18: THE I.T.T ENHANCE STUDENTS' CAPACITY OF COMMUNICATION?



50.0 percent answered agree, and 11.1 percent answered strongly agree which indicate

That the i.t.t enhance students capacity of communication

4-5 Data interpretation

Based on the analysis of the questionnaire` responses it seems that not all question were

Taken seriously for example Q15: DEVERBALIZATION RAISES STUDENTS' AWARENESS ABOUT THE IMPORTANCE OF WORLD KNOWLEDGE AND DOCUMENTING RESEARCH IN THE PROCESS OF UNDERSTANDING? Someone

Mentioned nothing.

The questions 1, 2, 3, 4, 7, 8, 9 which means that 3rd year are very interested in translation, and

Have a positive attitudes toward it;in addition,11,12,13,14,17,18 show that more than 40

Percent of people are emphasizing that the i.t.t have a lot of benefits:

1/good for communication skills

2/beneficial for cognitive skills

3/develop language skills

4/ develop reading

5/HELPS STUDENTS DISPEL INTERFERNCE BETWEEN SL AND TI

These are the reason which showed us that the i.t.t should be included as a course,and

Should be thaught for 3r yeat English students

5/Conclusion:

I conclude this dissertation to my dear professor mister hicham fellah my great teacher,and

The most amazing,and the most nicest teachers that tutored me helped me grow as a Person to be responsible After further analysis I wish that the interpretive theory of translation should be included for For third year English students,and will help the students to be more compotent,and have a Great communication towards them,andwil make them very skillful in understanding,

Reading

After all this thanks for the teacher,and their support;because,they made me grow

As a person,and be mature,and responsible

6/ Sources for further reading and expansion

1/EXPLORING TRANSLATION THEORIES BY ANTHONY PYM SECOND EDITION

2/Didactics of Translation: Text in Context CHAKIB BNINI

3/Cognivite stylistics and the translator by ghazalahasan

4/Between English and Arabic A Practical Course In Translation by Bahaa-
eddinabdulhassanhassan

5/Methods for Translating Survey Questionnaires1

6/Key Terms In Translation Studies By Giuseppe Palumbo

7/The role of Translation In English Language Teaching AN ANALYSIS MAGDALENA
BOBEK-130124131419-phpapp01

8/The Adaptation of Berman`s Model of Translation Criticism to Formative Literary
Translation Evaluation by Majdachelli

9/SementicsFor Translation Students Arabic-English-Arabic By Ali Almannan

10/Introducing Translation Studies Theories And Application By Jeremy Munday

11/Introducing Corpus-based Translation-Studies By Kaibao Hu

12/Thinking Arabic Translation A Course In Translation Method: Arabic to English James
Dickinson, Sandor Hervey and Ian Higgins

13/Translation as problems and solutions by Professor Hasan Ghazala