The Role of Analytical Competence & Specific Text-Type in Translation
(Students' Metacognition Conception towards Written Translation)

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ABSTRACT:

Over the last two decades, translation competence has (hereafter TC) proved to be an essential component of translation. It is a determinant tool to measure students' competence acquisition (henceforth AC). The "Degree of Expertise" for translation students can be assessed by depending on AC. This degree affects the process and the product of translation. So, in order to evaluate the process of translation learning in every department of translation, a study to measure the acquired students' competence and the degree of expertise has to be accomplished.

This study tries to evaluate students' TC and degree of expertise in the department of Translation at Al-Ma'moon University College. This study restricts itself to measuring written TC with reference to specific text-type. Three texts (literary, journalistic and scientific) have been given to ٣٠ students, ١٠ for each grade; second, third and fourth grade. The analysis of this study is based on the evaluation of translated texts and a questionnaire.

The study has come up with remarkable results, namely: the Translation Competence and the Degree of Expertise in the Translation Department at Al-Ma'moon University College seem less than the required though accepted.

Keywords: Acquisition, Competence, Degree of Expertise

دور الكفاءة التحليلية ونوعية النص في الترجمة
(مفهوم الطلاب الفوق إدراكي للترجمة التحريرية)

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الملخص:

لقد اثبتت الكفائة الترجمية خلال العقدين المنصرميين على إنها ركيزة مفصلية في مجال الترجمة وذلك لاهميتها في العملية التعليمية بأعتبارها الوسيلة الرئيسية التي يتم على اساسها قياس مدى إكتساب الطالب للكفاءة في الترجمة. ومن خلال قياس كفاءة الترجمة لدى الطلاب يمكننا تقييم درجة الخبرة التي إكتسبها هولاء الطلبة. وبما ان درجة الخبرة المكتسبة من قبل الطلاب تؤثر سلباً على كلا من عملية الترجمة و الناتج الترجمي فعليه ولغرض التحقق من مدى سلامة عملية تعلم الترجمة في كل قسم من اقسام الترجمة يجب إجراء هذا النوع من الدراسة للوقوف على مستوى الكفاءة في الترجمة و الخبرة المكتسبة.

ومن هذا المنطلق تحاول الدراسة موضوع البحث هذا تقييم مستوى الكفاءة و الخبرة التي إكتسبها الطلاب في قسم الترجمة في كلية المأمون الجامعة. تحدد هذه الدراسة نطاقها بقياس مستوى الكفاءة الترجمية في الترجمة التحريرية وفي نوع محدد من النصوص. تم إعطاء ثلاثة نصوص (ادبي و صحفي و علمي) لثلاثين طالب مقسمين على ثلاث مجاميع بحيث تتكون كل مجموعة من ١٠ طلاب لكل مرحلة (المرحلة الثانية و الثالثة و الرابعة). يرتكز تحليل هذه الدراسة على كلا من النصوص المترجمة من قبل الطلاب ونتائج استبيان مرفق يملؤه جميع الطلبة.

اثمرت هذه الدراسة التي اجريت عن نتائج ملحوظة وهي ان الكفاءة الترجمية بالاضافة الى درجة الخبرة المكتسبة لدى طلاب قسم الترجمة في كلية المأمون الجامعة تبدو اقل من المعايير القياسية المرجوة لكنها معايير مقبولة.

الكلمات المفتاحية: الإكتساب ــ الكفاءة ــ درجة الخبر.

Introduction:

No matter how many theorists, translators, linguists or researchers have dealt with written TC yet have not agreed on a single definition that suits such concept. The problem with this concept is not with what it stands for; it is with the name it does refer to. Though all those theorists, translators, linguists and researchers know exactly what TC means; they differ in naming it due to its denomination. To sum up, Lowe (١٩٨٧:٥٧) call it 'translation skill', Wilss (١٩٨٩: ١٢٩) name it 'translation performance', Nord (١٩٩١: ١٦١) refer to it as 'transfer competence', Stansfield, Scoot and Kenyon (١٩٩٢) use the term 'translation ability', Kiraly (١٩٩٥: ١٠٨) prefer to use 'translator competence', Toury (١٩٩٥: ٢٥١) and Chesterman (١٩٩٧: ١٤٧) term it as 'translational competence'.

Still, the problem is not only with the name for there are other theorists, translators, linguists, and researchers who name it as 'translation competence', yet they did not define it. Like: Krings (١٩٨٦: ٢٦٣-٧٥),

Lörscher (١٩٩١: ٤١; ١٩٩٢: ٤٢٦), Fraser (١٩٩٦a: ٧٢; ١٩٩٦b:٨٧), Riedemann (١٩٩٦:١١٧), and Hansen (١٩٩٧:٢٠٥). It seems that they all know what is TC, yet they did not define it explicitly.

However, the present study refers to such as Translation Competence because the term already exists in many translation studies. Orozco-Jutorán & Hurtado Albir (٢٠٠٢) who explains the concept as it is consist of Translation and Competence which are easily understood as: "an expert knowledge in a specific area." Thus, TC has been chosen by the research.

To define TC, Wills (١٩٨٢: ٥٨) defines it as "a comprehensive knowledge of the source language and the target language, and consists of the ability to integrate two competencies on a higher level"; whereas Bell (١٩٩١:٤٣) refers to it as "the knowledge and skills a translator must possess in order to carry out a translation"; Hurtado Albir (١٩٩٦: ٤٨) defines it as "the ability of knowing how to translate"; finally PACTE research group (٢٠٠٠) which defines it as "the underlying system of knowledge and skills needed to be able to translate." Orozco-Jutorán & Hurtado Albir (٢٠٠٢) argues that PACTE definition cannot be fully valid unless you put in mind that: TC can be represented differently in different situations, it is built around operative knowledge, strategies are the most important factor of it, and the process of TC is automatic. To sum up, TC is so broad and comprehensive; the study tries to outline the theoretical & practical frameworks as follow:

PART ONE
Theoretical Framework
١. ١. Competence Acquisition

Through decades TC trembled in the way of finding a universal definition that all translators and linguists agree upon. Yet, the dilemma of setting such a definition concerning TC acquisition is much more problematic. Although many authors, linguists, theorists, and translators attempt to tackle it by proposing some models concerning the development of this unique learning process, yet there is not even a single explicit definition of it.

In (١٩٧٨) Harris and Sherwood suggest the natural translation ability, which is a kind of inherent ability owned by all multilingual speakers as an essential base of the translation competence. In accordance with it, Toury (١٩٨٠) accepted Harris and Sherwood's 'ability' which is primary linguistic features and parallel with bilingualism. Nonetheless, he stated that there must be a second ability, one that all translators ought to develop the TC, which is transferring of meaning.

In (١٩٩٧) Shreve assumed that TC is a special feature of the communicative competence developed from natural translation to constructed translation. Coextensively, in (١٩٩٧) Chesterman offered his remarkable five stages illustration for AC, which basically derived from Dreyfus and Dreyfus (١٩٨٦), these stages are: a trainee, advanced beginner, competence, proficiency, and expertise.

A research group named of 'PACTE' at the Universitat Autònoma de Barcelona; their main interest is TC and translation acquisition has developed a model of translation competence acquisition, henceforward TCA. PACTE model (٢٠٠٠) prompts TCA as an incisive process which builds a new knowledge on the old one by means of developing and reconstructing sub-competencies of the TC. This innovative process, in this model, requires developing the competence from pre-translation competence to TC via developing the knowledge from beginner knowledge to expert knowledge. It is a vital and unique process with continuous restructuring leveling learning competencies and thus learning strategies. The model (ibid) also, and through the process of restructuring, produces assimilated development of declarative and operative knowledge.

١. ٢. Cultural Competence

Most experts believe that culture as a concept is useful for those who seek competence, and educating communication inter-culturally is useful if it is assimilated into training.
Concerning translation, culture could ultimately be encompassed in the process of translation. It consecrated with 'cultural turn' in translation studies. This specific 'turn' carries the concept of "intercultural communication" as a way of translation (Katan: ٢٠٠٨). As a result, a cross-cultural competence becomes a must. Since then, theorists and academics entitled translators as "bi-cultural" (Vermeer: ١٩٧٨), "experts in intercultural communication" (Holz-Manttari: ١٩٨٤), "cultural operators" (Hewson & Martin: ١٩٩١), "cross-cultural specialists" (Snell-Hornby: ١٩٩٢) or "cultural mediators" (Katan: ١٩٩٦).

It is so essential to know the cultural features of the TC before tackling TC in details. Christina Schäffner (٢٠٠٤: ٤٨٨) translated the classification of cultural competence set by Witte (٢٠٠٠: ١٦٣) as:
١. The ability to sense and detect what is unconsciously known.
٢. The ability to consciously learn what is unknown in both cultures.
٣. The ability to link two different cultures, and compare each one with the other to fulfill the need for adequate interaction between the two partners of those cultures.

Translators or cultural mediators must be aware of that the target reader has cultural and individual needs and sensibilities. The moment the translator opens his mind and set it free beyond the notions he knew in his own culture he will understand cultural locatedness. On the other hand, translators should perceive their own culture-bound values and beliefs and the translation norms they take for granted. After doing that they will have to locate themselves in terms of intercultural sensitivity (Katan: ٢٠٠٤).

At the moment, considering the fact that all texts, in one way or another, are culture-bound there is a consistent need to understand the conceivable links, both non-specific and inter-textual, in both cultures. This understanding requires a perpetual updating and enhancing of both cultures knowledge, or as the National Centre for Cultural Competence NCCC puts it "the ability to acquire and institutionalize cultural knowledge" (NCCC:٢٠٠٦).

Once the translators have a deep understanding of the cultural competence they can pursue their aim to develop their skills and ability to handle cultural differences. Those cultural differences related to texts are more manageable and cultural interactions are more reachable. This will undoubtedly give the translator the ability to select the best transfer and mediating strategies and to know when and how to approach each culture, to know the precise equivalent for a rhetorical or other stylistic feature.

Nevertheless, in the cultural competence structure, presented by NCCC (٢٠٠٦), the final level for a translator is not only that he/she knows the differences between the two cultures, but the translator's ability to shift between the cultures and to model the source into the target text. In Katan (٢٠٠٩) words: a translator must be able to choose the most applicable strategy to produce a different text as necessary for a specific cultural context. Yet, the translator must adapt, mediate and manipulate a text with a certain cultural content into a different value system. Still, he/she will be responsible for any consequences resulting from the choice he makes.

١. ٣. Intercultural Competence

There is a little detail about 'intercultural competence' (see Dorothy Kelly: ٢٠٠٥) and a little more about 'intercultural communication' as part of the process of translation (see Witte ٢٠٠٠, Schäffiner ٢٠٠٣, and Katan ٢٠٠٤). Interculturalists have agreed that intercultural competence is related to the "ability to communicate across cultures" (Katan: ٢٠٠٩). However, for the rest "culture is communication" (Hall: ١٩٩٠), and this undoubtedly makes it difficult to distinguish between intercultural competence and communicative competence, though the translator is an operator who operates between two discourse cultures.

While intercultural competence targets the motivations, values, and beliefs which a translator is tackling when he/she is addressing the other

community, it is the intercultural skills which make and stimulate the communicative abilities (Katan: ٢٠٠١).

Fantini (٢٠٠٧) describes the characteristics of the intercultural competence in terms of respect, understanding, interest, openness, enthusiasm, flexibility, endurance, and the will to interact. Though these competencies are necessary for intercultural interaction, not all of them have to do with translation. The National Centre for Cultural Competence (NCCC: ٢٠٠٦) classifies these competences with regard to intercultural aspect as:
١. The multiplicity of values.
٢. Self-assessment manner.
٣. The ability to manage the undercurrent differences.
٤. Obtaining and stabilizing the cultural knowledge.
٥. Acclimatization of the diversity of the cultural contexts.

These classifications, no matter how different they are, are all embedded in intercultural competence. Bennett (١٩٩٣: ٢٤) argues that:" the construction of reality as increasingly capable of accommodating cultural differences" is the core of intercultural competence. In another word, it means the ability to distinguish the differences and accommodate them.

Katan (٢٠٠٩) stated that the components of intercultural competence involve the following:
١. Accepting the fact that translation means accommodating two different cultures.
٢. The ability to practice mind-shift instantly from one cultural reality into another; and
٣. The ability to accept the role of a perceptual mediator.

Consequently, the translator must be able to notice and leap over differences firstly by being responsive to the implicit meanings intended by the author, and secondly by paying attention to the biases that may take place while translating the text.
To achieve this, there will be a need, for trainees and students, to become bicultural mediators, and to play the roles of being Source language writer and being target language reader.

١. ٤. Written Translation Competence
Written TC was thought to be some kind of an extraordinary skill that only some people have, in which they will be able to convert any given text into another text in a different language without faultlessness. However, if

such explanation is acceptable, no one will be able to perform any analytical study having TC perspective.

Hatim & Mason (١٩٩٠) describe written TC as the indispensable knowledge needed by translators to translate well, i.e. it is the essential knowledge in the analytical performance. Bell (١٩٩١:٣٦) classifies TC knowledge into five types: the real-life knowledge, source language knowledge, text type knowledge, target language knowledge, and contrastive knowledge. Nord (١٩٩١:١٤٦) proposes a similar classification. Yet, knowing these types of knowledge are not enough alone, unless translators know exactly how to use them to overcome any problem and accommodate it.

In the process of teaching translation and acquiring competence, and no matter how important these types of knowledge are, contrastive knowledge will be the determinant element. Competence can astonishingly be developed if students are aware of how a certain language differs from the one intended to reach. James & Garrett (١٩٩١) refer to this type of awareness as 'Contrastive Analysis', which has much to do with students, not linguists, such as the similarities and differences between the two languages at hand. This does not necessarily mean that students must conduct a detailed contrastive study of the two languages at the college level; it rather means much more training to develop the contrastive awareness. This training will have the form of activities, assignments, homework, and research papers.

Translation students must have a good command of the two languages when they start their study. As foreign language students having only the knowledge of two languages does not mean the ability to translate. Bilingual students are not, by any means, competent translators. Knowledge is an essential element in the process of learning a language, yet it does not mean that those learners have a TC. Faber (١٩٩٨) states that translators need to acquire the knowledge of two languages' structure to precede their learning and reach the aimed competence.

The ultimate task for translation teachers is to increase the students' awareness of how both languages work, not only teach them how to translate but how to analysis before translating. This can be done by a lot of class activities and homework assignments. Students must know what translation really means before they could develop their competence in it. A contrastive knowledge will ease the way to students to do text analysis (linguistically and semantically) then to translate.

Faber (ibid) put a heavy weight on students' activities and exercises in the process of learning how to be good translators. Teachers can measure students' success in text analysis by evaluating their classwork and homework projects. And so, do they manage to notice that what a word

means in the dictionary does not necessarily have the same meaning in the text, and how they manage to accommodate it.

Darwish (١٩٩٩) explains that TC for any translator can only be measured by means of the quality of the product, i.e. the translated text. PACTE (٢٠٠٣) relies on this product's competence to achieve 'written translation competence'. However, as such reliance is not enough to measure the competence; it should be preceded by training and followed by discussion before assessing product's quality, and the translator competence.

PACTE (ibid) states that text specialization is an important factor which can affect TC, of both students and translators. The nature of the translated text, like scientific or legal texts, will pose certain problems that can undoubtedly affect the competence; the area of specialization and the consultation of particular resources is a determinant factor in accomplishing TC.

PART TWO
Practical Framework

٢,١. Translation Competence as a Model of Students' Assessment Model

Throughout the ١٩٩٠s, many translation theorists and linguists attempted to find out a general model for TC. Here is a brief view of their proposed models: Bell (١٩٩١), Hewson & Martin (١٩٩١), Nord (١٩٩١), Beeby (١٩٩٦), Albir (١٩٩٦), Hatim &Mason (١٩٩٧), Hansen (١٩٩٧), and Neubert (٢٠٠٠), who all propose a componential analysis model which differentiate between linguistics and extra-linguistic competencies. Pym (١٩٩٢) proposes a model based on translation skills and how to use it. Kiraly (١٩٩٥) proposes a model which assimilates both knowledge and skills. Presas (١٩٩٦) proposes a model which distinguishes knowledge as either declarative or operative. In (١٩٩٨) Risku proposes a pragmatic-cooperative model. To close, in (١٩٩٨) Campbell proposes his reverse competence model.

In (٢٠٠٠) PACTE proposes what is known as the best and much far-reaching componential analysis model. The model includes six interconnected sub-competencies namely:

١. Communicative.
٢. Extra-linguistics.
٣. Transfer.
٤. Instrumental.
٥. Psycho-physiological.
٦. Strategic.

The most important of them are transfer as it is the one which unifies the rest, and strategic as it is the one which moves the rest. Both of them work together to compensate for incompetence and to solve the problems resulting from it (Orozco-Jutoran & Albir: ٢٠٠٢).

PACTE presents its model first in (١٩٩٨) and later in (٢٠٠٠). In (٢٠٠٣) it remodels its model taking into consideration the results of the test of (٢٠٠٠). PACTE (٢٠٠٣) considers TC as the primary knowledge system, of which no translator can translate unless being an expert in the system. According to PACTE (ibid) translation competence has four fundamental characteristics:

١. An expert knowledge, which has much to do with translation, for not all bilinguals could have it.

٢. A procedural knowledge, which is mainly the actual knowledge of translation competence.

٣. TC is made up of a number of related sub-competencies.

٤. Strategic competence is an essential factor as it dominates the procedural knowledge.

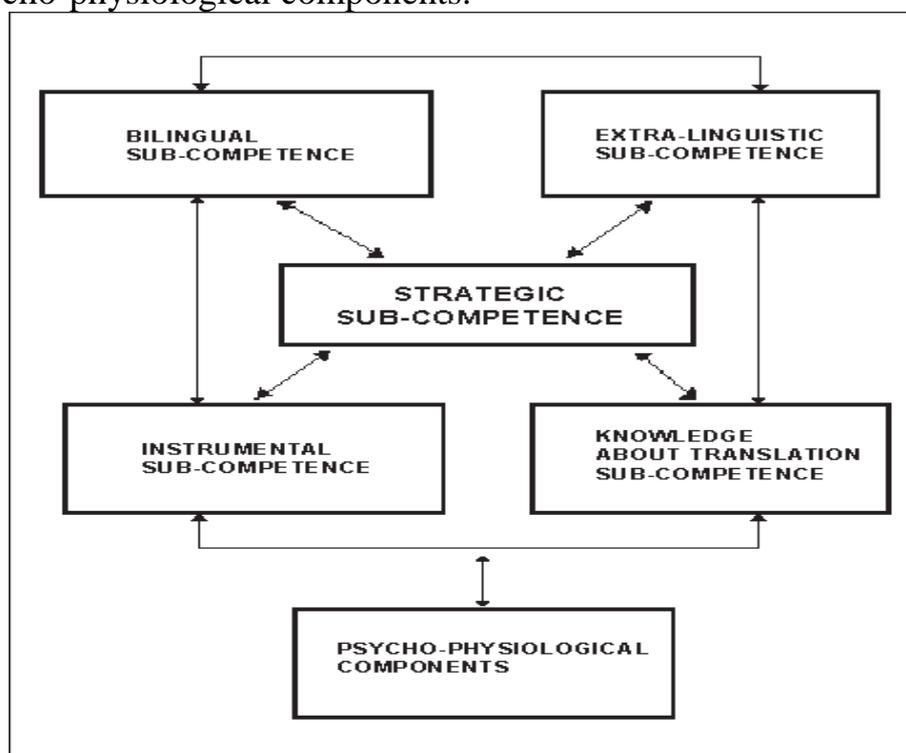The model, as PACTE proposes it, is made up of ٥ sub-competencies and the psycho-physiological components.

Fig. ١: Translation Competence & psycho-physiological components (Khoury: ٢٠١٦)

Pragmatic, socio-linguistic, textual and lexical-grammatical knowledge of both languages are all the sub-competencies that form the bilingual sub-competence. Encyclopedic, thematic and bi-cultural knowledge forms the extra-linguistic sub-competence. Concerning **the knowledge about**

translation sub-competence, it is the knowledge of codes that direct the process of translation and the knowledge of the profession as a whole. As for **the instrumental** sub-competence, it has much to do with the way to use the documentation of the sources and the way to use the information technologies which a translator is applying in his/her translation. Finally, by psycho-physiological components, we mean intellectual, interactive and psycho-impetus contrivances components. Khoury (ibid) explains that the most vital of these sub-competencies is **the strategic** one, for its main object is to compensate deficiencies, detect any problems during the process of translation and use the suitable techniques to solve them.

Considering the fact that all bilinguals have the knowledge of two languages, and may have the extra-linguistic knowledge, so only three sub-competencies are translation-specific (ibid). Those are **strategic, instrumental and knowledge about translation**. It stipulates that: translator's degree of expertise affects both the process and the product of translation.

In (٢٠٠٠) PACTE presents its TCA model based on the TC model. In it, PACTE (ibid) elucidates the fact that the process of developing and restructuring the six sub-competencies is the key factor in building a newly acquired knowledge on the basis of the old one. According to this model, the development of the acquired knowledge will start from the trainee knowledge until it reaches the expert knowledge, i.e. from pre-TC to TC. It stipulates that: TCA is based on learning and developing.

In this study, the focus will be on the three sub-competencies, namely: strategic, instrumental and knowledge about translation, alongside the learning and developing of the knowledge needed to acquire the translation competence. There are three levels to verify the hypotheses of the study; those are second grade, third and fourth-grade students.

This study aims at measuring written TC for second and fourth grade's students of translation in the Department of Translation at Al-M'moon University College to assess their development through learning and training in acquiring written translation competence from English into Arabic.

The table below is proposed by Orozco-Jutorán & Albir (٢٠٠٢) to go along with the PACTE model, the one adopted in this paper.

١. Construct:
The acquisition of translation competence in written translation.
٢. Independent variables:
(a) Period of exposure to translation training: (٣ years).
(b) Exposure to a specific translation training methodology:

٣. Dependent variables:

(a) Students' performance when faced with translation problems.
(b) Students' performance with regard to translation errors.
(c) Translation notions.

٤.Sample:

Second, third and fourth grade's university students divided randomly into three groups.

٥. Measuring instruments:

(a) To measure performance when faced with translation problems.
(b) To measure performance with regard to translation errors.
(c) To measure translation notions.

٦. Hypothesis:

(a) Subjects will detect and solve more problems as they progress with their translation training.
(b) Subjects will make fewer errors as they progress with their translation training.
(c) Subjects will acquire more translation notions as they progress with their translation training.
(d) Subjects will detect and solve more problems if they follow the training methodology.
(e) Subjects will make fewer errors if they follow the training methodology.
(f) Subjects will acquire more translation notions if they follow the training methodology.

Study's informants are of three groups: second-grade students, third-grade students, and fourth-grade students. Each group consists of the top ten students in their grade. Each student has, in those three-level groups, given the same three texts, which are scientific, literary and journalistic. After finishing the translation of the texts, each student will have a questionnaire. In each group, the variation between students of the same grade should be less than ١٠ %. The variation between each grade and the one above it should be less than ٢٥ %. The variation between the second grade and the fourth grade should be ٥٠٪. That means that students upgrade their TC by ٢٥ % in each grade. So hypothetically, within the four years at college, students' TC will rise from ٠٪ to ١٠٠ %.

٢،٢. Texts and Questionnaires

In this part, illustration will be provided to the texts and questionnaires given to the students. However, all students have the same texts and the same questionnaires regardless of grade or level. Each student has been given three texts; scientific, literary and journalistic; alongside two sets of questionnaires one about translation in general and the other about the

translated texts. Each student must translate the given texts before attempting to answer the questionnaires.

٢,٢,١. Texts

All texts are from English into Arabic.

١. Scientific Text:

> Veterinarians are "in a unique position to try stem-cell treatments for quality-of-life problems." There is little doubt that stem-cell therapy could reshape orthopedics in animals and people alike. The treatment itself is not complex. Veterinarian David Frisbie of Colorado State University has rehabilitated more than ١,٥٠٠ horses' tendon and ligament injuries with mesenchymal stem cells, which are found in the body's connective tissues and help regenerate cartilage, tendons, muscle, and bone. Some of these cells transform into new, healthy tissue, while others seem to be "acting as policemen, coordinating healing."

٢. Literary Text:

> The fires were extinguished and Mariam came out triumphant telling her story everywhere in boring details. There was a devilish glee up her face. She was back to the people she knew and she had treated her injuries, but they were too impatient to listen to her adventures forever. The glow and magic of the news had vanished and repeated it had become very boring. Mariam had no right to complain about the people who had neglected her, and she dragged the remaining vestiges of her disappointment to her large old house shutting off its three doors to living alone. She was sometimes heard by the neighbors talking to the walls. Mariam disappeared for a long time, and no hunger could force her out.

٣. Journalistic Text:

> Only one in four smokers, in the United Arab Emirates, has changed their habits after the government introduced a ١٠٠٪ "sin tax" last year, it's been reported. According to a poll of ٦٠٠ tobacco users, three quarters said that the doubling of prices had not led them to give up smoking. The poll suggested that pipe tobacco had increased in popularity. A respiratory expert said that he was seeing younger men in his surgery as a result of pipe smoking. "One hit of it is the equivalent of smoking four or five cigarettes," he said. Alongside the doubling of cigarette prices, a ٥٠٪ tax rise was slapped on sugary carbonated drinks.

٢,٢,٢. A Questionnaire

The questionnaire divided into two sections; the first is concerned with translation in general; the second one is about the translated texts in particular.

١. General Translation

Students here show their metacognition conception by writing down their own answers in (A), and choosing either yes or no in (B).

A. Write down your answer:

> ١. How do you find the process of learning translation in your Department regarding both subjects and lecturers?
> --
> ---.
>
> ٢. What is the best translation technique you have learned?
> --
> ---.
>
> ٣. What kind of resources do you find the best?
> --
> ---.
>
> ٤. What are characteristics a good translator should have?
> --
> ---.
>
> ٥. Which kind of translation you find is the easiest, and which one is the most difficult and why?
> --
> ---.

B. Choose either yes or no:

> ١. Have you learned well in your department:
>   Yes   No
>
> ٢. Are the staff taught you, professional translators:
>   Yes   No
>
> ٣. Do you consider yourself a promising translator:
>   Yes   No
>
> ٤. Do you rely on the Internet as your only resource:
>   Yes   No
>
> ٥. Is knowledge an important factor in translation:
>   Yes   No

٢. Specific Translation

A. Write down your answer:

> ١. Which text is the easiest and which one is the most difficult, and why?
> --

---.

٢. Did your knowledge help you to overcome the difficulties?

---.

٣. What did you consult the most, the internet or the dictionaries, or both and why?

---.

٤. Did your learning methods help you or not, and why?

---.

٥. Do you think that if you have the chance to translate the same texts at the next grade you will do better than now, and why?

---.

B. Choose either yes or no:

١. Have you done text analysis before performing your translation?
                          Yes   No

٢. Were you able to overcome all the problems you encounter?
                          Yes   No

٣. Did you use accommodation as your chosen method?
                          Yes   No

٤. Does knowledge in the area of specialization matter?
                          Yes   No

٥. Pressure is an affecting barrier in translation. Did it affect your performance?
                          Yes   No

٢،٣. Collecting Data

Two types of materials have been used to collect data about the translation process and product so that the results can be triangulated.
١. Texts and translations: three texts from English into Arabic.
٢. Questionnaires: which are used in order to: (١) evaluate the learning process, (٢) detect the problems encountered in the translation process, (٣) measure the knowledge about translation, (٤) find out how much competence acquired, and (٥) measure the competence.

Students carried out the following:

(١) Translation into the Arabic language.
(٢) Responding to a questionnaire.

Two sets of variables have been used: the independent variable, is the degree of expertise, while six dependent variables, include the process of learning: subjects and lecturers, the translation of three different texts, the identification of the problems encountered in the translation process, the strategies used to overcome these problems, and the knowledge about translation and in addition to the efficiency in translation.
These variables will investigate three competences: strategic, instrumental and knowledge about translation to validate the study hypothesis: **the translator's degree of expertise affects both the process and the product of translation**.

٢،٣،١. Second Grade
    Concerning **the process of learning** and the subjects being taught, ٤ students find it more than efficient, ٣ students find it sufficient, and ٣ find it filled with unnecessary material that will not develop their competence as those who teach them are not professional translators. As for **the text-type**, ٦ students find the journalistic text is the easiest while the scientific is the most difficult, ٤ students find the literary is the easiest while the scientific is the most difficult. Regarding **the problems encountered**, students faced lexical and semantic problems in the scientific text, grammatical and semantic problems with the journalistic and literary texts. Only ٣ students manage to overcome all the problems, ٣ overcome most of it, ٣ manage to overcome problems within the journalistic and literary texts only and one student failed to do so. As to **the strategy**, ٨ students used the strategies that have been taught to them by their lecturers and ٢ students followed their own ways. Four of them used accommodation as a strategy. Concerning **the knowledge about translation**, all students realize that TC is a pinpoint for the degree of **efficiency** in their outcome products.
On the other hand, ٨ students agree upon the degree of expertise, in which if they were in an advanced level, i.e. the next grade, they will produce a better translation.

Nonetheless, after examining the strategic, instrumental and knowledge competences in the translated texts and the questionnaire we find that: ٧ students lack strategic competence, ٨ students have a good instrumental competence and ٥ have acquired a knowledge competence. Students' metacognition played an essential role for those students who fulfilled the required assignment.
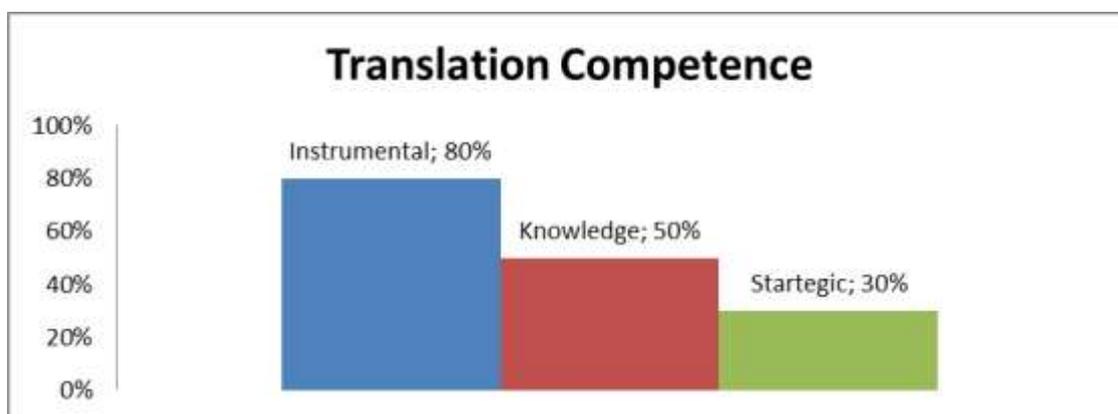
Translation Competence

Instrumental; 80%
Knowledge; 50%
Startegic; 30%

Chart ١: Illustrates the TC acquired by Second Grade Students

٢,٣,٢. Third Grade

After examining **the process of learning**, ٥ students show their interest in subjects and lecturers, ٢ students were satisfied with the lecturers, yet not with subjects, and ٢ students see them as average and one student object on both of them. As for **the text-type**, ٦ students feel that literary text is easier than the scientific, ٢ other students regard the journalistic text easier than the scientific and ٢ students prefer journalistic text and regard it easier than the literary. Regarding **the problems**, students have also troubles with lexical and semantic terms in the scientific text, grammatical and semantic issues with the journalistic and literary texts. ٥ students were able to overcome all the problems, ٤ have failed to overcome all the problems and one failed to achieve any success. Concerning **strategies** of translation, all students could use the strategies that have been taught to them by their lecturers. ٨ of them use accommodation as the only method in translation. Eventually, for the **knowledge about translation**, ٩ students regard it as a key factor that governs **the efficiency** of their translated texts. All students agree that the degree of expertise will produce an appropriate translation and that if they were at an advanced level they will have a chance to produce a perfect translation for their texts.

Nonetheless, after examining the strategic, instrumental and knowledge competences shown in the translated texts and reflected by the questionnaire it is evident that: ٣ students lack strategic competence, ٩ students have a good instrumental competence and ٧ have acquired a good knowledge competence. Once again, their metacognition played the final role in the outcome translations.
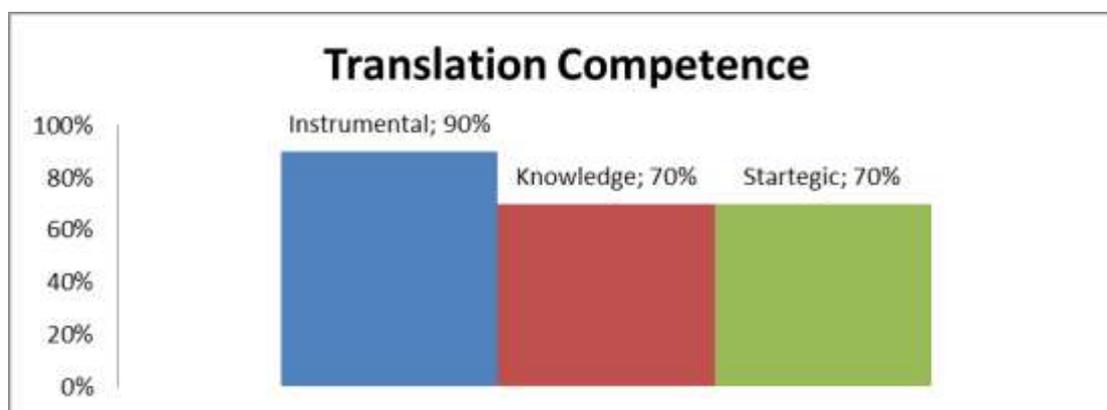
Chart ٢: Illustrates the TC acquired by Third Grade Students

٢,٣,٣. Fourth Grade

The last level of the students' TC represented in the fourth-grade, concerning **the process of learning** ٨ students were satisfied with both subjects and lecturers, ١ regards it filled with an unnecessary subject that will add nothing to this carrier, another disagrees upon some lecturers and their subjects. Overall they feel that the process is satisfied but seems difficult. Concerning **the text-type**, ٥ students believe that the literary text is easier and the scientific is the most difficult, ٤ of them consider journalistic easier and scientific is difficult, finally, one student sees the journalistic as the easiest and literary as the most difficult. As for **problems** recognition within the texts, students also pay attention to the lexical and semantic items in the scientific text, and to the grammatical and semantic structures in the journalistic and literary texts. However, ٨ students find it easy to overcome all the problems, and ٢ suffer a little bit before managing those problems. As for **the strategies** taught to them and used in their translation, ٧ students find it useful and helpful, ٢ use only some of them, and one student finds it inapplicable. ٧ students used accommodation as their only technique. Regarding **the knowledge about translation** and about the text type, ٩ students are convinced that knowledge is the ultimate factor that will either result in a professional translation of the product or will affect **the efficiency** and thus the competence.

In fact, this year is the last year at college, students believe that **the degree of expertise** they acquired did help them to achieve better standards like the efficiency of their translation; yet they also believe that practicing tarnation as a profession outside the college will unquestionably raise those standards and reshape their fingerprints in the field of translation.

Checking the strategic, instrumental and knowledge competences in the translated texts shows that ١ student lacks strategic competence, ١٠ students could build a good instrumental competence and ٩ met the required knowledge competence.
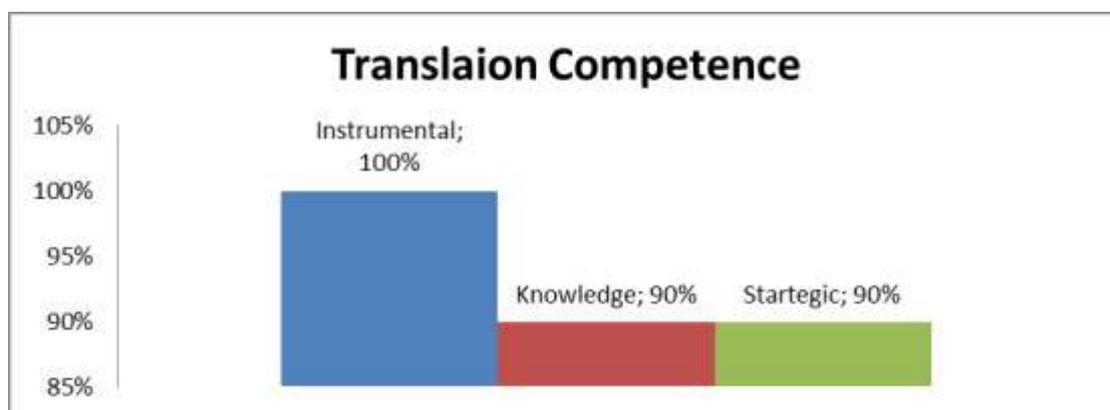
Translaion Competence

Chart ٣: Illustrates the TC acquired by Fourth Grade Students

٢,٤. Findings

The present study has measured written translation competence of ٣٠ students at three different levels (١٠ for each second, third and fourth grade). The degree of expertise has been used as an independent variable, with six dependent variables: the process of learning, text-type, identifying problems and overcoming them, strategies used to overcome these problems, the knowledge about translation, and the efficiency of the product. Depending on students' translations, the study assesses three competences, strategic, instrumental and knowledge about translation in order to validate the main hypothesis that the translator's degree of expertise affects both the process and the product of translation.

By measuring the learning process, we find that ٢٠ students are satisfied with the subjects and lecturers, ٢ students find it average, ٦ other students are not convinced with some subjects and some lecturers, and ٢ of them are not satisfied with both as shown in chart ٤ below:
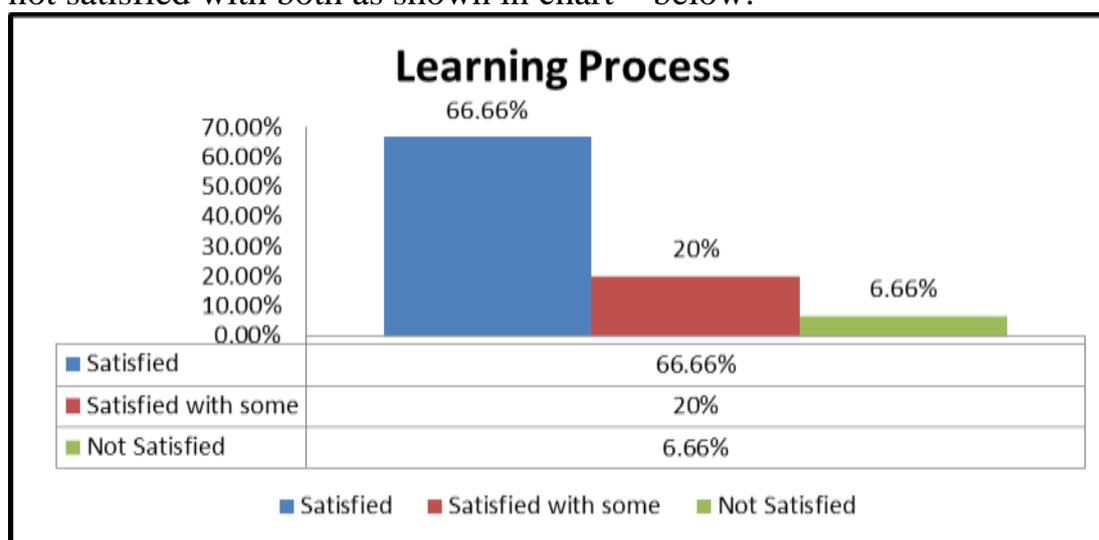
Learning Process

Satisfied	66.66%
Satisfied with some	20%
Not Satisfied	6.66%

Chart ٤: Learning Process

The text-type shows that ٢٧ students consider scientific translation as the most difficult text type to be translated, and ٣ find the literary one difficult.

While ١٥ students find journalistic translation easy, and ١٥ feel that literary translation is the easiest. See chart ٥ below:
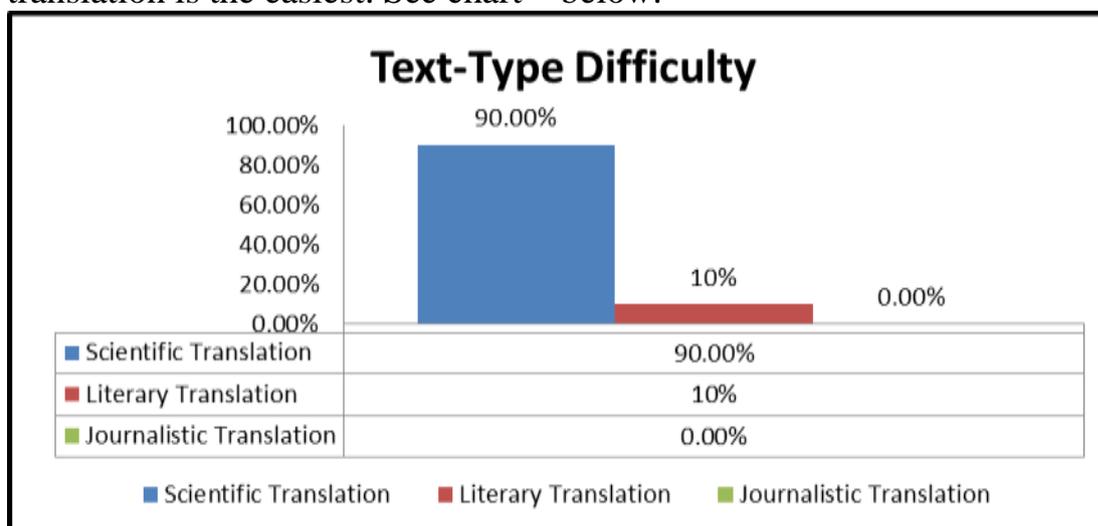
Text-Type Difficulty

■ Scientific Translation	90.00%
■ Literary Translation	10%
■ Journalistic Translation	0.00%

■ Scientific Translation   ■ Literary Translation   ■ Journalistic Translation

Chart ٥: Text-type difficulty

Coming to problems faced by the students during their translation, all of them encounter the same kind of problems that is: lexical and semantic problems in the scientific text, grammatical and semantic problems with the journalistic and literary texts. ١٦ students could overcome all the problems, ١٢ students could overcome most of it, and ٢ students failed. See chart ٦ below:

Overcoming Problems

■ All of it	53.33%
■ Most of it	40%
■ Failed	6.66%

■ All of it   ■ Most of it   ■ Failed
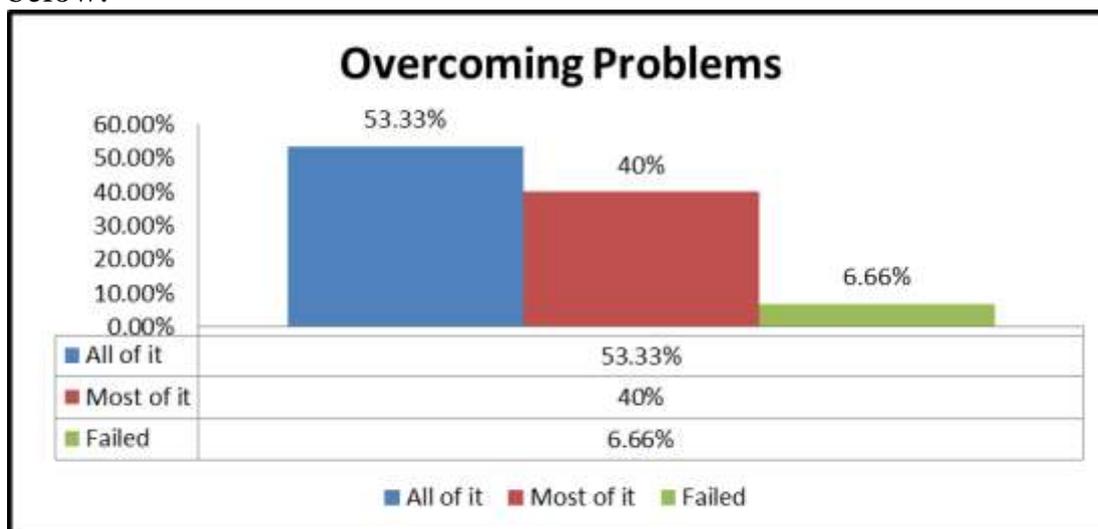
Chart ٦: Overcoming Problems

As for the strategies taught to students and are being used by them, ٢٥ students use it, ٢ other use some of it, and ٣ prefer to use their own way. Yet, ٢١ students used accommodation as their sole strategy. See chart ٧ below:
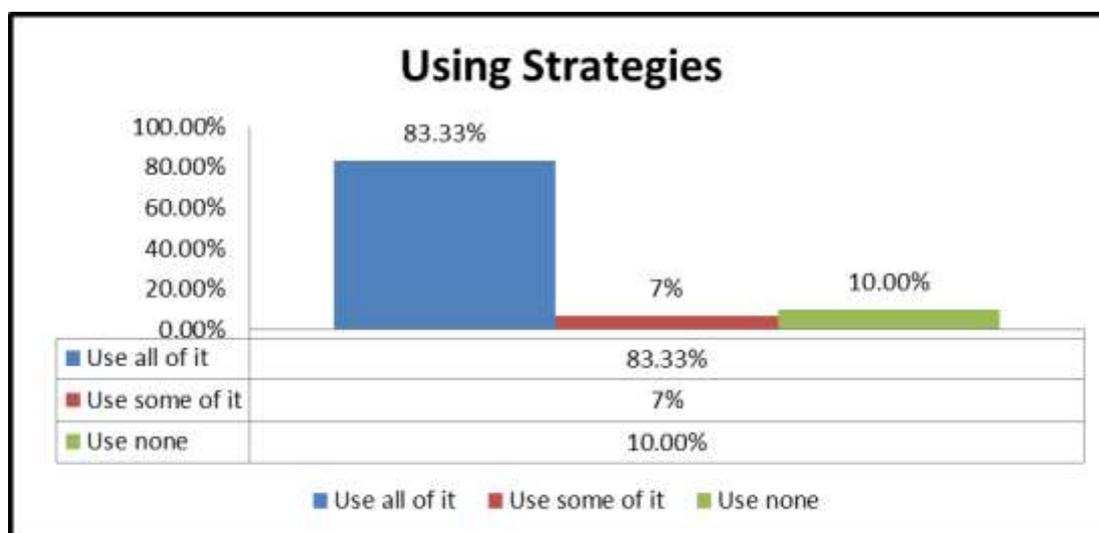
Chart ٧: Using Strategies

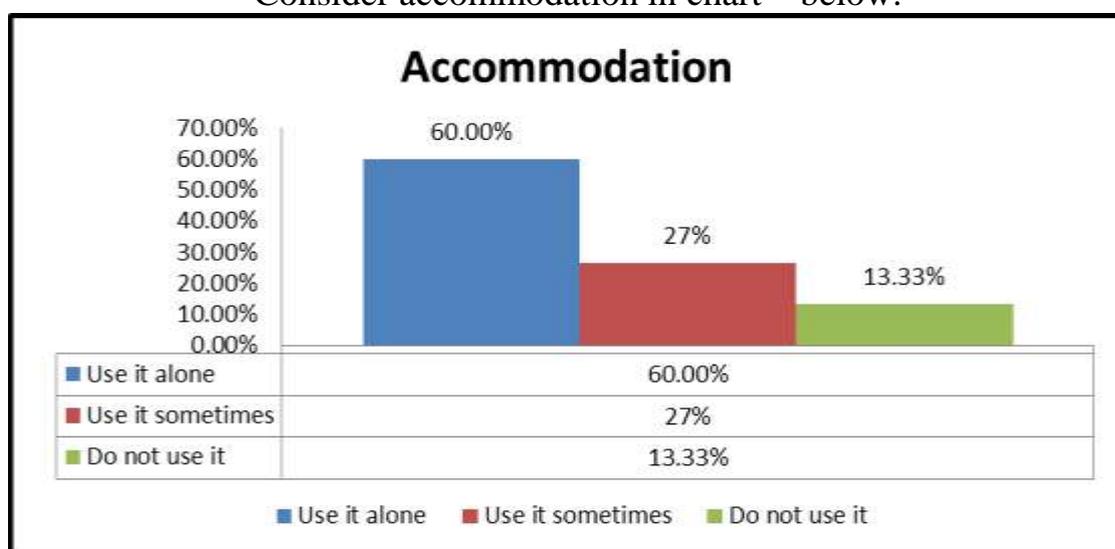Consider accommodation in chart ٨ below:

Chart ٨: Accommodation

Regarding the knowledge about translation and the students' knowledge of the translated texts, ٢٨ regard it as a determinant factor that decides whether the translation is efficient or not. Both the knowledge and the efficiency have the same percentage, thus one chart will be given to both of them. See chart ٩ below:
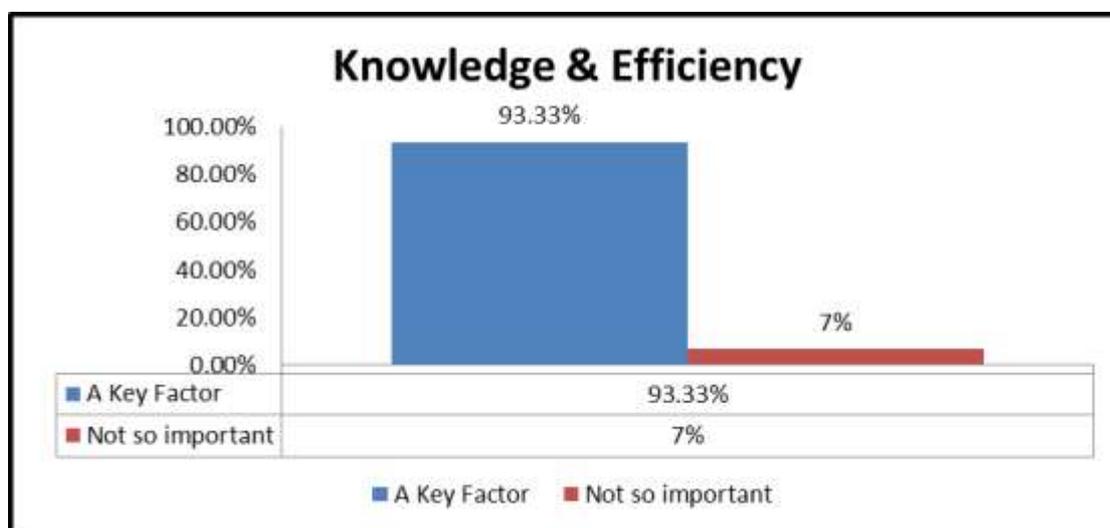
Chart ٩: knowledge & efficiency

As for the degree of expertise, ٢٨ students are convinced with the idea that: if they improve their level of learning or practicing they will get a chance to produce an adequate product. Yet, ٢ of them see that nothing else will be added to them for they have reached the degree of expertise. Check chart ١٠ below:
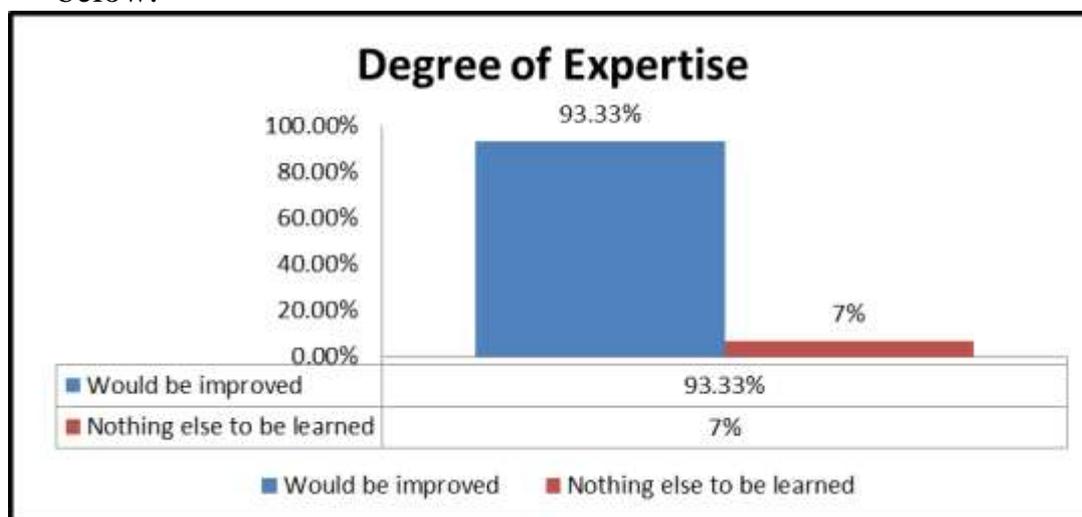

Chart ١٠: Degree of Expertise

The examined TC show that all the three competences have shown an increase begins from the second grade and ends up with the fourth grade. This increase validates the hypothesis that three competences can control the degree of expertise.
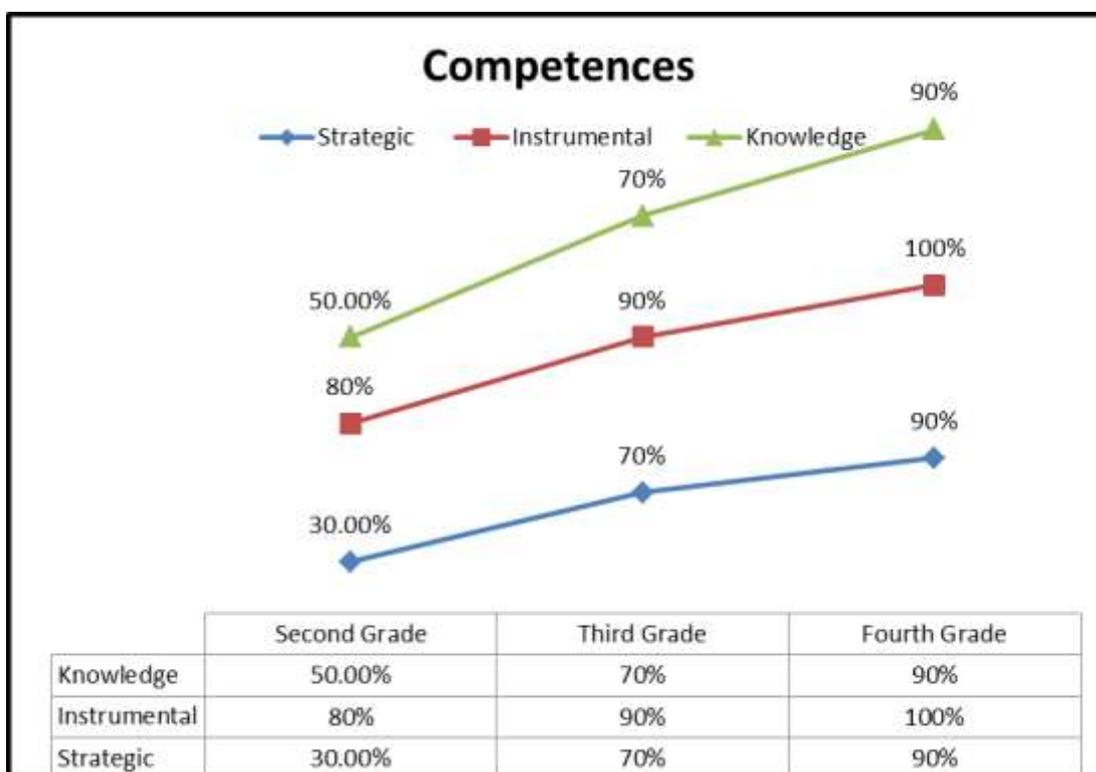
Chart ١١: Illustrates the three competences at each grade

Conclusion

In order to study the way in which students learn how to translate, the main aim of measuring competences is to assess the acquisition of competence by students throughout three grades, from the second up to fourth. Thus, evaluating the acquired process of learning seems very substantive for the Department of Translation at Al-Ma'moon University College. By doing so, we will be able to find out if those students are able to detect and overcome problems or not; if they are able to use strategies to overcome such problems, or if gained the required knowledge.

The employed instruments of measuring in this study are helpful for teachers of translation; students' progress could be notified. TC is very fruitful in analyzing the outcome of a specific translation method used in teaching. Comparing different methods helps to find out the best approach to guiding students and enhancing their competence.

The same suggested procedures may be followed by translation teachers to investigate the acquisition of students' translation competence.

However, the study comes up with:-

١. The process of translation learning is accepted though is not up to the standards. Students sometimes object to some subjects; they regard them useless and add nothing to the potential carrier. Some of the lecturers seem nonprofessional translators, so they could add nothing to translation profession.

٢. The acquisition of students' translation competence raises progressively the level of students in a certain grade. For this purpose, a revision for the academic syllabus needs to be done in addition to the presence of professional translators (like lecturers and trainers).

٣. Students are convinced that: "knowledge about translation", "translation strategies" and "translation instruments" are equally important during the act of translating.

٤. Accommodation is proved to be a prominent method and a successful technique in translation; it can be functioned in all kind of texts. Therefore, while translating the given texts, ٢١ students out of ٣٠ employed accommodation and put it into practice and the product seems wonderful.

٥. The "degree of expertise" is gradually obtained by students; mostly in the fourth year. Students feel that subjects cannot add a thing to their expertise. To put it differently, practice is the only way to mature their expertise. However, the degree of expertise is associated with translation competence as neck to neck and at all levels. "They are the two faces of the same coin".

٦. From the second grade up to the fourth grade, students' metacognition during translation is getting improved gradually (yet slowly).

٧. Text-type is a determinate factor for the acquisition of written translation competence.

* * * * *

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