

INVESTIGATING TRANSLATION TEACHING METHODS
THROUGH CLASSROOM INTERACTION ANALYSIS:
A CASE-STUDY OF ARABIC-ENGLISH TEACHING SITUATION

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Abstract

The purpose of this study is to investigate translation teaching methods as practised in the classroom. Its content falls into two parts. Part One is a review of literature on translation teaching in general in which the main issues, such as the formal academic training of translators, are identified and the curriculum content described (Chapter 1). This is followed by a review of the theoretical aspects of translation teaching methods and their relation between language studies and translation theory (Chapter 2), the main purpose of which is to gain an overall understanding of the mechanism of translation and its techniques so as to facilitate the execution of the research. Part Two is the design of the research and its execution. The research is data-based. The data are tape-recorded translation lessons collected from 3 different classes in three different universities. A background to the procedure adopted for data-collection, the subjects who participated in this study, and the Sinclair system of classroom interaction analysis which was applied to the data are described in Chapter 3. This is followed by the application of Sinclair's system to the data on the basis of which a coding system was set up (Chapter 4). The data analysis revealed the existence of three different translation methods; namely the grammatical, the text-linguistic and the interpretive. The characteristics of each method are described and their implications analysed (Chapter 5). The thesis ends with a critical assessment of translation teaching in general and

translation teaching methods in particular and proposes
guidelines for an experiment for a unified teaching method.

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Transliteration

The following transliteration scheme is used throughout this thesis. The scheme is as in Haywood, A New Arabic Grammar, 1965.

b	ب	t	ط
t	ت	dh	ظ
th	ث	c	ع
j	ج	gh	غ
h	ح	f	ف
kh	خ	q	ق
d	د	k	ك
dh	ذ	l	ل
r	ر	m	م
z	ز	n	ن
s	س	h	ه
sh	ش	w	و
ṣ	ص	y	ي
ḍ	ض	'	'
a	أ	ay	اي
i	إ	aw	او
u	أ		
	a:		
	i:		
	u:		

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Appendix

INTRODUCTION

According to Nida evidence of formal translation dates from the third millenium B.C. when the Sargon of Assyria delighted in having his exploits proclaimed in the many languages of his empire (1964: 11). However, if one looks at the state of translation teaching at present, one would find that statements such as the ones below still prevail:

Although translation has been practised for thousands of years and there have always been schools for translators and interpreters, which with greater or lesser success, have trained their students for the work of translation, there is still no systematic method of teaching translation (Reiss, 1976: 329).

If one realizes the outstanding importance of translation teaching in all curricula for future professional translators, it is at first sight surprising that the problems of translation teaching efficiency have thus far played only a secondary role in the framework of empirical pedagogical research. It is, therefore, no wonder that the development of learner group specific, text-typologically differentiated methods of translation teaching is still in its infancy (Wilss, 1976: 118).

The reason that translation teaching has remained very slow is probably due to the various variables involved in this field. To list but a few, one can mention the language combinations, the specific-group learner, the necessary duration of the training, the objectives of the training and most importantly a satisfactory answer to the question of measurability of translational competence.

Formal academic training is hardly a novel idea. Different methods were practised in the old schools in the training of the Egyptian drogman, the Greek hermeneus and the Latin interpres (Schmitt 1982: 96). Among the well known schools established around the middle ages were Baghdad and Toledo.¹ Nevertheless there was little evidence of the legacy of these ancient programmes inspiring modern ones in the West or in the East. Carr conducted a major study on the school of Bagdhad, also known as 'The School of HUNAYN IBN ISHAQ', and its contribution to translation. She also referred to the school as a centre of translation teaching. This is how she describes the teaching methods:

L'école de HUNAYN remplissait également un rôle de formation de traducteurs, formation pratique ne se fondant apparemment pas sur une théorie de la traduction - formation "sur le vif" - où les traducteurs novices et débutants, en travaillant aux côtés des professionnels, pourraient acquérir une technique de la traduction (1982:25).

Carr concludes her study with reference to this aspect of teaching methods as follows:

Cette absence de fondements théoriques pourrait expliquer d'ailleurs pourquoi l'école de HUNAYN n'était pas un centre d'enseignement à proprement parler. Certes, les apprentis-traducteurs qui travaillaient sous la surveillance des grands traducteurs et des réviseurs apprenaient à traduire par une formation 'sur le vif' pour ainsi dire mais, les sources ne nous permettent pas d'affirmer que l'existence d'un enseignement de la traduction en tant que tel leur eût été dispensé ou qu'une méthodologie de la traduction eût été élaborée sinon sous forme de 'recettes' à observer et d'un certain savoir faire qui demeurerait néanmoins du domaine de l'empirisme, les problèmes étant abordés de manière pragmatique (1982: 191).

Undoubtedly these schools gained valuable experience in translation and in training translators. However, as Schmitt points out 'there has never been an attempt to channel these experiences and to unite the numerous approaches to a theory of translation scattered in the literature, still less to found an academic discipline upon them' (1982: 96). Even in modern times at least in the Sixties, there is little information on the training methods applied by European universities as Mounin reports:

Depuis moins de vingt ans les universités de Genève, Turin, Vienne, Paris, Louvain, Heidelberg, Mayence ont leurs instituts d'interprètes ... mais ces organismes enseignent la pratique des langues et la traduction comme activité pratique sans qu'il soit jamais sorti de leur enseignement ni une théorie de la traduction, ni une étude des problèmes au moins que poserait cette théorie (1963: 10).

The post-war information explosion has brought in its wake an unprecedented demand for professional translators. Numerous schools and colleges have been established in various countries to meet the demand. However, as Komissarov reports 'it is regrettable that there has been no adequate exchange of information between translators' schools as to their curricula, syllabuses and general principles and methods of training' (1985: 309).

The lack of publications of material on translation teaching and the lack of adequate exchange of information between schools is also to some extent a testimony to the slowness of translation pedagogy in general.

However, since the Second World War, translation has become a large scale activity in this world of ever-increasing language contacts. The growing demand for highly skilled translators called for more academic training. The reason is not only the dissemination of information of transfer technology but also the setting up of international and regional organisations where without the constant involvement of qualified interpreters and translators, no work progress can be achieved. To fill these needs, more translation pedagogists became involved in designing curricula to train professional translators. This is witnessed by the sudden increase in quantities as well as sophistication of translation teaching literature, the appearance of ontologies and periodicals on translation teaching, and the organization of national and international conferences on translation teaching. The initial literature on translation teaching has appeared in forms of recommendations and orientations by translators from their own individual experiences to answer immediate needs. Later translation teaching became more influenced by various linguistic theories as explained in Chapter 2.

The literature on translation teaching appeared mostly in translators' journals such as Babel, Meta, L'antenne, le Journal des traducteurs; language journals and periodicals such as the English Language Teaching Journal and The Incorporated Linguist.

Some of the material was edited in books such as:

1. L'Enseignement de L'Interprétation et de la Traduction: de la Théorie à la Pedagogie 1981 edited by Delisle, J. Ottawa.

The book contains major works on the teaching of translation and interpreting realised in Canada between 1971 and 1981.

2. La Traduction: de la Théorie à la Didactique 1984 edited by Ballard, M. Université de Lille.

Some papers were directly communicated to participants in conferences held by the F.I.T. (Fédération Internationale des Traducteurs; also known as the I.F.T., International Federation of Translators). On the 8th Congress of the F.I.T. held in Montreal in 1977 six papers were presented.

The increasing amount of material being published in the last few years reflects some genuine feeling of concern shared by many translation pedagogists to develop a solid and sophisticated pedagogical framework to make translation teaching a 'discipline'.²

This feeling is also expressed in the purpose of this thesis. The thesis is an attempt to investigate translation teaching methods as practised in the classroom. Details regarding the design of the research and the methodological approach adopted for its execution are set out in Chapter 3. The content of the thesis falls into two parts. The first part is a critical review of literature on translation teaching. This includes the necessity of training professional translators and the content of the teaching programme (Chapter 1). This is followed by a review of some theoretical aspects of teaching methods largely based on language studies and translation studies

(Chapter 2). Part two is the analysis and the outcome of the data collected in three universities. This includes a detailed description of the purpose and design of the research, such as the procedure adopted for data collection, background to the data, and the sampling of Sinclair's System of Classroom Interaction Analysis (Chapter 3). A coding system is set up following the application of the sampled system of classroom interaction analysis (Chapter 4). This is followed by the description of the methods identified and their implications (Chapter 5). The thesis concludes with an assessment on the state of translation teaching in general and translation teaching methods in particular.

CHAPTER 1

1.1 Review of Literature on Translation Teaching

Given the fact that translation teaching is a new topic,³ it is not surprising to find that arguments which appear in the literature are almost contradictory. The main issues which are argued over and over include the following:

1. The desirability or legitimacy of formal academic training of translators: some writers argue that a formal academic training is the only way to form a translator. Others argue that translating competence cannot be effectively taught; it is an inborn quality, therefore translators are born not made.
2. Requirements of the trainees and the procedures for their admission to a translation course: Some pedagogists insist on the personal qualities of the prospective trainees. Others give admission to their candidates on the basis of tests.
3. The qualification and qualities required of translation teachers; their training, experience and competence.
4. The content of the teaching programme: There are considerable differences in opinion with regard to the selection of the teaching material. Among the most controversial subjects are the teaching of translation theories, the history of translation and linguistics.
5. The practical training: its realization in workshops and institutions.

An analysis of the nature of the writings reveals an encouraging picture. There is an obvious general trend of change from random insights to perspective theorizing from the description of immediate individual programmes to formulation of model curricula, and from the exposition of personal convictions to studies of various branches of linguistics and adjacent disciplines and their application in translation teaching. Those more concrete and comprehensive curricula proposed by Reiss (1976), Wilss (1977) and Fawcett (1981) are outstanding examples of the end product of this evolutionary process. The treatment of these topics one after another below inevitably yields a shift in knowledge from general to specific. This is also done out of necessity and convenience mainly to identify the evolutionary process in translation teaching.

By examining these writings, the aim in this thesis is not to review every one of these issues in detail or to participate in the debates which have grown round some of them. Instead the aim in this review of literature is simply to give a general view of translation teaching in terms of teaching content from a panoramic viewpoint and to demonstrate the various options open to the translation educator so as to facilitate an informed choice on his/her part. The material gathered in this review of literature should by no means be regarded as final or exhaustive, since some of it could not be traced and some of it was written in the languages which the author cannot read.

The Academic Training of Translators

The issue of formal academic training of translators is a fundamental question in translation teaching and is often argued over and over. The presence of articles with titles like 'Should we teach translation?' (Hendrick 1975), 'Are translators born?' (Ozerov 1979), 'Translators - made, not born?' (Healey 1978), 'Peut-on former de traducteurs techniques?' (Gravier 1967), reminds one that translation teaching is not taken for granted. In fact this challenge to the academic training of translators is far from a rhetorical one.

†

Some writers argue that translation cannot be taught. They tend to relegate the good works of a translator to his or her inborn qualities and natural circumstances. They claim for instance that if a bilingual by birth is exposed to translation, he/she will be the one to do the job at its best since he/she not only had a long practice of the two languages, but also direct contact of the two cultures. Similarly, it was also claimed that persons who stayed for a long time abroad and acquired a good deal of practice in their foreign language can become outstanding translators. Nida seems to agree on this principle. Having given an account of this type of translator he concludes:

Having met these men and many others who have become outstanding translators and interpreters, I have been forced to conclude that in a sense translators are not made, they are born (1979: 214).

This type of statement may lead one to believe that a formal training of translators is pointless, since inborn qualities cannot be trained. This is certainly Pilley's opinion, as he points out:

It is almost impossible for anyone to interpret simultaneously if he learned his language at a school or university rather than being bilingual by birth or accident of upbringing (1962: 70).

Consequently, one can arrive at the conclusion that if an institution wishes to recruit translators, then it should advertise for applicants with these qualities. However, Healey rejects this simplistic view that all natural bilinguals are translators as he states:

All natural bilinguals are not translators, nor do they even think in terms of translation from one language to another, but rather in terms of two different but equally available dialects (1978: 54).

Healey's argument is that one can become a successful translator without necessarily being a bilingual, but to achieve this end one must undergo formal training. However, formal training has not been a condition for some to pursue their careers as professional translators (Schmitt, 1966; Citroen, 1966; Cramer, 1973; Weber, 1984). These translators claim that they never had direct training to exercise their profession, nor have they felt the need for it. They had access to the profession as a result of various circumstances. Some of them were educated as linguists and later developed the skills required for

translating. Others were diplomats and their professional experience endowed them with extraordinary linguistic skills. This, according to Citroen, is how these professional translators gained access to the profession:

After all, the majority of the translators active at present have never had a direct schooling for the trade they ply, nor have they ever felt a need for it. Some have been educated as linguists, others are persons who have learned language abroad, many are gifted people who managed to master the required skills in their own ways (1966: 140).

Although these professional translators have managed to exercise their profession by the turn of fate, they are not totally opposed to formal training for various reasons. For example, Cramer commenting on his background, acknowledged that most of the preparation for his career was acquired 'on-the-job' which he felt was an extremely 'primitive' foundation for entry to what purports to be a profession. Schmitt admits that the self-teaching method has many shortcomings as he explains:

The person who has learnt one or several languages solely through practice is generally inclined to believe that fluency alone guarantees excellence in translation. Unaware of grammatical and syntactic pitfalls, he or she will blithely step where angels fear to tread and produce translations which, although quite understandable, nevertheless condone and spread the use of barbarisms, solecisms, anglicisms and the whole gamut of current isms ... (1966: 124).

The conclusion that these two professional translators reached after a lengthy experience is that a formal academic training is recommended.

It will come as no surprise to the reader that I am of the opinion that translation and interpretation must be taught and taught properly (Weber, 1984: 2).

The necessity of training academically professional translators was largely defended by professionals and educators alike. Citroen pointed out that 'although some gifted people did manage to master the required skills and become good translators, it would be wrong to conclude that training is unnecessary'. He further states that 'training at a qualified school will provide the student translators and interpreters in a few years time with the basic information they need to pursue their profession' (1966: 40). Similarly, Gravier also thinks that an academic training for future professional translators is indispensable:

Et je me disais alors qu'une éducation professionnelle était indispensable pour les interprètes, qu'ils travaillent en cabine (interprétation simultanée) ou sans aucun appareillage (interprétation consécutive). En revanche je me demandais parfois s'il était bien nécessaire de prendre autant de soin de futures traducteurs. Un spécialiste d'anglais ou d'allemand bien formé n'était-il pas capable du jour au lendemain de devenir un bon traducteur? Je dus constater par la suite qu'une telle préparation à la profession de traducteur était dans la plupart des cas tout à fait indispensable (1976: 201).

The training, according to Gravier, will enable the students to handle their foreign language with great efficiency and possibly think within this language. This will develop the students' ability to identify and assimilate idiomatic uses of that language in a given situation. The learners will also be trained

to work under pressure with speed and accuracy, and to be able to switch from one topic to another.

Commenting on training translators to work under pressure, speed and accuracy Pan argues that:

Translators can be trained. It is pure speculation to say that a good translator is born and that a good translation cannot be accomplished under pressure. In this stage of discipline, translations are performed under time and quality controls. Translators can no longer indulge in reverie and infinite finishing touches. They must get the work done on time. It requires a discipline which was repugnant to the old time translators ... and in this new discipline, translators are trained (1971: 40).

Furthermore, according to Komissarov, since translation has become a mass-profession with the establishment of a number of schools all over the world he argues that:

Translation is regarded as a skill that can be learned by an average student, that translators are made rather than born, this assumption seems to be universally accepted as far as translation of informative (i.e. business, official, scientific, technical etc ...) texts goes (1985: 309).

To sum up the arguments, with translation pedagogy establishing itself as a new 'discipline', the view that translating is an art and cannot be communicated is gradually dying out. Citroen pointed out that 'in a world where the translating profession lacks the recognition it deserves, institutionalized training is a practical way to achieve this end. Translators are poorly paid because they were not properly trained to begin with, thus formal training is a practical way out of this vicious circle' (1966:

140). However, the situation is changing. The fact that there are a number of universities which train translators and the increasing amount of material suggesting teaching programmes such as 'How to teach translation' (Reiss, 1976), 'A college curriculum for the training of translators and interpreters in the USA' (Horn, 1966) and 'Why a university translation programme?' (Jordan, 1979) indicate that the general consensus is in favour of training. This was largely expressed by a number of professional translators in an article published by Meta (1966). The article consists of a questionnaire set up by the editor of Meta and sent to eleven professional translators requesting their opinions on the training of their future colleagues. The chief question was:

une certaine formation professionnelle est-elle
nécessaire au traducteur?

Among the range of answers given were: 'indispensable', 'requisite', 'utile', 'nécessaire'.

The academic training of professional translators was recommended for two reasons:

1. Access to the profession in an institution
2. Dissemination of information and transfer of technology

The need for translation was felt in the aftermath of World War I and further increased in World War II. The establishment of the United Nation Organization, the birth of regional organizations

such as the EEC (European Economic Community) and the OAU (Organization of African Unity) meant that a large amount of translation needed to be done. Applications for admission to either of these institutions were vigorously scrutinised. For instance, candidates for the United Nations were selected mainly among graduates from the University of Geneva (Citroen, 1966: 141). The course offered for translators and interpreters by the School of Modern Languages at Bath University is specially designed to prepare graduates for careers as professional linguists in International Organizations, ie inter-governmental organisations, the European Community and the like (Coveney, 1971: 21). Translators who work for the OAU are mainly graduates from the Universities of Cairo and Algiers. In the USA access to the profession is open almost exclusively to candidates with a university degree and graduate training at a recognised school (Weber, 1984: 54).

Undoubtedly, the translator's task in an international organization is very delicate. Incompetence and mediocrity are not tolerated. Translators cannot rely on their intuition to execute their job. Therefore training in this respect is only legitimate. Jordon justifies training in this sense by pointing out that the aims of translation teaching should be to show the students that translating requires great power of concentration, lively awareness, disciplined thought and a flair for invention, to help them to cultivate these qualities and to teach careful reading and correct and coherent writing in at least two

languages, and that the university is the best place for such training' (1979: 2).

As regards the transfer of technology in the USA for instance, Tinsley Jr. reports that the American people never felt the need for language skills or translation because they always enjoyed technological equality or superiority over other nations. However, this traditional attitude was shaken by World War II. It was further jolted by the launching of Sputnik. Consequently the Translator Training Committee of the American Translators Association developed a set of guidelines between 1970 and 1972 for a two-year undergraduate training programme. The programme was designed to train undergraduates capable of translating from at least one foreign language into English. In the content of the teaching programme priority was given to science and technology (1977: 246). At the time, many wouldn't argue that the Americans had failed to keep up with Soviet scientific and technical literature. Consequently the Joint Publications Research Service of the US Government was commissioned to translate several Soviet journals "cover to cover". Furthermore the US Air Force intensified efforts to translate technical Russian into English by computer (Harris, 1983: 6).

The idea of setting up courses to train translators for the transfer of science and technology is not a novel one. Rifaat Tahtawi on his return from France, where he studied science and humanities, founded a translation school in Cairo in 1935 where Arabic, French and English were taught. The aim was to introduce

French technology and administrative methods (Harris, 1983: 10). The Regional Language Centre in South East Asia according to Harris (1983) was set up to train translation teachers for the countries of the area, namely Indonesia, Malaysia and the Philippines. The project was designed to equip these countries with qualified translators who would translate the new technology of the developed world. This justifies his statement:

It follows in general that in Third World regions where there is a shortage of well-qualified technical translators - and that includes most of the Third World, and above all the diffusion of new technology from an elite to the masses, requires the setting up of professional translator training programmes.

The M.A. course in translation/interpretation in Kuwait has similar purposes, namely to train translators who would be able to handle scientific and technical material (Kharma, 1984).

Training translators to answer the increasing need of technology transfer was called for by various scholars (Citroen, 1955; Dinjeart, 1958).

1.1.2 Selection procedures of prospective trainees

The necessity of formal training of professional translators raises a number of questions. Some of these are: what is the ideal candidate to be trained? Are there any particular criteria or qualities that the trainee should have? What is the educational standard required of the trainee in the selection procedure?

To deal with these issues and set forth basic criteria in the selection of the translator-trainees, translation pedagogists insist on two conditions which are relatively different but complementary; the psychological and the educational. These can be interpreted roughly as follows:

Psychological: the mental readiness of the trainee; personality, intelligence, creativity, aptitude to assimilate quickly, etc.

Educational: the standard of education of the trainee; general and specific. The former refers to general knowledge (also known as culture générale), the latter to language aptitude.

Given the fact that translation is a complex activity involving code-switching as well as a major responsibility in the transmission of ideas, which demands a considerable power of concentration, there is a large emphasis on the psychological predispositions of the trainee as Michelet explains:

Pour la traduction, comme pour tous les métiers difficiles, elle ne donne des résultats que sur la base de certaines qualités innées, et de certaines autres acquises dans les premières années de l'éveil de l'esprit.

Les qualités sont évidemment l'intelligence ou plus exactement la faculté d'apprehension, une souplesse de l'esprit, une certaine intuition et cette aptitude à s'exprimer de façon claire, logique et correcte que l'on appelle un bon style (1958: 166).

M. Gravier, who is the Head of "L'École Supérieure d'Interprètes et de Traducteurs de L'Université de la Sorbonne", does not seem

to allow much room for mediocrity in the selection of his trainees:

quels sont les dons que l'on devrait déceler chez un futur traducteur? D'abord il faut qu'il soit intelligent, qu'il possède une grande rectitude logique et beaucoup de sens psychologique qu'il ne s'enferme pas en lui-même et sache suivre le raisonnement d'autrui (1976: 209).

Weber also referred to the trainee's ability to convey other people's thoughts. He states that they should be able to do so with their sense of creativity:

Although they never express their own ideas in their own work, future translators must be exceptionally creative in their native language in order to be able to convey the message contained in the original text in the most accurate and understandable, yet elegant, way possible (1984: 4).

Although the ability to express other people's ideas is what is expected of a translator, aren't all the other psychological criteria such as intelligence and comprehension ability necessary for the undertaking of any profession? Furthermore, how can these mental predispositions be measured? On the other hand, the professional translators consulted by the Editor of Meta think that aptitudes such as: "de la souplesse", "l'objectivité", "une certaine mémoire", "de l'imagination", "de la curiosité", "du tact", "le sens critique", "du pragmatisme", ought to be developed in the course of the training.

As regards language aptitude, translation pedagogists are more specific. Gravier opts for a test-selection-procedure. The

test consists of identifying the students' standards in their native and foreign languages. In the USA, according to Horn, it is sufficient for a student who graduates from a secondary school with an 'A' or 'B' in their native language and at least one foreign language to gain admission to a translation course (1966: 147). On the other hand, Weber puts the emphasis on the native language as he explains:

It would be fair to say that only students who receive straight 'A's in their native language courses can aspire to the degree of perfection needed by a translator (1984: 4).

Admission of candidates to translation courses was the topic of a major study conducted by Jacqueline Bosse-Andrieu (1981). The study is a comparison of conditions of admission of candidates to the European and Canadian schools. Her findings indicate that there is no uniformity in the conditions of admission set forth by these schools. In Belgium, for instance, no test is required for admission to the "Institut Supérieur de L'État de Traduction et d'Interprétation de Bruxelles". The only requirement is a degree which enables a student to register with a university. Nevertheless, the selection process takes place during the course of training. On the other hand, admission to "L'École de Traduction et d'Interprétation de Genève" is subject to a test. Admission to "L'Université Concordia de Montreal" and "L'Université du Quebec a trois Rivières" is open to any student who can register with a university. Other universities, such as "L'Université Laurentienne de Sudburg" and "L'Université de

Montreal" select only students who obtained an average of 60% in French and English in their final year of secondary school (1981: 165).

All in all, there are not only disparities in selection procedures but also in standard requirements. Some universities take graduates from secondary schools. Others take them only after they have completed their undergraduate studies. In the former instance, the argument is that the trainees should be prepared for their careers as early as possible. The training should concentrate on this objective. Consequently language studies, translation studies and general studies should go hand in hand. The three should be complementary to one another (Weber, 1984). In the latter, translation courses are not language courses (Gravier, 1976; Coveney, 1971).

A further examination of the two cases would reveal that courses for secondary school graduates last usually four years. The length of time is justifiable to shape the students' training. In the second case courses are in the order of one to two years. It might be argued that the length of time is not sufficient to conduct a specialized training programme.

1.1.3 Aptitudes for teachers

Writers have emphasized many aspects of translation teaching directly related to the trainees and the teaching programmes, but excluded their views on the teachers' aptitudes. Very few of them have dealt with this topic. They claim that translation

should be taught by people who exercised the profession (Gravier, 1976 ; Weber, 1984).

According to Gravier, translation teachers are recruited on the basis of their experience as professional translators in international organizations (1976: 209). Similarly, Weber claims that "only the very experienced translators can instruct students" (1984: 6). This seems rather ideal and simplistic too. It is not known how many professional translators would be prepared to give up their positions in international organisations to take up teaching. This problem is appreciated by Keiser who points out that "there are quite a number of schools pretending to train translators and interpreters where there is not one conference interpreter among the faculty, and where most if not all the teachers have never been in an international conference" (1978: 13). On the other hand, Wilss is rather specific in defining the competence required of a translation teacher:

1. a comprehensive transfer competence
2. an awareness of source language/target language surface divergencies
3. an interest in translation teaching problems
4. the ability to adapt learning theories to the field of translation teaching

5. the ability to develop translational achievement tests for controlling the translational learning progress (Wilss, 1982: 183).

1.2 Curriculum content

1.2.1 The teaching of languages

As reported in 1.1.2 the main criterion for selection is that students should have a good knowledge of the languages, whether they come from secondary schools or after having completed their undergraduate studies. In the first group, translation courses include a certain amount of language teaching besides other subjects. The aim is to improve the students' language competence in order to be able to translate. In the latter, translation courses are not language courses (Gravier, 1976; Coveney, 1971). Gravier points out that students who wish to train as professional translators should have a good language competence to be able to learn how to translate:

Une école de traduction n'est pas - ne doit pas être une école de langues vivantes, mais une école ouverte à ceux qui déjà maîtrisent solidement deux ou plusieurs langues vivantes et viennent apprendre l'art de traduire (1976: 202).

Keiser is almost of the same opinion:

Interpretation courses are not language courses ... the would be student must have mastered his language before entering onto the course. Of course, he will improve his language proficiency during his studies ... but he must have the required mastery of his active and passive languages before starting the interpretation course, otherwise he will constantly stall and stumble

under the tremendous pressure of interpretation (1978: 13).

In an earlier article, he complained that many students were not properly equipped in languages:

translation classes thus become a mere exercise in language, not translating, just plain language, or they degenerate into terminology workshops of a basic nature - in both cases a time-consuming exercise in exasperation for the teacher and frustration for the student (1979: 2-3).

In a sense a high standard of languages is emphasized by many schools, some more explicitly than others. Readett, for instance, set the minimum requirement as a 'knowledge of a language to Honours degree standard, in addition to two or three years of residence in the country where the language is spoken' (1958: 136). Repa is also of the opinion that there should be no need for language teaching in translation programmes. In describing a course in Vancouver he explains that a thorough knowledge of two foreign languages is required, as a result the programme was not designed to improve the students' proficiency in languages (1981: 395).

However, at other schools, practical translation exercises are postponed until the students have reached a certain standard in their foreign languages. Wilss, in this respect, reports that as part of the curriculum content the first two semesters are devoted to intensive language training in language B and language C. This is how he explains the language training programme:

The strong emphasis on foreign language training in the first two semesters is necessary because our beginners' mastery of their foreign languages is not adequate for us to start translation training right away. So as to prevent translation classes from being misused for foreign language learning purposes, translation teaching is postponed until the third semester (1977: 119).

Similarly, in the United States, translation exercises are introduced only in the third semester, after the students have attained a sufficient degree of mastery in their B language (Horn, 1966: 149).

In Canada, according to Horleguin (1966), students who have not satisfied a certain standard in their languages would have to undergo extensive teaching before they are admitted to the preparatory year. The preparatory year itself includes a language teaching programme, but more specialised during which the learners are prepared for translation courses.

The necessity of foreign language teaching is also emphasized in the UNESCO report on technical translating: 'During the training period, the future translators perfect their mastery of those foreign languages which they already know and may learn another language' (1957: 161). Similarly studies in the structure, style and literature of the foreign languages throughout the translation curricula are recommended by the American Translators' Association (A.T.A. 1975: 3-6). Describing his language programme in Belgium Cammaert reports that this consists of 'correction du langage écrit et oral', 'étude du

vocabulaire et de l'orthographe', 'analyse de textes', 'compréhension du texte', 'l'étude de la grammaire', etc ... (1977: 242). In 'L'Institut d'Interpretariat et de Traduction d'Alger' foreign languages used to be taught during the first four semesters (out of eight), and practical translation exercises were postponed until the fifth semester. However, the programme was reviewed in 1980 to include practical translation exercises at the beginning of the third semester while the foreign language programme was still going on.⁴ The aim was to introduce practical translation exercises as early as possible. The foreign language programme includes mainly oral comprehension, written comprehension, grammar and text-analysis. Burke also emphasizes foreign language teaching prior to translation exercises. This is how he describes his foreign language teaching programme and its benefits for the translator-trainees:

Although Russian grammar, syntax, inflectional patterns and idioms must continue to be stressed throughout the entire course, we have found that after some twenty hours of concentrated grammar, the student is able to begin translating phrases, then sentences, and finally entire paragraphs under guidance. The rate of progress is such that after twenty hours, from one full hour to one hour and a half may be spent each week thereafter solely on translation techniques (1963: 379).

Foreign language teaching during the preliminary phase of the training programme only in the university has proved very insufficient. Some pedagogists suggest that the students should spend some time in the country of their foreign language. In British universities, it has become almost compulsory for

students to spend one year abroad. This will bring them to experience direct contact with native speakers and enhance their knowledge of administrative and governmental institutions. In this respect, in Kuwait University, it is compulsory for the M.A. students in translation/interpretation to spend the third semester in a British or American university as Kharma explains:

The rationale behind this is that many of the candidates may never have had the opportunity to have contact with or live in the English (British or American) culture, an understanding of which is naturally an essential background to the full comprehension of most English texts (1984: 226).

From the pedagogical viewpoint, the best way to create such opportunity is to set up schemes of student exchange. Such arrangements are 'emphatically recommended by the A.T.A.' (A.T.A. 1975: 3). A study on the effect of such a stay on translator trainees was made by D. and M. Bowen who also investigated the intercultural awareness to be expected from the stay, as well as the technical facilities which can enhance or prepare a stay abroad and serve as follow-up (1984).

1.2.2 The teaching of linguistics

Linguistics is another controversial topic on which pedagogists seem to disagree as to whether it should be included in the teaching programme or not. As Kommissarov reports 'while quite a number of translators' training schools successfully base their instruction programmes on the postulates of the linguistic theory of translation, the role of linguistics in translators'

training is still a controversial problem' (1985: 311). Gravier thinks that the provision of linguistics will not automatically make competent translators:

Est-il nécessaire d'avoir reçu un enseignement de la linguistique pour se préparer à la traduction? Nous ne le pensons pas ... Il n'est pas nécessaire que notre futur traducteur entre dans les grandes chapelles linguistiques de l'heure - sera-t-on meilleur traducteur parce-que l'on est devenu saussurien Guillaumien disciple de Martinet, ou encore Chomskolatre (1976: 203).

This anti-linguistic view is also expressed by Hendrickx who argues that:

Students should be taught how to use languages rather than be given information about them. They should be given the instruction and training that will allow them to practice their craft properly, rather than that required for the theoretical and scientific study of the language (1975: 102).

Following these views, many translators and translation educators would agree with Jordan who states that 'it has yet to be shown that linguistics has a relevant contribution to make to the general practice of translation' (1979: 2). Nevertheless, some writers hold the opposite view:

A fundamental subject, which is unfortunately not taught in most if not all schools for translators and interpreters, is linguistics. This was the case, for example, in the schools observed by the author - an especially surprising and distressing discovery since one was the home of the founder of modern structural linguistics, and the other is now a major center for applied linguistics. It was also shocking to find that none of the teachers at these schools had any training in this field either (Gold 1975: 107).

On the other hand Naphtine reports that in Western Europe, translation teaching curriculum 'often includes an introduction to linguistics' (1983: 22-23). Tatillon (1984) for instance claims that linguistics is indispensable in translation teaching. His argument is that translating is the transfer of text from one language into another. Further, given that a text is the fulfillment of a communicative act, it exhibits two linguistic patterns: the structural and the informational.

The structural is the type of structure which organize the text; macro-structures and transphatic structures. Informational is the type of information communicated in the text. This can be:

- referential: subject matter
- psychological: attitude of writer vis a vis reader
- socio-cultural: environmental
- stylistic: symbolic

Drawing from these linguistic realities which compose texts, he claims that this structural formatting of texts can be identified by means of contrastive approach. This method he argues can serve as a basis for the translation teachers to theorize their teaching methods. The outcome is as he explains:

Ou aura compris par ce qui précède que je tiens la linguistique pour une matière indispensable en pédagogie de la traduction, dans la mesure où les connaissances théoriques qu'elle met à la disposition des élèves traducteurs leur donnent les moyens de réfléchir à ce qu'ils font lorsqu'ils traduisent (1984: 59).

Contrastive linguistics has also influenced some pedagogists. In Montreal University, the principles of 'stylistique comparee' by Vinay and Darbelnet are taught throughout the three year course (Horguelin, 1966: 146). Similarly in the Arabic/English course at Bath University, the aim of teaching Arabic/English contrastive linguistics is to develop a high level of competence in the student's ability to translate. Thus, according to Coveney, contrastive linguistics:

aims to deepen the students' understanding of the structure of English and Arabic as well as to broaden their knowledge of linguistic variations in order to increase their sensitivity to translational equivalence between the two languages (1983: 4).

1.2.3. The teaching of theory

The other issue pedagogists do not seem to agree on is the teaching of translation theory. Some think that the teaching should concentrate on more practice, and that theory is unnecessary. Others think that the injection of some theoretical teaching could enhance the learner's competence in various areas.

This is the opinion voiced by some professional translators consulted by the Editor of Meta and who were asked to answer this question:

- Les cours de formation doivent-ils faire une part plus large à la pratique qu'à la théorie?

The answers were as follows:

- Les cours de formation doivent faire une part beaucoup plus large à la théorie qu'à la pratique, étant donné que les cours ne durent que quelques mois ou quelques années alors que la pratique dure toute la vie.
- La théorie car la pratique viendra quand le traducteur mettra la main à la pâte.
- Il est primordial que le traducteur connaisse les différences intrinsèques des langues.
- Théorie et pratique, mais primordialement de la pratique.
- Je ne crois pas uniquement à la pratique, il faut aussi de la théorie.
- Si théorie signifie études des langues il faut le plus possible mener de front la théorie et la pratique de la traduction, effectuant ainsi un "apprentissage rationnel".
- Les deux s'imposent, vu l'importance extrême du sujet au Canada Français.

One would think that a professional translator would opt for more practice.

The argument is that a translator with no theoretical background, but who has a good practical competence, is better than a good linguist with lower aptitudes in translating.

If theory is to be taught, what is the aim? what should be taught and how? how does the link between theory and practice operate?

According to Vinay, one of the major preoccupations of a translation teacher is stylistics. Furthermore, he states that a given text deals with a particular situation coded in a particular style. Hence the teacher's task is to:

- Teach how to investigate situations to reach the meaning
- Teach equivalents of the two languages to match style (1957: 146)

Mason examines the introduction of translation theory in a translation class to achieve the following target: to render the trainee translator more sensitive to the multifaceted nature of translation equivalence and to aid him to single out instinctively those stylistically relevant linguistic features of a text which characterize it and determine the kind of target language rendering it demands (1982: 27).

By examining some of the theories put forward, such as free vs literal and 'stylistique comparée', Mason concludes that the former fails to render the full referential and connotative meanings; the latter is artificial for it concentrates excessively on translation at word or phrase level. He therefore suggests the examination of a text as a unit of translation with its stylistic characteristics, such as text-type, text-tone and text-pragmatics.

While some recommendations for teaching theory are very specific as illustrated above, others are very broad. Wilss for instance completes his teaching programme with a course in the science of translation in the form of tutorials, lectures and seminars. The aim in the introduction of the science of translation is to "investigate the various factors involved in interlingual synchronization process ... which can then be exploited for a number of theoretical and practical purposes" (1977: 120). Classes are organised in such a way as to concentrate on the discussion of language pair based translation problems.

Reiss' programme also includes some concepts of translation theory. At a certain stage of the teaching, the learners must be taught both in theory and in practice ways of handling texts to be translated. Further, according to Reiss, the teaching should also comprise an introduction to the history and theory of translation with particular reference to the function of translation, translation methods and translation techniques related to the basic and specialised forms of translation. The main aim is to enable the students to grasp the theoretical principles of translational techniques (1976: 335).

Fawcett (1981) also suggests a fairly comprehensive model for teaching translation theory. It ranges from the history of theory and practice to models of translation to text-linguistics. However, the opposition such as Gravier would claim that this training method is too theoretically-oriented and too dogmatic.

He claims that translation is essentially an art, therefore teaching should concentrate on practical exercises (1976: 203).

A similar view is voiced by Hendrickx who also claims that:

Training methods should in the first place be practical and aim at teaching the art rather than the science of translation (1975: 102).

It is common to find in reports on translation teaching programmes that theories are deliberately avoided. In this respect Ferenczy's report on the Budapest programme is typical: 'No theoretical instruction is given; the training consists entirely on practical sessions' (1977: 182). Readett who is opposed to theory, thinks that theory and practice are opposing entities:

Much has been written about translating, especially since the war, and in particular about the translation of scientific and technical documents, has been far too theoretical and has only confused the issue. No doubt, information theory and research in terminology have their place in academic research; nevertheless, there must surely be elements of long term research, and can, in my opinion, contribute little at the moment, at any rate, to the solution of the day-to-day problems which face us (1958: 138).

Following such logic, the absence of theoretical training in translation teaching is a virtue. Hence 'pragmatic' and 'practical' have become favourite adjectives to describe translation teaching programmes.⁵

To reconcile the two "belligerents", one may suggest that theory could be made use of during translation exercises.

Teachers may consider selecting material which contains translation difficulties, and explain how these can be overcome on the basis of the application of the adequate theoretical principle. This is because the proponents of theory seem to teach this subject in a form of lectures and seminars which is out of context. On the other hand, the opponents of theory concentrate on practice which they yet have to define. The only way one can understand what is meant by practice is that translation is taught by the rule of thumb.

1.2.4 General studies

Beside the provision of languages, linguistics, translation theory and actual translation practice, other subjects have also been recommended to complement the programme. In addition to a good standard in languages and the mechanism of translation, the students should also have a good background in general education. In other words, the ability to understand and translate material should also be complemented with familiarity with the subject matter. The programme in this respect covers a wide range of subjects, such as economics, politics, law and some aspects of science and technology. These orientations are advocated in Hendrickx report:

the teaching of languages and of translation should be supplemented by a 'general' education covering a wide range of subjects such as economics, politics, law, technology. This again should be complemented by some kind of specialization, e.g. in electronics, medicine, commerce, agriculture, chemistry, the fine arts (1975: 102).

Students on the Bath course are required to follow courses in international economics, in international politics and in certain aspects of science and technology. Specialist staff from other departments are also invited to give lectures and seminars in some specialised topics of science and technology during the course. The aim as Coveney explains is:

To confront the linguist with some of the basic concepts and some of the technical terminology of selected fields of science and technology (1971: 24).

Reiss emphasises the introduction of "a subject competence". In her syllabus, she suggests the teaching of the following:

- cultural studies
- specialised subject
- documentation

The introduction of cultural studies in the syllabus, she argues, is necessary to enhance the students' cultural knowledge of their foreign languages. This is because language is part of culture and both depend upon and mutually influence one another. In the context of specialised subject and documentation, the aim is to teach the students how to acquire specialised knowledge for themselves. The aim in the teaching of these topics is to bring the students to a complex understanding of the text (1976: 334).

In the context of cultural studies, Reiss does not specify the means and ways this topic is to be taught. It is not known whether she opts for literary texts or texts dealing with social

studies. Gravier, for example, is opposed to the teaching of literary texts. He advocates mainly the teaching of texts dealing with science and technology and social studies (1976: 204). Similarly, Horn (1966) also suggests the introduction of social studies in the curriculum for training translators and interpreters in the USA. He calls this particular subject "area studies". The course comprises the historical, cultural, social and political institutions and the human and economic geography of the countries of the students' foreign languages.

In the context of teaching aspects of science and technology, the issue of terminology is emphasised in many writings; "il est evident qu'un travail de terminologie par exemple peut-etre une bonne orientation vers le metier de traducteur" (Michelet 1958: 167). De Vivienne also emphasised the teaching of terminology in his answer to the Meta (1966) questionnaire in which the question was: Sur quels sujets les cours de formation devaient-ils porter?

In the provision of terminology as it appears in these instances, the teaching methods are not specific. In other words, it is not known whether the technical terms should appear in scientific and technical texts, such as manuals, books, etc ... or given in a form of lists to be learned by the students. In this respect Picht (1985) suggests a 'terminology training course' in which the following elements are recommended:

- Introduction to LSP (language for specific purposes)

- terminology theory
- theory of concepts
- lexicography
- documentation
- language planning

According to Picht the aim in a terminology training course is 'to make the students aware of the interdependence which exists between the special field and its language' (1985: 339).

However, Gravier stresses that the systematic teaching of terminology is banned. He claims that the best teaching method is to expose the students directly to the study of scientific and technical material:

Il est plus facile de retenir les noms des pièces d'une machine quand on a vu cette machine sur place en photo ou en film ou sur la planche d'une encyclopédie. La terminologie ne s'acquiert qu'à propos de textes étudiés (1976: 206).

On the issue of teaching aspects of science and technology with emphasis on the acquisition of terminology, even in the method suggested by Gravier which shows more consistency, one fundamental question remains pending. Should the students be taught to acquire a certain repertoire in science and technology or should they learn the whole discourse of science and technology? If it is the former, then some translation tools such as technical dictionaries may well be a good aid. If it is

the latter, then how much scientific and technical discourse should the learners acquire during their training? In other words, should the translator be trained as a 'generalist' or a specialist? This is another debate among pedagogists. While a certain amount of specialization is necessary for the translator, full-scale specialisation is uncommon. At least pedagogists refer to this issue very cautiously. Some schools aim at producing 'general' translators who would specialise at later stages, mainly because of lack of necessary resources, especially the specialised staff and the difficulty of predicting the requirement of future jobs as Hendrickx explains:

Whether this specialisation should take place before, during or after the actual tuition period remains an open question, since conditions may vary quite considerably as regards both the available facilities for language study and the nature of the demand of translation (1975: 102).

Commenting on the issue of specialised vs general training with reference to the job market situation, Strunz thinks that a translator should not specialise unless he is expected to be employed by a specific organisation. He claims that practice and experience will give the translator breadth of competence, from which base he can consult with scientists and specialists. Nevertheless, there is an idea to link a specialised training with the job market requirements. Citroen (1966) suggests that schools should maintain close contacts with consumers. The data collected would indicate the areas of specialisation needed so that specific tuition can be planned accordingly. However,

Gravier (1967) admits that one of the most difficult tasks for universities is to train technical translators. The main difficulty he claims is to find suitable candidates for such a training. According to him, suitable candidates would be qualified engineers who would be prepared to take a linguistic training. However, qualified engineers who would be prepared to change their professions are very rare. The alternative is to seek candidates who have had linguistic and literary training during undergraduate studies. At this stage, a special pedagogy should be planned so as to ensure a gradual transfer of the students' literary training to a technical one.

1.2.5 Practical training

Some pedagogists think that training in the classroom only is insufficient. They recommend that the trainees should undergo a practical training within an institution for a certain period of time. This will enhance their translation competence before they take up their posts. Moreover, practical training will provide the students with opportunity to apply their theoretical knowledge to real situations. The idea of 'stage' was emphasized by the professionals consulted by Meta when they had to answer the question: "Est-ce-qu'on peut réelement former un traducteur en classe?" L. Forques and R. Mercier answered respectively as follows:

- que le stage fasse partie du programme d'études de façon à donner une formation plus professionnelle

- Le stage s'imposerait

Most pedagogists and professionals agree that the theoretical training given in the classroom should be complemented by a practical one. Michelet also suggests the idea of 'stage'. The trainees join an institution where their work is supervised by a reviser. They will get information on the life of the organization and learn how to gather the necessary information (1958: 167).

The Department of Modern Languages at Bath University have made it possible for their translator-trainees to spend one month in an international organization where they can gain practical experience (Coveney, 1971: 24). Commenting on the classroom training and claiming that it is too theoretical, Roberts suggests an "in service practicum-training-scheme". The scheme is designed to encourage trainees to work for a certain period of time in a translation service. The aim is to familiarize students with the work environment and show the application of theory to practice. He claims the translation practicum has ten basic specific objectives which are as follows:

1. Familiarizing the student with the role of a translator in an office
2. Familiarizing the student with the various functions a translator may be called upon to perform
3. Familiarizing the student with the tools and equipment normally available to a translator in an office

4. Familiarizing the student with different types of translation done in an office
5. Familiarizing the student with the equality required of beginner translators
6. Accustoming the student to the idea of revision
7. Accustoming the student to turning out a "finished product"
8. Familiarizing the student with the work methods used by translators
9. Familiarizing the student with the pressure of word counts and deadlines
10. Accustoming the student to working seven or eight hours a day (1981: 197-200).

Practical work in a professional environment is also considered a most valuable part of translation teaching (Coveney 1982: 44).

The idea of 'stages internes' was proposed and tried out by Gouadec:

Ces journées de traduction ont pour but de placer les étudiants dans les conditions rencontrées sur le marché du travail. Étant donné la réussite de cette expérience et les nombreux avantages qu'elle présente tant pour les étudiants que pour les professeurs, elle mériterait d'être étendue. On pourrait d'une part consacrer une période plus longue à l'université même à faire des travaux 'professionnels' (stage interne) et d'autre part envoyer l'étudiant dans les bureaux de traduction pour vivre plus concrètement la vie de traducteur (stage externe) (1981: 275).

The idea of apprenticeship is emphasized by Frerk who pointed out that 'for practically every other profession the theoretical training received in school must be followed by formal

apprenticeship'. His idea is that translator-trainees should undergo 'practical training under supervision, for at least one year, preferably two years, in the translation department of a large organization' (1967: 193).

Once the student has developed some degree of competence, it is highly desirable for him/her to be given the chance to do 'real' translating jobs for clients. The A.T.A. suggests that apart from attachments to translation organizations, it is a good idea to work for the local community by taking up 'emergency, charity, and courtesy translation work which does not deprive professional translators of their right to earn a living' (A.T.A. 1975: 2).

As seen in the description above, translation teaching writers proposed various methods which they employ as part of the curriculum. Undoubtedly, most of these methods are invaluable as a means to an end. What is wanting, though, is an overall view relating these methods to specific teaching objectives, i.e. when each should be employed and why. Furthermore, attempts to place each of these methods in a general translation curriculum and to explain explicitly the rationale behind such a design will be a substantial achievement to translation teaching.

In addition to the subjects described above, programmes also include the teaching of practical translation exercises. In this subject students are taught how to transfer a text from one language to another. All the pedagogists agree on the teaching of this subject because it is the ultimate aim in the training.

However, what they disagree on is the method by which it should be taught, since various methods have been suggested. The various methods suggested and their advantages and disadvantages are reviewed in the next chapter.

CHAPTER 2

2. The Theoretical Aspects of Translation Teaching Methods

Translation teaching, like translation itself, has yet to develop a full and coherent account of its practice. In the former instance whether to teach theory or not is still being debated among pedagogists. As regards translation, arguments whether it is an art or a science have been going on for many years. Furthermore what makes matters even worse are the many complexities involved in the translation process. The complexities are not only linguistic, grammatical, syntactic, stylistic, but also extralinguistic, sociological, etc. Faced with all these parameters, it would be easy to get the impression that translation is impossible.

Nevertheless, various formulations of principles and practices have been proposed. The context in which these principles and procedures have been formulated is "translation theory".¹ According to Newmark translation theory is concerned with determining appropriate translation methods for the widest possible range of texts or text-categories. Furthermore it provides a framework of principles and a background of problem solving (1982: 19).

The programme² of translation theory is conducted with the aim of formulating methodological translation principles which according to Wilss (1982) can be classified in the following areas of research.

1. The systematic description, classification and explanation of language pair specific translation procedures. Within this context the language pair oriented science of translation is concerned primarily with those syntactic, lexical and socio-cultural phenomena in a given language which do not have one-to-one correspondences in the system of another language and must therefore be translated by means of compensatory non-literal transfer procedures.

2. The development of a text-typology relevant to the science of translation. The two principal research areas here are, first the defining of textual segments and structures on the microcontextual level (within the clause/sentence) and on the macro-contextual level (going beyond the clause/sentence rank) and second, the testing of textually adequate transfer strategies, while giving consideration to text-syntactic text-semantic and text-pragmatic factors.

3. The development of objective or at least intersubjective yardsticks for the assessment of the degree of translation equivalence with the specific goal of replacing the predominantly intuitive-judgement of translation quality by explicit textually based evaluations of translation equivalence (1982: 85).

The aim in the formulation of these principles is to investigate translation difficulties and to bring about translation strategies, procedures and techniques, in other words to investigate what translation is about and how to translate. The formulation of various principles of translation procedures

depends on one's view of what language is about. After all, when one is translating, one is dealing with language. Translators work with languages. Language is the medium the translator works on. Consequently any translation theory is a direct outcome of a language theory as Nida explains:

Anyone involved in translation must inevitably be concerned with theories about language, since these influence so greatly people's view about the legitimacy of certain translation principles (1972: 301).

Catford is also of this opinion:

Translation is an operation performed on languages: a process of substituting a text in one language for a text in another. Clearly then any theory of translation must draw upon a theory of language (1965: 1).

Among those, to name but a few, who drew upon language theory to formulate translation principles and procedures are Vinay and Darbelnet (1958), Mounin (1963), Nida (1964), Catford (1965), Nida and Taber (1969), De Beaugrande (1978), Wilss (1982). Although the concept of translation equivalence has been an essential issue in translation theory over the last two hundred years (Wilss, 1982: 134), it was not until the fifties that translation research devoted considerable energy to the analysis of the transition from a source language text to a target language text. The studies were set up to investigate problems of translation and formulate translation principles and procedures. As a result, they came up with a number of different

classification systems which more or less exhaustively reflect the diversity of modes of behaviour in translating. The means of analysis were the application of different language theories such as the structuralist/grammatical, the socio-linguistic and the text-linguistic.

As regards translation teaching, attempts have been made to implement these principles in the training of translators. On the other hand, some pedagogists are sceptical of theory. They insist more on practice (see 1.2.3). However, even if teaching methods are practical, they would still contain a shade of theory. The preparation of any material to be translated would have as its background at least some theoretical basis. Further in a piece of translation it is always possible to detect how the translation process has operated. Therefore in a sense all translation teaching methods are implicitly based on translation theory, even when the latter is not explicitly taught. At least translation theory should, if anything, help one to understand better how to translate. From this point of view, translation theories are by nature didactic. It is therefore not surprising that the theory and practice of translation teaching usually reflect the current view on what translation is about. In order to illustrate the existing link between language theory and translation theory in general and translation theory and translation teaching in particular, four theoretical teaching models of translation are suggested as follows:

- A. The philological model
- B. The structuralist/grammatical model
- C. The socio-linguistic model
- D. The text-linguistic model

The models are presented as an evolutionary basis in the sense that they represent an attempt to show the different stages through which translation theory has gone. Furthermore they represent an examination of the application of elements of language theory to translation theory to formulate translation principles which in turn were applied in translation teaching. It is beyond the scope of this thesis to review every single theory or propose delineation of the stages of development of language theory, translation theory and translation teaching. This is simply an overview of the different theories brought about and a comparison of their applicability in terms of translating and teaching translation. There are bound to be important theories and schools of thought not properly covered. This should not seriously affect the comparison made below.

The purpose of this review of the theoretical teaching models of translation is as follows:

- to provide some understanding of the link between translation theory and translation teaching in terms of application with the learners in mind.
- to provide a framework for the assessment of the advantages and shortcomings of each method. This could serve as a

basis for other teachers to re-assess their own teaching methods.

- to provide background information for understanding the mechanism of translation and translation teaching which will facilitate the execution of this thesis. This will serve as a means for the analysis of the data.

2.1 The philological model

Philological studies of language concentrated mainly on the written form rather than on the spoken, with heavy emphasis particularly on grammar. Scholars were primarily interested in establishing philosophical explanations for the rules of grammar. For example, the rule which tells us the regular plural of an English noun is formed by adding an "S". However, there was no attempt to analyse the pronunciation of the plural case ending in speech. This is because the attitude was prescriptive and the aim was to teach people how to write well. There was no attempt to cover certain areas of syntax such as elliptical sentence-types or flexibility of word-order in language (Crystal 1971: 36-76; Lyons 1968: 21-37).

Given the fact that the written form of language was the primary source of examination, it can be assumed that the philological theory of translation dealt mainly with corresponding grammatical forms of the source and target languages and attempted to evaluate their equivalences. Furthermore, given that at that stage almost all translators were men of letters (Newmark 1982: 3), the philological theory of

translation concentrated mainly on literature and poetry.³ There was relatively low interest in other aspects such as scientific technological or commercial translation. The philological theory of translation was primarily concerned with literary texts. Furthermore, because of its relationship with literary analysis, problems of equivalence of literary genres between source and target languages became so important (Nida 1976: 67). The main characteristics of this theory can be summarised as follows:

1. translation was considered an art
2. there was a heavy emphasis on aesthetic creativity such as rhythm, rhyme, assonance etc ..
3. little attention was paid to the linguistic operation involved
4. there were controversial arguments on how to translate. These included whether translation should be free or literal; whether poetry should be translated by poetry or prose.
5. there was relatively low interest in scientific and technical translation.

2.1.1 Translation Teaching in the Philological Model

Translation teaching methods in European universities during the early years of their foundation were mainly based on the practices of classical philology (Citroen 1966: 141). Because of the philological approach to language studies with emphasis on grammar and morphology it can be assumed that translation was taught how to transfer a text from one code to another. Further,

because of the concentration of translation on literature, teaching examples would be drawn from this area of study.

The application of the philological approach to translation teaching is illustrated by Tolstoi (1954) who claims that trainees can be faced with two main difficulties:

- a. text-comprehension
- b. text-rendering

The difficulties are of the order of vocabulary and grammar. Vocabulary can be cleared if dictionaries, bilingual or encyclopaedic, are used properly. Hence he suggests that trainees should be taught how to use dictionaries properly:

quand on enseigne la traduction on doit donner a l'élève une liste succincte mais complète d'ouvrages de référence et de livres ou il puisse trouver non seulement le mot ou le terme qu'il lui faut, mais même la phrase voulue (il convient de joindre à la liste en question les dictionnaires idiomatiques etc ...) (1954: 11).

However, if the dictionary proved inefficient such as when the word is a neologism, then it should be decomposed into its root, prefix and suffix in order to obtain its meaning.

The grammatical difficulties can be divided into two categories:

- a. simple grammatical constructions
- b. complex grammatical constructions

The first category poses no problems for simple grammatical constructions can be translated literally. Complex grammatical constructions can be broken down into their lower units, ie subject, verb, object. Thus as he explains:

pour trouver dans une phrase l'idée directrice, il faut commencer par déterminer tout d'abord les mots les plus importants, le sujet l'attribut, et les éléments les plus indispensables de la proposition en question ... en effet si le sens est compris correctement et si le squelette est ébauché juste du point de vue de la structure il est assez facile d'ajouter les mots qui manquent aux endroits voulus (1954: 12). (emphasis added)

Tolstoy's method of teaching translation is certainly one of the most significant contributions to the discipline. The work is probably the first to give an account of translation exercises with feed-back from trainees. However, a method which relies on filling in gaps where necessary is certainly very rudimentary. The method reflects the philologists' empirical principles of translation which among others are

- a translator must never add or leave out anything
- a translator may if need be add or leave out something

2.2 The structuralist/grammatical model

The linguistic theory of translation was based on comparison of the linguistic structures of source and receptor languages. The comparison of literary genres and stylistic features was gradually abandoned. The emphasis laid on comparing and contrasting the structures of the languages involved is a direct

influence of the structuralist approach to language study. Language was studied as a set of structures with levels and interrelated parts. The meaning of individual units is ascertained in their paradigmatic and syntagmatic relation to the whole system (see Lyons 1968: 70-80).

Translation became a process of interlingual code transfer ie a linguistic operation (Mounin 1963). The basis of this theory is contrastive linguistics and it involves the use of more-or-less elaborate sets of rules for matching roughly corresponding structures, for example the manner in which actives in language A correspond to passives in language B, the relations between nominal constructions in language A and parallel verbal constructions in language B.

The work of Vinay and Darbelnet (1958) is a detailed comparison of French and English where various rules for a set of equivalences are formulated. Vinay and Darbelnet identified seven procedures for translating:

- borrowing, calque, literal translation, transposition, modulation, equivalence, adaptation
- borrowing occurs at the lexical level. If for instance a lexical item in the source language has no equivalent in the target language the translator must resort to borrowing. A sentence such as "The coroner spoke" is better translated into French by "The coroner prit la parole". With frequent

uses this type of word will become part of the core language.

- calque or also known as through translation occurs when all the elements which compose the syntagm of the source language are literally translated in the target language, eg science fiction is translated by:

^ilmu lkhaya:li

- literal translation or word for word translation occurs when the syntactic structures of the clause or sentence of the source language text is replaced by syntactic structures of the target language, eg

English: This train arrives at Union Station at ten

French: Ce train arrive à la gare centrale à 10 heures

- Transposition is the rendering of the source language element by syntactico-synatagmatic structures which have the same meaning but do not correspond formally because of changes in the class of words used. eg: "dès son lever" is translated by "as soon as he gets up". The substantive "lever" is replaced by the verb to get up, because English does not have a substantive to express this action.

There are two types of transpositions:

- compulsory transposition
- optional transposition

Compulsory transposition occurs when-the translators has no alternative but to translate a substantive, for example in the

source language, by a verb in the target language; as in the case in the example above. However, in the event of a reverse situation the translator has the choice between calque or optional transposition, for example the phrase "after he comes back" can be rendered either by "après son retour" or "après qu'il sera revenu". This translation procedure is also applicable when translating into Arabic. The English phrase above can either be translated by "inda ruju:^Cihi" or "^Cindama: yarja^Cu":. The option for the first alternative is generally that of a literary style.

Equivalence: is the replacement of a source language situation by a communicatively comparable target language situation. The purpose is to create a similar effect in the target language as in the source language.

eg. French: oeil pour oeil

English: eye for eye

Arabic: al^Cynu biL^Cayni

Adaptation: amounts to textual compensation for sociocultural differences between the source language and target language communities. For example, the English phrase "He kissed his daughter on the mouth" is better translated simply by "qabbala ibnatahu bihana:n. Thus communicating the message while maintaining the sociocultural behaviour of the target language community.

Modulation indicates a change in the angle from which something is seen (changement de point de vue), change in the point of view.

eg. English: temperature

Arabic: darajat ḥara:ra

Adaptation, in this context, illustrates the differences in the ecological conditions in which the two communities live. A similar event is described in two different linguistic means. While an English person would describe the weather in terms of temperature expecting it either to rise or fall, an Arab would describe it in terms of literally "degree of heat".

The seven standards of translation procedures as formulated by Vinay and Darbelnet can be represented as follows.⁴

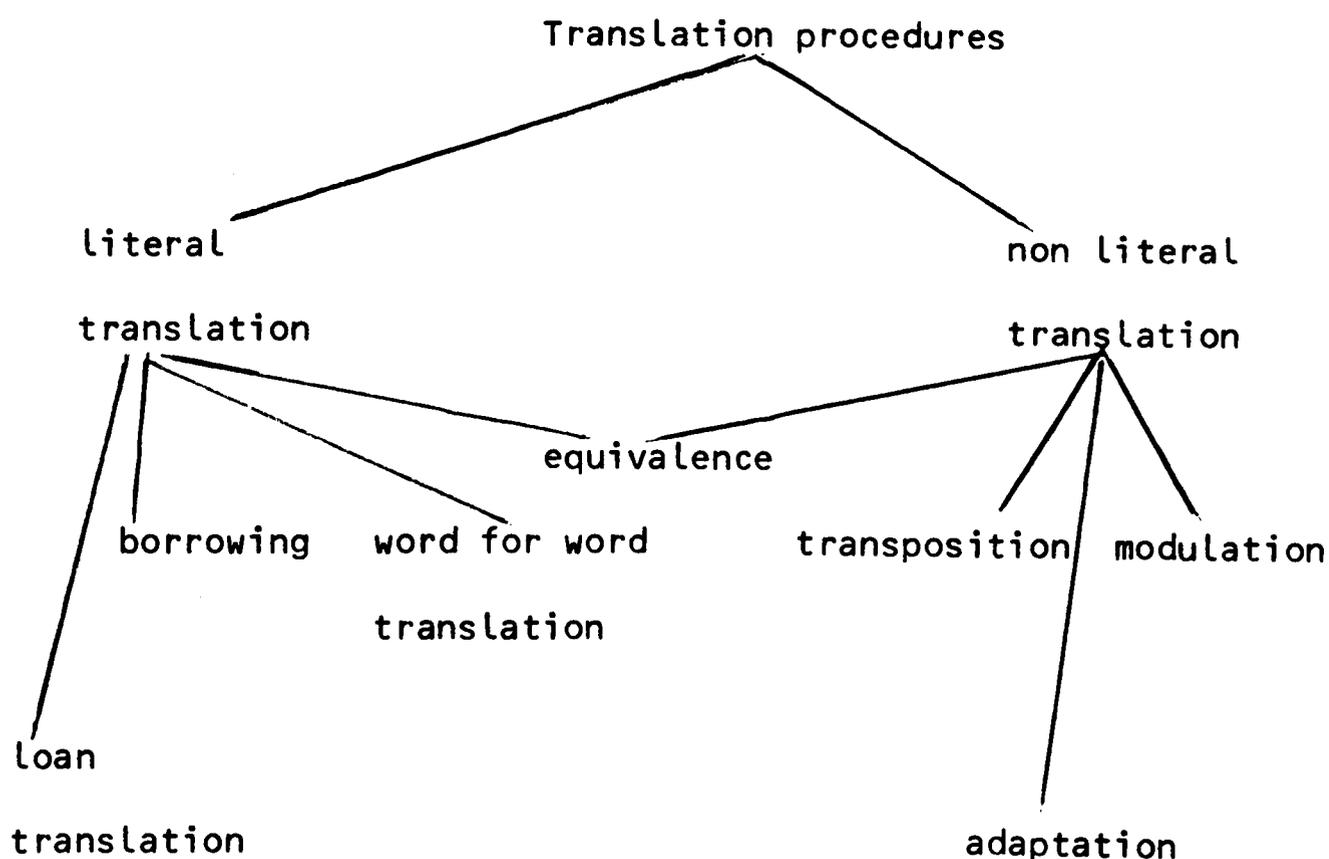


Fig.2.1 Standards of translation procedures

As shown in Fig.2.1 there are two main categories of translation procedures: literal translation and non literal translation. Literal translation includes calque, borrowing and word for word. Non literal translation includes transposition, adaptation and modulation. Equivalence can be included in either the category literal translation or non literal translation. Equivalence can be achieved by a literal translation as in the case of "oeil pour oeil" for "a^caynu bil^cayni". It can also be a non literal translation in case a phrase in the source language does not have a direct equivalent in the target language. For example, the phrase "his wife wears the trousers" is better translated by "tussaytiru lmar-atu^c ala: zawjiha:" because "tartadi: lmar-atu assirwa:la" is unidiomatic and does not carry the connotative meaning of the source language into the target language.

These translation procedures offer a technique to the translator to tackle various translation problems. Their effectiveness was described by Malblanc in his foreword to Vinay and Darbelnet as follows:

La stylistique comparée offre une technique nouvelle pour aborder les problèmes de traduction quelles que soient les langues considérées: Il ne s'agit pas en effet d'une collection de recettes à appliquer automatiquement, mais bien de principes fondamentaux grâce auxquels peut-être dressée la carte de cheminements qui permettent de faire passer tous les éléments d'un texte dans une autre langue (1958: 1).

Other examples contrasting other languages followed later (Malblanc: 1961; French and German, Friederich: 1969; English and German).

Catford's linguistic theory of translation (1965) is also based on structural linguistics. He examines the process of translation on four planes of language as distinguished by Firth and Halliday. The phonological, graphonological, grammatical and lexical. He then develops a scale and category model as a basis for a structural approach to translating. In his model, Catford categorizes translation shifts between levels, structures, word-class units and systems.

In addition to the structuralist principles, insights of generative and transformational grammar also made their way into translation. Nida (1952) advocated the back transformation of complex surface structures onto an underlying level in which the fundamental elements are objects, events, abstracts and relations. Such an approach was developed essentially for two purposes:

1. to provide a means of adequate analysis of complicated grammatical structures in Greek and Hebrew.
2. to determine the least ambiguous structure that might then serve as a basis for transfer into other languages

Later Nida (1964) further elaborated the use of transformational and generative grammar to investigate the linguistic meaning in translation. Nida's use of generative grammar to investigate the

Linguistic meaning stems from the view of traditional grammar which claims that structures made up of similar classes of words have similar meanings. For example, the phrases "his car", "his failure", "his arrest" and "his goodness", in accordance with traditional phrase-structure grammar, are treated as essentially the same, since they consist of a possessive pronoun, followed by a noun as the head word of the phrase.

However, according to Nida, the relationship between his and the following nouns is in each instance quite different (Nida 1964: 59). In "his car", the expression is more or less equivalent to "he has a car", but in "his failure" the corresponding expression would be "he failed". For "his arrest" the corresponding form would be "he was arrested" and "his goodness" is roughly equivalent to "he is good". Consequently in terms of meaning, "his car" can be described as meaning "A possesses B"; "his failure" is equivalent to "a performs B", while "his arrest" is equivalent to "a is the goal of the action B", and "his goodness" may be described as "B is the quality of A".

Similarly the use of transformational grammar can greatly facilitate the analysis and description of ambiguous expressions. For example, the expression "The fat major's wife" may mean that either the "major is fat" or "the wife is fat". If the expression comes from "the fat major has a wife" the former meaning is intended, but if the expression is derived from "the major has a fat wife" then it is the second meaning (ibid: 61).

The diversity of transformational structures within a similarity of so-called formal structures may be very great. For example, "his fine car" and "their beloved ruler" may appear formally similar, but the meaningful differences are obviously very extensive. While "his fine car" may be derived from the kernels "he has a car" and "the car is fine", the phrase "their beloved ruler" comes from "they love him and he rules over them".

Nida also states that the most obvious transformations in English are passives from actives (1964-60). This technique is very useful when translating from English into Arabic where passive forms have to be transformed into active as in the following example:

"The thief was killed by the policeman"

Given the rules of the use of the passive form in Arabic, it is necessary here to transform the passive into active. Arabic uses passive only when the agent is unknown. Therefore this sentence will have to be translated as follows:

"qatala ash-shurtiyyu allissa"

Thus the application of generative and transformational grammar can provide useful techniques to derive goal language sentences. Further, principles of generative and transformational grammar were also tried to develop computer translating programmes. However, the texts produced by these programmes were syntactically correct, but lacked cohesion. Therefore

pre-editing and post-editing by human translators were always necessary (De Beaugrande 1978: 12).

2.2.1 Translation Teaching in the structuralist/grammatical model

Vinay and Darbelnet "stylistique comparée" is claimed to be highly pedagogical. Various translation pedagogists recommend its use in translation teaching (Horleguin 1966; Gravier 1976; Coveney 1982). Its application in the form of contrastive analysis is illustrated by Perkins (1978) who claims that learning becomes easier when similarities occur, while learning is interfered when contrasts occur. He also claims that the main difficulties faced by students which usually lead them to errors are bilingual interferences. He therefore suggests a systematic examination of the typical functional differences between the two languages concerned. This according to Perkins "will enable the students to grasp and master the equivalents of the most common structural patterns" (1978: 236).

Contrastive linguistics is still widely applied in translation teaching despite the strong criticism it has received. Lederer pointed out that translation is an essentially different activity from contrastive linguistics:

Le traducteur ne traduit pas une langue mais toujours un message (1964: 16)

The difference, therefore, results from the difference between langue and parole. The text containing a message to be

translated is an instance of parole. Consequently theoretical equivalence of translating at the level of langue is not necessarily relevant to the process of translation. Furthermore, it has also been claimed that although the "stylistique comparée" method has been found to be genuinely useful by generations of students, it however lies mainly in its ability to improve their language performance rather than their translational competence (Mason, 1982: 20). Similarly Wilss (1977) states that contrary to contrastive linguistics, translation teaching is parole rather than langue oriented. It is theoretically both language two/langue one, and language one/language two oriented. The domain of translation teaching is therefore more diversified than contrastive analysis with its exclusive language one/language two approach. Moreover, contrastive linguistics is focused on the investigation of systemic, context independent language one/language two structural divergencies up to clause/sentence level without taking into account the pragmatic dimension of a text (1982: 177). Similarly generative and transformational grammar has also attracted a number of linguists who advocated its application as a translation teaching technique (Walmsley 1970; Callens 1972). However, on assessment it has been revealed that its limitations are represented mainly in the selection of the sentence as the maximum unit for syntactic analysis. This proved to be a serious block to the investigation of intersentence structures. Linguistic competence clearly involves paragraph and discourse competence, for both speakers and hearers are able to react consistently to the satisfactory or

unsatisfactory character of larger discourse units, as Nida pointed out:

No theory of translation can restrict itself to the treatment of sentence (1976: 73).

Another liability in the standard of generative and transformational grammar is its failure to deal with certain lexical structures. The meaning of some lexical elements is handled in terms of their deep structure outside their context as De Beaugrande explains:

Chomsky's model was designed upon the assumption of autonomous syntax, and is not amenable to any larger scale inclusion of concepts related to meaning (semantics) and to actual language use in the real world (pragmatics) (1978: 12).

Clearly then, the structuralist-grammatical approach in a sense supposes that translation problems can be solved when the structures of the source language and target language are maintained in contact. Therefore it can be suggested that the aim of this method in translation teaching is to prepare good bilinguals. However, the method leaves other aspects of translation, such as the use of a particular level of language in a given situation or the handling of a particular communicative act in a complex socio-cultural context, unaccounted for. These are claimed to be the domain of socio-linguistics.

2.3 The socio-linguistic model

The socio-linguistic approach stemmed from a dissatisfaction with the purely linguistic attempts to analyse language. The structuralist-grammatical failed because of its inability to deal effectively with meaning. Unlike Chomsky who explained meaning in formal terms, deep structure and transformations, the sociolinguistic school view meaning in its social and cultural context. Levi-Strauss and Malinowski's studies in anthropology reminded linguisticians of the cultural dimension of meaning in language. The idea of investigating meaning from its cultural level stems from Von Humbolt's thought that "the differences between languages is not ... one of sounds and signs but rather in the view of the world itself" (quoted in Wilss 1982: 34). The sociolinguistic theory of translation was also influenced by Casagrande's claim "that one does not translate languages but cultures" (1954: 338). Following this view a new concept of translating has been initiated. This new concept is evidenced in Nida (1964) and Nida and Taber (1969) who relate translation to communication theory rather than to a purely specific linguistic theory. Drawing upon this theory they devised various translation techniques such as chain analysis, hierarchical analysis and componential analysis to deal with various levels of meaning such as the linguistic meaning, the referential meaning, the emotive meaning and the connotative meaning. The aim is to bridge the gap between individuals of different cultural backgrounds. The focus is on the reader's response, or in Nida's term: the dynamic equivalence. The dynamic equivalence defies

the Sapir-Whorf hypothesis of language relativity. The view behind this hypothesis is that language influences and determines the human conception of the world; consequently the cultural gap is inevitable and not always bridgeable. However, the dynamic-equivalence method has a universalist assumption: "anything that can be said in one language can be said in another" (1969:4). Nida's example of how to translate the idiomatic expression "as white as snow" to people who do not know snow confirms the possibility of universal communication. He suggests that the idiomatic expression can either be translated by its equivalent in the target language for instance "as white as fungus" or simply expand it to a non metaphorical expression such as "very, very white". The dynamic-equivalence also reminds the translator of the connotative spheres which may vary from language to language. It has been claimed for example that "dog" in English and "kalb" in Arabic differ in their collective connotative ranking. An English person associates the word "dog" with companionship, whereas an Arab is perhaps more likely to associate it with a dirty, despicable animal. When translated, these culture bound intrinsic lexical elements are to be handled within their situational-contextual occurrence, rather than their cultural interpretation.

Similarly, Catford's theory of translation (1965), although primarily linguistic and related to surface structure equivalence, nevertheless moves in the direction of communication within context and situation. This is illustrated in its emphasis on differences of dialects, registers, style and their

implication in translation. Catford defines dialect as "a language variety related to the performer's provenance or affiliations in a geographical temporal or social dimension. Register and style are language varieties related to the immediate situation of utterance. For example, in translating Cockney dialogue into French, Parisian would be the target language equivalent dialect. If it is an informal conversation, it should be translated by the same level of style. However, in many cases a change of style or registers involves a corresponding change of dialect or even language. In Arabic for example, the classical dialect is hardly compatible with casual style (Catford 1965: 83-91).

2.3.1 Translation Teaching in the Socio-Linguistic Model

The teaching of the source language culture and the target language culture is becoming a standard ingredient in many translation teaching programmes (Horn 1966, Reiss 1976). The purpose is to train students to be sensitive to how people conceptualise the world differently. In terms of practical exercises to train students how to relay the two cultures, teachers may consider the application of the dynamic-equivalence method. The students would learn how to tackle typical cultural expressions such as idioms, metaphors, clichés etc. In this respect Rokkan (1980) suggests the introduction of prose passages in the classroom. Her idea stems from the extensive use of contrastive linguistics which according to her neglects other aspects of language such as register, tone and implications.

Further, Rokkan also claims that the introduction of prose passages will enable the students to gain contextual knowledge from relevant areas such as literature and social studies. The prose exercise can also offer excuse for the exploration of near-synonyms, allied idioms and phrases (1980 :226).

Although the 'prose' theory, register and the culture based theory have played a considerable role towards a comprehensive model of language analysis and consequently in translation, they nevertheless have their limitations in terms of teaching. In Nida's theory there is a heavy emphasis on the translation of language from its cultural level. This is justifiable as far as Nida's work is concerned. However, if one can add a further argument about translation, it can be claimed that one does not translate cultures, but one translates texts.

Similarly, register theory falls short in its sectionalising of language into levels such as register, mode and style and analyses its context from its statistical constituents. For example, a particular register is a function of a statistically determined predominance of certain lexical and grammatical features as Catford states:

Register markers are chiefly lexical and grammatical - statistical features such as the high frequency (30% to 50%) of passive verb forms and the low frequency of the pronouns I, you, she in English scientific register (1965: 90).

The application of this method in translation teaching will drive the learners to concentrate on the statistical orientation,

leaving other discourse dimensions such as text-structure and text-pragmatics unaccounted for. These are claimed to be the domain of text-linguistics which is dealt with in the next section.

2.4 The text-linguistics model

One of the fundamental changes in modern linguistics is the gradual shift from 'linguistique de la langue' to 'linguistique de la parole'. The shift was initiated by the advent of the text-linguistics theory. Text-linguistics stemmed from dissatisfaction with the traditional approach to language study from a micro-level (word, phrase, sentence) to widen its interests in the study of the text. The difference between the two is that conventional linguistics attempted to answer the question 'what structures can linguistic analysis uncover in a language?'. On the other hand, text-linguistics attempts to answer the following questions, 'how are discoverable structures built through operations of decision and selection, and what are the implications for communicative interaction?' (De Beaugrande and Dressler 1981: 15).

Clearly then, traditional linguistics attempts to analyse language, whereas text-linguistics attempts to investigate communication. Text-based studies can be traced back to Harris (1952) who proposed a method of discourse analysis based on the principles of distribution of morphemes in texts according to equivalences. Later, various attempts were made to analyse communication in terms of text and context; text-theory (De

Beaugrande and Dressler 1981), text-grammar (Werlich 1976), text-processing (de Beaugrande 1980), text and context (Van Dijk 1977). The common feature of these studies is the recognition of the text as the proper unit of examination.

Similarly the unit of translation in the text-linguistic approach is the text. Translation is regarded as a text-oriented event; and this has led to the redefinition of its principles:

- a. The relevant language unit for translating is not the individual word or the single sentence.
- b. Translating should not be regarded as an exercise in comparing and contrasting two texts, but as a process of interaction between the author, translator and reader of the translation.
- c. The interesting factors are not text features themselves, but underlying strategies of language use as manifested in text features.
- d. The strategies must be seen in relation to the context of communicating.
- e. The act of translating is guided by several sets of strategies which respond to the directives within the text. One set accounts for the systematic differences between the two languages. A second set depends on the type of language use found in an individual text. A third set applies to

systematic instructions of selecting equivalent items within their relevant context (De Beaugrande 1978: 13).

Furthermore, one of the most significant contributions of text-linguistics to translation is the classification of texts into types which has the implication that the way a text is translated will depend on its type. Further, given that a text type is identified by its communicative function, the translation process operates on two levels; co-textual and contextual. The co-textual refers to the processing of text-structure and texture. The contextual refers to the negotiation of a text on the level of intertextuality. This subsumes the examination of text-production and reception which depend on the translator's prior knowledge of other texts.

The classification of text-types and their relevance to translation has been discussed by various translation theorists. Among those, Newmark (1981) classifies texts according to their function; expressive, informative, vocative and discusses which category is to be translated semantically and which communicatively. Hatim (1984) classifies texts into three categories: expository, argumentative and instructive, and illustrates their application to set up translation teaching methods.

2.4.1 Translation teaching in the text-linguistic model

The advent of text-theory cannot but draw the attention of the translation teacher on the limitations of contrastive

linguistics and sentence based techniques. Neubert reminds translation teachers by claiming that "it has become one of the most common places of translation as well as translation teaching that we translate texts and not words and structures (1983: 61).

Recent works on text-linguistics are gradually making their way to translation teaching. This is largely significant in Reiss' (1976) paper on translation teaching. Text-linguistics and its subdisciplines occupy a large proportion of her proposed curriculum. Similarly, in addition to emphasising the place of text-linguistics in the science of translation, Wilss (1982) describes teaching methods which are text-linguistic based. Neubert (1984) is also convinced that translation is text-bound. He consequently examines a number of questions related to text-linguistics, including textual constraints upon the interplay of grammatical, lexical and stylistic means of expression and the semantic and the pragmatic equivalence in relation to text-types and describes their implementation in a translation training course (1984: 61-9).

Similarly, the examination of the text-typological approach and its implementation in teaching is illustrated in Hatim's work (1984). Drawing upon text-theory, text-grammar and text-processing he identifies three categories of text types:

1. Exposition: this can be descriptive, focusing on objects and relations in space. Narrative, focusing on events and relations in time. Conceptual, focusing on concepts and relations in terms of either analysis or synthesis.

2. Argumentative: this can be overt (eg the counter argument 'letter to the editor') or covert (eg the case-making propaganda trait).
3. Instruction: this aims at the formation of future behaviour either with option as in advertising or with no option as in treaties, contracts and other binding legal documents (1984: 147).

Drawing upon this classification, Hatim builds up teaching strategies. The learners are taught how to identify text-types, and isolate their communicative function and context. The key to identifying the text-type and its context is to sectionalise it into supra-sentential entities which follows the negotiation of texture, structures and text-samples.

These few examples demonstrate the spreading influence of text-linguistics in translation teaching. With the popularising works by contemporary theorists, therefore it is only reasonable to predict that text-linguistics will establish itself in the classroom.

CHAPTER 3

3. The Purpose of this Research

The purpose of this work is to investigate translation teaching methods as applied in practice. The teaching methods as reviewed in Chapter 2 are hypothetical and theoretical. Their implementation and workability in practice remain to be investigated. No major experiment is known to have been conducted to give an account of their practical implementation nor to assess their results. The questions to ask at this stage are: are any of these methods practically implemented in the classroom? if they are not, how else is translation taught? do other methods exist? what is the learner's reaction to any particular method practiced by the teacher? This leads to the assumption that the practice of a particular method would have its bearing in terms of learning in which case one question to be asked would be what are the implications in learning?

In order to suggest answers to these questions, recorded data were needed. The data concerned are drawn from recorded translation classes. Translation teaching like any other teaching activity is largely carried out by means of verbal interaction. The task involves the analysis of the interaction content in order to be able to identify the teaching methods. In order to do this, the system for classroom discourse analysis set up by Sinclair et al (1975) will be applied to the data. The system will provide a framework for organising the linguistic structure of the interactive discourse in translation lessons.

The structural organisation of the lessons will provide the level of interaction at which the semantic content of the interactive discourse will be analysed. However, before explaining what Sinclair's system consists of and how it is applied to the data, it is essential to give a brief account of other existing systems which deal with classroom interaction analysis in order to justify its application to this research project.

3.1 Classroom interaction analysis

The classroom has not suffered from lack of attention. There is a large body of research on relationships between the behaviour of teachers and pupils in the classroom. These studies have educational purposes. Work has been oriented towards abstract dimensions that are viewed as useful for characterising different types of social relationships in the classroom, for example as dominative or integrative, or to index whether the emotional climate in the classroom is warm or hostile or to permit classifying teaching styles as student or teacher centred.

The main broad purposes of such studies are:

- i. to describe current classroom practice
- ii. to train teachers
- iii. to investigate relationships between classroom activities and student growth

As a means of investigation, these studies devised various systems of classification to analyse verbal interaction between

teachers and pupils. The systems known to these studies are Mishler (1976), Barnes (1969), Flanders (1970), Bellack (1966).

There is also another system which deals with classroom interaction analysis known as the Sinclair system of the language used by pupils and teachers but has a different purpose from the ones mentioned above. The original purpose of Sinclair's analysis of the language was to try to find a generalisable model for discourse analysis, in other words for the study of the "way in which units above the rank of clause and sentence are related and patterned and the way in which such language functions as question and command are realised through grammatical structure and position in discourse (Sinclair 1975: 8). The choice of a classroom setting was made because the formal classroom yields a simple type of spoken discourse. The classroom then was a means to an end not an end in itself.

The purpose in the review of these systems is:

- i. to provide some understanding of classroom activities
- ii. to sample a comprehensive system of analysis which can cope with all the data

3.1.1 Mishler System (Mishler 1967)

Mishler's observations in first grade classrooms is an attempt to demonstrate how different cognitive strategies and different values and norms are carried out through language. The word strategy is used to refer to the principles implicit in an

individual's approach to the world with the aims of learning about it (1976: 270). The approach was drawn from views in sociolinguistics and ethnomethodology of which the central theme is the emphasis on the study of language use with specific contexts as the key to understanding social relationships and the social functions of communication. The procedure of investigation was therefore based on the analysis of verbal exchanges between teachers and pupils in first grade classrooms.

By analysing the language of teachers' talk, Mishler shows how some teachers provide continuity in their lessons by carefully selecting specific words to formulate their statements. This allows them to provide highly specific ways of cognizing (sic) the world. Further, by contrasting teachers' speeches, he shows how some of them engage in a convergent process when they ask a question and get a series of incorrect answers, instead of providing additional information to limit the number of alternatives. He also shows how other teachers follow a logical trend to structure the alternative answers to their question.

Mishler also refers to the rules of behaviour the teachers exercise in the classroom. He demonstrates how for some teachers the rules of behaviour become subordinated to the exploration of content. On the other hand, for others the stress is placed on the control of behaviour rather than on the interest in the actual content itself, eg

T1. T: Big Max used some words that go with detectives. Can you think of any? Right over here someone.

(several children speak at once, unclear responses)

T: What does a detective have to look for when he's on his way to solving a case? Bill.

C: A clue.

T: A clue. Can you think of any clues that Big Max found in his story Eric?

C: Tears.

T: And who do these tears belong to?

Class: Crocodile. (1976: 271)

T: When they talk about crocodile tears what could that mean?

C: Fooling tears.

T: I wonder if you think this would be true boys and girls. If Mark or Eric or Gemma or Jim of you ever have crocodile tears?

C: No. Yes.

T: Raise your hand and tell me if you think so David.

C: When you're faking.

T2 T: We're going to be seeing an unusual movie this morning.

C: What is it about?

T: I don't think I am going to tell you. I am going to let you wait and find out.

Class: Aw!

T: It's done with colours.

Class: In colours?

T: I don't think it's a story.

C: Is it a fable?

T: No.

C: Is it Batman?

- T: Does anyone have a question to ask?
Beth had a question to ask.
- C: Is it a movie about how we hear?
- T: About how we hear? No.
- C: Is it a cartoon?
- T: No, it's not a cartoon. (1976: 278)

In the first excerpt (T1) the teacher works directly out of and with explicit reference to a shared collective experience. The first statement provides continuity between past and future activity. The transition is marked by variations in tense in the sentences that compose the teacher's first statement: "Big Max used ..." and "Can you think ..." (ibid: 271).

In example 2 there is no connection among the answers. Information does not accumulate, the sequence in which the answers are produced has no significance, and the children have no basis for knowing whether they are closer to the correct answer at the end than at the beginning of the episode (ibid: 279).

Mishler's study is very important from the point of identifying the process of communicating information in the classroom and its effect on the children's learning. However, he did not direct his study primarily towards developing a system of classification to structure his data. Further, it seems that the elements which served Mishler's analysis were sampled at random. It remains unclear whether these findings are generalisable or specific to teaching style.

Instead of working on any kind of structural framework, Mishler preferred simply to analyse teachers' statements which he classifies into two categories: 'substantive' and 'administrative'. Administrative refers to directives. Substantive refers to the object under discussion (1976:280).

Such a system of classification excludes the language of the learners. Implicitly it suggests that the learner's role does not count for in the classroom activity. The coding procedure is not clear, ie it is not made explicit when or on what basis a statement is coded 'substantive' or 'administrative'. All in all the system cannot cope with many classroom activities in detail.

3.2.2 Barnes system (1969) was set out to investigate the teacher's behaviour, his language and some of its effects upon the pupils. Barnes defines his study as a preliminary investigation of the interaction between the linguistic expectations brought by pupils to their secondary schools, and the linguistic demands set up by the teachers in the classroom (Barnes 1969:13-14).

He further states that the purpose of his study was to find what consistencies could be perceived which would link patterns in the teacher's linguistic behaviour to the patterns in the children's learning (ibid:16). Thus an analytical system for interpreting the material was called for which is organised as follows:

Teachers' questions

Teachers' questions are divided into four categories:

1. factual
2. reasoning (open and closed)
3. open questions (not requiring reasoning)
4. social

Pupil participation

The pupils' participation was analysed in terms of:

1. their initiation
2. the procedure by which the teacher handled pupils in solicited statements or comments
3. the part pupils take in the lesson
4. the teacher's handling of inappropriate contribution

The language of instruction

The language of instruction to be investigated at the level of:

1. linguistic register used by the teacher
2. attempt of pupils to use this register
3. teacher's mediation between the language experience and concepts of the subject
4. forms of language used by teachers which might be outside the range of 11 year olds

School relationships

This section includes:

1. relationships between teachers and pupils through language
2. possibilities of existing differences between the language of instruction and the language of relationships
3. style of language of relationships and its possible variation during the lesson

Language and other media

use of teaching aids (Barnes 1969: 17-9)

Through the application of this system, Barnes analyses transcripts of lessons in detail to demonstrate the teachers' behaviour in the way they conduct a class. They interrupt, misunderstand and dominate their pupils, eg.

T: Now what we want is a method whereby we can take off this ... um ... green material ... This green stuff off the grass and perhaps one of you can suggest how we might do this ... yes?

P: Boil it.

T: Boil it? What with?

P: Some water in a beaker and ...

T: Yes, there's that method ... we could do it and ...
(Ibid: 25)

In this extract Barnes shows how the pupil's thinking is interrupted by the teacher (Some water in a beaker and ...), and his reasonable suggestion rejected. He further states that these practices should be avoided for pedagogical reasons.

The results of Barnes' study were statistical, which were reflected in surveying the number and categories of questions which occurred in the classroom. He consequently related these figures to interpret what the teachers were teaching and how it would be learnt by the pupils. By referring to the predominance of factual over reasoning questions, for example, in the arts subject lessons, Barnes concluded that the teachers were more concerned with information than thought.

Barnes also shows how open questions are not open at all, eg

T: what can you tell me about a bunsen burner, Alan?

P: A luminous and non-luminous flame.

T: A luminous and non-luminous flame. (Barnes 1969: 24)

Further, through the investigation of specialist language, Barnes shows how teachers are more anxious to teach terminology rather than concepts, eg

a. T: Now I don't know whether any of you could jump the gun a bit and tell me what actually is this green stuff which produces green colour ...

P: er ... um ... water

T: No ... Have you heard of chlorophyl?

- b. T: Where does it go then?
- P: To your lungs miss.
- T: Where does it go before it reaches your lungs ... Paul.
- P: Your windpipe Miss.
- T: Down your windpipe ... now can anyone remember the other word for windpipe?
- P: The trachea.
- T: The trachea ... good ... after it has gone through the trachea where does it go then? ... There are a lot of little pipes going into the lungs ... what are those called Ian?
- P: The bronchii.
- T: The bronchii ... that's the plural. What's the singular? What is one of these tubes called? Ann.
- P: Bronchus.
- T: Bronchus ... with 'us' at the end. What does inspiration mean? (Barnes 1969: 118-9)

Through the above concepts, Barnes showed how teachers confused their learners, and their desire to teach terminology prevented them from perceiving their true task.

In example a. the teacher's wish to introduce the word chlorophyl was not only inadequate, but totally irrelevant. In example b. the teacher is focusing more on technical words and their substitution by their synonyms rather than their function.

Observations like this led Barnes to conclude that these teachers' attitude and behaviour of communicating knowledge will prevent them from perceiving their pupils' needs. Talk of this type would discourage many pupils who would consequently lose

interest in the lesson. However, one can look further and argue that teachers' introduction of terminology may be the preliminary part of the topic which will be covered during the term or year, considering that teaching and learning is a complex and long term process. Further, teaching styles cannot be objectively rated from selected items of the teacher's talk during a particular lesson.

On the subject of pupils' participation, Barnes came up with very interesting findings. The pupils participate very passively, because teachers dominate the talk. The reply time is shared amongst all the pupils which lead them to participate in silence. Barnes also notes that pupils' participation is low, and when they contribute, their contribution is not built upon to match the teachers' expectations, eg

T: You get the white ... what we call casein .. That's ... er ... protein ... which is good for you ... It'll help to build bones ... and the white is mainly the casein and so it's not actually a solution ... it's a suspension of very fine particles together with water and various other things which are dissolved in water ...

P1: At my old school I shook my bottle of milk and when I looked at it again all the side was covered with ... er ... like particles and ... er ... could they be the white particles in the milk ...?

P2: Yes, and gradually they would sediment out wouldn't they, to the bottom ...?

P3: When milk goes sour though it smells like cheese doesn't it?

P4: Well it's cheese, isn't it if you leave it long enough?

T: Can we get on? We'll leave a few questions for later. (Barnes 1969:28)

Barnes observes that the lack of continuity in the teacher-pupil dialogue is due primarily to the gap of thought between the two. The pupils do not fulfil the teachers' expectations, unaware of it, because they relate abstractions and concepts only to their own experience. However, instead of attempting to bridge the gap, the teachers returned to the lesson plan, and ignored the pupils' efforts to contribute.

Although preliminary, Barnes' study is a very important contribution to classroom interaction. It includes a good deal of findings on the language of instruction, and on the amount and quality of pupil participation. It illustrates some of the linguistic conceptual apparatus the pupils lack, and how these kinds of verbal and mental inadequacies cannot be easily dealt with because of their unpredictability. Unfortunately, the system is very partial. Although it was designed to include linguistic data, the analysis concentrated solely on selected items: for example, the type of questions the teachers ask. The system was also set up to handle educational purposes. It is a detailed concentration on the language used by the teachers and its effect, and the pupils learning. The main aim behind this is to observe teachers' performances and rate their teaching styles. This is the reason why there is more emphasis on the teachers' language, and a limited description of the learners' language. Briefly, the system was not designed to analyse or characterise all the language in the classroom, but simply those aspects of language which are interesting and relevant to education theory.

Further, there is a large amount of classroom interaction with which this system is not designed to cope. The structuring language in the classroom planning of lessons, the turn taking system, the functional aspects of participant speech, the structural format of negotiating information in the classroom were not included in the system; it therefore failed to meet some criteria necessary to this research.

3.1.3. Flanders system (Flanders 1970)

While pursuing educational aims, Flanders set up a study to analyse teaching behaviour through an analysis of classroom interaction. The main purposes Flanders was aiming at were to help teachers develop and control their teaching behaviour and to investigate classroom interaction and teaching acts (Flanders 1970: 1).

Therefore, Flanders set up a system to investigate classroom talk which comprises ten categories:

- 7 for teacher talk
- 2 for pupil talk
- 1 for silence or confusion

Teacher talk

Response

C1. accepts feelings: accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner.

Feelings may be positive or negative. Predicting and recalling feelings are included, eg.

T: My, but this class seems excited! Tell me what happened on the playground during recess. (Ibid: 40)

C2. praises or encourages: praises or encourages pupil action or behaviour. Jokes that release tension but not at the expense of another individual. Nodding head, or saying "um hm" or "go on", eg

T: George, have you the answer to problem eight?

P: Yes, it is 5286 yards.

T: Good for you! You remembered to convert feet into yards didn't you? (Ibid: 41)

C3: accepts or uses the ideas of pupils. Clarifying, building or developing ideas suggested by a pupil. Teachers' extensions of pupil ideas are included.

P: The rain on the desert would make many plants grow.

T: Mary thinks plants would grow because of the rain. Would you agree or disagree Jerry? (Ibid:43)

Asking questions

C4: asking questions about content or procedure, based on teachers ideas, with the intent that a pupil will answer, eg

T: would anyone care to add anything to what has been said? (Ibid:45)

Initiation

C5: lecturing: giving facts or opinions about content or procedures, expressing his own ideas, giving his own explanations, or citing an authority other than a pupil, eg

T: Now if it is true that Minnesota iron ore reserves are becoming depleted ... (Ibid:46)

C6: giving directions: directions, commands or orders to which a pupil is expected to comply, eg

T: Please take out your geography books and turn to page 67. (Ibid:46)

C7: criticising or justifying authority. Statements intended to change pupil behaviour from non-acceptable to acceptable manner. Bawling someone out, stating why the teacher is doing what he is doing, extreme self-reference, eg

T: One of your troubles is that you forgot to follow directions. (Ibid:47)

Note that C4, ie asking questions, is segregated from the two main sections of teacher talk: response and initiation.

Pupil talk

C8: response: talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited, eg

T: What is meant by county seat?

P: It is the place where the county government exists.
(Ibid:48)

C9: initiation: talk by pupils which they initiate.

Expressing own ideas, initiating a new topic, freedom to develop opinions and a line of thought, like asking thoughtful questions, going beyond the existing structure, eg

T: What did you find most interesting about this unit on governmental systems?

P: I thought the way the lobbyists operate was very interesting. (Ibid:48)

C10. Silence or confusion. Pauses, short periods of silence and periods of confusion in which communication cannot be understood.

The procedure of coding in this system consists of an observer coding lessons simultaneously as they happen, not retrospectively from recording. The encoder's task is to note the appropriate category for the talk every three seconds (1970:37). The decoder, in order to build up a profile of the lesson, will have to rely on the statistics provided, ie the number and nature of categories which the participants performed in the classroom. This implies that the system is designed to cope with the messages communicated between teachers and pupils, rather than their structural format.

Although some categories are related to linguistic data, asking questions, giving directions, it is more difficult to assign discourse function to other categories such as accepting feelings, praising, encouraging. Further, Flanders does not show how these categories occur in the classroom discourse. He defines classroom interaction as a chain of events which occur one after the other, each occupying a small segment of time (3 seconds), often during classroom interaction, a sequence of events occurs again and again. He labels such a sequence a pattern.

Referring to the interpretation of initiation and response, Flanders states that the major feature of this category system lies in the analysis of initiative and response which is a characteristic of interaction between two or more individuals. To initiate in this context means to make the first move, to lead, to begin, to introduce an idea or concept for the first time, to express one's own will. To respond means to counter, to amplify or react to ideas which have already been expressed, to conform or even to comply to the will expressed by others.

This confirms our understanding of the function of turns to speak that any utterance calling for another person to speak is an initiation, and any reply given in compliance to the initiation is a response. This concept is drawn from Sack's adjacency pairs which describe turn taking in speech.

However, an examination of some examples and their respective coding presented by Flanders, shows that his concept

of initiation and response is somehow confusing and difficult to be associated to a general realistic viewpoint. In the following examples:

1. T: What did you find most interesting about this unit on government systems?
 P: I thought the way the lobbyists operate was interesting.
2. P: The rain on the desert would make many plants grow.
 T: Mary thinks plants would grow because of the rain. Would you agree or disagree Jerry?

In example 1, Flanders suggests that the pupil's statement should be coded in category 9 which represents the initiation section of the pupil talk because it calls for an opinion. Similarly, in example 2 it is suggested that the teacher's question should be coded in category 3 because it is a reference to a topic introduced by a pupil. However, in our approach to analysing participant's utterances in a coherent discourse, we regard pupil statement in example 1 a response because it is called for by teacher's question, and the teacher's question in example 2 as an initiation because it calls for a pupil to answer.

The major drawback of Flander's system is the reliance on topic rather than on the turn-taking system which determines the communicative intentions of speakers. His concept of initiation and response has no solid grounds for being acceptable. The system has largely been criticised for using time as a basic factor for coding (Coulthard 1981:3). The Tally method devised

for real-time coding in this system does not preserve the sequence of the interaction.

3.1.4 Bellack System (Bellack et al 1966)

The language of the classroom was set up to study the teaching process through analysis of the linguistic behaviour of teachers and students in the classroom. While focusing on language as the main instrument of communication in teaching, Bellack's major task was to describe the patterned process of verbal interaction that characterised classrooms in action. His subsidiary aim was to study linguistic variables of classroom discourse in relation to subsequent learning (Bellack 1966:1). Although Barnes, Flanders and Bellack had a similar purpose, ie educational aims, with the analysis of classroom interaction as a medium of investigation, the latter gave a more detailed description of the classroom behaviour, the roles played by the teachers, the roles played by pupils with emphasis on their complementarity. "Clearly the verbal activities involved in teaching are reciprocal affairs involving both teachers and pupils" (Bellack 1966:2). However, in Flanders for example, it seems as if teachers and pupils have their own separate talk, whereas in Barnes much is emphasised on the teachers.

Furthermore, Bellack has progressed from the point of view of merely describing the content of messages communicated by teachers and students to the structural and functional type of classroom discourse which govern the participant's action. He

suggests that interaction can be described in terms of four moves which would be defined as follows.

Structuring. Structuring moves serve the pedagogical function of setting the context for subsequent behaviour by either launching or halting - excluding interaction between students and teachers. For example, teachers frequently launch a class period with a structuring move in which they focus attention on the topic or problem to be discussed during that session.

Soliciting. Moves in this category are designed to elicit a verbal response, to encourage persons addressed to attend to something or to elicit a physical response. All questions are solicitations, as are commands, imperatives and requests (sic).

Responding. These moves bear (sic) a reciprocal relationship to soliciting moves and occur only in relation to them. Their pedagogical function is to fulfil the expectation of soliciting moves. Thus students' answers to teachers' questions are classified as responding moves.

Reacting. These moves are occasioned by a structuring, soliciting, responding, or prior reacting move but are not directly elicited by them. Pedagogically, these moves serve to modify and/or to rate positively or negatively what has been said previously. Reacting moves differ from responding moves: while a responding move is always directly elicited by a solicitation,

preceding moves serve only as the occasion for reactions

(Ibid:4), eg

- T/Str: Now what I started to say I think is that some of us actually prefer foreign goods.
- T/Sol: Well, give us a few things that have this glamorous appeal to American customers.
- P/res: Watches.
- T/rea: Now I thought we made plenty of watches in America.

Contrary to Flanders' topical interpretation of initiation and response, Bellack regards these two moves as structurally reciprocal and introduces the reacting move to cope with them. He describes classroom interaction in terms of linguistic units or moves. The concept of move is a very important unit in classroom discourse. It identifies the nature of activity performed by the participant and calls for subsequent moves.

Moves in turn occur in certain cyclical patterns or combinations which Bellack labels teaching cycles. A typical teaching cycle begins either with a structuring move or soliciting move which serve the function of getting a cycle underway ... continues with a responding move by the student addressed and ends with a reaction by the teacher (Ibid:5). He thus suggests a hierarchical description of classroom discourse. Lessons consist of a series of cycles which in turn consist of a series of moves.

Although advanced, Bellack's system doesn't seem comprehensive enough to handle all the data. Some moves cope with up to three communication functions, but are assigned only one linguistic unit. Structuring moves, for example, are said to serve the function of setting the context for subsequent behaviour, by designating the topic to be discussed during a particular session.

An examination of the following structuring move will indicate that at least three communication functions are performed by the teacher, eg

- T/Str1: Let's leave out all the products and articles connected with the difference between an area that can and an area that cannot.
- 2: Let's have something like beef cattle.
- 3: Now cattle can be raised in large parts of the world. We can raise them in the US, we can raise them in Argentina, we can raise them in most Europe. (Bellack 1966:138)

Bellack puts this utterance in the framework of a structuring move, but does not break it into lower units to describe thoroughly the teacher's different communication intentions.

We regard 1 as the teacher halting interaction on the previous topic and close this topic-related cycle. 2 represents the teacher opening a new cycle by focusing on the topic to be discussed. 3 represents the teacher providing some information to the class.

Similarly, it seems as if the reacting category has been assigned too many functions. For example, the teacher's evaluation of student answers, teacher information, teacher's answers to his own questions not answered by students and handled by himself, student information all go in the reacting category. In other words, anything that does not satisfactorily fit in the 3 other moves, is collected by the reacting one. The system is not extensive and comprehensive enough; it lacks some linguistic units which serve to describe classroom activity in more detail. A system which offers these advantages is Sinclair et al's (the language used by teachers and pupils).

3.1.5. The English used by teachers and pupils (Sinclair 1975)

The aim of Sinclair et al was to produce a descriptive system to cope with all forms of discourse, and in order to do that it should satisfy four minimum criteria:

1. The descriptive apparatus should be finite or else one is not saying anything at all and may be merely creating an illusion of classification.
2. The whole of the data should be describable. The descriptive system should be comprehensive. This is not a difficult criterion to meet, because it is always possible to have a ragbag category into which go all items not positively classified by other criteria (sic). For example, if we find that 95% of the text goes into the ragbag, we would reject the description as invalid.

3. There must be at least one impossible combination of symbols.
4. The symbols in the descriptive apparatus should be precisely relatable to their exponents in the data ... if we call some phenomenon a 'noun' or a 'repair strategy' or a 'retreat', we must establish exactly what constitutes the class with that label (Sinclair et al 1975: 15-7).

To describe interaction in a class-teaching situation, Sinclair et al devised a rank scale model based on the principles outlined for grammatical model by Halliday (1961). The basic assumption of a rank scale is that a unit at a given rank, for example word, is made up of one or two more units of the rank below morphemes, and combines with other units at the same rank to make one unit at the rank above group. The unit at the lowest rank has no structure. For example, in grammar 'morpheme' is the smallest unit and cannot be subdivided into smaller grammatical units. However, if one moves from the level of grammar to the level of phonology, morphemes can be shown to be composed of a series of phonemes. Similarly, the smallest unit at the level of discourse will have no structure, although it is composed of words, groups, or clauses at the grammatical level (Ibid: 20).

Each rank above the lowest has a structure which can be expressed in terms of the units below it. Thus a structure of a clause can be expressed in terms of nominal, verbal, adverbial, and prepositional groups. The unit at the highest rank is one which has a structure which can be expressed in terms of lower

units, but does not itself form part of the structure of any higher units. It is for this reason that the sentence is regarded as the highest unit in grammar. Paragraphs have no grammatical structure, they consist of a series of sentences of any type in any order - above comes the domain of style (sic) (Sinclair et al 1975: 21).

The major advantage of describing new data using a rank scale is that no rank has any more importance than any other, and if one discovers new patterning it is a fairly simple process to create a new rank to handle it. This is in fact what happened. Originally there were two ranks, utterance and exchange. Utterance was defined as everything said by one speaker before another one began to speak; exchange as two or more utterances. However, there were problems with such categories.

The following example has 3 utterances but how many exchanges?

T: Can you tell me why you eat all that food? Yes?

P: To keep you strong.

T: To keep you strong. Yes, to keep you strong. Why do you want to be strong? (Ibid:21)

An obvious boundary occurs in the middle of the teacher's second utterance, which suggests the existence of a unit smaller than utterance, which was labelled move (Ibid:21).

At this stage, the rank scale had as its highest unit exchange consisting of utterances consisting of moves. But later

it became apparent that a large number of exchanges had boundaries inside utterances. Utterance as a unit of discourse was later abandoned (Ibid:21).

The investigation then focused on the exchanges and their structure in terms of moves. A typical exchange consists of an initiation by the teacher, followed by a response from the pupil, followed by a feed-back to the pupil's response from the teacher.

A further examination of exchanges revealed that a set of words - 'Right', 'well', 'good', 'ok', 'now', recurred frequently in all the teachers' speech. Their function is to indicate boundaries in the lesson, the end of one stage, and the beginning of the next. When used to indicate boundaries, these words are strongly stressed, uttered with a falling intonation and followed by a short pause. Their normal meaning is suppressed. 'Now' has no time reference, 'right' or 'good' have no evaluative function. These were labelled frame, eg

1. T: Now. I want to tell you about a king who lived a long time ago in Ancient Egypt.
2. T: Well. Today I thought we'd do three quizzes (Sinclair 1975:22).

Teachers very frequently follow a frame within a special kind of statement, the function of which is to tell the class what is going to happen. These items are not part of the discourse, but rather metastatements about the discourse. These are labelled focus. The combination of frame and focus recurring in the teacher's speech as a procedure to structure lessons into

sections, led Sinclair et al to postulate the existence of a unit above the exchange which they labelled transaction (Ibid:22). Further work suggested that many moves like the teacher's first contribution in the example below to be coded simply as an initiation was inadequate.

T: Now I am going to show you a word and I want you - anyone who can - to tell me if they can tell me what the word says. Now it's a bit difficult, it's upside down for some isn't it? Anyone who thinks they know what it says? (Sinclair 1975:23)

This revealed that moves were structured and consisted of small discrete units: acts.

Sinclair et al emphasised that they have been constantly aware of the danger of creating a rank for which there is only pedagogic evidence. In fact, for the largest unit lesson they are unable to provide a structure, and it thus has the same status as paragraph in grammar.

The system offers a description of classroom discourse in terms of five ranks:

lesson
transaction
exchange
move
act

Each of these units is related to the one above by a consist of relationship (sic). Lesson at the top rank roughly corresponding

to the rank period in the non-linguistic level, and at the bottom, corresponding roughly to the clause complex in grammar.

Non-linguistic organisation	Discourse	Grammar
course period topic	lesson transaction exchange move act	sentence clause group word morpheme

(Sinclair 1975:24)

Moves combine to form exchanges. Moves themselves consist of one or more acts. The status of relationship of moves and acts in discourse is very similar to that of words and morphemes in grammar. Just as the word is the minimal free form, so the move is the minimal contribution a speaker can make to an exchange. Just as some words consist of a single morpheme, so some moves consist of a single act.

To explain their system of describing classroom discourse, Sinclair worked upwards from the lowest unit act. Acts correspond most nearly to the grammatical unit clause. However, to describe grammar is to describe the formal properties of an item, and discourse with the functional properties of an item, with what the speaker is using the item for. The four sentence types declarative, interrogative, imperative and moodless realise twenty one discourse acts. The three major acts which occur in

all forms of spoken discourse are elicitation, directive and informative. An elicitation is an act the function of which is to request a verbal response, a directive, a non-linguistic response, an informative is to pass on ideas, facts, information.

Elicitations, directives and informatives are respectively realised by interrogatives, imperatives and declaratives. However, Sinclair et al observe that there are occasions when this is not the case. The opportunity for variety arises from the relationship between grammar and discourse. The unmarked form of a directive may be imperative, 'shut the door', but there are many marked versions using interrogative, declarative and moodless structures.

- can you shut the door
- would you mind shutting the door
- I wonder if you could shut the door
- the door is still open
- the door (Sinclair 1975:28)

To handle this lack of fit (sic) between grammar and discourse (sic), Sinclair et al suggest two intermediate areas where distinctive choices can be postulated: situation and tactics. Situation refers to all relevant factors in the environment, social conventions and the shared experience of the participants. Tactics handles the syntagmatic patterns of discourse, the way in which items precede, follow and are related to each other (sic).

Situation

In situation, knowledge about schools, classrooms, one particular moment in a lesson is used to reclassify items already labelled by the grammar. Usually the grammatical types declarative, interrogative, imperative and moodless realize the situational categories statement, question, command but not always so.

The situational and grammatical together with their discourse category equivalents can be summarised as follows:

discourse categories	situational categories	grammatical categories
informative	statement	declarative
elicitation	question	interrogative
directive	command	imperative

The interrogative "what are you laughing at?" is interpreted either as a question or as a command to stop laughing. Inside the classroom it is usually the latter. In the following example where the teacher has just played the children a tape of a man with a funny accent in order to discuss reactions to accents with them, still had to work hard to convince the pupil that he is asking a question and not issuing a command requiring the cessation of activity.

- T: What kind of a person do you think he is. Do you
what are you laughing at?
- P: Nothing.
- T: Pardon.
- P: Nothing.
- T: You're laughing at nothing, nothing at all?
- P: No.
It's funny really 'cos they don't think as though they
were they might not like it and it sounds rather a
pompous attitude (Sinclair 1975:30).

The pupil's mistake lies in interpreting the situation and the example demonstrates the crucial role of situational information in the analysis and interpretation of discourse. In order to deal with situation, Sinclair et al observe that there are four questions to ask about the grammatical form of a clause in order to be able to analyse it as the realisation of a particular function.

1. if the clause is interrogative, is the addressee also the subject?
2. what actions or activities are physically possible at the time of utterance?
3. what actions or activities are possible at the time of utterance?
4. what actions or activities have been proscribed up to the time of utterance?

Using answers to these questions, they formulate 3 rules to predict when a declarative or interrogative will be realising something other than a statement or question.

Rule 1.

An interrogative clause is to be interpreted as a command to do if it fulfils all the following conditions:

- it contains one of the modals; can, could, will, would (and sometimes going to)
- if the subject of the clause is also the addressee
- the predicate describes an action which is physically possible at the time of utterance.

- | | | |
|----|------------------------------|----------|
| 1. | Can you play the piano, John | command |
| 2. | Can John play the piano | question |
| 3. | can you swim a length, John | question |

(Sinclair 1975:32)

The first example is a command because it fulfils the 3 conditions assuming there is a piano in the room. The second is a question because the subject and addressee are not the same person. The third is also heard as a question if the children are in the classroom and the activity is therefore not possible; it can also be predicted that if the class were at the swimming baths, eg 3 would be interpreted as a command and followed by a splash.

Rule 2.

Any declarative or interrogative is to be interpreted as a command to stop if it refers to an action or activity which is proscribed at the time of utterance.

1. I can hear someone laughing
2. Is someone laughing?
3. What are you laughing at?
4. What are you laughing at? (Sinclair 1975:32)

The declarative command as in example 1 is very popular with some teachers. It is superficially an observation, but its only relevance at the time of utterance is that it draws the attention of someone to their laughter so that they will stop. Examples 2 and 3, though interrogative in form, work exactly in the same way. Example 4 is only interpreted as a question when laughter is not regarded as a forbidden activity.

Rule 3.

Any declarative or interrogative is to be interpreted as a command to do if it refers to an action or activity which teacher and pupils know ought to have been performed or completed and hasn't been.

1. The door is still open
2. Did you shut the door?

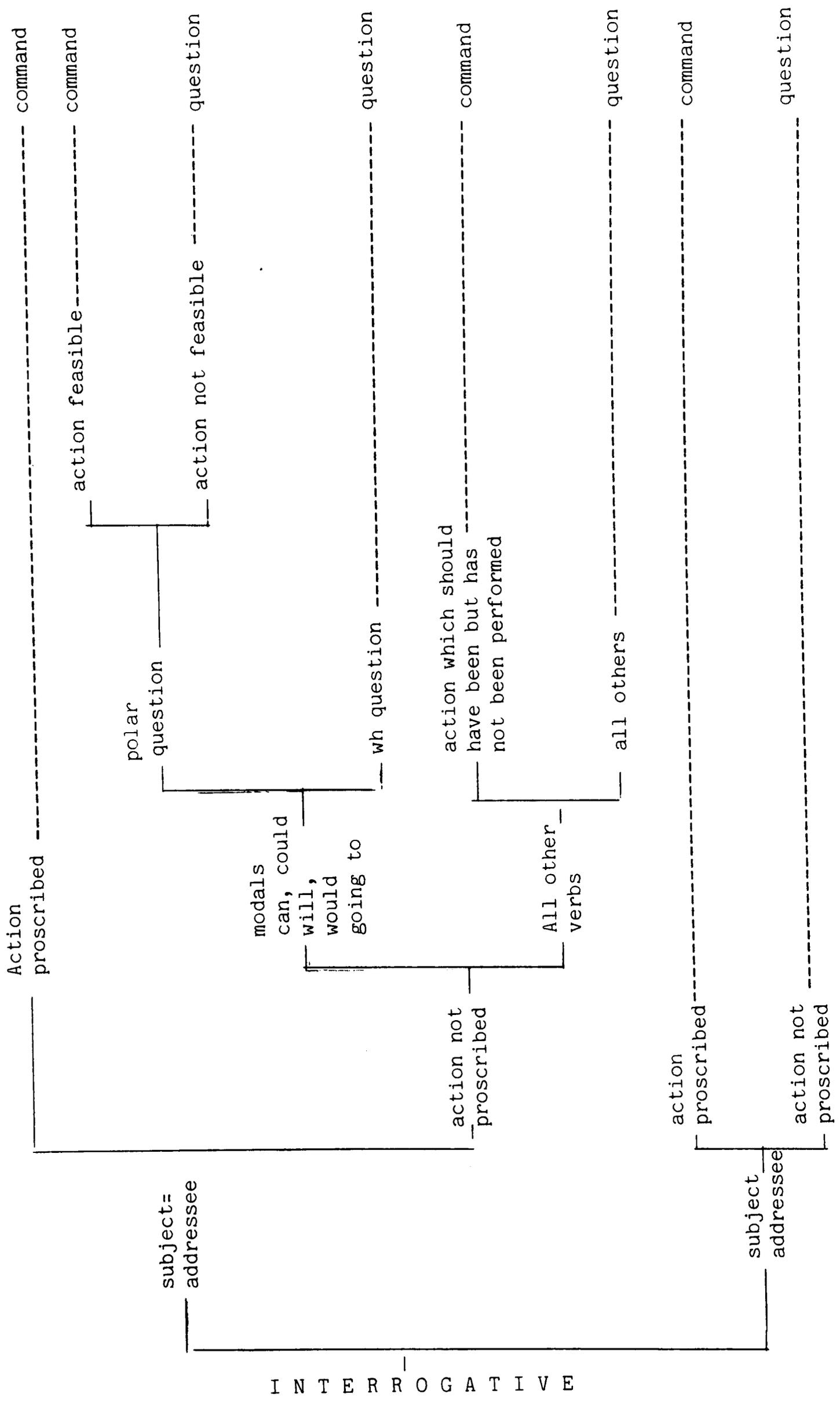


Fig 3.1 Classification of an interrogative by situation (Sinclair 1975:31)

3. Did you shut the door? (Sinclair 1975:33)

Example 1 states a fact which all participants already know.

Example 2 is apparently a question to which all participants know the answer. Both serve to draw attention to what hasn't been done to cause someone to do it. Example 3 is a question only when the teacher does not know whether the action has been performed.

Tactics

Items are classified in grammar according to their structure: the relative position of subject and verb determines which clause is declarative, interrogative or imperative. In situation information about the non-linguistic environment is used to reclassify grammatical items as statements, questions or commands. However, the discourse value of an item depends also on what linguistic items have preceded it, what are expected to follow. Such sequence relationships are handled in Tactics.

The definitions of the discourse acts informative, elicitation and directive make them sound remarkably similar to statement, question and command, but there is a major difference. While elicitations are always realised by questions, directives by commands and informatives by statements, the relationship is not reciprocal. Questions can realise many other acts and the expression "rhetorical question" is a recognition of this fact. Statements, questions and commands only realise informatives, elicitations and directives when they are in an initiating

position. An elicitation is an initiating question whose function is to gain a verbal response from another speaker. Questions occur at many other places in the discourse, but then their function is different. A question which is not intended to get a reply is realising a different act from one which is.

Spoken discourse is realised in real time and the system of functional categories attempts to deal with the now coding aspect of speech. Speakers inevitably make mistakes, or realise that they could have expressed what they intended much better. A teacher may produce a question which he fully intends as an elicitation and then changes his mind. Obviously he cannot erase what he has said and doesn't tell the children to ignore it, but he does signal that the children are not expected to respond as if it were an elicitation. In the "what are you laughing at" example above, the teacher abruptly changes course in the middle of a question. This is rare and signals to the class that what has gone before should be regarded as if it had never been said, deleted completely (Sinclair 1975:34).

More frequently, as in the example below, the teacher follows one potential informative, directive or elicitation with another usually a more explicit one, signalling paralinguistically, by intonation, absence of pausing, speeding up his rate of speech, that he considers what he has just said a starter. Starters are acts whose function is to provide information about or direct attention or thought towards an area in order to make a correct response to the initiation more

likely. But this function is only post factum, when the teacher perhaps realises that the intended elicitation was not specific enough.

T: What about this one? This I think is a super one. Isabel, can you think what it means?

P: Does it mean there is an accident further along the road? (Sinclair 1975:35)

The teacher begins with a question which appears to have been intended as an elicitation, then changes his mind and relegates it to a starter. The following statement is in turn relegated to a second question which does not stand as an elicitation. In any succession of statements, questions and commands, the pupil knows that he usually only has to respond to the final one. Only the final one has the status of an elicitation. This rule can lead to an incorrect answer if the pupil does not fully understand what the teacher is saying. In the following example a quoted question is heard as an elicitation.

P: Well, he should take some look at what the man's point of view is.

T: Yes, yes.
But he wasn't asked that question don't forget, he was merely asked why, why are they reacting like this?

P: Well, maybe it's the way they have been brought up (Ibid:35).

Thus working on rules, tactics and situation, Sinclair et al have isolated twenty two acts which perform a certain activity each in the classroom. A characteristic feature of the classroom

situation is that a number of individuals are gathered together for the purpose of learning. Teachers ask questions to check whether a pupil knows the answer. The pupils' role is to follow instructions and answer questions. The pupil in turn wants to know whether his answer is right, therefore the teacher's evaluation becomes of a vital importance.

Acts are realised in the framework of moves. There are five classes of moves: framing, focusing, opening, answering and follow up. These moves realise two classes of exchanges, boundary and teaching. Framing and focusing moves realise boundary exchanges, eliciting, answering and follow up moves realise teaching exchanges.

Each of the moves has a function. Framing moves are indications by the teacher that he regards one stage in the lesson as ended and another one beginning.

The function of focusing moves is to talk about discourse, to tell the class what is going to happen. Focusing moves represent a change of plan, eg

Classes of
move

Framing

Right

Focusing

Now
What we've just
done, what we've
just done is given
some energy to this
pen

(Sinclair 1975:45)

The function of an opening move is to cause others to participate in an exchange. The purpose of a given opening move may be passing on information, directing an action or eliciting a fact.

Answering moves are complementary to opening moves. The type of answering move is predetermined because its function is to be an appropriate response in the terms laid down by the opening move.

The function of follow up moves is to let the pupil know how well he has performed. Follow up moves do not always occur after an answering move. They may also occur after a pupil's opening move when it is realised by an informative. In other words, the teacher often indicates the value of an unelicited contribution from a pupil.

opening	answering	follow up
so you know what we mean by accent?	it's the way you talk	the way you talk this is a very broad comment

(Sinclair 1975:48)

Moves occupy their place in the structure of exchanges. There are two major classes of the exchanges: boundary and teaching. The function of the former is to signal the beginning or end of

one stage of the lesson, the latter is the individual step by step by which the lesson progresses (Ibid:49).

There are four groups of teaching exchanges: informing, directing, eliciting and checking. Their function respectively is as follows:

- pass on information
- get the pupils to do something
- to obtain verbal contribution from participants
- to discover how well the pupils are getting on with the progress of the lesson

Eliciting and informing exchanges are further subdivided according to whether the pupil or teacher initiates, because there are different structural possibilities.

The relationship of exchange to transaction is that the latter begins with a preliminary exchange and ends with a final exchange and within these boundaries a series of medial exchanges occur.

Three major types of transactions have been identified; informing, directing and eliciting (Sinclair 1975:56).

Informing transactions occur during a lengthy informing exchange by the teacher and embedded within this transaction, teacher elicitation may be used to keep attention. Directing transactions occur when pupils are requested to engage in some work. When pupils are working they can make comments or ask

questions about their task. The teacher ends such a transaction with an elicitation asking for the pupils' answers or results. Eliciting transactions consist of teacher asking questions and the pupils contribute continually on making verbal exchange.

Transactions combine to make the lesson which is the highest unit of classroom discourse. No specific ordering of transaction type can be identified in a lesson because of the teachers' style. However, if the pupils are cooperative and responsive the discourse unit lesson may approximate closely to any plan the teacher may have formulated for presenting his chosen topic (Sinclair 1975:59).

The Sinclair system presented will be applied to data collected from translation classes in order to describe their organisation, structure and progress. Adaptations or modifications to suit the data will be made in the course of its application.

3.3 Background to the data

3.3.1 Procedure adopted for data collection

The data for this research were recorded in 3 universities. The tape-recording method seemed the only means to have a reasonable account of a translation lesson. Observation and note-taking will prove rather inconsistent. This procedure would concentrate on selective points while neglecting others which might be vital at a later stage, but could not be retrieved. That is one of the reasons why Sinclair's system of classroom

interaction analysis was applied to this study rather than any other. Using recorded data and verbatim transcripts, one can attempt a far more thorough analysis, preserving both the sequence and the structure of the interaction. Other researchers can also use the data and examine it for themselves, which helps to make the results more generalisable. Instruments designed for real-time coding rarely preserve the sequence of the interaction. They are normally used for statistical purposes only; for example, to compare the amount of time spent on various aspects of verbal behaviour, or the quantity of pupil talk with teacher talk. On the other hand, using Sinclair's system offers various advantages. It preserves the sequence of the interaction, which will determine the organisation of the lesson, its progress, topic continuity, and the students and teachers respective roles. The system also offers the possibility of making statistical displays which can be made use of for comparative purposes.

For the recording an M9922L Sanyo tape-recorder with a pair of stereo microphones was used. The task of transcribing the data into texts was greatly facilitated by the sensitivity of the microphones, for even intakes of breath were picked up. The shape and size of the classrooms were acoustically ideal for a reasonable sound quality. The only utterances coded unclear were when all the class was trying to speak at the same time.

The idea of tape-recording was weighed against video recording. It was suggested that the latter would prove reliable to "catch" sign-language such as eye-contact, non-verbal

nominations which are also significant in the control of language in the classroom. However, it seemed that a very sophisticated video-recording set up was required. The teachers resisted the idea of being video-recorded, let alone having a battery of cameras in the classroom. It was also thought that the students might be inhibited or distracted by the presence of many cameras and consequently the interaction would not be typical.

Further it was expected that, after a verbatim transcript of the recorded data, it would be possible to depict sign-language by examining the participant subsequent reaction. If, for instance, an answer to a question was followed by silence this meant that the student should try again. The silence marks the teacher holding feed-back which marks a non-verbal re-initiation. Further, if a student nominated him/herself to perform a particular activity, this meant that this was done on the grounds of the turn-taking system specific to that class or that the teacher initiated non-verbally. The reliability on the sequencing of the interaction which the application of Sinclair's system offers, ensures a safe coding of non-verbal actions.

A further incentive which encouraged the tape-recording method to avoid any drawbacks, is the fact that students are familiar with working with tape-recorders in language laboratories.

After the final arrangements were made, four lessons of 60 minutes each were recorded in every university. This gives a total of 240 minutes of translation lessons per class. Two

lessons per class were sampled for analysis. These lessons can be found in the appendix.

3.3.2 Background to the lessons

In order to give a full account of the background to the data, it is essential to describe the participants, ie teachers, students and give a brief summary of the courses and lessons.

To begin with the latter, all the data recorded are translation lessons in action. A translation lesson in action consists of a teacher and his students translating a particular text. The text was selected by the teachers themselves. No specific text or material was suggested to the teachers on our part. The lessons form part of the curriculum of a one-year postgraduate course to train Arabic-English professional translators. In addition to other subjects such as theoretical linguistics, contrastive linguistics, translation theory, conference-reporting, the programme included on average 4 practical translation lessons a week; 2 from Arabic into English, 2 from English into Arabic. The lessons were all at 'at sight'¹ translation exercises. No prepared translations were recorded. The practical exercises were performed on a variety of texts as selected by the teachers. The transcribed lessons and their respective texts on which the exercise was performed are included in the appendix.

3.3.2.1 The subjects

The sampling of the universities which participated in this study was done on the basis of the willingness of the teachers and the nature of the courses they run. No effort was made to select teachers or students in terms of specific criteria. When the teachers were consulted to arrange for data-collection, they were instructed to use whatever method they usually follow. They were also reassured that the study did not involve an evaluation of their performance and that complete anonymity would be maintained. Observations during data collection and the subsequent analysis of the data indicated a remarkably high degree of cooperation both from the teachers and the students. In order to maintain the anonymity of the subjects, they will be referred to by letters of the alphabet; for example, teacher A, teacher B, teacher C or class A, class B, class C.

3.3.2.2. The teachers

The teacher in class A is a native speaker of English. He is also an Arabist. His specialised teaching subject is translation from Arabic into English. He is a full-time teacher and a free-lance translator.

The teacher in class B is a native speaker of Arabic. He did his doctoral research in English. His specialised teaching subject is translation from Arabic into English and vice-versa. He is a full-time teacher and a free-lance translator.

In class C the teacher is a native speaker of Arabic. He did his doctoral research in Arabic. His specialised teaching subject is translation from Arabic into English and vice-versa. He is also a full-time teacher and a free-lance translator.

3.3.2.3. The students

The students who participated in the research project were all native speakers of Arabic. They come from all parts of the Arab world. There were Algerians, Egyptians, Iraqis, Libyans, Moroccans, Palestinians, Omanis, Sudanese, Saudis, etc. Their ages ranged between 25 to 35. There were on average 10 students per class. They all completed their undergraduate studies in their respective countries. Some of them took courses in linguistics, others in English literature. Their standard of education was roughly equivalent to the BA (Bachelor of Arts). They all satisfied the normal requirements to take a postgraduate course.

After an informal chat with the students, some of them said they had no work experience. Only a few worked as translators in local companies. Some of them were journalists, others were English teachers. They all said they wanted to become professional translators. Among those who already were professional translators, some of them wanted to engage in further studies in order to be able to gain admission to international or regional organisations. Others wanted to have access to higher posts such as revisers or chief translators in their original companies.

CHAPTER 4

4. Application of Sinclair System to Translation Lessons

In the course of investigating classroom interaction in translation classes, it was realised that the main content of transcribed lessons consisted of translating a text from Arabic into English or vice-versa. This task was carried out through a verbal activity involving students and teachers playing different but complementary roles. This verbal activity involves various discourse patterns such as asking questions, giving answers, explaining facts, etc. which characterise typical classroom behaviour.

The application of Sinclair's system of classroom interaction analysis to the transcribed texts suggests that translation lessons also have a similar structure which consists of a five-rank scale.

Lesson

Transaction

Exchange

Move

Act

The application of this five-rank scale system will facilitate the task of describing a typical translation lesson in terms of its structuring and organisation. It will also provide a coding system which will in turn facilitate the investigation of the semantic content of translation lessons.

At this stage it should be pointed out that the data was not forced to suit the system. Instead the system was applied to suit the data, and to achieve this, adaptations will be made where necessary. The application of Sinclair's system to this study is done for convenience. Thus a coding system is set up which will facilitate the analysis of the data, rather than any other purpose such as arguing for or against its validity as an absolute linguistic model. The decision to opt for the application of this system was also done in the light of other systems as reviewed in Chapter 3 which displayed various disadvantages, probably because they are designed for education theory. Furthermore, Sinclair, in his study of classroom interaction, did not investigate the teachers' behaviour in the classroom or rate their teaching styles as positive or negative. Instead, Sinclair's original aim was to find a generalisable model for discourse analysis and investigate the way in which units above the rank of clause and sentence are related and patterned and the way in which such language function such as question and command are realized through grammatical structure and position in discourse (Sinclair 1975:8). The choice of a classroom was made because the formal classroom yields a simple type of discourse. The classroom then was a means to an end and not an end in itself. As a result, Sinclair came up with a system for analyzing acts such as questions, commands and declaratives and how to identify their function in discourse. In addition Sinclair also set up a system for analyzing classroom interaction. The main advantage in Sinclair's system is the

interpretation of a given 'act' on the basis of its situation and position in discourse. For example, the interrogative 'what time is it?' when performed in the street is interpreted as A requesting time from B. However, if the same interrogative is performed in the classroom, it is likely to have a different interpretation, i.e. the teacher is teaching the time (Sinclair 1984). This procedure of interpreting the function of the language of the classroom, has proved very valuable in the analysis of the data used in this research. For example, the most common interpretation of the linguistic term 'Yes' is to express agreement or acceptance. For example:

1. A: Would you like to go to the pictures tonight?

B: Yes, I'd love to.

2. T: How are you going ot translate^C ila:j?

S: Treatment

T: Yes, treatment

(see Appendix p.39)

3. T: Yes

S: wa muma^hthili:na. ^Can assuhuf alyawmiyya allunduniyya wa
l^Carabiyya

(see Appendix p.84)

In example (1), A is inviting B, and B in accepting the invitation. In (2), the teacher is asking a question and evaluating the answer. However, in (3) the teacher is requesting

a student to read and translate the text. As seen in these examples, although all these actions are expressed with the same linguistic term 'yes', each has a different function. Linguistic elements such as this are not even taken into consideration in the other systems reviewed.

As pointed out, Sinclair did not investigate the teachers' behaviour or rate them as positive or negative, he simply examined the language in the classroom and how it is structured in planning lessons and communicating information. Similarly, the aim in this thesis is not to evaluate the teachers' teaching styles, but to investigate their methods of teaching translation and the implications of the methods on the students' learning how to translate. Therefore, there will be no reference to the teachers' role in the classroom as dominant, subordinate, hostile etc, which is the domain of education theory. Nevertheless, the main assumption is that in any teaching situation, the teacher remains the authority in structuring classroom discourse.

This chapter consists of two parts. The first part gives a brief summary of the progress of a translation lesson. It also examines how the five ranks are interrelated to one another. The second part examines every scale separately and discusses its occurrence and function in a translation lesson. In the pursuit of this objective the teacher will be abbreviated by T and student by S.

4.1 Organisation of translation lessons

4.1.1 Opening of a lesson

Sinclair et al state that a lesson begins with a meta-statement, eg

T: Well

Today I thought we'd do three quizzes (Sinclair 1975:22)

The function of a meta-statement is to indicate the launching of the lesson. It allows the teacher to introduce the topic of the day and to tell the class what is going to happen.

However, our data suggest that a translation lesson begins with a non-linguistic move. This is characterised by teachers distributing a text to the students and which will be the topic of the lesson which characterises the opening transaction. Teachers do not indicate to the students that the lesson of the day will consist of translating the text which they distribute, but it is implicit in experience. Students also for their part do not ask what they are going to do with the text, but understand the teachers' intentions after a number of lessons. Therefore the students are prepared for subsequent behaviour to play their role and perform the teachers' expectations.

The distribution of the text is followed by a move by the teachers to instruct the students to read the text, eg

1. T: Actually if you go through the whole text it will be much better because then you will grasp the sense and content.
2. T: So this is i^ca:dat ony assum^clissum
Have a quick look through it

The students' reaction to the teacher's directing move is a silent activity which is characterised by the reading of the text. This lasts approximately 1 to 2 minutes depending on the length of the text. The reading activity is an essential part of the lesson. It constitutes nearly 1% of the total classroom activity. It allows the students to concentrate on the nature of the text, its information content and its stylistic characteristics. The reading of the text sets the context and prepares the students psychologically to perform their translation exercise. It allows them to realise where difficulties may arise and what kind of strategies are necessary to deal with them.

4.1.2 Progress of the lesson

The progress of the lesson is signalled by the teacher halting the reading activity. This is realised by a framing move by the teacher, usually followed by an elicitation, eg

1. T: tayyab
ḥa nabtadi min ayn?
(Right, where shall we start from?)

2. T: Okay

Nouri would you like to read the first three sentences?

The framing move which is realised in example 1 by the word "tayyab" (Right) and in example 2 by "Okay" allow the teachers to signal that the previous activity is terminated. There are also other words such as "Well", "Now" which are labelled markers. Their function is to mark the end of one stage of the lesson and to introduce another one. The marker is followed by an elicitation which indicates that the teacher intends to engage in another activity. Clearly defined through the teacher's elicitation, this will be characterised by the translation of the text.

The translation activity consists of rendering a text from Language one, for example Arabic or the Source Text (ST) into Language two; English Target Text (TT) or vice-versa. The translation is performed on a wide range of texts; economic, political, legal, medical, etc ... the teachers by selecting this variety of texts aim at enhancing their learners' translation competence by introducing them to various types of topics during their training.

4.1.3 Interaction and text-translation

As in any activity involving teaching, observation of what goes on in translation classes is carried out in large part by means of interaction between teachers and students. Questions are asked to be answered and explanations are made to be

understood. Verbal activities in translation lessons are reciprocal involving both teachers and students. The translation of the text is realised at sight by the students under the control of the teacher. The rule of 'at sight' translation is that students are not allowed to prepare a written version, but are instructed to do it orally. Thus there is a two-part interaction. The one part is the teacher initiating, the other part is the student responding. The students' responses are in turn evaluated as appropriate or inappropriate. This combined teacher-student interaction is labelled following Sinclair Exchange.

A typical exchange in a translation lesson consists of teacher eliciting, student translating and teacher evaluating, eg

1. T: Okay

Mohamed

How do you translate the first sentence? (Initiation)

Text "wa la yanja^Cu ha:dha l^Cila:j ljadi:d illa:

fi:ma: idha: ka:na asşamamu na:jiman^Can khalalin fi:

ludhni lkha:rijyya"

S: This new treatment ... can be fully effective ... only if the deafness ... is resulting from an impairment in the outer ear. (Response)

T: Yes

The only thing is the tense. (Feedback)

2. T: Okay

Who is next? (Initiation)

Text "wa fi: dhalika lmu' tamar sulliṭati ladwa:u ^c ala
liqtissadi l^ca:lami:"

S: In this conference lights were shed on the world
economy (Response)

T: The conference focussed (Feedback)

The activity of rendering the ST into the TT which constitutes
the translation exercise is coded (Tr).

As it appears from these two examples, an exchange in a
translation lesson is based on similar teaching principles as in
Sinclair's system:

Initiation (I)

Response (R)

Feed-back (F)

In other words, the teacher in order to get a student to
translate has to initiate. The student after having performed
his/her task, needs to know whether his/her version is
appropriate or inappropriate.

Exchanges are realised by a class of moves. There are 5 classes of moves which realise two classes of exchange: boundary and teaching. Framing and focusing moves realise boundary exchanges. Opening, answering and follow-up moves realise teaching exchanges.

Each of these moves has a different function. Framing moves are indications by the teacher that he regards an activity or one stage of the lesson as ended and another is beginning. Focussing moves are indications by the teacher of what the communication is going to be about, eg

1. T: Now

Let's accept it as they say ^Cala: ^Cillatiha: and
correct basic grammar
in many years your next door neighbour what is the
expression?

2. T: Okay

Next sentence
what about kayfiyyat al^Cila:j

In example 1 the framing moves are marked by the words "Now" and "Okay" which indicate that the teacher has finished with one particular activity or a stage in the lesson. "Let's accept it as they say ^Cala ^Cillatiha: and correct basic grammar" and "next sentence" respectively in example 1 and 2 characterise focussing moves which indicate what activity the teacher intends to engage in.

Teaching exchanges are the individual steps by which the lessons progress. They are realised by 3 classes of moves: opening, answering and follow-up. The function of an opening move is to cause others to participate in the discourse. It sets up certain constraints which the answering move fulfils. The answering move is followed by a follow-up move which reacts or comments on the reply, eg

opening move	answering move	follow-up move
T: what is the next decade?	fi:ll ^c ashr sanawa:t lmuqbila	good aw fi: l ^c aqd lm iqbil

There is, however, another type of exchange realised by two moves only. This applies to instances where students ask questions when they need information or are faced with difficulties, eg

opening move	answering move	follow-up move
S: what is the preposition we use after impairment?	errm well let's have a look in probably yes	

In this category of exchange follow up is excluded because students do not evaluate teachers answers.

Moves have other components which are different; and each separate part of a move is an act. Moves consist of one or more acts. Acts as defined in their function in the discourse, serve to initiate succeeding discourse activity or respond to earlier discourse activity, eg

	opening move	answering move	follow up move
T:	What sort of tenor emerges from handling diplomatic field?		
1			
2	Najib		
S:		formal	
T:			1 formal of course it'll have to 2 be almost frozen

The opening move is composed of two acts. Act 1: what sort of tenor emerges from handling diplomatic field: elicitation to request a response. Act 2: Najib: nomination to call or give permission to a particular student to contribute to the discourse.

The answering move is composed of one act. Formal: student reply to the teacher's elicitation. It characterises the student's minimal contribution to the discourse.

Follow up is composed of two acts. Act 1: "formal of course": is the teacher's evaluation of the reply. Act 2: "It will have to be almost frozen", is a comment on the student reply. Its function is to expand or provide additional information.

To recapitulate, we have described how acts combine to form moves and how moves combine to form exchanges, we now turn to examine another rank which is the transaction. Unlike the type of transactions described in Sinclair's system; informing, directing and eliciting depending on the activity the teachers are dealing with (see p.114), the transaction in this context was adapted to designate one main activity which is the division of the text to be translated into sections. The translation exercise consists of dividing the text into sections. A section can range from a sentence, a group of sentences to a paragraph. Usually a student is assigned to translate a section of the text. This is coded teacher direct to translate. Once the section is translated a series of eliciting and informing exchanges are initiated to correct the translation. The purpose in dividing the text into sections and nominating a student to translate is to allow every student to have his/her share in the translation. Once a section of the text has been dealt with, the teachers move on to another section. This style of dividing the text into sections which recurs throughout the lesson is labelled a transaction. To sum up a transaction in Sinclair's data may start with an informing, eliciting or directing, a transaction in our data, apart from the opening transaction, always starts with a directing to translate including a nomination, eg

1. T: Okay

Kamal

Article 21.

2. T: All right

Faruq

What do you make of

the next little bit?

The markers "okay" and "all right" serve, as explained previously, to signal boundaries. They indicate that one stage of the lesson is terminated and another one is about to begin.

The nomination "Kamal" and "Faruq" allow the teacher to designate a particular student.

The directs "article 21" and "what do you make of the next little bit", reveal that part of the text has already been dealt with. The student's task is to read (coded re) the section of the text he was assigned and then proceed to its translation, eg

1. T: okay

next

2. S: (reads SLT) "wa ankabba lmu'tamaru:n^c ala:tashri:hihi wa taḥli:ḥihi biṣṣu:ra mustafi:da ma^ca attarki:z fi addaraja laula: ^cala: lmasha:kili liqtiṣa:diyya fi: lbila:d assina: ^ciyya.

(translates into TLT)

The participant began analysing it in an expanded way.

3. T: Provided a detailed analysis

4. S: Provided a detailed analysis with particular emphasis on the economic problems in the industrial states.

In 1 "okay" is a marker to mark a boundary. "Next" has a double function. It serves to nominate a student and implicitly also serves to direct him/her to translate. In 2 the student after having nominated him/herself reads the section of the text he is assigned and then proceeds to its translation. In 3 the teacher follow up is a straightforward correction of the student version. At this stage it should be pointed out that the teaching style of this particular teacher consists of correcting his students consecutively while they are translating. When a student fails to translate part of the text adequately, the teacher steps in and provides an adequate version to correct the student as in 3; this act is coded (cor). The discourse pattern consists of the student repeating the teacher's correction as a sign of assimilation before he/she proceeds to translating the rest of the section of the text as in 4. This act is coded (rec). The translation continues in this fashion until the student has finished with the section of the text. In the last stage of the translation the teacher provides the class with the final version of that section of the text which the students copy down, eg

T: Okay I will go through this

The international monetary fund and the world bank ...
convened

Ss: copy (non-verbal)

The teacher provides the final version in a form of dictation to conclude the translation which is coded (con). This is adapted from Sinclair's conclusion in which the teachers tell the class what the preceding discourse was about, but in this situation the teacher does not tell the class what the preceding discourse was about because it is very obvious. He simply summarises the preceding exchange by dictating the final version. However, within this 'students translating teacher correcting' there are also other exchanges embedded. These characterise teacher and students eliciting, or informing, although they are not very frequent. The structure of a transaction in this class can be diagrammed as follows:

	S translate
	T correct
	S translate
	T correct
Teacher direct to translate	T elicit
	T inform
	S elicit
	S inform
	S translate
	T correct

Similarly, a transaction in the two other classes also start with a teacher direct to translate. However, its progress is different. The difference lies mainly in the teachers' teaching style. The teachers do not correct their students consecutively when the students fail to provide an adequate version. But they stimulate the rest of the class to participate in the correction process, eg

1. T: Okay

Forget about the title for the moment. Give me the first English sentence. Read it and give me the Arabic.

S: Doctor Jawad Hashim the president of the Arab Monetary Fund on 23 September addressed a meeting held by the Chamber

duktu:r Hashim rai:s sandu:q annaqd addawli:

T: good

In a newsreport can we start with a nominal?

S: The verbal.

T: The verbal structure please, because this is basic here. It is a newsreport it is exposition and I tell you by the way, the nominal has a different place in the language.

2. T: Hocine what are you going to make of the next little bit?

S: aq̣ if ila: ʔha:lika anna majallat New England atṭibiyya
 wa hiyya allati: ʕurifat bitahaffuḍiha wa irtifa: ʕi
 mustawa:ha: hiyya allati: nasharat tafa: ʕi:l tilka
 attaja:riḅ wa nata:ijiha:

Moreover it was New England Medical Magazine which is known for its conservatism and high standards was the one which published the details of these experiments and their results.

T: Right

First can anyone suggest anything for tafa: ʕi:l tilka
 attaja:riḅ wa nata:ijaha:?

S: Details and results of the experiments

T: All right

That's better from the point of view of style. Arabic prefers to have if you like the second phrase added afterwards the details of the experiments and their results. English prefers details and results of the experiments.

The structure of a transaction in these above examples can be diagrammed as follows:

S translate

T elicit

T inform

T Direct to translate = S translate

T elicit

S elicit

T inform

The difference in the structure-content of a transaction in classes A, B and C is the result of the teacher's teaching style. In Class C a student translation is always followed by a teacher-correct when the translation is inadequate. A transaction in this class always ends up with a teacher conclusion to provide a final version.

However, in Classes A and B a student translation is always followed by a teacher elicit. This means that it is not in the teacher's style to provide a correction to an inadequate translation. But they always stimulate interaction to allow the whole class to participate in the correction process.

4.1.4 Summary of acts

This section is a summary of all the acts identified in a translation lesson. Some of these acts have been applied as they were described in Sinclair et al (p.40-44). These can be identified in any classroom situation. There are also a number of extra acts which have been introduced. These acts are specific to the kind of language used in a translation classroom situation. The coding of the acts is presented to include the name of the act, the symbol used in coding, their functional definition and characteristic formal features.

1. elicitation: el It is realised by question or command. Its function is to request a linguistic response.

There are two categories of elicitations:

- teacher elicitation
- student elicitation

a. Teacher elicitation by question

T: What is the type of this text? el

b. Command.

T: Give me an item and analyse it. el

Student elicitations:

Students ask questions when they are faced with difficulties or need information.

S: What is the preposition we use after
impairment? el

2. Reply: rep. Its function is to provide a response to an elicitation.

T: What indicate field el

S: The vocabulary rep

3. Direct: d. Its function is to request the students to translate a section of the text.

T: Kamal article 21 d

4. Read: r. Occurs when students read part of the text they were assigned before they proceed to its translation.

T: Hocine what are you going to make
of the next bit? d

S: adhif ila: dhalika anna
majallat ... r

5. Translate: Tr. Characterises the rendering of the source language text into the target language text.

Text: "wa lwaiqi^Ci anna assanawa;t lakhi:ra shahadat silsila
tawi:la min lmu' tamara:t wa alliqaa:t ^Cala; mukhtalaf
lmustawayat"

S: Actually many conferences and Tr
meetings were held on different
levels in the course of the
last few years.

6. Correct: Cor. Occurs when the student's version is inappropriate. The teacher steps in and provides an appropriate version.

S: In this conference lights Tr
were shed on the world
economy

T: The conference focussed Cor

7. Repeat-correction: rec. When the students are corrected by teacher, they repeat the correction as a sign of assimilation before they proceed to translating the rest of the text.

S: The participants began Tr
 analysing it in an expanded
 way

T: Provided a detailed analysis Cor

S: Provided a detailed analysis Rec

8. Marker: M. Realised by a closed class of items - "Well", "ok", "now", "good", "right", "allright". Its function is to mark boundaries in the discourse.

T: Right M
 Let's have a look through

9. Informative: Inf. Realised by a statement. Its function is to provide information.

T: The semantic make-up of the Inf
 text is always an indication
 of field.

10. Nomination: N. Its function is to give permission to a student to contribute to the discourse. It is realised by a closed class of idiosyncratic items such as "next", "your next door neighbour" or names of students.

T: Now. M

Kamal N
 A quick comment in terms el
 of field of that particular
 passage.

11. Meta-statement: Ms. It is realised by a statement which refers to the future time. Its function is to help the students to see the structure of the lesson, to help them understand the purpose of the subsequent exchange and see where they are going.

T: tayyab M
 I'll go through this again Ms

12. Conclusion: Con. It characterises the teacher dictating the final version. Its function is to tell the student how the text should be translated.

T: tayyab M
 I'll go through this again Ms
 The international monetary Con
 fund ... and the world bank
 convened an ordinary session

13. Bid: b. Realised by a closed class of verbal and non verbal items "Sir", "Excuse me". Its function is to signal a desire to contribute to the discourse.

T: tayyab M
 nabtadi min ayn el
 (where shall we start from?)

What do we say for that?

S: u^cju:ba literally miracle rep

T: u^cju:ba is normally the e
word for miracle, yes.

17. Comment: Com. It is realised by a statement. Its function is to make a judgement on a reply.

T: wa jadi:run bidhikri el
any suggestions?

S: it's worth mentioning rep

T: It's worth mentioning e
we should send you to Com
Iraq. They have all
these nice expressions

18. Starter: S. It is realised by a statement, question or command. Its function is to provide information and situate a context for the elicitation; thus constraining the reply in terms of content.

T: Right M
Let's have a look through Ms
What about the title first? S
How are you going to do that? el

19. Re-initiation: Re-i. Teachers re-initiate when there is no response to an elicitation, eg

T: You see you have an alter- el
 native. How are you going
 to do it?

S: No answer

T: Give me one possible way re-i

S: We have not to translate it rep
 literally

Re-initiation also occurs when there is a wrong answer, eg

T: Now in Arabic that'll be el

S: yu^ctabar rep

T: Not yu^ctabar re-i

S: yura:du rep

T: yura:du e

This type of re-initiation is realised by the teacher's negative evaluation while he is holding the answer. This indicates to the student that the reply was incorrect - and that he should try again.

In other instances, the teachers use acts such as clue or nomination to re-initiate, as it is shown in the following example.

T: Give me an item and analyse el

it

S: The mission for example rep

T: The mission for example e

You see it could mean a

number of things but in

diplomatic jargon it is

always what? el

S: No answer

T: Kamal N

S: No answer

T: The head of the mission cl

what is that? re-i

S: bi^ctha rep

T: bi^ctha e

20. Acknowledge: Ack. Realised by "yes", "no". Its function is to show that the initiation is understood.

T: Or this link would be enough inf

because this refers back to

the link we've already

mentioned ... ermm following

rather than according to

S: yes ack

The preceding acts are the fundamental units used in constructing coherent unified translation lessons. Some acts mentioned in Sinclair's system were not used here because they did not appear in translation lessons. Acts such as react, loop, aside, prompt, cue were not identified in our recorded data. For example, it is highly unlikely that react which realises a non linguistic situation would occur in a translation lesson. So is cue, because teachers in a translation lesson do not ask students to raise their hands. Some acts specific to translation teaching, such as read, translate, correct, repeat correction, were introduced in order to complete the coding system.

Some acts, such as conclude, direct, were adapted to suit the data. As pointed out in p.119 acts combine to form moves. There are five categories of moves: framing, focussing, opening, answering, follow up.

Framing and focussing realise boundary exchanges. Opening, answering and follow up moves realise teaching exchanges. The following tables show each category of moves and the class of acts which realise each move.

Move 1

Framing	Classes of act
	Marker

Move 2

 Focussing

Classes of act

 Starter
 Meta statement
 Comment

Move 3

 Opening

Classes of act

 Direct
 Elicitation
 Inform
 Nomination
 Clue
 Conclude
 Check
 Bid
 re-initiate

Move 4

 Answering

Classes of act

 Translate
 Reply
 Read
 Repeat-correction
 Bid

Move 5

 Follow up

 Evaluate
 Correct
 Comment
 Acknowledge

4.2 Exchange Structures

As pointed out earlier (p.132), acts combine to form moves and moves in turn combine to form exchanges. This section deals with all classes of exchanges. Exchanges will be explained in terms of their category, their occurrence, their function and their structure.

There are two major classes of exchanges; boundary and teaching. The function of boundary exchanges, as the name suggests, is to signal the beginning or the end of what the teacher considers to be a stage in the lesson. They allow the division of the structure of the content of the lesson into units

Teaching exchanges are the individual steps by which the lesson progresses. Teaching exchanges are defined as the units concerned with the interpersonal negotiation of information, they are the basic units of interaction, because they consist minimally of the contribution of two participants. Teaching exchanges are the characteristic means by which the content of the lesson is negotiated by teachers and students. They allow the teachers to stimulate students by elicitation, to evaluate their performance by evaluating, to pass on information, and for the students to consult the teacher when they are faced with difficulties. There are 4 major classes of teaching exchanges.

1. directing to read
2. directing to translate

3. eliciting
4. informing

Their initial moves function respectively to:

1. request to read
2. request to translate
3. request a response
4. provide information

The structure of these exchanges is expressed in terms of 3 moves.

- initiation
- response
- feedback

4.2.1 Discourse structure of each class of exchange

I. Directing to read occurs when students are requested to read the text in the opening transaction, eg

T: Initiation

Actually if you go through d
the whole passage it will
be much better because then
you will grasp the sense
and content

S: Response

read [non-verbal]

The structure of Teacher Direct to read is as follows:

I: T Direct

R: S read

There is no evaluation because the reading activity is non-verbal.

II. Direct to Translate.

Direct to translate occurs when students are requested to translate a section of the text, eg

T: initiation

Now

direct to translate

we got to you

S: Response

wa adha:fa qa:ilan

read

ya

He added that ...

translate

The student's response to a teacher direct to translate usually includes two acts. The student reads the section of the text and then proceeds with its translation. Teachers often vary their style of directing students to translate. In some instances the teachers read the source language text, eg

T: wa kha:ssatan fi: maja:l direct to translate

attanmiyya azzira:^Ciyya wa

assiya:ha wa assina^Ca:t

assaghi:ra

S: Especially in the domain Tr
of agricultural development..

In this case student read does not occur.

III Eliciting Exchanges.

In this class there are two categories of eliciting exchanges.

a. The first category is related to situations where the teacher is eliciting the structure of this exchange is

I initiation

R response

F feed-back

eg

T: Initiation

how are you elicited
going to translate
the word^c ila:j?

S: Response reply

treatment

T: feedback

treatment yes evaluate

b. The second category refers to situations where the student elicits the structure of this exchange is

I initiation

R response

eg

S: Initiation

what is the preposition elicit

we use after impairment?

T: response

let's have a look reply

"in" probably yes

The pedagogical factors which mark the difference of structure in this class of exchange can be explained as follows: In (a) the teacher already knows the answer, while the student needs to know whether the answer he offered is the one required. Evaluation in this case is a compulsory element of the structure. In (b) however, evaluation is excluded. Students ask questions because they are faced with difficulties or need information. Feed back is excluded in this category of exchange because students' role in any classroom do not evaluate teachers' answers.

In this class of exchange, we have thus identified two categories.

- teacher eliciting exchanges

- student eliciting exchanges

IV Informing Exchanges.

There are two categories of informing exchanges.

a. This category is related to instances where the teacher is informing. The structure is

I initiation

R response

eg.

T: initiation

The semantic make up inform
of the text is always
an indication of field

S: response

non-verbal

acknowledgement

b. This category refers to situations where the student is informing.

S: initiation

it is a relief to know inform
that if you drink coffee
you'll have pancreatic
cancer but if you don't
you'll have another kind

of cancer

T: Feedback

Oh no

I think it's a relief evaluate

to know that the link

is not causal

The structure of category (a) is the students' non verbal response to the teacher's initiation. The students acknowledge the information passed on by making a note as a procedure of information storage. This type of exchange which occurs in this situation results in a simple structure; I.R. (non-verbal). Teachers, on the other hand, evaluate information offered by students. This enables them to accept the information if it is appropriate, or correct if it is not, or in some cases expand it if necessary. This form of evaluation also enables the teachers to control the information which circulates in the classroom. Further, evaluation not only enables the teachers to maintain contact with the students in a semi-conversational way, but also to tell the rest of the class that the information offered by one of their comrades is inappropriate or needs to be corrected or improved. Evaluation is a very important element in this situation. The structure in this category of exchange is I.F. (initiation, feedback).

In this class of exchange, there are

- teacher informing exchange

- student informing exchange

In the course of investigating teacher eliciting exchanges, it was realised that some of them did not conform to the I.R.F. structure. Similarly, some informing exchanges did not have a similar structure as described earlier, ie I.R for T informing or I.F. for S informing. These are labelled complex teaching exchanges.

4.2.3. Teacher complex eliciting exchange

This type of exchange occurs when teachers get a wrong answer to an elicitation. Instead of providing the answer, they keep re-initiating by providing clues and information in order to guide the students towards the correct answer, eg

- A.1. T: Could you tell me at a glance what sort of field does this text tackle? The field of discourse or the topic. Is it history, psychology?
2. S: Political
3. T: It's not really politics as such
4. S: financial
5. T: financial, and more specifically perhaps?
6. S: economics
7. T: general economics. Because it is not an economic book, so it's general economics.

B.1. T: Now.

Kamal a quick comment in terms of field of that particular passage. What sort of field emerges from a text like this?

2. S: Formal.

3. T: Formal.

Is that an indication of field?

Najib

4. S: No formal is the ... the way language is used here, formal or informal.

5. T: yes it's a variable of what a variable of not field. Formality and informality are variables of what? not field.

Djamila.

6. S: Tenor.

7. T: tenor, tenor, tenor.

of course tenor identifies the level of formality and informality, but it is not an indicator of field, so what indicates field?

8. S: definition.

9. T: definition.

but that is not really an indicator of field. What is that an indicator of, when we talk about definitions as

opposed to other text types. It will be more an indicator of mode. What is mode Djamila?

10. S: The written or spoken.

11. T: The written or spoken channel in general written are just part of a channel in general
But what indicates field Najib?

12. S: you see the vocabulary used here

13. T: the vocabulary you know, in simple terms.
The vocabulary used here ... is really you know the semantic make up of the text is always an indication of field. What is the field here Kamal?

14. S: (no answer)

15. T: Give this field a name.
It's not science and technology is it?

16. S: yeah ... it's not science and tech ...

17. T: it is not, what is it?

18. S: you mean the vocabulary used in this treaty?

19. T: yes.

could you give it a name?

Mohamed.

When you see something like the Geneva Convention, it's not science and technology, what is it?

20. S: it's political

21. T: it's political

not political really, yes a very slight distinction.

It's not political.

22. S: Diplomacy.

23. T: Diplomatic, diplomacy, diplomacy.

The vocabulary of diplomacy

In this type of exchange re-initiation can be non verbal, eg act 3 in Exchange A, and becomes implicit through the negative evaluation. Re-initiation can also be verbal B.3 after the teacher had acknowledged student's answer as negative and then re-initiates. The structure which results in eg A in I.R.F.1 (I) R.F.I.R.F. where F1 has a double function; an evaluation and a non verbal re-initiation which is put between brackets F(I).

The structure of exchange B is a long string of IRFIRFIRF with an R(0) B.14, ie no response from the students. Then the structure turns into IR(0) IRF.

Teacher complex eliciting exchanges contain embedded exchanges such as student check, eg B.18 which gives the structure IR. There are also teacher informing exchanges to expand students' responses B.7, B.13, or to direct them towards the correct answer B.19.

Within this complex exchange there are also embedded eliciting exchanges B.5,6,7. This allows the teacher to

eliminate all the inappropriate answers to his initial elicitation. The initial elicitation of exchange B is "what is the field of this text?". Answers such as "formal", "definition" were given by students. These answers were then turned into elicitations to identify their respective topic, ie formal identifies tenor and definition identifies mode. The teacher, by incorporating embedded exchanges wants to make his students realise that their answer is not the one he is expecting.

The overall structure of a teacher complex eliciting exchange may be reduced to IRF. It consists mainly of teacher eliciting, students responding through many attempts, until they give the appropriate answer, and the teacher evaluates in the end to close the exchange.

Exchanges A and B can be illustrated as follows.

A. 1 = I
 2 } = R
 6 }
 7 = F

B. 1 = I
 2 } = R
 22 }
 23 = F

This complex structure can be reduced to a simple one (IRF), but will not be treated as this for various reasons. The number

of turns in a complex exchange is very unpredictable by comparison with a simple one. In a simple exchange, the number of turns is limited to:

a) Two when a student is eliciting

1. S = elicits
2. T = responds

b) Three when the teacher is eliciting

1. T: elicits
2. S: responds
3. T: evaluates

In both the above examples, interaction takes place only between the teacher and one student, and accounts for a certain amount of discourse spoken in the classroom. However, a teacher complex eliciting exchange can range from a minimum of five turns when the student fails to provide a correct answer in the first attempt, but succeeds in the second, eg

1. T: How do you translate al udhn el
al kha:rijiyya?
2. S: The external ear rep
3. T: No e (re-initiation)
4. S: The outer ear rep
5. T: The outer ear yes e
Just a question of medical
terminology inf

Moreover, when the student provides two incorrect answers consecutively, the number of turns becomes unpredictable. In a situation such as this, the teacher usually moves to another student to re-initiate (see eg B.3 p.158).

In this class of teacher complex eliciting exchange we realised that there was another category which had a rather unusual structure. This category accounts for situations where feed-back is provided by a student to correct his fellow student rather than the teacher, eg

1. T: All right Mike, how are you el
going to handle the next
sentence?

Text "fahum min al ba:hithi:n
al^ca:miLi:n fi: madrassat
ha:rfard lishuu:n assiha
al^ca:ma."

2. S : They are researchers working Tr
... operating at the Harvard
School for General Health
3. S : Public Correct
4. T: or public health ack.corr
5. S: Public health re-corr

In a normal situation where a student is nominated to translate, the exchange would consist of the former proceeding with the exercise and the latter evaluating and correcting if necessary, knowing that feed-back is part of the teacher's role only. The student repeats the correction as a sign of acceptance and understanding to fulfil his role of a responder. However, in the above exchange, S2 correction is an anticipation of the teacher's. S1 did not react until the teacher had acknowledged and confirmed that the S2 version was appropriate, which results in a structure IR1F1F2R2, ie

R1 represents S1 version

F1 and F2 are respectively S2 correction and

teacher acknowledgement, ie a double feedback

R2 represents S1 repeat of correction

Although this type of exchange does not occur very frequently in the classroom, it nonetheless will be classified in the category of complex exchanges.

In addition to teacher complex eliciting exchanges, there are also instances where students elicit, and the exchange turns into a complex one, eg

1. S1: Excuse me, you said an el
electric apparatus and not
electrical apparatus?

2. T: electric yes, ack
why not electrical? el

3. S2: because electrical is rep
 associated with
 engineering and these
 things. I mean this is the
 general word
4. S: you say electric engineering I
 not electrical.
5. T: no you don't, e
 it's electrical engineering. I
6. S2: otherwise we use electric. rep
7. T: That was the advice I gave e
 you yes. Generally speaking
 unless you're sure it's a
 collocation that uses
 electrical, then use electric I
 electric machine, electric
 device --- okay so only in
 the case of electrical
 engineering kind of thing.

In 1 the student's elicitation is directed to the teacher and expected to be answered by the latter. The latter instead acknowledges the elicitation but redirects it to the rest of the class to stimulate interaction. The structure instead of being

I = student eliciting
 R = teacher responding

becomes I1F1I2RF2 which can be interpreted as follows.

I1 represents student elicitation

F1 represents teacher acknowledgement of the student elicitation. The teacher creates a follow up move to indicate to the student that he has heard the elicitation, and to set a context for the subsequent move.

I2 represents an opening move by the teacher to indicate that he is not going to answer the question, but simply that he is going to re-express it to the rest of the class.

R is a student reply to fulfil the teacher's expectation

F is the teacher follow up of the overall exchange

Within this exchange is also a student embedded informing exchange (4) followed by a teacher evaluation and informing.

In conclusion, having identified the structural differences between simple eliciting exchanges and complex ones, it would seem essential to establish their interpersonal occurrence in so far as the acquisition of information is concerned. In a simple exchange, the student provides an appropriate answer to the teacher's elicitation the first time. This can explain that the student has already acquired some information previously. In a complex exchange, the opposite occurs. The students provide inappropriate answers and need the teacher's assistance to get them to the correct ones. This offers a context for the teachers

to stimulate the class, and for the students to acquire new information.

After having explained and exemplified complex eliciting exchanges with their respective structures, we now turn to complex informing exchanges.

4.2.3. Complex informing exchanges

As defined earlier (p.155-6), an informing exchange serves the purpose of passing on information. The structure of a simple informing exchange is IR for teacher informing and IF for student informing. However, this structure is often not identified when a discussion over a particular item of the lesson takes place in the classroom, eg

- | | | | |
|----|----|---|--------------|
| 1. | T: | What about kayfiyyat
al ⁹ ila:j? | D.Trans |
| 2. | S: | Method of treatment | Tr |
| 3. | T: | yes
how do you go on | e
D.Trans |
| 4. | S: | The treatment is as follows | Tr |
| 5. | T: | Yes that's good
The method of treatment is
as follows | e |
| 6. | S: | I think it's not treatment
it's use | I |

7. T: errm you think it's use e
 isti^Cma:l istikhda:m
8. S: Because it's not ^Cila:j. It's I
 not treatment. I mean when the
 patient uses the instrument,
 he won't be cured from his
 deafness, just will help him
 to hear.
9. T: Mm if it helps him to hear. e
10. S: I mean without the instrument I
 he will still be deaf.
11. T: True. e
 The question is are we going el
 to translate it, as treatment
 or something else?
12. S: use. rep
13. T: perhaps. e
14. S: Does treatment mean medicine? el
15. T: No no treatment means can rep
 mean a method by which
 someone is cured.
16. S: use, ^Cila:j I

17. T: I think you can probably say I
the instrument is used in the
following way. But that's not
quite right because then we
have to say he holds it in
his hands and projects it
somewhere and the operation
whatever you call it involves
several things. Does not just
involve one instrument. It
involves the deaf person
holding the instrument and a
speaker speaking through
another device. We can't
really say it's used in the
following way.
18. S: But it's not treatment here. I
19. S: I've put kayfiyyat I
al isti^Cma:l.
20. T: Why is it not treatment? el
21. S: If we put treatment he'll be rep
cured.
22. T: do we? e
23. S: I don't know. rep

24. T: We can have treatment for
cancer therapy and never get I
cured.

S:

T:

S:

25. T: Anyway whatever it is, it I
works as follows.
Right. Okay M
How does it work? D.Trans

This type of exchange usually occurs after a TDirect to translate. The student version is evaluated by the teacher and then discussed by the rest of the class. This is initiated in a form of a different alternative suggested by a student, as is the case in (6). The alternative version is then expanded in detail.

In this situation, the exchange can go on for an unpredictable number of turns, until it is halted by the teacher in order to proceed with the progress of the lesson.

The structure of this kind of exchange consists of a series of IF. There are also embedded teacher eliciting exchanges (11,12,13) or student eliciting exchanges (14,15). The embedded exchanges have the function of supporting exchanges. In this context, they do not initiate separate topics. They simply enable the teacher and students to introduce relevant information

to expand on the main topic under discussion. In this instance, the two supporting exchanges do not initiate a new topic, but are directly related to the alternative suggested in his/her informing.

The advantage of Sinclair's system and its viability in this research project is characterised by the existence of the third rank scale: the Exchange. It is the minimum unit of interaction and includes two participants. It is the rank where information is negotiated, and comprises at least two moves.

The structuring and organisation of the lesson is carried out by means of boundary exchanges.

The negotiation of information on the lesson is carried out by means of teaching exchanges. In the category of teacher exchanges there are:

- Teacher Direct
- Teacher Direct to Translate
- Teacher Eliciting
- Student Eliciting
- Teacher Informing
- Student Informing

Summary

The application of Sinclair's system to the data used in this thesis yielded a coding system which will be used to analyse the data though some adaptations were made. At the level of act,

some acts mentioned in Sinclair's system were not used here because they did not occur in our data. These are react, loop, aside, prompt and cue. Some acts specific to translation teaching have been introduced to complete the coding system. These are: read, translate, correct, repeat correction. The act conclusion was also adapted to translation teaching. Unlike its function in Sinclair's system where it realizes the teacher summarizing an activity, in our data conclude was adapted to designate the teacher dictating the final version of a translation. At the level of exchange, direct was adapted to designate the teacher requesting the students to read the text. Teacher direct to translate was introduced to designate the teacher requesting a student to translate the text. As regards teaching exchanges, another category was also introduced which is complex exchanges. At the level of transaction, unlike in Sinclair's system where the opening transaction is performed by a *metastatement*, an opening transaction in a translation lesson is performed by a non linguistic move. In the progress of the lesson, Sinclair identified three types of transactions; eliciting, directing and informing depending on the activity the teachers are engaged in. In translation lessons one main transaction recurs throughout the lesson. This is characterized by the division of the text into units.

In the course of investigating translation teaching methods, we will be focussing on these main teaching exchanges. Teacher Direct may not have to be included because it has no obvious

bearing on the lesson. It serves mainly to prepare the students psychologically to translate the text.

The Teacher Direct to Translate exchange will enable the investigation of the students' approach to the text; ie how the students attempt to transfer the source text into the target text. This will be done at the level of the act translate. The teacher eliciting and informing exchanges will serve to investigate the teacher's orientation towards an adequate and final version. This will be carried out by processing the semantic content of their elicitations and informatives. The content of the elicitation and informatives will reveal the linguistic approach on which the teachers base their teaching methods.

The students' eliciting and informing exchanges will enable the investigation of their role during the lesson, such as the difficulties they face and the information they communicate.

The means of analysis in terms of translation techniques and translation procedures will be made use of in the light of translation theory and translation teaching as outlined in Chapter 2.

CHAPTER 5

5. Description of the methods

5.1 Procedure of data-analysis

Following the application of the Sinclair system to the transcribed data and the analysis which followed in the light of the principles of translation theory and their application to translating teaching as reviewed in (Chapter 2), three teaching methods have been identified. These teaching methods are labelled as follows:

1. The Grammatical Method
2. The Text-Linguistic Method
3. The Interpretive Method

- The grammatical method is practised by Teacher A in Class A
- The text linguistic method is practised by Teacher B in Class B
- The interpretive method is practised by Teacher C in Class C

The methods have been labelled with reference to the teacher's approach in respect of conducting the translating exercise. The translation exercise refers to the procedure by which the text which was distributed by the teacher; or the how source text is gradually translated jointly by the teachers and the students into a target text. The teacher's orientation of the translation exercise involves the application or non-application of a particular linguistic theory. The procedure

of analysis consists of sampling a number of exchanges involving the negotiation of different translation units from the two lessons in each class. The sampled exchanges include the textual factors which compose a text. These are related to grammar, lexicon, structure and style. The general assumption is that a text is determined by these textual components. Grammar refers to the conventional rules of the language in which the text is written such as the use of tense, gender, number, use of prepositions, collocations. Lexicon refers to the lexical elements which carry the information content of the text. Structure refers to the internal structuring of the text such as word-order, cohesion. Style refers to the stylistic preferences which bear on a text construction such as implicitness and explicitness. The aim in the analysis of these translation units is to investigate the basis on which the teachers orientate their students to transfer the source text into the target text. Furthermore, the aim is also to investigate the type of exchanges used to negotiate these translation units.

The objective in this two-level analysis is firstly to arrive at identifying the linguistic basis of each method, the type of interaction used to negotiate the translation exercise. These characteristics specific to each method are expected to have their implications in the students' learning. An account of the implications of each method is given accordingly.

In the course of the analysis, it was realised that in the grammatical and the text-linguistic methods, the translation

exercise consists of two phases; phase one is labelled the macro-structure and phase two the micro-structure. The macro-structure is a preliminary negotiation of the whole text. The purpose of this preliminary negotiation is to set up the context for the transfer process. The micro-structure is the step by step procedure by which the transfer of the source text into the target text is carried out. On the other hand, the translation exercise in the grammatical method consists of one structure only. These varying approaches to conducting the translation exercise in each method will be described accordingly.

5.2 The grammatical method

The teacher in this class proceeds with the translation exercise straight after the reading activity has taken place. The launching of the translation exercise was signalled by the teacher's meta-statement "let's have a look through then" after he halted the reading of the text. This was followed by a starter in which the teacher focussed on the title, followed by a direct to translate.

T: So this is i^Ca:dat assam^C S

lissum

Have a look through D

[students read the text

for 1 mn approx.]

Right M

Let's have a look through

then MS

What about the title first? S

How are you going to do that D.Tr

Any suggestions?

S: Restoring hearing to Tr

T: Hear to ... restoring hearing e
to the deaf

Once the translation of the title of the text was dealt with, the teacher continued with the translation of the text. This was signalled by his directing the student to read the first three sentences of the text.

The teacher's structural arrangement of the translation exercise was variable from lesson 1 to lesson 2 and from one transaction to another in lesson 2. In lesson 1, all the transactions were conducted in a similar structural pattern. This consisted of nominating a student to translate a section of the text. The student's version was monitored by the teacher with eliciting and informing exchanges (see lesson 1).

T: All right, m
Faruq, n
What do you make of the next d.tr
little bit?

S: Doctor Bryan McMahon which tr
is known for his

T: Who's known cor

S: Who's known ack

S: Who's known for his tr
 accurateness

T: Accuracy cor

S: Accuracy and rec

T: You're translating literally e
 fair enough we'll try and ms
 get a polished version in a
 minute .

This is difficult this one
 known for his accuracy and el
 his raza:na

S: raza:na bil^oarabi: rep

This structural pattern of conducting the translation exercise was consistently followed throughout all translations in lesson 1 (for more examples, see other transactions). However, in lesson 2, this style of structuring the translation exercise was varied. In translations 3,4 and 5 having directed a student to read a section of text, the teacher focussed on elements which he dealt with individually. These elements can be either words or phrases. In transaction 3 the student was instructed to read the following section:

"innaha: u^cju:ba şana^caha aL^cilm lḥadi:th wa la: yanja^c
 ha:dha: l^cila:j ljadi:d illa: fi:ma idha: ka:na
 assamam na:jiman^c an khalal fi: ludhn lkha:rijiyya
 laysa illa:"

لنما اعجوبة صنعها العلم الحديث ولا ينجح هذا العلاج الجديد
 الا فيما اذا كان العسم ناجما عن خلل في الاذن
 الخارجية ليس الا.

The teacher focussed on words such as "u^cju:ba:", "yanja^cu", "al^cila:j" and phrases such as "na:jiman^can" and "laysa illa", and elicited the class to give each word or phrase its respective equivalent in the target language (p.38-40). The replies were at times followed by the teacher's informing for purposes of exemplifications and illustrations. After all these elements were negotiated in terms of their equivalents, the teacher then nominated a student followed by a direct to translate the whole sentence.

5.2.1 The translation exercise

In transactions 6 and 7, the teacher varied this style of structural pattern. There was no negotiation of individual words or phrases (see appendix pp.47,50). The students proceeded with the translation exercise right after reading the section of the text they were assigned. The translation exercise in this class consisted of dividing the text into sections and a student was nominated to translate a particular section. The student's

version was then followed by the teacher's orientation characterised by 'elicitations' and 'informings' when errors occurred. The purpose was to improve on the student's version. It was expected that errors were less likely to occur in Lesson 2 in transactions 3,4 and 5 because of the structural approach adopted by the teacher. The students' performances and the teacher's orientation will also be described in these transactions. The errors which occur in the students' performances can be of the order of grammar, lexicon, style and structure. Examples of grammar related errors can be found in Lesson 1, p.4,15, Lesson 2, p.38, 40.

In Lesson 1, p.4, the student translated the clause in the source text,

"al^culama: alladhi:na tassanna: lahum iktisha:f tilka
L^cala:qa"

العلماء الذين تسنى لهم اكتشاف تلك العلاقة

by "The scientists who were able to discover this relationship". At this stage, a student intervened to suggest "that relationship" as an alternative version with the intention of correcting his friend. Given the disagreement between the two students, the teacher stepped in to elicit whether it was going to be "this" or "that". Two different replies were given. One

student suggested "that", the other "this". The teacher then referred to other examples encountered in previous lessons where the use of "this" and "that" were involved. The teacher went on to elicit which one was decided. Two students replied "this". The teacher acknowledged the replies, and elicited the students to justify their replies. The first student's reply was incomplete as it was interrupted by another student whose answer was "it is near the mind of the reader". The teacher evaluated that it was arguable. The evaluation was followed by a student elicitation reminding the teacher that he had said that it was preferable to use "this" in English. The teacher replied that the use of "this" was more frequent for anaphoric reference in English than "dhalika" is in Arabic. The exchange continued with a student informing that in Arabic the use of "dhalika" is more frequent than "tilka" which the teacher evaluated. This was followed by a student translate to suggest a different alternative, "such relation" for "tilka l¹cala:qa". The student version was evaluated positively by the teacher who also commented that it would avoid the problem involving the use of "this" or "that".

The exchange is reconstructed as follows:

S: Who were able ... tr

T: yes . e

S: To discover ... tr

T: mm e

S: This relationship, tr

S: That relationship, cor

S: That . cor

T: is it going to be this or
that? el

S: I think that. rep

S: This . rep

T: We have come across this or el
that haven't we?

S: yes . rep

T: What did we decide? el

S: this . rep

S: this . rep

S: this . rep

T: Why? el

S: Because we are talking about... rep

S: It is near the mind of the rep
reader isn't it?

T: Well yes you could argue e
whether it is or not,

S: In English you said this is el
preferred.

T: What I said was that this is rep
more frequent for anaphoric
reference in English than
dhalika in Arabic.

S: yes. ack

T: Therefore we would expect to inf
find this. We are going to
choose between this and that.

S: The same in Arabic we use inf
dhalika more than tilka.

T: Yes it's the same in Arabic e
but different.

S: We can say such relation? tr

T: Such a link .. such relation e
will be fine.
that'll avoid the problem. com

The grammar related error scored in Lesson 2 p.40 was also
dealt with by an eliciting exchange. The student translated the
sentence in the source text

"wa la: yanja^c ha:dha: l^cila:j ljadi:d illa: fi:ma:
idha: ka:na asṣamam na:jiman^c an khalalin fi: ludhn
lkha:rijiyya".

ولاينج هذا العلاج الجديد الا فيما اذا كان الصمم ناجما عن خلل في
الاذن الخارجية

The teacher evaluated and elicited on the tense. The student replied "deafness resulted from". This was followed by a teacher evaluation and an informing providing various alternatives such as "deafness results", "has resulted". He also suggested "stems from" as an alternative to clear the tense. Finally, he provided the concluding version "if the deafness is as a result of impairment" (see p.40-41).

As regards lexicon, in lesson 1 it was dealt with by eliciting exchanges prior to the actual translation. In translation 3 the teacher negotiated, by eliciting exchanges, the lexical elements "u^cja:ba", "yanja^cu", "asṣamam", "aludhn lkha:rijiyya". There were two types of eliciting exchanges in the negotiation of these lexical elements; simple and complex. Elements such as "l^cila:j" and "asṣamam" were dealt with simple eliciting exchanges (see p.39).

T: What about l^cila:j el
How are you going to
translate it?

S: Treatment. rep

T: Yes, treatment. e

T: illa fi:ma: idha: ka:na s
 aṣṣammam,
 aṣṣammam? el

S: deafness. rep

T: deafness. e

On the other hand elements such as "u^cju:ba", "yanja^c" and "aludhn lkharijiyya" were negotiated with complex eliciting exchanges (see p.38 for the negotiation of the element u^cju:ba).

The complex eliciting exchange to deal with the element "aludhn lkha:rijiyya" is reproduced as follows (see appendix p.39).

T: how are you going to el
 translate aludhn
 lkha:rijiyya?

S: The external. rep

T: no. re-i

S: Outer? rep

T: Outer ear yes, e
 Just a question of inf
 medical terminology.

The outer ear the inner
ear.

However, in transaction (6) of this lesson, the negotiation of lexicon was varied because of the structuring style. Lexicon was dealt with eliciting exchanges when errors occurred. In this transaction (p.47) the student translated the lexical element "assab^C assam^C" by "hearing nerve". The teacher elicited and the student suggested another equivalent "auditory brain". The teacher re-initiated and the student repeated "auditory brain". The reply was evaluated negatively and the teacher provided the appropriate equivalent "auditory nerve" in his informing.

S: ... are transmitted to tr
the instrument then to
the hearing nerve.

T: This is a special term . el

S: Auditory brain , rep

T: mm? re-i

S: auditory brain , rep

T: well nearly, auditory e
nerve.

Stylistic inconsistencies related errors were also dealt with by eliciting exchanges. Stylistic errors are mostly the outcome of

a word for word translation. In lesson 1 p.5 the student translated the source text

"fahum min l^ca:mili:n lba:hithi:n

فهم من العاملين الباحثين

by "They are active researchers". The teacher realised the unnecessary overexplicitness produced by the element "active" and elicited the class to comment on the phrase "active researchers". A student replied to give an equivalent of "active" which is "fa:
^cili:n". There was no evaluation to this reply because of the breakdown in communication. The teacher did not elicit for an equivalent of "active", but a discussion of the phrase "active researchers". Consequently he proceeded with an informing in which he explained the overexplicitness in the use of the element active.

S: They are . . . tr

T: mm . e

S: Active researchers . . . tr

T: mm . e

S: at the . . . tr

S: among . . . cor

T: What's wrong with
 active researchers? el

S: Active fa^ca:li:n . rep

T: It's not necessarily wrong, inf
 it's just that you're
 probably giving them more
 credit than they deserve,
 because they're just
 researchers working active
 or inactive probably they're
 quite active but erm ...

There were also structure related errors in lesson 1, (p.3-4). The student translated the source text

"almaka:na lmarmu:qa llati: yatabawwauha: l^culama:"

المكانة المرموقة التي يتبوأها العلماء

by "the distinguished position the scientists hold". The teacher evaluated positively, but realised that structurally there would be discontinuity in the sentence. The relative clause "alladhi:na tassanna: lahum iqtisha:f tilka l^cala:qa" will not be connected effectively to the subordinate clause translated by the student. The teacher elicited using the clue "alladhi:na". However, a breakdown in communication occurred. The student replied to give another equivalent "enjoy" as an alternative to "hold" to translate the verb "yatabawwau". The teacher re-initiated emphasising that the error was structural. The student converted the verb "yatabawwau" from active into passive "held by". The teacher evaluated positively and concluded the

version "held by the scientists" (see lesson 1, p.4 for exchanges).

There was also a structural related error scored in lesson 1, p.16. The source text

"hiyya llati: nasharat tafa: şi:l tilka ktaja:rib wa nata:ijaha:"

هي التي نشرت تفاصيل تلك التجارب و نتائجها

was translated by "was the one which published the details of these experiments and their results". The teacher having realised the structural inconsistency in the word order, elicited for an alternative version. There were two replies. The first suggested "the detailed experiments and their results". This was not evaluated as the teacher was holding feed-back. The second reply suggested the version "details and results of the experiments". This was followed by the teacher's positive evaluation and an informing to explain that "Arabic preferred the second phrase added afterwards, the details of the experiments and their results, English preferred details and results of the experiments". The exchanges are reproduced as follows:

S: ... was the one which tr
published the details of
these experiments .-.

T: mm e

S: and their results .-. tr

- T: Right . m
 Can anyone suggest el
 anything for tafa:ssi:l
 tilka attaja:rib wa
 nata:ijaha:?
- S: We can say the rep
 experiments and their
 results in detail ...
 or the detailed
 experiments and their
 results .
- S: Details and results of rep
 the experiments .
- T: That's better from the e
 point of view of style .
 Arabic prefers to have inf
 if you like the second
 phrase added afterwards,
 English prefers details
 and results of the
 experiments .

The teacher informing developed into a complex one as it was followed by a student's informing to indicate that syntactically the element "details" was not related to "nata:ij" but to "experiments". The teacher evaluated negatively and emphasised

that both "tafa:ssi:l" and "nata:ij" were syntactically related to "taja:rib". He also proceeded to a morphological decomposition of the element "nata:ijaha" to demonstrate the syntactic relationship (see p.16 for exchanges).

There was also negotiation on cohesion. Examples of this can be found in lesson 1 p.22-23, p.31-32. In the first example negotiation concentrated on the cohesive device "hadha: wa". In the second example the class negotiated the cohesive device "amma". The teacher elicited on the grammatical function of "amma" with reference to examples encountered in a previous lesson. "Contrast" and "comparison" were the replies. The teacher's evaluation was followed by an informing on the grammatical function of "amma". He indicated that it can be used as a contrastive. He also elaborated that it can be used as a form of clefting in English.

T: Right. m
 Let's have a look at ms
 this paragraph;
 The first thing you s
 notice is amma ...

S:)

S:) As for, tr

S:)

T: Whatkind of device is el
 that would you say we

were talking about
yesterday?

S: Contrast. rep

S: Comparison. rep

T: Well, yes e

Perhaps it is a contrastive. inf

It's also perhaps arguably
a form of clefting, it brings
the subject and makes it
more prominent. Therefore the
topic of what you are going
to talk about in the next
sentence. I mentioned it
yesterday clefting perhaps
corresponds to some extent
to the ... It is structure
in English whereby you
topicalise something ...
Anyway we can actually
ignore it in translation or
we can translate it as for
which does not sound very
English.

5.2.2. Characteristics of the method

In this method the teacher proceeds straightforwardly with the translation exercise. The label 'grammatical' is given to this method with reference to the linguistic approach by which the teacher conducts the translation exercise. The method is influenced by the grammatical approach to language analysis. This is largely reflected in the way the teacher orientates the students to translate. The orientation of the translation exercise is based on the substitution of lexicon and conversion of syntax. Furthermore, the translation process is communicated on a grammatical level. The translation units which represent transfer difficulties are negotiated on the basis of their grammatical function in the language. The translation techniques are drawn from Vinay and Darbelnet's translation process.

As shown in the analysis of the data, the class first negotiated lexicon. The negotiation of lexicon was carried out at two levels. The technical vocabulary is negotiated with reference to its register. The non-technical vocabulary is negotiated on its semantic level. At times lexicon is also negotiated in terms of its morphological decomposition.

The negotiation of the technical vocabulary with reference to its register is illustrated in lesson 2. For example, the lexical element "aludhn al kharijiyya" was translated by its equivalent "outer-ear" as the appropriate medical term. "External ear" was rejected because of its inappropriacy in the medical register (see appendix pp.38-40). The lexical element

"a:la" was also negotiated in a similar fashion. "a:la" was translated by its equivalent "instrument". "Apparatus" as an equivalent to "a:la" was rejected because it was not appropriate for the medical register (see appendix p.41). Lexicon is also negotiated through a semantic chain analysis. The equivalents of some lexical elements are discussed on the basis of their synonyms and their semantic interpretation. This is illustrated in the negotiation of the lexical elements "u^cju:ba", "yanja^cu" and khahal" in lesson 2, and "raza:na" and "taḥaffud" in lesson 1. In the example of "khahal" "defect" was given as its equivalent in the target language text. This was evaluated positively by the teacher and then suggested "impairment" as an alternative. The teacher also gave the verb "to harm" as a synonym to explain its meaning and provided examples where the verb "to impair" could occur.

Translation units involving structure such as word order, cohesion are negotiated from a syntactic and grammatical level. Units involving syntactic inconsistencies are negotiated in terms of language preference. For example, in lesson 1 the clause in the source text "allati: nasharat tafa:ssi:l tilka attaja:rib wa nata:ijaha:" was agreed to be translated by "which published the details and results of the experiments" instead of "which published the details of these experiments and their results" on the basis of the language preference. As explained by the teacher "Arabic prefers to have the second phrase added afterwards, details of the experiments and their results; English prefers details and results of the experiments". Thus the clause

was agreed to be translated as one structural unit in the source text by its equivalent structural unit in the target text. This was followed by a discussion on the syntactic relationship of the elements of the phrase. The student who initiated the discussion informed that details was not syntactically related to "nata:ij" but to "experiments". The teacher proceeded to a morpho-syntactic analysis of the phrase in order to explain the relationship between its elements (see lesson 1, p.16 for exchanges). There was another exchange involving the negotiation of a structural unit on a language level.

A student translated the clause in the source text

"fahum min al^ca:mili:n alba:hithi:n fi: madrassat
harfard"

فهم من العالمين الباحثين في مدرسة هارفارد

by "They are researchers operating at the Harvard School for Public Health". Another student elicited whether the clause in the source text could be translated by "they are researchers of those working". The teacher replied that this version "sounded like an Arabic structure". Other versions such as "they are among a group of researchers" and "they are part of a research team" were also suggested and accepted as possibilities.

Translation units involving cohesive devices such as deictics, sentence and paragraph linkers are negotiated on the

level of their grammatical function in the language. In lesson 1, p.4, in the student version, the clause in the source text

"alladhi:na tassanna lahum iktisha:f tilka l^cala:qa"

الذين تسنى لهم اكتشاف تلك العلاقة

was translated by "who were able to discover this relationship". "That" was suggested by another student which sparked the negotiation on whether to translate the deictic "tilka" by "this" or "that". In the course of the negotiation the use of "this" and "that" were referred to other examples encountered in previous lessons. There was a suggestion that the use of "this" is preferred in English. The teacher to reply that the use of "this" is more frequent for anaphoric reference in English than "dhalika" is in Arabic.

Similarly in lesson 1, p.31-32, the paragraph linker "amma" in the source text "amma 'ddira:ssa:t 'llati: qa:ma biha: ^culama:u harfard" was also negotiated on level of its grammatical function in the language before it was translated. In order to identify its grammatical function it was referred to other examples encountered in a previous situation. This led to its identification as a contrastive and a comparative. The teacher informed that it could have the function of a contrastive. He went on to inform that it could also be a form of clefting. The function of clefting is to bring out the topic and make it more prominent. Clefting is a form of structure in English whereby the subject is topicalised. The teacher ended his informing by

indicating that in translation it can be ignored or translated by its equivalent "as for" which does not sound very English, thus communicating a translation strategy. The type of translation strategies communicated in this method is largely influenced by Vinay and Darbelnet's translation process. In lesson 1, p.34 a student translated the source text "wa tabayyana lil ulama:i" by "it became clear". The teacher commented that the translation was too literal and seized the opportunity to inform that it was a good place for a modulation. A brief negotiation to explain what is meant by modulation followed. Seemingly, the students were familiar with modulation as a translation technique. Hence it can be claimed that the translation techniques as formulated by Vinay and Darbelnet have been introduced in the classroom in previous lessons. The teacher also explained the principle of modulation and suggested that the student's version "it became clear" could be rephrased by "the scientists discovered". To justify this version, the teacher contrasted the typical phrases used by the source and target language to express this action. He indicated that Arabic uses "yatabayyan" but English does not use "it became clear" or "it became apparent". Therefore a modulation was necessary.

The main characteristics of this method can be summarised as follows:

- a. The linguistic basis is comparative grammar
- b. The translation process is based on the substitution of lexicon and conversion of syntax

- c. Lexicon is negotiated with reference to semantics and register
- d. Syntactic structures in the source language text are converted into their equivalents into the target language text
- e. Textual cohesion is negotiated on the grammatical level
- f. Translation techniques are communicated with reference to the standards of translation procedures as formulated by Vinay and Darbelnet.

5.3 The text linguistic method

The teacher in this class launches the lesson by identifying the text (lesson 1, pp.56-61; lesson 2, pp.88-89). The text identification is negotiated through text samples, ie field, tenor, mode and the text-type by means of eliciting exchanges. In lesson 1 all the teacher eliciting exchanges turn into complex ones. The students' replies are not always the ones expected by the teacher. Therefore more re-initiating and informing are required. Thus in p.56 lesson 1 the elicitation on the field of the text produced replies such as "political", "financial". The teacher went on re-initiating until "economics" was given as a reply. The teacher evaluated positively and went on to further elaborate on the reply by informing.

T: Could you tell me at a glance what part of field

- does this tackle? The field
of discourse or the topic?
Is it history, psychology? el
- S: Political. rep
- T: It's not really politics as re-i
much.
- S: Financial. rep
- T: Financial. e
And more specifically re-i
perhaps?
- S: Economics. rep
- T: General economics. e
Because it is not an economic
book as you know it is some-
thing else, so it is a
general economic text and of
course you're right, every
economics has a little
politics and little this and
that but generally it is
general economics.

Similarly the teacher's elicitation on the text tenor produced an even more complex eliciting exchange (pp.56-57). The reply given was "formal". The teacher re-initiated but the student

emphatically maintained his reply. A further elicitation on the origin of the text was initiated by the teacher. The student's reply was followed by a teacher's informing on the origin of the text. The teacher's informing had various purposes. First it allowed him to evaluate the student's initial answer "formal" because the text was not from an economic text-book. It also enabled him to direct the class towards a correct answer by providing clues. The clue "it is not from a newspaper so it is not formal", eliminated the likely wrong answer. The clue "it is from a magazine" allowed the teacher to introduce the audience to which the text was intended. By doing so he left the class with only one alternative answer as it was planned in his pre-informing in the opening move.

T: The second question we ask is
 is what is the tenor of
 discourse, and by tenor I am inf
 sure you know by now. It's
 the level of formality. So
 for example we have the
 categories formal, informal
 and semi-formal. For example
 could you tell me something
 about the tenor of this
 passage you're looking at? el

S: Formal. rep

T: You say it's formal. You e

reckon.

is it? re-i

S: Yes . rep

T: Yes. But really is it from an e
economics text book? It is
not. Is it? re-i

S: No. rep

T: So it can't be. It is not an e
economic text book. So it is
not formal, but is it from inf
a newspaper? It is not from
a newspaper. So it is not
informal. It is from a
magazine.

S: From a magazine. ack

T: That is for a specialized inf
audience. It is the Chamber
of Commerce magazine.
So where is the place of el
tenor?

S: Semi-formal. rep

T: Semi-formal. It's simple e
It's not an economics text

book, and its not a newspaper.

That's what we really mean

by tenor.

The text is also negotiated in terms of mode (p.57) and its type (p.58). As a pre-informing to the negotiation of the text-type, the teacher referred to the 3 text-types and described their characteristics: expository such as a newsreport, instructive such as a law or a constitution. The text types are also given their labels in Arabic. Exposition is *annaṣṣ assardi:*; instructive is *annaṣṣ ash-shar^ci:*. The students were elicited to give the label of *annaṣṣ aljadali:* in English for which the reply was argumentative. The teacher then gave an example of an argumentative text which was an editorial in a newspaper. The students were finally elicited to identify the text of the lesson, and the reply was exposition. The teacher evaluated positively, and went on to give more examples on the expository type.

T: What is the type of this el
text?

S: Exposition rep

T: It is exposition e
There is objectivity. They inf
can tell you lies but really
qa:ma biziya:ra. There is
no lie about nobody is

interested anyway in qa:ma

biziya:ra ila: Glasgow

instead of London. Whose

purpose does it serve?

Nobody.

The text was also identified in terms of structure and texture (lesson 2, pp.88-89). The students were elicited whether the expository type used the nominal or the verbal structures. The verbal structure was given as a reply. The teacher also informed that another characteristic in one structure of exposition was redundancy. To highlight this structural characteristic the students were elicited to translate "The I.M.F. Special Drawing Rights" in an instructive context. The purpose was to establish the structural differences between the two text types. In an instructive text the example will be translated by "ḥuqu:q assaḥb alkhaṣṣa liṣandu:q" whereas in an expository text it will be translated by "ḥuqu:q assaḥb allati: takhuṣṣu asṣandu:q". In the former instance the emphasis is on the legal capacity whereas in the latter it is a newsreport where redundancy is a typical feature.

The purpose of text-identification enables the teacher to illustrate how a text-type and its different samples such as field, mode tenor can affect its translation. For example, the two texts are of the expository type. They mostly use the verbal structure. The tenor is semi-formal. The mode is written to be read. The field is general economics. To illustrate for example

how field can affect the translation of a text, the teacher elicited the students how to translate "innocent" in the legal field (lesson 1, p.59); "bari:" was the reply. But when the students were asked how "innocent" would be translated in the medical field; "ḥami:d", "ghayr sarata:ni:" and "ghayr khabi:th" were given as replies. This provided the teacher with the opportunity to emphasise the importance of field in translation. The teacher went on to give other examples related to tenor (p.60-63) and illustrate its bearing on translation.

Having dealt with the text-identification with its related variables with illustrations and exemplifications and their bearing on translation, the teacher then proceeded with the translation exercise.

5.3.1 The translation exercise

In this class the translation exercise consists of the teacher dividing the text into sections and a student is nominated to translate. For example in lesson 1 the first student translated the section "Dr Jawad Hashim, the President of the Arab Monetary Fund on 23 September addressed a meeting". In lesson 2 the first student nominated to translated was assigned the title of the text:

"ḥafl istiḡba:l wazi:r attakhti:t almaghribi:"

حفل استقبال وزير التخطيط المغربي

The micro-structure in this class consists of the student translating and the teacher intervening to work on the preliminary version when errors occur. The errors, in terms of

the teacher's language of instruction, are of the order of grammar, field, tenor, mode and structure. In addition there are also errors of mistranslation, such as overtranslation or undertranslation.

There were no grammatical errors scored in lesson 1. There were, however, some in lesson 2 (pp.93, 95, 102, 103). The student translated the prepositional phrase "Cala: sharafihi" by "for his honour". The teacher informed that grammatically "for" is wrong and elicited the class to give the appropriate preposition. "On" was suggested. The teacher evaluated negatively. The teacher's negative evaluation had also the function of a re-initiation. "In" came as a reply followed by the teacher's positive evaluation.

S:	... held for his honour	tr
T:	good	e
	so held ... for is wrong	inf
	grammatically	
	what is the preposition?	el
S:	on	rep
T:	no	e
S:	in ... in his honour	rep
T:	good	e

Similarly, on p.94 the grammatical error was also related to the misuse of a preposition. The student translated the phrase "lissanawa:tin ^Cadi:da" by "In many years". In his meta-statement the teacher referred to grammar which he intended to correct. He singled out "in many years" and elicited a student for the appropriate expression. The student replied "for many years" which the teacher evaluated positively.

S: all his concern for the tr
economic planning affairs in
Morocco in many years.

T: good, e
let's accept it as they say m
^Cala:^Cillatiha: and correct
basic grammar.
In many years, your next door
neighbour, what's the
expression? el

S: For many years. rep

T: That's basic grammar, e
for many years.

On page 95 the grammatical error scored was of the order of tense. The student translated the sentence :

"wa qad karrassa assayid ban shi:kh lissanawa:tin
^Cadi:da julla htima:mihi lish-shuu:n attakhti:t
 aliqlissa:di: fi: almaghrib"

و قد كرس السيد بن شيخ لسنوات عديدة جل اهتمامه لشؤون
 التخطيط في المغرب

by "Mister Bencheikh devoted all his concern for the economic planning affairs in Morocco in many years" (the translation appears in the appendix p.94). The student used the past tense to mark a point of time to situate the event. The teacher informed that the past tense is used when there is a point of time. He then elicited on the appropriate tense when there is no point of time. "Present" was the reply followed by the teacher's positive reply.

T: ... by the way we use the inf
 past if we have a point of
 time like 1982, but if we
 don't have a point of time el
 we use?

S: present. rep

T: has devoted. e

There was also a grammatical error related to tense scored on p.102. The student translated the clause

"wa ada:fa qa:ilan anna lkhatta satati:hu al^Cadi:d min
 lfuras lish-sharika:t albrita:niyya"

و اظان فاعلا ان الخطة ستتيح العديد من الفرص للشركات البريطانية

by "The plan will give opportunities to British companies, he added". The student did not conform to the conventional rules related to the indirect speech form. The teacher elicited but no reply was given. He went on to provide a clue and re-initiated. The student replied "would" which the teacher evaluated positively.

T:	... Now,	m
	Let's look at this.	ms
	The plan will...	s
	What's wrong with that?	el
S:	No answer	
T:	It's acceptable	cl
	These days you said he added	
	indirect speech?	el
S:	Would	rep
T:	Would	e

There were also some errors related to collocations scored in lesson 2. Examples of these can be found in the appendix pp.94-102. The student translated the phrase

"karrasa julia htima:mihi"

كرس جى اهتمامه

by "he devoted all his concern" (p.94). The teacher elicited (p.95) by pointing out that "devote" and "concern" do not form

the right cliché. The word "efforts" was given as a reply which the teacher evaluated positively. In another instance the student translated the clause:

"satuti:hu al^cadi:d min alfuras lish-sharika:t
albrita:niyya"

ستتيح العديد من الفرص للشركات البريطانية

by "will give opportunities to British companies" (see appendix p.102). The teacher, having realised that "give" does not collocate with "opportunities", elicited on the appropriate collocation. The elicitation produced a complex exchange because various answers such as "make", "allow", "create", "offer", "present" were given. The teacher went on re-initiating until "provide" was given which he evaluated positively.

T: ... what's the collocation el
with opportunity?

S: Make . rep

T: Give opportunities not make. e

S: Allow . rep

T: Not allow . re-i

S: Create . rep

T: Create, that's nice. e

Give me a synonym . el

- S: Offer. rep
- T: Offer. e
A nice synonym. re-i
- S: Present. rep
- T: Present. e
Another one. re-i
- S: Provide. rep
- T: Provide, e
by al^cadi:d min alfuras.

The teacher in his style of conducting the micro-structure dealt first with non-textual errors such as grammar and then tackled textual errors such as field, texture and structure, tenor and mode. Errors related to field can be found in lesson 1, p.72. In this instance, the student translated the source text, "particularly those related to the proposed tenfold increase in its capital" by

"kha:ssatun fi:ma: yata^calluqu bi: 'zziya:da
almuba:l^lagha ^cashratu amtha:l"

خاصة فيما يتعلق بالزيادة المبالغة عشرة أمثال

The teacher, having realised the field related error, informed the class that "amtha:l" is associated with theology, but in this context they were dealing with economics. He then elicited for a

suitable word instead of "amtha:l". "ad^Ca:f" was suggested which the teacher evaluated positively before he further elaborated in his informing.

- T: azziya:da al muqtaraḥa fi: e
 ra's al ma:l wa 'llati:
 balaghat ^Cashratu amtha:l
 Now. m
 Can I hear it I have my ms
 chance.
 field. s
^Cashratu amtha:l. I associate inf
 it with the field if
 I am talking about azzaka:
 theology. I have economics, so
 what I do with amtha:l? el
 S: ^Cashratu ad^Ca:f. rep
 T: you know the difference. e
 amtha:l reminds me of some inf
 theological text - pre-
 Islamic and ad^Ca:f more
 economic touch and that is
 really a problem of field.

Another instance of field related error scored in lesson 2 was dealt with in a similar fashion. The student translated the source text:

"inna lmablagh almukhassaṣ lilistithmaṣṣr dīma lkhutṭa
lkhamsiyya lmaghribiyya 1980-1985 sayassīlu ila: 111000
malyu:n di:na:r maghrabi:"

ان المبلغ المخصص للاستثمار ضمن الخطة الخمسية المغربية
(١٩٨٥ - ١٩٨٠) سيصل الى ١١١.٠٠٠ مليون دينار مغربي.

by "The devoted amount for investment within Morocco - five year plan will reach 111000 million Moroccan dinars". The teacher first corrected "the phrase the devoted amount" by eliciting. A student suggested "allocated" to make the "amount allocated". The teacher evaluated positively, and further elicited that there was one word which expresses the phrase "amount allocated". "Concluded" and "ear-marked" were suggested but which the teacher rejected. He then reduced the phrase into a substantive "allocation" in his informing, to make the version read "The allocation for investment in Morocco's five year plan will reach ..". As far as field is concerned, the word "reach" was not appropriate. The teacher elicited for a more economical way of saying "reach". No answer was given. The teacher re-initiated by providing the clue "majmu:^c". "Will be" followed the re-initiation on which the teacher made a comment to indicate that the answer is near the one expected. "Will amount to" was also suggested. The teacher evaluated and re-initiated again by providing a more specific clue; to indicate the appropriate word can be derived from "majmu:^c". "Total" was given as an answer. The teacher evaluated positively and elicited the student to read the whole version as corrected, which reads as follows:

"he said that the allocation for investment within the Moroccan five year plan will total 111000 million."

The teacher also handled stylistic inconsistencies related errors, such as redundancies and over-explicitness. In lesson 2, p.93, the student translated the clause in the source text

"liḥuḍu:ri ḥaflī istiḡbali alladhi: uqi:ma^c ala:
sharafihi"

لحضور حفل استعابان النبي اقيم على شرفه

by "To attend the reception which was held in his honour". The teacher informed that in this version there were some unnecessary elements. He then elicited the students to cut down redundancies. "The chamber reception without to attend" was suggested to make the target text read "Mr Bencheikh visited the chamber reception" which was stylistically and communicatively incomplete. The teacher elicited the student to develop his idea and provided the clue "visited the chamber". "For a reception" was given as a reply. The teacher completed the clause with the student's reply to make "visited the chamber for a reception". The teacher also realised that there still were some redundancies in the student's original version, as was shown in his elicitation "Try to help me with some unnecessary items here that we can get rid of". This was followed by a student's reply "held for his honour". Having dealt with the grammatical error (see appendix p.93), the student's original version reads "Mr Bencheikh visited the chamber for a reception which was held in

his honour". The teacher realised that there still were some unnecessary elements, as is shown in his elicitation "what happens to which?" The answer was to drop it. The teacher evaluated, and elicited for cutting down on more redundancies. No answer was given. The teacher then informed that the element "held" was implicit in the element reception "once you say a reception, it means that it is in his honour, it means that it is held in his honour". The element held was dropped to make the final version read: "Mr Bencheikh the Moroccan Minister of Planning and Regional Development visited the chamber for a reception".

In addition there were some stylistic inconsistencies related errors in lesson 2, p.96. The student translated the source text,

"wa qad karrassa assayid Ben Sheikh lissanawa:tin^cadi:da
julla 'htima:mihi lish-shuu:n attakhti:t aliqtissa:di:
fi:lmaghrib"

و قد كرس السيد بن شيخ لسنوات عديدة جل اهتمامه لشؤون التخطيط
في المغرب

by, "Mr Bensheikh devoted all his concern for the economic planning affairs in Morocco in many years". Having dealt with grammar and collocation, the teacher proceeded to work on the phrase "the economic planning affairs". The teacher informed that "affairs" is embedded in "planning". He also introduced other examples to illustrate his informing. He quoted the example "institute of petroleum" and "wiza:rat ash-shuu:n al

kha:rijiyya al^qira:qiyya". He explained the problems involved in translating these two examples. He emphasised that in the first instance if translated in Arabic, it will be necessary to add "ash-shuu:n" to make "ma^chad shuu:n annaft", but in the second example, the word "shuu:n" will have to be omitted. Within this complex information exchange, there was a student elicitation on how to identify words that have the element "affair" embedded and those that have not. The teacher replied that this can be learnt after a long stay in the country of the language (see appendix p.96 for exchanges).

As regards structure, there were errors related to cohesion, to tenor and text-type. Errors related to cohesion can be found in lesson 1, p.72, lesson 2, p.100. In the first case the student translated the clause in the source text "The increase Dr Hashim said" by

"wa qa:la 'dduktu:r Hashim".

وقال الدكتور هاشم

The student translated "said" by "qa:la" to establish cohesion. The teacher evaluated negatively and re-initiated by emphasising that "qa:la" was not used frequently in Arabic. "adha:fa" was suggested. The teacher evaluated and provided an informing on the differences in Arabic depending on the context, whereas in English it is always established by repetition. Examples such as "a^clana" and "akkada" were given to illustrate how cohesion can be established in Arabic in a given context. The informing was

followed by an elicitation on how to translate "said" when it is situated in the context of an announcement made for the first time. "dhakara" was suggested. The teacher re-initiated emphasising that it is an announcement for the first time. The student then went for "a^clana".

T: ... your next door neighbour, n
The increase Doctor Hashim s
said.
How do you begin this d.tr
sentence?

S: wa qa:la. tr

T: wa qa:la 'dduktu:r Hashim. e
You see really qa:la is not
very frequent in Arabic
unfortunately.

S: wa adha:fa. rep

T: wa adha:fa. e
But back to the point I
mentioned.
You look at what he's saying inf
is that i^cla:n then wa a^clana.
Is that ta'ki:d then wa
akkada, so it's not ad hoc. In
English we establish cohesion
by repetition said, said, said.

- In Arabic it will have to
vary, but not ad hoc. So by the
way if it is an announcement
he is saying for the first
time, what would say be? el
- S: dhakara. rep
- T: If it's an announcement for re-i
the first time, so?
- S: a^clana. rep
- T: a^clana. e
- But my point is it depends com
on what the sentence means.

The cohesion related error scored in lesson 2 (p.100) also involved a similar structural situation. The student translated the source text "asha:ra siya:datihi" by "Mr Bencheikh pointed out". Having evaluated the teacher elicited on the appropriate cohesive device to translate "asha:ra" in English. "Indicate" and "declared" were suggested, both of which the teacher evaluated negatively. The teacher held the reply and "said" was suggested. The teacher evaluated positively and provided an informing in which he indicated that "pointed out" translates "asha:ra" but is not appropriate in this context. He elaborated that in English news-report cohesion is established by repetition and concluded the version "Mr Bencheikh said" (see lesson 2, p.100 for exchanges).

There were also errors of structure connected with the text-type (lesson 1, p.75). The student attempted to translate the clause "Dr Jawad Hashim the President of the Arab Monetary Fund on 23 September addressed a meeting held by the chamber" by "duktu:r Hashim rai:s şundu:q annaqd ...". The teacher interrupted the student by evaluating and elicited whether it was possible to start with a nominal structure in a newsreport. "Verbal" was given as a reply. The teacher evaluated positively and provided an informing by indicating that given that the text was a news report and of an expository type the student ought to start with the verbal structure. This required a rank shift leading to a change in the word order. The student following the teacher's informing, shifted the verb "address" from the middle to the beginning of the clause to end up with the version "alqa: rai:s hashim". The teacher intervened to deal with the word order of the head in the clause with a series of elicitations. The student version "alqa: rai:s hashim" would result in a structural inconsistency involving the head of the clause, "Dr Jawad Hashim the President of the Arab Monetary Fund". The head in this clause is "Dr Jawad Hashim" and two post-modifiers "The President" and "The Arab Monetary Fund". In the student's version the introduction of the first modifier "rai:s" followed by the head "Dr Jawad Hashim" will not enable him to relay consistently the second post-modifier "The Arab Monetary Fund". The teacher having predicted the likely structural inconsistency, interrupted the student and proceeded to work on this error with a series of elicitations.

S: duktu:r Hashim rai:s sundu:q tr
annqd addawli.

T: Good. e
In a newsreport, can we start el
with the nominal?

S: No. rep

S: The verbal. rep

T: The verbal structure please. e
This is basic here, it is a inf
newsreport, it is exposition,
and I tell you by the way
the nominal has a different
place in the language and
we'll come to that, but the
verbal here addressed a
meeting that's what you
ought to start with.

S: aftataḥa arrai:s tr

T: It is not iftataḥa. e
We said addressed a meeting, inf
it is a question of giving re-i
a speech.

S: alqa: tr

- T: alqa: . e
- S: alqa: arrai:s hashim tr
- T: Yes e
Where is rai:s rai:s sandu:q el
annaqd?
- S: rai:s sandu:q annaqd rep
addawli: adduktu:r hashim...

In addition to the structure related error in the student's version above, there were also two mis-translation related errors. To reproduce the student's preliminary version, this reads as follows:

"iftataḥa rai:s sandu:q annaqd addawli: adduktu:r
Hashim"

افتتح رئيس صندوق النقد الدولي الدكتور هاشم

Both errors resulted in a mistranslation. The first one is the translation of the verb "to address" by "iftataḥa" which gives the meaning of "opening". The second one is the translation of the element "Arab" by "dawli:" which gives reference to another institution, or the "International Monetary Fund". By eliciting and re-initiating the teacher oriented the student towards an adequate equivalent version.

5.3.2. Characteristics of the method

The label to this method is given with reference to the teacher's style of conducting a translation lesson. The method is characterised by the influence of the text-linguistic theory.

This is largely demonstrated in the macro-structure. The students are instructed to identify the text-type by processing the text samples such as field, tenor, mode and structure. The text samples are negotiated in terms of their bearing on translation in different text-types. The purpose for the teacher is to emphasise how the translation process operates within each category of text-type. The teacher's strategy is to provide examples of text-samples as basic translation units and negotiate how they can be translated in a given context. For example a phrase such as "The International Monetary Fund special drawing rights" will be translated by "huqu:q assahb 'lkhasa li'sandu:q annaqd addawli:" in an instructive text. However, the same phrase will have to be translated by "huqu:q assahb allati: takhussu assandu:q annaqd addawli:" in an expository text such as a newsreport. This allows the teacher to highlight the structural differences in different text-types.

The negotiation of the text-type is carried out by its comparison to other text-types. At this stage of the negotiation, the teacher provided further information on other categories of text-types such as argumentative, and instructive and explained their communicative function. The processing of text-samples to identify the text-type leads to the isolation of

the context, such as the topic, the audience and the level of formality. The identification of context serves as a basis for the teacher to conduct the macro-structure. In this method, the teacher's orientation of the translation exercise is carried out on the basis of the contextual limitations of the text. The translation units are explained with reference to the text-type and its contextual limitations. For example, both texts in lessons 1 and 2 were identified as being expository, the field general economics, tenor as semi-formal and the mode as written to be read. The translation difficulties are handled within these textual limitations. As regards texture, structure related translation difficulties are handled by means of contrastive textology. For example cohesion, in an Arabic expository type of text, is variable. In a similar English type of text cohesion is ad-hoc. Similarly an Arabic expository type of text uses the verbal structure instead of the nominal.

Similarly, stylistic related translated difficulties are dealt with by means of stylistic comparison of the source text and the target text with reference to principles of pragmatics. This allows the teacher to provide information to highlight the stylistic constraints of the two texts and explain stylistic inconsistencies such as 'explicitness' and 'implicitness'. For example, a stylistic feature of an Arab expository type of text is redundancy. On the other hand, a stylistic feature of the same type in English is economy.

Similarly principles of pragmatics are also applied to deal with content related translation difficulties. The meaning of lexical elements which carry the information is explained in terms of their implication in the text. Topic related translation difficulties are explained in terms of informativity with reference to the field of text.

The negotiation of the micro-structure is largely carried out by means of eliciting and informing exchanges. The teacher's elicitations have the function of stimulating the learners to find the appropriate version. The informing exchanges have the function of explaining the transfer in terms of the text requirements. The method yields a very high amount of interaction.

The main characteristics of this method can be summarised as follows:

- the linguistic basis is text-linguistic theory
- the basis for translating is context
- the context is identified with reference to the text-type and its textual characteristics
- the translation process is carried out on the basis of the textual limitations of the text
- the translation units are negotiated with reference to the text-type and its context
- lexical related translation difficulties are negotiated on the field of the text

- stylistic related translation difficulties are negotiated with reference to pragmatics

5.4 The interpretive method

In this class the teacher launches the translation exercise by referring to technical vocabulary. In lesson 1 he informed the students that there were no difficult terms after he directed them to read the text, eg

T: ... tha:ni: mush ḥanla:qi:
 fi:ha: ta^cbira:t inf
 mana rafha:sh kthi:ra

On the other hand, in lesson 2 he gave the equivalents of a number of technical terms from the source language text into the target language text. In dealing with the technical vocabulary, the teacher kept switching from one type of exchange to another. At times he elicited the students to give the equivalent of a source language term into the target language, eg

1. T: Condone ... overlook s
 What does it mean in Arabic? el
 S: yatagha:dha annadhar rep
2. T: To prop up support el
 S: yuayyid rep

In other instances, he provided the equivalents of the technical terms by informing, eg

3. T: vilify ... slander yana:lu, inf
 yuha:jim and when we say
 yana:lu min it has another
 meaning in English which is
 to detract from and the noun
 is detraction ... dissent as
 a noun express agreement
 as a verb yu^cabbir ^can
 alistiya:' aw ^can ^cadam
 almuwa:faqa as a noun
 ikhtila:f but we have
 dissention which means
 ikhtila:f.

In handling the technical vocabulary the teacher adopted two procedures. The first consisted of giving the referential equivalent of a term as in examples one and two above. The second consisted first of giving the referential equivalent and then its contextual, eg

4. T: exhume, s
 The original meaning is inf
 annabsh ^can aljuthath, to take
 out a dead body from earth
 for examination ... but here
 it is used with another
 meaning which to exhume means
 yuthi:ru qada:ya: antaha:

amruha.

In some instances, after the technical terms were given their equivalents, the teacher provided a further exemplification. The aim was to illustrate the semantic interpretation of certain terms. The teacher also aimed at expanding the students' assimilation and understanding of technical vocabulary. The explanation of the technical vocabulary serves the purpose of facilitating the translation exercise and enables the students to learn and store the relevant terminology. The exemplifications and illustrations will assist the learners to memorise. The exemplifications also offer the context for the teacher to provide additional information on current affairs to improve the students' general knowledge. In some instances the teacher gave the equivalent of a whole phrase or a clause, eg

T: ... reallocate power among inf
 the already powerful means
 i^ca:dat tawzi:^c thaql
 annufu:dh^c ala: aṣḥa:b
 annufu:dh, forment discontent
 means increase discontent
 which means ziya:dat
 'liḥsa:s bil'istiya:'

5.4.1 The translation exercise

Once the technical vocabulary has been dealt with, the class proceeds with the translation exercise. The translation exercise

consists of one student being assigned a section of the text. The section can be either a whole paragraph or a group of sentences. For example, in lesson 1 the first student nominated to translate was assigned the whole of the first paragraph of the text. In lesson 2 the first student to translate was assigned the first 3 sentences of the first paragraph. The translation of these sentences will constitute one transaction of the lesson. The student's task consists of translating this section, and the teacher monitors the translation by evaluating, correcting and at times eliciting and informing.

An examination of the two lessons has revealed that the students' approach to translating was variable. In the first category the student's version contained many errors and the teacher's intervention was very noticeable. In the second category there were less errors and the teacher's intervention is less noticeable.

The approach in the first category can be described as almost word for word. The students are aware of every word in the source text. Their strategy is to transfer the text as such. Examples of this can be found in lesson 1, pp.114-11 , 118-119, 120; lesson 2, p.133. The errors in this approach are of the order of grammar, structural inconsistencies, stylistic inconsistencies, contextual inconsistencies, mistranslation, undertranslation. In lesson 1 the student did not score many grammatical errors. There are, however, some errors in misuse of preposition, for example "aimed to" (p.117), "on other way"

(p.121), "the prerequisites for" (p.124). The teacher's handling of grammatical errors is simply to intervene and supply the appropriate preposition at times followed by a comment as in p.124, "akhdhi: ba:lak min al prepositions". In lesson 2 there were no recorded grammatical errors. This is because the students were translating into their native language.

Because of the word for word translation approach, some students scored a few structural errors (lesson 1, pp.114, 115, 118, 119, 120). An attempt to reproduce the student's version of the first paragraph of the source text:

فقبل ثلاثة اشهر انعقد في واشنطن المؤتمر الدوري لسندوق النقد الدولي و البنك الدولي، و اشتركت فيه وفود تمثل مئة وثمانين دولة مؤلفة من وزارة المالية و الاقتصاد و كبار المسؤولين من رجاا الماا و خبراء الشؤون المصرفية، و في ذلك المؤتمر سلطت الاضواء على الاقتصاد العلمي و انكب المؤتمر على تشريحه و تحليله بصورة مستفيضة مع التركيز في الدرجة الاولى على المشاكل الاقتصادية في ابلاد الصناعية التي لم تفلح بعد، رغم امحا و لات الكثيرة، في التخلص من كابوس الكود الاقتصادي.

would read as follows:

"The International Monetary Fund and the World Bank convened an ordinary session in Washington three months ago. Delegations representating delegations of 180 countries participated in this conference which represent the ministry of finance and economy senior officials of businessmen and experts in banking affairs. In this conference lights were shed on the

world economy. The participants began analysing it in an expanded way."

Another example of a similar structurally defective target text:

وانتهى من ذلك ان الاوضاع اليوم قد تدهورت الى حد ما كان ليخطر في بال احد من الناس، ولا سيما في اوروبا. فمما سيكون الوضع الاقتصادي في العام الجديد الذي بدأنا نطأ اعتابه في هذا الشهر. وهن سيجرفها اتيار فيه الى هاوية سحيقة من الركود الاقتصادي بشكل اسوأ من العام الماضي.

can be found in lesson 1, p.118 and which reads as follows:

"What's worse is that the situation now is getting worse than any one expected. How the situation of the European economy will be next year will it go further recession which is worse than last year."

In both versions the text is structurally defective. The text is not cohesive and this produces incoherence.

In both instances, the teacher stepped in to correct the students' version by providing an adequate version. The discourse patterns consist of the student translating and when errors occur the teacher steps in to provide an appropriate version. For example, the teacher corrected the clause "The participants began analysing it in an expanded way" by "provided a detailed analysis of". He also re-arranged the word order of the clause "From the economic recession nightmare" into "the nightmare of the economic recession". The student repeated the correction as a sign of assimilation and proceeded with the rest

of the translation exercise (see lesson 1, pp.114-115 for exchanges).

To deal with stylistic inconsistencies such as redundancies or overexplicitness the teacher supplies the appropriate translation most of the time. Stylistic inconsistencies can be found in lesson 1, p.115 "experts in banking affairs", to translate "khubara: ' ash-shuu:n almasrafiyya", p.122 "to export its industrial products abroad" to translate "taṣdi:r mantuḡa:tiha: ila: lkha:rij", lesson 2, p.134 "al mutada:ribi:n min ajl alhaqi:qa" to translate "fighters for truth". The stylistic inconsistencies are also the result of the direct translation method. The target text becomes redundant because it contains unnecessary information. As is shown in the two examples in lesson 1, the information in the source text is communicated with explicitness: "experts in banking affairs", "to export abroad". This is a typical feature of Arabic style. The students translated the two phrases word for word. The translations are semantically appropriate, but stylistically redundant. In the phrase "experts in banking affairs" the element affairs is unnecessary because it is semiotically embedded in the work of experts in banking. In the clause "to export abroad", the element abroad is also unnecessary, because it is obvious that exports are destined abroad. In the example in lesson 2, the action "fighters for truth" is expressed by a substantive: "fighters". The student translated the word "fighters" by another substantive "almutada:ribi:n" which produced a stylistic weakness in the target text. The teacher's

intervention to deal with these stylistic errors is simply to correct them by providing an appropriate translation. In lesson 1 he corrected "experts in banking affairs" by "banking experts" which the student repeated. Suddenly he suggested "bankers" which he used in his conclusion (p.115). In the second example, he informed the student that it was not necessary to emphasise the element "abroad" in this context. The informing had also the function of a re-initiation, since the student repeated his translation to give the version "to export its industrial products". In lesson 2, the teacher corrected the student's version, "almutada:ribi:n min ajl alhaqi:qa" by "inna wassa:il ali^cla:m tuda:ribu min ajl alhaqi:qa".

• المتضاربين من اجل الحقيقة

ان وسائل الاعلام تضارب من اجل الحقيقة

which the student repeated.

The students also scored some errors of mistranslation. Mistranslation refers to unequivalence in meaning in the source text and the target text, ie when an 'information unit' expressed in the source text is not effectively translated in the target text. Examples of this translation can be found in lesson 1 (p.115). The student translated the sentence,

"wa lwa:qa^c anna assanawa:t al akhi:ra shahadat silsila
tawi:la min almu'tamara:t wa alliqaa:t ^cala: mukhtalaF
al mustawayat badaat fi: a^cqa:b azmat annaft ithra
harbi uktu:bar"

و اواقع ان السنوات الاخيرة شهدت سلسلة طويلة من المؤتمرات و
اللقاءات على مختلف المستويات، بدأت في اعقاب ازمة النفط اثر حرب
اكتوبر / تشرين الاول ١٩٧٣.

by "actually many conferences and meetings were held on different levels in the course of the last few years as a consequence of the oil crisis that took place following October war". The introduction of prepositional phrase "as a consequence" slightly deviated the meaning intended in the source text. The rendering of the prepositional phrase "fi: a^cqa:bi" in the source text by "as a consequence" meant that the oil crisis was the cause for the holding of the conferences and meetings. The teacher drew the student's attention by reading the source text after evaluating negatively. The student again repeated his translation giving the first version "as a consequence that started". The teacher finally intervened to correct the student by providing the adequate version "they started in the wake of" which the student repeated. In lesson 2 (p.134), there was also a mistranslation. The student translated the source text "they helped topple Richard Nixon" by "sa:^cadat Richard Nixon" which produced a counter meaning, because the word "topple" was left out. The teacher evaluated negatively, emphasised the element "topple", and provided the appropriate version "sa:^cadat ^cala: ihbat". The students also scored some contextual errors. Contextual errors refer to the inappropriate use of lexicon in a particular text. In lesson 1 (p.117), the student translated the source text,

"wa la:kin tabayyana anna ma: ja:a fi: tilka lbara:mij
lam yakun siwa:' umniyya:t wa ta^ctallu^ca:t lam
yatabalwar minha: shay' hatta l'a:n"

T: lam yatabalwar minha: re-i

S: They were not realised tr

T: humm e

S: achieved tr

S: achieved tr

T: tab^can yatabalwar minha: inf
to crystallise innama:
taqadru: which have not
yet materialised

Similar errors can also be found in lesson 1 (p.122). A student translated the source text,

"baynama: tanbari: alaqtar alukhra: ila: muha:rabati
attadakhum wa tashihī mawa:zi:n madfu: ^ca:tiha:"

بينما تنبيري الاقطار الاخرى الى محاربة التضخم و تصحيح موازين
مدفوعاتها .

by, "While the other countries are busily engaged in combatting inflation and rectifying its balances of payment". The teacher having realised that the word "rectify" does not fit in this context, corrected the student by introducing the word "adjust" which the student repeated.

S: In combatting inflation and tr
rectifying its balances of
payment

T: and here adjusting cor

S: adjusting balance of payment rec

There is also a contextual error in lesson 1 (p.122). The phrase "aliqtisa:d al mati:n" in the source text was translated by the student as "strong economy". The teacher again corrected the student and provided the adequate translation "sound economy".

S: This means that the countries tr
of the strong economies like
Germany for instance...

T: aliqtisa:d al mati:n, cor
sound economy.

S: sound economy. rec

5.4.2 Characteristics of the method

In this style of conducting a translation lesson, the method is based on interpreting the text and giving its equivalent target text, ie the source text is translated as it is understood. This method is characterised by the absence of any linguistic description which serves as a basis to explain the translation process, ie how the translation process was operated from the source language text to arrive at the target language text. Furthermore, there is no reference to any translation procedure or strategy. The translation units which represent translation difficulties are not explained explicitly in terms of any linguistic basis, they are simply given their equivalents.

Thus it can be claimed that this method is based on product rather than on process. The focus is on how a text should be translated rather than on how it is translated. To this extent the method is prescriptive rather than descriptive. In the macro-structure, the emphasis is on the technical vocabulary. The communication of the technical vocabulary is given in the form of a list which consists of the source text lexical elements with their corresponding equivalents. The aim is to improve the students' repertoire of technical vocabulary. The provision of technical vocabulary, in a sense, serves as a means of teaching terminology. The provision of the technical vocabulary also serves as a basis for the class to perform their translation exercise. In the course of the translation exercise, the teacher leaves entire responsibility to the students to find their own alternatives. There is hardly any pre-informing or eliciting on the structural or stylistic characteristics of the text. The translation exercise consists basically of students translating and the teacher correcting. This constitutes a transaction which invariably ends with the teacher providing a final version. Translation units which constitute translation difficulties and lead the students to errors are mostly corrected. At times to vary his teaching style, the teacher re-initiates by reading the source text to emphasise the error.

Structural and stylistic related elicitations initiated by students are treated on the basis of the information content of the text. For example, the student's elicitation "who are the fighters and spreaders" was handled by the teacher by providing

the equivalent of the element "fighters" in the target text. The student re-initiated as to whether the word-group "fighters and spreaders" was referring to the media. The teacher replied that the whole subject was about the mass-media (see lesson 2, transaction 5, p.134 for exchanges).

S: Who are the fighters and el
spreaders?

T: Fighters means al muqa:tilu:n rep

S: I know is it the mass-media re-i

T: All the subject is about the rep
mass-media

Clearly, in this exchange, although the student did not use the appropriate linguistic means, however he elicited for a textual explanation of the word group "fighters and spreaders" and not its equivalent in the target text. This is indicated by his re-initiation. The teacher replied with reference to the information content of the text. Similarly, students' elicitations on translation strategies are left to their own initiative, ie when students are faced with difficulties to translate a given unit, they elicit the teacher to come to their assistance so that he can provide them with a strategy. The teacher replied that they should use their own initiative. For example, in lesson 1, transaction 5, p.120 a student elicited how to translate the phrase "awwalan wa qabla kulli shay'". The

teacher replies that he should find his own alternative and convey the content.

S: That the problem... tr

No need to say you see el

firstly and before anything

else?

T: shu:f hatrakkabha azzay bas rep

addi: l'content

Clearly marked by halting the translation and the elicitation, the student is facing difficulties. He consequently solicits the teacher to come to his assistance to suggest a technique to translate the phrase. The teacher leaves the responsibility to the student to use his own initiative in order to transfer the text. This clearly demonstrates that this method is based on the end product of a translation. The translation process is not negotiated nor is it communicated. This is also demonstrated in the teacher's conclusions. In his final version the teacher applies various techniques such as structural shifts, paraphrases, semantic reductions etc. For example, paragraph 1 of the text in lesson 1:

قبل ثلاثة اشهر انعقد في واشنطن المؤتمر الدوري لسندوق النقد الدولي و البنك الدولي، و اشتركت فيه وفود تمثل مئة وثمانين دولة مؤلفة من وزارة المالية و الاقتصاد و كبار المسؤولين من رجاا الماا و خبراء الشؤون المصرفية، و في ذلك المؤتمر سلطت الاضواء على الاقتصاد العلمي و انكب المؤتمر على تشريحه و تحليله بصورة مستفيضة مع التركيز في الدرجة الاولى على المشاكل الاقتصادية في ابلاد الصناعة التي لم تفلح بعد، رغم المحاولات الكثيرة، في التخلص من كابوس الكود الاقتصادي.

was translated by the teacher in his final version as follows:

"The International Monetary Fund and the world bank convened an ordinary session three months ago]S1* [Participants included delegations representing 180 countries]S2 [delegations were formed of representatives of the ministries of finance and economy senior businessmen and bankers]S3 [The conference focussed on the situation of the world economy]S4 [Participants provided a detailed analysis of the situation with particular emphasis on the countries which have so far failed to rid themselves of the economic recession despite the various endeavours they exerted for that purpose]S5

In S1, the time adjunct "qabla thala:th ash-hur" was shifted from the initial position to the end of the sentence. The verb "un^cuqida" was converted from passive into active. In S3 the phrase "khubara:' ash-shuu:n al masrafiyya" was reduced into "bankers". In S4 the metaphorical expression "sullitāt al adwa:'" was synthesised into one word "focussed". The lexical element situation was introduced to the phrase "aliqtissa:d al ca:lami:' to be extended into "the situation of the world economy".

* Sentence

These types of translation strategies are not explicitly communicated to the students. In a sense the teacher fulfills the role of a translation reviser. When a student's version is adequate, the teacher evaluates positively. When it is inadequate then he provides the correct version. The teacher's orientation of the translation exercise is largely carried out by correction and conclusion, ie production of own model.

Summary of the main characteristics

The main characteristics of this method are summarised as follows:

The macro-structure is based on the substitution of lexicon.

The translation of the text is based on the teacher's individual interpretation.

There is no reference to any linguistic analysis.

There is no negotiation of the translation units.

Inappropriate versions are corrected.

Translation strategies are not communicated.

The emphasis is on the product.

The translation process is ignored.

5.5 Summary of the main characteristics of the three methods: similarities and differences

A comparison of the main characteristics of the three methods indicates that there are similarities and differences in various areas. These similarities and differences are of the order of structure, ie the way the teachers structure the lesson plan and proceed with its progress; the theoretical linguistic basis of the orientation of the translation exercise, ie the application or non application of a particular linguistic principle. There are also similarities and differences in the discourse type applied in the orientation of the translation exercise, ie the discourse patterns the teachers use to orientate the students in the translation exercise by either eliciting, informing or correcting.

a. Similarities and differences in structure.

In the three methods, the opening of the lesson is performed by a non-linguistic move by the teacher characterised by the distribution of a text which will constitute the topic of the lesson. This is followed by the students reading the text. The reading activity is halted to proceed with the progress of the lesson and launch the translation exercise. The structural pattern of the translation is identical in the three methods. This consists of the teacher dividing the text into sections so as to guarantee a share of contribution to every student. The translation of each of these sections constitutes a typical transaction. However, there are differences in the launching of

this activity. In the text-linguistic and the interpretive methods the translation exercise is launched by a macro-structure followed by the micro-structure. In the grammatical method the translation exercise is carried out simply by the macro-structure.

b. Similarities and differences in the theoretical basis of orientation.

Looking at the characteristics of each method would indicate that, contrary to the interpretive, the grammatical and the text-linguistic have similarities in the theoretical basis for teaching the translation process. However, the difference lies in the type of the theoretical linguistic principle of which these two methods make use. The grammatical method applies the principle of comparative grammar in which the translation process is based on the substitution of lexicon and conversion of syntax. The text-linguistic method applies the principle of text-theory in which the translation process is based on the principle of text-typology. The interpretive method has no explicit theoretical linguistic basis for teaching the translation process.

c. Similarities and differences in the discourse orientation.

There are also similarities and differences in the type of discourse used by the teachers in the orientation of the translation exercise between the three methods. Teachers in the grammatical and the text-linguistic methods use similar discourse

patterns, ie eliciting and informing. However, the teacher in the interpretive method uses correcting. The similarities in the discourse patterns in the grammatical and the text-linguistic methods are due to the application of a theoretical linguistic principle which provides the teacher with a context for eliciting and informing. This is contrary to the teacher in the interpretive method who resorts to correcting.

These characteristics, their similarities and differences in the three methods, have two aspects of implications: implications in learning, ie the way the students would learn how to translate; and pedagogical implications, ie how the translation activity is carried out and its long term effect on the students. These aspects of implications are analysed below.

5.6 Implications in learning

5.6.1 The grammatical method

Given the characteristics of this method, the implication is that the students will learn to translate on the basis of contrastive linguistics. The principles of contrastive linguistics serve as a background for the students' decision-making process when translating a text and as a means for testing their results.

When translating a text, the students are likely to negotiate lexicon at the preliminary stage. Lexical elements in the source text will be given their corresponding equivalents in the target text on two levels. For example, in case a given

lexical term is of a technical order, then this will be translated by its corresponding equivalent in the target text with reference to the register of the text. The trainee translator would ask, am I translating a medical text, an economic text etc ... To give this lexical element its equivalent, the learners will consult their memory to check whether it was stored in their repertoire from previous translations they performed. Alternatively they would consult a specialised dictionary. In case the term is non-technical its equivalent will be decided on the basis of its semantic reference in the language.

The translation of the internal structuring of the text will be carried out in two phases. The first phase consists of identifying the textual cohesive devices. The second phase is to isolate syntactic structures which are likely to cause translation difficulties. The translation of the textual cohesive devices will be carried out with reference to their grammatical function in the language. This implies learning a repertoire of cohesive devices and their functional characteristics. When dealing with such translation units, the learners would ask themselves what is the functional characteristic of this cohesive device in the source language and what is its equivalent in the target language.

When it comes to dealing with complex syntactic structures, the learners would probably attempt to memorise whether a given structure occurred in previous lessons or translations and how it

was dealt with. Alternatively, they would contemplate the structure and think of an equivalent structure and try to match it. In this case, the equivalent structure will be decided on the basic assumption that this is the way the target language expresses this action or event. As a last resort, if no matching equivalent of the structure is arrived at, the learners will consider the application of a particular translation procedure as they have been communicated through a number of lessons.

Given the characteristics of this teaching method, the implication is that the subjects which supplement translation lessons are of the order of contrastive linguistics and register theory. The objective in the teaching of contrastive linguistics is to expose the learners to a variety of structural patterns with applications of different translation procedures. Register theory complements the students' linguistic abilities in terms of vocabulary in different registers. Consequently, the material for translation lessons is selected along these lines. Texts selected would include different registers, exhibiting different structural patterns.

5.6.2 The text-linguistic method

Given the main characteristics of this method the students will learn to translate within the boundaries of the text-type and its context. In order to be able to determine these criteria, the learners will proceed to negotiate the communicative function of the text to investigate its type, ie whether the text is argumentative, instructive or expository.

The second step is to investigate its content through text-samples such as field, tenor and mode. The field would indicate the subject matter which the text deals with, eg economic, medical etc. The tenor would indicate the level of formality of the text and therefore the audience to which it is addressed. The mode would indicate the purpose for which the text was written, ie written to be read or written to be spoken.

The identification of these characteristics in a text will serve as the basis in the learners' decision-making process when they engage in the translation activity. This will also serve as a means to test their translation. When they engage in the transfer process to translate their source text into a target text and face lexical difficulties, the learners have to weigh the choice of equivalents on the basis of the field of the text and its context. Before deciding on a particular equivalent, the learner would ensure that it interacts with the field of the text and also other variables of its context such as tenor and mode. If, for instance, the field of the text is diplomacy the tenor is likely to be very formal, therefore it would be addressed to a specialised audience, the mode would be more likely to be read than spoken. Consequently the choice of a given equivalent would have to satisfy all these requirements. When it comes to negotiating the internal structuring of the text, the learners would work on the basis of the textual limitations of the text bearing in mind its type and contextual variables such as tenor and mode. Before deciding on a particular structure the learners would consider the textual characteristics of the type of the

text they would be translating. They will also consider its impact on the tenor and mode of the text. The negotiation of the textual cohesion will be carried out on the basis of the functional characteristics of the cohesive devices in the text in relation to its type. The students would also learn how to apply principles of pragmatics to negotiate the stylistic requirements of the target text in terms of explicitness and implicitness. Principles of pragmatics would also assist the learners to understand implications of a given unit of information in the text. To do this, the trainee-translators would learn how to use their knowledge of other texts. Given the main characteristics of this teaching method and its implication in learning, it can be assumed that the subjects which supplement the translation lessons would be of the order text-linguistics and its related disciplines such as contrastive textology, text-grammar and text-typology. It is also expected that the material for translation lessons is selected along these lines. The learners are exposed to different categories of text-types and their structural characteristics with the aim of teaching them how to translate.

5.6.3 The interpretive method

Given the characteristics of this method, it can be concluded that the students learning how to translate depends on two factors. Firstly, they are likely to rely on their intuition and flair. This assumption can be explained by the fact that the students are not provided with any explicit means of analysis or

any objective means of test-results. The only means of test results they are provided with is the teacher's final version. This is again not explained in terms of any process of systematic strategy. Secondly, given also that the method is product-orientated, the students' learning will depend on the amount of practice they had during their training. In addition it can also be assumed that the students will learn from the number of errors they scored and the corrections with which they were supplied. Furthermore, the combination of the absence of any explicit means of analysis and the amount of corrections recorded also have an impact on the students' decision-making process. It is not known on which basis the students would rely to take decisions when faced with difficulties. Hence, it can only be assumed that the students will learn to take decisions on an individual and empirical basis expecting outside assistance. These characteristics will ultimately have their impact on the students' careers as professional translators. When required to translate a given text, the future translator will first deal with the technical vocabulary. This approach is explained by the teacher's style of launching the translation exercise which it is assumed the learner will adopt as an approach to translate. The technical vocabulary could be dealt with instinctively; ie the translator encountered certain lexical terms previously for which he recalls equivalents by memory. The translator can also make use of glossaries he set up from previous translations he performed, or consult a bilingual dictionary. Once the technical vocabulary is negotiated in terms of equivalents, the future

translator would then proceed to translate the internal structuring of the text. At this stage it is difficult to state which kind of strategies he would apply. The reason is due to the fact that he was not taught explicitly any translation techniques to apply in a given situation. The implication is that he may resort to a number of possibilities. For example, he may make use of his intuition and flair. He may develop his own techniques from the practice he had. He may on the other hand develop these techniques from the number of errors he scored and the corrections he received. He may also review and analyse the number of the translations performed in the classroom in the light of the teacher's final versions and work out some translation techniques. However, the learner will still remain with no means of testing or assessing his own translations.

In this method the emphasis is on the acquisition of technical vocabulary. There is no indication of any linguistic analysis either in the teacher's language or in the students'. This implies that the subjects which supplement the translation lessons would be of the order of "general technical studies". The teaching of this subject would consist of providing the students with a certain amount of material dealing with different general technical topics as an input. The output is to set up a glossary of the technical vocabulary specific to a particular domain in each lesson. The aim is to improve the students' repertoire of technical vocabulary. A further assumption in this method is that the teaching of the theoretical principles of translation is irrelevant to learn how to translate, since there

is no indication of any linguistic analysis in the translation exercise. The students are expected to learn the translation process from the amount of practice they would have had during their training.

5.7 Pedagogical implications

In addition to the implications of the methods in the students' learning how to translate, there are also pedagogical implications. Pedagogical implications refer to the roles that teachers and students perform in each class. The roles performed by the teachers and students will be investigated on the basis of the negotiation of the translation exercise as outlined in the description of the methods which is largely carried out by eliciting, informing and correcting. The negotiation of the translation exercise in each method has its implications on the interaction and consequently on the roles performed by teachers and students. The tables below indicate the number of eliciting, informing and correcting acts performed by the teachers and the students in lessons 1 and 2.

Table 1 The interpretive method

Type of act	Lesson 1		Lesson 2	
	Teacher	Students	Teacher	Students
elicit	10	9	11	10
inform	14	2	27	3
correct	28	-	25	

Table 2 The grammatical method

Type of act	Lesson 1		Lesson 2	
	Teacher	Students	Teacher	Students
elicit	62	38	57	12
inform	66	50	46	36
correct	13	2	5	-

Table 3 The text-linguistic method

Type of act	Lesson 1		Lesson 2	
	Teacher	Students	Teacher	Students
elicit	119	1	90	6
inform	69	20	47	11
correct	11		12	

As indicated in the description of the methods and in the tables, the teacher's style of negotiating the translation exercise has in effect its implications on the amount of interaction performed in a lesson. In the grammatical and the text-linguistic methods the translation exercise is largely carried out by means of eliciting and informing exchanges. In the interpretive method it is carried out by correcting. Consequently the text-linguistic and the grammatical methods are

more interactive than the interpretive. The teacher in the text-linguistic method performed 119 elicitations in lesson 1 and 90 in lesson 2. In the grammatical method the teacher performed 62 elicitations in lesson 1 and 57 in lesson 2. The teacher in the interpretive method performed 10 elicitations in lesson 1 and 11 in lesson 2.

The text-linguistic and grammatical methods deal with translation errors by eliciting. The students are stimulated to reach an adequate version. This generates a certain amount of participation from all the students. On the other hand, the teacher in the interpretive method provides corrections to translation errors. The number of corrections performed in lesson 1 and 2 is higher by comparison with the number of elicitations. In the grammatical method, the teacher performed 13 corrections in lesson 1 and 5 in lesson 2. The teacher in the text-linguistic method performed 11 corrections in lesson 1 and 12 in lesson 2. The number of corrections performed by the two teachers is lower by comparison to the number of elicitations. The outcome is that in a transaction interaction takes place mainly between the teacher and one student. This is characterised by a student translating and the teacher correcting. Meanwhile the rest of the class are participating passively. On the other hand the students in the text-linguistic and the grammatical methods participate more actively.

The pedagogical implications are that in the text-linguistic and grammatical method, the students' thinking process is more

stimulated. Therefore the students will gain more problem-solving techniques. In the interpretive method the student's thinking process is less stimulated. The ground provided for feedback to the students' learning in terms of problem-solving techniques are the teacher's corrections.

Further, because the teachers in the text-linguistic and the grammatical methods support their elicitations by informings, their respective students will gain more knowledge than the students in the interpretive method. This is due to the fact that an informing is usually performed by the teacher with a view to setting up a context for an elicitation or in order to elaborate on a reply. Consequently the lack of elicitations as reported in the interpretive method leads to lack of informings. Informings are also an essential part of the teacher talk. Informings enable the teachers to pass on information for the students to acquire, store and use at a later stage to achieve various purposes. For example, students can use information acquired in previous lessons to understand the material presented in future lessons, or it can also serve them as a basis in their research interests.

However, the students in the interpretive method seem to be missing this opportunity in comparison with the students in the text-linguistic and grammatical methods. In the text linguistic method the teacher performed 69 informings in lesson 1 and 47 in lesson 2. In the grammatical method, the teacher performed 66 informings in lesson 1 and 57 in lesson 2. Significantly, the

teacher in the interpretive method performed 14 informings in lesson 1 and 27 in lesson 2.

The students' participation in the negotiation of the translation exercise varies from one method to another. In the grammatical method the students made more initiating moves than the students in the text-linguistic and the interpretive methods. In the grammatical method the students performed 38 elicitations and 50 informings in lesson 1 and 12 elicitations and 36 informings in lesson 2. The students in the text-linguistic method performed 7 elicitations and 20 informings in lesson 1 and 6 elicitations and 11 informings in lesson 2. In the interpretive method the students performed 9 elicitations and 2 informings in lesson 1 and 10 elicitations and 3 informings in lesson 2.

The pedagogical outcome in this respect is that the students in the grammatical method contribute more with initiating moves as decision makers to select teaching actions. By eliciting they can gain more information. They can request the teacher to elaborate on topics they have difficulty in understanding. Initiating moves such as informing also enable the students to correct their knowledge or learn how to use it in context.

Table 5.1 The three methods: a summary

Method	Grammatical	Text-linguistic	Interpretive
Characteristics			
Opening of lesson	distribution of text	distribution of text	distribution of text
Macro-structure	not identified	text-identification	substitution of lexicon
Micro-structure	translation exercise	translation exercise	translation exercise
Theoretical basis	comparative grammar	text-theory	non explicit
Unit of translation	word/sentence	text	word/phrase/sentence
Implications in learning	substitute lexicon/ convert syntax	text-discourse	use of intuition
Type of discourse patterns	elicit/informing	elicit/informing	correcting
Pedagogical implications	active	active	passive

CONCLUSION

As reported throughout this thesis, despite the various efforts to establish translation teaching programmes and suggest translation teaching methods in response to the ever-increasing demand for translators in the modern world, and with the appearance of more and more theoretical discussions on translation teaching in the process of its professionalisation, translation pedagogy has yet to form a full and coherent account of its practice. Probably because of its infancy, there are differences in practically every aspect of the discipline. Various areas frustrate and divide pedagogists on the issue of how to teach translation. For example, in the context of curriculum planning (chapter 1) areas such as the teaching of linguistics and translation theory are still being debated as to whether they are useful to the learners or not. The self made professional translators who set up their courses based on individual intuition and experience argue that these subjects are unnecessary. However, the professional translators do not seem to provide a satisfactory answer to their usefulness, probably because they never had a theoretical training themselves. They claim that translational competence can be achieved by practice. However, practice has yet to be defined in its particular context. Those on the other hand who advocate the teaching of these subjects are the academics who, with their degrees in translating, build their curriculum around linguistic and translation theories. They claim that theory can enhance the trainees' translational competence, but no major experiment was

run to illustrate its practical applicability and assess its outcome. As regards the application of translation theory to set up teaching methods (chapter 2), pedagogists are still divided as to whether to base these around the principles of contrastive linguistics, sociolinguistics or text-linguistics. This is probably due to the fact that translation teaching is still in search of a sound and coherent pedagogical framework which cannot be validated so long as the tools employed to measure translating competence remain primitive, despite some recent studies (such as House, 1977). The inconsistency of the translation teacher's view of the application of theory to formulate teaching methods is equally illustrated in the practical teaching methods as identified in this thesis (chapter 5). Three different teachers have been surveyed and three different teaching methods have been identified; namely the grammatical, the text-linguistic and the interpretive. Each of these methods is based on a different principle and has its distinct implications. In the grammatical method, the students learn how to translate on the basis of contrastive linguistics. In the text-linguistic method, the students learn the translation process on the basis of the principles of text-typology. In the interpretive method, the students learn how to translate on the basis of their individual intuition. Thus given the present state of the discipline various areas need further research, particularly teaching programmes and teaching methods.

In the context of teaching programmes, it is necessary for translation schools to release more information on their

curricula, syllabuses and general principles. The study in this area should aim at processing all the data gathered and set up a complete teaching programme. The establishment of such a programme would achieve various objectives. It would allow, for instance, translation teachers to reassess their own programmes. It would serve as a reference for text-book planners and curriculum designers as much as it will enable them to know about other teaching aids used in different schools in different countries. In addition, the translation educator should also investigate how new findings in several adjacent disciplines can help translation pedagogy. For example, when translation testing studies devise more sophisticated means to assess the learner's performance, the translation educator can rely less on subjective judgement and guesswork. Further psycholinguistic research in the relation between translation competence and bilingualism will enable the curriculum planner to reassess the nature and form of language training required in translation teaching. Longitudinal studies of individual translation learners can throw light on questions like, what qualities to look for in screening candidates for translation courses, and the effects of various types of training within a programme on the learner.

The second main area of research involves translation teaching methods, on the theoretical and practical levels. On the theoretical level, in order to achieve an overall understanding of the discipline, it is essential for the translation teaching theorist to systematically examine the

relation between translation theories and translation teaching and the means by which the former can be applied to the latter.

On the practical level, the three different methods identified in this thesis (chapter 5), namely the grammatical, the text-linguistic and the interpretive can serve as a basis in the search for a unified teaching method. Research for a unified teaching method calls for the collection of more data in order to survey the maximum number of teaching methods practised in different schools. The data used in this thesis, although not very representative, nevertheless enabled the identification of three different methods. The more data, the more likely other methods exist. Data can be collected by the same procedure as adopted in this thesis (chapter 3). The coding system set up on the basis of the application of the Sinclair system of classroom interaction analysis (chapter 4) can serve as a means for data-analysis. The identification of other possible existing methods, beside the grammatical, the text-linguistic, and the interpretive would call for the design of an experiment. The experiment would consist of sampling a number of group learners. The number of the group learners would depend on the number of existing methods. Each group would be taught how to translate according to the characteristics of each method. The characteristics of the grammatical, the text-linguistic and the interpretive method are laid down in chapter 5. The experiment would also require the monitoring of the learners' reactions, such as their progress, difficulties etc, to each method. This could be carried out by regular tests. The outcome of each

method which will be characterised by the learners' translating competence would be assessed by a final test. The final test would consist of a number of papers to be translated by the students. The test paper would consist of a certain amount of material in the form of texts, reports, manuals etc, collected from various translation consuming institutions such as international and regional organisations, industrial companies and translation agencies. The learners' translating competence would be best assessed by these consumers. Feedback from the consumers would indicate to the translation pedagogists that the option for a unified method did not satisfy the expectations of a particular teacher, but the ultimate objective of the training.

However, in the course of undertaking such a research project, one frustration a researcher would feel is perhaps not only the inability to trace all the works on translation teaching but also, and more importantly, to deal with them in all the languages in which they are written. In the case of this thesis the writer is lucky enough to be able to read French in which nearly 50% of literature on translation teaching was written. However, many of the works written in German, unless translated (such as Wilss, 1982) have not been covered.

NOTES

CHAPTER 1

1. For more details on the work of translation at Toledo see Dunlop, D.M., *Babel*, 6, 1960 pp.55-9.
2. The term discipline is inserted here to refer to the efforts of various translation pedagogists to set up a pedagogical framework in terms of curricula, syllabuses, programmes and teaching methods as reported throughout chapters 1 and 2 and train translators on these bases.
3. Translation teaching is a relatively new topic despite the fact that there have always been schools for training translators (see pp.1-3). What makes translation teaching a new field is the lack of publications until the early fifties and the controversial issues which pedagogists are still debating (see 1.2.2 and 1.2.3).
4. The author graduated from this institute and keeps in contact with the staff.
5. For example:

'The general approach used in the preparation of the program curriculum was pragmatic and was determined by locally perceived need rather than by a particular set of theories of language or jurisprudence' (Repa, 1981: 394 on a programme in British Columbia).

'Our methods are pragmatic, practical and insofar as they can be adapted to any real individual needs that may be revealed during the course, they are empirical' (Longley 1978: 48, on a programme in London).

'By its very nature the literary translation class is based on practical work' (Ozerov 1979:11, on a programme in Russia).

'Pour L'essentiel, la traduction est un art, L'enseignement repose sur une serie d'exercises pratiques' (Gravier 1976: 203, on a programme in Paris).

'An important part of the training programme is therefore of an eminently practical nature' (Keiser, 1969: 2 on a programme in Washington D.C.).

CHAPTER 2

1. Translation theory is also known as 'the science of translation' (Wilss: 1982) or translation studies (McGuire 1980). However, translation theory will be used throughout this chapter for it deals mainly with the theoretical aspects of translation teaching methods.
2. The term 'programme' was borrowed from Wilss (1982). It designates all the works on translation.

3. To list the contributors to this philological stage of translation studies almost amounts to listing all the writers on translation from the very beginning up to recent times. In describing the philological period, Newmark cited the following works as representative: Cicero (55 B.C.), St Gerome (400), Luther (1530), Dryden (1684), Tyler (1790), Novalis (1798), Goethe (1813), Schleiermacher (1813), Humbolt (1816), Shopenhauer (1851), Arnold (1965), Nietzsche (1882), Groce (1922), Benjamin (1923), Belloc (1924), Ortega y Gasset (1937), and Valery (1946). With the exception of Humbolt, all of them were men of letters (Newmark 1981: 4).

For recent writings on aspects of literary translation see McGuire (1980), Khulussi (1982).

CHAPTER 3 At sight: This term is inserted here to designate the procedure by which the students translate the text. This consists of the students reading the source text and translating it into the target text. The students are not allowed to prepare a written version. This term was suggested by one of the teachers who were 'tape-recorded'.

CHAPTER 4. The seven standards of translation procedures are represented here as formulated by Vinay and Darbelnet (1954). However, some examples are adapted to Arabic, since the data analyzed in this thesis are Arabic-English translation lessons.

CHAPTER 5

1. The term inform is used here as a code, see p.142.

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INVESTIGATING TRANSLATION TEACHING METHODS
THROUGH CLASSROOM INTERACTION ANALYSIS:
A CASE-STUDY OF ARABIC-ENGLISH TEACHING SITUATION

Ahmed Abachi

Thesis presented for the degree
of Doctor of Philosophy

Appendix

Vol II

UNIVERSITY OF SALFORD
Department of Modern Languages

1988

APPENDIX

CLASS A

LESSON 1

القهوة

وسرطان البنكرياس

● لا ريب أن القهوة عزيزة جدا على قلوب الكثيرين عزيزة لدرجة أن الأقبال على شربها بقي على حاله ولم يجد منه ارتفاع أسعار البن ارتفاعاً باهظاً قل بضع سنوات وبقيت أسعاره على ارتفاعها في الأسواق المحلية حتى الآن . رغم هبوطها في الأسواق العالمية إلى حد دون المستوى الذي كانت عليه قبل الارتفاع .. وغنى لا تقال على شرب القهوة كثيراً في كل الحالات لا تحت أن ان شعور الكثيرون بالقلق . ان لم نقل المزعج . للخطر لعلى الذي تزيد مؤخرًا عن اكتشاف علاقة بين القهوة وبين سرطان البنكرياس

وأول ما يذكر في هذا الصدد المكانة المرموقة التي سواها العلماء الذين نسي لهم اكتشاف تلك العلاقة فهم من الباحثين العاطفين في مدرسة هارورد للعلوم الصحة العامة وهي من معهد العلية التابعة جامعة هارفرد الشهيرة ورايكتور ريبان ماكاهسون ، معروف برفقته بورصته . هو الذي ترأس فريق العلماء الذين نسي من اكتشاف العلاقة التي ذكرها بعد اكتشاف العلاقة بين القهوة وبين سرطان البنكرياس

ان مجلة نيوانجلند الطبية وهي التي عرفت بتحفظها وارتفاع مستواها هي التي نشرت تفاصيل تلك التجارب ونشأتها

هذا وسرطان البنكرياس مرض خطير . يتسبب بوفاة ٢٠.٠٠٠ نسمة في الولايات المتحدة وحدها كل سنة . وإذا لم يحدث الوفاة فهو يتلف غدة البنكرياس على كل حال . وغدة البنكرياس تفرز عددا من العصارات الهاضمة . وتفرز أيضا هرمون الانسولين . كما يعرف ذلك حيا مرضى السكر فالدور الذي تلعبه الغدة انذ دور خطير ولا شك . والاضرار المترتبة على عجزها او تلفها اضرار كبيرة لا ريب

اما الدراسات التي قام بها علماء هارفرد فقد امتدت الى استفتاء اخره مع الف رجل من زلاء المشروبات وشمل هؤلاء نيس شملوا عددا من المصابين بسرطان البنكرياس وتبين للعلماء ان هؤلاء المصابين يشربون القهوة كميات تفوق ما يشربه الآخرون غير مصابين بالسرطان المذكور . ولكنهم يعانون من وقت اخرى مختلفة ومعنى هذا ان العلاقة بين القهوة وسرطان البنكرياس علاقة بوجع حصانتي وليست علاقة سببية منها في ذلك كمثل علاقة بين السكرين

وسرطان المثانة والتدخين وما يؤدي اليه من امراض واورام . لذلك كان اثر القهوة في البنكرياس بحاجة الى تجارب علمية دقيقة تؤكد وجود العلاقة الية بينها او تنفيها . وما لم تجر مثل هذه التجارب فان القول بوجود مثل هذه العلاقة لا يتعدى حدود الظن ولا ريب في ان ضرره اكثر من نفعه ..

الصلع باتت ايامه معدودة

على كثرة العقاقير والاساليب التي تدعى معالجة الصلع والقضاء عليه فان الصلع ما زال قائما . ان لم يكن في ازدياد حتى عمليات زرع الشعر . التي تضمنتها في عملية العلاج . لم تحقق النتائج المرجو في اكثر الحالات . هذا الى جانب تكاليفها الباهظة وازعاجها البالغ .. ولا بد ان كان العقار الجديد الذي حملت اليه ناه احراز العلم في امريكا سيشكل كما فشل غيره في القضاء على الصلع . ولكننا لا نملك ان نعقد الامل على ان يحجج المنسوكسيديل (minoxidil) حيث فشل غيره بصح اول عقار يحجج لعائجة لصلع ذلك ان شركة التي توصلت اليه وسملت على تطويره است

T: Well m
 We'lli carry on with the text we did last time
 anba:' atṭib wa l^Cilm ms
 Where did we get to? el

S: wa awwalu ma: yudhkar fi: ha:dha: 'ssadad rep

T: I think didn't we go beyond that? el

S: No rep

T: No?

S: We were about to start when ... inf

T: We were about to start ack

S: Ali ... fainted

T: Oh! yes ... are you all right? Actually I phoned inf
 the doctor he said you were all right that day

S: Yes ... ack

T: But er how's the seminar? Was it ok? ... so we only
 got to wa awal ma: yudhkar well what did we decide ... d.tr

S: The striking feature rep

S: The striking feature ... of this case

T: yes e

T: The striking feature or alternatively ... we
 could say ... the first thing that strikes ... cor

S: It's worth mentioning ... tr

T: The first thing that strikes the reader ... the first
 thing that strikes one ... in this connection or about
 this matter ... in this matter err is ... al maka:na
 al marmu:qa ... d.tr

S: high standing tr

S: notable position tr

T: Not the notable position re-i

S: eminent position tr

T: eminent position e

S: distinguished tr

T: Distinguished yes ... e
 allati: yatabawwauha: d.tr

S:	They hold	tr
S:	They hold	tr
T:	Yes they hold ... or the scientists ... well you can't say hold because you have alladhi:na	e el
S:	They enjoy	rep
T:	No it's not a question of verb, it's a question of structure ... you can't say err ...	re-i
S:	Held by them	tr
T:	Yes ... that's what we have to say because there is a relative coming after ... so we have to say held by the scientists who ... err tassa ^C anna lahum iktisha:f tilka al ^C ala:qa	e inf con d.tr
S:	Who were able	tr
T:	Yes	e
S:	To discover	tr
T:	hmm	e
S:	This relationship	tr
S:	That relationship!	tr
S:	That	tr
T:	err is it going to be this or that?	el
S:	I think that	rep
S:	This	rep
T:	We have come across this or that haven't we?	el
S:	Yes	rep
T:	What did we decide?	el
S:	This	rep
S:	This	rep
T:	This ... Why?	ack el
S:	Because we are talking about	rep
S:	It is near to the mind of the reader isn't it?	rep

T: Well yes it's ... you could argue whether it is or not e

S: In English you said this is preferred el

T: What I said was that this is more frequent ... rep
for anaphoric reference in English than
dha:lika is in Arabic

S: Yes

T: Therefore we would expect to find this ... we are inf
going to choose between this and that

S: The same in Arabic we use dhalika more than tilka inf

T: Yes err it's the same in Arabic but different e

S: We can say such relation tr

T: Such a link yes ... such relation will be fine e
that'll avoid the problem com
... okay m
and then we have ...
we're going to have a break there ... ms
and we have ... I am sure we
translated this before el

Ss: No rep

T: I am sure we haven't translated before
of course ... all right Mike how are d.tr
you going to handle the next sentence?

S: Where in the next sentence? el

T: fahum min al ba:hithi:n al^Ca:mili:n rep

S: Oh! they are tr

T: hmm e

S: Active researchers tr

T: hmm e

S: at the ... tr

Ss: among ... cor

T: shut ... what's wrong with active researchers? el

S: active fa^Ca:li:n rep

T: it's not necessarily err ... wrong ...
it's just that it's you're probably
giving them more credit ... they deserve inf
... because they're just
researchers working active or inactive
probably they're quite active ... but
err

S: they are ... researchers working ... operating at the ... Harvard School for general health tr

S: public cor

T: or public health ack

S: public health rec

S: can we say ... they are researchers of those workings? el

T: if you say that it sounds very Arabic ... minimal^c a:mili:n ... of those working ... it's better to say they are researchers working or they ... rep

S: can we say they are among? el

T: possibly they are among rep

S: among a group of researchers tr

T: yes ... they are among the researchers working at but if you say of those working, it does sound like an Arabic structure inf

S: perhaps we could say part of ...

T: research team ... or part of the staff ... these are the possibilities these are ok ... they are part of a research team working in Harvard ... at the Harvard school of public health con

S: I think this have to be withdrawn on the ... because of the following sentence ... we're repeating ourselves again and it is an institution attached to Harvard University the famous Harvard University I think we should incorporate both inf

T: the whole thing ... the school of public health at Harvard University like that ... or at the prestigious Harvard University ... yes ... well there is no harm for that ... but that doesn't convey the full meaning which is here err ... which is one of the scientific institutes of Harvard University inf

S: affiliated inf

- T: it is not actually ... affiliated to
it ... it does not quite capture that
does it? ... it misses that a little
bit but ... so it is not just a
question of repetition it is in fact ...
it's explaining what the
school of public health is ... it's
explaining in more depth e
inf
- S: sure ... my objection is this in
repeating Harvard inf
- T: repeating Harvard yes ... e
- S: it is like our school ... say modern
school of languages of Bath University inf
- T: I'd like to say there was a modern
school of languages in fact it's
school of modern languages ... inf
I am sure it is both ... modern school
or school of modern languages ...
it's very nice of you to say so ...
- S: ... more modern than the languages
(general laugh) ... com
- T: yes well ... the way we get around
Mike's objection is just to drop the first
Harvard and say the school of public
health ... which is one of
the scientific institutes of the
prestigious Harvard University ... would
that get around your objection? inf
con
- S: hmmm
- T: you don't have to repeat Harvard University ...
right inf
on we go then m
ms
- S: so do we say prestigious Harvard University
or famous Harvard University el
- T: well it's a problem because in Arabic
it's all right to say ja:mi^c at
Harfard ashahi:ra ... we
can't say it in English ... so
it is a cultural difference ... we
don't talk about the well known
Harvard University ... we say
Harvard University because it is
well known in the West ... so we
got a cultural problem ... so you
can omit it rep
- S: but if we are going to use it do we say
the famous Harvard University or the
prestigious ...? el

T: well usually the prestigious yes the prestigious ... Harvard University ... yes you'll have to say the ... you couldn't say at prestigious Harvard University ... rep

S: the Harvard University inf

T: no normally you wouldn't say at the Harvard University with the qualifier which is unusual err ... you put the err ... we say for example the well known institute or strategic (nor heard) it's not a very happy or normal thing to say in English, but if you do so you'll have to use the with the adjective inf

S: but why it's not normal in English to say shahi:ra? el

T: in this particular case it is not normal because it's well known anyway so it's a cultural problem not a linguistic problem rep

S: but if you want to emphasize it for the reader even if they don't hear about it el

T: perhaps it's just a question of emphasis, it's not emphasized so much in English err ... but we do say the well known public school for example Eton the well known public school ... that's possible but what is for sure is when you say it you have to use the rep

S: I think you need to emphasize it if you are talking about Harvard in other societies in other cultures inf

T: hmm e

S: but you don't need to emphasize it in the West because it is already ... known inf

S: already known ... that's what I mean ... for those who don't know inf

T: one possible way out with me is to say at the prestigious institute of public health at Harvard University ... err ... at the well known or prestigious institute of public health at Harvard University ... that would sound ... con

S: then you would emphasize the public health and not the University inf

T: true but if the University is prestigious e
all around then the institute will also be
prestigious because that's the implication ...
here ... the institute is prestigious as well inf
as the University ... so that's the possible
way around ... you don't lose
anything too much ...
all right m
Farouk n
What do you make of the next little bit? d.tr

S: Doctor Bryan McMahon which tr
is known for his

Ss: who's known cor

T: who's known ack

S: who's known for his accurateness tr

T: accuracy cor

S: accuracy and rec

T: you're translating literally fine e
fair enough we'll try and get a ms
polished translation in a minute
this is difficult this one ... el
known for his accuracy and his
raza:na

S: raza:na bil^carabi: rep

S: seriousness rep

T: seriousness yes gravity e

S: gravity? el

T: well ... rep

S: poise tr

T: it's easy to say it in Arabic than in com
English

S: because in Arabic it has nothing inf
to do with scientific field ... raza:na

S: poise ... poise I think the usual inf

S: no no no e

students: ؟ (chaos)

T: it means ... it means surely it means serious approach to his work he is sort of he has a solid academic reputation he works hard inf

S: razi:n applies to everybody inf

S: does not apply with scientific inf

T: what does it mean? el

Ss: a serious person

T: a serious person - yes e

S: ja:di rep

T: yes e

S: gentle rep

S: poise rep

T: well poise is not really the same as serious because poise can be quite different from serious ... someone who is poise can be unserious like a model e com

S: razi:n ma^c na:h alḥarfi: bil^carabi I think the opposite of somebody who is impulsive inf

S: rakiz inf

S: ha:di' inf

T: anyway if we interpret this in the context, it will be someone who is a serious scholar inf

S: unclear

S: someone who works hard inf

T: who works hard and his work is reliable and so on serious scholar ... we have to think of some way of conveying it in English e ms

S: does it have shades of meaning of conservative character? el

T: well only as far as ... razi:na ... rep

S: instead of talking about him why don't we talk about his work ... he was well known for his serious and accurate work el

T: well right I was coming to that
at the moment we are just translating
literally, well known for his accuracy
and seriousness ... but we'll have
to think ... we'll come back to that
all right
we interrupted ^cOmar m
d.tr

S: the head of the team who was
able to discover the relationship
between what we have said tr

T: no has not discovered the relationship
between what we said ... e
the relationship which we have mentioned cor

S: which we have mentioned ... err ... rec

T: littaja:rib al^cilmiyya allati: d.tr

S: as a result tr

T: yes e

S: according to tr

T: according to the result would be better e

S: following the tr

T: following e

S: the scientific experiment which
they have carried out tr

T: which they have carried out e

T: and now we just polish it a little ms
bit ... that's fine as a first
part ... so Dr Bryan MacMahon
now then what are we going to do d.tr
with al ma^cru:f bidiqqatihi wa
raza:natihi ... we've got ...

S: who's well known tr

T: yes ... who's well known e

S: who's well known for his accu ... tr
who's serious and accurate

T: work cor

S: work rec

T: that's a possibility yes ... well known e
for his serious and accurate work ... err ...
any objection to that? el

S: he could be unemployed rep

T: he could be unemployed e

S: work suggests ... inf

S: who he is a well known err ... inf

T: no ... e

S: ... they don't mention his work inf
 they's talking about his personality

T: oh no they're not ... not really e
 talking about his personality ... I don't
 think

S: it has nothing to do with his inf
 personality

T: err ... well not well yes to some e
 extent that's true his personality as inf
 it applies to his work

S: yah ...

S: yah ... ack

T: yes ... I mean supposing he likes to inf
 err ... you known to err ... I don't
 know ... robots on the river or
 something is not particularly important
 you know but the fact is his work
 he is serious and so on ... this is
 important ... so actually personally
 what I would say a well known or
 a reputable academic I would say and
 I would leave out the meticulousness and
 all that ... because well known and
 a reputable academic has these qualities
 his work is serious his work is accurate
 otherwise he's not reputable
 and well known scholar so
 something like a reputable scholar ...
 how I would do it
 and subsume accuracy and seriousness

S+T laugh

T: ... so Dr Bryan this ... the well con
 known academic Dr Bryan MacMahon ...

S: who was the chief ... tr

T: who heads who heads the ... cor

S: who heads rec

T: yes ... a team of scientists cor

S: who was heading tr

T: sorry ... err ... e

S: unclear

T: it is Dr Bryan MacMahon who con
heads the ... or as Faruq said ...
it is Dr Bryan McMahon who is the head
of the team of scientists who was able to
discover the link which we have
mentioned

S: following tr

T: or this link cor
err ... would be enough ... because this
refers back to the link we've already inf
mentioned ... err ... following ... rather than
according to

S: yes ack

T: following would be better ... the root inf
meaning of tabi:^ca ... following ...

S: scientific experiments should say tr
carried

T: yes ... or in the light of the results of the e
scientific experiments

S: why did they use ... why did they say el
dhakarna: instead of saying
allati: dhakana:ha:

T: yes... I think it should be allati: dhakarna: rep

S: la: we can say attaja:rib allati: inf
dhakarna:

S: ... it would be totally ... inf

S: we can say allati: dhakarna: el

T: I think the grammar of ... rep

S: it's used in Arabic to say allati: inf
dhakarna: ... attaja:rub allati: dhakarna:

S: both inf

T: both ... e

S: dhakarna: is better ... inf

T: ha ... inf

S: yes it's very similar to English when you omit which we mentioned them inf

T: not really e

S: it is inf

T: because in fact in English it is a mistake to say which we mention them inf

S: it's better in Arabic not to mention ha: inf

T: hmm

S: it's very similar to repeating them inf

T: I thought it was stylistically better in Arabic to repeat the ... inf

S: no e

S: no e

S: here it is better ... inf

T: ... changing because of the influence of the Anglo-Saxon inf

S: ... I think that dhakarna: without dhakar:na:ha: is better inf

T: That's interesting although they are both right so that's ... and on we go ... err Hocine what are you going to make of the next bit? inf
ms
d.tr
adif ila: dhalika anna majallat

S: New England attibbiyya hiyya allati: r
C
urifat bitahaffudiha: wa irtifa^Ci
mustawa:ha: hiyya allati: nasharat

tafa:ssi:l tilka attaja:rib wa
nata:ijaha:

T: hmm

S: I think we would say in addition to that ... moreover tr

T: yes e

S: New England medical magazine tr

T: hmm any suggestions ... go on it's all right go on e
d.tr

S: which was well known tr

T: was? re-i

S: which was known tr

T: it's still in existence re-i

S: which is known tr

T: hmm e

S: which is known for its reservedness tr

S: no

T: no e

S: conser ... tr

T: conser ... re-i

S: conservatism tr

T: yes ... conservatism e

S: conservatism . . because tahaffudh inf
ghayr muha:fadh

T: hmm e

S: maybe ... insa:n mutahaffidh inf
shakhs mutahaffadh reserved person

T: hmm e

S: muha:fid conservative person inf

T: that's interesting yes .. yes .it could inf
possibly that restrained . well known for
its restraint ... suppose that a magazine
can be restrained in its character rather
than sensational ... possibly it could be
by its nature restrained ...
yes? d.tr

S: and high quality tr

T: high ...? re-i

S: standard tr

T: standards ... yes . . standards tends e
to be in plural ... standards ... inf
this means high moral standards
high academic standards

S: .. was the one which published the details of these experiments tr

T: hmm e

S: and their results tr

T: right m
can anyone suggest anything for el
tafa:ssi:l tilka attaja:rib wa
nata:ijaha:

S: we can say the experiment and their results in detai ... or the detailed experiments .. and their results rep

S: details and results of the experiments rep

T: that's better from the point of view of style e
Arabic prefers to have ... if you like inf
the second phrase added afterwards the details of the experiments and their results
English prefers details and results of the experiments

S: there is another point because details maybe does not belong to nata:ij ... only for experiments inf

T: no e
I think it's clear that inf
tafa:ssi:l and nata:ij both belong to
taja:rib ... I think it's clear isn't it?

S: I think it's ambiguous inf

T: you think it's ambiguous ... no I think it is clear . . because attafa:ssil is muda:f ilayh ... e
inf

S: muda:f inf

T: muda:f ... sorry of tilka attajarib and ha: ... inf

S: tafa:ssi:l attaja:rib wa nata:ij attaja:rib inf

S: not ... tafa:ssi:l attaja:rib wa tafa:ssi:l annata:ij inf

T: ah ... e

S: la ... la ... inf

T: The details of the results inf

S: la ... inf

S: No inf

T: Well ... then it will be tafa:sʃi:l tilka inf
attaja:rib wa annata:ij wa annata:ij not nata:ijihi

S: wa nata:ijiha mushan to specify that these results inf
belong to experiments not to any results

T: precisely that's what we're all saying e
if you didn't have the ha: and you had inf
annata:ij then it could be tafa:sʃi:l annata:ij ...
details of the results but it's not that ... so ... in
English style we put the details and results of the
experiment rather ... errm the only other .

S: why don't we follow the first story ... tr
moreover it is the Medical New-England Magazine

T: Well good ... I was going to suggest something e
like that ... because there's a weakness here inf
because it was the one that err .. was the
one that published ... so it's a little bit
weak

S: I wrote something like in addition it was the tr
conservative and highly regarded New-England
Medical Journal which published the details
and results of

T: That sounds very good yes .. the highly e
regarded is very good yes

S: and journal as opposed to magazine inf

T: and journal as opposed to magazine ack
because medical journal is . . yes inf
it's true ... magazine is slightly less serious
... journals are serious

S: do we say it was or it is? el

T: errm it was the magazine which rep
sorry it was the journal which
published the details because it's a quite of time

S: can I repeat it? el

T: yes repeat it in fact rep

S: in addition it was the conservative and tr
highly regarded New England medical journal
which published the results and details of the
experiment

T: it certainly sounds better with conservative e
than with restraint . I am just wondering
what should it be then Hussein for conservative? el

S: conservative ... ack

T: what's the adjective? el

S: al muḥafidh rep

T: al muḥafidha hmm al majalla e
al muḥa:fidha yes ... the conservative magazine

S: hmm I don't think so because here it inf
means too political more than too ...

T: it does sound political doesn't it? el

S: yes when we say al muha:fidh it rep
means social or political

T: and how do you say a conservation in e
Arabic ... tahaffudh ... al muḥafidh

S: because some magazines don't publish inf
everything they have ... they just publish
what they believe it is valuable of . .

T: mm mm e

S: I don't agree I think err al muḥa:fidh inf
has been agreed to translate conservative as a
modern political word in Arabic

T: mm e

S: In modern standard Arabic inf

T: yeah ... e

S: almutahaffidh is much older than inf
muḥa:fidh

T: is much what? ... older? than el
muḥa:fidh rep

S: yes rep

T: yes e

S: and muḥa:fidh if you ... has other uses inf
as well

T: mm e

S: you say al muḥa:fidh ash-shurti: inf

T: mm e

S: muḥa:fidh ash-shurti means the ... inf
policeman

S: aw muḥa:fidḥ al amn which is much older used than muḥa:fidh meaning conservative and taḥaffuḍh ḥas many meanings erm when you say somebody mutahaffadh ya^Cni: is ... inf

T: can you use it for someone who is old fashioned? mutahaffaz e

S: ... rather well erm he is rather hesitating in accepting other changes rep

T: yes ack

S: which is meant here inf

T: you could say huwa mutahaffadh el

S: here they mean this new discovery rep

T: yes e

S: it is not accepted yet inf

T: yes they do mean that e

S: and in spite of the fact that this journal is conservative they have published it inf

T: mm e

S: so its high regard for this experiment inf

T: mm e

S: it's good credit for them inf

T: that's certainly the meaning yes the journal is not quick to erm accept new changes inf

S: yes ack

T: new evidence it's a serious journal which is slow inf

S: it's muḥa:fidḥa ... mush mutahaffidḥa mutahaffidḥ^h ghayr muḥa:fidḥa inf

T: so you think ... it should muḥa:faḍḥ el

S: mutahaffidḥ^C indu rep

S: lian taḥaffuḍḥ fi:h reservation inf

T: reserved yes so taḥa:fudḥ can you say shakhs mutahaffadh e
el

S: shakhs mutaha:faḍḥ rep

S: he is a reserved man muha:fadh cons . inf

T: mutaha:fadh bi alif el

Ss: ... no no rep

T: can you say shakhs mutahaffadh meaning conservative person el

S: yes rep

S: I think you can rep

S: muha:fadh rep

S: muha:fadh rep

S: Conservative person who does not like change inf

S: ya muha:fadh inf

S: that's what I have been saying inf
muha:fadh is a very modern word
muha:fadh is ... meaning conservative is a modern word

T: yes but you mentioned conservative in the sense of a political party e

S: yes ... amma al mutahaffadh inf

S: the Tory ... the Tory party ... al muha:fid hi:n al mutahaffidhi:n inf

S: no no we don't say al mutahaffidhi:n e

T: yes but the Tories will deny that they are post changes e

S: lakan mutahaffadh^c mumkan ta^c ni: inf
mumkan ta^c ni: conservative . . . mutahaffadh

S: la: ... e

S: shakhs mutahaffadh^c mush inf
ma na:ha: faqat reserved

T: anyway this is a very interesting problem e
in Arabic ... err ... but I think the meaning inf
is clear here in English it's conservative
with a small c as we call it in English and we
differentiate it between Conservative with a
big c which is political ... and unfortunately
in Arabic you don't have capital letters so you
can't say big c or small c . we can in English

S: reserved is a moral judgement isn't it? el

- T: Conservative can also be a moral judgement ... in a situation where everybody is progressive ... you can say he is very conservative ... it's a moral judgement ... but there's a clear difference between restraint and conservative in English rep
- S: anyhow it is I think it is English origin source ... the source of this ... inf
- T: yes ... yes e
- S: so what do you ... e
- T: in English, it would have been the conservative with a small c . and my regard is what Mike said originally so it's a problem for translation to Arabic not translation into English rep
- S: because we are transferring into English not into Arabic ... maybe he misunderstood the writer inf
- T: well we're all against this problem of finding texts aren't we .. we noticed there is a lack of texts which are written originally in Arabic on medical subjects up to date .. inf
- S: because when in Arabic you use muḥa:fadh it does not mean the governor inf
- T: no ... no ... no ... e
- S: as an adjective not as a noun because muḥa:fadh as a noun inf
- T: yes
- S: when we say muḥa:fadh as an adjective inf
- T: yes ... e
- S: ... here conservative concerning tradition inf
- T: do you mean muḥa:fadh as a governor? that sort of thing e
- S: it could mean commissioner rep
- T: yes .. e
- S: it could mean also muḥa:fadh ash-shurta ... inspector or something like that ... mufattash inf

- T: right
let's go on to the next paragraph
Omar
Could you read the text
- S: ha:dha: wa saratan al bankriyya:s
maradh khati:r yatassabbabu biwafa:t 20 alf
nassama fi: alwila:ya:t almuttahida wahdaha:
kula sana wa idha lam yahduth alwafa:t fahuwwa
yutlifu ghuddata albankriya:s^C ala: kulli ha:lin
wa ghuddata al bankriya:s tufrizu^C adadan min
al asa:ra:t al ha:dhima. wa tufrizu aydhan hurmun
al unsuli:n kamna: ya^C rifu dha:lika jayyidan
maradu assukari. fa ddawru alladhi: tal^C abuhu
alghudda idhan dawrun khati:run wa la: shak wa
aladhraru almutarattiba cala^C ajziha: aw talfaha:
adra:r kabi:ra la: rayb.
- T: first of all ha:dha: wa
Are you going to ignore that?
- S: yes I think so
- T: Oh ... well
- S: we can say it is known that ...
- T: what is it actually doing ha:dha: wa
- S: connecting the ...
- T: yes it is a cohesion
- S: cohesion
- T: yes it's connecting yes ... so Mike finds
the as waw and I think
- S: Also ..
- T: Also ... more ... it could be ..
- S: we used moreover ... before ..
- S: now
- T: now will be all right in French
it's not very much used in English ...
we don't use this very much in English
now ... but moreover or
- S: can't you say obviously?
- T: errm ... possibly something like obviously . .
clearly yes yes that'll be a good idea as
well ... errm because clearly could mean
that it is clear from what we've said before ..
clearly or obviously ...

m
ms
n
d

s

rep

e

rep

el

rep

e

inf

inf

tr

e

tr

tr

e

inf

el

rep

S: further? el

T: or further yes ... there are a number of possible ermm conjuncts? rep

S: indeed el

T: conjuncts?

S: isti^Cma:l hadha fi: al^Ca:lam al^Carabi: inf

T: oh no adjuncts inf

T+Ss: Unclear

T: disjuncts are the ones when you say interestingly he fell off the bicycle or something like that inf

S: indeed tr

S: I think it's err ... inf

S: indeed inf

T: no e
well you can't use indeed in modern English inf
at ... initially ... not in this sense
because it's very strong . you use indeed
in rather restricted circumstances for
greater emphasis

S: if we say therefore inf

T: no e
that's minhuna: really isn't inf
it's not a question of cause and effect but clearly
... obviously ... moreover this number of possible
conjuncts we could use to link ... so although it looks
ha:dha: wa we could just strike it away in
fact ... maybe it has a function ... so .

S: Pancreatic cancer is a serious illness . tr
we say?

T: yes e

S: That causes death of 20,000 people tr

T: yes e

S: in the US every year tr

T: al ... cor

S: in the US alone every year rec

S: wa idha: lam .. err tr
 can we and when it does not cause death

T: possibly e

S: it destroys the .. tr

T: yes e

S: pancreatic err ... what you call gudh-dha el
 ...

S: gland rep

T: yes e
 ... I think you could use when here because it's inf
 errm a question of habitual

S: yes ack

T: when it doesn't do this it does something inf
 else yes ... you could also use it ... but
 either possible ...

S: it destroys the pancreatic gland any way? tr

T: hmm re-i

S: ^cala: kulli ha:l tr

T: wa yes e
 err ^cala: kulli ha:l is normally translated inf
 anyway err .. anyway it sounds a little bit
 informal or colloquial slightly more formal
 is . el

S: not clear

T: slighly more formal is at any rate cor

S: at any rate rec

T: there is no expression which alludes me at com
 the moment but at any rate will do
 ... err yes impairs or did you say inf
 impairs or destroys ... destroys
 impairs the function of the pancreatic
 gland yes err ...

S : the pancreatic gland tr

T: that's fine yes ... that's great . . e
 go on d.tr
 leila n

S: what's tufraz? e

S: secretes rep

T: well listen ... yes secretes e

S: what does that mean? el

S: tufriz rep

T: ifra:z rep

S: what about excretes? el

T: well excretes is a very similar process but
it means something outside this is internally ...
errm excretes

S: can be used for kidneys? el

T: errm ... yes they secrete something or rep
do yes perhaps excrete something ... they
excrete something ... depends on ... ex means
outside there's the key to it
right m
as you were saying d.tr

S: al^cassara:t alha:dnima? el

S: digestive something rep

T: yes digestive something e

T+S: laugh

T: it does sound funny doesn't it? com

S: fluids ... digestive fluids inf

T: no they're called digestive fluids e

S: juices? inf

S: really? com

S: yes so Mike ... com

S: I was completely joking com

S: laugh ...

T: no no it's quite serious they're called inf
digestive juices

S: it would never occur to me juices com

S: Pancreatic gland secretes a number of tr
digestive juices and ... err ...

T: mmm e

S: as well as tr

T: errm? re-i

S: as well as anussilin tr

T: as well as the insulin hormone cor

S: the insulin hormone rec

T: hmm e

S: which is known for the diabetes ... which is very well known tr

T: marḍa: ... marḍa: assuk ... d.tr

S: diabetics tr

S: diabetics tr

T: mari:ḍ assukar ... yes ... e

T: which is very well known for diabetics cor
which is very known to diabetics

S: to rec

T: yes put that into a slightly com
more ...

S: we say maraḍ assukkar ... maraḍ inf
assukari:

S: assukkari: inf

S: not maraḍ assukar inf

S: sukkar? el

S: sukkar aw assukkari:? el

T: mari:ḍ mari:ḍ assukkar rep

S: aḥna we say mari:ḍ assukkari: inf

S: I think the sickness itself inf
we say assukkari: but we say
mari:ḍ ... marḍa: assukkar

T: yes is diabetese e

S: maraḍa: assukar inf

S: and a diabetic person? el

T: and diabetic person is a diabetic ... rep

he is a diabetic say they're diabetic and the
 adjective is diabetic diabetic illness
 diabetic failure

S: so what a person diabetic? el

T: a person is a diabetic yes so rep
 how are we going to put kama: ya^Crafu d.tr
 dhalika jayyidan?

S: as is well known by the diabetics tr

S: but we used as well because it secretes inf

T: yes that's right ack
 as is well known to diabetics cor

S: which is known tr

T: yes e

S: which is well known tr

T: to diabetics ... well ... no ... all right cor
 an easy way to say it as diabetics are
 well aware

S: well aware rec

T: as diabetics ... sufferers from diabetese inf
 know very well

S: we used well twice now inf

S: no just well inf

S: we have as well inf

S: as well inf

T: we used too many well .. you use too com
 many wells you get told off by saying ..
 well well well 3 wells make a river

S: laugh

T: unless you make it bigger com

S: laugh

T: that's very caution to use too many com
 wells against too many wells all right
 yes d.tr

S: say also then? instead tr

T: say also ... ah no the problem is that the other use e
 of well known is an adverb as ... as diabetics
 well know

S: I am talking about the first well inf

T: what was the first well? el

S: unclear rep

T: as well e
... use also ... and it also secretes cor
insulin hormone .. sorry secretes

S: secretes rec

T: the insulin hormone yes ... as diabetics cor
know very well ... oh no ...

S: are well aware tr

T: you can't get away from well com

S: footnote inf

T: yes? d.tr

S: thus the role of the gland is err ... tr
a serious one

T: yes ... e

S: and the damages? tr

T: well usually damages is singular except for e
legal cases

S: wa alaḍra:r almutarattiba ^Cala: r
^Cajziḥā: aw talfiḥa: aḍra:r kabi:ra tr
la: rayb la: shak is undoubtedly

T: that would be a good way of saying it e
... undoubtedly serious

S: undoubtedly important rather than serious inf

T: errm e

S: khaṭi:r meaning important inf

T: yes errm ... that's also a good idea e

S: the role huwa al khaṭi:r inf

T: thank you e

S: we met this problem with Mike the other day inf

T: okay ... is undoubtedly important inf
that's much better than you I am com
affected by French c'est serieux

S: the role of the gland is undoubtedly important? tr

T: yes e

S: and the damages tr

T: damages we ... it's . . I used in ... e
why don't we say damages?

S: damages sometimes rep

T: yes e

S: we use it with brains for example rep

T: no you don't e

S: la la bass al adra:r . . al adra:r inf
al ma:diya

S: don't we use the damage of the brain? el

T: no ... material damage rep

S: material damage ack

T: how much damage is done to the brain inf
there is a lot of damage. greater damage and so on
or there is very little damage so damage is if
you like collective you talk about a lot of
damage or very little damage ... but damages
are used only in well legal contexts

S: ah you mean as plural el

T: the judge ... rep

S: as plural not as word e

T: in the plural yes in the plural rep

S: yes but we can use damage with the brain inf

T: plural oh certainly e
the plural ... so in legal cases the judge inf
awards damages ... to award damages is a collocation
... awards damages to an injured party or .. so
ġajziha: aw talfaha adra:r d.tr
kabi:ra la: rayb

S: The damage caused tr

T: yes that would also be possible ... e

S: the damage caused tr

J: the malfunction cor

T: yes is malfunction e

S: ^cajziha: malfunction? el

T: well err .. failure is better rep

S: obstruction? el

T: well I think it's enough to say failure rep
or its ...

S: failure to inf

T: one possible way here is to re-express inf
the second as an adjective. This is one way out
of this problem of *īṭna:m* in Arabic and you can
say serious failure perhaps ... err ... but some
other adjective may be better err to express this

S: can we say mutaratṭba incurred by? el

T: you can't really use incur without a rep
human animate referent ... incurs damage

S: either resulting from inf

T: mm resulting from consequent upon or e
caused by ... but I think incurred by tends
to require an animate referent inf
errm ... it's not suitable here err ... so
that the damage resulting from its con
failure or its malfunction
yes d.tr

S: are really great tr

T: we're putting it in the singular re-i

S: is rep

T: mm .. is can't say great ... we can't e
say great what's the other way of saying
what is the other way of saying great
more formal way of saying? el

S: is enormous rep

T: yes is enormous errm in fact perhaps it is a e
little bit too strong
I am just trying to get a little less strong than el
enormous

S: is really serious rep

T: yes all right really serious err the e
damage is serious

S: we can't say grave damage? el

S: big or great rep

T: big and great .. great is all right big e
is perhaps a little bit formal ...
but the word you normally use is considerable inf

S: considerable ack

T: considerable damage is caused inf

S: when do you use grave? el

T: grave errm well you do you could use rep
grave in such a context because grave
means extremely serious .. grave illness
his condition is grave err ... it means
extremely serious ... you use it for condition
I'm not sure whether you can talk about
grave damage probably you can
grave damage inflicted on him

S: yes ack

T: probably you can .. yes it's undoubtedly inf
grave or is ...

S: undoubtedly?

T: oh we can't use ... undeniably then or just
very is very grave or clearly very grave
right m
Hocine n
could you read the text d

S: amma addira:ssat allati: qa:ma r
biha: ulamma:' harfard fagad astanadat
ila: istifta:in ajrawhu ma a alf rajulin min
nuzala:i al mustashfaya:t wa shamila haula:i
fi:man shamalu adadan min almussa:bi:n bissarata:n
almadhku:r ... wa tabayyana lil ulama:i anna
haula:i almussa:bina yashrabu:na alqahwa
bikammiya:tin tafu:qu ma yashrabuhu a:kharu:n
ghayr musa ... min amra:d

T: right m

T: right okay let's have a look then at this ms
paragraph ... first thing to notice is imma s

S:)
S:) as for tr
S:)

T: What kind of device is that would you say el
we were talking about yesterday?

S: contrast rep

S: comparison rep

T: well yes e

perhaps err it is a contrastive inf
 errm it's also perhaps arguably a form of
 clefting it brings out the subject and makes it
 more prominent therefore the topic of what you are
 going to talk about in the next sentence. I mentioned
 it yesterday clefting perhaps corresponds to some
 extent to the it is structure in English whereby
 you topicalise something errm .. anyway we can
 actually ignore it in translation or we can
 translate as for which does not sound very
 English as for the studies

Right m
 Hocine n
 How are you going to translate that? d.tr

S: leave out amma I would say the tr
 studies which had been made by Harvard
 scientists based on a questionnaire

T: yes were based on e

S: a questionnaire tr

T: what do you do with a questionnaire? el

S: make I think make with rep

T: do you make a questionnaire? re-i

S: prepare rep

S: conduct it rep

T: conduct a questionnaire? re-i

S: is it is it retain a questionnaire? e

S: conduct a survey rep

T: yes e
 conduct a survey you conduct a survey yes inf
 istifta: ' has various meanings in Arabic it can
 mean a questionnaire it can mean referendum
 opinion polls

S: sondage inf

T: sondage yes e
 it can mean a poll . . poll or referendum inf
 or questionnaire or survey even if you say survey
 then you can say conduct it because conduct goes
 with survey conduct a survey or a poll which is
 conducted a poll conducted? yes a poll is conducted

S: what do you do with a questionnaire? el

T: erm you erm before you finish ... rep
you administer it yes . that's convincing
carry out a questionnaire .. distribute a
questionnaire ... you distribute a questionnaire

S: nuzala:' means hospital patients tr

T: yes e

S: or hospital male patients? tr

T: no e
They're all hospital patients inf
because they are essential hospital patients and
the two types of hospital patients female or
male .

S: do we say researches or studies or? el

T: err ... the research or the studies yes err ... rep
carried out the research carried out err . how
can we turn this in any way or shall we just
leave the structure erm ... we could as Ali did
we could ignore amma and just say erm ..
the research was based on a ... survey conducted on . con

S: we can start with the scientists tr
the Harvard scientists

T: yes very good ... based their survey e

S: their survey tr

T: sorry based their research on cor

S: on a questionnaire tr

T: yes e

S: administered to one thousand male tr

T: to 1000 male hospital patients e
sounds like a Welsh choir 100 male voices com
right m
let's go on ms
who has not had a shot? d.tr

S: shamala ... al bankriyya:s r
this included tr

T: hmm e

S: among its subjects a certain number of cancer tr
patients pancreas cancer patients

T: yes hold on ... just a minute e
it is a bit of a problem cancer patients will be inf
fine or cancer sufferers but the pancreas marks
it up and gets it in the way . . so you'll have
to say patients suffering from pancreatic cancer
or among those polled were a number of patients cor

S: it became clear tr

T: here it's possibly e

S: can we say it affected? tr

T: pursuing every word aren't you? com
is possibly a good place for a modulation inf
you know what modulation is . . do you remember
what modulation is? el

S: yes rep

T: yes? what is modulation? el

S: to change rep

T: to change what? el

S: to change the ... rep

S: ta^cdi:l ... rep

T: no that's transposition re-i

S: modulation as a procedure of translation rep

T: yes e
changing the point of view slightly instead of inf
saying it became clear you can say the scientists
discovered because it's always yatabayyan in Arabic
we don't say it became clear or it became apparent
so it's frequently ... so the scientists discovered
that or noted that well discovered probably con

S: these ... that these patients tr

T: yes ... or the latter if you like e

S: or the latter tr

T: patients cor

S: drink coffee in vast quantities tr

T: day and night com

S: which errm tr

T: now you're going to run into trouble inf

S: tafu:q ma: yashrabuhu? el

S: surpasses rep

S: exceeds rep

T: well you'll have to say which exceeds inf
the quantities drunk by . so if you say drank
more coffee

S: more coffee re-c

S: ah we can say those exceeds those tr

T: but it's a little bit heavy com

S: drank more coffee than ... tr

T: mre coffee than those e

S: those who ... tr

T: who are not suffering from cancer or we can e
cut that and say than those who are suffering from cor
other diseases cut out the not suffering yes

S: than other patients, who were not who did not
suffer from the mentioned cancer tr

T: not the mentioned cancer re-i

S: the said tr

T: not the said re-i

S: laugh

S: this tr

T: if you say if you leave out since it's an interesting inf
logical problem if you say than the patients
suffering from other diseases you automatically
or you logically ... logically exclude cancer
suff ... pancreatic cancer from the latter group .
that means you can say they were suffering from
other diseases it means they were not suffering from
cancer ... therefore, you can be more
economic there and say they drank more coffee
than those suffering from other diseases cor

S: we can make it legal from the cancer inf
which referred to here about

T: I don't think we'll make it legal e
thank you very much com

S: but I think because he's making ... inf

T: I think it's time to have lunch ..

LESSON 2

٣٧
إمادة السمع للصم^١

.. إنها أعجوبة صنعها^٢ العلم الحديث
ولا ينجع هذا العلاج الجديد الا فيما اذا كان
الصمم ناجمًا عن خلل في الأذن الخارجية
ليس إلا. وكيفية العلاج^٣ أن يُمسك الأصم^٤
بيده آلة فيجعل^٥ أحد أجزائها الناتئة على عظم
الجيب أو الخد أو بين اسنانه. وتُوصَل الآلة
بجهاز كهربائي يتكلم امامه المخاطب على بعد
يسير فعلى هذا الاسلوب تنتقل اهتزازات
صوته إلى الآلة ومنها إلى عصب السمع رأسًا
عن طريق العظم بدون توسط الأذن
الخارجية المصابة بخلل كما سبق الافتراض.
وقد برهن الاختبار على حسن قيام هذه الآلة
بوظيفتها^٦. فإن الأصم^٧ يسمع أدق
الأصوات^٨ سمعًا واضحًا^٩ ولو كانت^{١٠} أذناه
مسدودتين سدًا محكمًا

(عن مجلة المشرق)

T: so this is l^cadat assam^c liṣṣum ... s
have a quick look through it d
students read the text for lmn approx.

T: right m
let's have a look through then ms
what about the title first? s
how are you going to do that? Any suggestions? d.tr

S: restoring hearing to ... tr

T: hear to ... restoring hearing to the deaf e

S: yes to the deaf tr

T: to the deaf yes e

S: ... deaf hears again tr

T: the deaf here is plural so the deaf hear again would
be also a good translation ... or once again or perhaps
the deaf can hear again .. restoring hearing to the
deaf that's a good translation actually e
... okay m
Nouri n
would you like to read the first 3 sentences? d

S: :lḥadat assum^ci liṣṣum .. innaha: ... ^cala:
bu^cdin yassi:r r

T: okay m
we'll have a look at that first s
what about u^cju:ba what do we say for that? el

S: not heard

T: yes e

S: mu^cjiba literally miracle rep

T: mu^cjiba is normally the word for miracle yes e

S: miraculous invention rep

T: miraculous invention yes e
errm wonder a wonder err ... a marvel. Something which
you wonder at marvel, which is marvellous literally but
so we can translate it as miracle or a wonder even .
you know it in ... all these words are used by
advertisers ... the wonder of Woolworth have all
kind of connotations of wonderful things . . things
which you admire which amaze you . . a wonderful world inf

S: the 7 wonders of the world inf

T: yes the 7 wonders of the world .. e
errm we do talk about the wonders of science ...
the wonders of modern science so ... here we could say
this is a wonder, it's a wonder of modern science and
we don't actually have to translate sana^caha: . which

modern science has made . we just translate it by
saying this is a wonder of modern science
okay m
what^c about this word . . yanja^c ...
naja^c a el

S: success rep

T: no e
it doesn't mean najaha it is naja^c a re-i

S: to be efficient rep

T: yes to be efficient to be useful very useful or efficient e
not yanjah

S: successfully efficient? rep

T: ah! ah! ... so you not only translate it as succeeds
you translate it's efficient or it is fully effective e
actually naja^c a seems to have the meaning of to be
beneficial to have a useful effect as well, and I
think effective would be a good word to translate
... fully effective inf
erm ... ha:da al^c ila:j al jadi:d ila: ... la
yanja^c ha:dha: al^c ila:j aljadi:d what about^c ila:j
how are you going to translate it? el

S: treatment rep

T: yes treatment e
illa fi:ma: idha: ka:na assamam . assamam? el

S: deafness rep

T: deafness which is e
na:jiman^c an? el

S: resulting rep

S: caused rep

T: mmm e

S: in rep

T: but looking at it from the other way ... resulting e
from ... al khalal fi al udhn alkha:rijiyya laysa illa s
first of all how are you going to translate
al udhn alkha:rijiyya el

S: the external ... rep

T: no no re-i

S: outer? rep

T: outer ear yes e
just a question of medical terminology the outer ear
the inner ear inf
and how are we going to handle khalal? el

S: defect rep

T: defect yes e
defect in the outer ear yes or I suppose impairment
is possible ... to impair means to harm .. so that it
doesn't work properly, so if it's impaired, it has an
impairment which is a defect we usually we quite
often use impairment hearing his hearing is impaired.
For example they do reports into the effect of noise on
young kids listening to radios and very loud pop music
and they are worried that it'll impair their hearing
because of the noise inf

S: what's the preposition we use after impairment? el

T: errm well let's have a look ... in probably yes rep

S: and damage here . . inf

T : does not actually say damage because usually means
he_r e
the deafness results not from the ear being damaged
but it could do I suppose ... but resulting from some
defect something wrong with the ear errm ... but
if we're talking about sound affecting the ear drums
then it does damage the ears yes ... but here we're
talking about err ... hearing which is not fully
effective inf
so then the final point is how you translate
laysa illa d.tr

S: only tr

T: yes only e
we make it in fact stronger if we say only if .. it
is fully effective only if the deafness results from
impairment in the outer ear or defect in the outer
ear inf
so what we say for that one then Mohamed? The first
sentence from la: yanja^c u d.tr

S: this new treatment can be fully effective only if the
deafness is resulting from an impairment in the outer
ear tr

T: yes e
the only thing is the tense el

S: deafness resulted from rep

T: errm yes e
you either say if the deafness results from or has
resulted from errm perhaps better word than results inf
and clear the tense it stems from . errm if the

- deafness stems from impairment or deficiency in the
outer ear stems from is probably the best way ... in
fact na:jim usually is translated best as stems from
... another way of putting it is if the deafness is as
a result of impairment in the outer ear con
- S: if I said instead of resulting from ... consequent
from el
- T: you can't say consequent from rep
the word is consequent upon .. but that's a different
meaning it's consequent upon means something will
happen if something else happens, so consequent
upon his getting the money inf
- S: tatarattab^Cala: inf
- T: yes e
tatarattab^Cala: which is slightly different from
na:jiman^Cala: isn't it na:jiman can mean coming
from ... as a result of
okay? m
next sentence s
what about kayfiyat al^Cila:jan yumsik al assam
biyadihi a:la how would you translate a:la el
- S: instrument rep
- T: an instrument good e
- S: an apparatus rep
- T: apparatus is more likely to be jiha:z but it could
be apparatus e
apparatus does stand to suggest a complex instrument
or a number of things ... the best word is instrument
in the sense of surgical instrument inf
errm what about kayfiyat al^Cila:j el
- S: method of treatment rep
- T: hmm yes e
and how do you go on? how do you put it in the
sentence ... the method of treatment d.tr
- S: the treatment is as follows tr
- T: yes that's good yes the method of treatment is as
follows or the treatment is as follows e
then put a semi-column inf
- S: I think here it's not treatment it's use inf
- T: errm you think it's use .. isti^Cma:l istikhda:m e
- S: because it's not^Cila:j it's not treatment I mean ...
when the patient uses the instrument he won't be
cured from his deafness, just will help him to hear inf

T: mm if it helps him to hear e

S: I mean without the instrument he'll still be deaf inf

T: true e
the question is are we going to translate it as
treatment or something else ? el

S: use rep

T: perhaps e

S: does treatment mean medicine? e

T: no no treatment means, can mean a method by which
someone is cured rep

S: use ^cila:j inf

T: I think you can probably say the instrument is used
in the following way but that's not quite right because
then we have to say he holds it in his hands and
places it somewhere and the operation whatever you call
it involves several things doesn't just involve one
instrument, it involves the deaf person holding the
instrument and a speaker speaking through another
device, we can't really say it's used in the
following way inf

S: but it is not treatment here inf

S: I've put kayfiyyat alisti^cma:l inf

T: why is it not treatment? el

S: treatment, if we put treatment, he'll be cured rep

T: do we? el

S: I don't know rep

T: we can have treatment for cancer therapy and never
get cured inf

S: but here it is not suggested from the way we are
using the thing in order to hear inf

T: yes e
the problem is with the thing because it's just
that several things are involved inf

S: because even the word ^cila:j in Arabic is wrong
it's not ^cila:j here inf

T: treatment inf

S: tari:qat al mu^ca:laja aw ...

- S: mush mu^Ca:laja lianu ba^Cda without the instrument
al insa:n ḥa yabqa asṣam inf
- T: so you say then in the second line i^Cla:j is wrong? el
- S: not necessarily a solution or a cure rep
- T: it is not necessarily a solution, errm necessarily
a cure but you said in the second line . . la: yanja^C
ha:dha al i^Cla:j you would reject treatment there as
well because treatment doesn't work
no I think that's too narrow of you actually I'm
afraid ... drop a guillotine ... errm I think this is inf
we'll have to say that this form of treating if you
like not an illness but an impairment or a disability
and this treatment helps the person suffering from
the disability not to be cured from it but avoid
being disabled by it
- S: the instrument helps the patient inf
- T: not just the instrument e
there is another instrument which he holds and
there's another jiha:z kahruba:i into which one speaks
so it's the instrument that's helping him so we can't inf
say or well can we I don't know ... I don't think
there's any problem using treatment because treatment
doesn't mean that it will be successful but it's a
cure errm and the course of treatment does not
necessarily involve drugs or ... I think that's
probably I mean if you're proposing not to translate
al^C:la:j at all or to translate i^Cla:j by instrument
like that it is going to be very difficult I think
what are you going to suggest for the first i^Cla:j? if
you're not going to use treatment? el
- S: treatment as a procedure I mean .. physiotherapy rep
- T: well you could use procedure e
but the disadvantage of procedure then doesn't have
any connection with being ill or like that procedure
you know inf
- S: treatment itself is done in a procedure inf
- T: yes yes e
treatment can be done in a methodological way ...
methodical way rather ... inf
- S: therapy inf
- T: therapy is an idea as well... you can also say
therapy e
a therapy is a way of helping people to overcome
illnesses or defects or disabilities .. therapy inf
- S: physiotherapy inf

T: yes physiotherapy e
so therapy would be all right .. but therapy doesn't
have the meaning of treatment as well

S: I think treatment is more suitable than therapy inf

T: why? el

S: because treatment does not mean medicine and if it
means medicine it doesn't mean that it is going to
cure the person because there are ... rep

T: not as therapy e
therapy doesn't mean it is going to cure ... therapy
is the way of trying to cure the old person by for
example physiotherapy by putting on a bicycle and ride
so on if someone has broken their leg or something,
this is the way to get them to walk again this is
therapy inf

S: can you say for example for me in using my crutches
is this a treatment? el

T: no rep

S: it's the same here inf

T: errm ... well not really e
but because you have equipment ... complicated
equipment and as in this case two things were involved inf

S: in this case without the instrument he can't hear
and the same thing without crutches I can't walk, and
this is not yet a treatment inf

T: yes e
I suppose you could say it's a therapy of a sort inf

S: no because I am not hoping for any improvement with
a therapy you can improve and be cured after that inf

S: is this hearing device a hearing aid? el

T: no it is not a hearing aid exactly .. I don't know
perhaps it is a hearing aid perhaps this is the
solution, it is a form to hear which is actually the
best way to translate it this ... I don't think we
can put that in the second sentence, this hearing aid.
We can't say this ... well it's a new type of hearing
aid perhaps ... that would satisfy your objection ..
because crutches are an aid to walking ... this is an
aid to hearing errm that's quite interesting actually
this new type of hearing aid is only fully effective
in case of deafness resulting from impairment or
defect in the outer ear errm the .. then we can't say
the hearing aid works as follows ... rep

S: the way to use such a hearing aid is to so and so ... inf

T: yes possibly e

S: can we say the therapeutic method? el

T: there is not much difference in therapeutic method and method of treatment ... I am reluctant to translate this all the time as hearing aid but ... well since we've translated it in the second as hearing aid ... the hearing aid works as follows. I don't think it is a hearing aid but I don't know what else to call it ... anyway whatever it is it works as follows right okay so how does it work whatever it is m d.tr

S: the patient holds an instrument in his hand tr

T: right
wa yaj^c alu na:tia anybody know the meaning of na:tian? e el

S: controdging ... rep

T: controdging projecting and what does he do? d.tr

S: put it on the forehead tr

T: put it on the forehead yes but what has he got on the forehead? e d.tr

S: projecting parts tr

T: yes one of the projecting parts on his forehead^c adhm al jabi:n aw al khad? e d.tr

S: cheek-bone tr

T: cheek-bone aw bayna asna:nihi e d.tr

S: between his teeth tr

T: between his teeth e

T: so it works as follows ... the deaf person holds the instrument in his hand and places one of its projecting part on his forehead or cheek-bone or between his teeth on we go starting a new sentence anybody con d.tr

S: tu:ssalu al a:la bijiha:z kahraba:i: r

T: tu:ssal? el

S: connected rep

T: yes what's connected? e el

S: the hearing aid rep

T: yes e

S: is connected to another electric device tr

T: to another electric device? we have not actually said
it is electric yet so it's electric device or apparatus e
yatakallam ama:mahu al mukha:tab^c ala: bu^c din yassi:r
... anybody el

S: in front of which rep

T: yes that's right good in front of which e

S: an interlocutor tr

T: what re-i

S: interlocutor speaks tr

T: an interlocutor speaks yes e
^c ala: bu^c din yassi:r el

S: from a close distance rep

T: yes from a close distance so that's all right so what d.tr
will this sentence then be?
Nouri n

S: the instrument is connected to an electric apparatus
in front of which a speaker speaks from a close
distance tr

T: right ... errm yes it does say literally in front of e
which
it could be into which or through which but through inf
which is not quite right because that could mean by
the media, probably into which is like a microphone
the speaker talks from a distance okay? on we go
Salem what about the next bit? can you read the next
sentence? d

S: excuse me you said an electric apparatus and not
an electrical apparatus? el

T: electric yes why not electrical? el

S: because electrical is associated with engineering and
these things I mean, this is the general word rep

S: you say electric engineering not electrical inf

T: no you don't e
it's electrical engineering inf

S: otherwise we use electric inf

T: that was the advice I gave you yes e
generally speaking unless you're sure its a collocation
that uses electrical ... then use electric, electric
machine electric ... but electric device okay so only
in the case of electrical engineering kind of thing inf

S: fa^c ala ha:dha: al uslu:b .. kama: sabaqa aliftira:d r

T: That's enough d.tr

S: In this way some vibrations move or ... tr

T: I think it's probably the vibrations of his voice in the sense of sawt meaning voice inf

S: vibrations of his voice move tr

T: errm e

T: transferred tr

S: travel tr

S: transmitted tr

T; humn? re-i

S: transferred tr

T: I like the first one better e

S: are transmitted rep

T: are transmitted e

S: are transmitted to the instrument then to the hearing nerve tr

T: yeah this is a special errm el

S: auditory brain rep

T: humn? re-i

S: auditory brain rep

T: no e
well nearly ... auditory nerve the optic in sight
in fact there are 3 auditory hearing for listening inf

S: for sight optic? el

T: optic nerve rep
so ... and then to the auditory nerve yes ra'san? d.tr

S: directly to the auditory nerve tr

T: yes e

S: through the cheek bone or tr

T: yes e
well through the bone cor

S: without the mediation of the tr

T: does not sound quite right e

S: without help tr

T: errm the help bidui:n musa:^Cada e
mediation is all right but does sound a bit strange inf
why does it sound strange? el

S: between people rep

S: always it colloquates with rep

T: what does it colloquate with? el

S: people rep

T: yes e
the mediation, without the mediation of the Saudi inf
delegation nothing could have happened

S: without interference tr

T: interference is not right exactly re=i

S: passing through tr

T: yes e

S: through tr

T: without passing through will be all right e
the d

S: outer ear tr

T: outer ear e
al mussaba bil khalal d.tr

S: the affected outer ear tr

T: yes the affected outer ear e
kama: sabaqa al iftira:d ... as we have previously
supposed you don't really need that .. euh the
affected outer ear d.tr
okay

S: without the involvement of the outer ear tr

T: yes e

S: passing without the involvement of the outer ear tr

T: yes involvement is not too bad e
but again the trouble with involvement does tend
to suggest human animate reference without the inf
involvement of the delegation so if you say without the
outer ear being involved put it into the passive that's
probably better, if you say without the
involvement of the outer ear it tends to suggest the
outer ear is actively involved in some way, perhaps
it is actually involved, but I think without the outer

ear being involved yes ... in the other group suggested by-passing the outer ear completely avoiding it or going around it ... actually by-passing is used ... if you have a turn here and the road going through, they built a by-pass so that you can go straight past and this is a similar thing to what's happening in this process isn't it the sound comes into the outer ear and goes into the inner ear and what's happening is the sound is going direct to the inner ear by-passing that so it's quite a good way to by-pass. And I don't think we need to repeat kama: sabaqa al iftira:d because it's already inferable from the context errm this is the kind of deafness which results from defect in the outer ear

con

S: I understand here kama: sabaqa al iftira:d that the device was designed that way and having in mind from before that the outer ear is defective and the only reason for not hearing is the outer ear ...

inf

T: hmmn

e

S: that's what is meant here

inf

T: do you think

e

S: because this treatment won't work

inf

T: sure

e

S: for the other purpose ya^Cni: if there's any other defect

inf

T: hmmn yes I agree

e

the meaning is there but we don't really need to say as we already supposed or not I don't know it's a delicate question ... some could argue that you could get it from the context and the fact that you're saying this by-passing the outer ear confirms that you're talking about this kind of deafness. Certainly from a stylistic point of view it's easier to omit as we previously supposed but style is not everything of course information's more important than style so you have to beg the judgement if you think it should be kept in you keep it in
so in this way vibrations of the speaker's voice are transmitted to the instrument
and we have a word in English thence ... probably you have not heard of it after a while

inf

con

inf

S: archaic

inf

T: not particularly archaic

e

also hence and whence ... whence is a little bit archaic thence I am not so sure, it is a shade archaic yes ... but thence originated from there ... and you hear some people saying we went to Edinburgh

- thence on to the north of Scotland ... meaning from
there ... perhaps you could use it here inf
so the sounds of his voice are transmitted to the
instrument thence to the auditory nerve directly
through the bone without the defective outer ear
being involved or without the involvement con
- S: we say defected or defective? el
- T: defective ... having a defect ... defective or
without the involvement of the ... you see it's
difficult if we're going to put in rep
kama sabaqa al iftira:d because it's going to be
a bit difficult to put in isn't it? mussa:ba
bikhalal kama: sabaqa d.tr
- S: already said tr
- T: yes e
so really i means the erm previously supposed
defective outer ear that's going to be a bit
complicated so from that point of view it's difficult
to work in ... I'll just drop it inf
without the involvement of the defective outer ear
or by-passing the defective outer ear con
okay m
Haouas n
- S: ... wa qad barhana al ikhtiba:r ... saddan
muhkaman r
tests have proved I've put it in the plural tr
- T: all right e
- S: tests have proved efficiency of this instrument ...
that this instrument is efficient tr
- T: biwadhi:fatiha: d.tr
- S: in achieving or realising its function tr
- T: in realising its function e
- S: in achieving its ... not heard
- T: Possibly
but if you have just efficiency it's a little bit
light ... for because it's ... husn al qiya:m hadhihi
al a:la biwadhi:fatiha: re-i
- S: it proved that it was efficient tr
- T: hmm ... in carrying out its function that's a little
bit long isn't it? e
there's a shorter way of doing it ... we'll come back
to that all right go on ... d.tr
- S: since the deaf tr

T: possibly since yes the deaf al aṣṣam e

S: the patient tr

T: the deaf person cor

S: the deaf is only possible for plural inf

T: since the deaf person hears the lightest noise rec tr

T: well errm actually very near just add one letter and you've got errm s in front of it re-i

S: slightest noise rep

T: Slightest sound rec

T: sum^Can wa:diḥan d.tr

S: very clearly tr

T: very clearly yes e
and ... and also for yasma^C not just translate it by hear but something more than just hear ... the deaf person

S: pips tr

S: not clear tr

T: I was thinking more of a model auxiliary re-i

S: may rep

T: can ... can hear cor

S: the deaf person can hear the slightest sounds very clearly even if his ears were closed rec tr

S: blocked e

T: yes yes not were but e

S: are rep

T: are - even if they are yes e

S: completely blocked tr

T: completely blocked that's right muḥkaman e
literally masdu:datayn saddan muḥkaman means hermetically sealed as for vacuum flask with a kind of pressure but they're completely blocked translates it very well yes inf

S: here muḥkaman is very tight inf

T: errm e

S: tama:man you see saddan completely will be
tama:man the whole ear is inf

T: yes e

S: blocked - but muḥkaman meaning very tight inf

T: it means hermetically yes e
the problem with hermetically this is usually
something which is only found in equipment machinery
(not clear) it's unlikely that such a degree of
tightness could be maintained on the ear so from
that point of view it's probably to translate it as
completely blocked errm but completely blocked isn't
strong as hermetically sealed hermetically the
tightest possible sealing inf

S: ^can majalat al mashriq can I say adapted from? e

T : ... well not adapted from rep

S: from rep

T: it's ^cjust from it's adapted from it would mean
bita^cdi:la:t of something with modification you see
it's not adapted ... if not adapted you just put from
al mashriq rep
all right m
let's go through it again and summarise what we
decided on ms
Mohamed m
just go through it to refresh our memories d.tr

S: innaha: u^cjuba ... r

T: have we come to an agreement now we're calling ^cila:j
an aid or a treatment? I think I am rather favouring
aid at the moment I think it's about a course of
treatment being done with view to achieving a
particular result ... probably a quite good argument
it is a detailed form of hearing aid so I think
perhaps it is best calling it an aid inf

S: its implication if it is used all the time it is an
aid, if it was only for therapy in certain sessions
it is a treatment inf

T: ah but you see if it is going to be for therapy in
certain sessions then quite clearly it means that the
idea is to make it better each time and that's not
the case e

S: the aid he's always got it with him inf

T: yes well not necessarily e

S: he goes for sessions inf

T: not necessarily an aid you could carry it around or
you could even have it in ... certain places but an
aid does not necessarily mean you have to have it
with you all the time e

S: (not clear) not use it inf

T: oh surely you have to use it e
having an aid doesn't mean you have to have it with
you ... and a therapy ... a course of therapy means
that the end result is that you're going to be cured
that's the aim they're not trying to do that here
they're not trying to cure ... I think with an aid inf

S: because there's no reference that the end result
is to be cured inf

T: no e

S: it's just how it helps them to hear inf

T: helps them to hear yes e
I won't go through it again ms
this is a wonder of modern science ... erm or it is a
wonder of modern science errm this new hearing aid or
aid to hearing is only ... is fully effective only if
... or only in cases of deafness resulting from defect
in the outer ear. The operation ... hold an instrument
in his hands and places one of the protruding parts of
the instrument on his forehead or cheek bone or between
his teeth the instrument is connected to an electric
apparatus into which the speaker talks from a close
distance in this way the vibrations of his voice are
transmitted to the instrument and thence to the or
from here to the auditory nerve or directly to the
auditory nerve through the bone without passing
through the defective outer ear. Tests have proved
the operational efficiency of the aid of this aid is
it the instrument or the aid? of the instrument yes
for a deaf person can hear or it enables the deaf
person to hear a slightest sound even if his ears are
hermetically sealed like a can of baked beans con

CLASS B

LESSON 1

Arab Monetary Fund's President talk

Dr Jawad Hashim the President of the Arab Monetary Fund on 23 September addressed a meeting held by the Chamber to which some 60 senior international, Arab and British bankers and representatives of the London and Arab daily newspapers, news agencies and the financial press were invited. Dr Hashim, a former Iraqi Minister of Planning, reviewed the activities of the Arab Monetary Fund in the past four years and its plans for the next decade, particularly those related to the proposed tenfold increase in its capital, to about \$10,000 million. The increase Dr Hashim said is necessary to enable the fund to meet the expected rise in lending in the next few years.

The Arab Monetary Fund was set up by the Arab League states and is partly modelled on the International Monetary Fund (IMF). Its main aims are to provide soft credit to members with serious balance of payments deficits and to help in co-ordinating long-term Arab economic, financial and monetary policies. It does not finance development projects directly and uses its own currency, the Arab Accounting Dinar (AAD), for lending. One AAD is equal to three IMF Special Drawing Rights (SDRs). Loans provided to far total about \$400 million to seven member states.

T: You look at this news report here and there are questions to ask before that is a word on the field of discourse. By that we mean of course the topic framework s
 So could you tell me at a glance
 what sort of field does this tackle? The field of discourse or the topic. el
 Is it history, psychology? cl

S: political rep

T: it's not really politics as such re-i

S: financial rep

T: financial e
 and more specifically perhaps? el

S: economics rep

T: general economics e
 because it is not an economic book as you know
 it is something else so it's a general economic
 text and of course you're right, every economics
 has a little politics and little this and that
 but generally it is general economics inf
 The second question we ask is what is the tenor
 of discourse? and by tenor I am sure you know by now s
 it's the level of formality. So for example we have the
 categories formal, informal and semi-formal. inf
 For example could you tell me something about the tenor
 of this passage you're looking at? el

S: Formal rep

T: you say it's formal you reckon e
 is it? el

S: yes rep

T: yes but really is it from an economics text el
 book? it is not is it?

S: no rep

T: so it can't be it is not an economic
 textbook so it is not formal but is it from a
 newspaper? ... it is not from a newspaper inf
 so it is not informal it is from a magazine

S: from a magazine ack

T: That is for a specialised audience it is the inf
 Chamber of Commerce magazine
 so where is the place of tenor? el

S: semi-formal rep

- T: semi=formal e
 it's simple it's not an economics textbook
 and it's not a newspaper so that's what we
 really mean by tenor inf
 right m
 and the last question perhaps you ask is s
 what is the mode of discourse and by mode this is
 a new word perhaps is it spoken to be written is
 it written to be spoken it is written to read
 is it written to be read on a bus or in a
 library ... all these variations have an effect on
 translation. That's what we mean by mode inf
- S: about the tenor, it is not from a book it is
 not from a newspaper, it is from a magazine
 it means that it is semi-formal inf
- T: yes e
- S: does that indicate that the language of the
 newspaper is not formal? el
- T: well it can't be really that formal, because
 it is supposed to be read for entertainment rep
- S: I think it depends on the topic inf
- T: There is no by the way one text which begins and ends
 with the same tenor, tenor varies but predominantly
 please learn this word. Predominantly formal
 or predominantly informal means 90% as there is
 no 100% but generally we don't buy
 ach-charq al awsaṭ and a dictionary inf
 do we? We don't need a dictionary to read
 ash-sharq al awsaṭ. But with this it is a
 specialised audience, because you don't buy
 it on news-stands you don't buy it in the
 streets, it is a specialised magazine
 if you're an economist you'll get it by post
 so it is semi-formal could you
 comment on the mode of this text?
 Is it written to be read or is it written to be
 spoken? el
- S: to be read rep
- T: you know what I mean by written to be spoken
 like a political speech inf
- S: yes ack
- T: Now this is delivered, but before it is delivered
 it is written, and when the writer sits down and
 writes it he bears in mind there will be a speaker
 and an audience, that affects the text, therefore
 it affects its translation, but here it's written
 to be read, on a bus or in a library? el
- S: in the bus rep

- T: not really. you don't read the Chamber of Commerce news on a bus, because it is a bit more serious e
com
- S: in the office rep
- T: in the office perhaps or at home e
but not in the Library you see what I mean; and I'll illustrate this to you, it does have a bearing on translation, by the way good translators and I'm sure you are or will be, they don't sit down and say ah what's the field of this text it becomes a second nature to you when you look at an item, you place it in the right field, you give it the right tenor and you render it in the right mode. So that's the problem of mode here. Also something else very important to ask is what is the text type now there are 3 types and I'll give the labels in Arabic either we have annas assardi: exposition, such as news reports are expository .. You see as they say in English they are not selling you anything ... qa:ma assayid kadha: biziya:ra you like it or not or you have other type of text which is instructive and that tries to change your behaviour do this don't do this such as the law or the constitution, you don't say I'll read out of interest no you abide by it and if you don't you break the law inf
what is that in Arabic? Could you give me a name for instructive discourse? el
- S: ash-shar^Ci: rep
- T: ash-sha^Ci: annas ash-shar^Ci: That's good ... e
And finally annas aljadali: which is el
- S: Argumentative rep
- T: Argumentative e
In other words here there is always selling you know al iftita:hiya in the newspaper, it's not only telling you qa:ma biziya:ra and so on, it's trying to push a point of view an example of an exposition is a news report, instructive is a law or constitution an example of argumentation is an editorial in a newspaper ... and asking a question what is it is very important for translation inf
before we move on ms
what is the type of this text? el
- S: expository rep
- T: it is expository e
There is objectivity. They could tell you lies but really, qa:ma biziya:ra there is no lie about that nobody is interested anyway, aw qa:ma biziya:ra ila: Glasgow instead of London, whose purpose does it serve? Nobody ... they can't tell lies like that inf

but they tell lies here ... al jadal, so long
as they persuade you okay but not with
this ... field we said is the topic, it
does affect translation ... what is innocent?
what is innocent in the legal field that a man is
innocent until he is condemned by law? el

S: bari:' rep

T: bari:' e
but what is innocent in the medical
field? When Princess Margaret was taken to
hospital, they found that whatever she had
was innocent el

S: ḥami:da rep

T: no e
Something in her lung re-i

S: ghayr khaṭi:ra rep

S: There is nothing wrong with her rep

S: not serious rep

T: yes fine that's general e
but if we are doctors
ghayr khaṭi:ra is not enough because something in
the lung is innocent which means non
cancerous inf
so Arabic for that? el

S: gayr sarata:ni: rep

S: ḥami:d rep

T: ghayr khabi:th inf

S: ghayr khabi:th ack

T: you see the difference of field, I mean this is a silly
example but field does matter com

S: they call it ḥami:d it's a medical term inf

T: good and ghayr khabith does not exist? e

S: waram ḥami:d waram khabi:th inf

T: and ghayr khabi:th does not exist? e

S: well but the word is ḥami:d inf

T: well done e
That's perhaps a medical
terminology by the way, I've looked up a
dictionary and it's ghayr khabi:th or ghayr
sarata:ni: and ḥami:d inf

T: ghayr khabi:th I don't like it personally why
ghayr if we can find a nice adequate term but
the point it still exists and you've got to take
it and there are some variations,
if you take the word aims what would that be in law? el

S: almaha:b rep

T: you see it's not legal enough is it? re-i

S: alahda:f rep

T: alahda:f is perhaps good here e
but if it is an argumentative and you say the aims
of imperialism re-i

S: almaqa:ssad rep

T: al maqa:ssad e

S: alatma:^C

T: al mata:ma^C or alatma^C e
this is a simple word, but it does carry from
text to text depending what you're doing com
if you take tenor, s
because I want to sell you some ideas so that you're
convinced that you have to pay attention, but one day I
hope this will become second nature to you, you don't
stop immediately, good translators as I said, put
a minute on that word and you'll get it right com
so tenor if I have in Arabic this sentence
ka:na al prufi:ssu:r x awal almutaqallidin
limansab usta:dh kursi: addira:ssa:t
al isla:miya ... awal al mutaqallidi:n?
Could you translate that into English? el

S: the first one to occupy rep

T: the first one to occupy e
another word re-i

S: the first occupant rep

T: the first occupant e
another one re-i

S: the first one to pursue the office rep

T: with office? ... perhaps take up
the position of another one ... the first inf
to be ... to be of but surely you agree with
me I did not say awal man shaghala
I did not say awal prufi:ssu:r I said awal al muta-
qallidi:na li: surely you have responsibility here
on tenor, so beautiful English here will be the
first incumbent of it is a special word used not
legal ... general English but used for mansab,
because shaghala might not really he's not hired
you don't pay by the day so the point is to
reflect the tenor

- Now
 Now if you take mode of discourse which is the difference between spoken and written and if we take this example
 ussissa min qibal ussissa şandu:q annaqd
 al^carabi: min qibal alja:mi^ca al^carabiyya surely you accept that as spoken, the mode is spoken to be spoken or written to be spoken
 minqibal is used, but if you're going to translate say into good written Arabic what happens to this passive? ussissa min qibal?
- S: chaos
- T: since we have an agent ja:mi^cat addawal al^carabiya and again ja:mi^cat addawal al^carabiya assassat?
- S: la
- T: because the nominal
- S: assassat ja:mi^cat
- S: qa:mat ja:mi^cat
- S: qa:mat ja:mi^cat
- T: assassat
 and then we go for qa:mat
 ja:mi^cat bita'si:s so these variations are mode
- S: excuse me do you mean by tenor is muna:ssabat ash-shay'
- T: muna:ssabat or mustawa rasmiyyan
- S: term lil situation
- T: but ^cala: ayyi assa:s lian al field
 ay an muna:ssabiyya
- S: ^cala assa:s many things to take into consideration
- T: exactly
 so muna:ssaba the appropriacy goes to everything but tenor is munassabat annas binnisba likawnihi rasmi: ghayr rasmi: shar^ci: ...
 Right
 we go back to the text
 Arab Monetary Fund
 could you give me the Arabic for that
- T: sandu:q annaqd al^carabi:
 by the way parallel to what? There is another şandu:q naqd
- S: addawli:

- T: sandu:q annaqd addawli: e
 why not al^Ca:lami:? What is the difference?
 There's a basic difference el
- S: the International Monetary Fund rep
- T: yes ack
 but why not al^Ca:lami: re-i
- S: I think the IMF has been established by
 just a few countries which are supposed to be rich
 in the world rep
- T: and if it is by every country then it becomes
 al^Ca:lami: e
 I am sure you have a point com
 but there is a basic difference of tenor ... addawli:
 the focus is on the state ... not how many
 but the state in the sense of I am not
 interested by who lives in Tchad I am
 interested in their minister, their president
 their constitution ... political entity ...
 but with al^Ca:lami: we bring in the people for inf
 eg world peace what would that be?
 would it be assala:m addawli: or assala:m
 al^Ca:lami:
- S: al^Ca:lami: rep
- T: because it is not a question
 of political state, it concerns com
 everybody ... assala:m al^Ca:lami:
 have another eg ... give another eg of
 dawli: just to see if that works el
- S: World Bank rep
- T: World Bank .. ack
 al bank? el
- S: al^Ca:lami: rep
- T: addawli: ... e
 why? el
- S: no answer
- T: because the emphasis is on states
 the same distinction with duwal and bulda:n
 now if we say duwal al khali:j what
 we mean by that is their political entity
 so majlis ta^Ca:wun duwal khali:j
 not bulda:n al khali:j but bulda:n
 al khali:j when we talk about development
 because we're talking about people inf
 we say adduwal al^Ca:rabiya and
 we say albulda:n al^Carabiya, but

- what do we say^c with alja:mi^ca?^c...
do we say ja:m^c at albulda:n at^c arabiya
or adduwal al^c arabiya? e1
- S: ja:mi^c at adduwal al^c arabiya rep
- T: ... because of political entities but
al bulda:n al^c arabiya ash-shaqi:qa
not adduwal because we're talking
about people ... take for example kifa:h
and nida:l, Waldheim would not say
nidha:l because that's people kifa:h
is United Nations word but nidha:l if
the president of Iraq stands and talks to the
people we'll be talking about nidha:l
it is the same word struggle but you
know the tenor is different because it depends
on the audience inf
- S: how can we translate them into English
that is in Arabic and we know the difference? e1
- T: Well on the word level it is not very
important in English but the content will
make it clear ... so when you say the
developing countries surely al bulda:n anna:miya
ok? but with developing of course we need people
now m
This man Dr Juwad ha:sham the president of the Arab
Monetary fund and I am asking you only please and
everybody sharpens your tools so that
you criticise me and him ... addressed a
meeting can you give me that Arabic for
that? I just want to go through some
of the words before we do the whole ms
passage addressed a meeting....
... so you start with the element of meeting
because that will give you ideas ...
you know it's the Chamber of Commerce
and they invited this man to talk cl
so he addressed a meeting d.tr
- S: addressed a meeting well do you mean that? e1
- T: he gave a speech ... addressed a meeting
what would a meeting here?... rep
e1
- S: it depends if he opens the meeting or ... rep
- T: no e
he's just addressing it ... there is re-i
a meeting people sitting around and he talks
to them he addresses a meeting
- S: madaha .-. tr
I have to start well in Arabic inf

- T: allow me I am not asking you to do everything ... Bazil addressed a meeting could you give me that ... what did do? ... what is meeting here? e
el
- S: conference rep
- T: yes e
in Arabic? d.tr
- S: wassafa fula:n ijtima:^c tr
- T: it is not actually wassafa it is addressed a meeting would like to venture into that e
d.tr
- S: iftataha tr
- T: iftataha? ... re-i
- S: aw kha:taba tr
- T: well it is the element of kha:taba kha:taba what? e
d.tr
- S: kha:taba al mu'tamar tr
- T: al mu'tamar meeting is mu'tamar could you lower that because it is only a short gathering there are only 60 people e
el
- S: al ijtima:^c rep
- T: alijtima:^c e
Now if we read here inf
these people were invited and it is public relations^c ala:qa:t^c a:ma so ijtima:^c
is too formal re-i
could you give me another one?
- S: liqua:' rep
- T: liqa:' e
if they serve orange juice and soon re-i
it becomes perhaps?
- S: hafl rep
- T: hafl well done e
now let's go back ms
to you please
what do we do with
al hafl? he addressed a meeting he actually talked to al hafl so what is the verb? it is a question of speech ... he gave a speech to al hafl? d.tr
- S: describing the ... tr
- T: that's fine e

- S: that's why we use addressed otherwise we
use talked or spoke inf
- T: well done e
what is the Arabic for
that? he gave a speech to al hafl? re-i
- S: errm mukha:ṭaban tr
- T: with kalima re-i
- S: bikalima tr
- T: kalima e
what is the verb to go with it? el
- S: ma:diḥan ... rep
- S: alqa: rep
- T: good e
don't go into madaḥa com
it is really alqa: kalima ... horrible
English to say he gave a speech in a
party ... al qa: kalimatan fi:
alhafl con
- S: excuse me how can we describe that
it is a formal meeting, how can we say
hafl because in Arabic we say
hafl with the connotations that there is a
party or something like that? el
- T: but how do you know it's a formal meeting? el
- S: since it talks about some subject or topic rep
- T: it's in the evening people are sitting down inf
relaxed and they're talking about general economics
we agreed he's not going to give a lecture on inflation
- S: a meeting (interrupted) inf
- T: ijtima:^c orange juice equals
hafl as simple as that ... it's relaxed
liqa:' is very good but I really can't see
any orange juice in a liqa:' because
liqa:' and hafl there is a difference
now m
I have another problem with your neighbour ms
before I come to you ... this meeting is
held by the chamber right is this a
passive or an active? el
- S: passive rep
- T: how do we put that in Arabic?
... so alqa: kalimatan fi alhafl d.tr

S: alladhi: a^Caddahu tr

T: well done e
you see what he did
perhaps without knowing it ... you
go for the active ... because the agent is
known alladhi: uqida by the way
the passive is hard to read it is aqada^C
uqida whatever so you go for the
active ... and we know who held
the meeting ... the chamber ... aqadat-hu^C
al ghurfa
now
it's hafl ijtima^C ... aqada does not go .. e1

S: alladhi: a^Caddat-hu rep

T: alladhi a^Caddat-hu that's very good e

S: nadhamat-hu

T: nadhamat-hu e
is it too much tandhi:m? e1

S: aqa:mat rep

T: aqa:mat-hu that's a nice colloquation e
but the aim here since it's passive we
know for the active it's easier ...
now m
some 60 people attended that d.tr

S: haḍharahu ma yaqrubu^C an 60 tr
shakhsan

T: ma yaqrubu e
some in English what
does it mean? if I have 60 and I say
some what does it mean in English? e1

S: ḥawa:li: rep

T: more, less or exactly? e1

S: around rep

T: around is a very general word ... e
more, less or exactly? re-i

S: less rep

T: that is about e

S: about e

T: so about ... naḥw aw ḥawa:li: that e
gives me the focus that it is a little bit
perhaps but some please Arabic? e1

S: qura:bata rep

T: and to give me the element of more? el

S: ma: yazi:du rep

T: ma: yazi:du^Cala: e
 please get this right it is an English problem not
 an Arabic one, some means a little bit com
 more so ma: yazi:du^Cala: el
 and in higher style it will be ? ma: ...

S: ma: yarbu: rep

T: but that is too high ... e
 we are just reading a magazine ... com
 60 senior international Arab & British bankers s
 give me that Arabic please d, tr

S: ma: yazi:du ... ma: yaqrubu^Ccala 60 mumathilan
 dawliyan lilbunu:k al^Carabiya wa albrita:niya

T: now what's their job? el

S: bankers rep

T: bankers e
 and what sort of description they have? el

S: senior rep

T: British inf

S: British ack

T: Arab and international 3 types and
 they are all senior inf
 so try again re-i

S: 60 ... err ... rep

T: what is a nice cliché for senior? el

S: kiba:r rep

T: kiba:r min kiba:ri that is your
 element of senior ... e
 60 min kiba:ri what? el

S: mumathili:na rep

S: mas-u:li:na rep

S: mas-u:li:na bunu:k al^Carab rep

T: yes e
 but I have bankers el

S: mas-u:li:na al bunu:k rep

T: why? re-i

S: rija:l al maṣṣa:rif rep

S: rija:l al maṣṣa:rif rep

T: yes e
min kiba:ri? el

S: aṣ-ḥa:b al bunu:k rep

T: aṣ-ḥa:b al bunu:k e
perhaps they're just representatives re-i

S: mumathili:n rep

T: absolutely e
I want you to tell me inf
that maṣrafiyyi:n does not work
because maṣrafiyyi:n imply
aṣḥa:b and you don't want to say
aṣḥa:b ... so we say min kiba:ri
mumathili:n ... because they did
not invite the owner of the Midland
bank ... but he is still a banker in English
60 min kiba:ri? d.tr

S: 60 min kiba:ri mumathili:na tr
al bunu:k al ^Carabiyya

T: a better word than bunu:k will be cor
al maṣṣa:rif al ^Carabiyya

S: al maṣṣarif al ^Carabiyya wa rec
al ingli:ziyya

T: wa al ingli:ziyya wa addawliyya e
not ingli:ziyya but re-i

S: al brita:niyya tr

T: albrita:niyya ... fine ... e
now m
we've come to representatives of the London & Arab s
daily newspapers
please d.tr

S: mumathili: ... tr

T: wa mumathili:na ^Can e

S: wa mumathili:na ^Can ... tr

T: you go for newspapers d.tr

S: al jara:id al ^Carabiyya tr

- T: badalan ^Can aljara:id ... inf
because jara:id is old Arabic ... but
these days asṣuhuf
- S: asṣuhuf al ^Carabiyya alyawmiyya tr
- T: it is yawmiwa before ^Carabiyya cor
why because logically there are ṣuhuf inf
yawmiyya and then pakistaniyya
- S: asṣuhuf alyawmiyya al^Carabiyya rec
- T: wa? d.tr
- S: alingli:ziyya wa allunduniyya tr
- T: why what is the difference between allunduniyya
wa al ingli:ziyya wa al bri:ta:niyya el
- S: because there are just rep
- T: it excludes local newspapers they're not inf
going to invite the Salford Echo or
whatever it's only Guardian, Times and so on
allunduniyya here is important that's fine
- S: I have never come across asṣuhuf inf
allunduniyya
- T: oh! oh! e
a lot in the news ... ṭala^Cat inf
^Calayna asṣuhuf allunduniyya saba:h
alyawm
- S: it is mentioned ... inf
- T: absolutely e
... and can I also remind you com
of one thing and that is very healthy, when you
want to argue against something give me an example
because only examples shut me up
okay m
can you please give me something in Arabic d.tr
following that? We talk about the
financial press ... financial press ... you
you see news agencies and the financial
press were invited to this meeting
- S: wa ka:nat waka:la:t alanba:'
wa assaha:fa bial ... errm ... tr
- T: good e
not monetary otherwise we
would have said annaqdiyya inf
so wa assaha:fa? el
- S: attujariyya rep

T: that is to do with trade re-i

S: al ma:liyya rep

T: of course asṣaḥa:fa al ma:liyya e
you know the difference between ma:li: wa el
naqdi: or tija:ri:

S: if you want to translate it as a whole el
... kama wa ḥadara

T: we will translate it as a whole, you see rep
what I am doing now bits and pieces to have
everybody share in it and then we must
put it on the board
now m
this man Dr Hasham he reviewed something so what is
reviewed? d.tr

S: ra:ja^C a tr

T: ra:ja^C a good e
perhaps a better word may be he went el
through the events 1960-1962

S: taṣaffaḥa rep

T: taṣaffaḥa actually he needs a book e
but he was giving a speech
so re-i

S: ista^C raḍa rep

T: good ista^C raḍa ... s
the activities of Arab monetary fund in the past four years d.tr
can you give me a nice cliché for in the past 4 years?

S: assanawa:t ... tr

T: ah ah e

S: fi you want the activities of the Arab Monetary Fund ... el

T: only in the past 4 years rep

S: assanawa:t al arba^C a al ma:ḍiyya tr

T: assanawa:t al arba^C a alma:ḍiyya e
in the past 4 years

S: fi: khila:l aw min khila:l? el

T: you don't need fi: really khila:l to go rep
with asta^C raḍa because if I am talking
about something which happened, then fi:
assanawa:t al arba^C a al ma:ḍiyya but it is
isti^C ra:ḍ so khila:l goes nicely with it

S: min khila:l inf

T: no e
 min khila:l mandharin mu^C ayyin inf
 but he only did the review khila:l assanawa:t
 alarba^C a al ma:diyya that's it you just
 don't need min inf

S: but it's a matter of process inf

T: process ... you're right ... e
 and its plans for the next decade
 what is the next decade? d.tr

S: fi: al^C ash^Cr assanawa:t almuqbila tr

T: good fi: al^C ash^Cr aw fi:al^C aqd e
 al muqbil
 beautiful Arabic com
 now m
 we have the proposed 10 fold in its capital s
 you go for the increase don't you d.tr

S: particularly those related to the proposed 10 fold r
 increase in its capital

T: good e

S: kha:ssatun fima: yata^C allaqu bi: tr
 azziya:da

T: good e

S: bi aziya:da al muba:lagha tr
^C ash^Cratu amtha:l

T: azziya:da allati: balaghat cor

S: ^C ash^Cratu amtha:l tr

T: ^C ash^Cratu amtha:l e

S: fi: ra's al ma:l tr

T: ra's al ma:l goes somewhere else re-i
 not at the end so ziya:da? ...

S: ziya:dat ra's al ma:l tr

T: azziya:da fi: ra's al ma:l ... e
 na^C am? re-i

S: al ba:ligha tr

T: and always please the relative clause is inf
 more effective than the verbal noun
 allati: balaghat is more effective ...
 so azziya:da fi: ra's al ma:l wa con
 allati: balaghat 10 amtha:l
 where is proposed? d.tr

- S: al muqtaraḥa tr
- T: azzīya:da al muqtaraḥa fi: ra's con
 al ma:l wa allati: balaghat^cashratu
 amtha:l
 now m
 can I hear it I have my chance ms
 field s
^cashratu am tha:l I associate it with the field of
 I am talking about azzaka:' inf
 theology I have economics
 so what do I do with amtha:l? el
- S: ^cashratu ad^ca;f rep
- T: you know the difference amtha:l reminds
 me of some theological text pre-Islamic
 and ad^ca:f more of economic touch
 and that is really a problem of field inf
 to about 10,000 million dollars? ila:? d.tr
- S: ma yaqrub tr
- T: or ḥawa:li: or nahwi: ila: ... cor
- S: ḥawa:li ila: ... rec
- T: that's fine e
- S: ila nahwi 10,000 du:la:r tr
- T: that's fine ... e
 your next door neighbour n
 the increase Doctor Hasham said s
 how do you begin that sentence? d.tr
- S: wa qa:la tr
- T: wa qa:la e
 adduktu:r Ha:sham you
 see really qa:la is not very frequent in
 Arabic unfortunately re-i
- S: wa adha:fa tr
- T: wa adha:fa e
 but back to the point I inf
 mentioned you look at what he's saying inf
 it depends is that i^cla:n then wa a^clana
 is that ta'ki:d to then wa akkada
 so it's not ad-hoc in English we
 establish cohesion by repetition said said
 said. In Arabic it will have to
 vary but not ad-hoc ... so by
 the way if this is an announcement he is
 saying this for the first time
 what would said be? el
- S: dhakara rep
- T: if it's an announcement for the first time so re-i

S: a^c lana rep

T: a^c lana e
 ... but my point is it inf
 depends on what the sentence means ... ms
 and then we move on to this increase to meet the
 expected rise to meet ... what could to
 meet mean here? d.tr

S: tuqa: bil tr

T: yes
 ... you see they are going to increase
 something in order to meet something else el

S: tuna: ssib rep

T: not tuna: ssib re-i

S: limuwa: jahat rep

T: to meet is a difficult item inf
 because if you say tuqa: bil it is not
 going to work ... give difficult items a
 synonym in English and then translate the
 synonym
 so what is a good synonym
 for to meet here? el

S: to match or to face ... rep

T: does that help e
 yuwajih limuwa: jahat ... when you
 have a difficult item for example we have to
 abandon the original plan inf
 translate this into Arabic el

S: a^calayna an natakhal^cla an^c rep
 al mashru: a^calassa: ssi:

T: you see al a^cli: it does not work e
 al assa: ssi: has the meaning of the main plan
 so original here is giving me problems
 so I have to paraphrase it and then translate
 the paraphrase you see there is no mashru: inf
 a^cli: el
 what is al a^cli:

S: al awali: rep

T: that is preliminary ... e

S: al a^cli: as opposed to false inf

T: but it is not formal Arabic e
 and when we say it in spoken it does not make
 sense ... so original is a difficult
 item ... paraphrase that you can say
 we have to abandon the plan which we
 adopted initially or in the beginning inf

- S: al mabdai: inf
- T: al mabdai has also the element of preliminary
so alayna: an natakhalla e
an al khutṭa allati: tabannayna:ha:
mundhu al bida:ya ... mundhu albida:ya
gives the element of original ... the same
applies to meettuqa: bil does not
work so give a synonym to meet inf
- S: still it gives the impression of balance inf
- T: absolutely e
- S: muwa:zana inf
- T: muwa:jaha ... means there are problems inf
and how to solve them by this increase
it is to face to face
we move on ms
there is a rise irtifa:^c in lending s
it's your turn n
the rest please think and find
your alternative com
so rise in lending? d.tr
- S: huna:ka irtifa:^c fi: tr
- T: lending d.tr
- S: fi: manh al quru:d tr
- T: fi: manh al quru:d e
another word for lending el
- S: iqra:d rep
- T: irtifa:^c fi: al iqra:d ... e
in Arabic you don't have irtifa:^c or inf
inkhifa:d fi: al iqra:d
you have irtifa:^c or inkhifa:d fi:? el
- S: nisbat rep
- T: and when you add a word ... be non inf
committal don't say fi: kamiyyat
because there you will be saying more than you
should but nisbat or mu addal this
in English unfortunately among some translators
it's translated , well in English it is
redundant ... you have a rise in lending
now m
I would like to do the first paragraph ms
and try to put it together. I leave the
second paragraph for the moment

S: may I interrupt you for a moment? e1

T : please do rep

S: irtifa:^c in fi muashirat e1
al iqtira:ḍ or aliqra:ḍ

T: al iqra:ḍ rep
who are we focussing on? the giver or the receiver? e1

S: the gover rep

T: you see if we're emphasising on the inf
receiver then it becomes al iqtira:ḍ
but as you know the Monetary Fund does not
borrow, it lends so it gives ...
but mu'ashirat is very nice here for mu^caddal e
now m
can we start with the proceedings? ms
give me the first English sentence
read it and give the Arabic d.tr

S: Dr Jawad ... held by the chamber r

T: that's enough held by the chamber d.tr

S: Dr Hasham rai:ṣ ṣandu:q̣ annaqḍ tr
addawli: ...

T: good e
in a newsreport can we start
with a nominal? e1

S: no rep

S: the verbal rep

T: the verbal structure please e
this is basic here, it is a newsreport it is exposition
and I tell you by the way, the nominal has
a place in the language and we'll come to that
but the verbal here ... inf
addressed a meeting that's what you
ought to start with d.tr

S: aftataḥa arrai:ṣ ... tr

T: it is not aftataḥa e
we said addressed
a meeting is a question of giving a speech re-i

S: alqa: tr

T: alqa: e

S: alqa: arrai:ṣ ha:sham tr

T: yes where is rai:s? rai?s şandu:q
annaqd el

S: rais şandu:q annaqd addawli adduktur
ha:sham rep

T: good e
alqa rai:s şandu:q annaqd
addawli: is it? el

S: al ^carabi: rep

T: al ^carabi: e
what's his name? el

S: adduktu:r hashim rep

T: is it really Doctor Hashim re-i

S: Jawad rep

T: alqa: what? d.tr

S: kalimatan tr

T: kalimatan e

S: fi: ijtima:^c al ghuraf attija:riyya tr

T: fi: ḥafl cor

S: fi: ḥafl al ghuraf attijairiyya rec

T: fi: ḥafl e
and then we go for the concept of
iqa:ma and who aqa: mahu ... alladhi ... d.tr

S: alladhi aqa: mathu tr

T: good allahi aqa:mathu e

S: al ghuraf attija:riyya tr

T: al ghurfa cor

S: al ghurfa attija:riyya

T: that's it thank you very much e
can I please say something about this ms
... we solved the basic problem we don't inf
start with a noun, and another problem ...

S: to me I think Arabic favours the word inf
wa ...

T: where? el

S: wa alqa: rep

T: wa alqa: no e
not to start with inf

S: this is not a start ... it's a part of inf

T: this is the beginning of a news report ... inf
but there is a little problem can you solve it? el

S: al qa: adduktur Jāwad rep

T: well done e
is there a rule about that? el

S: the subject rep

T: well ... I'll give you an example ms
could you translate this for me Mr Brook the special
representative of President Reagan ... if I
apply ya Ahmad your strategy what do I
say?
you have the title first almumthal inf
alkha:ṣ lirrai:s Reagan assayid
Brook you end up with Reagan
sayad Brook now that's a good name
as well so do we have a new preident
for America? but if you start with the
name assayid Brook almumathil
al kha:ṣ lirrai:s Reaganso
you begin with the name and give the title
after
right m
would you like to read the English d
held by the chamber to which some 60 senior
international Arab and British bankers and
representatives were invited s

S: alladhi: aqa:mat-hu wa alladhi tr
ḥad arahu

T: wa alladhi hadarahu e

S: situ:na tr

T: good e
be precise it's not situ:na it's
some 60 el

S: ma: yarbu: rep

T: ma: yazi:du cor

S: ma:yazi:du^c ala: situ:na rec

T: siti:na cor

S: siti:na rec

T: min d.tr

S: min kiba:r rija:la:t al massa:rif tr

- T: good
or min kiba:r al mumathili:n e
cor
- S: mumathili: al massa:rif al^Carabiyya
wa addawliyya rec
- T: I think it starts with addawliyya wa
al brita:niyya el
- S: wa al brita:niyya wa al^Carabiyya rep
- T: ... please be precise you have responsibility
on everything including the word order inf
that's excellent thanks very much e
now m
I would like to say something ms
wa alladhi: ḥaḍarahu s
there is an element of invitation inf
these chambers of commerce like
things like that
this is PR^Cala:qa:t^Ca:mma
it is rather formal el
- S: wa alladhi: du^Ciyya ilayhi rep
- T: this is passive e
and who wajjaha adda^Cwa alghurfa so why don't
I make it active? el
- S: wa alladhi: da^Cat ... rep
- T: I have the verb here alladhi: aqa:mat
al ghurfa attija:riyya el
- S: wa allati: da^Cat rep
- S: wa da^Cat ilayhi rep
- T: wa da^Cat ilayhi ... e
aqa:mat-hu al ghurfa attija:riyya inf
you have got the subject ... you see
the difference between ḥaḍarahu as if
they put a notice but wa allati: da^Cat ilayhi
it has the element of invitation
aqa:mat-hu al ghurfa attija:riyya wa
da^Cat ilayhi con
would you like to go on please? d.tr
- S: wa mumathili:na^Can asṣuhuf alyawmiyya tr
allondoniyyawa al^Carabiyya
- T: go on d.tr
- S: wa waka:la:t al anba:' tr
- T: we don't get the whole wakala:t e
al anba:' ... wa mumathili:na^Can
waka:la:t al anba:' wa el

S: assaha:fa al ma:liy . . . rep

T: assaha:fa al ma:liya: that's very nice e
... your turn my friend Dr Hashim... d.tr

S: Dr Hashim ... next decade r

T: good ack

S: wa qad ista^Crada Dr Hakim tr

T: yes
by the way why wa qad?
because it is the same event wa qad e
pushes it a little bit back inf
so simple verb wa? el

S: wa ista^Crada rep

T: you see because it's the same level
wa ista^Crada ...

S: wa ista^Crada Dr Hashim wa huwa tr
wazirun^Ciraqi: littakhti:t

T: wa huwa re-i

S: wazi:run sa:biq littakhti:t tr
where do we put ira:qi: ... wa huwa wazi:run el
^Cira:qi: sa:biq

T: wa huwa wazi:run^Cira:qi: rep
sa:biq littakhti:t

S: littakhti:t ... ack

T: ista^Cradha what? d.tr

S: nasha:ta:t

T: and they use the word ashita
but nasha:ta:t is also beautiful ... e
nasha:ta:t what? d.tr

S: sandu:q annaqd al^Carabi: tr

T: sandu:q annaqd al^Carabi: tr

S: khila:l assanawa:t alarba^Ca
al ma:diyya

T: khila:l assanawa:t alarba^Ca alma:diyya e

S: we missed something inf

T: what is that? el

- S: wa khutaṭahu rep
- T: wa ... where is it? el
- S: and its plans rep
- T: we'll come to that ... but about from this
you know there is a system in Arabic called
colloquation you know the term I am sure inf
now for this it struck me as it is a little bit
informal problem of tenor
could you improve on that? el
- S: alwazi:r assa:baq littakḥṭi:t
al^Cira:qi: rep
- T: al wazi:r assa:baq littakḥṭi:t? re-i
- S: fi al^Cira:q rep
- T: we don't have takḥṭi:t^Cira:qi or
maghribi: always fi: al^Cira:q e
so a little bit more formal than that d.tr
- S: wa asta^Crada Hashim wa alladhi:
shaghala mansib wazi:r attakḥṭi:t
fi al^Cira:q sa:biqan tr
- T: listen to this please sa:biqan I have
the cliché but there is a problem with the position inf
of sa:biqan the adverbial could you
could you improve on that? el
- S: alladhi: shaghala sa:biqan rep
- T: the rule for that get the adverbial the first
chance possible inf
... can you give us some more? d.tr
- S: and its plans for the next decade ... r
wakhutaṭahu fi:al^Cashr sanawa:t tr
- T: now is it khutat or mukhattat? el
- S: khutaṭ rep
- T: wa khutaṭahu e
wa al ḥa:ta u:du
ila: assundu:q ... inf
wa khuttaṭahu? d.tr
- S: fi: al^Cashr sanawa:t tr
alqa:dima
- T: fi:l^Cashr sanawa:t alqa:dima e
go on d.tr

S: khussu:san tilka al muta ^calliqa tr

T: khussu:san tilka al muta ^calliqa e

S: bi azziya:da al muqtaraha fi:
ra's alma:l tr

T: good e

S: ^cashrat ad ^ca:f tr

T: we've done that ...
wa allati: e
d.tr

S: wa allati: balaghat
^cashrat ad ^ca:f tr

T: wa llati: tablughu cor

S: tablughu ^cashrat ad ^ca:f rec

T: that's fine ... thanks very much e
I have few comments to make on this ms
this wa is too weak it does not carry this inf
khuṭaṭ mustaqbaliyya ...
what do you do in this case? el

S: kama rep

T: kama ... what? el

S: ista^crada rep

T: ista^crada ... e
khuṭaṭahu is too shaky inf
kama ista^crada? el

S: khuṭaṭ assandu:q rep

T: kama ista^crada khuṭaṭ assandu:q e
when? el

S: fi assanawa:t rep

T: fi assanawa:t al ^cashra alqa:dima e
... now there is a problem of what in el
khussu:ssan is it tenor field or mode?
is it formality is it field or spoken
and written

S: spoken rep

T: formality e
khussusan is a bit informal
and it's typical of spoken
so what do we do? el

S: wa kha:ssatan rep

S: ^cala:al akhass₅ rep

T: wa ^cala:wajhi al khussu:s ... inf
 by the way what did I tell you about these
 asma:' al fa:^cil they are weak we go
 for the relative clause allati: tata^callaqu
 it is always weak and it is also typical of
 spoken
 right m
 it's your turn to give us a little bit d.tr

S: the increase Doctor Hashim said tr

T: no before that to about 10,000 re-i

S: nahwa ... hawa:li: tr

T: you know there is an increase and this inf
 amount of money is increased to about 10,000

S: ila: ma: yassil tr

S: nahwa tr

S: ila: mu^caddal tr

S: ila: ma: yuqa:rib tr

T: you see to here means to reach re-i

S: ila: ma: yassil tr

T: li: li: cor

S: li tassil rec

T: of course li: tassil and this translated into inf
 English you get to reach ... and you
 don't need to reach ... because to 10,000
 you are going up so we know to reach
 and you ignore it in English ... but
 litassila ila' ...
 now m
 give me the beginning of the other sentence please d.tr

S: wa a^clana assiyad ha:sham tr

T: here we assume it is news new news wa
 a^clana Dr Hashim e

S: daru:rat

T: a^clana e
 you go back the increase is
 necessary so always after a^clana you
 have anna inf

S: yes ack

T: anna what? the increase d.tr

S: azziya:da ... tr

T: good
anna azziya:da what? e
d.tr

S: no answer

T: necessary? re-i

S: ɖaru:riyya tr

T: that's fine azziya:da ɖaru:riyya
now e
you have the last bit d.tr

S: litumakina asşundu:q liyuwa:jiha tr

T: good e

S: min muwa:jaḥati azziya:da tr
al mutawaqi a fi:'nnisba

T: annisba aw al mu^caddal cor

S: al iqra:d tr

T: yes e

S: fi: assanawa:t al qa:dima tr
al qa:dima

T: that's fine e
now
I want you to read this and I stop ms
at every point and I ask a
quick question

Would you like to read the d
Arabic and ignore the English

S: alqa: adduku:r

T: alqa: adduku:r Hashim ack
why remind of the rule el

S: no answer

T: name first title later ... inf
next d

S: kalimatau fi: alḥafi alladhi: r
aqa:mat-hu alghurfa attija:riyya

T: what is interesting about that? el
what was the English ... addressed a
meeting ... which was held that was passive
and?

S: we made it active rep

T: thanks very much ... wa da^c at ilayhi? d

S: ma: yazi:du^c ala: r

T: could you remind me what's interesting about ma:yazi:du what was the English? el

S: some rep

T: good e

S: min kiba:ri mumathili:n al maṣṣa:rif adduwaliyya wa al biṭāniyya wa al^c arabiyya r

T: by the way could you comment on this mumathili it was not on the text we invented it why? el

S: bankers rep

T: because bankers otherwise we have to go for maṣrafiyu:n yes d

S: wa mumathili:na^c an^c aṣṣuhuf alyawmiyya al londoniyya wa al arabiyya wa mumathili:na^c an waka:la:t al anḥa:' wa aṣṣaḥa:fa al ma:liyya wa asta rada Dr Hashim alladhi: ashtaḡhala sa:biqan mansib wazi:r attakhtit^c fi al^c ira:q r

T: English for that el

S: the former Iraqi Minister of Planning rep

T: there is nothing called attakhtit^c al^c ira:qi: it's attakhtit^c fi al^c ira:q right d

S: naṣḥa:ta:t ṣandu:q annaqd^c al^c arabī: khila:l assanawa:t al arba a alma:ḍiya kama asta^c rada khutaṭ^c aṣṣandu:q ... r

T: can you comment on that what was it in the English? el

S: no answer

T: it was a 3 letter word ... and ... inf
can you continue please? d

S: fi: assanawa:t al^c ashṛ alqa:dima r
wa kha:ssatan

T: what's kha:ssatan in English el

S: particularly rep

T: particularly
azziya:da? e
d

S: azziya:da al muqtaraha fi:ra's r
al ma:l wa allati: tablughu^C ashrat
ad^C a:f

T: all this relative clause allati:
tablughu^C ashrat ad^C a:f was a nice adjective el
in English what was it?

S: no answer

T: 10 re-i

S: fold rep

T: 10 fold e
litassila ila: d

S: li tassila ila: r

T: what was the English? el

S: to rep

T: only to e
would you like to carry on? d

S: wa a^C lana duktur Hashim anna r
azziya:da qaruriyya litumakkina
assundu:q min muwa:jahati azziya:da
al mutawaqi^C a fi:mu addil al
iqra:d

T: what was min muwa:jahati in el
English

S: facing rep

T: no re-i

S: to meet rep

T: to meet well done ... e
I'll see you next week

LESSON 2

حفلة استقبال وزير التخطيط المغربي

قام وزير التخطيط والتنمية الإقليمية في المغرب السيد طيب بن شيخ بزيارة العرمة لحضور حفل الاستقبال الذي أقيم على شرفه في ٢٢ أيلول/سبتمبر ١٩٨١ وقد كرس السيد بن شيخ لسنوات عديدة جل اهتمامه لشؤون التخطيط الاقتصادي في المغرب . وحديثاً بالذكر أن هذه أول زيارة يقوم بها إلى المملكة المتحدة ، وفي الكلمة التي وجهها إلى حوالي ٣٠ ضيفاً يمثلون المصارف والشركات البريطانية أشار سيادته إلى أن المبلغ المخصص للاستثمار ضمن الخطة الخمسية المغربية (١٩٨٥ - ١٩٨٥) سجل إلى ١١١ ٠٠٠ مليون دينار مغربي . وأضاف قائلاً أن الخطة ستتيح المزيد من الفرص للشركات البريطانية خاصة في مجال التنمية الزراعية والسياحة والصناعات الصغيرة . وذكر أن الحوافز المالية السخية التي تقدمها المغرب للمستثمرين الأجنبي من شأنها أن تشكل مزيداً من التشجيع للمستثمرين

- T: last week we did a news-report and I said it was an
expository style and basic characteristics of exposition
in Arabic. Could you remind me?
because exposition assardi: such as inf
newsreport has special characteristics, could you remind
me of some of those characteristics? el
do we use the nominal structure or the verbal structure? el
- S: the verbal rep
- T: did we say wazi:r kadha qa:ma bi:
ziya:ratin or qa:ma x? el
- S: qa:ma x rep
- T: qa:ma ... e
so the verbal structure dominates inf
could you give me another feature? el
- S: informative rep
- T: well e
in language in terms of language inf
in terms of texture in terms of the grammar we
say the verbal structure is typical of exposition
but there is another one ... you remember we had
addressed a meeting el
- S: alqa: rep
- T: alqa: re-i
- S: alqa: kalimatan fi: lhafl rep
- T: alqa: kalimatan fi: lhafl e
we could have said tahaddatha fi inf
fi: alijtima:^c ... tahaddatha for exposition
we need this redundancy because to make it
sound like news-report expository style ..
what other characteristics of exposition? el
- S: it uses the direct ... rep
- T: so these are the general principles for example inf
the active if we know the agent ... generally in
expository style you build in more redundancy
to illustrate this for example if I have the
IMF special drawing rights s
what is SDR? el
- S: huqu:q assahb al kha:ssa rep
- T: huqu:q assahb al khasa e
and IMF? el
- S: International Monetary Fund rep

T: Arabic? e1

S: şandu:q annaqd addawli: rep

T: sandu:q annaqd addawli: e

now if I am translating a contract ... is a contract exposition by the way? e1

S: instructive rep

T: instructive e
not exposition ... I can inf
say huqu:q assahb al kha:ssa li şandu:q annaqd
addawli: because in a contract I am not after
beauty I am after the legal capacity ... but if
I am translating a news-report what do I say? e1

S: no answer

T: I have to say a little bit more to establish inf
the relationship between SDR and the IMF ...
so how do I express it? ... huqu:q assahb al kha:ssa? e1

S: bişandu:q rep

S: li şandu:q rep

T: li şanduq is too direct it's good for e
a contract ... if I am translating a
newsreport I have to build in a lot of
redundancy re-i

S: allati: takhussu rep

T: allati: takhussu e

S: al kha:ssa bi: rep

T: it is fine because people want to know the law ... but here e
I have time to add few things and make it in a flavour ...
by the way it does not mean a licence to deviate. We inf
don't want to deviate, but these are just 2 examples to
show you the difference between contract as opposed to
exposition. Fine.
now m
let's have a go and try to put this news-report ms
into English. And just go through some strategies
that we might use. These tactics for translating
first I have haflu istiqba:li s
can you give that into English? d.tr -

S: reception ceremony tr

T: reception? re-i

S: ceremony tr

- T: what is ceremony doing here? ... because
believe me there is no reception funeral
so it has to be ceremony ... e
cor
- S: ceremony rec
- T: you don't need ... and this is the lesson we
are going to learn inf
what is ceremony doing here ... there can be only
one kind of reception and that is ceremonial ..
reception ... so it is understood ... it is
necessary redundancy in Arabic ... but do
you remember by the way the translation of
headlines, that noun becomes a past participle
so you could you give that headline ? d.tr
- S: hafl listiqba:l wazi:r attakhti:t r
- T: good e
in English this will be? d.tr
- S: the reception of Morocco Planning Minister tr
- T: so we have Moroccan Minister of Planning ... e
so what happened to him? He was received so ... inf
the Moroccan Minister of planning was received ..
in headlines all these unnecessary things like
the articles and was are dropped ... are understood ...
so they end up with el
- S: Moroccan
- T: Moroccan Minister of Planning received ... e
but into Arabic you go for the noun hafl inf
istiqba:l ... and into English it's the
passive with the verb to be dropped ...
now m
would you like to tackle the first sentence? d.tr
- S: qa:ma wazi:r ... September 1981 r
- T: try to put that into English we'll put on the inf
blackboard the way you give it to me and then we
discuss it
- S: The Moroccan Minister Mr Tayab Ben Sheik tr
- T: good
The Moroccan Minister of d.tr
- S: Planning tr
- T: of planning e
- S: but we have to mention the name first inf
The Moroccan Minister of Planning Sheikh

T: no e
... you can't you have either to mention the inf
name before you start with the title or
have the whole title finished and then mention the
name. So Mr X the Moroccan Minister of Planning
and what else? wa attanmiyya d.tr
al iqli: miyya ...

S: and regional development tr

T: well done ... e
go on d.tr

S: have been received tr

T: have been received e

S: la: inf

T: can I make it simpler ... what did he
do ... qa:ma biziyaratin ... e

S: visited rep

T: so ... we know where qa:ma comes from
it is better than za:ra but in English inf
I am afraid we don't have that choice to
make visited visited what? d.tr

S: visited the chamber tr

T: the chamber e
lihuḍhu:r hafl d.tr
istiqa:li

S: to attend the tr

T: good e
to attend hafl istiqba:l d.tr

S: the celebration tr

T: the reception cor

S: the reception rec

T: you don't want ceremony there? el

S: I don't know whether it's a reception or a
cocktail ... rep

T: no istiqba:l reception ... to attend the ... d.tr

S: reception ... which ... tr

T: alladhi:uqi:ma^c ala: sharafihi d.tr

S: which have been ... or which was tr

T: good e
it's a passive which was? d.tr

S: which was held on ... for his tr
honour

T: when? d.tr

S: on July the 22nd tr

T: 22nd September 1981 ... cor

S: 1981 rec

T: thanks very much ... now please listen ...
where is the (not clear) ... el

S: it's that rep

T: Moroccan Minister of Planning received we have
sorted out that problem. Now by the way inf
you have the choice of either starting with the
name in English what was the rule
in Arabic? Can you remind me? el

S: no answer

T: which comes first name or title? re-i

S: name rep

S: name rep

T: name and then title you remember the example e
I gave you otherwise you end up with 2 inf
names but in English you have the choice, or
what is the other place for it if you don't want
at the beginning? el

S: after the title rep

T: after development e
the Moroccan Minister of Planning and regional development
visited ... visited the chamber to attend the
reception ... to attend the reception ... can you
give me a more economical way of doing this by leaving out
few items that don't really matter ... because training
in translation into English ... is to cut down
redundancies you have a difficult problem in Arabic we inf
want redundancies ... in English we've got exactly to
forget about the elements that are redundant ...
what is redundant here? el
visited?

S: The chamber reception without to attend rep

T: so what do we do then? The chamber reception? el

S: ya rep

T: nobody can visit receptions can they? el

S: no rep

T: visit the chamber ... but you're right if you can develop your idea ... visited the chamber? el

S: for a reception rep

T: well done
for a reception nobody goes to a reception
to leave it, we go to a reception ... so visited
the chamber for a reception ... now try to help me
with some unnecessary items here that we can
get rid of ... el

S: held for his honour rep

T: good
so held ... for is wrong grammatically ...
what is the preposition? el

S: on rep

T: no e + re-i

S: in ... in his honour rep

T: good
so we get rid of what... what happens to which? e
el

S: drop it rep

T: so a reception held in his honour
can we get rid of more items? e
el

S: no answer

T: you know we don't eat receptions com
we have them all the time ... once you say a
reception in his honour it means that it is inf
held in his honour. Can I hear it again? el

S: Mr Ben Sheikh the Moroccan Minister of Planning
and Regional Development visited the chamber for
a reception tr

T: in his honour

S: in his honour on the 22nd September 1981

T: good e
Just one last suggestion a stylistic matter on the
22nd September 1981 visited the chamber
I think the best place where it is on the 22 Sept inf

- keep reception in his honour at the end to put it under focus, so get rid of the date after verb object visited the chamber when? on 22 Sept 1981 for a reception in his honour. The moral of the lesson ... train yourself to think of ... for example look at an item and once you see qa:ma biziya:ra in Arabic you say I know this was za:ra but because of Arabic style we have to produce qa:ma biziya:ra ... so once you develop this idea you know which items you don't need alladhi: uqi:ma ^cala: sharafih ... you know it's ^cala: sharafihi but in Arabic you can't just say hafl istiqa:l ^cala: sharafihi it's weak so we have to add the relative clause alladhi uqi:ma ^cala: sharafihi but in English get rid of it. And logic ask yourself what do we go to reception for? of course to attend, and reception is always held not eaten. And with experience you develop this sharpness. com
- S: excuse me is there any difference between on his honour and on his behalf? el
- T: of course a very big difference somebody in the classroom talks on behalf of the students Arabic for that? rep
el
- S: biliss:an rep
- T: bilissa:n e
better Arabic? el
- S: biism assaf rep
- T: biism e
- S: niya:batan ^can rep
- T: niya:batan ^can e
but on his honour is ^cala sharafih ... m
okay d.tr
when you're ready read the Arabic first
- S: wa qad ... fi: al maghrib ... r
- T: that's fine thanks very much ... e
- S: Mr Ben Sheikh devoted tr
- T: julla ihtimamihi ... d.tr
- S: All his concern for the economic planning affairs in Morocco in many years tr
- T: good e
let's accept it as they say
^cala: ^cillatiha and correct basic grammar
in many years
your next door neighbour. What's the expression? el
- S: For many years rep

T: That's basic grammar for many years e
by the way we use the past if we have a point of time inf
like 1982 but if we don't have a point of time we use? el

S: present rep

T: has devoted e
we don't devote concern it's not the right cliché el

S: efforts rep

T: so we devote re-i

S: efforts rep

T: efforts for example e
the word concern in English is very very strong ...
for example the Soviet Union say we voice our concern inf
what is that in Arabic? el

S: nu^c abiru ^c an ihtima:mana: rep

T: we voice our deep concern ... perhaps you don't need e
deep ... we voice our concern over the incident of inf
whatever

S: nu^c abiru ^c an rep

S: qalaqina: rep

T: nu^c abiru ^c an qalaqina: e

S: istinka:rina: rep

T: nu^c abiru ^c an ba:lighi al qalaq inf
that is the element of concern, a few Arabic
speakers appreciate the difference
concern is a huge word really big ... now when
I say he was concerned with Moroccan of course
there is no element of qalaq there is the element
of ihtima:m but it means karrassa julla ihtima:mihi li:
just the word concern. He was concerned with economic
development is enough so instead of this devoting ...
you see if I am trying to translate into Arabic and I
see concern I can't say ihtamma only that's a lie.
If I see concern I must say karrassa julla ihtima:mihi
li: so so Mr Bencheikh re-i

S: Mr Ben Cheikh has concerned ... tr

T: no it's passive re-i

S: has been concerned tr

T: has been e
and what is the preposition with it? el

S: in rep

S: with rep

T: with e
so get rid of all this ... inf
has been concerned with ... with what? d.tr

S: with the economic planning affairs tr

T: now come back to me for a word of advice ms

S: I would cross that out inf

T: please it doesn't exist inf

S: yes ack

T: planning has affairs in it. For example we inf
have institute of petroleum. Petroleum in English has
affairs in it, but in Arabic unfortunately annaft does
not have affairs so we translated ma^Chad shuu:n annaft.
That's fine, but the problem began when we had to
translate it into English so we ended with institute
of petroleum affairs, but you don't need affairs here
because petroleum has got affairs in it, it is also
like wiza:rat ashuu:n alkha:rijiya al^Cira:qiya ...
and how do they call it in English? el

S: Foreign Minister rep

T: or? re-i

S: Foreign Secretary rep

T: Foreign Secretary e

S: but how do we know that this word has affairs
in it, and this word does not have affairs in it? el

T: how do you know the meaning of the word petroleum,
you learn it right, and if you learn more English
and if you live in Britain for longer you develop
this instinct rep

S: But what makes petroleum have this element? el

T: but what makes it mean maft? rep
it is language, it is semantics, I can't tell you but
I feel it. Petroleum has affairs, economic planning
has all sorts of affairs in it but I can't say
attakḥti:t aliqtissa:di: in Arabic. takḥti:t ashuu:n
aliqtissa:diyya nice Arabic attakḥti:t al iqtissa:di:
in Arabic is a dead concept on its own ...
anyway m
he has been concerned with what? d.tr

S: with economic planning in Morocco tr

T: make it an adjective with Moroccan re-i

S: Moroccan economic planning tr

T: Moroccan economic planning e

S: for many years tr

T: for many years e

S: can we substitute the word planning by policy? el

T: no takhtī:t ... why? rep
el

S: to rep

T: siya:ssa iqtissa:diya? el

S: yes rep

T: that's ... inf

S: planning is included inf

T: policy is included in planning ... e

S: I thought it was the other way inf

T: no no you can't we can't have a planning with a set of policies ... and the concept is economic planning okay m
would you like to read please d

S: wa jadi:run ... almamlaka al muttaḥida r

T: I would like you to pay full attention to this ms
wa jadi:run bidhikri d.tr

S: it will be remembered that this is his tr
first visit to the UK

T: any suggestions? el

S: wa jadi:run bidhikri it's worth mentioning rep

T: it's worth mentioning ... e
we should send you to Iraq they have all these com
nice expressions

S: it's worthwhile rep

T: it's worthwhile e
what else? re-i

S: it is noteworthy rep

T: this is out ... it's worthwhile ... your experience e
in Salford will be worthwhile which is fine ...
it is noteworthy ... it exists but not in an English

news-report ... so what is the solution ... inf
the solution is a full stop ... and when you see
wa jadi:run biddhkri out. You just say for example
here this is his first visit to the UK. This is one
way. the full stop will indicate to the reader that
this is a background information, or alternatively
you can put it as a parenthesis
jumla i^c tira:diyya el

S: no answer

T: we said Mr Bencheikh the Moroccan Minister of Planning
nad Regional Development visited the con
chamber on 22 September 1981 for a reception in his
honour. Mr Bencheikh has been concerned ...

S: I think it's better to put it after his honour.
full stop and then say inf

T: but I have a parenthesis
I don't need a full sentence e
re-i

S: after visited the chamber rep

T: yes e

S: for the first time on 22 September rep

T: visited the chamber for the first time? el

S: yes rep

T: but that means visited the UK before and only
visited al ghurfa liawali marra e
... find another place re-i

S: may be Mr Bencheikh rep

T: that's a nice place ...
look at this Mr Bencheikh ... e
inf

S: on his first visit to the UK rep

T: who was on his first visit to the UK
what can you get rid of? e
el

S: no answer

T: you don't mind that, you don't need that so ... Mr Bencheikh con
on his first visit to the UK has been concerned with
Moroccan planning and so on ... can I give you another
position Mr Bencheikh the Moroccan Minister of Planning
and Regional Development on his first visit to the UK
visited the chamber ... you can place it as a parenthesis inf
because it is short but don't use it's noteworthy.
So there are 2 things, if it is long just put a full
stop and go leaving wa jadi:run bidhikri, if it is short
it means it is a parenthesis
find a little place for it el

S: don't you think that the sentence Mr Bencheikh
on his first visit affects the meaning? inf

T: how? el

S: because it implies that only on this visit that
he showed that he was concerned with errm rep

T: no no e

S: yes Mr B on his first visit to the UK has been
concerned inf

T: it is totally two different things e

S: what is wrong with it will be remembered? e

T: it's not English style, it's not news-report
... can you read please? rep
d

S: wa fi: al kalima ... dinia:r
maghrabi: r

T: good d.tr

S: in his speech addressing about 30 representatives
of British banks and companies tr

T: can I stop you please? el

S: yes rep

T: look at ... simple beautiful English
I can't see anything wrong with it
by the way can you give me a better word for speech? e
el

S: address rep

T: what do we do ... we address people don't we? el

S: yes rep

S: so no need for address inf

T: so what do we need a little preposition? el

S: for rep

T: not for re-i

S: to rep

T: that's simple logical
in his address to about 30 what? e
d.tr

S: 30 representatives of British banks and companies tr

T: better word for companies el

S: firms rep

T: firms e
you know the difference don't you? el

S: no rep

T: if you see a label then it's a company inf
we know who is the director, but in abstract
terms it's really a firm. You don't need
selling and buying with them it becomes a
legal entity
okay d.tr

S: he pointed out tr

T: and I think you need to mention el
the name because it's being a long time
Mr Bencheikh

S: Mr Bencheikh pointed out that the announcement rep

T: that's very good e
any problems? what's pointed out in Arabic? el

S: asha:ra ila: rep

T: very good e
what did he do in English? el

S: indicated rep

T: I don't think he indicated re-i

S: declared rep

T: my goodness ... e

S: said rep

T: said ... pointed out ... e
there's nothing wrong with it ... but it's not
appropriate inf
we establish cohesion in English news-reports
by repetitions so Mr Bencheikh said con
now m
what did he say? d.tr

S: that the devoted amount for investment ... tr
within Morocco 5 year plan

T: is it year or years by the way? el

S: year ... it's an adjective rep

T: good e

S: five year plan 1980-1985 will reach M111000 Moroccan dinars tr

T: it's dirhams I think they devoted amount and the Arabic was mablagh cor el

S: al mukhassaṣ rep

T: that's very good if we're talking about the five year plan what do we do with any mablagh it'll have to be mukhassaṣ to something e s el

S: allocated rep

T: so the amount el

S: allocated rep

T: allocated it's getting a little bit better the amount allocated there is one word in English for that e com el

S: concluded rep

T: allocated is the best word from economics re-i

S: ear-marks rep

T: ear-marked allocated is the best word but the amount allocated it can easily be allocation ... for investment in Morocco's 5 year plan will reach ... a more economic way of saying reach? e inf el

S: no answer

T: we talk about majmu:^C? re-i

S: will be rep

T: will be that's very nice he means we are doing five things e com

S: will amount to rep

T: amount to another one which derives from majmu:^C

S: total rep

T: total ... can I hear it again? e el

S: he said that the allocation for investment within Moroccan 5 year plan 1980-1985 will total M111000 tr

T: good e
 can I just make a very important point ms
 this it's noteworthy is not deviant grammar inf
 it's deviant text ... some people associate it
 with third world English ... and we have to
 distinguish between good grammar and good style
 now m
 we go to you ... wa adha:fa qa:ilan d.tr

S: wa adha:fa qa:ilan ... al briṭa:niyya r

T: good e

S: he added that the tr

T: there is a nice convention in English here since
 we started by he said vary this start with a inf
 statement and put he added at the end or in the
 middle just vary the presentation you remember
 we said Mr B said ... vary it re-i

S: the plan tr

T: good e

S: will give opportunities to British companies tr

T: how about here wa adha:fa - then we have e
 kha:ssatan fi: maja:l so comma he

S: he added rep

T: he added e
 now m
 let's look at this ms
 the plan will s
 what's wrong with that? el

S: no answer

T: it's acceptable grammatically these days cl
 you said he added ... indirect speech re-i

S: ah! would rep

T: would e
 what's the colloquation with opportunity? el

S: make rep

T: give opportunities not make e

S: allow rep

T: not allow re-i

S: create rep

T:	create that's nice give me a synonym	e el
S:	offer	rep
T:	offer a nice synonym	e re-i
S:	present	rep
T:	present another one	e re-i
S:	provide ...	rep
T:	provide by al ^c adi:d min al furas isn't it?	e el
S:	yes	rep
T:	where is al ^c adi:d?	d.tr
S:	several	tr
T:	several another one	e re-i
S:	various	rep
T:	various	e
S:	many	rep
T:	many ... is the simpler ... would provide	e d.tr
S:	many opportunities	tr
T:	the plan would provide many opportunities what is the preposition with provide?	e el
S:	with	rep
S:	to	rep
T:	for ... for British companies and we said there is another word ...	inf el
S:	firms	rep
T:	firms ... wa kha:ssatan	e d.tr
S:	especially in the domain of agricultural development ... agricultural and tourist development	tr
T:	in the domain of?	re-i

S: in the domain of agricultural and tourist development
as well as small industries tr

T: interesting. Listen to this ... a nicer word for
especially e
el

S: particularly rep

T: particularly ...
could you identify something unnecessary? e
el

S: in the domain of rep

T: by the way agriculture is a domain
tourism is a domain. But in Arabic if you say
fi: azzira:^Ca is a little bit weak inf

S: raki:ka inf

T: so when you see maja:l you know
where it came from ... it came from nothing ...
agriculture is a field inf

S: there is no need inf

T: fi: maja:l what by the way fi: majal
attanmiya azzira:^Ciyya he didn't wa assiya:hiyya e
el

S: wa assiya:ha rep

T: we can't have attanmiyya assiya:hiyya in Arabic
anyway inf
attanmiyya azzira:^Ciyya? e

S: agricultural development tr

T: agricultural development e

S: tourism tr

T: tourism well done
and? e
d.tr

S: light industries or small industries tr

T: do you know the difference between small and light
industry? ... e
el

S: no answer

T: small industries are like what? e
el

S: not heard rep

T: yes
craft light industry
is very expensive like missiles and parts for
aeroplanes so in Arabic assina:^ca:t assaghi:ra wa
assina:^ca:t? e
inf

S: al kabi:ra rep

T: al khafi:fa
so the difference exists
so what have we ended up with inf
el

S: particularly in agricultural development
tourism and small industries ... rep

T: right good
can you give me a little bit more
wa dhakara m
again I would start with d.tr
statement and put dhakara somewhere else s
cl

S: ... the financial opportunities tr

T: by the way he said al hawa:fiz al ma:liyya assa:khlyya
the financial

S: the financial generous opportunities tr

T: the financial generous opportunities e

S: which Morocco create tr

T: we don't say create which Morocco? re-i

S: offer tr

T: offers cor

S: for foreign investors tr

T: for foreign investors
how can you make this a little bit better
by looking at it? e
el

S: incentives for hawa:fiz rep

T: incentives for opportunities that's a nice concept good e

S: which Morocco offers ... offered by Morocco tr

T: and even better Morocco's ... which
comes first generous or financial? e
el

S: generous rep

T: so Morocco's generous financial incentives e
el

S: offered rep

T:	no you don't need it ... that's Morocco's it is offered by Morocco ... you start with ... Morocco's generous financial incentives right?	inf el
S:	for foreign investors	rep
T:	for foreign investors. That's good	e
S:	encourages	tr
T:	min sha'niha: an	d.tr
S:	I think I will leave min sha'niha:	inf
T:	oh	e
S:	will create	tr
T:	that's fine just say it will	e re-i
S:	will encourage	tr
T:	will	re-i
S:	encourage more	tr
T:	what is a nice expression for that?	el
S:	make a bigger attraction	rep
T:	make a bigger attraction yes always there is a nice way of doing into Arabic or out of Arabic mazi:dan min ... so it will be what?	e com d.tr
S:	create more	tr
T:	there's a nice word if you give that for mazi:dan min ... beautiful word in English and back to Arabic	re-i
S:	no answer	
T:	will be further ... further what?	inf d.tr
S:	encourage	tr
T:	encouragement	cor
S:	encouragement	rec
T:	will be further encouragement and we have dhakara	con d.tr
S:	he said	tr

S: he mentioned tr

T: no he said e
now m
let's look at this ms
Morocco's generous financial incentives for s
investors
the only problem is ... and I'll give you inf
a nice rule min sha'niha: is a very important item
can I ask you a question
what does should mean? el

S: la:zam rep

T: yajibu cor

S: yanbaghi: rep

T: it has 2 meanings. First the physical must inf
which yanbaghi: or yajib ana the moral should ...
should al ma^cnawiyya that is min sha'niha: now you ask
an Englishman will I get the letter tomorrow?
you sent it first class. He says you should.
What does that mean? means I am not god
you should get it ... I can't tell you you'll
get it but I think logically and morally the post
office tells us if you post a first class letter
today you'll get it tomorrow so should has the meaning
of_cmorality
ma nawiyya
and that is in Arabic? el

S: yanbaghi: rep

T: that is the physical must e
but al ma nawiyya re-i

S: min sha'niha: rep

T: min sha'niha: e
he is not saying it will be further encouragement inf
I can't promise you anything but it should
so this becomes? el

S: should rep

T: there are 2 ways of doing that into Arabic inf
if should refers to things it is min sha'niha:
if should refers to persons like he should know el

S: ^calayhi rep

T: min al mutawaqqi^c i that's the rule to handle should inf

S: can we replace it by may? el

T: may no far from it ... you ask me does he know ... I can't read his mind can I? but I assume he is an educated intelligent Arab he should know min al mutawaqqi^C i an yaku:na bi imka:nihi an right? ... and if I'm talking about the post you should get it ... so this is English understatement you're covering yourself ... of course there is the physical should which means yajib but that is different now before you write this down please

S: The Moroccan Minister of Planning received

T: what is interesting about this?

S: it is a noun in Arabic

T: it is a noun in Arabic here they call it transcated passive transcated ... means the was is dropped for headlines ... that fine yes ...

S: Mr Bensheikh the Moroccan Minister of Planning and Regional Development on his first visit to the UK

T: that's good ... on his first to the UK

S: visited the chamber on 22

T: what is interesting about on his first visit to the UK?

S: because it was a short sentence with wa jadi:run bidhikri

T: that's my favourite word yes

S: visited the chamber on 22 September 1981 for a reception on his honour

T: what was interesting about for a reception what was it in Arabic?

S: li: ḥafl istiqa:1

T: no for a reception

S: liḥuḍu:ri ḥafl istiqa:1

T: what is interesting about on his honour what was the Arabic?

S: alladhi uqi:ma^C ala: sharafihi

T: alladhi: uqi:ma^C ala: sharafihi but we don't need all that ... Mr Bencheikh

rep

m
ms

d.tr

tr

el

rep

e
inf

d.tr

tr

e

tr

el

rep

com
d.tr

tr

el

rep

re-i

rep

el

rep

e
inf
d.tr

S: Mr Bencheikh has been concerned tr

T: now tell me about that what's interesting? ... el
concerned what was the Arabic?

S: ihtamma rep

T: no e

S: karrassa rep

T: so what is interesting about concern? inf
it is powerful it is not mujarrad ihtamma
ya: ^Cali: n
with Moroccan d.tr

S: with Moroccan planning tr

T: what was the Arabic? el

S: ashuu:n al iqtisṣa:diyya rep

T: we don't need ashuu:n economic affair inf
is enough
yes for many d.tr

S: for many years tr

T: sorry we've done that

S: in his address about 30 ... tr

T: to cor

S: to about rec

S: to about 30 representatives rec

T: what was that in Arabic? el

S: ḥawa:li: rep

T: ḥawa:li: e
what is the difference between ḥawa:li:
and ma: yazi:du ^Cala: ... what is ma: yazi:du ^Cala: in el
English?

S: more rep

T: more e
there is a nicer way of saying that re-i

S: some rep

T: some e
so either more than 30 guests or some 30 guests inf
which ma: yazi:du ^Cala:
yes ... d.tr

S: representative of British banks and firms tr

T: good e

S: Mr Bencheikh said tr

T: what is interesting about said? el

S: wa adha:fa rep

T: wa adha:fa yes e

S: that the allocation for investment tr

T: what was allocation in Arabic? el

S: al mablagn al mukhasṣaṣ rep

T: well done e

non verbal d.tr

S: within Moroccan 5 year plan 1980-95 will tr

T: one correction in the allocation for investment in Moroccan cor

S: will total tr

T: whatever that's good right e

S: the plan would provide tr

T: what is interesting here el

S: we started with plan rep

T: we had we said first ... then you vary a little bit by starting with a statement e inf

S: will provide for the British companies tr

T: many opportunities cor

S: many opportunities for British firms rec

T: he said cor

S: he said rec

T: particularly d.tr

S: particularly agricultural tr

T: in cor

S: in agricultural development rec

T: what is interesting about agricultural development? el

S: domain rep

T: it was maja:l in Arabic e
and we don't want maja:l inf
yes Ali n
agricultural development tourism and small d.tr

S: small industries ... Morocco's generous tr

T: what was Morocco's in Arabic? el

S: no answer

T: which was offered by Morocco ... inf
allati: tuqadimuha: almaghrib but all that is
simply Morocco's ... d.tr
yes

S: Morocco generous financial incentives tr
for foreign investors should

T: what is should? el

S: min sha'niha: rep

T: if it is persons? el

S: min al mutawaqi^ci rep

S: be further encouragement tr

T: what is interesting about further encouragement el

S: tazi:du min tashji:^c rep

T: sa tushakkilu mazi:d min tashji:^c cor
I'll see you next week

CLASS C

LESSON 1

الاقتصاد العالمي

الزربية واليابان لا تحميان للتوسع في معدلات نموها الاقتصادي، لانهما أشد خوفاً من التضخم، وهذا هو سر إبطاء نموها الاقتصادي. والواقع ان اقتصاد العالم اليوم اشبه بطائرة تهم بالاقلاع، ولا سبيل الى تحليقها في الجو ان هي ابطأت في انطلاقتها على مدرج المطار.

ومن الواضح ان الخبزاء في خلاف حول خير السبل لمعالجة انواء العالم الاقتصادية. فسايلك بلومنتال، وزير الخزانة الامريكية، يرى انه لا بد من الاستمرار في حفز النمو الاقتصادي في البلاد الصناعية الثلاث الكبرى (اي المانيا والولايات المتحدة واليابان)، كما يرى ان ثمة دولا اخرى كثيرة غيرها يمكن ان تنصح بالتخفيف من اجراءات محاربة التضخم فيها رغبة ان اراء هذا الوزير لم تلق تأييدا اجماعيا في المؤتمر الدولي الاخير لمصنوق النقد والبنك الدولي في واشنطن. بل إن المؤتمر لم يخف امتصاصه في مواقف اخرى، من بينها موقف منظمة التنمية الاقتصادية المؤلفة من 24 دولة من الدول الصناعية. وترى هذه المنظمة ان الوقت قد حان لتبدأ كل دولة في تخفيف اجراءات محاربة التضخم في حدود إمكانياتها لتسمح للاقتصاد بالانطلاق، وتحرر بالتالي النمو الاقتصادي من الاسر. ويستشف من ذلك ان المانيا واليابان لا تمانعان في حفز الدول الاخرى على اتباع سياسة من هذا القبيل شريطة ان لا تتزما بتطبيقها على نفسيهما. وتخشى الولايات المتحدة ان تؤدي هذه السياسة الى رفع الضغط عن المانيا واليابان في الوقت الذي تعزز فيه ان تشدد معهما وتجبرهما على مضالفة جهودهما لحل مشاكل العالم الاقتصادية.



قبل ثلاثة اشهر انعقد في واشنطن المؤتمر الدوري لمصنوق النقد الدولي والبنك الدولي واشترك فيهما وفود تمثل مئة وثمانين دولة مؤلفة من وزارة المالية والاقتصاد وكبار المسؤولين من رجال المال وخبراء الشؤون المصرفية. وفي ذلك المؤتمر سلطت الاضواء على الاقتصاد العالمي. وانكب المؤتمرين على تشريعه وتحليله بمسيرة مستفيضة مع التركيز في الدرجة الاولى على المشاكل الاقتصادية في البلاد الصناعية التي لم تفلح بعد، رغم المحاولات الكثيرة، في التخلص من كابوس الركود الاقتصادي.

والواقع ان السنوات الاخيرة شهدت سلسلة طويلة من المؤتمرات واللقاءات على مختلف المستويات. بدأت في اعقاب ازمة النفط إثر حرب اكتوبر/تشرين الاول 1973 وتمخضت تلك المؤتمرات واللقاءات عن برنامج، او بالأحرى برامج رمت إلى تخليص العالم من قبضة الركود الاقتصادي. ولكن تبين ان ما جاء في تلك البرامج لم يكن سوى آمانيات وتطلعات لم يتبلور منها شيء حتى الآن. والامنى من ذلك ان الاوضاع اليوم قد تدهورت الى حد ما كان ليخطر في بال أحد من الناس، ولا سيما في أوروبا. فماذا سيكون الوضع الاقتصادي الاوروبي في العام الجديد الذي بدأنا نطأ اعنابه في هذا الشهر؟ وهل سيجرفها التيار فيه الى هاوية سحيقة من الركود الاقتصادي بشكل أسوأ من العام الماضي؟

لا راج، نيقد بليك، المحرر الاقتصادي بصحيفة التايمز اللندنية، ان المشكلة تتمثل اولا وقبل أي شيء في وجود مقدار كبير من القلق والشكوك. فالتناس مازالوا في أشد القلق ازاء التغييرات التي طرأت على العالم من الناحية النفسية إثر الاندلاع الازمة النفطية. وهم قلقون ايضاً من جراء التضخم الى درجة جعلتهم يشعرون بأن التغييرات التي طرأت قد جاءت لتبقى الى الابد.

ويرى بليك بليك أيضاً ان المشكلة تتمثل من ناحية اخرى في عدم وجود اسل في تطبيق الاستراتيجية المنفق عليها من الوجهة العملية. لانها تسلم بوجود ثلاثة اقطار في العالم - هي المانيا والولايات المتحدة الامريكية واليابان - يمكنها ان تحل مشاكل النمو الاقتصادي في سائر أنحاء العالم، بينما تنبرى الاقطار الاخرى إلى محاربة التضخم وتصحيح موازين مدفوعاتها. وهذا يعني اولا ان الاقطار ذات الاقتصاد المتين، كالمانيا مثلا، سوف تجد ان من المسير عليها تصدير منتجاتها الصناعية إلى الخارج) لان البلاد التي تستورد تلك الصناعات يطلب منها ان تخفض مخرقاتها، وان تلتزم التقشف كاجراء لا مفر منه لمحاربة التضخم ويمكن تلخيص ذلك بعبارة واحدة هي ان محاربة التضخم في معظم بلاد العالم ومقتضيات النمو الاقتصادي في البلاد ذات النمو الاقتصادي تقضيان لا يلتقيان. فالمانيا

- T: actually if you go through the whole passage it will be much better because then you will grasp the meaning and content
tha:ni mush hanla:qi fi:ha:
ta^cbi:rat mana^crafha:sh kthi:ra
lakin lmuhim baa huwa al
style and rendering d
inf
- S: (read the text) d.tr
- T: tayyab ha nabtadi min ayn
qara'tu:ha wa illa i:h? r
ch
- S: mush kulluha rep
- T: khala:s through with it?
nabtadi min ayn? ch
d.tr
- S: ana usta:dh b
- T: bravo
- S: qabla thala:th ...
arruku:dh iqtisṣa:di: r
- T: bardu go through it and start producing a
good translation d.tr
- S: the periodical conference of the international
monetary fund tr
- T: periodical qasḍak periodic el
- S: yes rep
- T: la:kin huna: binnisba liddawara:t
wa lmu'tamara:t it's an ordinary session ya^cni:
ordinary session wa idha ka:nat ḥa:ja mathalan
fi:ha: kha:sṣa bittṭawa:ri' tabqa:
emergency session
fanaktafi: ^cala: ṭu:l
the international monetary fund and the world
bank convened an ordinary session in
Washington 3 months ago cor
- S: In Washington 3 months ago
delegations representing ... delegations of 180
countries ... representing ... participated
in this conference which represent the ministry of
finance and economy ... rec
tr
- T: ministries cor
- S: ministries
of finance and economy. senior officials euh ...
businessmen for rija:l al^cumma:l? el
- T: businessmen yes rep

S: senior officials ... of businessmen and experts in banking affairs tr

T: or simply banking experts cor

S: banking experts rec

T: or bankers cor

S: in this conference lights were shed on the world economy. The participants tr

T: the conference focussed cor

S: focussed on the world economy . the participants began analysing it in an expanded way ... tr

T: provided a detailed analysis of cor

S: a detailed analysis of the world economy with euh ... rec

T: with particular emphasis on cor

S: emphasis on the economic problems in the industrial states which ... euh ... which failed to ... euh ... free themselves from ... the economic recession... nightmare rec
tr

T: or from the nightmare of the economic recession cor

S: the nightmare of the economic recession rec

T: tayyab m
I'll go through this again ms
the international monetary fund con
and the world bank convened an ordinary session in
Washington 3 months ago
uba^c din nabta:di jumla jadi:da inf
zay manu:l bardu la:zam
ankassar aljumla l^c arabi:
atṭawi:la dhi: lijumal asghar
participants included delegations con
representing 180 countries
ana ma na^c rafsh anna inf
^c adad adduwal dhi: ka:na 180
ka:na qal
mush kidā?' el

S: fi: lhaqi:qa ma waslu:sh rep
180

T: annas biu:lu kidha: inf
ṣah aw ghalat ahna
multazmi:n

- S: ya^Cni: bi şu:ra^C a:mma
mu:sh al mafru:dh min
al mutarjim an yosşahih
al khata' atta:ri:khi mathalan el
- T: law ta^Cmal edited translation
yes la:kin ahna na^Cmal
straightforward translation rep
- S: but shouldn't the translator draw the
attention of those responsible for such mistakes? el
- T: ah if one is working with them
he can sort of draw their attention
uba^Cdi:n ma aftakarsh anna fi:ha
180 dawla hum^C adadhum inf
195 dawla
tayyab m
ulna: i:h? el
- S: 180 countries rep
- T: jumla jadi:da
delegations were formed of ... representatives ms
con
- ... of the ministries of finance and economy,
senior businessmen and bankers. The conference
focussed on ... the situation of the
world economy. Participants provided a
detailed analysis of the situation
with particular emphasis on the
countries ... which have so far
failed to rid themselves of the
economic recession despite
the various endeavours they
exerted for that purpose
mush la:zam anqu:l com
ka:bu:s aw mush ka:bu:s
lian wah daha: economic
recession kifa:ya bas
tarjamt ka:bu:s tab^Can inf
nightmare alli: huwa alhilm
al muz^Cij
- S: wa lwa:qi^Ci anna ... r
hatta: 'la:n
actually many conferences and tr
meetings were held on different levels in the
course of the last few years as a consequence of
the oil crisis that took place following
October war
- T: la:
hiyya badaat e
al mu'ta ma ra:t wa inf
al haja:t dhi: badaat
fi: a^Cqa:b
- S: as a consequence that started tr

T: they started in the wake of cor

S: this started in the wake of the oil rec
crisis that took place following tr
October war 1973. These conferences and meetings
came up with programmes which aimed to rid of
economic recession

T: aimed at cor

S: aimed at rec

T: humm e

S: to rid ... euh aimed at ... riding of the economic tr
recession

T: rid i:h? el

Ss: the world rep

T: the world ... e

S: the world of the economic recession tr

T: yes e

S: yet it has been realised that all these tr
programmes were but a mere hopes and wishes which
have not become true yet

T: that re-i

S: have not come true ... tr

T: lam yatabalwar minha: re-i

S: they were not realised tr

T: humm e

S: achieved tr

S: achieved tr

T: ṭab^c an yatabalwar minha inf
to crystalise ina ma: taqadru:
which have not yet materialised
thank you very much e
I'll go through this again ms

In the wake ... of the oil crisis which followed the con
October war in 1973, several conferences and meetings
were held on different levels in the last few years.
They resulted in devising programmes aimed at saving the
world from the state of economic recession ... yet most
of these programmes have been expressive of wishful
thinking and aspirations of which none has so far
materialised ...

T: okay? d.tr

S: wa lahda: min ... r
al^Ca:m al ma:di

S: shall I say the worst of? el

T: mm! rep

S: wa lahda: min dhalika tr
the worst of

T: what was worse kidha cor
al ahda: ya^Cni al aswa' inf
tab^Can kalimat attija:ra el
wa assina:^Ca ma^Cna:ha: l:h?

S: trade and industry rep

T: trade and industry e
^Casha:n kunt kha:yaf com
wa:had iqu:l commerce and industry
trade and industry

S: the worst ... the worst of all tr
the situation now is getting worse than
anyone expected

T: la: ma^Cli:sh nabtadi re-i
tha:ni:

S: the worst of all tr

T: la: e
bass al ahda: min dhalika inf
mush alahda: min kul ha:ja

S: the worst of tr

T: what's worse is cor

S: what's worse is that the situation now tr
is getting worse than anyone expected

T: has deteriorated cor

S: has deteriorated especially in Europe tr

T: beyond all expectations cor

S: or beyond all expectations especially in Europe. rec
How the situation ... tr

T: particularly in Europe cor

S: how the situation of the European economy will be tr
next year. Will it go further recession which is
worst than ... euh ... which is... was than last year

- T: which was by far worse than last year ... cor
 ṭab^C an ha:wiyya sakhi:fa aw com
 mush sakhi:fa aḥna we are communicating the sense
 thank you very much e
 I'll go through this ms
- T: what is actually more serious is that the world economic con
 situation particularly in Europe has deteriorated beyond
 all expectations. One wonders wh at the European
 economic situation is likely to be in the new year which
 has just started, one also wonders whether the situation
 will further deterioriate to a much worse level than that
 of last year ...
 bass sa:hla baa aw sa^C ba? com
 okay m
 who is next? d.tr
- S: fi: ra'y ... ila: labad r
- T: thank you very much ... go through it d.tr
- S: David Blake the economical editor in Times tr
 magazine in London
- T: Humm ... the economic editor of cor
- S: Times tr
- T: hmm e
- S: magazine tr
- T: of the Times yes e
- S: in London tr
- T: or of the London Times cor
- S: in his opinion tr
- T: anta abtadaytaha azzay? re-i
- S: David Blake tr
- T: hmm e
- S: the ... tr
- T: law abtadayt bi: David Blake cor
 fa taqu:l is of the opinion that
 aw from the point of view of
- S: David Blake tr
- T: David Blake ... the problem is so and so cor
- S: according ... tr

T: according to ... yes e

S: that the problem is no need to say ... you see firstly and before anything else? el

T: la: shu:f ḥa atrakkabha azzay bas addi: al content rep

S: that the problem because of the huge worries or the ... tr

T: la:
ulha fi: alawal ^Cashan anshu:f
al construction ^Cala: ba^Cdu re-i

S: in the point of view of David Blake
the economic editor of Times Magazine in Lon tr

T: ma: naqd arsh anqu:l in the
point of view e + re-i

S: according to tr

S: according to tr

S: or from the point ... tr

T: from the point of view or in the view of
David Blake cor

S: in the view of David Blake the
economical editor of London Times rec
tr

T: mu:sh economical re-i

S: economic tr

T: economic e

S: economic editor tr

T: li:sh manqu:lsh economical
aṣṣalḥa: economical ma^Cna:ha? el

S: ḥa:ja rep

S: iqtissa:di: rep

T: ... this is more economical ya^Cni:
dha: awfar mush
ma^Cna:ha: i:h ... innama:
economic min anna:hiyya? el

Ss: aliqtissa:diyya rep

T: aliqtissadiyya e

- S: that the problem is because of the huge worries or anxiety and people still worried towards the psychological changes which have happened as a result of the oil crisis the people all they are also worried because of the inflation which led them to be feeling that the changes have happened to be forever tr
- T: bass kwayyas tayyab bi: nabuss fi:ha: kidha David Blake the economic editor of the London Times ms con
- S: can we say redactor? el
- T: redacteur ... this is French ... is of the opinion that the problem is primarily due to the extensive state of anxiety and suspicion the people are still in that state in view of the oil crisis which have had psychological side-effects. Their anxiety is also due to the state of inflation which has made them feel that these changes are likely to stay for good ... ha:ja zay kidha: rep con com
- S: wa yara: David Blake ... ila: alkha:rij the problem is also due on other way to the lack r tr
- T: ma: fish ha:ja abadan on other i:h? el
- Ss: on other way rep
- T: on other way e
- S: in the other hand tr
- T: injli:zi: in other way anqulha: thani: inf re-i
- S: according to David Blake the problem is also due in other way to the lack of hope in the practical implementation of the strategy which has been agreed upon because it takes for granted that the 3 countries Germany, USA and Japan are capable of solving the problems of economic development of the other parts of the world tr
- T: fi: assa:iri anha:' al^c a:lam re-i
- S: at the back all over the world tr
- T: hum all or ... yes ... or in the world at large ... in ... the world at large e
- Ss: while the other countries are busy in the combat of inflation and ... tr
- T: la: ma naqdarsh anqu:l busy anqu:l busily engaged in e cor

S: busily engaged in the combat of inflation rec
tr

T: in combatting cor

S: in combatting inflation and rectifying its balances of payment rec
tr

T: and here adjusting cor

S: adjusting balance of payment which mean that rec
tr

T: jumla jadida ya^Cni:
kassar bardu: al^Carabi: al jumla al^Carabiyya
attawi:la dhi: inf

S: This mean that tr

T: this? el

S: this means that rep

T: means that e
^Casha:n anta u:lt mean com
wa ana assubh u:lt na:khudh ba:lna ma:
naghlatah abadan fi lha: ja:t al bassita
naghlatah fi: al ha:ja:t al kabi:ra wa bas

S: laugh

S: this means that the countries of the strong economies like Germany for instance tr

T: al iqtissa:d al mati:n sound economy cor

S: sound economy rec

T: sound economy ... countries with sound economy cor

S: ... countries with sound economy like Germany for instance would find it difficult to export its industrial products abroad because ... rec
tr

T: uba^Cdi:n to export mush
la:zam abroad lian to export bitussaddir inf
li mi:n ma: huwa la:zam lilkharij mush lidda:khil

Ss: laugh

S: to export its industrial products tr

T: hmm e

S: because the importing countries tr

T: because? re-i

S: because the importing countries are requested tr

T: hmm e

S: to cut down their expenditure and follow a policy of austerity tr

T: austerity/correcting the pronunciation cor

S: austerity as an indispensable measure to combat inflation tr

T: bravo e
tayyab m
let's go through this again ms

Blake is also of the opinion that the problem is partly due as well to the lack of positive prospects with regard to the tactics of the strategy agreed upon from the practical aspect. The economic strategy acknowledges the fact that 3 countries namely Germany, USA and Japan are capable of finding solutions to the problems of economic development in the world at large. Other countries are busily engaged in fighting inflation and in readjusting their balance of payment. Yet this implies in the first place that a country like Germany for example would find it difficult to export its industrial products since the importing countries are requested to cut down their expenditure and to apply a policy of austerity. con

Ss: whispering austerity inf

T: austerity ataqashuf a policy of austerity as an inevitable measure to combat inflation ...
ha:ja kidha: com

S: ya yumki:n talkhi:s ... r
ala: mudarraaj lmata:r tr
this means firstly that countries with strong economies like Germany for example

T: tha:ni: tha:ni: re-i

S: this means firstly that countries with strong economies tr

T: I wouldn't say firstly re-i

S: first of all tr

T: hmm e

S: countries with strong economies like Germany for example will find it difficult to export tr

T: wa fi:n firstly huna: kha:las el

S: awalan wa yumkin rep

T: talkhi:s d.tr

S: oh!

S: this means ...
al afw ya: duku:r ana: atarjam alli: qablu
it is possible to summarise this with a single expression which is that the struggle tr

T: to summarise this in ... not with cor

S: ... in a single expression which is that the struggle against tr

T: not expression ... e

S: from the back term tr

T: statement cor

S: statement rec
or term tr

T: la:
term bardu ma: tanfa^c e
re-i

S: statement tr

T: hmm e

S: which is that the struggle against inflation in the majority of countries in the world and the prerequisites for economic growth in countries tr

T: the prerequisites of ... akhdhi: ba:lak min al prepositions cor
com

S: what's wrong with that? el

T: prerequisites of not for rep

S: of economic growth tr

T: hmmm e

S: in countries with growing economies are opposites which never meet thus we find that West Germany and Japan are not enthusiastic to expand their economic growth rates because they fear inflation more than most. This is the reason ... tr

T: more than ... not more than most e

S: most tr

T: more than anything else ... cor

S: more than anything ... rec
more than anything else tr

T: la: e
ma: fi:sh anybody hiyya countries re-i

S: yes I meant more than most countries tr

T: la: e
more than other ... more than ... cor

S: more than any other country tr

T: more than any other country yes e

S: this is the reason for the reduced rates of their tr
economic growth. The fact is that world economy
today can be compared to a plane trying to take
off and which would not be able to do so if it
took too long in leaving the air-strip

T: leaving ... el

S: the runway rep

T: hmm e

T+Ss: runway ...

T: mudarra_j runway ... inf
innama airstrip taddi: ma^c na:
tha:ni: kha:las air strip fi: ljaw
mush fi: larḍ

S: air-strip fi: larḍ duktur inf

T: air-strip fi: ljaw binnisba liljaw e
mush binnisba: lilard
all right m
I'll go through this ms

S: what about military air-strip? el

T: air-strip kha:ṣ biljaw mush rep
bi larḍ kha:las

S: are you sure? el

T: positive rep

- T: The situation can be summed up in one statement, or in one single statement to the effect that combating inflation in most countries and the prerequisites of economic development in the developed countries can never meet. For instance, West Germany and Japan are not enthusiastic about developing their ratio of their economic growth because they fear inflation more than other countries. This is actually the secret behind their slowing down the pace of their economic development. In practical terms the world economy today can be described as a plane which is about to take off, yet it will not be able to fly if it delays its take off on the runway ...
- bas ḥa:ja zay kidha: com
- S: wa min alwadḥa:h ... r
muḥarabat attadhakhum fi:ha:
- S: from the back adwa' can be maladies? el
- T: mu^ca:lajat adwa' al^ca:lam rep
masha:kil al^ca:lām al iqtisṣa:diyya mush
ḥa tabqa: bi lma na: atṭibi:
- S: it is clear that experts are in disagreement about tr
the best means to treat the world economic
problems. Michael Blumenthal for example the
Minister for American Treasury ...
- T: fa amrika: ma: fi:hash ministries e
- S: secretaries ... tr
- T: secretary e
- S: secretary of state for treasury tr
- S: secretary for treasury cor
- S: secretary for treasury rec
is of the view that the continuation ... that giving
incentives to the economic growth in the 3 big
industrial nations tr
- T: hmmm ... 3 major cor
- S: 3 major industrial nations. Germany USA ... ie Germany, tr
USA & Japan should be continued
- T: uba^cdj:n bala:sh ḥika:yat ie cor
dhi: ala: tu:l tāqdar atqu:l
namely kadḥa: wa kadha:
- S: namely yeah ... rec
- T: hmmm e

S: he also sees, or he is also of the opinion that there are ... that apart from these 3 major nations, or apart from them there are other many other nations which could be advised to decrease tr

T: to lessen cor

S: to lessen rec

T: to lessen yes e

S: yes to lessen its measurements tr

T: to lessen measurements against cor

S: measures against ehl ... inflation rec
tr

T: inflation yes e

T: let me go through it again ms
experts may differ, or may obviously differ about con
ways and means of dealing with the world economic
problems. For instance Michael Blumenthal the US
Secretary for Treasury holds the view that incentives
should be given to the 3 major industrial countries
namely Germany, USA & Japan to continue their economic
development, he also holds the view that many other
countries could be advised to lessen or to reduce their
austerity measures
thank you very much
ha naktafi: bi ha:dha: ms

LESSON 2

In practice the mass media have contradictory effects. They crusade against injustice, they condone inequality. They prop up capitalism; they vilify big business. They dismiss or distort dissent; they exhume irrelevant fringe groups. They educate the public; they pacify the people. They mythologized John F. Kennedy; they helped topple Richard M. Nixon. Fighters for truth, spreaders of murky illusions, the mass media seem to jumble the pieces of power in America.

Despite both the confusion and the contradictions, the puzzle can be assembled, even solved. The media have several interwoven, usually unintentional effects on power and politics. Hardly comprehended by elites, the public, even by journalists themselves, the themes of this book are:

- * The media influence the decisions and actions of politicians and officials, change their priorities, can reduce their ability to control events.
- * The media openness to manipulation by the powerful contributes to insulating some power holders from accountability to the public.
- * The media reallocate power among the already powerful.
- * The media decrease to a marked extent both the ability of ordinary citizens to judge, and their power to respond quickly in their own self-interests to political events and power holders.
- * The media foment discontent among the public.
- * The media help preserve the legitimacy of America's political, economic, and social system.

- T: go through it, grasp the meaning and we will do it later d
- S: there are some technical terms el
- T: I'll explain them to you (lmn later) rep
- T: condone ... overlook what does it mean in Arabic? s el
- S: yatagha:da annadhhar rep
- T: to prop up ... support el
- S: yuayyid rep
- T: yudda^Cim yussa:nid vilify ... slander yana:lu min yuha:jim ... and when we say yana:lu min it has another meaning in English which is to detract from and the noun is detraction dissent ... as a noun express disagreement as a verb yu^Cabbir^Can alistiya:'aw^Can^Cadam al muwa:faqa as a noun ikhtila:f but we have dissention which means ikhtila:f inf
- S: does it have the same meaning as dismiss and distort? el
- T: no distort means yushawwih and dismiss gives the meaning to exclude rep
exhume s
the original meaning is annabsh^Can aljuthath to take out a dead body from earth for examination inf
annabsh^Can al juthath lii^Ca:dat al faḥṣ but here it is used with another meaning which to exhume means yuthi:ru qaḍa:ya: antaha: amraha:
- S: with the equivalent yadmi al juru:h inf
- T: no e
yadmi aljuru:h is something else aljira:h tadmi: inf
is something completely different but exhume means atha:ra mawḍu:^Ca:t antahat ... atha:ra qaḍa:ya: antaha amruha: attahadduth^Can ashkha:ṣ antaha amrum we cannot for example discuss about Sadat or Gamal Abdenasser their time has gone fringe groups
means jama:^Ca:t ha:mishiyya but the original meaning when talking about fringe groups we talk about fia:t min anna:s aw ba^Cḍ al ashkha:ṣ yantamu:na ila: aḥza:b bi ṣu:ra ghayr? el
- S: shar^Ciyya rep
- T: no e
bi ṣu:ra shar^Ciyya inf

- S: ha:mishiyya inf
- T: la:kin bi şu:ra hamishiyya e
 let's take as an example the s
 Labour party. The Labour party includes the inf
 non-conformists. It means that the noun
 conformists are not committed to the policy of
 the party. In the Labour party there are also
 the leftists who are al yassa:riyyu:n ...
 centrists who are the real members who are
 committed to the policy of the party. And there
 are also the rightists or al yamaniyyu:n who are
 close to the Conservatives. However neither the
 leftists nor the rightists are completely
 committed to the policy of the party. For example
 here we say groups belonging to parties majmu:^ca:t
 tantami: ila: aḥza:b but rather loosely attached wa
 la:kin ittissa:la:tihim lihadhihi
 al aḥza:b ittissa:la:t? el
- S: ba^ci:da rep
- T: ba^ci:da e
 aw ha:mishiyya who may be rebellious inf
 which means what? el
- S: mutamarridi:n rep
- T: or non-conformists inf
 in some respect fi: ba^cḍ annawa:ḥi:
 methodologised which comes from myth we say
 mythologise or methodologise
- S: ja^cala minhu ustū:ra inf
- T: exact e
 methologise a person yaj^cal inf
 minhu ustū:ra because it comes from myth and myth
 means? el
- S: ustū:ra rep
- T: murky illusions s
 illusions are? el
- S: al awha:m rep
- T: al awha:m e
 and murky means gloomy and inf
 gloomy means gha:miḍ
 gloomy illusions? el
- S: awha:m gha:miḍa rep
- T: awha:m gha:miḍa e
 accountability s
 naturally accounts means al hissa:ba:t ...
 accountant al muḥa:ssib but accountability means inf
 almussa:ala bima^cna: al muḥa:ssaba ... al mussa:ala

- which means you have to give reasons you have to give justifications with regard to certain acts
 reallocate power among the already powerful
 means l a:dat tawzi: thaql annufu:dh ala: aṣḥa:b
 annufu:dh
 forment discontent means increase discontent which
 means ziya:dat al iḥsa:s bi'listiya:'
 this will make the translation easy com
- S: where does the word crusade come from? el
- T: crusade comes from crusaders rep
 and who are they? el
- Ss: aṣḥali:biyyu:n rep
- T: the verb from crusaders is crusade inf
 which means yuqa:wim bi' unf
- S: without the double meaning? el
- T: without ... erm exact excluding rep
 the religious meaning. This is over
 this was a long time ago
 okay m
 can you start? d.tr
- S: in practice ... big business r
 fi: mayda:n attaḥbi:q fainna wassa:il al i^cla:m tr
 atha:r mutana:qiḍa
- T: min na:ḥiyyat al muma:rassa s
 or practice means? e
- S: al muma:rassa
- T: we even call attaḥbi:b al muma:ras inf
 general practitioner
- S: innaha: tuḥa:rib bi' unf alla: ada:la^c tr
^c
- T: alla: ada:la is adhulm or al istibda:d inf
 adhulm has another equivalent
 which is? el
- S: oppression rep
- T: oppression means injustice inf
 adhulm there is also suppression
 suppression means? el
- S: al qahr rep
- T: al qahr e
 or al kabth for example inf
 kabth al masha:ir

- S: wa tatagha:da^C an
 alla:mussa:wa:t aw
 taghudhu attaraf^C an alla:mussa: wa:t tr
- T: it says here have contradictions
 wa fi: naqi:d ha:dha: cor
- S: can we say fa min na:hiyya el
- T: yes say it rep
- S: tuha:ribu bi^Cunf alla^Ca:da:la
 wa min nahiyyatini ukhra: fa innaha:
 tatagha:da^C an alla:mussa:wa:t tr
- T: ^Can alla:mussa:wa:t e
- S: wa min jiha ukhra: fa innaha
 tuda^Cim arra's ma:liyya wa
 tuha:jim al a^Cma:l alkubra: tr
- T: or mashru:^Ca:t cor
 very good e
 I'll go through this ms
 min nahiyya al muma:rassa
 al ^Camaliyya liwassa:il ali^Cla:m
 atha:r mutana:qiḍa fa hiyya
 tuha:rib bi^Cunf did aḡhulm
 wa lakinnaha: fi: dhat alwaqt
 qad tatagha:da aw qad
 taghudu attaraf^C an ^Cadam
 al musa:wa:t wa hiyya tuda^Cim
 arra's ma:liyya wa la:kinnaha:
 min na:hiyya ukhra:tuha:jim
 al mashru:^Ca:t al kubra:
- They dismiss or distort dissent d.tr
- S: innaha: tub^Cidu aw tushawihu tr
 alkhila:fa:t minjiha wa min
 jiha ukhra: tuthi:ru qaḍa:ya
 antaha: amruha: min jama:^Ca
 ha:mishiyya
- T: qad tastab^Cidu alkhila:fa:t con
 aw tushawihuha wa la:kinnaha:
 qad tuthi:ru qaḍa:ya:
 antaha amruha: wa la:
^Cala:qa laha: bilahda:th
 lijama:^Ca hamishiyya
 something like this com
 next d.tr
- S: they educate the people ... in America r
 kama: annaha: turabbi wa tr
 tuhaddi' ash-sha^Cb

- T: educate here means yu^Callim aw yurabbi: inf
fa hiyya tuthaqif aljama:hi:r cor
- S: fahiyya tuthaqif al jama:hi:r rec
people and the public is the same I think el
- T: yes rep
- S: wa ja^C alat min kinidi: tr
ustu:ra wa sa: adat risha:r nikson
- T: no e
topple wa sa: adat ala: cor
ihba:t
- S: ata:hat tr
- T: sa: adat ala: isqa:t cor
- S: ita:hat Richard Nixon rec
almutada :ribi:n min ajl tr
alhaqi:qa
- T: no e
inna wassa:il al i^C la:m cor
tuha:rib min ajl al haqi:qa
we're talking about the media
- S: kama annaha: tuha:rib min rec
ajl al haqi:qa wa did tr
muwashi i al awha:m algha:mida
- T: no we did not get there yet ms
wa la:kinnaha: qad tunshi:ru cor
awha:m gha:mida la:
tastani:d al wa:qa^C
- S: who are the fighters and the spreaders? el
- T: fighters means almuqa:tilu:n rep
- S: I know but ... is it the mass-media or? re-i
- T: all the subject is about the mass-media rep
- S: kama: anuaha: tajma^C bayna tr
al quwa:t fi: amri:ka:
- T: mawa:qa^C assulta cor
inna wassa:il al i^C la:m
tuthaqif ash-sha^C b wa la:kinnaha:
fidha:t al waqt tuhaddi'
min masha: ir al jama:hi:r
wa hiyya tuha:rib min ajl
al haqi:qa wa la: kinnaha:
aydan qad tunshi:r awha:man^C
la: tstanidu ila: al wa:qa^C

- kama yabdu: anna wassa:il
 ali^c la:m tastati:^c an tarbat
 bayna mara:kiz assulta
 fi: al wila:ya:t al muttahida
 next d.tr
- S: despite ... the themes of this book are r
- T: confusion means what? e
- S: al irtiba:k rep
- T: al irtiba:k e
 contradictions we said e
- S: attana:quḍa:t rep
 inna liwassa:il al i^c la:m tr
 tada:khula:t wa^c adatan ma
 taku:nu
- T: several interwoven qanawa:t cor
 mutada:khila muta addida
- S: inna liwassa:il al i^c la:m re
 qanawa:t mutada:khila wa
 muta addida wa^c adatan ma: tr
 taku:nu dha:t ta'thi:r
 aw ta'thi:ra:t ghayr
 maqṣu:da ala:al quwa wa
 assiya:ssa:t
- T: correct e
- S: wa min asṣa^c b jiddan aḡ
 tufham mi qibali jama: a
 mu^c ayyana min anna:s tr
- T: the elite is attabaqa:t almukhta:ra
 aw al mutamiyyiza cor
- S: min qibali jama:^c a mukhta:ra tr
- T: attabaqa:t al mutamiyyiza cor
- S: attabaqa:t al mutamayyiza rec
 wa kadha:lika^c a:mat ash-sha^c b tr
 wa ḥatta: min asṣaḥafiyyun
 anfussahum inna ahda:f
 aw magha:ri: hadha alkita:b
 hiyya kama: yali:
- T: inna ha:dha: al kita:b^c
 yatana:wal al mawa:di:^c cor
 atta:liyya
 thank you e
 wa raghma mawa:qi^c con
 al iltiba:s wa attana:quḍa:t
 tastati:^c u wassa:il al i la:m

- an tajma^c a khuyu:t al qaḍa:ya:
almuta^c addida wa qad tajdu:
laha: ḥulu:lan wa liwassa:il
al l^c la:m qana:wa:t mutada:khila
muta addida qad yaku:nu laha:
atha:r ghayr muta amida^c
^c ala: assulṭa wa assiya:ssa:t
mima: qad yān adhiru fahmaha^c
^c ala: aṭṭabaqa:t al mutamayiza wa
ash-sha b wa assaḥafiiyun
anfussahum wa yātana:walu^c
ha:dha: al kita:b al mawdu: a:t
atta:liyya
like this we have first, second
third com
- S: the media influence ... events r
- T: you know that decisions is inf
al qara:ra:t influence is
yuṭathir^c an actions of politicians
a ma:l assiya:ssa:t and
officials is al masu:li:n
priorities is al awlawiyya:t
reduce their ability tuqallilu^c
an qudra:tahum to control
events attahakkum^c ala:
al aḥda:th
- S: tuathiru wassa:il ala^c la:m tr
^c ala: qara:ra:t wa a ma:l
assiya:ssiyyi:n wa al mas-u:li:na
tughayyiru awliya:tahum
tastaṭi: u an tukhaffid
qarara:tahum^c ala: attahakkum fi:
- T: qudratahum cor
- S: qudratahum^c ala: attahakkum tr
^c ala al aḥda:th
- T: all right m
I'll go through this again ms
awalan inna wassa:il al i la:m
tuathiru^c ala: alqara:ra:t con
kama: tuathiru^c ala: a^c ma:l
assa:ssa wa al mas-u:li:ni
mimma: qad yughayyiru
awliya:tahum kama:
tastaṭi^c u an tuqallila min
qudratihim^c ala: attahakkum
^c ala: al aḥdath
- S: can we say attahakkum^c ala: el
al aḥda:th?
- T: you can^c ala: al aḥda:th rep
aw fi: al aḥda:th

- S: the media openness ... to the public r
inna ittīla^c wassa:il al l^clam tr
^cala: af^ca:l wa a^cma:l
al aqwiyya:'
- T: here it says openness to manipulation re-i
- S: infitah tr
- T: qad taku:nu muta:ha cor
lil is tighla:l min qibali
aṣḥa:b annufu:dh aw assulṭa
mimma qad yussa:him
- S: mimma qad yussa:him fi ab^ca:d re
- T: insulation means al^cazl and inf
insulators are al^cawa:zil aw
al mawa:d al^ca:zila
- S: mimma qad yussa:him fi: tr
ba^cdh min aṣḥa:b assulṭa
al musa:alat al jumhu:r
- T: we translate it this way ms
thaniyyan inna wassa:il con
al l^cla:m qad taku:nu
muta:ḥa lil is tighla:l min
qibal mara:kiz assulṭa
mimma qad yahmi:ha min
al musa:ala min qibal
ash-sha^c b
- S: inna wassa:il al i^cla:m tr
taqu:mu bii^ca:dat tawzi:^c
thaql
- T: tastati:^cu i^ca:dat cor
- S: tawzi:^c thaql annufu:dh ^cala: tr
aṣḥa:b annufu:dh wa inna
wassa:il ali^cla:m taqu:mu
- T: kama innaha: cor
- S: kama innaha: taqu:m rec
bittaqli:l tr
- T: kama innaha: tastati:^cu an cor
tuqallila min
- S: kama innaha: tastati:^cu an rec
tuqallila min qa:biliyyat tr
al afra:d
- T: qudrat cor

S: qudrat al afra:d rec+tr

T: al muwa:tini:n cor

S: qudratahum rec

T: ^cala: isda:r al ahka:m cor

S: ^cala: isda:r al ahka:m wa qudratuhum rec

T: here we should not forget to a marked extent inf

S: bishakl malhu:dh tr

T: ay bidaraja malhu:dha cor

S: ay bidaraja malhu:dha rec
kama: innaha tuqallilu tr
qudratuhum ^cala: arrad
al fi^cl assari:^ci

T: attaja:wub assari:^c cor

S: attaja:wub assari:^c rec
limassali alkhasa ma^ca tr
al ahda:th assiya:ssiyya wa
ma^ca asha:b annufu:dh
fi:ma: yakhusu

T: bima: fi: dhalika cor

S: bima: fi: dhalika rec
massa:lihihim al kha:ssa tr

T: I'll go through this again ms
tha:li than tastati:^cu ajhizat con
al l^cla:m l^ca:dat tawzi:^c thaql
assulta ^cala: mara:kiz
al quwwac
rabi^can tastati:^cu hadhihi
al ajhiza aydan an
tuqallila ila: darajatin
kabi:ra min qudrati
almuwa:tini:n ^cala isda:r
alahka:m kama tuqallilu
min qudratihim ^cala: attajawub
assari:^c ma^ca ahda:th
assiya:ssiyya wa ma^ca asha:b
annufu:dh bima: fi:dhalika
ma yamussu massa:lihihim
adha:tiyya
next d.tr

S: the media forment discontent r
among the public
tushaji^cu wassa:il ali^cla:m tr
ziya:dat masha:^cir
alistiyya' bayna al^ca:ma

- T: no e
 but it is not tashji:^c it is to cor
 forment tazi:d
 okay m
 tastati:^c u wassa:il ali^c la:m con
 an tazi:da min masha:ir
 alistiyya'^c ala: mustawa:
 ash-sha b
 next d.tr
- S: the media help ... social system r
 tastati:^c u wassa:il ali^c la:m tr
 an tussa:^c id^c ala: hafdh
 qa:nu:niyyat nidha:m
- T: shar^c iyyat cor
- S: shar^c iyyat nidha:m assiya:ssi: tr
- T: annudhum cor
- S: annudhum aliqtissa:diyya rec
 wa assiya:ssiyya wa tr
 alijtima^c iyya alamrikiyya
- T: tastati:lu wassa:ilu ala^c la:m con
 an tussa:^c ida^c ala: alhifa:dh
^c ala: shar^c iyyat annudhum
 assiya:ssiyya wa al iqtissa:diyya
 wa alijtima:^c iyya fi alwila:ya:t
 al muttahida