

Motivating Translation Studies in the Algerian Higher Education Context: realities and myths

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Résumé

Translation has played an essential role in human history from the earliest times. Evidence of this singular activity is deeply implicating our sense of language, identity, and intercultural communication. Wherever people have brought new languages and cultures, translation has been there, variously transforming societies, texts, and traditions. Therefore, Translation is crucial, highlighting its impacts and importance in the development of individual subjectivity, agency, and identity. It constantly grows in visibility with the globalizing culture of the twenty-first century. Across the world, translation inflects the arts and entertainment, daily conversations, news and information technologies, as well as business, trade, finance, law, government, education, military, and scientific research. Its effects and complexities have generated themes for different and attractive literary and fiction works, and countless Internet sites. So much so, the word “translation” itself has become a metaphor for transformation or transposition of many kinds. Over the last few years, developments in the teaching and the learning processes of professional competence in Algeria have become a key strategy and concept not only for higher education institutions but for the authority too. So as to build map route objectives, we are trying to answer the following research questions: Can we really set a motivation basis to teaching saliently Translation in the Algerian higher education within a new reform: LMD? How can teaching the key skills and techniques to translate effectively between English and French/or/Arabic possible using a mixed methodology in Algeria? Which language proficiency in the target discipline can be fostered and developed? On which linguistic and discipline basis can we set and implement intensive practical training in English- French- Arabic translation and interpreting skills and techniques? Therefore, the paper at hand seeks to, because of the vertiginous accelerating developments in different fields; satisfy to a certain extent the needs to teaching translating integrating a principal factor: motivation. According to these elements, our research methodology based

on experimentations and whose data source is “in class activities”, we resulted at a fact that this discipline needs considerable practices and mainly time, material and patience to achieve such objectives.

Introduction

We strongly believe that the skills for communication and mediation create the classroom atmosphere. Any language acquisition relies on opportunities to use the language in interaction with other speakers and effective structure of communication skills in the classroom. This is what we, as teachers call: “course design». In addition to this, language learners should also be great risk-takers, especially when the course targets two main functions: get adapted to the EFL as a specific communicative tool and be able to translate from one language into another where reflection, flexibility and skills are mostly required. As a matter of fact and in the direction which considers translation as a pure discipline in the realm of teaching and learning languages, we cannot but emphasize the reality that it is crucial, highlighting its impacts and importance in the development of individual subjectivity, agency, and identity. It constantly grows in visibility with the globalizing culture of the twenty-first century. Across the world, translation inflects the arts and entertainment, daily conversations, news and information technologies, as well as business, trade, finance, law, government, education, military, and scientific research. Its effects and complexities have generated themes for different and attractive literary and fiction works, and countless Internet sites. So much so, the word “translation” itself has become a metaphor for transformation or transposition of many kinds. Over the last few years, developments in the teaching and the learning processes of professional competence in Algeria, let us consider this process as English for Professional Purposes, have become a key strategy and concept not only for higher education institutions but for the authority too.

Background studies in the research field

1.1 Studies in EPP

According to Lorenzo Fiorito,(2005. Pp3); English for Professional Purposes is learning the language in order to communicate a set of professional skills and to perform particular job-related functions. The term "Professional" in EPP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. An EPP program is therefore built on an assessment of purposes and needs and the functions for which English is required. As a matter of fact, we clearly understand that EPP concentrates more on language in context than on teaching grammar and language structures. It covers a variety of fields and specializations. Therefore, EPP focal point is that English is not taught as a subject separated from the students' real world and purposes; instead, it is integrated into a subject matter area expressed and targeted by the learners. So, in EPP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An EPP program, might, as this is the matter in our study, emphasize the development of reading, speaking and writing skills in students who are integrating the work fields. As a matter of fact, EPP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of work. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation. The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the EPP class, students are shown how the subject-matter

content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster. This means that they are able to use what they learn in the EPP classroom right away in their work and studies. The EPP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. So much so, EPP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

1.2 Studies in EPP Course Design

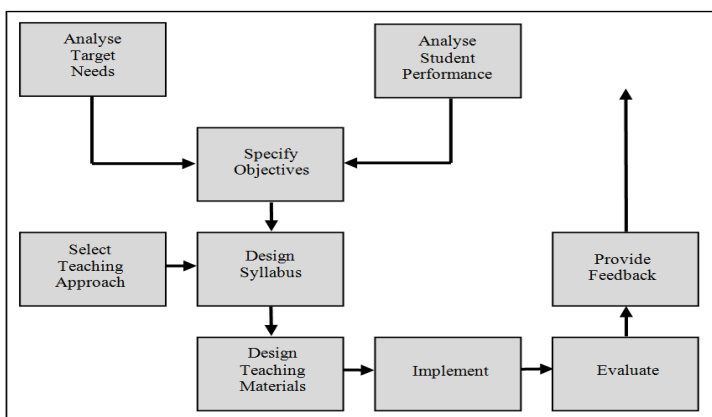


Figure 1: The Main Criteria for EPP Course Design.

As T. Nazarova (1996) shows, for many years ESP instruction was limited to training special lexicon and translating numerous texts. Of course, such methods did not reflect students' interests and resulted in low learner motivation and poor participation. With the spread of the student-centered and the implementation of the Competence-Based Approach in Algeria and the continued increase of international contacts in

various spheres, much attention has been paid to the design of EPP courses that can prepare students for professional communication. However, developing new courses along such lines raises the issue of training teachers. Designing a course that can best serve learners' interests and needs is an obstacle for many instructors. Therefore, it is very important to start the course-developing process with an analysis of the target group of students. With the spread of communicative language teaching (CLT), much emphasis in EPP methodology has been paid to the learner-oriented instruction. As a result, needs analysis has been given considerable attention in making a particular course serve a particular group's interests (Graves K., 1996; Harrison R., 1996; Hutchison T. & A. Waters, 1987; Vorobieva N., 1996). However, students can provide much more valuable information for teachers than an expression of their needs (Sysoyev P., 1999). Therefore, a better term than needs analysis might be students' analysis.

Furthermore, students' analysis can give two kinds of information. The first reflects learners' "possession" - their current level in their EFL-EPP, field knowledge in the mother tongue and L2 which we consider as the first foreign language: French, in addition to motivation, methods of learning they have experienced, etc.

As a matter of fact, there may be different ways of finding information about students' needs and previous experience. At the university and high school levels, it can be done through various questionnaires, surveys, group discussions, or simply through individual talks.

Although taking into consideration the students' data as prior elements to design courses, teaching cannot take place in isolation curriculum, institutional guidelines, and standardization have to be implemented as structured concepts. However, in developing a new course, students' analysis will

help teachers bring together the required profiles in formulating goals and objectives, conceptualizing the content of the course, selecting teaching materials, and course assessment.

1.2.1 Formulation of Goals and Objectives of the Course

The formulation of goals and objectives for a particular course helps the teacher create a clear picture of what the course is going to be about. As K. Graves (1996) explains, goals are general statements or the final destination, the level students will need to achieve. Objectives express certain ways of achieving the goals. In other words, objectives are teachable chunks, which in their accumulation form the essence of the course. Clear understanding of into action, realistic and achievable goals and objectives will help teachers to be sure what material to teach, and when and how it should be taught. In his book D. Nunan (1988) gives a clear description of how one should state objectives. Depending on what is targeted, objectives may be as the following:

- Students will be able to ...
- Students will produce ...
- Students will develop ...

1.2.2 Conceptualizing the Content

According to our understanding, conceptualizing the content is not a context-free process. When taking into account information about the students, goals, and objectives, teachers need to determine which aspects of EPP learning will be included, emphasized, integrated, and used as a core of the course to address students' needs and expectations. Teachers can focus on developing "basic skills", communicative competence, intercultural competence, vocabulary awareness, etc. For instance, developing a course on translating a speech simultaneously with the conference speaker will require achieving intercultural communicative competence. Students

are developing language skills, but it is accomplished through the integration of the socio-cultural component into the teaching various elements of the language. It should also become clear that albeit separated in structural charts, all skills and aspects of the language are interrelated in real communications. Therefore, they should be treated, taught, and tested as one inseparable unit.

1.2.3 Selecting and Developing EPP Materials

The availability of the teaching materials in EPP plays an important role in their selection. Furthermore, the chosen materials determine the content of the course. In student-centered instruction, the appropriateness of materials includes student comfort and familiarity with the material, language level, interest, and relevance. However, teachers are, in some cases, dependent on the materials and are required to use the same textbook because of material scarcity. Thus, as K. Graves points out, teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course Graves K., (1996: 27).

1.2.4 Course Planning

After formulating major objectives and choosing teaching material, teachers start then planning a new course. There may be different ways of organizing activities. In CLT teachers should test their students' pre-requisites not only in the language as a vehicle, but in the target field of specification as well to draw priority sequences. Then, after gathering the required data, they move to more complex activities (see the indexed course sample). It is however, recommended that teachers should be flexible in course planning as they are called to adjust the syllabus and adapt it to their students' level of

difficulty while teaching in order to best address students' interests and needs.

1.2.5 Evaluating the Course

Course evaluation is the last, but not the least, important stage. Teachers should evaluate their courses to improve and promote their effectiveness. Evaluation can be done in two different ways: implicitly and explicitly. Implicit evaluation takes place during the semester, when learners, by their grades, participation, and motivation, give clues to the teacher on how their learning is going on. Explicit evaluation may take place at the end of the course or after students have experienced it. Using questionnaires, surveys, talks, and forums might be the most appropriate. Teachers ask the students to express their attitudes towards the subject matter, instructional methods, activities, and teacher's role.

2. Course-development as an On-going Process

One must bear in mind that teaching is a continuous learning process. Therefore, developing a new course is not just planning a course. With professional experience, our views, teaching concepts, and methodological knowledge are continuously changing. This is a real fact as, from year to year, we have different students with different needs and background. This will inevitably make it necessary and important to modify every course and adjust it to a particular group of students. Furthermore, quite often in the classroom things take place in an unexpected or unplanned way. Flexible teachers are open to making necessary changes while teaching. They can see what can or should be modified, added, or changed to make the course reflect students' interests and needs. They may want to integrate new techniques based on the integration of new teaching and learning materials as to integrate digital tools in class especially when the course is a

two-disciplines-based, the case of our study. Therefore, course development can be seen as an on-going process.

2 Studies in EPP and Translation

2.1 Definitions and key factors to translation development

Integrating EPP and translation as well as innovative methods in the teaching context supports interdisciplinary characters of EPP teaching and optimizes the teaching process. Nowadays, changes, reflected in different areas of modern life to depict the social, political and mainly the economic practices, reveal how important the knowledge of foreign languages, especially English, is and has become almost a necessity.

Our study in front of this proliferation represents two different branches and disciplines, and calls on for the creation of a need for research which focalizes on the efficient EPP teaching to improve communication and the integration of translation as a full part discipline.

Furthermore, we have often believed that translation have no direct relation with teaching; the historical background of the Grammar-translation method demonstrated the inefficacy and the incoherence of such teaching method especially with the vertiginous advent in the didactic field. However, the current trend of specialization in EPP, allows this discipline to regain much importance and a place in the didactic domain to create thus a mutual connection of EPP teaching and specialized translation.

Translation as a discipline is also a science which relies on theory and practice. It is not only so naturally manifested but it is at the reach of every individual's experience. Teachers often take down into other language translated words for teaching convenience (explanations, clarifications, word origin, and so).

Claramonte, (2009: p. 41) emphasizes that the complexity of translation's definitions follows the fact that: "*the task of translating has always run parallel to the epistemology of an era, to cultures, to societies and to every philosophic and scientific change which has influenced the mankind.*" Solely during the 20th century the attitude towards translation changed. "*It was during this period that translation studies emerged as a new academic field at once international and interdisciplinary*" Venuti (2000, p. 1).

Furthermore, it is apparently essential to understand the translation through the characterization of the changes which occur in the modern society. These changes, according to us, have great impacts on the process attitude to the translation. All mentioned factors have direct or indirect impact on the state of the modern translation. They constitute the creation and development of new areas of interests of the translation studies.

We can list some of the most influencing changes of the aforementioned discipline and are as follows:

- fast growing mobility;
- social changes –globalization, immigration, unification ;
- linguistic changes - growing influence of English on other language;
- technology changes – computer, the Internet, Face book;
- intensification of business contacts between representatives of different branches, especially concerning the Algerian harbors' activities; and
- intensification of international scientific cooperation

Due to these factors, the definition and domain of interests in regard to translation studies have widened. Accordingly, Grego (2010: Pp: 30) points out that: "*if to define translation it is necessary to elevate one's standpoint to include a wider*

horizon, made of various aspects of knowledge it encompasses, to learn about translation it is indispensable to look more closely at its constituents". Thus, the complete questions are: what are the constituents of translation and what is their relation to the ESP teaching methodology? We can genuinely consider Kremer's (1997) position in relation to the questions posed as he rates the following aspects among the translation constituents:

- Interpretation,
- Knowledge, skills, strategies,
- Equivalence,
- Reference.

2.2 Translation in Modern Teaching

It is not only translation that is responsive to dynamic changes in the current world, teaching also undergoes persistent modifications. The already mentioned changes in the modern society make contribution in the structure of language learners, which influenced the teaching process as well. The scientific opinions concerning these changes in the foreign language teaching are merely limited. Weimer (2013) points out that the main change in the modern teaching is introducing the learner-centeredness approach, with the strong focus on the superiority of learners' needs in facing the curriculum. Tomlinson, (2008: Pp: ix) believes that drawing the difference between schools, in other words, transforming schools from traditional into directed students' needs in mind schools is however the first step towards change. Illich (1972, p. 56) underlines that "*it [learning] is (...) the result of unhampered participation in a meaningful setting*", which certainly means that learning "*will take care of itself*" (Harmer 2001, p. 70) regardless of what happens as it is the virtue by itself.

Teaching and learning should be perceived as new experiences in the world of new media, integrity and inter- culturality, in

which the foreign language; especially English which is present everywhere. These new conditions naturally create new opportunities for learning. They are also incentives for the development of well-known strategies and methods. One of the perspectives in the language teaching and learning is the integrity of disciplines. Language teaching does not only benefit from the research conducted on the ground of psychology or pedagogy, it is now also the discipline which integrates two or more ingredients resulting at better effects.

2.3 Translation Studies Today

Responding to multiple directions of inquiry, focusing them in innovative ways while developing theoretical insights specific to the field, translation studies rapidly gained intellectual visibility, and moved from a marginal to a central and often transformative discipline offering new lenses for examining well-known issues in potential formation and literary history as well as innovative models for dealing with questions of language inequalities, hybridization, identity, and globalization.. It also offers ways to consider more closely the many languages and cultures touched by translation – and the political and ethical issues they present. Indeed, the vertiginous-growing interest in translation studies has not been limited to the sphere of scholarship. It has directly affected university curricula. With innovative courses and programs on the university level, translation studies has, in fact, found new prominence in academic institutions in Algeria. Courses and programs now frequently appear in graduate curricula, usually in Departments of English, Modern Languages, and Comparative Literature.

Indeed, translation studies are attracting students even when other fields in the humanities are not. Its courses help to “internationalize” the university curriculum and better prepare students for the world that awaits them.

Purpose

The first common point to be mentioned at the border between teaching and translation is the purpose of both disciplines. Some of those approaches are listed below.

- Translation reflects the intercultural aspect, facilitating communication among people belonging to different cultures;
- Easy readability by adhering to current usage, maintaining continuous practice;
- Translation is a duty of humanity and its purpose is to endorse understanding, reacting to the foreign culture and probably experiencing the intentions of an author hidden in the original text (one of the roles in discourse analysis).

2.4 The Text

We are quite aware about the use of languages in different contexts. The situation may be proper to everyday conversation as well as to a very specialized document engaging a particular problem. A product of a particular communication act (written or oral) is a text. The purpose of the text depends on the context in which the text has been created. Hoffmann (1985, p. 233) states that the specific text is both an instrument and a result that comes into being by the specific productive activity. Furthermore, a text is an instrument giving an insight into the characteristics of the language as well as representing discourse typical for the specific domain. It is also a result of the complex mental process. Grego (2010, p. 50) emphasizes connection between the text and translation on the specialized field “*understanding the nature of the text is a key for the understanding of the idea of specialized translation.*” On the ground of teaching it is the specialized text which provides correct patterns of using language in the specialized context. Without in-depth analysis of original documents an ESP teacher or learner will not have an idea, how the particular specialized

language functions, what structures or collocations are typical for the specific domain. Gavioli (2005, p. 50) states that *“corpora of specialized text seem a very useful instrument in isolating and providing indications about the key lexical and grammatical or textual issues to deal with in ESP class”*. Also Dudley- Evans and St. John (1998, p. 17) underline the meaning of research of written and spoken text in order to understand their usage within the particular specialized discipline. Simultaneously, the content of the specialized texts helps to understand how the people dealing with the area work. In this sense, the original texts are the most reliable source as well as representative of the natural, vivid language and its most accurate usage.

3. The Research Methodology and Procedure

The experiment

It will rather take the following title as through the terms it comprises, all the experiment and its achieving method will sound more understandable:

« Language Constraints, content Attributes and Audience Perceptions »

According to us, as teachers of EFL and most of the time solicited to deliver lectures in translation classes, we believe that it is not original that in translation we often seem to differ importantly in our ability to translate. Being flexible, imaginative and creative comes naturally. This is what we first thought when we have been called first as the international conference guests organized by the « HCA » (le Haut Commissariat à l’Amazighité) at the University of Bejaïa and then been required to translate all the communications from different languages combinations: from Tamazight into French, from Arabic into French to finally translate what has been translated from the aforementioned languages into English. At

a given time, we felt we were playing the “team-ball senders and receivers”. Anyway, we did our utmost to satisfy this requirement. We therefore set a work method based on:

- The organization and discipline to translate;
- The event’s documents availability;
- The event’s technical materials to direct voiced translation (isolated boxes, headphones and microphones), and

A sound and well-structured environment for translation

Table 1: Translation working method Setting up System

Organization & Descriptions to translate	Translation systematic method	The event's documents	Availability	The event's technical materials	Technical materials availability	Other variables	Variables' Appropriations	Translation activities	Appropriations
Group 1: Tama zight to French;	02%	Abstr acts;	95%	-	100 %	The event's: -soundness and structures;		1st step;	Needs work
Group 2: Arabi c to Englis h	75%	The whole papers ;	00%	Isolat ed boxes ;	06%	-oral communic ations	Needs work	2nd step;	Needs work
Group 3: Englis h to French;	75%	The oral presen tation s on PPT		headp hones ;	100 %	chronologi cal order respect;	Needs work	3rd step;	A real mess, so
Group 4: French to Englis h				micro phone s		-oral communic ations contents; - correspond ence with the main papers' contents	Needs work	Final step	Needs work

To our great surprise and astonishment, we could get nothing of the essential elements to undertake our task saliently. The

following table summarizes best the current state we have been encountered with:

Table 2: Translation working method Results

Organization and discipline to Translate	Translation systematic method	The event's documents	Availability percentage	The event's technical materials	Technical materials	Other variables	Variables' Appreciations	Translation activities	Appreciations
Group 1: Tamazight to French;	02 %	Abstracts;	95 %	- Isolated boxes;	100 %	The event's: - soundness and structures;	Needs work	1 st step;	Needs work
Group 2: Arabic to English	75 %	The whole papers;	00 %	- headphones;	06 %	-oral communications chronological order respect;	Needs work	2 nd step;	Needs work
Group 3: English to French;	75 %	The oral presentations on PPT	00 %	- microphones	100 %	-oral communications chronological order respect;	Needs work	3 rd step;	Needs work
Group 4: French to English	75 %					-oral communications contents; - correspondence with the main papers' contents	Needs work	Final step	Area 1 mess, so Needs work

Setting up a translation System Analysis, Interpretation and Recommendations

It seems that most of the setting translation system needs to be fully and profoundly reconsidered on the basis of a pre-task work. Based on my theory, a challenging translating situation and the linguistic abilities are neither sufficient nor efficient elements to undertake such tasks. Developing and encouraging general attitude and positive behavior which open up minds to new possibilities for meaningful and sound translation is therefore a “must be and must do”. It seems that the mental flexibility and new abilities and possibilities resulting from contact with two or more languages, is not so easily absorbed, and may clash with deep-seated contents’ traits. Therefore, if translation students are not made aware of and taught how to organize their cognitive skills, and adapt their skillfulness to them, they will inevitably struggle some more than others. While it can be difficult to keep motivation levels up if all of the students needs are not consistently met, it is the trainers’ responsibility to ensure that all students gain skills useful to them in class, and hence make use of a number of methods to teach.

So much so, with the examples and case studies from different practical situations, we have to work much harder to enable a number of threads which relate all the basic translation concepts to reappear with regularity, consistence, efficiency – and help to limn the complex weave of translation studies today. As a matter of fact, we sought more judicious to reconsider our teaching, learning and practices processes to set a map route based on the pieces of advice which follow:

- Reconsider Translation as a productive discipline, rather than a reproductive practice;
- Reconsider Translation as an empire for multilingualism,
- Reconsider Translation as collaboration with different parts which constitute its content, its population and its environment;

- Rethink literary and cultural history to avoid any linguistic clash;
- Rethink the ethics of translation as not the same words in a language conduct and convey the same meanings in another.

Conclusion

There are surely other trends in translation studies today. But our hope is that those articulated in this study will provide our readers with a keen sense of some main currents and spur them to discover more. As the articulated recommendations in this research, translation studies today offer not only new areas for scholarly study, but also new pedagogical tools, if developed with care and knowledge. This may undoubtedly make our students more capable and sensitive negotiators of the world network of languages, cultures, and meanings. Furthermore, the integration of translation and EPP in class offers both learners and teachers many opportunities. Continuous development in and of language skills, as the main skills in translation since it is presented with a specialized register used in a specific context, can be achieved in well designed and structured environment and conditions. As an inter-lingual textual and contextual strategy and approach, this requires a basic interrelation aspect of several skills bearing in mind the suggested recommendations for a successful EPP/ Translation course design. It is according to us a complex and efforts requiring process, but through continuous practices and working plans, this issue cannot but bring more progress in the target disciplines.

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