

Approaches, Strategies, And Exercises For Improving Competencies In Translation Didactics

مناهج واستراتيجيات و تمارين لتحسين الكفاءات في تعليمية الترجمة

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Abstract:

Translator training programs focus fundamentally on developing specific knowledge and skills crucial for navigating the labor market and diverse professional situations; although a newer field compared to language teaching, this globally recognized discipline employs varied institutional approaches and strategies, and this article's aims are precisely to identify these essential translator competencies, demonstrate the pedagogical objectives underlying the development of each skill, and propose targeted exercises to strengthen them. The significance lies in providing a clearer framework for translator training, offering practical pedagogical tools, and ultimately enhancing program effectiveness to better prepare students for professional demands. Adopting a methodology centered on pedagogical analysis and synthesis, the article identifies core skills and clarifies their learning objectives. The principal findings presented are a structured overview of these requisite skills, a delineation of their specific training goals, and a curated set of practical exercises designed to foster their development, thereby contributing valuable resources for curriculum design and classroom practice in translator education.

Keywords: The teaching of translation; training; approaches; strategies; exercises.

الملخص:

تركز برامج تكوين المترجمين بشكل أساسي على تنمية المعارف والمهارات المحددة الضرورية للاندماج في سوق العمل والتعامل مع مختلف المواقف المهنية؛ وعلى الرغم من كونه مجالاً أحدث مقارنة بتدريس اللغات، فإن هذا التخصص المعترف به عالمياً يتبنى مناهج

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واستراتيجيات مؤسسية متنوعة، ويهدف هذا المقال تحديدًا إلى تحديد الكفاءات الأساسية للمترجم، وتوضيح الأهداف البيداغوجية التي يقوم عليها تطوير كل مهارة، واقتراح تمارين هادفة لتعزيزها. تكمن أهمية الدراسة في توفير إطار أوضح لتكوين المترجمين، وتقديم أدوات بيداغوجية عملية، وفي نهاية المطاف، تعزيز فعالية البرامج لإعداد الطلاب بشكل أفضل للمتطلبات المهنية. ومن خلال اعتماد منهجية تركز على التحليل والتركيب البيداغوجي، يحدد المقال المهارات الأساسية ويوضح أهداف تعلمها. وتتمثل النتائج الرئيسية المقدمة في عرض منظم للمهارات المطلوبة، وتحديد لأهدافها التدريبية المحددة، ومجموعة منتقاة من التمارين العملية المصممة لتعزيز تنميتها، مما يساهم في توفير موارد قيمة لتصميم المناهج الدراسية والممارسات التعليمية في مجال تكوين المترجمين.

كلمات مفتاحية: تدريس الترجمة، التكوين، المناهج، الاستراتيجيات، التمارين.

1. Introduction

Translation is a complex process that requires structured academic training adapted to the needs of the learner. Translation training is offered in a large number of academic institutions around the world, including our country, but its programs and the strategies adopted remain different from one institution to another, and sometimes even within the same institution. Although the programs and strategies adopted differ, the objectives of this training are the same all over the world. Any training in translation aims to prepare the learner for entry into the labor market and to enable the learner to integrate into it by providing the necessary tools and skills throughout their career. Knowing that the needs of the market are becoming increasingly complex, and that the translator must meet the expectations of the companies or organizations to which they belong, it has become necessary that these translators have training adapted to the requirements of the labor market. Thus, it is necessary to optimize the training in translation to make it most useful. Various authors propose different approaches to learning translation, and several strategies and methodologies are adopted by translation teachers around the world, but are these strategies effective? Do the programs adopted in the different institutions meet the needs of the learners? What are the objectives of these different approaches? What are the skills to develop in the translation course? And what are the objectives for each competence? What exercises and tasks are offered to learners in translation training to develop the necessary skills? To answer all of these questions, this article presents a study on the teaching and pedagogy of translation. It also lists some methods and approaches that are used in different

translation training programs. Next, it describes the different skills that will be taught during translation training and explains the goals of each one. Finally, it suggests exercises to strengthen the discussed skills.

2. Teaching and translation didactics:

The field of translation pedagogy is expansive and lacks rigid definitions, incorporating diverse theoretical viewpoints and practical methods tailored to specific circumstances, learning objectives, and institutional requirements (Kelly, 2005; Colina, 2003). Similar to other educational domains, its practice varies significantly between countries and societies, reflecting different educational philosophies and market needs, which, as Durieux (2005, p. 37) points out, prevents "the replication of a unique model on a global scale." This diversity stems partly from the multifaceted nature of translation itself, viewed variously as a linguistic operation, a communicative act, a cognitive process, or a socio-cultural practice, each perspective potentially leading to different training priorities (Schäffner & Adab, 2000).

Historically, translation was often taught implicitly within language learning or approached empirically through master-apprentice models. Its emergence as a distinct academic discipline with formal training programs is relatively recent, gaining significant momentum from the mid-20th century onwards (Pym, 2011; Gile, 2009), making it a young practice compared to the long-established teaching of foreign languages. The teaching of translation, like any pedagogical endeavor, relies on specific strategies adapted to the goals set by the educator and the institution; these strategies encompass a chosen set of teaching methods, activities, and resources designed to achieve particular learning outcomes, ideally focused on developing holistic translator competence (Pacte Group, 2003; Kelly, 2005).

Crucially, student progress in acquiring the necessary knowledge, skills, and attitudes (i.e., translator competence) depends heavily on the pedagogical methods employed (Király, 2000; Colina, 2003). While a spectrum of approaches exists, two dominant paradigms often contrasted in the literature and observed in universities globally are the teacher-centered and the student-centered methods. The

former, traditional approach faces criticism from several influential authors. Jean-René Ladmiraal (1994) and Jean Delisle (2005) critique its tendency towards monologue and its potential to stifle student autonomy, as discussed later. Conversely, the student-centered paradigm, aligning with constructivist learning theories (Király, 2000), emphasizes active learner participation, collaborative work, and sensitivity to individual differences in experience, motivation, and learning styles, aiming to foster autonomous, reflective practitioners prepared for the complexities of the profession (Kelly, 2005; González Davies, 2004).

2.1 The Teacher-Centered Approach

This method, often referred to as the traditional or transmissionist model, centers pedagogical activity firmly on the instructor, who acts as the primary source of knowledge, transmitting information rather than fostering dialogue with students or between them (Király, 2000). This approach seems prevalent in many contexts, where instructors may limit student expression, dismiss student perspectives or translations, and present their own version as the sole acceptable model (as observed anecdotally in the original text). This model positions the teacher as the ultimate authority and reference point, relegating the student to a passive role focused primarily on receiving information and imitating the teacher's performance. Ladmiraal critically described this dynamic as often reducing teaching to "a masterful performance" by the instructor (Ladmiraal, 1994, p. 34).

Echoing these concerns, Jean Delisle (2005, p. 56) denounces this methodology as fundamentally ineffective and anti-pedagogical. He argues that its weakness lies in instructors unilaterally imparting their knowledge, providing solutions before students grapple with problems, and dominating the learning space as the central figure who defines tasks, corrects errors, and evaluates outcomes, thus hindering the development of autonomous problem-solving skills crucial for translators. Similarly, Király (2000), a strong advocate for social constructivist and student-centered learning, critiques transmissionist models for failing to prepare students for the complex, situated, and often collaborative nature of professional translation work. He argues that simply receiving knowledge passively does not equip

learners with the procedural competence needed to *do* translation effectively in real-world scenarios.

Furthermore, the focus on error correction, often inherent in this model, has drawn criticism. Kelly (2000) asserts that teaching heavily reliant on identifying errors and evaluative judgment does little to build students' confidence in their translation abilities. She posits that positive reinforcement, such as appreciating the strengths of their work, is far more motivating and conducive to developing self-assurance. In this vein, Kelly proposes exercises designed to bolster student confidence, such as having them translate texts with existing published versions and then having native speakers revise their work. This allows students to see they can potentially produce professional-level translations, sometimes even improving upon published ones, fostering essential self-belief and motivation vital for the demanding process of learning to translate (Kelly, 2000). The lack of such confidence-building, often a byproduct of teacher-centered methods focused solely on the "correct" answer provided by the instructor, can ultimately impede the learner's progression towards professional autonomy and competence.

2.2 The student-centered method

In this method, unlike the previous one, students are no longer passive participants, and the teacher also plays an important role as the provider of resources and tools necessary to facilitate and make the learning process effective. The teacher imparts knowledge and know-how such as translation techniques and also acts as a guide who directs exchanges during the course. Kelly defines this type of teaching as any teaching or learning process that considers the student or learner as the primary agent of the process. She considers this approach to have many positive aspects because it can be seen as a social and personal experience for students, aids in learning essential techniques for a professional translator, and develops high-level cognitive skills in the learner, such as problem-solving, justifying proposals, and decision-making (Kelly, 2005, p. 159).

If this method is considered effective by several authors, it's because it encourages student empowerment and independence, serves as a tool for analysis, and fosters creativity.

The two proposed methods present significant differences and divergences. One allows the teacher alone to make all decisions regarding content and teaching method, while for the other, the choice of content and method depends on the learners as well. For one, the evaluator includes specific subjects and course units, while for the other, the emphasis is on the entire program as well as the objectives. For the first method, the teacher is supposed to impart their knowledge, whereas for the other method, the teacher asks questions. Learning in the first method is individual, while in the second, learning is collective and more effective. In the first method, the student learns in class or in scheduled activities and aims for the highest grades and praise from the teacher, whereas in the other method, the student learns at any time and aims for intellectual curiosity and responsibility. Regarding assessment, it is summative and the responsibility of the teacher for the first method, whereas it is formative and personal for the second method. In the first method, the group progresses together at the same pace, and learners acquire the same content, whereas in the other, the learner progresses at their own pace, and learning varies from one student to another (Kelly, 2005, p. 57).

3. Teaching Approaches

Since the emergence of the first translation courses, almost all translation teaching strategies have been based on the task of translation itself. In other words, translation was taught by translating and considering the teacher as the sole model to follow. However, with the advancement of research in translation studies and translation theories, new pedagogical approaches have emerged to help teachers implement different strategies in their teaching. Among the different approaches, we mention:

3.1 Jean Delisle's approach: teaching through objectives

In his first work "L'analyse du discours comme méthode de traduction" Delisle speaks of the importance of having basic principles for translation teaching. Thus, he adopts a teaching approach through learning objectives.

Drawing inspiration from Bloom's taxonomy², Delisle aims to focus on the teaching methods employed in classrooms rather than on the content of programs.

Delisle proposes eight general objectives along with specific objectives accompanied by various exercises. The general objectives are: Translation metalanguage, basic documentation for translators, working method, translation process, writing rules, lexical difficulties, syntactic difficulties, and writing difficulties (Delise, 2013, p. 21).

According to his approach, translation essentially involves understanding and analyzing the original text and writing the target text.

In his approach, Delisle offers a methodology for initiating professional translation rather than one focused on language teaching. His method allows the learner to conduct documentary research, to understand the terminology of different fields, to master the metalanguage used in their field, and to develop creativity and writing quality in the target language through exercises and examples provided in his manuals, which are adapted to the current reality of translation, the learner's needs, and progress in the fields and language evolution.

3.2 Reis's approach

On the other hand, (REISS, 1976) proposes a training model for translators based on three levels of learning. These levels are: preparation for translation, deepening of knowledge, and application of this knowledge to basic elements of

² - Benjamin Bloom's taxonomy (1956) is a pedagogical model that classifies learning objectives in the cognitive domain into six levels ranging from the simplest to the most complex: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation. (Bloom & Krathwohl, 1956)

interlingual communication before addressing translation itself. The first level on which his model is based represents a preparatory stage that includes the following elements:

Introduction to lexicology, deepening of grammar and grammatical theories, refinement of reception and production skills in the source and target languages, initiation to general linguistics, comparative linguistics, and historical linguistics. Introduction to communication science, text linguistics, study of foreign languages, civilization, documentation, and acquisition of specialized knowledge, which are reinforced throughout the training course.

As for the second level, it involves deepening and acquiring theoretical principles of translation such as lexicography, introduction to grammar and contrastive or comparative stylistics of a given language pair, introduction to psycholinguistics, sociolinguistics, and pragmatics, as well as initiation to the history and theory of translation.

Finally, the third level aims at the application of the acquired knowledge and includes the following exercises: comparison of translations, critique of translation to develop critical judgment, and finally translation itself.

3.3 Daniel Gile's approach

In his work "Basic concepts and models for interpreter and translator training" (1995 and 2009), Daniel Gile proposes a training model focused on the process rather than the product. His approach aims to help learners understand the translation process by explaining the principles, procedures, and methods to follow to achieve adequate translation autonomously. Gile challenges traditional teaching methods that prioritize the target text and rely on "correct" and "incorrect" feedback, advocating for the teaching of principles, methods, and processes of adequate translation as the first step in teaching, then moving on to the product once the student is able to implement the learned techniques and methods. He believes that teaching should guide students in acquiring a work methodology and knowledge that will enable them to become proficient translators.

4. Skills to Develop in Translation Training

University training in translation has been responsible for both general and professional training since its inception. As such, this type of training leads to practical application and is obliged to organize itself in such a way as to be as comprehensive as possible and provide learners with all the tools they need to be operational in the job market and to adapt to various professional situations. However, the problem that arises is how to define the knowledge to be taught and what skills should be developed for the learner? And what is the objective of each of these skills?

The answers to the above questions are found in the following table, which summarizes the different skills that we consider essential in translation teaching, along with the objective and the knowledge aimed at by each of these skills:

Table 01 : Key Competencies and Objectives in Translation

Competencies	Objectives
Linguistic and cultural competence	➤ A thorough knowledge of both source and target languages. ➤ A deep understanding of the cultural particularities associated with these languages. ➤ Mastering translation terminology ➤ Mastery of vocabulary, grammar, and idiomatic expressions. ➤ Being resourceful. Knowing how to adapt to changes. ➤ Demonstrating flexibility. ➤ Having a certain level of expertise.
Extra-competence Linguistics (disciplinary or sociolinguistic)	➤ The ability to adapt quickly and collaborate. ➤ Capacity to manage and process information. ➤ Knowledge of the context in which one works.

Translation competence (transfer competence)	➤ General knowledge of the world and certain domains. ➤ Ability to conduct research and adequately document oneself based on the text's specificities. ➤ Ability to use and exploit research tools available to the translator.
Translation competence (transfer competence)	➤ Text reception and analysis competence ➤ Ability to understand the original text.
Developing linguistic competence.	➤ Understanding a text written for a specialized readership.
Contrastive competence	➤ Ability to rephrase in the target language what has been said in the source language.
Decision-making competence	➤ Mastery of translation ➤ Mastery of translation techniques and strategies.
Production competence	➤ Ability to apply translation processes.
Quality evaluation competence	➤ Understanding differences between languages and controlling interference. ➤ Enhancing creativity.
Disciplinary competence	➤ Building self-confidence and learner decisions. ➤ Demonstrating judgment and choosing the best solutions. ➤ The ability to discuss a translation objectively when criticized. ➤ Mastery of writing techniques. ➤ The ability to rephrase in the target language

	without changing the message of the original text. ➤ Applying writing rules rigorously according to the language and type of text. ➤ Mastery of proofreading and revision. ➤ The ability to evaluate a translation. ➤ Specialization in one or more specific areas.
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5. Proposed Exercises

A diverse range of activities has been designed to promote the learning and development of critical skills required for future translators, so equipping them with the necessary abilities to become proficient translators. Out of the various exercises, we identify the most efficacious ones.

5.1 Comparing two translations with or without the original This exercise calls for reflection on text comprehension. It helps develop critical thinking in students, detect interferences, strengthen linguistic competence, and find the text or phrase that sounds best or seems most correct.

Therefore, it contributes to understanding the non-parallelism of languages and allows learners to dissociate languages to promote better use of both, as explained by (VINAY & DARBELNET, 1958, p. 25). It is an exercise that helps develop quality evaluation and revision competence, decision-making competence, as well as contrastive competence.

5.2 Translation revision: This exercise allows learners to analyze the target text, determine the accuracy of the proposed translation, identify errors, identify the origins of each error, and propose a solution or a new translation (Hurtado Albir,

2015, p. 264). This exercise primarily helps develop quality evaluation competence.

5.3 Multiple-choice questions (MCQs): This is an exercise where the teacher provides several different translations to students and asks them to choose the most appropriate translation while justifying their choice. This exercise helps develop linguistic competence, evaluation competence, decision-making competence, as well as contrastive competence.

5.4- Translation training exercise: This exercise involves discovering translation processes and false cognates; to train the learner to be vigilant, to think about the meaning of words, and to choose the appropriate word. It allows the learner to evaluate the style, register, lexicon, logical organization, and semantic networks of different texts (Grellet, 1999, p. 151). Through this exercise, various competencies are strengthened, such as translation competence, linguistic competence, as well as contrastive competence.

5.5- The exercise of parallel texts: This exercise allows the learner to acquire the technical knowledge necessary to translate a specialized text. It involves conducting documentary research in the target language, research that allows finding a text of the same type to facilitate the translation task (Hurtado Albir, 2015, p. 264)... This type of exercise helps reinforce linguistic competence, methodological competence, as well as disciplinary competence.

5.6- Documentary research exercise in the target language, a search that helps find a text of the same type to facilitate the translation task (Hurtado Albir, 2015, p. 265). This type of exercise helps strengthen linguistic competence, methodological competence, as well as disciplinary competence.

5.7- Repetition exercise: This exercise aims at improving proficiency in both source and target languages; the learner first analyzes the proposed text to grasp the vocabulary, understand the informative content, and then proceeds to repetition either orally or in writing; this helps them grasp the meaning of words, the

grammatical And Semantic Order, As Well As Language Mastery (Besse & Porquier, 1984, P. 125).

5.8- Reformulation exercise: This exercise aims at learning writing techniques. It involves reformulating a given sentence in the same language or searching for an equivalent sentence in the same language. Thus, the learner searches for lexical-grammatical and stylistic equivalents to convey the meaning of the text (BESSE & PORQUIER, 1984, p. 126). It aims to strengthen linguistic competence and the competence of production or re-expression.

5.9- Explanatory translation exercise: This is a translation that explains the lexicon, aiding in the learning of a given language while commenting on it. The first step of this exercise is to do a word-for-word translation, and the second step is comparison to detect analogies and differences between the two languages. It also enables the learner to consider the enunciation situation, the situational and textual context in which the linguistic signs he hears or sees are inscribed(Suna Timur Ağildere, 2005, p. 8) .

5.10- Theme and prepared version exercise (oral and written): This practice serves as a means to assess and manage recently acquired linguistic skills.Obtained, and enabling the teacher to evaluate the effectiveness or ineffectiveness of their teaching methods. This exercise consists of the oral translation of a text that has already been studied and explained beforehand in class, followed by the written translation of the same text aimed at assimilating the structures of both languages and correcting any language errors made. (LAVAUULT E, 1998, p. 36) explains the utility of this exercise: "The primary purpose of this exercise is to ensure that the text has been well understood and thus avoid students retaining erroneous concepts and fixing false equivalences, misled for example, by false friends whose meanings have not been explained". This exercise serves to enhance methodological, translational, and linguistic competencies.

6. Translation Analysis in Practice: Applying Reiss, Newmark, and Berman

❖ Exercise 1: Reiss's Functional Approach (Text Typology)

Scenario: Students are given three short STs and potential TTs. They must identify the ST type/function and evaluate the TT based on Reiss's criteria (Reiss, 2000).

(A) Informative Text

- ST (German - Weather Report Snippet): "Am Vormittag überwiegend sonnig bei Temperaturen um 15 Grad. Zum Nachmittag hin zunehmende Bewölkung, geringe Schauerneigung."
 - (Literal Back-Translation: In the morning predominantly sunny with temperatures around 15 degrees. Towards the afternoon increasing cloud cover, low chance of showers.)
- TT (English): "Mainly sunny this morning, with temperatures around 15°C. Cloud cover will increase during the afternoon, with a slight chance of showers."
- Teaching Task & Analysis:
 1. Identify ST Type: Informative (conveying factual information).
 2. Identify ST Function: To inform the reader about expected weather conditions.
 3. Evaluate TT:
 - Criterion: Accuracy of information (semantic equivalence).
 - Analysis: The TT accurately conveys the core information: sun in AM, clouds/showers in PM, temperature. It uses standard meteorological phrasing in English ("Mainly sunny," "slight chance"). The function is fulfilled. Minor stylistic variations ("überwiegend" vs. "Mainly") are acceptable as long as the factual content is preserved.

(B) Expressive Text

- ST (French - snippet from Baudelaire's "L'Albatros"):
"Souvent, pour s'amuser, les hommes d'équipage
Prennent des albatros, vastes oiseaux des mers,
Qui suivent, indolents compagnons de voyage,
Le navire glissant sur les gouffres amers."
 - (Literal Back-Translation: Often, for amusement, the men of the crew / Catch albatrosses, vast birds of the seas, / Who follow, indolent companions of voyage, / The ship gliding over the bitter abysses.)
- TT (English):
"Often, to amuse themselves, the men of the crew
Will capture albatrosses, great birds of the brine,
Who follow, lazy companions through the blue,
The ship that smoothly sails the bitter depths saline." (Reiss, 2000).
- Teaching Task & Analysis:
 1. Identify ST Type: Expressive (poem).
 2. Identify ST Function: To evoke imagery, feeling, aesthetic form (rhyme, rhythm).
 3. Evaluate TT:
 - Criterion: Analogous aesthetic effect, preservation of style/imagery (aesthetic equivalence).
 - Analysis: The TT attempts to maintain the AABB rhyme scheme ("crew"/"blue", "brine"/"saline") and some rhythm. It captures the core imagery (sailors, albatross, ship, sea). However, choices like "brine" and "saline" for "mers" and "amers" are perhaps slightly archaic or forced to fit the rhyme, potentially altering the tone slightly compared to the directness of "seas" and "bitter." "Lazy companions through the blue" simplifies "indolents compagnons de voyage...sur les gouffres amers." Students discuss whether the aesthetic trade-offs (achieving rhyme vs. exact meaning/tone) successfully create an equivalent poetic effect in English.

(C) Operative Text

- ST (Spanish - Public Health Slogan): "¡Vacúnate! Es por tu bien y el de todos."
 - (Literal Back-Translation: Vaccinate yourself! It is for your good and that of everyone.)
- TT (English): "Get Vaccinated! Protect yourself and others."
- Teaching Task & Analysis:
 1. Identify ST Type: Operative (appeal/persuasion).
 2. Identify ST Function: To persuade the reader to get vaccinated.
 3. Evaluate TT:
 - Criterion: Eliciting the desired response/behaviour (pragmatic equivalence).
 - Analysis: The TT uses a direct imperative ("Get Vaccinated!") similar to the ST ("¡Vacúnate!"). It adapts the rationale ("Es por tu bien y el de todos") into concise, common English public health messaging ("Protect yourself and others"). The focus is on achieving the persuasive impact in the target culture. A more literal translation like "Vaccinate yourself! It's for your good and everyone's" might sound slightly less natural or conventional in an English public health context. The TT effectively achieves the operative function.
- How this enhances teaching:
 - Forces students to move beyond simple "correctness."
 - Demonstrates that different criteria apply to different texts.
 - Develops analytical skills based on text function and purpose (Skopos).
 - Highlights the importance of identifying the primary function when texts are hybrid.

❖ Exercise 2: Newmark's Semantic vs. Communicative Translation

- Scenario: Students translate a single ST sentence using both approaches, or analyze two provided TTs of the same ST (Newmark, 1988)..
- ST (German - from a formal opinion piece): "Die von der Regierung vorgeschlagenen Maßnahmen stoßen in Fachkreisen auf erhebliche Bedenken hinsichtlich ihrer langfristigen fiskalischen Tragfähigkeit."
 - (Literal Back-Translation: The by the government proposed measures encounter in expert circles significant concerns regarding their long-term fiscal sustainability.)
- TT 1 (Attempting Semantic Translation): "The measures proposed by the government encounter significant concerns in expert circles regarding their long-term fiscal sustainability."
- TT 2 (Attempting Communicative Translation): "Experts have serious doubts about the long-term financial viability of the government's proposed measures." (Newmark, 1988).
- Teaching Task & Analysis:
 - 1. Analyze TT1 (Semantic):
 - Focus: Stays very close to the ST syntax (passive structure retained initially, similar word order where possible like "significant concerns," "expert circles"). It aims to render the precise semantic content of each lexical unit.
 - Evaluation: While grammatically correct, it might sound slightly cumbersome or "Germanic" in English ("encounter... concerns"). It prioritizes fidelity to the ST's form and meaning over natural TT flow. Best suited if the way it was originally phrased (perhaps indicating bureaucratic tone) is important.
 - 2. Analyze TT2 (Communicative):
 - Focus: Prioritizes clear communication for the English reader. It restructures the sentence significantly (active voice "Experts have doubts"), uses more common collocations ("serious doubts," "financial viability").

- Evaluation: Reads more naturally and idiomatically in English. The core message is conveyed effectively and accessibly. Better suited if the primary goal is simply to inform the reader clearly about the experts' concerns. It sacrifices the ST's specific sentence structure for TT reader accessibility.
- 3. Discussion: Which translation is "better"? Newmark would argue it depends on the context. If it's a legal document or a philosophical text where nuance matters intensely, TT1 (Semantic) might be preferred. If it's a news report for a general audience, TT2 (Communicative) is likely superior.

How this enhances teaching:

- Illustrates the fundamental translator's choice between ST focus and TT focus.
- Shows how the same ST can be translated validly in different ways depending on the aim.
- Connects translation strategy (Semantic/Communicative) to text type (more authoritative/expressive vs. more informative/vocative).
- Provides concrete examples of translation procedures like modulation (change of viewpoint, e.g., passive to active) and equivalence (using different phrasing for similar meaning).

❖ **Exercise 3: Berman's Negative Analytic (Identifying Deformations)**

Scenario: Students are given a literary ST and a TT, and asked to identify specific deforming tendencies from Berman's list (Berman, 1992).

- ST (French - from Proust, *À la recherche du temps perdu*): "Longtemps, je me suis couché de bonne heure."
 - (Literal Back-Translation: For a long time, I went to bed early / I put myself to bed at good hour.)

- TT (English - Common translation, e.g., by C.K. Scott Moncrieff, potentially slightly adapted for clarity of example): "For a long time I used to go to bed early."
- Teaching Task & Analysis:
 1. Analyze TT using Berman's terms:
 - Rationalization? Perhaps minimal. The syntax is fairly straightforward in both. "Je me suis couché" (reflexive) becomes "I went to bed" (standard intransitive). This simplifies the structure slightly to fit English norms.
 - Clarification? "De bonne heure" literally means "at a good hour." Translating it as "early" clarifies the meaning explicitly, removing the slight vagueness or formality of the French idiom.
 - Qualitative Impoverishment? Arguably, "used to go to bed" is slightly less direct and perhaps less evocative than the simple past definite "je me suis couché," which carries a sense of completed action in the past. The addition of "used to" (while grammatically sound for habitual past) adds an element not strictly present in the French verb form itself in this context, potentially diluting the starkness. The specific nuance of "de bonne heure" (good hour, suggesting perhaps propriety or routine beyond just 'early') is lost.
 - Destruction of Rhythms? The French has a certain rhythm: "Long-temps / je me suis cou-ché / de bonne heure." The English "For a long time / I used to go to bed / ear-ly" has a different cadence. Whether this is a significant "destruction" is debatable but worth noting.
 2. Overall Assessment (Berman's perspective) (Berman, 1992): This translation is highly fluent and idiomatic in English (leaning towards domestication). However, from Berman's viewpoint, it subtly smooths over some of the specific textures of the French original through clarification and slight rationalization/impoverishment. An extremely literal, "foreignizing" rendering might be "For long, I put myself to bed at good hour," which sounds unnatural in English but retains more of the ST's specific lexical and structural choices.

3. Ethical Discussion: Does the TT betray the ST by making it sound so comfortably English, erasing its French origins? Or does it fulfill its duty by making Proust accessible?

How this enhances teaching:

- Provides a specific checklist (the 12 tendencies) for detailed textual comparison.
- Focuses attention on subtle micro-level changes (lexis, syntax, rhythm).
- Introduces the ethical dimension of translation – the translator's responsibility to the foreign text.
- Challenges the default assumption that fluency and naturalness are the only goals, especially for literary texts.
- Encourages students to think critically about loss and gain in translation, particularly regarding cultural specificity and style.

Overall Benefits for Translation Teaching:

- Develops Analytical Frameworks: Students learn structured ways to analyze STs, TTs, and the relationship between them, moving beyond intuition.
- Connects Theory to Practice: Abstract concepts (function, equivalence, ethics, deformation) become concrete tools applicable to actual translation problems.
- Raises Awareness of Strategy: Students understand that translation involves conscious choices and strategies, not just finding dictionary equivalents.
- Improves Critical Evaluation: Students learn to evaluate translations based on defined criteria and justify their assessments.
- Enhances Problem-Solving Skills: By analyzing different approaches and their consequences, students are better equipped to tackle translation challenges.

- **Fosters Professionalism:** Understanding these frameworks helps students discuss translations intelligently with clients, editors, and peers, articulating the rationale behind their choices.
- **Encourages Textual Sensitivity:** The exercises, particularly Berman's, train students to pay close attention to the nuances of language, style, and culture in both source and target texts.

7. Conclusion

In light of the various approaches in translation pedagogy, we notice that the teacher will no longer have to play the role of the trainer who controls every step of the learning process, but rather that of the guide and facilitator who helps the student manage their acquired knowledge and evaluate their own strategies. This is done while selecting the most relevant and appropriate methods for their training, methods that enable them to integrate into the job market and handle the various situations they will encounter. These methods would help them acquire the most important skills such as linguistic competence, translational competence, contrastive competence, methodological competence, production competence, and others mentioned earlier, and would utilize the most effective and relevant exercises such as reformulation exercises, comparison exercises, revision exercises, and many others that would help strengthen the necessary competencies. Thus, a translation training program should take into account all the knowledge and skills to provide to the learner to help them consolidate their knowledge, Determine deficiencies, address them to provide high-quality training, and achieve success in developing proficient translators.

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