Deanship of Scientific Research

The Role of Translation Theory in Preparing Professional Translators: A Descriptive Analysis Study

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Abstract

Objectives: This study aims to enhance the understanding of the interaction between theory and practice and its role in enriching real-world translation practices. It examines translation comments and strategic decisions made by translation students who have received at least three years of training in both practical and theoretical translation.

Methods: The study adopts a descriptive-analytical approach, using data from 246 translation tasks completed by 20 students enrolled in a practical translation training course. Each task contained approximately 1,000 words. The translation comments covered a variety of texts, including legal, promotional, educational, media, general, and technical content. The researcher selected diverse text types to address a wide range of challenges translators may encounter in professional settings. Both quantitative and qualitative research methods were employed to analyse students' translation decisions and comments, assessing the impact of theoretical approaches on their choices. Each student was given four days to submit their translation, along with a detailed explanation of the applied theories, their justifications, and whether they were used independently or in combination with others.

Results: The study revealed that the majority of students (62.19%) did not apply translation theories in their work, which reduced the consideration of cultural and contextual factors in the translation process.

Conclusions: The study recommends revising translation curricula to achieve a better balance between theory and practice.

Keywords: Translation training, translation theory, strategic decisions, translation competence.

دور نظرية الترجمة في إعداد المترجمين المحترفين: دراسة تحليلية وصفية

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ملخّص

الأهداف: تساهم هذه الدراسة في تقديم فهم للتفاعل بين النظرية والتطبيق، ودوره في إثراء الممارسات الترجمية الواقعية، وذلك بدراسة التعليقات الترجمية والقرارات الإستراتيجية لطلبة الترجمة اللذين تلقوا تدريبا لا يقل عن ثلاث سنوات في الترجمة التطبيقية ونظريتها.

المنهجية: تستخدم الدراسة المنهج التحليلي الوصفي حيث تستند لبياناتها على (٢٤٦) مهمة ترجمية قام بها (٢٠) طالبا في مساق التدريب العملي في الترجمة، وقد بلغ معدل عدد للكلمات في كل مهمة قرابة (1000) كلمة. تضمنت التعليقات الترجمية على نصوص تنوعت ما بين المحتوى القانوني والترويجي والتعليمي والإعلامي والعام والتقني. وقد كان مسعى الباحث من تنوع النصوص أن تغطي عددا كبيرا من المشاكل التي قد يمر بها المترجم في بيئة العمل الفعلية. وقد استندت الدراسة إلى أساليب بحثية كمية ونوعية لتحليل القرارات والتعليقات الترجمية لاستكشاف مدى تأثير المقاربات النظرية على قرارات المترجم. وقد تمثلت الإجراءات البحثية بإعطاء (4) أيام لكل طالب لتسليم المهمة الترجمية متضمنةً تفصيلا حول النظريات المستخدمة، وتبريرات استخدامها مدموجةً بنظريات أخرى أو بمعزل عنها.

النتائج: تشير نتائج الدراسة إلى أن أغلبية الطلبة (62.19%) لم يوظفوا نظريات الترجمة في ترجماتهم، مما ترتب عليه الإقلال من دور عاملي الثقافة والسياق في عملية الترجمة.

الخلاصة: توصي الدراسة بإعادة تناول الخطط الدراسية في أقسام الترجمة بحيث يتم الموازنة بين النظرية والتطبيق.

الكلمات الدالة: التدريب في الترجمة، نظرية الترجمة، جودة الترجمة، القرارات الإستراتيجية، الكفاية الترجمية.

Introduction:

Since communication between people belonging to the same culture, age group, gender, and any other attribute is prone to misunderstanding, Translation Studies pay special attention to meaning, delivery, and impact, which resulted in theoretical frameworks emerging from the necessity of providing translators with conceptual tools to deal with linguistic, pragmatic, semantic, cultural, and functional challenges that are inescapable in cross-cultural communication. However, the extent to which translators and interpreters actively adopt theories in real-world translations remains an open question because they often operate under time restrictions, expectations, and editorial guidelines, which may deter their reliance on theoretical approaches, leading them to resort to heavy reliance on linguistics, which in turn produces low-quality, unnatural sounding texts.

The study seeks to balance such restrictions and theoretical approaches by training translation students according to different theories. Submission packs of translated texts in training need to be informed of their strategies and decision-making. The study compiled 246 translation tasks to provide a comprehensive view of how the participants navigate the balance between theory and practice and whether certain translation tasks encourage or discourage translators from resorting to either theoretical or linguistic approaches. The answer to this question sheds light on translators' subjectivity and objectivity, which in turn, shape and guide the respective translation process.

The study considers subjectivity in translation when the translation students rely on theoretical approaches that they explain in their commentaries, while it considers linguistic approaches objective an approach to translation. Considering that the topic under investigation in the present research has received special treatment by scholars in the field, the present research expands further on their contributions, where it seeks to elaborate on the role of translation theory and its role in translation training, namely contributions by Shuttleworth (2001), Klaudy (2006), Malena (2016), and Di Mango (2018).

Literature Review

Translation training takes the theoretical orientation of the students as an essential component to develop the competencies and skills of the students. Literature on integrating theory into practice has received much treatment from researchers, highlighting the importance of theoretical frameworks in the practice of translation. In what follows, an attempt will be made to synthesise key perspectives on the topic while handling the prevailing issue of the dichotomy of theory and practice.

Considering the theorising about translation, the divide between translation theory and practice has been researched from many angles and many interdisciplinary endeavours. Two common aspects in research into this area are, first, the underscoring of the challenge to bridge the gap between theory and practice of translation, particularly in the training and teaching context, and second, that it is always scepticism that envelops the claims of the usefulness of the theory of translation among practitioners. Gentzler (1998) echoes such a view, highlighting the challenge, i.e. of intertwining theory and practice in the translation training curriculum. A subsequent result, argues Gentzler, is the neglect of translation theoretical instructions within training programs, and the undermining of understanding the complexities involved in translation by students.

Earlier than Gentzler's view on the subject, Mossop (1994) identified several challenges faced by educators in teaching translation theory, including students' resistance to theoretical concepts. He notes that many students enter translation programs with a limited understanding of the discipline, viewing translation primarily as a language-learning exercise. This limited perspective hinders their ability to engage critically with theoretical ideas. To address this issue, Mossop suggests developing courses that provoke students to rethink their assumptions about translation and its complexities.

Translation processes are a complex phenomenon that requires theory-based frameworks that can elucidate the complexity of transferring content from one text/culture to another. Tymoczko (2013) highlights that in the field of academia, a theory is rooted in historical and methodological contexts that are predominantly derived from natural sciences. She acknowledges the systematicity of theory, which, she argues, can be based on observable phenomena. Such understanding of theory contrasts with the superficial view where theory equates with conjectures and–or personal opinions. For Tymoczko, a translation theory is a legitimate component of any translation curriculum or form of training

and, understandably, of potential for practitioners, educators and trainees/students.

In line with this view, Klaudy (2006) expounds on the administration of translation training, suggesting that a translation training program can be approached from two angles: available theoretical frameworks and the needs specific to the training programs. Arguing for the usefulness of such an approach, Klaudy holds to a dual perspective of translation training as it develops two types of knowledge: declarative knowledge of trainees/students (actualised in the understanding of concepts, and procedural knowledge (actualised in the absorption of practical skills by trainees/students). Klaudy further examines such theoretical foundations as she argues they can reinforce the need to prepare trainees/students for the complexities of practising translation.

Pérez (2004) highlights the ever-developing nature of institutional translation studies, underscoring the growing interlinkage between theory and practice, which has become evidently helpful. The article expands on how the proponents of translation theories use such concepts in classroom settings. Pérez emphasises the demand for students/trainees to be introduced to a myriad of theoretical approaches. Pérez points out that such exposure not only fosters accessibility and flexibility in the translation practice but also provides students/trainees with the potential to be critically involved with texts and other forms of translation sources.

Hanna (2009) explores the tendencies of MA students towards the practical and theoretical content of translation curricula. His findings underscore that, while students do recognise the relevance of practical training, they often encounter difficulties observing the significance of theoretical knowledge. His study findings highlight the demand for translation programs to engage in an environment where both theory and practice are given sufficient consideration, thereby dealing with the preconceived impressions held by students about the relevance of theory. Similarly, Aldreabi (2024) explores the tendency of translation trainees to adopt the narrative account of translation in their effort to narrate children's short stories; they adopt a post-structuralist position in investigating the fruitfulness of mediating morals and its impact on the reader's reception.

Despite progress in the theoretical dimension of TS, there is often a divide between theory and practice in educational institutional and training curricula, a notion echoed by Agost & López (2015). They highlight that students are generally sceptical about the efficacy of translation theory and its applicability in day-to-day tasks. This sentiment mirrors the interesting findings by Coban (2015), who emphasises that translation is a cognitive process that is complex and demanding and requires a multifaceted set of competencies. A traditional argument where the emphasis of a heated debate is centred on bridging the gap between theory and practice in the context of translation can be found in translation education.

Shuttleworth (2001), for example, questions the suitability and adequacy of existing translation education theoretical models to engage students with training programs. He argues that such models are invited to engage with real world translation challenges that students encounter and encourage practical application of such theoretical content. He contends that establishing common grounds between theory and practice is particularly important. He further argues that students/trainees should be empowered to develop an individual and internalised theory. He points out that such endeavour can enhance students'/trainees' professional performance.

However, there are many compelling reasons for the need to bridge the gap between the theory and practice of translation. Lee (2006) argues that theoretical frameworks should inform practical training rather than practice as an isolated component of the training curriculum. He also argues that by addressing the theory/practice dichotomy, students/trainees can justify their translation decisions while recognising the role of theory and its relevance in the practice of translation.

One critique of using theory in a translation training context is that it might be irrelevant or incapable of applying in the context where translation practice is carried out. Such being the case, educators and students would rely less on translation theory and consider it secondary or of no importance. Such a view is echoed by Hao (2019). In his study, he found that educators and translation students find theoretical knowledge significant with varying degrees depending on a theory's relevance to the real-world scenario of training and translation practice. He recommends that a theory of relevance to the perceived needs of students/trainees should be given priority.

Considering the increasingly expanding landscape of translation, particularly with the rise of artificial intelligence (AI) and machine translation (MT), the capacities required by translators have also evolved. Coban (2015) underscores the need for training programs to respond to the growing demands by including contemporary mechanisms that include tools and methods in translation programs curricula, both theoretically and practically. The introduction of resourceful digital content and technology-guided translation tools and devices can improve students' experience in problem-solving. He contends that such an approach can help prepare students for the challenges of the up-to-date translation landscape.

Furthermore, the role of contemporary pedagogical approaches in translation training cannot be overlooked. Josefsson (2011) explores students' attitudes and strategies towards translation in the context of language learning.

Theoretical Framework

Since investigating subjectivity and objectivity is inherently existent in the makeup of this study's analysis and the preceding data collection, the study subscribes to the realist approach. Subscribing to realism offers opportunities to investigate the factors that play a role in the produced texts. Realism is essential because it offers a middle ground between constructivism and objectivism. Saldanha and O'Brien (2013, p.11) argue that under constructivism, "the meanings of any social phenomenon are not inherent but are ascribed to it by social actors," whereas objectivism "asserts that the social phenomena that make up our social world have an existence of their own" (Matthews and Ross, 2010, pp.24-25). Therefore, since the study investigates both the translators' objectivity and subjectivity as pertaining to linguistic and theoretical approaches, respectively, the study relies on realism, which "presents an intermediate position between objectivism and constructivism: it accepts that social phenomena can have a reality that is separate from the social actors involved in it but also recognizes that there is another dimension that relates to what we know about the social world as social beings" (Saldanha and O'Brien, 2013, p.11). This ontological position is linked to epistemological realism, which is, in turn, linked to both quantitative and qualitative tools and methods.

The translation submission packs that this study investigates come from different fields such as general, legal, media, promotional content creation, and educational; their analysis is farther specified in the methodology section below. Therefore, the study needs to encompass concepts that relate to linguistic, cultural, and narrative approaches to translation studies.

First: Linguistic approach to translation, such as Nida's formal-dynamic equivalence (1964) and Newmark's semantic-communicative translation. These approaches are restricted to translation tasks where participants had distanced themselves from theoretical approaches and were preoccupied with fidelity, faithfulness, and accuracy issues.

Second: Cultural translation theories, such as Susan Bassnett and Andre Lefevere's (1998) approaches to highlighting the context and culture-for-culture translation focus on the meaning of the ST, which is shaped by social, cultural, and political contexts; the TL contexts reshape the TT's meaning. These approaches were useful in tasks where translation students attempted to find a balance between linguistic and theoretical approaches.

Third: The narrative assessment paradigm, as explained by Baker (2019) Narrative theory, aims to explore pure theoretical approaches. This approach goes beyond intertextuality or contextuality because a group of contexts creates a narrative, and a group of narratives creates a discourse. This approach is theoretical-laden, aiming to project notions and interpretations. This approach helped assess pure theoretical approaches where translation students had tapped into levels of translation that touch discourse-for-discourse, narrative-for-narrative, and frame-for-frame translations.

The provided theoretical framework serves as a catalyst for analysing the practices and decision-making of the participating translation students. The three approaches are needed to investigate the preference for the linguistic approach, the narrative account, and the cultural approach. For the purpose of the current study, the cultural approach, we argue, represents a middle ground. This allows comprehensive analysis that would reveal the degree to which theory informs practice and how different text types inform adopting different theoretical approaches.

Methodology

This study relies on data from 20 students who received at least three years of formal translation training at Mutah University. The three years of training included, but were not limited to theories pertaining to media, legal, cultural,

tourism, and literature. The sample size included entire cohort enrolled in the Practical Training module regardless of their academic performance in previous modules or their overall GPA. In their final year, they undergo three-month training in which they submit an average of 11 translation tasks, depending on word count or work hours in case of content creation, with each task between 700 and 1500 words. The submitted tasks have been overseen by the course instructor to validate findings. The methodology investigates the available 246 tasks to assess the role of translation theory in their decision-making, problem-solving, and overall translation quality. The study adopts qualitative and quantitative data collection methods.

The study design is descriptive and exploratory. It aims to describe the extent to which translation theory is applied in real-world translation tasks and explore the factors that influence their strategies and decision-making.

Quantitative analysis is used to measure the consistency and frequency of the students' theoretical application across the 246 tasks. Qualitative analysis refers to the contextual factors shaping the TT and the relevant decision-making processes.

The participating 20 students had all received training in translating legal, cultural, technical, media, content creation, and tourism content. They all have a minimum of three years of professional training. The sample size of 20 allows for making observations and ensuring the capturing of trends and variations in students' tasks across the different contexts in the 246 tasks.

The study analyzes 246 translation tasks submitted by the 20 students. These tasks cover a range of genres, including general, legal, promotional content creation, media texts, educational, and technical (see table 3). The analysis is approached to explore how translation students apply theoretical knowledge in their translation, decision-making, and problem-solving. The tasks are evaluated and analyzed based on the following.

Type of theory adopted: the students provide commentaries in which they specify the theory, if any, that they adopted. This is to see how the adopted theory assisted in overcoming challenges and the overall theoretical influences.

Translation Strategy: The students report on the theory used in the strategic decisions made in the target text and documents specific strategies and problem solving techniques.

Contextual and narrative dimension of meaning: the documentation of students' attempts to re-narrate an event and attempt to mediate rather than merely translate the source text.

Descriptive analysis is used to retrieve and codify the collected data, which proved helpful in identifying patterns of theoretical application across the 246 tasks. This includes the percentages concerning different genres, for they yielded different results and faced different problems with linguistic, cultural, semantic, and functional aspects. Rather than relying on interviews or surveys to ask students about their motivations to adopt a specific theory or their preference for a particular strategy, the study relies on the commentaries they provide detailing their strategic decisions across different genre types.

Definitions and clarifications:

General texts are meaningful language sequence that can be subject to semantic, syntactic, morphological, and phonological analysis, and they are often inclusive of many genres at the same time while not lending themselves to specialised form of communication (Johns & Davies, 1983). From a functional perspective, a legal text is specialised communicative discourse that is distinct internally (in its structure and form), and externally with regards to its purpose and audience, which allow legal texts further types reflective of their functions in a legal communication (Berūkštienė, 2016). In contrast, media texts are often written communicative content produced on social media platforms such as posts and commentaries, and content circulated in media outlets, and it can take various forms; formal/informal, fragmented/holistic etc) (Baldwin et al., 2013). For technical texts, they refer to content conveying specialised information within the scientific domain, and they tend to prioritise precision and clarity, and also include embedded cultural content (Stolze, 2009). As for content creation texts, they are prevalent in the digital world and they often strategically use linguistic structures to persuade or inform customers, and they are characterised by targeted messaging, coherence and use of multimodality (Ashley & Tuten, 2015). Finally, grounded in pedagogical principles, educational texts are type of text that seek to facilitate the learning process by specialised audience, and they are often characterised

by their clarity, structured content, organisation and coherence (Callender & McDaniel, 2009).

For the purpose of this study, the type of texts used and translated by students in the submission pack are categorised under the respective genres they fall under according to the following definitions:

Legal text: any law laden text which would contain, but not limited to, legal articles and regulations related in part or in whole to the university or university associated staff and students.

Educational text: any teaching and learning related material provided to students through the Electronic Learning Centre.

Technical text: Any text containing specific and/or technical jargon and terminology in the form of course descriptions, syllabi, and/or strategic plans.

General text: any text that is not dedicated to one specific genre and which may touch upon more than one topic within it.

Content creation: any task provided and submitted by students, where ST and/or source content is created and translated by the respective students in the form of a TT or visual promotional material.

Media text: any text containing media related content in the form news articles, reports, and interviews, and which addresses the masses.

Translation Task template:

Task number:
Translator:
Proof-reader:
Date received:
Edit date:
Completion date:

Introduction:	
Commentary:	
Glossary:	
ST/TT	TT/ST

Translation notes and feedback:

Signatures of relevant parties:

Figure 1 translation task template

Results

Due to their nature, some of the tasks may be more prone for theoretical application, which would elevate the results towards a certain genre. Therefore, the study identified the following six genres as explained by the participating translation students.

Theoretical application frequency by text genre:

Table 1 Theoretical application frequency by text genre

Genre	Tasks	Theoretical application percentage	Theoretical application frequency
Educational	54	22 (40.74%)	Semantic 11 Domestication 4 foreignization 1, adaptation 2 localization 4
Media	70	48 (68.57%)	Semantic 2, reframing 2, mediation 5, narrative 21 globalization 5, localization 12 foreignization 2
Legal	21	8 (38.09%)	Semantic 2, localization 6
General	27	9 (33.33%)	Semantic 6 Localization 2 Narrative 1
Technical	66	26 (39.39%)	Semantic 5, globalization 5, localization 8 mediation 1 narrative theory 4 adaptation 2 domestication 1
Content creation	8	5 (62.5%)	Localization 2 Reframing 1 Mediation 2
Total	246	118 (47.96%)	118

The quantitative data collection lists the theories explicitly mentioned by the translation students in their provided commentaries under the theoretical application frequency column.

The theoretical approaches adopted by the translation students can be grouped into general frameworks of linguistic, contextual, and narrativity. The assessment paradigm categorizes the theoretical application into the following three groups:

Heavy reliance on linguistics: this includes semantic translation, literal, word-for-word, faithfulness and related approaches that do not reflect on context or culture-for-culture translation and do not go beyond the sentence level or that the student did not name a theory in their commentary.

Cultural translation theories: binarisms that relate to context and culture, such as localization, globalization, domestication, and adaptation.

Narrative account: theories that go beyond context to account for the narrative dimension of meaning; the theories categorized in this section are translation as reframing, the translator as a mediator, and the narrative account of translation.

Table 2 Categories of Theoretical Application

Assessment		Theoretical application by frequency as stated by the student in their commentaries
Heavy reliance on linguistics	153 (62.19%)	Semantic 26 Literal 22 Word-for-word 20 No theory 85
Cultural translation theories	57 (23.17%)	Foreignization 3, localization 34, globalization 11 domestication 5 adaptation 4
Narrative account	36 (14.63%)	Reframing 3, mediation 8, narrative 25,
Total	246	

The following table lists the tasks that the students had translated throughout their three-months training (term-time).

Table 3 Tasks by Text-type

Translator	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14
S1	G	G	L	G	G	G	G	TC	M	M	TC	L	ED	X
S2	ED	ED	ED	ED	ED	M	M	ED	ED	X	X	X	X	X
S3	ED	ED	M	M	M	M	M	TC	TC	TC	TC	TC	X	X
S4	TC	TC	M	M	TC	M	M	TC	L	TC	M	M	TC	X
S5	M	M	TC	TC	L	L	TC	M	M	M	TC	TC	TC	X
S6	CC	M	TC	TC	L	L	TC	TC	M	M	M	TC	M	CC
S7	TC	ED	ED	ED	ED	TC	ED	ED	ED	ED	M	M	M	X
S8	M	M	L	L	TC	CC	CC	TC	TC	TC	TC	TC	X	X
S9	M	M	ED	ED	TC	M	M	CC	TC	TC	M	M	X	X
S10	M	G	G	TC	L	L	TC	TC	TC	TC	TC	TC	TC	CC
S11	G	G	G	ED	M	M	M	G	G	M	M	G	L	X
S12	G	G	TC	TC	TC	CC	CC	G	G	L	L	TC	X	X
S13	TC	ED	ED	ED	ED	ED	ED	ED	ED	ED	ED	TC	ED	X
S14	TC	ED	ED	ED	TC	ED	ED	ED	ED	ED	TC	TC	ED	X
S15	M	M	M	M	M	M	M	M	X	X	X	X	X	X
S16	M	G	M	G	G	G	G	TC	TC	ED	M	ED	ED	X
S17	TC	L	TC	TC	ED	M	M	ED	L	L	TC	TC	X	X
S18	G	M	M	M	G	TC	M	TC	TC	M	M	ED	ED	X
S19	ED	L	ED	L	L	M	M	ED	ED	M	G	L	X	X
S20	M	M	M	M	TC	M	M	ED	ED	TC	TC	G	X	X

Note: T(n)= Task, S(n)= student, G=General, L=Legal, TC= Technical, M=Media, ED= Educational, CC= Content creation, X= Non submission.

Discussion

The present study echoes the findings of literature on the subject, particularly on the persistent divide between theoretical knowledge and translation training, highlighting scepticism over the applicability of theoretical framework in practical translation tasks (e.g., Gentzler 1998; Mossop 1994). In this context, a troubling trend is highlighted by the present investigation, as it has been revealed that a predominant 62% of students have relied on linguistic translation at the expense of narrative account or cultural context-oriented translations, especially pronounced in legal and general texts where the theoretical frameworks have been largely neglected. Conversely, media and content creation tasks have received sufficient theoretical treatment by participating students.

A crucial gap in the literature about the subject is addressed by the present investigation. Considering both the qualitative and quantitative methodologies, the study examined how adopting a broader spectrum of theoretical framework can improve not only translation practice in the context of translation training but also may reflect on their professional competence. As argued by Coban (2015) and Lee (2006), aligning theory with practice will afford better opportunities for translation students, and this is one of the purposes of the present paper to encourage further integration of both elements in translation training curricula.

The results reveal varying levels of theoretical application among text genres, with over half the participants (62.19%) opting not to adopt theories relating to context or beyond. The commentaries and translations reveal a general tendency to be preoccupied with linguistic issues and binarisms related to faithfulness and literal translation. Analysing their choices enables the researcher to relate their decisions to the relation between translation theory and training on the one hand and real-world practice on the other. The study does not focus on factors relating to deadlines or client instructions because they were all unified in this respect, regardless of their genre.

As the tables above show, students resorted to semantic translation when they needed to prioritise meaning and accuracy. This was not only restricted to legal texts. For example, in their translation of an educational text, participant S20 argues that

"Translation of such texts needs high accuracy and skill as such materials contain new terminology that needs to be researched so as not to misuse their rank in the other language. Therefore, I opted for using semantic translation to translate these specific words, and I used many dictionaries to make sure that I delivered the correct meaning."

Two of the six genres reveal a tendency to adopt theoretical approaches above 50%: media and content creation, with 68.57% and 62.5%, respectively. Understandably, media texts show a general tendency to adopt the narrative account of translation, with it being the only genre that shows all three variations: translation as mediation, translation as reframing, and translation as narration. For example, in their 1st task, participant S8 opted for the narrative account of translation, as explained by Baker (2019) and argues

"I narrated the translation by focusing on Temporality to order the important points and Rationality to have cohesion ideas with the whole work. My translation may play around with promotion in an implied way, firstly, I adapted it to a media text, secondly, I focused on the goal of using the English language; not just to transform the text into another language, but to serve its goal in attracting western students to study in Mutah, finally, the most important point is to serve DSA-MU website to reach globalism and to increase interaction on the website."

Figure 2 S8 Task 1 page 7

In their 7th task, Participant S8 (page 56) also argues that

"I started with the SN by narrating it as a public narrative, it covers a very clear socio-political perspective, it goes also to a historical, economical and law perspectives indirectly. It reached the Mediation level, to highlight a social event caused by another event (causal employment), and then I started to summarize the report and count its important topics.

In TN, to target more audiences and to show the relationship between the two countries, I started my narrative from a historical perspective by ordering the historical one at first to carry meaning, then explained to foreigners that despite the Jordanian efforts, Jordan is affected and targeted by Zionists due to its position with the Palestinian Cause, which might support the Jordanian efforts to get global attention."

As expected in the content creation genre, the percentage is above average because the students produced and translated the texts. Participant S6 adopted localization in creating the content in the following figure.

Figure 3 content creation example S6 p:146

Translating legal texts is expected to prioritise the meaning and form of the ST; therefore, traditionally, theoretical application is expected to be absent from the tasks. However, in some tasks, students argued that there is a need to localise the legal texts because the TTs are intended to inform and familiarise the reader with the law and the culture that produced such laws. They argue that the people interested in such laws will be spending extended periods at the University for either work or study; therefore, they will need to understand the law rather than merely know it as with other legal documents.

For example, in their 5th task, participant S5 indicated that they had localised the TT and "some procedures such as paraphrasing so the meaning would be understandable and modulation to fit in according to the Arabic language rules. My target audience is international students who are willing to study in the faculty of medicine and students who are already studying in the faculty and want to know more about their faculty".

As mentioned in the methodology section above, texts categorised as general are not dedicated to one specific genre and may touch upon more than one topic within it. Therefore, translation students of general texts are expected to adopt a number of theories to address various issues that might face them, including cultural, linguistic, and contextual.

For example, in their 12th task, participant S20 adopted the narrative account of translation, domestication, and localisation in their translation of a general text.

Participant S20 states that

"to translate this text I used the narrative theory and domestication, where I translated the content in Arabic into English by localizing it to other cultures such as some names, and college names. In addition to using localization. In some parts as translating positions and academic degrees that was a barrier to me so I had to put more effort into finding alternatives for them in the English language."

One of the key questions the study set out to address is whether the theoretical approach to translation correlates with

TT quality in relation to accuracy, contextual meanings, and narrativity; however, due to the inconsistencies in the tasks, there is a dire need for more practical and theory-informed professional training. The results reveal a gap between theoretical knowledge and practice.

Conclusion

In light of the study findings, it becomes evident that the study plan, as it stands, needs to be revisited in order to address the lack in translation theory application, which in turn affects translation quality outcome. It is also clear that the relation between translation quality, student creativity and subjectivity relies heavily on such application. Accordingly, the study suggests that a number of amendments to the current study plan are in need to be put in place for a more theory-informed oriented student preparing. To do so, one would also need to consider other elements that are at play, for example: program entry requirement, internships, cultural exchange, and two-term options.

Up until the date of this study, the current Translation program entry requirement is subject to potential student applications through the Ministry of Higher Education's Unified Admission Coordination Unit. As is the case with all official universities in Jordan. Here the criteria for official university admission is decided according to high school GPA, name of program required, and name of university potential students would want to apply for. At no point are potential students offered a pre-requisite test, where their linguistic knowledge and capabilities are examined according to the academic challenges they would face during their first year in the program. However due to no possible changes in admission policies in the near future, the prominent amendments to be put in place remain within the study plan itself. The focus and aim here is to provide registered students with more theory-informed practice based training through compulsory courses. This would entail a restructuring of the study plan, where selective courses focus on fulfilling advanced training in a specific translation field, which students might seek according to individual preferences.

Another factor hindering the practical training of students lies in the lack of internship opportunities within the geographical location of the university. Unlike universities located in the capital, Amman, or cities with a dense population of existing businesses, the fact that no businesses within the university area seek or require interns to perform translation services, denies students from experiencing real life situations within the workplace. What compensates for this loss is an attempt at providing workplace experience through student training within their own university, where they are required to seek internship positions at the different university units and faculties. Yet, it remains challenging to students as they would need to promote their translation services and skills in order to be successful in obtaining such positions.

Practical training over a more extended period of time is also a matter worth looking into. The fact that internship positions are not clearly allocated or are not known to be available, prior to the beginning of term, entails that students would need to seek out possible training locations during term time. This is a time consuming issue which in many cases result in students falling short of the number of translation tasks required for submission at end of term, as shown in the data reported in table 3 above. Accordingly, the study suggests that the Practical Training in Translation course is offered over a more extensive period of time to include a two consecutive term solution, where the course beginning term can be credited as zero hours, yet remains subject to a pass or fail score. The student overall course score can be offered at the end of the consecutive term with the weight of three credited hours.

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