

Utilizing translated texts in teaching translation

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DOI:10.33705/1111-017-001-029

Received: 15/04/2024

Accepted: 20/05/2024

Published: 27/06/2024

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Citation :

FILALI,G. (2024).

Benbrinis,Y. (2024).

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translation
Maalim
I(1), 57-75

Abstract:

Teaching translation is a dynamic process that demands a comprehensive understanding of languages, cultures, and translation techniques. This paper explores the importance of utilizing translated texts in teaching translation as valuable resource. While using translated texts as teaching resource offers several benefits, this paper highlights the selection criteria for translated texts in translation courses and the proces of incorporating translated texts in lesson plans and the way that translated texts enhance translation skills for translation students. We also examine the inherent challenges associated with this approach and the methods of evaluating the effectiveness of using translated texts in teaching translation.

Keywords: teaching translation, translated texts, incorporating translated texts, using translated texts, evaluation of texts.

Maalim

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Published by the High council of the Arabic
language.

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Résumé : L'enseignement de la traduction est un processus dynamique qui exige une compréhension globale des langues, des cultures et des techniques de traduction. Cet article explore l'importance de l'utilisation de textes traduits dans l'enseignement de la traduction en tant que ressource précieuse. Bien que l'utilisation de textes traduits comme ressource pédagogique offre plusieurs avantages, cet article met en lumière les critères de sélection des textes traduits dans les cours de traduction et le processus d'incorporation des textes traduits dans les plans de cours, ainsi que la façon dont les textes traduits améliorent les compétences de traduction des étudiants de traduction. Nous examinons également les défis inhérents à cette approche et les méthodes d'évaluation de l'efficacité de l'utilisation de textes traduits dans l'enseignement de la traduction.

Mots clés : l'enseignement de la traduction, les textes traduits, l'incorporation des textes traduits, l'utilisation des textes traduits, l'évaluation des textes.

استخدام النصوص المترجمة في تدريس الترجمة

الملخص:

إن تدريس الترجمة عملية ديناميكية تتطلب فهمًا شاملاً للغات والثقافات وتقنيات الترجمة. سيكشف هذا البحث أهمية استخدام النصوص المترجمة في تدريس الترجمة كمصدر مهم. وبما يوفره استخدام النصوص المترجمة كمصادر تعليمية العديد من الفوائد، ويسلط هذا البحث الضوء على معايير اختيار النصوص المترجمة في مقررات الترجمة وعملية دمج النصوص المترجمة في خطط الدروس، والطريقة التي تعزز بها النصوص المترجمة مهارات الترجمة لدى طلاب الترجمة. كما تدرس أيضًا التحديات المرتبطة بتطبيق هذه المقاربة وطرق تقييم فعالية استخدام النصوص المترجمة في تدريس الترجمة.

كلمات مفتاحية: تدريس الترجمة؛ النصوص المترجمة؛ دمج النصوص المترجمة؛ استخدام النصوص المترجمة؛ تقييم النصوص.

Introduction: The world is more interconnected than ever, and the ability to bridge language barriers has become paramount. As the field of translation studies has evolved, various theories and methodologies have emerged that highlight the significance of translation in language learning and communication. In this context, teaching translation has evolved beyond simply how to transfer words and one fundamental aspect of translation teaching is the analysis of texts. By conducting a thorough analysis, students are able to identify key linguistic and cultural elements that need to be considered in the translation process.

The need for using translated texts in the teaching of translation has been frequently emphasized, yet it remains an issue on which there has been very little research. The didactic value of using authentic texts in the comprehension, production, and assessment of translation is self-evident.

Such texts are readily available to teachers and students of translation, and it is the most likely task that a professional translator will be asked to perform. Furthermore, using real texts adds variety to a course in which students may often feel that they are working in artificial or pedantic linguistic contexts. That's why, it is essential to highlight the importance of translated texts in teaching translation.

Research questions and hypotheses:

This paper is motivated by the following main research questions:

- What are the most effective criteria for selecting translated texts to use in translation courses?
- how can translated texts be incorporated in lessons plan to teach translation ?
- How can translations skills be enhanced through translated texts?
- what are the main challenges may be faced by using translated texts in teaching translation?
- How can the effectiveness of Using Translated Texts be evaluated?

In order to answer the research questions of this paper, we set the following hypotheses:

1)The selection criteria for translated texts in translation courses will have an important impact on the development of students' translation skills.

2) Lesson plans that incorporate translated texts, will lead to a greater improvement in students' translation skills.

3)Engaging with translated texts through various learning activities, will lead to a statistically significant improvement in learners' translation skills.

4) The use of translated texts will present challenges that can hinder student learning, such as addressing potential pitfalls in using translated texts and dealing with cultural and linguistic nuances in translated texts.

3) The effectiveness of translated texts as in teaching translation depends on the specific methods employed which means that well-designed methods utilizing translated texts can lead to a richer learning experience for students.

Methodology:

In this paper, we adopted the descriptive approach, to achieve the desired objectives of our research. We tried to answer the research questions and hypotheses by relying on the latest theoretical and applied studies that address the main fields of our research that combine teaching translation and translated texts. These studies are attributed to experts in this field, such as: Jeremy

Munday, Maria González-Davies, Yan Wang, Beiler & Dewilde, Gert De Sutter & Marie-Aude Lefer. Through an exploration of the relationship between teaching translation and translated texts, we aim to illuminate the essential role these texts play in effective teaching of translation and the selection criteria of translated texts for teaching purposes while in the practical aspect of the research, we addressed methods for integrating translated texts into translation courses and how to enhance translation skills using translated texts. Our research aims to identify the role of translated texts in teaching translation, and explores the ways in which translated texts can be incorporated in translation lessons plan and the selection criteria for translated texts in translation courses and explores the challenges associated with this approach and methods of evaluating the effectiveness of using translated texts in teaching translation.

As mentioned above, in the theoretical aspect, we will address the importance of translated texts in teaching translation in general and the criteria for selecting translated texts to be used in teaching translation and the challenges faced in this process.

1. Importance of translated texts in translation teaching

The use of translated texts in the teaching of translation is extremely beneficial for students as it aids in the development of vital skills required to excel as competent translators. The process of translation involves comprehending the source text thoroughly and creating a translation that is not only precise and reliable, but also possesses a natural flow and sound. Moreover, it is crucial for students to take into account the cultural disparities that may be evident in the text, as well as the distinct objectives that the original and translated texts aim to fulfill. By immersing themselves in translated texts during the learning process, students gain invaluable experience and knowledge that empower them to navigate the intricate realm of translation with utmost proficiency. (Lee, 2020). Using translated texts in teaching translation allows students to apply their knowledge of the source language and culture, to learn about the various translation techniques and strategies, to familiarize themselves with the different types of texts they may be required to translate, and to develop their competence in specific areas of translation such as science, technical or literary translation. It also allows them to compare the translations produced by other members of the class and discuss the difficulties they encountered and the solutions they found (González-Davies, 2020, p.48). In order to do this, students need to access a wide variety of text types and it is important that these texts be authentic. However, authentic texts are not always suitable for beginners. High quality authentic texts are more likely to be complicated, and the less competent the translator, the more inaccurate and unnatural a complicated translation is likely to be. For this reason, teachers often

create their own simplified versions of texts, but this is a time consuming process and the text may lose some of its authenticity in the simplification. The use of pre-existing translations at an appropriate level of difficulty saves the teacher time and ensures that the text is authentic.

1.2 Utilizing translated texts as teaching resources

Utilizing translated texts as teaching resources for translation introduces a more comprehensive and modern approach to the translation teaching process. This method combines the best techniques from traditional methods with new tools, such as analyzing the types of texts in the language of translation. The modern methodology challenges the traditional view that treated text as an objective phenomenon and defines translation as work with signs of an original text. Instead, it emphasizes that translation techniques are not solely based on usage but also require a deep understanding and handling of the text. According to contemporary views on translation techniques, translators have the freedom to choose the original text and add their own comprehension of meaning to the translation. The techniques used in translation are determined by maintaining the text's integrity during the process. This holistic approach considers translation as modeling and transmitting a complex-structured meaning in four stages (Askari, 2019).

The first stage, building space for translation, involves finding conceptual meaning based on both old and new knowledge about the text. The second stage focuses on compressing special knowledge, including modeling. The third stage is interpreting special meaning. Finally, in the fourth stage, translators produce a cohesive and accurate target language text. Translation teaching is grounded in theoretical assumptions about the nature of translation and how it is accomplished. While not all teachers may be aware of their own theoretical assumptions, certain theories are commonly adopted within the field of translation training. It is argued that a coherent teaching theory should be selected as a basis for translation teaching in a specific context (Alwazna, 2013).

Translations theories have evolved over time and play an essential role in training postgraduate students to become proficient translators and interpreters. Instructors who possess a deep understanding of these theories can effectively teach students how to navigate different aspects of translation, including psycholinguistics, speech act theory, and text typology. Moreover, utilizing translated texts can bridge the gap between theory and practice in translation teaching. Translation teachers need to discuss and understand the texts they assign to their students while also providing guidance on translation problems and making general statements about similar issues. By doing so, translation teachers can contribute to enhancing students' translation skills and preparing them for real-world translation practice.

2. Selection of Translated Texts

Step matching is frequently held to be a useful method of grading texts at a level appropriate for the students. In the context of translation teaching, it means that a text will be suitable if the students are just beginning to learn the kind of skills that would enable them to translate it well. But in reality, a text may be fixed in the curriculum, and the decision to offer a course in, say, literary translation may be driven by the presence of a suitable text. Realignment of the text with a later course can be extremely time-consuming (Messina, 2021).

2.1 Criteria for selecting appropriate translated texts

Given that the overall aim of the exercise is to develop students' competence in practical translation, it is crucial to consider several important criteria when selecting the content. Firstly, the content should be easily understandable and captivating to the students, ensuring their engagement and interest throughout the process. Furthermore, it is essential that the chosen text is at an appropriate level for the students, enabling them to produce a high-quality translation. Striking the delicate balance between challenge and feasibility is paramount. Ideally, the difficulty level should be slightly above the students' current competence, prompting them to strive for improvement, while not overwhelming them to the point of discouragement. It is important to note that difficulty encompasses various aspects, not limited to just the language and content of the text. The translation task itself plays a significant role in determining the level of complexity. For instance, a text encompassing extensive cultural or historical references may pose challenges for an accurate translation, even if the language itself is not inherently difficult. Thus, careful consideration must be given to all these factors to ensure an optimal learning experience for the students. (Granger & Lefer, 2020).

Relevance to the students' other studies is an incredibly crucial and paramount motivating factor. Translation serves as an invaluable tool for deepening one's comprehension and acquiring proficiency in a foreign language and its rich literature. When the ultimate goal is to enhance language skills and expand cultural knowledge, it becomes evident that the most ideal content to explore and decipher often derives from the students' concurrent courses, enabling them to delve into a more profound understanding of concepts. For instance, we can consider law students yearning to decipher the intricacies of a foreign legal code, or literature students yearning to unravel the implicit messages and themes of a foreign novel.

On the other hand, when the objective encompasses cultivating practical skills that can be effectively employed in a specialized field, it is oftentimes more fitting and advantageous to employ

texts that directly align with that particular domain. This scenario can manifest itself in various ways, such as trainee IT professionals dedicating themselves to translating software manuals or aspiring tourist guides wholeheartedly immersing themselves in the process of translating texts tailored for visitors to a museum. By choosing content that directly caters to their specialized field, students can effectively develop both their language proficiency and their expertise in their chosen area of specialization (Tursunovich, 2022).

2.2 Types of translated texts suitable for teaching translation

As it has been pointed out by most instructors, text selection plays a very important role in teaching translation courses. There are various types of text, each of which brings its particular benefits in the classroom. Passages from the classics of world literature can provide deep insights into the culture of the source language, but they can be difficult for beginning students of translation who may not have studied the literature concerned. Unseen texts of the kind that feature in many public service recruitment translation tests have the benefit of providing an element of test practice, but teachers should be careful not to rely too much on such texts because they are often heavily edited and do not represent the kinds of texts that the students will be translating when they qualify (Barnwell, 2022). On the other hand, students do not always take these texts seriously because they know that the text has been purposely written rather than being an original piece of writing. As a compromise between using real texts and simulated texts, teachers can opt to incorporate authentic texts that have been carefully selected, taking into consideration the students' proficiency level and interests. This process of finding suitable authentic texts may prove to be quite time-consuming; however, the potential results that can be achieved are particularly significant if the students are highly motivated. Furthermore, utilizing authentic texts can serve as a stepping stone for the students to eventually engage in working with actual, real-life texts, thereby enhancing their language skills even further (Tursunovich, 2022).

2.3 Challenges in finding suitable translated texts

The question of the status of the source text poses an additional problem that requires careful consideration and evaluation. A trainee translator, in the pursuit of honing their skills, may find it beneficial to compare their own translation with an existing published version.

This deliberate comparison serves the purpose of identifying recurring challenges encountered within a specific text type, as well as devising effective translating strategies. When the source text happens to be a classic masterpiece, an extensive history of previous translations might exist. Against this backdrop, the trainee translator would naturally aspire to conduct a thorough analysis,

drawing parallels between these established versions and the contemporary norms prevalent in the target language.

Conversely, the trainee translator might instead opt to work with a text from an emerging or underdeveloped domain of translation. In such instances, it becomes crucially important to compare their translation with the source text itself, aiming to pinpoint the exact reasons as to why certain transfer operations have proven to be particularly challenging (Rothwell et al, 2023).

In reality, the accessibility of source texts can exhibit vast discrepancies. For instance, when working with relatively recent texts, trainee translators will often encounter no obstacles in obtaining the source material. However, when dealing with texts from earlier time periods, these invaluable resources may only be found within the confines of rare book collections or preserved in the format of microfilms.

Moreover, there are cases where certain source texts might be virtually inaccessible due to their publication in a minority language or even due to their limited circulation in a restricted format. The availability and ease of access to source texts thus fluctuates significantly, an aspect that trainee translators need to be cognizant of as they embark on their translation endeavors. (Clark et al, 2020).

As mentioned above, we dedicated the applied aspect of our research to the applications of translated texts in teaching translation and how translated texts can be integrated into the translation teaching process and how translated texts contribute to improving students' translation skills, and the challenges faced in this process.

3. Incorporating Translated Texts in Lesson Plans

3.1 Integration of translated texts in translation exercises

It is difficult to overemphasize the importance of integration of translated texts in translation exercises. If the aim is to teach students to translate, then whatever teaching method is adopted must reflect the nature of the translation process. The comprehension and re-expression of given texts is central to the process of translation; therefore any exercise which involves anything other than comprehension and re-expression is not a translation exercise. This principle eliminates from consideration a wide range of exercises based around the comprehension of source texts only, the composition of texts in the target language only, and bilingual comparison or contrast of source and target texts. The most obvious means of integrating translated texts in translation exercises is to use foreign language texts to provide the material for initial comprehension and later re-expression in the mother tongue (Munday et al, 2022). An effective technique here is to use texts which are within the margin of the learners' proficiency, so that the teacher can check the accuracy of the learner's

understanding of the text, by comprehension questions which require answers in the mother tongue, without the teacher having to spend class time on explaining the content of the foreign language text. This may be followed by what is known as a 'back-translation' exercise, in which learners compare their translations of a foreign language text with the source text to identify and correct any mistranslation. This can be a useful technique, but it should be used sparingly; while it encourages accuracy, it reflects one-directional unskilled translating, whereas the aim of translation teaching is to develop skillful translating which reflects upon and reconstructs the content of the source (Munday et al, 2022).

3.2 Designing translation tasks using translated texts

The complexity of the task will depend, to some extent, on the nature of the text, e.g. descriptive or narrative texts are generally easier to process than argumentative or instruction texts. In order to develop the skills required for literary translation, the teacher may decide to focus on specific aspects of the text such as its use of imagery, idiom or the dialect and sociolect of the characters. Here the task may be initially to compare the translated text with the source text with regard to the specific feature and then to produce a translated text which is more satisfactory than the one provided, possibly focusing on different groups of students in terms of competence. This method can be constructive with texts of various types. For example with a didactic text, the teacher may ask the students to identify the source text addressee and to produce an adapted translation for a different addressee. With a literary text, the task may be to write a version of the translation in a different register. A relatively open task of the type described can be difficult to assess in terms of deciding whether an individual translation is a good one (i.e. faithful to the source text and communicative in the target language). In such cases it may be more appropriate to use a learner translation as a basis for language practice tasks, e.g. error identification and correction or reformulation of sentences (Ten Peze et al, 2021). The importance of learners developing writing skills in the curriculum may mean that the teacher wishes to set translating tasks which are not essentially teaching tasks.

3.3 Incorporating translated texts in translation projects

An example of a project I have used for Spanish speaking students, to fulfill both language and translation students, is a fascinating and thought-provoking comparison of Spanish versions of two enthralling detective novels by the same incredibly talented author. The project is specifically and meticulously designed to not only educate and enlighten students about the intricacies of language and translation, but also to delve deep into the captivating world of inter-textual and pragmatic

elements as presented in Eugene Nida's concept of equivalence (Wang, 2020). Through the meticulous analysis and exploration of various grammatical and lexical devices utilized in these novels, students are able to gather and present compelling evidence to support their translation decisions. What makes this project truly compelling is the fact that the students who are participating in it do not necessarily possess specialized knowledge or expertise in the field of translation. Thus, the project allows them to closely engage with and tap into the essence of the source language text, while simultaneously fostering their curiosity and prompting them to examine and appreciate the nuances and idiosyncrasies of target language forms and their impact on the reader (Khashimovich et al, 2022). Undoubtedly, this type of project is not only suitable for a general course in translation, but it also has the incredible ability to generate multifaceted learning experiences that are truly invaluable for both native speakers of the source language and the target language. As the students collaborate and form groups consisting of individuals belonging to both language groups, they are able to witness and learn from one another's perspectives, insights, and experiences. This intercultural and interlinguistic interaction creates a rich, dynamic, and collaborative learning environment that propels their understanding, appreciation, and mastery of translation as an art and a discipline (Wang, 2020).

4. Enhancing Translation Skills through Translated Texts

There are numerous and diverse activities encompassed within the expansive realm of the second category of translation exercises. These exercises, which fall under the umbrella of pre-translation work, are specifically designed to equip and prime students for the intricate and nuanced process of translation. Within this category, one particularly noteworthy activity involves an extension of the monolingual class.

This activity revolves around a meticulous analysis of the source language (SL) text, devoid of any assistance or reference to the target language (TL). It demands a high level of proficiency and mastery from the students, as they must work collaboratively in groups. Depending on the complexity and nature of the given text, this particular exercise can present itself as an incredibly arduous and mentally taxing task, or conversely, a relatively straightforward endeavor in semantic mapping.

One undeniable advantage of this approach is that it compels students to operate solely in the language in which they will eventually be crafting their translations. Moreover, it serves as an exceedingly effective method to prepare students for the profound mental acrobatics that frequently accompany the challenging shift between different languages, a characteristic trait that defines the

art of translation (Khudaybergenova, 2021). An allied activity suggests that students engage in the process of re-creating a given piece of text, but this time in a different genre or mode. Such an undertaking allows students to unleash their creativity by exploring various translation tools and manipulating language in innovative ways. Participating in these exercises requires a high level of language and analytical skills, ultimately contributing to the overall improvement of linguistic proficiency. In the case of lower-level learners, the analysis of the text might be conducted in both the target language (TL) and the native language, followed by a written summary solely in the TL. On the other hand, the task of re-creating the text is better suited for advanced students, although it may be necessary for the teacher to provide a demonstration for less advanced learners. Utilizing a comparative text for comprehension exercises aligns with the same educational objective. This method serves to reinforce key principles in language acquisition and further enrich students' language skills (Tursunovich, 2022).

4.1 Developing linguistic proficiency through translated texts

Using translated texts to teach translation has multiple advantages. Firstly, it enables students to engage with familiar content, making the process of understanding the text significantly easier when compared to working with original texts in a foreign language. This familiarity allows students to focus more on the translation itself. Consequently, when students are able to produce a translation that is both natural and accurate, it serves as a source of motivation for them to closely analyze the text and consider its underlying structures.

The act of analyzing and dissecting the translated text aids in developing their language awareness and understanding of the intricacies behind its meaning. Additionally, working with translated texts allows students to explore different cultural perspectives and styles of writing, broadening their horizons and deepening their understanding of the target language.

Moreover, using translated texts as teaching materials encourages students to critically evaluate the choices made by the translator, fostering a deeper appreciation for the complexities involved in the translation process. This not only enhances their translation skills but also cultivates a profound understanding of linguistic nuances and cross-cultural communication. Thus, incorporating translated texts into translation pedagogy offers a multifaceted and enriching learning experience

for students, equipping them with the necessary tools to become competent and proficient translators in the future. (Beiler & Dewilde, 2020).

Moreover, in addition to the valuable aspect of using translated texts in teaching translation, it is worth mentioning that immediate feedback plays an exceedingly crucial role in helping students improve their translation skills, surpassing all expectations. By providing students with the opportunity to recognize their mistakes or areas for improvement right away, they can actively engage in a continuous process of enhancing their translation abilities, always striving for excellence.

However, it is of utmost importance to note that there exists a clear and distinct difference between occasionally incorporating translated texts and extensively utilizing them to augment linguistic and translational competence. When employed with utmost effectiveness, this approach has proven to successfully bridge the gap between students' existing skills and their aspiration to produce more natural, fluent, and culturally appropriate translations, resulting in an extraordinary outcome that surpasses all boundaries. (Lee, 2020).

4.2 Enhancing translation competence through practical exercises

The practical exercises must cater for the three competence levels and must be aimed at the development of a translation culture in trainee translators. Novice translators may deal initially with exercises intending to raise their awareness of the problems involved in translating simple, non-literary texts. The focus is on indexing equivalence at word and sentence level and the solution of terminological problems. Postgraduates require exercises promoting the analysis and reworking of problem passages, involving dictionary research and composition of the target language text. At advanced level, stylistic editing exercises bring to the attention of the would-be professional the importance of producing a text of the appropriate register and genre for its specified readership (Mangiron, 2021). Marketing and technical texts are often used to exemplify the differences between translation and writing, and the superiority of the former over the latter in cases where 'transediting' is an appropriate strategy. A multifaceted approach in which trainees are required to work individually, in peer groups, and collectively on tutor-guided tasks seems to be the most effective. Such exercises are best integrated into normal language-specific teaching, but with general

or language-neutral tasks, it is possible to design a mini-course which guides trainees through parallel text analysis and contrastive target language problem-solving step-by-step (De Sutter & Lefer, 2020).

5. Challenges and Limitations of Using Translated Texts

Teachers and students frequently regard the translated text to be a panacea for the difficulties encountered by language learners in working with a foreign language. Nevertheless, as we have seen above, the act of translation and the use of translated texts are far from straightforward. For they present the teacher and the learner with a range of potential difficulties, involving comprehension, language production, and pragmatic skills. Some of these difficulties relate to the erroneous belief that the ability to work with language is a simple matter of equivalence between two languages, and they reflect the insufficient metalinguistic awareness which learners and sometimes teachers bring to the language learning task. In the final section of this chapter, we will address some of the pitfalls facing teachers and learners who use translated texts, suggesting ways in which they may be avoided or overcome (Beiler & Dewilde, 2020).

The complexities surrounding the realm of translated texts are extensively pondered upon by both teachers and students. They often perceive translated texts as miraculous solutions to the various challenges encountered by language learners when confronted with an unfamiliar language. However, it is crucially important to acknowledge that the act of translation and the utilization of translated texts go far beyond linear and simple engagements. They introduce a myriad of potential obstacles not only for teachers but also for learners, encompassing aspects of comprehension, language expression, and pragmatic competence. Within this context, certain predicaments originate from the misguided belief that working with language merely entails establishing equivalences between two languages. Furthermore, these predicaments draw attention to the insufficient level of metalinguistic awareness exhibited by language learners, and occasionally by teachers themselves, during the language learning process. Upon reaching the concluding section of this chapter, we will diligently tackle some of the common pitfalls that confront teachers and learners who rely on translated texts. Our objective will be to provide practical suggestions and strategies that can be employed to prevent or surmount these challenges (Beiler & Dewilde, 2020).

5.1 Addressing potential pitfalls in using translated texts

In classroom situations, students may be tempted to use translated texts in an effort to save time and to increase their understanding of the foreign language to facilitate comprehension of the TL text. While translation into the foreign language can be a valuable exercise, there is a significant danger that students will rely on SL translation and thereby avoid necessary difficulties of interpretation and comprehension of the TL text. This has an obvious negative impact on language learning and translating ability. An intermediate solution to this problem is to ask students to produce back translations into SL and compare these with the original SL text (Tursunovich, 2020). This can reveal a great deal about the student's understanding of the text and of specific lexical items and can be a useful technique for raising awareness of the difficulties of translation. A potential drawback of this technique is that students may not always be aware of the complexities involved in determining the most natural and accurate way of expressing a particular idea in the TL, and teacher intervention may be required to explain why certain translations are not equivalent or do not best reflect the ST.

5.2 Overcoming challenges in translating specialized texts

When it comes to the task of translating specialized texts, there are countless challenges that need to be taken into consideration and addressed. One of the key factors that greatly contributes to these challenges is the constraint of both time and resources that are available for the translation process. On top of that, there are additional complexities that arise due to the nature of the target audience, further intensifying the intricacies of the translation task.

In the case of translating specialized texts, it becomes absolutely crucial to accurately convey the intended message from the source language to the recipient's mother tongue. However, this particular aspect can prove to be quite problematic because there may not always exist a direct equivalent for certain specialized terms within the target language. Consequently, translators often resort to using transliterated technical terminologies in the translated text, which can easily give rise to confusion and inconsistency. This, in turn, poses an additional layer of difficulty throughout the entire translation process. (Al-Jarf, 2021). Specialized texts, which include an extensive array of documents from international organizations, multinational corporations, and institutions, cover a

broad spectrum of subjects. Translating these texts within strict timelines adds additional pressure to the already complex translation process. Nevertheless, this limited timeframe provides a valuable chance to conduct comparative studies with the aim of recognizing prevalent translation issues and devising efficient strategies to overcome them. Such endeavors contribute to enhancing the overall quality and accuracy of specialized text translations.

5.3 Dealing with cultural and linguistic nuances in translated texts

On the other hand, the text may be intended for an international audience, and in this case it is not the source culture that must be explained, but the differences between source culture and the other cultures for which the text is a target. These differences are often subtle and hard to define, but are the cause of much misunderstanding and unintended humour. This type of work often involves avoidance of the use of certain items with specific cultural associations, or clarification of the meaning of items whose meaning is taken for granted. In both localisation and internationalisation work, the use of culture specific items can entail preparation of a cultural profile detailing how certain things are understood or done in the source culture, and how this contrasts with the target culture (Pokorn & Mikolič Južnič, 2020). Dealing with culture can entail a variety of tasks, depending on the nature of the text and its intended audience. At one extreme, the translator may be localising a text which is intended for readers from a different cultural group which is also part of the source text culture, and which therefore uses content that is bound tightly to the source culture.

For example, a British translation of a Chinese novel may require footnotes to explain allusion. If the target audience is not familiar with the source culture, it may be necessary to gloss certain items, that is to say expand them into more explicit statements. This is often the case when translating religious or historic texts which contain meaning that is taken for granted in the source culture, but is unknown or has a different form in the target culture. Learning to translate is not just learning linguistic structures and transformation rules: translating is a complex, multifaceted activity that involves coping with a variety of problems, constraints and decisions. Since translation is a branch of applied linguistics, it is difficult to disconnect it from the cultural context in which it occurs, and the cultural factors involved have a pervasive influence (Tursunovich, 2022).

6. Evaluating the Effectiveness of Using Translated Texts

Assessing the impact of translated texts on a student's learning can be achieved by comparing the efficacy of using a translated text with using an original text and noting any differences in the student's comprehension of the source text and his ability to render the source text into the target language. This may be done through use of control groups undertaking the same task with an original text and with a translated text, or analyzing the results of mixed ability classes where outcomes for individual students may be compared over time. In order to make this comparison, it is necessary to have available equivalent original and translated texts on the same subject matter and of the same level of difficulty. This can potentially be the most difficult part of the assessment process, but is a useful exercise in itself given that finding genuinely equivalent texts is often a problem faced by trainee translators. There are three main points to consider.

- The first is gleaning whether translated texts have a discernible effect on student learning.
- Secondly, we should ascertain whether students are more engaged and motivated when the source material is in the form of a translated text.
- Thirdly, it is important to determine whether the use of translated texts results in a tangible increase in a student's ability to translate.

This can be viewed as an objective improvement in ability to fully and accurately convey the meaning of a passage in one language through to another, and can be seen to occur both at the linguistic level, and at the level of understanding and conveying the message of a passage (Lee, 2020).

6.1 Methods for assessing the impact of translated texts on translation learning

Statistical analysis can be used to compare the scores of a group of students taught by traditional TL methods with the same group taught using translated texts. Statistical tests can show whether differences in performance are significant and can support the claim that any improvement was due to the experimental teaching method. Comparative studies of this sort were carried out by James Davis in Canada on a group of students learning French. They read a short story in both French and English and were then tested on comprehension using questions based on the story. The group taught using SL versions of stories consistently outperformed the group taught by the traditional

method. Although the study did not involve translation, it provides an easily related parallel and does much to assert the claim that using translated texts is an effective method for improving SL comprehension (Asiri & Metwally, 2020).

Another approach to assessing the benefits of using translated texts is to evaluate the improvement in specific abilities thought to contribute to translation competence. This can be done through experimental studies where one group is taught using translated texts and another using traditional methods. They are then tested on specific skills to see if there is a significant difference in ability between the two groups.

Conclusion

In summary, the use of translated texts can be of great benefit to translator training, at the same time as offering additional insights into the properties of translation. Through the medium of the foreign language text, the trainee has occasion to compare original and translation in the same language pair, thus practicing a valuable skill which is at the same time a remarkably difficult one to teach. Trainees can thus develop an awareness of the nature and degree of interference from the source language in various types of translation, and of the strategies for overcoming such interference. By enabling detailed comparisons of source and target language usage in contrastive text types, translated texts can assist trainees in developing both written and aural comprehension of the foreign language and in enhancing their writing skills. In comparison with the use of back translation, the direct use of foreign language texts is far more time-efficient and allows for notable improvement over time with increasing expertise. At an advanced level, trainees can work with translations produced by others and undertake text improvement tasks.

This work is of potential benefit to professional translators working in the editing and revision sector, an area of increasing employment in an era of globalization and widespread use of machine translation. In summary, there are many and varied practical applications for the use of translated texts in translator training, an area which is ripe for research and resource development.

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