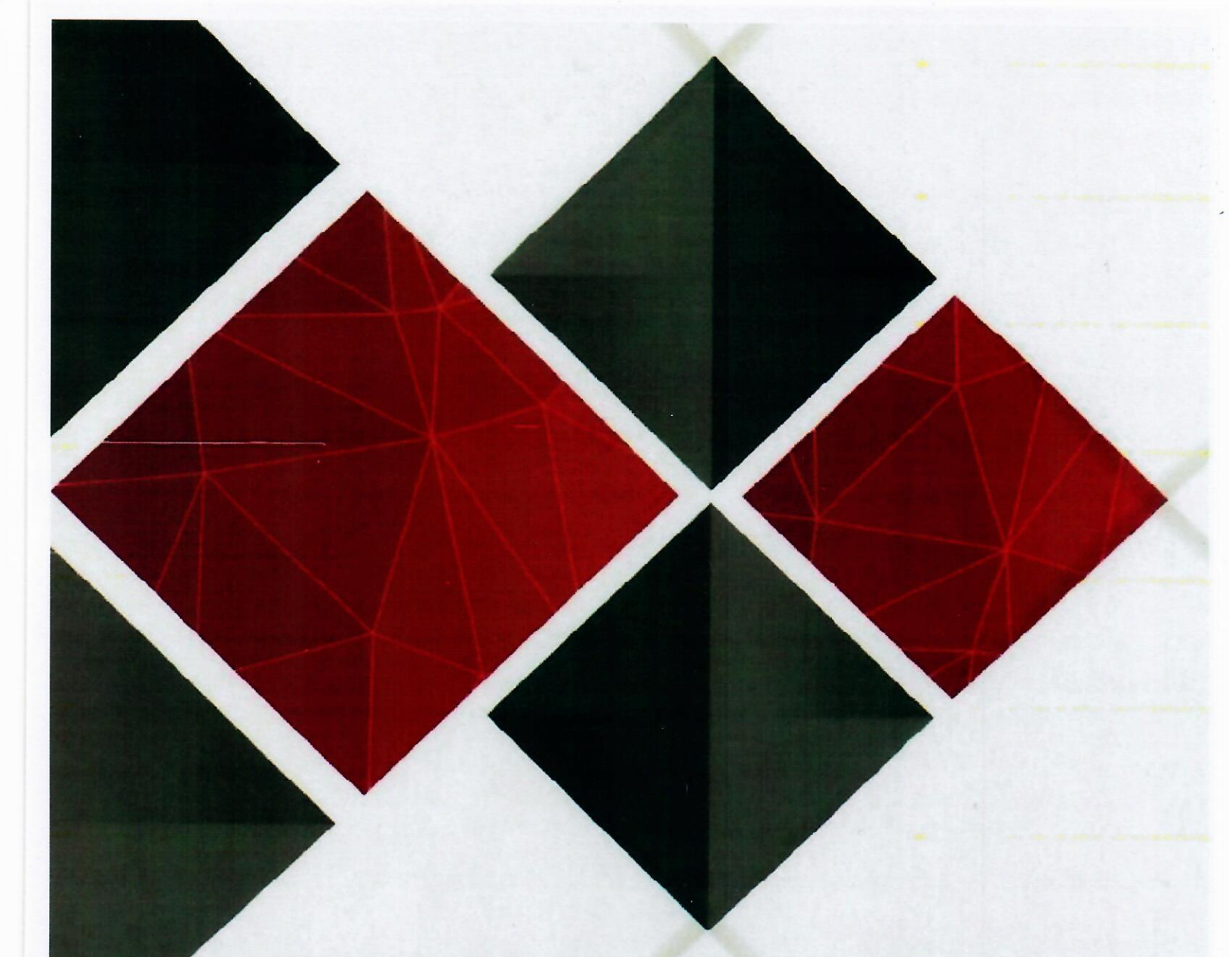




Translation

Theory, Methodology and Practice

Jamal Mohamed Giaber

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Introduction

Translator training has been, for many decades, the focus of interest of academic institutions, business organizations, government agencies, and international organizations. This interest is pertinent to the ever growing role of translation in all walks of life. Various types of academic and professional translator training programmes and courses are offered by universities and training agencies throughout the world using various types of training materials for different purposes and levels. These training materials include translation coursebooks designed and/or written by academics and professionals for different language pairs. Translator training involving English and Arabic has been gaining momentum in the academic and professional areas in the Arab World, United Kingdom, United States and other parts of the world. Course books written in Arabic or English for different training purposes and levels have been produced for English-Arabic and/or Arabic-English translation courses. Most of these coursebooks are either written by professional translators with limited academic background in Translation Studies, or academic authors whose original academic background was in linguistics or literature, but not in Translation Studies. Only few of the many circulated coursebooks are written by translation specialists with solid background in translation as an academic discipline. This is very clear from the way the coursebooks are designed and theoretically grounded. The very few coursebooks written by translation specialists with an academic background in translation do not meet all the needs of many translator training programmes; either because of directionality, subject specialty, extent of coverage or course level. Also, most of the few coursebooks written by authors with academic background in translation are not based on a clear **framework of translation methodology**, which employs the translation process with its three phases (i.e. source text analysis, target text production and target text revision) methodologically as a frame of reference. Therefore, *Translation: Theory, Methodology and Practice*, comes to fill this methodologically critical gap in the area of translator training.

Key features of the book

This book has the following key features:

1. It is based on a general framework of translation methodology which involves the systematic use of processes and methods in translating texts based on three interrelated phases: (a) source text comprehension, (b) target text production and (c) target text revision. Each of these phases involves a number of steps and procedures. Because methodology involves the systematic use of steps, methods and procedures, learning translation according to a clearly defined translation methodology enables students/trainee translators to conceptualize the connections between aspects of the translation process and product, and develop systematicity in analyzing source texts and producing target texts.
2. It includes a solid up-to-date theoretical background that helps students/trainees establish a theoretical framework for their conceptualization and understanding of translation concepts and methods, as well as for the application of methods in practicing translation.
3. It devotes three separate chapters for the three phases of the translation process: (a) source text comprehension, (b) target text production and (c) translation revision. Each chapter provides a full explanation of the relevant translation phase based on up-to-date studies and references by key scholars and writers, using clear examples where necessary.
4. It includes exercises and/or practicals at the end of each chapter for testing knowledge and practicing learned skills. These exercises and practicals are also to be used by students/trainees and instructors as formative tools of assessment.
5. In addition to end-of-chapter exercises and practicals, the book includes a separate chapter for translation practice based on the empirically tested '**Integrated Approach to Teaching Translation Practice**' (see Giaber 2018). The chapter includes two modules for translation practice; one module for practicing English-Arabic translation, and another module for practicing Arabic-English translation. Each module includes texts for translation practice di-

vided into eight categories: general, advertising, journalistic, literary, business, scientific/technological, legal and medical.

6. It uses the translation practice portfolio as a tool of learning and formative/summative assessment.
7. It suggests definitions for five key translation concepts; namely: 'translation', 'translator', 'unit of translation', 'translation problem' and 'translation methodology'.
8. It suggests an integrated application of text typologies to translation.
9. It suggests a new terminological distinction between the three concepts of 'translation method', 'translation strategy' and 'translation technique', and suggests a new categorization of translation strategies and techniques based on the suggested terminological distinction.
10. It suggests a pedagogical framework for translation quality assessment.
11. It provides readers with additional references for most topics and issues.
12. It includes a glossary of the translation terms used in the book with clear concise definitions.

Target audience and courses

Broadly speaking, *Translation: Theory, Methodology and Practice* is a coursebook for teachers/instructors of translation and all learners interested in (a) gaining a theoretical background in English about translation, (b) learning translation methodology and/or (c) developing practical skills in English-Arabic and/or Arabic-English translation.

More specifically, this book is for translation teachers/instructors of and students/trainee translators enrolled in the following courses:

1. Courses teaching theoretical aspects of translation.
2. Courses teaching translation methodology.
3. Courses teaching source text analysis.
4. Courses teaching target text production.
5. Courses teaching translation revision.

6. Courses teaching English-Arabic translation.
7. Courses teaching Arabic-English translation.
8. Courses with a focus on translation practice.
9. Courses teaching the translation of different text types.

Organization of the book

The book consists of five chapters each of which deals with one aspect of translation as follows:

1. Chapter One provides a theoretical background about translation as a process, product, profession and field of study. This theoretical background includes defining 'translation' and other key concepts relevant to the study of translation as a human activity. A number of topics are also introduced including the translation process, elements of translation, the translational situation, types of translation, translation as a cross-linguistic and cross-cultural communication, the translator's qualities and requirements, functions and benefits of translation, interpreting and its main types, differences between translation and interpreting, translation as a profession, technological tools used in translation, Translation Studies as a discipline, translation theory, and translation methodology.
2. Chapter Two deals with source text comprehension as the first phase in the translation process. It introduces key concepts and topics related to source text comprehension such as text, discourse, text type, genre, text typology, reading for translation, source text analysis, translation problems, the translator's dictionaries and documentary resources for translation. The chapter explains the translation-oriented comprehension process, which includes text analysis and identification of translation problems. The chapter offers step-by-step practice of source text analysis (at both macro and micro levels), identification of translation problems and dictionaries and documentary sources for translation.
3. Chapter Three focuses on the process of rendering the meaning of the source text and creating the target text in the target language. The chapter defines target text production as a process and introduces key concepts and topics related to translation methodology

such as unit of translation, meaning in translation, translation method, translation strategy, translation technique, translation equivalence and translation loss. The chapter suggests a new terminological distinction between the three key concepts of 'translation method', 'translation strategy' and 'translation technique'. It also introduces a typology of translation strategies and translation techniques and explains them.

4. Chapter Four deals with translation revision as the final phase in the translation process. The chapter defines translation revision, outlines the main revision parameters, discusses the concept of translation quality as the main objective of translation revision, and briefly introduces four main approaches to translation quality assessment. The chapter also suggests a pedagogical framework for translation quality assessment.
5. Chapter Five is devoted to translation practice as a method of learning. The chapter highlights the importance of practice in the process of translation learning, and outlines the empirically tested 'Integrated Approach to Teaching Translation Practice'. The chapter also presents a brief explanation of how to use the integrated approach including the use of the portfolio as a tool of learning and assessment. The chapter includes two modules for translation practice: one for practicing English-Arabic translation and another for practicing Arabic-English translation. In both modules, texts of different text categories and types are used.

Abbreviations

In treating topics and issues, the book uses the following abbreviations:

OALD	<i>Oxford Advanced Learner's Dictionary</i>
SL	source language
TL	target language
ST	source text
TT	target text

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