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The Effect of a Proposed Training Program based on the PACTE Model on Developing Translation Skills and Attitudes of English Department First-Level Students

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ABSTRACT

The aim of this study was to explore the effect of a proposed training program based on the PACTE model on developing translation skills and attitudes towards translation of English department first-level students at Port Said Faculty of Education. The instruments included a List of Translation Skills for English department first-level students, an Observation Card, and a scale on participants' attitudes towards translation. The study sample included 69 participants of English Majors preservice teachers in the academic year 2018/2019. A descriptive analytical method was used to investigate the development of translation skills among English department first-level students, and to build the proposed training program. In addition, an experimental method with a two-group design was adopted in the current study; as the study sample was randomly divided into two equivalent groups: an experimental group, individuals studying according to the proposed training program based on the PACTE model, and a control group, studying in the traditional way. Results revealed that the proposed training program based on the PACTE Model is effective in on developing translation skills and attitudes towards translation of English .majors' pre-service teachers at Port Said Faculty of Education

KEYWORDS:

PACTE Model, Translation Skills, Attitudes towards

المخلص

هدفت هذه الدراسة الي تعرف أثر استخدام برنامج تدريبي مقترح قائم علي نموذج باكتي في تنمية مهارات الترجمة والاتجاه نحوها لدي طلاب المستوى الأول بشعبة اللغة الانجليزية بكلية التربية ببورسعيد. وضمت ادوات الدراسة قائمة بمهارات الترجمة لطلاب المستوى الأول بشعبة اللغة الإنجليزية، وبطاقة ملاحظة ، ومقياس في الاتجاه نحو الترجمة. كما جري تصميم دليل للمعلم والمتعلم. واعتمدت الدراسة علي المنهج الوصفي التحليلي في بناء البرنامج التدريبي المقترح، بالإضافة الي المنهج التجريبي بتصميمه شبه التجريبي، وبلغ عدد أفراد العينة ٦٩ طالب من طلاب المستوى الاول بقسم اللغة الانجليزية بالعام الجامعي ٢٠١٨ / ٢٠١٩. وجري تقسيمهم الي مجموعتين: احدهما مجموعة ضابطة وبلغ عددها (٣٥) فردا يدرسون بالطريقة التقليدية المعتادة، والأخري مجموعة تجريبية، وبلغ عددها (٣٤) فردا يدرسون وفقا للبرنامج التدريبي المقترح. وجري تطبيق أدوات الدراسة عليهم قبلياً وبعدياً. وكشفت نتائج الدراسة عن فعالية البرنامج التدريبي المقترح القائم علي نموذج باكتي في تنمية مهارات الترجمة لدي طلاب المستوى الأول بقسم اللغة الانجليزية واتجاهاتهم نحوها.

الكلمات المفتاحية:

نموذج باكتي، مهارات الترجمة، الإتجاه نحو الترجمة، برنامج تدريبي، طلاب المستوى الأول

1-1 Introduction

The importance of translation, understood as the process of accurate conveying and maintaining meanings from one language into another in either written or spoken modes, has been rising significantly in today's world. Though limited disputes about its usefulness, the benefits of translation in the context of FL teaching and learning are numerous. Many EFL researchers indicate that translation is a powerful aid to enrich new vocabulary; develop reading and writing; promoting language awareness; develop in-depth understanding of the essential grammatical and linguistic differences and similarities between the source and the target languages; and share values and experiences of other cultures (Shvachko, 2015; Fernández-Guerra, 2014; Le Thi Thanh Thu, *et al.*, 2012; Petrocchi, 2006).

In parallel with its importance, producing accurate or reliable translation is a complicated task that requires a variety of practical skills (Muñoz Martín, 2014; Nida, 2012; Morón, 2009; Montalt *et al.*, 2008; Teleiba, 2004). There is mutual agreement among those authors that EFL learners, to be competent qualified translators, have to be equipped with specialist command of cultural backgrounds, grammar and writing styles of both native and target languages, abilities of time planning and management, proficient memory and analytical skills as well as keyboarding and word processing skills. Such skills are significant to help EFL learners avoid mistakes and create better appropriate meanings in the target language.

In recent times, the notion of translation competence, a term considered to provide a more accurate description of practical skills, abilities, attitudes, aptitudes and knowledge that every translator need to perform translation, has been paid more and more attention in the TEFL context (Robert *et al.*, 2016; Pym *et al.*, 2013; Garcia, 2011; Cook, 2010; House, 2009; Román Mínguez, 2008). Many definitions of translation competence have been proposed. For instance, Orozco (2000:79) has defined translation competence as "the underlying system of expert knowledge (both declarative and procedural), skills and attitudes necessary to translate". In addition, PACTE (2000:100) has defined translation competence as "an array of knowledge, skills and abilities which vary between individuals and which would never find their way into the notion of linguistic competence".

By analyzing the above-mentioned definitions, it is apparent that to find agreed definition of translation competence is not possible. In fact, researchers have much concentrated on dividing the translation competence into a number of interrelated subcompetences from different perspectives. For instance, Neubert (2000) has divided the translation competence into the following subcompetences, namely language competence, textual competence, subject competence, cultural competence,

and transfer competence. In addition, Pym (2003) has provided the following subdivision of the translation competence: (1) associative competence and (2) the competence to develop a “macro-strategy” and to employ it consistently.

Most importantly, a number of scholars and translation researchers has proposed models of translation competence. However, models varied from one author to another (e.g. Muñoz Martín, 2014; Göpferich, 2007; PACTE, 2008; Kelly, 2002; Neubert, 2000; Hönig, 1995). Of all the aforementioned models, the PACTE group, an abbreviation of Process in the Acquisition of Translation Competence and Evaluation, has provided in 2008 a prominent model. In its model, the translation competence has been divided into the following subcompetences;

1. Bilingual sub-competence, required to communicate in two languages;
2. Extra-linguistic sub-competence, including general world knowledge and domain-specific knowledge;
3. Knowledge about translation, including knowledge about translation functions and professional translation practice;
4. Instrumental sub-competence, including the use of information resources and communication technologies in translation; and
5. Strategic sub-competence, related to planning and carrying out the translation process and applying effective procedures to solve translation problems.
6. Psychological competence: The ability to apply all kinds of psychomotor, cognitive and attitudinal resources and skills in reading and writing.

The PACTE research group argues that their model is helpful in the context of translation competence development as it develops and applies these competences in a systematic manner and through a dynamic process that seeks to provide translators new knowledge.

Concerned with translator training, a growing number of researchers has indicated that EFL learners, to be skillful translators, should possess a satisfactory level of training on translation competence (Muñoz Martín, 2014; Göpferich & Jääskeläinen, 2009; Lesznyák, 2008; Kelly, 2002; Hurtado, 2001). For example, Lesznyák (2008: 31) has claimed that translation competence should form the “entity” of any efforts directed to translator training, mainly due to its role in ensuring the correctness, accuracy and competency of the translated text. Furthermore, according to Schaffner and Adab (2000), the ultimate goal of any translation learning program at an academic institution should be to develop translation competence in order to help EFL learners transfer the original ideas written in the source text into the target text in a straightforward way.

Translation competence models, where it is formulated as composed of several subcompetences, have emerged in response to the diversity of

theoretical perspectives regarding its nature. Using such models in training learners on the necessary translation skills has witnessed an increasing interest in the contexts of FL teaching and learning, indicated by a growing number of studies including the studies of Robert *et al.*, (2016), Shvachko (2015), Pym *et al.*, (2013), Atari (2012), Raido (2011), Rabadan *et al.*, (2009); and Lobo, M. *et al.*, (2007). The findings of these studies have shown that such models of translation competence can provide various training guidelines and insightful methodological means for EFL instructors concerning the development of translation skills that EFL learners need to produce accurate translation as well as their attitudes towards translation.

Although the PACTE model has been considered as a comprehensive one of translation competence, empirical investigations into its role in the development of translation skills are limited. Seeking to bridge this gap, the present study investigates the effectiveness of a proposed program based on the PACTE model on developing translation skills and attitudes towards translation among English department first-level students at Port Said Faculty of Education.

1-2 Context of the Problem

At Egyptian faculties of education, translation is one of the core compulsory courses included in the curriculum of TEFL that opens doors to EFL learners to employ a range of theories, techniques, approaches, strategies and technologies. The ultimate goal of translation education is to equip English department first-level students with important and desirable skills that can be transferable to any text, and to change the attitude towards the pedagogical uses of translation (Pym *et al.*, 2013; Cook, 2010; Albir, 2007; Widdowson, 2003; Stibbard, 1998).

Unfortunately, not every English department student can translate properly. This is what stemmed from both my observations and experience as an EFL language instructor as well as my position as a director of the Languages & Translation Unit of the Public Service Centre at Port Said Faculty of Education. Often confronted with a great deal of errors, English department first-level students were usually found confused, frustrated, and sometimes slow when asked to translate certain items or concepts. Their English vocabulary, even Arabic ones, were too limited to reflect and convey the original meanings of the source text. They were reluctant to participate when asked to add, remove, rearrange words, and consult dictionaries, especially in the case of multiple meanings of a one word. They were using complex and indirect sentences in their translations, leading to misunderstanding of the source text. They did not comprehend the right way of using grammatical rules and structures. Gradually, most of them became too dependent on the lecturer in performing their translation tasks.

The researcher has conducted semi-structured interviews with a sample of 12 participants of English department first-level students to explore their perceptions of the current program used in translation education. They mentioned many difficulties related to translating texts, even simple ones. They expressed their lack of confidence in their abilities to produce successful translations. They admitted that having a limited capacity on considering different meanings and nuances of each word. They faced difficulties in using paper or online dictionaries to search for closest equivalence of words. They lacked complete confidence in their own translations, leading up to low attitudes towards translation.

It was evident that English department first-level students lack adequate training on translation skills. This problem receives support from previous research (e.g., Robert *et al.*, 2016; Pham, 2015; Pym, 2013; Garcia, 2011). For instance, Pham (2015) has stated that EFL learners hardly produce a good translated text due to their limited knowledge about vocabulary, grammatical structures, context knowledge, cultural issues, and even their native language. In addition, Pym (2013: 487) has indicated that EFL learners do not simply “translate” because they have to read the source text silently several times, to use additional information resources such as dictionaries and reference books, and to write a draft translation of the target text using well-constructed sentences with the objective of increasing understanding and ensuring correct grammatical structure.

In related literature, there appears to be a consensus among EFL and translation researchers that lack of a systematic approach to the teaching of translation competence can hamper EFL learners be skillful to translate texts as well as required and retain their original meanings as closely as possible (e.g., Pham, 2015; Göpferich 2009; Katan 2008; Shreve 2006; Neubert, 2000). According to Neubert (2000: 3-18), to attain the desired outcomes of teaching translation to EFL learners, it is necessary to integrate a set of translation competencies in both the source and the target languages. In the same vein, many studies have proposed various models for the translation competence acquisition and development. The PACTE research group (2003, 2008) has proposed one of the prominent models of translation competence acquisition.

Carreres (2006:5) has indicated that “translation education needs a teaching methodology that help translation be not restricted to literary passages and can be taught in more stimulating ways than has traditionally been the case”. Moreover, Cerezo Herrero (2013: 2015) has pointed out that using models of translation competence remains underrated and underresearched issue in the context of EFL and translation studies. From this perspective, the primary concern of this study is to propose a well-designed training program based upon the PACTE model and prepared in

accordance with the latest trends in EFL, and to investigate its effectiveness on developing translation skills and attitudes towards translation among English department first-level students at Port Said Faculty of Education.

1-3 Statement of the Research Problem

English department first-level students at Port Said Faculty of Education suffer from weaknesses in translation skills, represented in their inability to provide a grammatically and semantically accurate translation of texts from English into Arabic and vice versa, causing misinterpretations of the text original meanings. These aspects of weaknesses may be attributed to their inappropriate training on translation skills. Using a proposed program based upon the PACTE model and investigating its effect on developing their translation skills and attitudes towards translation, is suggested in this research.

1-4 Research Questions

To address the research problem, the main question this study attempts to answer is:

“What is the effect of a proposed training program based upon the PACTE model on developing translation skills and attitudes towards translation of the English department first-level students at the English Department, Port Said Faculty of Education?”

The following four questions are derived:

1. What are the translation skills necessary for English department first-level students at Port Said Faculty of Education?
2. What are the dimensions of attitudes towards translation that are suitable for English department first-level students at Port Said Faculty of Education?
3. What are the features of the proposed training program based upon the PACTE model?
4. What is the effect of the proposed training program on developing translation skills of the English department first-level students at Port Said Faculty of Education?
5. What is the effect of the proposed training program on developing attitudes towards translation of the English department first-level students at Port Said Faculty of Education?

1-5 Aims

The main aim of this study is to investigate the effectiveness of a proposed training program based upon the PACTE model on the development of translation skills and attitudes towards translation of English department first-level students at Port Said Faculty of Education. To achieve this ultimate aim, the study is endeavored to fulfil the following objectives:

1. To highlight what translation skills are, and how English department first-level students at Port Said Faculty of Education can successfully acquire them as a way to develop their attitudes towards translation;
2. To adopt a new methodology for translation training and instruction for translation teachers.
3. To provide a concrete experiment for empirical research into the validation of the PACTE model for translation competence.
4. To help English department first-level students at Port Said Faculty of Education develop their attitudes towards translation.

1-6 Significance

The outcomes of this study can contribute:

- 1- To provide translation instructors at the university level a new methodology for translation instruction prepared in accordance with the latest trends in EFL teaching that, accordingly, may lead to an increase in their instructional efficacy and positively affect the ways they use to encourage first-level students to practice translation tasks;
- 2- To develop English department first-level students' translation achievement and attitudes towards translation as well as their ability to face some difficulties and problems related to learning translation by adopting and applying a professional learning model;
- 3- To instill a desire among university curricula developers to develop a pedagogy of translation to revolve around the notion of translation competence at the university level.
- 4- To help translation researchers and scholars have better understanding of the translation processes, competence and skills through a systematic approach that emphasize a competence-based curriculum.
- 5- To provide EFL researchers important implications for teaching translation in the university contexts.

1-7 Procedural Definitions of Terms:

1. *Translation*: All tasks or activities practiced by English department first-level students at Port Said Faculty of Education when translating texts from English language into Arabic.
2. *Translation Competence*: The set of translation skills that help English department first-level students at Port Said Faculty of Education translators need cope with different cognitive tasks involved in translation activities.
3. *Translation Skills*: The linguistic, strategic, instrumental and evaluation abilities that help English department first-level students at Port Said Faculty of Education transfer the original meanings of the source text from one language to another with an acceptable degree of accuracy and clarity.

4. *Attitude towards Translation*: a set of acquired, not natural, behaviors demonstrated by English department first-level students at Port Said Faculty of Education towards the texts they translate.
5. *The PACTE Model*: a model for translation competence acquisition developed by the PACTE research group (an abbreviation of Process in the Acquisition of Translation Competence and Evaluation Research Group) at the University of Barcelona. It provides a structure for

II. Theoretical Framework

This part reviews prior literature and past studies that addressed the issues of translation competence and different models for the acquisitions of translation competence, including the PACTE model. It also provides an overview of translation skills.

2-1 Translation Competence

Generally, competence is widely accepted as a collection of defined observable and measurable abilities, skills, knowledge and attributes that an individual needs for performing certain activities involved in a particular profession (Hansen, 1997: 205). Accordingly, it is important to keep in mind that competence is essential in recognizing individuals who are able or suitable for a particular activity in a defined setting. In recent years, it has become an increasingly accepted part of the settings of EFL.

Given all this, translation competence, a relatively new multifaceted concept manifested in the translation process, has recently gained a considerable attention in related literature in the fields of EFL, ESL, and translation. However, so far, it is hard to find an agreed-upon definition of translation competence among scholars in such fields as they differed significantly on how it is best defined. For instance, Kelly (2006: 9) argues that translation competence is a term used to describe the "different skills, knowledge, attitudes and aptitudes which differentiate the expert professional from the non-expert". Furthermore, Bell (1991:43) has considered translation competence as a "set of knowledge and skills expected to be possessed by the translator to perform a translation". Presas (2005:183-184) has additionally defined translation competence as a process of three components, including

- Translator's declarative knowledge of the categories required to analyze texts;
- Translator's practical knowledge of the processes required to understand the source text and produce the target text;
- Translator's ability to self-assess and evaluate his own strategies in order to meet the target expectations

Apart from weak consensus among scholars of an agreed-upon definition, Coban (2015), upon analyzing approaches followed in defining translation competence, has indicated that there are three main theories of translation were found to control scholars' theoretical definitions of translation competence, as follow:

1. Translation Competence according to *Skopos* Theory

The *Skopos theory* states that the intention of the translator and the translation purpose are the main dominators that guide a translator in his way to produce an acceptable target text. Accordingly, the definitions of translation competence provided by scholars following this theory usually assert the following points:

- Translation is a purpose and goal-oriented action.
- The purposes of translation determine the best translation strategies to apply.
- **Functionality:** the produced target text must meet the expectations and needs of the target audience.
- **Cooperation:** a translator must cooperate with others during the task.
- **Mental activities** guarantee a translator understands the source texts.
- **Cultural and linguistic competence** is essential for a translator to produce translations in an acceptable way.
- **Expert in intercultural communication** is essential to solve problems emerging between different cultures flexibly.
- **Responsibility:** a translator should clarify all information about the translated text when asked to.

2. Translation Competence according to *Translational Action* Theory

To approach the role of cultural competence, the *Translational Action theory* is concerned with the form of the target text that must be suitable for the target culture and the target audience needs. Accordingly, the definitions of translation competence provided by scholars following this theory usually assert the following points:

- **Cultural and linguistic competence** is essential to understands the source text and convey the meanings of a text adequately from a language into another.
- **Cooperation:** a translator shall ask for help from experts in the fields he do not know.
- **Communicative competence:** a translator shall communicate effectively and adapt his knowledge and abilities in various contexts.
- **Action:** Translation is an activity where a translator takes appropriate actions fit for the target text and the target culture.

- **Textual competence:** with the help of transfer competence, a translator apply the rules of the source language in order to produce well-formed texts.

3. Translation Competence according to *Hermeneutics Theory*

The *Hermeneutics Theory* states that appropriate translation is depended on some factors including mastery of both source and target languages, expert of the material being translated, and grasping the writer's intended message. Accordingly, the definitions of translation competence provided by scholars following this theory usually assert the following points:

- **A translator must handle translation as a holistic process, not one by one sentence.**
- **Self-monitoring a translator constantly self-assess his understanding of the source text and write the results.**
- **Reflection of the phenomenological impact of the linguistic signs: a translator constantly self-assesses his understanding of the linguistic signs of the source language and its meanings.**
- **Culture and subject area knowledge: A translator writes a target text based upon his previous knowledge of the target culture and subject area.**
- **Expressing competence in the relevant field: a translator takes into consideration the text type and target audience while translating.**
- **Lifelong learning: a translator constantly deals with languages, and follow developments occurring in the source and target languages closely.**
- **Interest in new things: a translator's mind is open to new ideas in different fields.**

To summarize briefly, although translation competence has been widely discussed theoretically, a closer look into related literature reveals that it has no an agreed-upon definition that can be applicable in all EFL situations. In parallel with this, it is worth noting that several researchers in the fields of EFL, linguistics, and translation have identified the need for modelling translation competence, proved to be complex and multidimensional aspect,. Hence, they have formulated and proposed varied models for its acquisition and development, each composed of several interrelated components. The next section gives a detailed description of the most prominent ones.

2-2 Models for Translation Competence

The brief review of translation competence in the preceding section have focused on varied approaches for defining translation competence. This section reviews the development of some distinguished models proposed by

related researchers for translation competence acquisition, which are different in their details.

1- Honig's Model of the Ideal translation Process

Honig (1991) has proposed a model in which translation competence includes two main subcompetences: (1) associative competence: the translator's ability to transfer which is linked to the translator's self-confidence, (2) The competence to develop macro-strategies as a way to develop automaticity. According to this model, ideal translation process requires translators understand the source language, and make use of their innate transfer ability or *associative competence*. In this vein, Honig (1991:87) has stated that teachers and students must be aware of the mental processes underpinning the translation task, believing that "we have to teach students to develop self-confidence as translators through an awareness of their mental reality".

2- Beeby's Ideal Translator communicative Competence

Beeby (1996) proposed a model for translation competence, in which he identified four interrelated subcompetences as main components of ideal communicative competence for translators, including the following:

1. The grammatical competence: translator's knowledge of linguistic rules of both the source and target languages, such as knowledge of phonology, syntax, word formation as well as sentence structure, plays a critical role in developing translator's understanding of the literal meanings of what he translates.
2. The sociolinguistic competence: translator's knowledge of translation purpose, mode, and field is the basis for fostering his ability to understand and produce translations suitable to the target context or cultures.
3. The discourse competence: translator's ability to link form and meaning is a vital step in creating a unified text of various genres. The ability to do that relies on varied techniques like cohesion as well as coherence.
4. The transfer competence: a wide variety of strategies enabling every translator to quickly compensate for communication breakdowns if delayed to communicate meaning from the source to the target language properly.

3- Gopferich's Model of Translation Competence Acquisition

In his model, Göpferich (2007) argues that translation competence is composed of the following:

1. Communicative competence: concerned with lexical, grammatical and pragmatic knowledge of both the source and target languages, employed in the translation process,
2. Domain competence: includes subject-specific knowledge needed to understand the source text and formulate the target text,

3. Use of tools and research competence: deals with the translator's ability to use paper based or electronic tools of translation, such as dictionaries and search engines,
4. Routine activation competence: the translator's abilities to recall and apply operations leading to acceptable equivalents of the target language.
5. Psychomotor competence: the psychomotor abilities that lessen the need for cognitive capacity and facilitate reading, writing, and solving translation problems,
6. Strategic competence: sets priorities of translation while employing the aforementioned subcompetences.

In this way, three factors forms the backbone of Gopferich's model: (1) translation brief and translation norms (2) the translator's self-perception /values and beliefs system about professionalism, and (3) translators' mental-physical structure (intelligence, perseverance, ambition, self-confidence and so on), affecting the speed of acquisition of translation competence.

In fact, most models for translation competence, including the ones reviewed above, though distinguished, have received a good deal of criticism for their lack of empirical evidence. Orozco & Hurtado Albir (2002) indicated that this lack of empirical research make it impossible for their results to be generalized. Besides, most of them does not tackles translation competence or the translation process from a holistic perspective. Hence, they are not dependent on in research.

To sum up, all the aforementioned models, despite of distinct characteristics, conceive translation competence as one single competence that can be broken down into interrelated subcompetences. They are significant models for opening up new reflections of translation competence. However, they lack empirical research. On the other hand, the PACTE model has been known as the most prominent model that provides a systematic framework for helping EFL learners acquire and develop translation competence. Its efficiency is empirically established in related literature. The characteristics of such model is discussed in the following section.

2-3 The PACTE Model for Translation Competence

Being the most comprehensive, systematic, and well-defined model for translation competence, the PACTE model is the most widely embraced model in the contexts of foreign language teaching and translation studies. First presented in 1998 at the University of Barcelona, refined and revised later, by the PACTE (stands for Process in the Acquisition of Translation Competence and Evaluation), this model was originally established to meet the lack of an empirically validated model for translation competence that

can provide precise information on how learners acquire. The PACTE research group have provided appropriate methodological discussions and procedures for assessment of their investigation tools (Hurtado Albir, 2002; Beeby, 2004)

This model, as shown in *Figure. 1*, is conceived as a holistic dynamic model for translation competence, in which the notion of translation competence was derived from previous models of translation competence and the findings of variety of fields, involving language teaching, translation studies, and psychology as well as related literature provided by researchers such as Bell (1991), Nord (1992), Beeby (1996), Hansen (1997), etc.

2-3-1 Nature of Translation Competence in the PACTE Model.

In this model, translation competence is conceived as a very complex concept, defined as “the underlying system of knowledge, abilities and attitudes required to be able to translate” (PACTE, 2000:100). In addition, it has the following distinctive features (PACTE 2003: 49-50):

- Not all bilingual students have translation competence.
- Translation competence involves expert knowledge.
- Translation competence is procedural rather than declarative knowledge.
- Translation competence is the underlying system of knowledge, abilities and attitudes required to perform translation activities.
- Translation competence is composed of various subcompetences may intervene together.
- The acquisition of translation competence fall on certain variables, including the specialist field involved (legal, literary or even technical) as well as the translator’s experience.
- The strategic component is very important, as it is in all procedural knowledge.

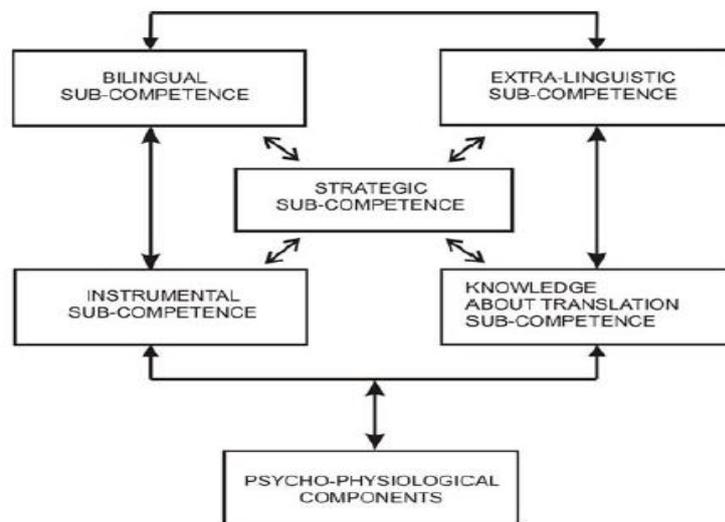


Figure 1. The PACTE model for translation competence
(Source: PACTE, 2003 : 60)

2-3-2 Components of Translation Competence in the PACTE Model.

As shown in Figure.1, the PACTE model is composed of six competences, as follow:

1. **Communicative Competence in both the source and target languages.**
Such a competence is actually involves three additional subcompetences, including;
 - **Linguistic competence:** translator's knowledge of vocabulary, collocations, idiomatic limitations and grammar rules,
 - **Discourse competence:** translator's awareness of text cohesion, discourse coherence, and pragmatics of communication,
 - **Sociolinguistic competence:** translator's appropriate use of communication strategies in everyday translations.
2. **Extra-linguistic Competence:** involves translator's general and specialist knowledge needs to consider and apply while translating.
3. **Instrumental Competence:** translator's knowledge and skills related to using paper, electronic or online dictionaries and reference books to search for closest equivalence of words.
4. **Psycho-Physiological Competence:** it relates to how a translator can approach domains of cognitive skills (e.g. memory, perception, and logical reasoning), psychological attitudes (e.g. intellectual curiosity, and self-confidence), and psychomotor skills while translating.
5. **Transfer Competence:** translator's ability of transferring the source text into the target one. For possessing such a competence, the translator is required to understand deeply the source language, involving grammatical and semantic aspects implied in the text, and produce a

target one in an adequate and proper manner, using proper processes, methods, and procedures.

6. **Strategic Competence:** conscious and unconscious procedures a translator possess and needs mostly to identify and solve translation problems.

2-3-3 Acquiring Translation Competence in the PACTE Model.

According to the PACTE group (2008, 2009, 2011), as represented in figure.2, a dynamic process involving restructuring of existing the knowledge and developing other subcompetences is a prerequisite to approach effective acquisition of translation competence. Learners make their way in such a process by developing a learning competence, varying from one learner to another depending on the specific learning strategies used to facilitate learning. These strategies are conceived as the “system of plans and operations used by someone who learns something to obtain, store, recover and use information” (Manchón, 1994:18). In this context, the PACTE group identified the following hypotheses related to the acquisition of translation competence, as follows:

- Developing and restructuring the transfer competence is central to achieve the desired acquisition.
- Acquiring and developing strategic competence is effective as it helps learners develop and re-structure other subcompetences.
- Developing specific learning strategies require learners to develop and re-structure other sub-competencies.
- Learners’ ability to develop and restructure translation subcompetences is affected by certain factors within the translation activity, including field of specialization (literary, legal, or technical translation), and the learning context (guided learning, self-learning, etc.).

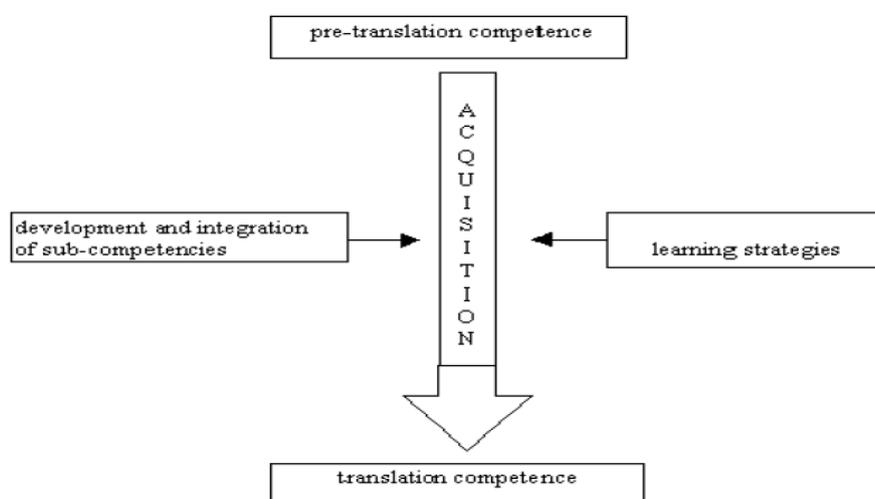


Figure 2. Acquisition of Translation Competence in the PACTE Model
(Source: PACTE, 2008:108)

To summarize briefly, the PACTE model considers translation competence as a collection of skills and abilities that can be developed through a dynamic process evolving from novice knowledge (i.e., natural ability to translate) to expert knowledge. This model was especially used as a framework for building the training program proposed by the current study for various reasons, including involving the most basic translation subcompetences highlighted in other models; and depending on longitudinal empirical research projects for testing different language pairs. Such aspects gave assurance to the researcher to use this model in improving translation skills and attitudes among the English department first-level students. The translation included in such a proposed program are discussed in the next section.

2-4 Translation Skills

Originally, *competence* and *skills* are not synonymous. *competence* is a much broader term than *skills*, including a set of skills as well as abilities, attitudes, and knowledge related to a particular context; while *skills* is a specific term to certain tasks, varying widely in terms of complexity (Hansen, 1997: 205). In parallel with this, translation competence, defined as the set of skills, abilities, attitudes and knowledge central to perform translations, clearly incorporates a range of translation skills. Related research into the teaching of translation indicated that it is quite important and necessary for language learners, to be successful translators, to acquire and develop sets of translation skills due to the highly complex nature of translation (e.g. Pym, 2013; Lefebvre, 2012; Obaid, 2010; Gile, 2009; Kelly, 2005; Neubert, 2000). According to Neubert (2000: 4), translation requires a set of complex skills and knowledge about translation to help avoid deficiencies. Such skills of translation are indispensable and certainly add more value to their translations.

Pym (2013) proposed a set of translation skills to increase learners' chances of getting an accurate target text, involving language acquisition, the ability of quickly choosing among many alternatives, text comprehension, research competence to find that information when needed, cultural competence, written and oral expression skills and transfer competence (Pym, 2013:9-10). Lefebvre (2012) has indicated that, in the current highly competitive world, it is important for translators to acquire the following number of basic skills for translation:

1. Knowledge of the source language (vocabulary, expressions, rhetorical devices)
2. Knowledge of the different varieties of the source language
3. Knowledge of the source language culture.
4. Knowledge of the subject

5. Knowledge of the organization and how it works.
6. The ability to understand complex topics
7. The ability to master new subjects quickly.
8. The ability to work out the meaning of obscure passages in the source text
9. The ability to detect inconsistencies, contradictions, nonsense, unintended ambiguities, misleading headings, etc. in the source text
10. The ability to detect mathematical errors in the source text
11. An extensive vocabulary in the target language
12. Knowledge of spelling rules in the target language
13. Knowledge of the finer points of grammar of the target language
14. Knowledge of punctuation rules in the target language
15. The ability to produce idiomatic (natural-sounding) language in the target text
16. The ability to produce translations that flow smoothly even when the source text does not
17. The ability to select and combine words in the target language to capture the exact and detailed meanings (nuances) of the source text
18. The ability to recast sentences in the target language
19. The ability to produce an elegantly written target text regardless of how elegantly written the source text is
20. The ability to convey the source-text message clearly
21. The ability to convey the intended effect of the source text
22. The ability to achieve the appropriate tone and register in the target text
23. Knowledge of target-language varieties
24. Knowledge of target language cultures
25. The ability to tailor the language of the target text to the readers' needs
26. The ability to adhere to in-house style conventions
27. The ability to ensure the completeness of the target text
28. The ability to ensure the coherence of the target text
29. The ability to track down sources of information to check facts
30. The ability to track down sources to obtain a better grasp of the thematic aspects of a text (understand the topic)
31. The ability to mine reference material for accepted phrasing and terminology
32. The ability to judge the reliability of information sources
33. The ability to type accurately and fast
34. The ability to maintain quality even when translating under time pressure
35. The ability to justify translation decisions and explain translation problems
36. The ability to follow complicated instructions to be done with a text.

37. The ability to make effective use of translation memory software
38. The ability to make effective use of electronic terminology tools
39. The ability to work with more than basic Word functions
40. The ability to work with Excel documents and/or PowerPoint presentations”.

Furthermore, Obaid (2010) called for giving a high priority to the following list of translation skills as they set EFL learners up for success in translation, including:

- ✓ *Gist reading skills*; to get the purpose of the source text, the skills of comprehension, scanning and distinguishing main and subordinate ideas as well as identifying the writer’s style are indispensable for translators.
- ✓ *Linguistic skills*: translator’s ability to divide each text into meaningful sentences, to extract meaning of unfamiliar ones, to use word analysis and context are needed skills to preform translation properly.
- ✓ *Compensation strategies*: translators need to skillful in using language means such as paraphrasing, adding and omitting.
- ✓ *Editing and proofreading skills*: to avoid mistakes, the skills of editing, proofreading and rewriting the final copy of the target text can help translators ensure producing a correct target text.

To sum up, recognizing and understanding translation skills would be fruitful for English majors. This section have shown varied sets of translation skills which English majors need to master constantly in order to translate better.

2.5 Attitudes towards Translation

Past research provided varied arguments with and against the role of translation tasks as a language teaching tool in supporting FL learners’ attitudes. Liao (2006) explored Taiwanese EFL learners’ learning beliefs about using translation and their main learning strategies, reporting that translation played a positive role in their English learning experiences, in spite more proficient learners tended to report negative beliefs about translation and less use of translation, as compared with less proficient learners. Malmkjaer (2010: 186) opposed the role of translation tasks in supporting FL learners’ attitudes, indicating that translation tasks provides an EFL learner a simplistic and false belief that there is a perfect one-to-one relationship between the native language and the foreign language. In addition, Mogahed (2011: 14) suggested that translation tasks are the perfect tool to help FL learners develop their attitudes as not all learners can translate, and they can only work well with FL learners interested in literature or with those which have already acquired a significant level of

FL proficiency. Moreover, Pan and Pan (2012: 4) concluded that translation adversely affects the attitudes of FL learners as it deprives learners of opportunities to receive sufficient FL input as learners view the FL through their native language, causing interference between the two languages involved.

On the contrary, despite these claims against the role of translation tasks as a language teaching tool in supporting FL learners' attitudes, recent studies show that translation tasks can be a great aid to develop the attitudes of FL learners. For instance, Carreres (2006: 6) indicated that translation tasks do certainly resemble real world practice, especially in today's globalized world. In addition, Leonardi (2010: 24) suggested that translation tasks include reading, writing, listening and speaking; and if properly designed, they can be used to improve FL learners' communicative competence. In addition, Cook (2010: 20) puts it, "being able to translate is a major component of bilingual communicative competence". Moreover, Fernández Guerra (2012: 42) indicated that translation practice can develop students attitudes as it raises their awareness concerning the linguistic, extralinguistic and cultural gaps between the two languages.

Conclusions

Widely discussed theoretically, related literature have shown that translation competence clearly incorporates a range of translation skills. The purpose of this part was to show the current understanding of translation skills as trained skills. Despite of the presence of varied models for translation competence development in past research, the PACTE model for translation competence was empirically established as the most systematic and well-defined one. Training programs are necessary to accelerate the process of acquiring and developing translation skills. The PACTE model is especially used in the current study as a base for defining a group of translation skills necessary to English majors and building a training program on translation skills to foster such translation skills and attitudes towards translation. The methodology included in such experiment is discussed in the next part.

III. Methodology

A comprehensive report is presented here about the research design, hypotheses, sampling, instrument, statistical treatment and procedures followed throughout the current study.

3.1. Research Design

Two methods were adopted in the current study. A descriptive analytical method was used to investigate the development of translation skills among

English department first-level students, and to build the proposed training program. In addition, an experimental method with a two-group design was adopted in the current study; as the study sample was randomly divided into two equivalent groups: an experimental group and a control group.

3.2. Hypotheses

This study attempted to verify the following research hypotheses:

1. There is no significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the pre- application of the observation card.
2. There is no significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the pre- application of the scale on attitudes towards translation.
3. There is no significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the post application of the observation card.
4. There is no significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the post application of the scale on attitudes towards translation.

3.3. Sample

The study population included (106) students, enrolled in the general and basic divisions, in the first-level in the English Department, Port Said faculty of education in the second semester of the academic year (2018-2019). A sample of (69) first-level students was randomly selected to participate in the study. (35) students were randomly distributed to the control group, while (34) students served as the experimental group. All participants in the two groups were Arabic native speakers, studying EFL for about 8- 11 years. They were identified as intermediate proficiency level students of EFL based on information received from reliable resources, including their academic advisor, student grade point averages, and from their own statements in Part one of the Translation Attitude Scale (See Appendix D).

3.4 Instruments

The used instruments were;

- 1- A List of Translation Skills for English Majors.
- 2- A Pre-post Observation Card.
- 3- A Pre-post scale on participants' attitudes towards translation.

All instruments used in this study were written in English except the translation achievement test as written in both English and Arabic. All instruments were prepared by the researcher in the light of the findings of related research, and were presented to participants of the study sample in a paper format.

3.4.1. A List of Translation Skills for English Majors.

With concern to the PACTE model for translation competence, the researcher derived an initial list of translation skills considered necessary for the first-level students in the English department (*See Appendix A*). It included 45 translation skills, distributed to six domains, as follow:

- A. Communication skills: (including 10 skills)
- B. Linguistic skills: (including 8 skills)
- C. instrumental skills: (including 11 skills)
- D. Psycho-Physiological skills: (including 5 skills)
- E. Transfer skills: (including 5 skills)
- E. Strategic skills: (including 6 skills)

In a form of a survey, that initial form of the list was submitted to a panel of (17) professors and assistant professors specialized in Translation, Applied Linguistics and TEFL at Port Said faculties of Education and Arts. This procedure was required to determine the suitability and difficulty of its items, the clarity of the test's instructions, the accuracy of its formulation, the relevance of its items to the study sample, and the appropriateness to objectives of teaching translation in Port Said Faculty of Education. Criteria of list assessment included giving (1) degree to each domain and to every included skill if found suitable and relevant; and giving no degrees at all (zero) to any domain and to every included skill if found unsuitable and irrelevant. In addition, criteria of list assessment included excluding any domain or an included skill if amounted to less than 75% according to Cooper's formula for calculating the ratio of the agreement:

$$R = \frac{\text{Points of Agreement}}{\text{Points of Agreement} + \text{Points of Disagreement}} \times 100$$

Later, all data were collected and analyzed. Those panel members approved all the six domains, but some included skills were excluded. Based upon, the final form of translation skills list included (24) skills, distributed to six domains as follow:

- A. *Communication skills*: (including 4 skills)
 - ✓ Knowledge of the source language vocabulary, collocations, and idioms.
 - ✓ Knowledge of culture-specific and general aspects in both languages.
 - ✓ The ability to use commas, articles, prepositions and verb tenses correctly.
 - ✓ The ability to detect nonsense, contradictions, and errors in the source text.
- B. *Linguistic skills*: (including 4 skills)
 - ✓ The ability to write properly and adhere to the subject being translated.

- ✓ The ability to use appropriate vocabulary.
- ✓ The ability to recognize grammatical rules governing the combination of words and sentences.
- ✓ The ability to use a writing style enough to produce a convincing translation.

C. Instrumental skills: (including 4 skills)

- ✓ Knowledge of types of dictionaries exist, and choosing which type to consult.
- ✓ Knowledge of types of information are found in dictionaries.
- ✓ Knowledge of the cross-referencing system in print dictionaries, and hyperlinking in electronic dictionaries.
- ✓ The ability to distinguish relevant from irrelevant information.

D. Psycho-Physiological skills: (including 4 skills)

- ✓ The ability to associate ideas in source text with what already known.
- ✓ The ability to manage the translation time well and meet translation deadlines.
- ✓ The ability to figure out meanings of unfamiliar vocabulary using text clues.
- ✓ The ability to cope with pressure and stress during the translation assignment.

E. Transfer skills: (including 4 skills)

- ✓ The ability to search for accepted phrasing and terminology.
- ✓ The ability to judge the reliability of information sources.
- ✓ The ability to preserve translation quality in spite of problems.
- ✓ The ability to justify translation decisions and explain translation problems.

F. Strategic skills: (including 4 skills)

- ✓ Openness to receive teacher's feedback and learn from it.
- ✓ The ability to check spelling, grammar and word structure.
- ✓ The ability to write accurately and fast
- ✓ The ability to check non-translatable words the source text such as numbers, measurements names, and trademarks.

Based upon, the proposed training program based on the PACTE model attempted to develop such skills.

3.4.2. A Pre-post Observation Card.

The purpose of preparing the pre-post observation card was to investigate the development of the study participants' performance in translation skills owing to the use of the proposed training program based on the PACTE model.

The observation card included two parts (*See Appendix B*). The first part was devoted to participants' background information in addition to an introduction to show its goal, instructions on recording participants' responses. The second included the intended skills. Some significant aspects were considered in building the observation card, including: the translation skills are simple, easily observable and measurable; and the items are clear to avoid misunderstanding or confusion. It was composed of six domains including (24) translation skills, identified depending on the list of translation skills reached in a previous step.

It took the form of a 3-grade scale (High / Average / Low). The degrees assigned were (3 / 2 / 1) respectively, calculated as a whole to obtain the total score of each participant, ranging between (24/72) degrees. The scale was constructed as follow:

- *Communication skills*: including 4 items (1 / 4), with a percentage of % 16.7.
- *Linguistic skills*: including 4 items (5 / 8), with a percentage of % 16.7.
- *Instrumental skills*: including 4 items (9 / 12), with a percentage of % 16.7.
- *Psycho-Physiological skills*: including 4 items (13 / 16), with a percentage of % 16.7.
- *Transfer skills*: including 4 items (17 / 20), with a percentage of % 16.7.
- *Strategic skills*: including 4 items (21 / 24), with a percentage of % 16.7.

The observation card was prepared with concern to varied resources, including:

- The aforementioned list of translation skills;
- The suggestions and modifications offered by professors and assistant professors specialized in the fields of TEFL, Translation and Applied Linguistics;
- The findings of related research such as Abdallah (2018), Habeeb, Ahmed & Abu el-Reesh (2016), Alhumaidi (2015), Mekheimer (2012), Al Shubaily (2008), and Abdallah (2007); and
- The researcher's personal expertise.

To ensure its validity, a panel of (11) professors and assistant professors specialized in the fields of TEFL, Translation and Applied Linguistics reviewed and revised the initial form of the observation card. This procedure was significant to recognize its suitability, clarity and relevance to the study sample. Those jury members approved the observation card with some suggestions and modifications in terms of items wordings and sequence. All modifications suggested by the jury members were made.

Furthermore, the observation card was piloted on a simple random sample including (30) students out of the research sample to establish its

reliability. A colleague, previously trained on the observation card, helped the researcher in applying the observation card during the pilot study. According to the aforementioned Cooper's formula, the ratio of the agreement between the two observers (the researcher / the colleague) was amounted to %96, indicating the observation card was reliable for the purposes of the current study.

3.4.3. A Pre-post scale on participants' attitudes towards translation.

With concern to the main purposes, problem and hypotheses of this study, the researcher prepared a pre-post scale on participants' attitudes towards translation. The general objectives of the scale was to reveal the effects of using the proposed training program based on the PACTE model in developing students attitudes towards translation (*See Appendix C*).

It was a 3-point Likert scale (Disagree / Neutral / Agree). The initial form of the scale included (46) items. The degrees assigned were (1 / 2 / 3) respectively, calculated as a whole to obtain the total score of each participant, ranging between (46 /138) degrees. The initial scale items were (23) positive items and (23) negative items, distributed to four main domains:

- Personal perspective of translation significance,
- Personal perspective of the authors' intention,
- Personal perspective of approaches of translation instruction, and
- Personal estimation of his/ her abilities required for translation.

The scale included two parts. The first part was devoted to participants' background information in addition to an introduction to show its goal, instructions on application method, and the way of recording responses and data. The second one aimed to elicit participants' reactions towards translation. Significant aspects were taken into consideration in formulating the scale items including using clear and simple items to avoid misunderstanding or confusion, and avoiding the use of vague items that have more than one meaning. Furthermore, the scale was prepared with concern to varied resources, including:

- ✓ The attitude scales proposed in previous related studies such as Habeeb, Ahmed & Abu el-Reesh (2016), Abu Aleinein, Hassa & Yahia (2015), Mekheimer (2012), El-Tantawi (2011), Dahroug (2007), and Teleiba (2004);
- ✓ The suggestions and views offered by professors and assistant professors specialized in the fields of TEFL, Translation and Educational Psychology.
- ✓ The researcher's personal expertise.

To ensure validity of the scale, the researcher submitted it, in its initial form of (46) items, to a panel of (11) professors and assistant professors

specialized in the fields of TEFL, Translation and Educational Psychology. This procedure was necessary to recognize the items' suitability, how far the scale's instructions are clarified, how far its formulation is accurate, the items relevance to the study sample, the extent to which each item corresponds to each domain of the scale, and how far the quantification of scale scores is appropriate. The jury members provided some suggestions and modifications in terms of the scale length, vagueness of some items and attitudinal appropriateness. All modifications suggested by the jury members were made.

Based upon their modifications, comments and suggestions, (6) items in the scale were delete as they overlapped with other items. Therefore, the final form of the scale including (40) items, of which (20) were positive and (20) were negative. The degrees assigned were (1 /2 / 3) respectively, calculated as a whole to obtain the total score of each participant, ranging between (40 /120) degrees.

An exploratory survey was piloted with a random sample of (20) first-level students, outside the research sample. The reliability coefficient of the scale using Cronbach Alpha was ($\alpha = 0.85$), indicating the scale was reliable.

To determine its appropriate time, the researcher calculated the time taken by the first student finishing the scale plus the time taken by the last one; and then divided by two. Thus, the appropriate time found was (35) minutes.

3.5. Building the Proposed Training Program

The building of the proposed training program is implemented through two stages:

- A. Pre-Design stage.
- B. Design stage
- C. Post-Design Stage.

A. Pre-Design stage.

1. Analysis of Translation Education Realities at Port Said Faculty of Education.

No doubt that the ideal product of any educational program at the university level would be a professional possessing a rich set of skills in the field. Translation is a compulsory course of the undergraduate curriculum at Port Said Faculty of Education needed to meet the requirement of graduation. It is offered with participation from teaching staff of the English department at Port Said Faculty of Arts. Students have one lecture taking two hours (120 minutes) per week.

It faces several challenges concerning pedagogical practice and curriculum design. It offers diverse training on a range of specialized

translation areas. Most of instruction time is spent developing English proficiency, not translation competence in itself. The minority of time is devoted to train students to solve translation problems. English majors are required to translate a certain text and read aloud their translations, later evaluated either by the translation instructor or by colleagues.

This certainly poses significant limitations on the part of students' capacities and translation skills. The current program does not enable English majors to apply adequate methods and strategies of translation. Based upon, first-level students do not acquire the skills needed for producing acceptable and proper target texts, represented in student's inability to provide a grammatically and semantically accurate translation of texts from English into Arabic and vice versa, causing misinterpretations of the text original meanings.

Language learners' need for solid training in translation skills education is evident worldwide to meet the challenges posed by the ever-growing internationalization of economies and cultures. With concern to this significant need, it is important to provide English majors at Port Said Faculty with adequate tool to help them meet the current challenges.

2. Identifying Student and Teacher Needs

There is general agreement among educators that design of any instructional or training program should consider learner needs. Based on the methodology of needs analysis, a questionnaire was prepared to rank translation knowledge gaps, which the English department first-level students expect to gain from an instructional or training program. It took the form of a 4-point scale (1. High importance / 2. Average importance / 3. Low importance / 4. Not important at all). Their grades assigned were (4, 3, 2, and 1) respectively.

Four levels of assessment were determined according to the following: (1) the mean score (3.4) or more represents a training need with a high degree of importance; and their relative weights are (85%) or more. (2) The mean scores from (2.4) to less than (3.4) represent a training need with an average degree of importance; and their relative weights range from (60%) to less than (85%). (3) The mean scores from (1.6) to less than (2.4) represent a training need with a low degree of importance; and their relative weights range from (40%) to less than (60%). (4) The mean scores less than (1.6) do not represent a training need, and its relative weight is less than (40%).

A panel of (11) professors and assistant professors specialists in the fields of TEFL, Translation and Applied Linguistics validated the questionnaire. All modifications and suggestions were implemented. Later, the questionnaire was piloted on the study population, including (106) first-

level students. Table 3.1 shows the training needs that exceeded (3.4), and obtained a relative weight greater than (85%) were:

No.	Translation Training Needs	M.	Std. Deviation	R. Weight	Rank	Degree
1	Linguistic knowledge	3.76	0.65	94%	1	High
2	Cognitive knowledge	3.68	0.65	92%	2	High
3	Textual knowledge	3.60	0.64	90%	3	High
4	Editing knowledge	3.56	1.08	89%	4	High
5	Evaluation knowledge	3.44	1.35	86%	5	High
6	Reference knowledge.	3.40	1.28	84%	6	High

Table (3.1): Translation Training Needs

Furthermore, semi-structured interviews, another method for needs assessment, were conducted with (5) professors at the English department specialized in Translation and Applied linguistics. Although recognizing the strengths of the current translation program, most of them suggested a change and developments to meet their academic needs in a better way, and help students acquire the skills needed to produce acceptable target texts.

B. Design Stage

The proposed training program based upon the PACTE model was designed with regard to the main purpose of this study, the training needs of the research population, and the findings of related research such as Habeeb, Ahmed & Abu el-Reesh (2016), Abu Aleinein, Hassa & Yahia (2015), Mekheimer (2012), El-Tantawi (2011), Dahroug (2007), and Teleiba (2004). The following elements provide a comprehensive report of the program design.

1. Program Philosophy: to make benefit of the PACTE model for translation competence in offering basic techniques and learning experiences that approximate trainees' abilities to produce accurate and proper translations and raise their consciousness about translating professionally.

2. Justifications for the proposed training program: Based upon the findings of the aforementioned training needs using a questionnaire and semi-structured interviews, it is apparent that the first-level students enrolled in the English department at Port Said Faculty of Education need a training program to handle their weaknesses in translation skills. Despite of the presence of varied models for developing translation skills, the PACTE model for translation competence was empirically established as the most systematic model focused on developing translation skills actually used by translators.

3. Program Bases: it is based upon the following grounds:

- Translation is a demanding activity including complicated tasks that is time-consuming.

- Translation competences and included skills that English language students need to develop are numerous.
- Equivalence of meaning between the word or sentence in the target language and those in the source language is not fully welcomed.
- Translation activities maintain better language learners / teacher relationships.
- Translation training needs assessment and the derived list of translation skills are the main source of for the proposed training program objectives.
- Every trainee is encouraged and motivated to render an accurate translation.
- Every trainee acquires knowledge through reasonable varied strategies and training methods that include both theoretical and practical aspects.
- Every trainee gets effective feedback during the training process.

4. The Aims: The general aim of the proposed training program are to develop translation skills and attitudes towards translation amongst the first-level students at Port Said Faculty of Education. The intended learning outcomes of the proposed training program are;

- Trainees fulfill accurate and proper translations, and overcome linguistic, cultural and technical obstacles met in the translation process.
- Trainees communicate clearly and properly during the translation process in a variety of contexts.
- Trainees fluently use and effectively apply the most relevant instruments and technologies in translation.
- Trainees effectively develop behavior and performance that help them be faithful in translating the original message or information.
- Trainees involve and employ good practices of translation editing and evaluation.

The proposed training program includes some sub-goals, as follow:

a. Cognitive goals: At the end of the training period, trainees should be able to:

- ❖ Get acquainted with the fundamentals of standard Arabic and English.
- ❖ Get acquainted with values, beliefs, and social and political realities shaped the culture of the English language.
- ❖ Get acquainted with English and Arabic grammatical structures and patterns.
- ❖ Get acquainted with the stylistic features of texts.
- ❖ Be familiar with English frequently used vocabulary, special terminology and their equivalents in Arabic.

- ❖ Get acquainted with idioms, humor, metaphor, or expressions that do not accept a literal translation.
- ❖ Get acquainted with numerous strategies and methods of translation.
- ❖ Get acquainted with paper dictionaries, computer technologies and online research tools used in the field translation.

b) Psychomotor goals: At the end of the training period, trainees should be able to:

- ❖ Grasp methods and strategies of translation.
- ❖ Grasp verbal and non-verbal communication methods in English and Arabic.
- ❖ Manage the translation time well.
- ❖ Detect nonsense, contradictions, and errors in the source text.
- ❖ Fluently use of paper dictionaries.
- ❖ Fluently use of computer technologies and online research tools.
- ❖ Edit texts accurately and properly.
- ❖ Fix errors and mistakes of translation.

c) Affective goals: At the end of the training period, students should be able to:

- ❖ Perceive the language structure of Arabic and English
- ❖ Perceive the relationship between language and culture and the specifics of each culture.
- ❖ Perceive Translation types, procedures, problems and solutions.
- ❖ Explains the stages of the production and organization of target texts.
- ❖ Perform translations in specific topics of science and technology from English into Arabic and vice versa.
- ❖ Select the most suitable translation strategy and instrument.
- ❖ To fully appreciate active vocabulary, basic grammar and useful structures in translation.
- ❖ Evaluate the quality of their translations.

5. The Target Population: the first-level students enrolled in the English department at Port Said Faculty of Education according to some conditions including the minimum number of years of studying English is eight years, not receiving any training courses on the PACTE model, and not attending any translation training before.

6. The Content: Based upon the PACTE Model for Translation subcompetences and the findings of related literature, the researcher designed (6) modules, as follow:

- I. Written Communication in Arabic and English.
- II. Translation Basics.
- III. Translation Problems.
- IV. Translation instruments and techniques.

V. Translation Editing.

VI. Translation Evaluation.

Designing the contents of these modules, the following points were considered:

- a. To include proper intended learning outcomes and make them clear to trainees.
- b. To make sure that the trainees do actively constructing their own understanding.
- c. To make sure that all teaching and techniques used comply with the intended outcomes of the proposed training program.
- d. To match the content to significant variables of the training context including training time, trainees' experience, and the resources available.

7. Training Methods and Techniques: They included lectures, discussions, audiovisual methods, experiential methods, comparing two translations and working in small groups. While selecting training methods and techniques, the following points were considered:

- a. They are interactive and ensure active engagement on the part of the trainees.
- b. They exposure trainees to real-life translation situations.
- c. They agree with the training content, the participants' learning experiences, and the available infrastructure.

8. Materials: short texts in both English and Arabic, paper bilingual dictionaries (if possible, one per one student), the Trainee Guide, Computers (optional), Work sheets, Data Show, and translation assignments. While selecting materials, the following points were considered:

- a. To agree with the aims, learners' experiences, and real world texts and tasks.
- b. To help trainees apply their knowledge required for successful translation.
- c. To stimulate interaction among the trainer and the trainees.
- d. To help trainees critically evaluate their translations.
- e. To help trainees restructure the message or information mentioned in the source text in a different style in the target text.
- f. To help trainees cope with problems, pressure and stress faced during the translation assignment.

9. Activities: A range of translation activities from Arabic to English and vice versa including in-session translation, working papers, and home assignments. While selecting the program activities, the following points were considered:

- a. They are attaining one or more of the program aims and sub-goals.
- b. They actively create a passion in translation and written communication.
- c. They help trainees revise and evaluate their translations.
- d. They help trainees work independently of the trainer.

10. The Trainer Roles. The trainer is expected to implement the following roles:

- ✓ Full understanding of the general aims and objectives of the training program.
- ✓ Permanent interest in delivering the program contents clearly, emphatically and openly.
- ✓ Capacity to create and reinforce a lovely training environment.
- ✓ Assuring the availability of training materials and infrastructure needed to practice the proposed training program.
- ✓ Managing the training sessions according to the proposed plan.
- ✓ Committed to using the aforementioned techniques, procedures and materials during the training sessions.
- ✓ Working as an active facilitator who has the ability to deal with a range of different levels of the trainees (the experimental group).
- ✓ Making continual reports of the trainees' performance.

11. The Trainees' Roles. The trainees are expected to implement the following roles:

- ✓ Full understanding of the general objectives of the suggested training program.
- ✓ Committed to presence in the sessions and practice the program tasks and activities effectively.
- ✓ Capacity to analyze their translations and detect errors.
- ✓ Enthusiasm to practice the proposed training program.
- ✓ Capacity to cope with problems and stress faced in the translation assignment.

12. Training Place and Time: the proposed training program included (11) training sessions. Each one lasted for two hours. Total hours are (44). The training place is the Phonetics & Translation Lab in Port Said Faculty of Education.

C. Post-Design Stage.

Validating the proposed training program:

To ensure validity of the proposed training program, an initial form was submitted to a panel of (11) professors and assistant professors specialized in the fields of TEFL, Translation, Applied Linguistics and Educational Psychology. The program was approved after implementing their suggestions and modifications in terms of items wordings and sequence.

3.6 Study Procedures

To verify the effectiveness of the proposed training program based upon the PACTE model in developing the targeted translation skills and attitudes towards translation among first-level students of the English department at Port Said Faculty of Education, the coming study procedures were followed:

- A. Pre-application of the study Instruments.
- B. Implementation of the proposed training program.
- C. Post-application of the study instruments.
- D. Data collection and data analysis.
- A. Pre-application of the study Instruments.

1. *Pre-application of the observation card:*

It was pre-applied in the regular lecture time in the second semester of the academic year 2018/ 2019. Two colleague, previously trained on the observation card, helped the researcher in pre-applying the observation card. Observations for every participant lasted for (15) minutes. Then, data was collected and statistically analyzed using the Independent Samples T-Test. Table 3.2 shows the results of differences between the experimental group and the control groups.

Table (3.2): Results of Independent Samples T. Test of Differences between the Experimental and the Control Group in the Pre-Application of the Observation Card

Tool	Group	N.	Means	St. Deviation	DF	T. Value	Sig. Level	Mean Difference
Card	Exp.	34	18.362	6.205	67	1.25	Insignificant at 0.05	3.79
	Cont.	35	15.000	2.950				

Based upon the previous table, it was apparent that T. value was statistically insignificant at (0.05) level as amounted to (1.25), in spite being less than T. table value, which amounted to (1.960). These statistical values indicate that there were no statistically significant differences between the experimental and control groups in the pre-application of the observation card, and the two groups were equivalent.

2. *Pre-application of the scale of trainees' attitudes towards translation:*

The scale of trainees' attitudes towards translation pre-applied in in the regular lecture time in the second semester of the academic year 2018/ 2019. The pre-application of the scale lasted for (35) minutes. Then, data was collected and statistically analyzed using the Independent Samples T- Test. Table 3.3 shows the results of differences between the experimental group and the control groups.

Table (3.4): Results of Independent Samples T. Test of Differences between the Experimental and the Control Group in the Pre-Application of the Attitude Scale.

Tool	Group	N.	Means	St. Deviation	DF	T. Value	Sig. Level	Mean Difference
scale	Exp.	34	51.7059	13.6549	67	0.715	Insignificant at 0.05	2.4202
	Cont.	35	49.2857	14.4458				

Based upon the previous table, it was apparent that T. value was statistically insignificant at (0.05) level as amounted to (0.715), in spite being less than T. table value, which amounted to (1.960). These statistical values indicate that there were no statistically significant differences between the experimental and control groups in the pre-application of the attitudes scale, and the two groups were equivalent.

B. Implementation of the proposed training program.

The researcher implemented the proposed training program in the second semester of the academic year 2018/ 2019. It continued for (11) weeks starting from 1/3/2019 to 8/5/2019. Total hours were (44) hours, as trainees had two sessions taking four hours per a week. Table (3.4) shows sequencing of the proposed training program. During training, the researcher was keen to execute the following:

- ✓ Communicating an overview of the program aims and bases to the trainees.
- ✓ Submitting a printed copy of the contents and the trainee handout to each trainee.
- ✓ Get trainees acquainted with the training papers for every activity.
- ✓ Adhering to the scheduled sequence of contents and activities
- ✓ Providing theoretical explanations and assisting practice of the targeted translation skills for trainees.
- ✓ Instructing trainees to how to carry out activities and execute drills assigned for every training session.
- ✓ Having discussions with the trainees about the materials included in training.
- ✓ Using PowerPoint presentations to display important translation skills to trainees.
- ✓ Allowing the trainees to discuss together the assigned activities in order to reach a specific opinion.
- ✓ Using continuous assessment throughout the implementation of the program

The Effect of a Proposed Training Program based on the PACTE Model on Developing Translation Skills and Attitudes of English Department First-Level Students
Dr. Maged Mohammedain

Table (3.5): The Training Program Timetable.

Sequencing of the proposed training program	Weeks
<u>Overview of the Training Program:</u> Communicating an overview of the program aims, objectives, bases, material, activities and methods of assessment to the trainees.	1 st
<u>Written Communication in Arabic and English:</u> introduction to language skills required for translation; the production, selection and organization of ideas; structures and analysis of word meanings; grammatical structures, patterns and contradictions; syntactic structures of English and Arabic; simple and compound sentences;	
<u>Written Communication in Arabic and English:</u> active vocabulary, patterns of indirect speech (e.g., repeating or relaying messages, giving reports, summarizing), Textual equivalence: cohesion and coherence; Linguistic analytical methods	2 nd
<u>Module Review Exercises:</u> Exercises and presentations in class as well as written assignments;	
<u>Translation Basics:</u> Brief history of translation Theory, Text types, relevant techniques of translation, standards, ethics, and procedures in translating a text	3 rd
<u>Translation Basics:</u> Methodological approaches of translation: Word-for-word translation, Literal translation, Faithful translation, Communicative translation, Free translation	
<u>Module Review Exercises:</u> Exercises and presentations in class as well as written assignments;	
<u>Translation Problems:</u> the relationship between language and culture; Cultural problems; problems caused by syntactic differences between Arabic and English	4 th
<u>Translation Problems:</u> Problems of word level equivalence, Problems above word level equivalence; examples of the translation problems trainees themselves have encountered and how to overcome.	5 th
<u>Module Review Exercises:</u> Exercises and presentations in class as well as written assignments.	
<u>Translation instruments and techniques:</u> types of paper dictionaries; the cross-referencing system in print dictionaries; proficiency in using paper dictionaries,	6 th
<u>Translation instruments and techniques:</u> overview of the computer technologies, translator workstations, online research tools, glossary programs; the hyperlinking system in electronic dictionaries.	
<u>Module Review Exercises:</u> Exercises and presentations in class as well as written assignments.	7 th
<u>Translation Editing:</u> Establishing clear structures; Ensuring consistent information flow and focus; adjusting vocabulary and sentences to fit readers' needs.	8 th
<u>Translation Editing:</u> translation quality; Proofreading in texts for professionals;	
<u>Module Review Exercises:</u> Exercises and presentations in class as well as written assignments.	
<u>Translation Evaluation:</u> contextual mistakes and text inconsistency; how to criticize translations through close examination;	9 th
<u>Translation Evaluation:</u> examining a target text in the part of spelling, grammar, syntax, punctuation errors and other unintended mistakes.	
<u>Module Review Exercises:</u> Exercises and presentations in class as well as written assignments.	10 th
<u>Comprehensive Revision</u>	
<u>Comprehensive Revision + Post-Application of Study Instruments</u>	11 th

Post-application of the Study Instruments

The observation cards, the test and the attitudes scale were post-applied with the assistance of two colleague, previously trained on the observation card and the scale. Each trainee was observed for (15) minutes and completed the attitude scale for (35) minutes. Then, data of the post-application of the observation card and the scale were collected and statistically analyzed.

C. Data collection and data analysis

After completing the post-application of the observation card and the attitude scale, the researcher performed a statistical processing of the trainees' degrees using the IBM SPSS Statistics V22.0. Blake Modified Gain Ratio, Independent Samples T. Test, and Dependent Samples T Test were the main statistical equations considered in data collection and data analysis.

IV. Findings, Delimitations, Recommendations and Suggestions

4.1 Findings and Discussions

The findings of this study are outlined in accordance with the research hypotheses, as follow:

4.1.1. Results related to the First Hypothesis: The first hypothesis states, "There is not a significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the pre- application of the observation card". Using the Independent Samples T-Test, the study results show the validity of this hypothesis.

As shown previously in table (3.2), T. value was statistically insignificant at (0.05) level as amounted to (1.25), in spite being less than T. table value, which amounted to (1.960). Based upon, the first hypothesis of the current study was accepted. The researcher attributed this finding to factors related the tradition method of teaching translation, including lack of practical and theoretical training in translation skills, lack of diversity in the assessment and evaluation methods, and lack of proper and modern translation tools.

4.1.2. Results related to the Second Hypothesis: The second hypothesis states, "There is not a significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the pre- application of the scale on attitudes towards translation". Using the Independent Samples T-Test, the study results show the validity of this hypothesis.

As shown previously in table (3.3), T. value was statistically insignificant at (0.05) level as amounted to (0.715), in spite being less than T. table value, which amounted to (1.960). Based upon, the second hypothesis of the current study was accepted. The researcher attributed this finding to factors related the tradition method of teaching translation, including loading students with terms and expressions that are difficult to translate,

and limited training in building up the information necessary to interpret the target text message; negatively affecting students passion to learn translation effectively.

4.1.3. Results related to the Third Hypothesis: The third hypothesis states, “There is not a significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group’s mean scores and the control group’s mean scores in the post application of the observation card”. To verify the validity of this hypothesis, the experimental group’s mean scores and the control group’s mean scores in the post application of the observation card were calculated and analyzed using the T-Test. Results are shown in Table (4.1).

Table (4.1): Results of Independent Samples T. Test of Differences between the Experimental and the Control Group in the Post Application of the Observation Card

No.	Domain	Group	N.	Means	St. Deviation	DF	T. Value	Sig. Level
1	<i>Communication</i>	Exp.	34	3.428	0.6291	67	11.15	Sig. at 0.05
		Cont.	35	1.705	0.6547			
2	<i>Linguistic</i>	Exp.	34	3.470	0.5066	67	20.58	Sig. at 0.05
		Cont.	35	1.200	0.4058			
3	<i>Instrumental</i>	Exp.	34	4.676	0.679	67	20.971	Sig. at 0.05
		Cont.	35	1.257	0.5054			
4	<i>Psycho-Physiological</i>	Exp.	34	3.5294	0.5036	67	19.274	Sig. at 0.05
		Cont.	35	1.2857	0.4532			
5	<i>Transfer</i>	Exp.	34	3.2941	0.8359	67	11.220	Sig. at 0.05
		Cont.	35	1.3429	0.5913			
6	<i>Strategic</i>	Exp.	34	3.2941	0.8143	67	10.901	Sig. at 0.05
		Cont.	35	1.200	0.4728			
7	<i>Total</i>	Exp.	34	20.2647	1.7287	67	28.738	Sig. at 0.05
		Cont.	35	8.0571	1.7978			

Table (4.1) indicates the following for every domain of the observation card:

1. *Communication Domain:* Data analysis resulted that Mean scores were (3.428) for the experimental group and (1.705) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (11.15), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the communication skills domain, in favor of the experimental group.

2. *Linguistic Domain:* Data analysis resulted that Mean scores were (15.47) for the experimental group and (1.200) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (20.58), a value larger than the (t) table value; (1.960). This means that

there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the linguistic skills domain, in favor of the experimental group.

3. *Instrumental Domain*: Data analysis resulted that mean scores were (4.676) for the experimental group and (1.2572) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (2.971), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the translation instruments skills domain, in favor of the experimental group.

4. *Psycho-Physiological Domain*: Data analysis resulted that mean scores were (3.5249) for the experimental group and (1.2857) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (19.274), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the Psycho-Physiological skills domain, in favor of the experimental group.

5. *Transfer Domain*: Data analysis resulted that mean scores were (3.291) for the experimental group and (1.3429) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (11.220), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the transfer skills domain, in favor of the experimental group.

6. *Strategic Domain*: Data analysis resulted that mean scores were (2.9412) for the experimental group and (1.200) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (10.901), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the strategic skills domain, in favor of the experimental group.

7. Total Domain: Data analysis resulted that mean scores were (20.2647) for the experimental group and (8.0571) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (28.738), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the observation card with regard to the total domain, in favor of the experimental group.

Based upon the results shown in Table (4.4), the third hypothesis of the current study was rejected as there is a significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the post application of the observation card, in favor of the experimental group.

The researcher attributed this finding to the interactive nature of the proposed training program, its attractive construction, the participants' recognition and apprehension of the necessity to acquire translation skills to meet the challenges and changes posed by the ever-growing internationalization of economies and cultures. This finding is Compatible with the findings of related research such as such as Abdallah (2018), Habeeb, Ahmed & Abu el-Reesh (2016), Alhumaidi (2015), Yılmaz-Gümüş (2014), Mekheimer (2012), Al Shubaily (2008), Abdellah (2007), and Pym (2003); indicating that deeper training of translation skills is a prerequisite to open the door for communicating in a variety of contexts, and to help EFL students practice translation skills in a professional context.

4.1.4. Results related to the Fourth Hypothesis: The fourth hypothesis states, "There is not a significant statistical difference at ($\alpha \leq 0.05$) level between the experimental group's mean scores and the control group's mean scores in the post application of the scale on attitudes towards translation". To verify the validity of this hypothesis, the experimental group's mean scores and the control group's mean scores in the post application of the attitude scale were calculated and analyzed using the T-Test. Results are shown in Table (4.2).

The Effect of a Proposed Training Program based on the PACTE Model on Developing Translation Skills and Attitudes of English Department First-Level Students
Dr. Maged Mohammedain

Table (4.2): Results of Independent Samples T. Test of Differences between the Experimental and the Control Groups in the Post Application of the Attitude Scale.

Domain	Group	N.	Means	St. Deviation	DF	T. Value	Sig. Level	Mean Difference
Attitude towards the English Language	Exp.	34	25.6765	3.1787	67	12.229	Sig. at 0.05	8.7336
	Cont.	35	16.9429	2.7434				
Attitude towards Translation Significance	Exp.	34	24.2941	3.9739	67	8.242	Sig. at 0.05	6.9798
	Cont.	35	17.3143	3.0076				
Attitude towards Translation Teaching Courses	Exp.	34	24.2941	3.4248	67	9.138	Sig. at 0.05	7.227
	Cont.	35	17.1714	3.0437				
Attitude towards abilities required for translation.	Exp.	34	25.2941	2.6689	67	8.610	Sig. at 0.05	6.5227
	Cont.	35	18.7714	3.5487				
Total	Exp.	34	99.2647	9.4465	67	13.006	Sig. at 0.05	29.647
	Cont.	35	70.2000	9.1162				

Table (4.2) indicates that mean scores were (99.2647) for the experimental group and (70.2000) for the control group. Using the Independent Samples T. Test of Differences, the (t) calculated value was (13.006), a value larger than the (t) table value; (1.960). This means that there were significant differences at (0.05) level between the mean scores of the experimental group, using the proposed training program, and the mean scores of the control group, using the tradition method, in the post application of the Attitude scale with regard to the total domain, in favor of the experimental group. The researcher attributed this finding to the activities, materials, resources and active training environment created by the proposed training program that helped the trainees acquire the actual skills needs. This finding is Compatible with the findings of related research such as such as as Habeeb, Ahmed & Abu el-Reesh (2016), Abu Aleinein, Hassa & Yahia (2015), Balkul (2015), Mekheimer (2012), El-Tantawi (2011), Garrett (2010), and Teleiba (2004); indicating that deep training had positive consequences to their attitudes towards translation, negatively affected by translation-related problems respondents face in their translation practices.

4.1.5. The Effectiveness of the Proposed Training Program: Blake Modified Gain Ratio was used to recognize the proposed training program effectiveness in developing intended translation skills and attitudes of first-level students, as shown in Table (4.3).

Table (4.3): Results of Gain Ratio and Effect Size of the Experimental and the Control Groups.

Instrument	The Control Group Mean scores	The Experimental group Mean scores	Gain Ratio	Sig. of Effect Size
Card	8.0571	20.2647	1.28	Large
Scale	70.200	99.2647	0.99	Large

Table (4.3) indicates the following for the proposed training program effectiveness:

1. Effectiveness of the proposed training program based on the PACTE model in developing the intended translation skills of the first-level translation students. Data analysis resulted that mean scores were (20.2647) for the experimental group and (8.0571) for the control group. Using the Blake Modified Gain Ratio revealed that gain ratio was (1.26), a value larger than (0.05), and the effect size concerning the intended translation skills was large. This finding is the answer to the third research question of the current study.

1. Effectiveness of the proposed training program based on the PACTE model in developing positive attitudes towards translation of the first-level translation students. Data analysis resulted that mean scores were (99.264) for the experimental group and (70.200) for the control group. Using the Blake Modified Gain Ratio revealed that gain ratio was (0.99), a value larger than (0.05), and the effect size concerning the attitudes towards translation. This finding is the answer to the fourth research question of the current study.

4.2. Recommendations

With regard to the above results, the following recommendations are proposed:

1. To increase interest at faculties of education in designing courses specially geared towards developing translation capabilities as a communicative activity.
2. To increase interest at faculties of education in the use of technological tools to develop the quality of the existing translation courses.
3. To allocate more time for translation courses at the university level since translation is a time consuming process.
4. To increase translation teacher interest in using translation activities to raise students' language awareness and autonomy.

4.3. Suggestions

The following suggestions for further research are proposed:

1. Investigating the effectiveness of the PACTE model for translation competence on developing other language skills such as reading, writing and comprehension skills.

2. Investigating the problems and factors negatively impact English major translation performance such as problems of distortion and misunderstanding as well as misuse problems.
3. Investigate translation skills among non-native learners of Arabic possessing an adequate knowledge of Arabic and English.

4.4. Delimitations

With respect to the results of this study, they are bound to a number of limitations.

- 1- The research is restricted only to the use of the PACTE model for translation competence in developing translation skills.
- 2- The research is restricted to the first-level students studying translation in the English department at Port Said Faculty of Education.
- 3- The possibility of generalization is limited as the study sample was not large. Only 69 first-level students, who have received translation training based on the PACTE model, comprised the final sample of this study.

4.5. Conclusions

This study reports on the effectiveness of a proposed training program based on the PACTE model on developing translation skills and attitudes of the first-level translation students with an observation card and an attitude scale pre- and post-applied by the researcher in the second semester of the academic year (2018-2019) in the English Department, Port Said Faculty of Education. Since the ever-growing internationalization of economies and cultures puts great importance to translation, acquiring translation skills is a key factor to produce accurate translations. To this end, it is of great importance to train first-level students to these skills.

As the results derived from comparing the pre-application and post-application of the study instruments show, the trainees developed basic translation skills and a positive attitude towards translation. This can be explained by the fact that the trainees realized the benefits and advantages of using the proposed training program based on the PACTE model as a learning tool, providing an active training environment to develop translation capabilities needed.

From a methodological viewpoint, this study is significant as it provides an insight to how to integrate the PACTE model for translation competence and to design courses on translation skills into the curriculum of undergraduate level translation programs in the English departments at faculties of education. Another significance of the current study is that it is one of the few Arabian studies that takes translation skills into account in order to help English majors face the challenges during the translation assignments, giving implications for allocating more time on translation

training courses at the university level and teaching translation with multiple tools in varied contexts.

This study has left the door open for future research to cover more English majors or EFL students in more contexts including different departments or faculties or to take other models of translation competence into consideration in further studies. Moreover, the study can be supported by more skills and variables related to translations such as students' level of using a specific translation software to increase the reliability rate of the results. Last but not the least, this study can be adapted to be used for developing translation skills relating to languages other than English-Arabic, calling for more empirical studies for improving translation training.

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