The Impact of a Suggested Practical Programme on Improving Arts
of English Seniors' Translation Competences at the Islamic University of Gaza and their
Attitudes towards Translation

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Abstract:
The main research objective of this study is to examine the impact of a suggested practical programme on improving 'Arts of English' seniors' translation competences at the Islamic University of Gaza (IUG) and explore their attitudes towards translation. Researchers referred to previous studies, theoretical framework and some models for classifying translation competences and subsequently developed a modified and refereed model. The results showed that 'Arts of English' seniors are required to have three main competences: knowledge, skills and attitudes. The researchers also prepared a programme including a handout for students, job experience, training methods and learning styles and evaluation tools. Additionally, data were collected using an assessment card with a supportive tool; self-assessment reports, and after the researchers ensured the validity and reliability of the tools the constructed programme was applied on 15 students selected randomly from the sample of the study, including 30 female students. Data collected were statistically analyzed, and the t-test independent sample and Eta square were used to measure the effect size after conducting the test of normality. After completing the programme the post assessment card results were compared with those of the pre-assessment card and there was a statistically significant improvement in the students' performance as observed in the post assessment card. The researchers also constructed an attitude scale, and results showed that the programme had a significant impact on improving students' attitudes towards translation.
Key words: English seniors*,* practical programme, students' performance, translation attitudes,

Introduction

The new trends in education concentrate on the methods by which learners acquire knowledge, yet it is not the size of knowledge they acquire. However, most Arab educational institutions do not take this concept into account. Consequently, this makes the instructional process lose its main function in serving the society.

As a branch of a large system, Higher Education is a branch of education system; it centers on the same principles the whole Education system focuses on, i.e. academic programmes in universities must shed light on learners to achieve the aim every learner chooses his /her specialization. In Palestine, higher education is paying attention to the theoretical part rather than the practical one (PCHR, 2005:6). Therefore, this requires from academic affairs to review its study programmes from being focused on theoretical field into being focused on practical aspect in order to improve learning outcomes (Kelly, 2005:3).

Learning outcomes represent what a learner has to know to be able to perform outcomes after studying a course or a specific instructional programme. Hence, higher education institutions strive to formulate the proposed learning outcomes in order to prepare a student who will be able to meet the requirements of the society and its developments, in addition to what the labor market requires in the light of future variables, and what it includes of knowledge and skills (Qasem and Hasan, 2009:6).

Thus, Higher Education institutions are required to insert training courses into their academic programmes since training is deemed an effective approach for integrating the intended aims of these academic programmes besides transferring their theoretical side. Qualifying students by training programmes everyone in his/her work fields to some extent supplies these learners with professional competences; they must know more about the work which they may join (Fretwell, 1987:2)

In higher education institutions, adherence to quality is a real necessity dictated by the conditions of horizontal expansion, which needs to be accompanied by a vertical expansion that aims to improve the performance of these institutions. Talking about quality is not an intellectual luxury, media consumption nor history competitiveness. Instead it is to reassure the community that workers in higher education are doing their best to meet the required level. Also, it reassures the student that the institution, he/she will join, provides him/her with the education, the knowledge and the experience he/she seeks to. Moreover, it assures the market that the graduate is qualified and has capabilities commensurate with the nature of the work (Ali, 2011: 1).

Higher Education in Palestine is facing obstacles which concentrate on financing, fundamental, social and psychological stress from which the instructional staff and students suffer in the Islamic University of Gaza (IUG). The main reason of such obstacles is the Israeli occupation. Despite this fact, Higher Education has attained great steps and has developed instructional programmes in order to keep up with contemporary developments. We have honored universities, but a shortage intervenes their educational policies. To deal with such problems, it is essential to put a developmental plan for the whole Higher Education system. One of these steps is inserting training courses (Al-sir, 2004:276-275).

The IUG, one of the leading universities in the world, excels in the services presented to the learners at which they study. It has incorporated practical courses into most of its educational programmes, and it always pays special attention to quality and excellence in performance and represents the values and basic principles that stem from the teachings of Islamic religion.

One of the academic departments in the university is the Arts section in the English Department founded to graduate translators, critics, journalists and coordinators. These who represent a wide range of societies, and most of their works are specialized in detecting truth, transferring facts, and supporting rights (Amer: 2012:1). Such a group should not be ignored for any reason because it is essential to be engaged in suitable work sites to enhance what they have studied in the theoretical part. Habeeb (2012:1) mentions that for those students, among the above-mentioned fields, the main work field is translation pointing at the department lack of the practical side (ibid: 1). As known, there is no utility from the supposed curriculum if it is not followed with an actual environment that helps student acquire the requirements that qualify him/her to join the work market. And training, whether for a short or for a long period, is a guarantee to achieve that (Asqoul, 2012:1).

Translation plays an increasingly important role in and for society. It enables people to correspond ideas and culture regardless of the different tongues involved. Therefore, the study in this field and the training of professional translators is an integral part of the present-day-rapid development of science of technology; the need for a new approach to the process of teaching and learning is definitely felt in translator and interpreter training programmes around the world as well. Consequently, as a result of the explosion of both intercultural relations and the transmission of scientific and technological knowledge, there is a need to search for approaches that help student translators to learn and to translate rapidly and effectively. Such approaches have to be efficient in a way that helps students to retain the linguistic and cultural knowledge and to master the learning and translation skills they need to be effective professionals (Robinson, 2002:1).

Atari (2012:2) argues that despite the remarkable advancements made in translation studies, translator training in Arab university English departments continues to be overshadowed by various impediments such as misconceptions about the true nature of translation, the absence of a common ideology for translator training, presumptuous assumptions about trainees' bilingual competence, and mismatches between workplace expectations and translator training.

What is mentioned above by Robinson and Atari supports the rationale behind the necessity of carrying out this study. Moreover, according to the researchers' experience and consultation of some professors at this department and other colleagues as well, the search for new approaches for translator training is desperately needed.

Essentially, there are two ideologies for translator training: translator training through "training" or translator training through "education". According to Bernardini (2004:14) "Education" is to favor the growth of the individual, developing her/his cognitive capacities, and those attitudes and predispositions that will put the learner in a position to cope with the most varying (professional) situations. The aim of "training" is to prepare learners to solve problems that can be identified in advance through the application of "pre-set", or acquired procedures.

Learning through training is a cumulative process while learning through education is a generative rather than a cumulative one" (p. 14). Theoretical reflections on the nature of translation competence have led to the development of translation competence models, in which this competence is conceptualized as composed of several sub-competences, such as communicative competence, domain competence, tools and research competence, etc. (PACTE , 2000:104). Its acquisition has been modeled, as shown in Figure 1
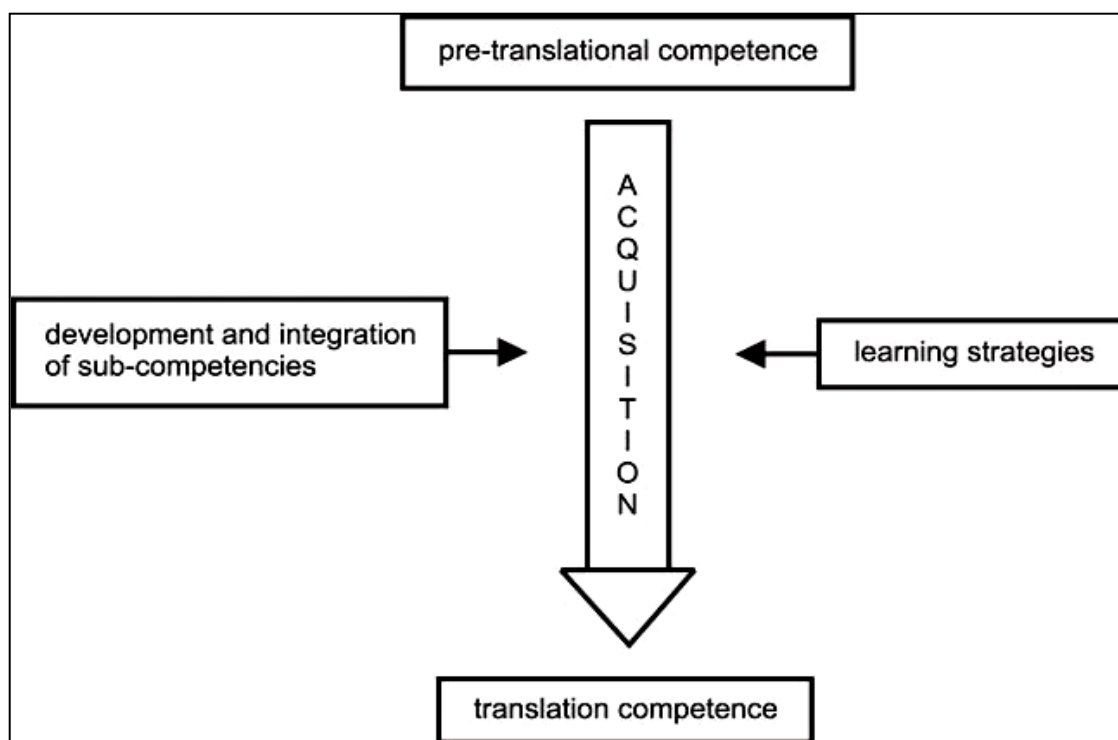
Figure 1 : Translation Competence Acquisition (PACTE, 2000:104)

According to the above figure, it is obvious that if learning approaches are developed, translation competence acquisition will immediately be developed. Thus, if a practical aspect is integrated into the academic programme of English Literature, translation competences acquired will be developed. Research in this field is neglected and according to the researchers' knowledge, few studies, in the Arab universities, have taken this issue into consideration. For these reasons, research is necessary.

Many recent studies have been conducted about training programmes as an aim for developing translation competences as Mahmoud's (2013), Atari's (2012), Lobo, M. et al's. (2007), Teleiba's (2004) and Sukhtankar & Cseh's (2003). Other studies were carried out to shed the light on the impact of translation market on translator training as Hussein's (2007), Li's (2002), and Manas' (2011). Also, others such as PACTE (2005) and Raido's (2011) discussed the acquisition of translation competences through presenting new approaches for acquiring translation competences.

Therefore, the researchers were encouraged to investigate the impact of incorporating a practical programme on improving the Arts of English seniors' translation competences at the IUG and students' attitudes towards translation.

1.1 The Need for the Study

According to the researchers' knowledge, few studies were carried out to show the impact of integrating a practical component on improving translation competences of Arts of English majors in Arab universities. Only informal evaluations have been made. Therefore, formal studies are needed to study if it is necessary to incorporate practical programmes in Arts of English departments academic programme and to study the competences required for translator. Arts of English majors need to be aware of the requirements of translation market which affect their professional future. They need to have sufficient competences that help them be ready for any translation task. This study is an attempt to apply this practical programme on Arts of English majors at IUG and to examine to what extent this programme may affect the acquisition of translation competences.

1.2 Purpose of the Study

The overall purpose of this study was to improve Arts of English students' translation competences through a proposed practical programme. Accordingly, related suggestions and recommendations have been offered.

1.3 Population of the study

The population of the study consisted of all fourth-level-female students in the Arts section of the English Department. They were 30 students enrolled in the second semester of the academic year (2013-2014) at the IUG.

1.4 Sample of the study

The data were collected from the whole population. They were randomly divided into two groups: an experimental group which consisted of 15 students, and a control one which consisted of 15 students. All the subjects were native speakers of Arabic, and they had studied English as a Foreign Language for about 8- 11 years.

1.5 Instrumentation:

To achieve the aims of the study, the researchers used the following tools:

An assessment card was prepared by the researchers to investigate the subjects' performance. It was used as a pre-assessment card applied before the experiment and as a post-assessment card applied after the experiment (see appendix A, pp.24)**.** Furthermore, a 30-item attitude scale was prepared by the researchers to investigate the subjects' attitudes towards translation. It was used as a pre-attitude scale applied before the experiment and as a post-attitude scale applied after the experiment.

As for the validity of the two scales, they were introduced to a jury of specialists in translation and methodology at Gaza universities. The items of the scales were modified according to their recommendations. In addition, the researchers used the internal consistency validity that showed that the assessment card and the attitude scale were highly consistent and valid as a tool for the study. To examine the reliability of the scales, the researchers used Alpha

Cronbach and Split-Half method for both the assessment card and the attitude scale. This is in addition to using reliability through people using Cooper equation for just the assessment card.

2. Findings of the study
Research Question 1: What are the translation competences important for Arts of English seniors at IUG to have?

To verify this question, the researchers referred to previous studies, theoretical framework and some models for classifying translation competences. They came out with a modified and refereed model which includes three main domains for translation competences, as seen below:

The First Domain: Knowledge
It contains 11 items related to what knowledge important for students to have. These items are:
1. Have a sufficient knowledge of the source language.
2. Have a sufficient knowledge of the target language.
3. Have comparative knowledge of source and target language.
4. Have syntactic knowledge.
5. Have semantic knowledge.
6. Have pragmatic knowledge.
7. Have knowledge of typographical differences.
8. Have lexical competence.
9. Have sociolinguistic competence.
10. Have discourse competence.
11. Have in-depth understanding of cultural norms.

The Second Domain: Skills
It contains 23 items related to what skills important for students to have. These items are:
1. Rephrase certain sentences to convey the overall meaning translated.
2. Transmit the ideas of the text in a clear sentence in the TL.
3. Make changes to the text without distorting the original ideas.
4. Use correct sentence structures in the TL.
5. Use correct word order as used in the TL.
6. Use transitions between ideas and the best connectors in the TL that represent the original meaning.
7. Use the structure in the TL that best represents the original.
8. Use the best meaning that fits into the context.
9. Identify the relationship between the beginnings and endings of ideas in the text.
10. Identify beginnings and endings of ideas in the text.
11. Identify the meanings of new words and expressions using components of the contextual analysis.
12. Being able to scan and skim.
13. Being aware of the multiple contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator.
14. Determine overall translation strategy within the framework of the entire text in order to fully meet the intentions of the SL author.
15. Omit extra words to get the best meaning in the translated text.

16. Have grammatical competence.
17. Change word order of source language sentences into the new word order of target language.
18. Translate the passive sentences accurately into the target language and render them a smooth, natural translation.
19. Identify the most common and current abbreviations within the source language and their equivalents in the target language.
20. Translate phrasal verbs.
21. Give metaphorical meaning rather than literal meaning.
22. Translate each word according to the context.
23. Use the right word in the right context.

The Third Domain: Attitudes/ Ethics

It contains 8 items related to what ethics important for students to have. These items are:

1. Convey meaning faithfully, accurately, and impartially.
2. Not alter, make additions to, or omit anything from their assigned work which affects the general meaning.
3. Remain neutral with regard to either gender, race, etc.
4. Stick to any information obtained during the performance of services, including access to documentation or reports.
5. Not disclose, discuss or offer opinions on any information accessed through the course of work unless required to by law.
6. Complete projects on time.
7. Assist other translators.
8. Not use information obtained in the course of work for personal, professional or financial advantage.

Research Question 2: What is the practical programme suggested for improving Arts of English seniors' translation competences at IUG?

To answer this question, the researchers designed the suggested programme and examined its impact on improving the students' translation competences. For this purpose, they investigated literature and familiarized themselves with many translation competences acquisition programmes available on line.

It is based on the stages of the ADDIE instructional model which includes five stages, namely, 1) Analysis stage, 2) Design stage, 3) Development stage, 4) Implementation stage and 5) Evaluation stage. This suggested programme includes:

1. A handout for students
2. Job Experience
3. Training Methods & Learning Styles: practice and apply concepts
4. Evaluation tools

Research Question 3: What is the impact of a suggested practical programme on improving Arts of English seniors' translation competences at IUG?

To answer this question, the researchers tested the following two hypotheses:

Research hypothesis 3.1

There are no statistically significant differences at (α ≤0.05) between the experimental group's performance mean scores and those of the control one in the post assessment card.

The computed results of the mean and standard deviation of the experimental and the control groups on the assessment card, and those of the t.test independent sample showed that there were statistically significant differences, as illustrated in Table 4.1 .

Taple4.1   *.T.test Independent Sample Results of Differences between Experimental and Control Group in the Post Assessment Card*

Scope	Group	N	Mean	Std. Deviation	T	Sig. value	Sig. level
Total	**Experimental**	15	110.0667	13.38158	6.338	.0010	sig. at 0.05
	Control	15	71.2000	19.62214			

"t" table value at (28) d f. at (0.01) sig. level equal 2.763
"t" table value at (28) d f. at (0.05) sig. level equal 2.048

Table 4.1 indicates that the (t) computed value, (6.338), was larger than the (t) table value, (**2.048**), in the post application of the assessment card. This means that there were statistically significant differences at (**α ≤ 0.05**) between the experimental group and the control one in the total degree in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was (71.200), the mean of the experimental group was (110.067). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (19.622), the standard deviation of the experimental group was (13.3816). This result indicates that using the practical programme can be more effective than the traditional method in improving the translation competences of Arts of English seniors.

Research hypothesis 3.2:

There are no statistically significant differences at (α ≤ 0.05) between the students' performance mean scores of the experimental group before and after implementing the programme in the assessment card.

The computed mean and standard deviation of the experimental groups' results on the pre-post assessment card, and the results of the t.test paired sample revealed that there were statistically significant differences, as pointed out in Table 4.2 below.

Table 4.2 *T.Test Paired Sample Results of the Differences in the Total Average Score between Pre-Assessment Card and Post-Assessment Card of the Experimental Group*

Domain	Applied	N	Mean	Std. deviation	t	Sig. value	Sig. level

					t	Sig.	sig. level
Knowledge	Pre	15	16.800	4.813	6.016	0.000	sig. at 0.05
	Post	15	26.933	4.847			
Skills	Pre	15	38.733	9.713	6.536	0.000	sig. at 0.05
	Post	15	59.866	8.838			
Attitudes	Pre	15	19.533	2.099	5.673	0.000	sig. at 0.05
	Post	15	23.266	.961			
Total	Pre	15	75.066	15.410	6.785	0.000	sig. at 0.05
	Post	15	110.066	13.381			

"t" table value at (14) df. at (0.01) sig. level equal 2.977
"t" table value at (14) df. at (0.05) sig. level equal 2.145

Table 4.2 indicates that the (t) computed value, (6.785), was larger than the (t) table value; (2.145), in the post assessment card. This means that there were significant differences at ($\alpha \leq 0.05$) between the experimental group's performance level in the pre and post application of the assessment card in the total degree in favour of the post application. There were also significant differences between the means of the pre-post assessment card in favour of the post application. Whereas the mean of the experimental group's pre-assessment card was (75.066), the mean of the post assessment card was (110.066). This means that there were statistically significant differences between pre and post application of the assessment card on the experimental group in favor of the post application, which means that using the suggested practical programme can be very effective in improving the translation competences of Arts of English seniors.

Research Question 4: What is the impact of a suggested practical programme on the attitudes of Arts of English seniors at IUG towards translation?
To answer this question, the researcher tested the following two hypotheses:

Research Hypothesis 4.1:
There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the experimental group and those of the control one towards translation in the post attitude scale.

The computed results of the mean and standard deviation of the experimental and the control groups on the attitude scale, and those of the t.test independent sample showed that there were statistically significant differences, as illustrated in Table 4.3 below.
Table 4.3 *Differences in the Total Average Score between the Experimental and the Control Group in the Post Application of the Attitude Scale*

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level

Translation Competences	experimental	15	41.467	2.264	2.995	0.006	sig. at 0.05
	control	15	38.533	3.044			
Translation Teaching Courses	experimental	15	41.333	3.457	2.922	0.007	sig. at 0.05
	control	15	36.733	5.021			
Translation as a Profession	experimental	15	36.533	4.581	3.737	0.001	sig. at 0.05
	control	15	30.600	4.102			
Total degree of the scale	experimental	15	119.333	7.427	5.098	0.000	sig. at 0.05
	control	15	105.867	7.039			

"t" table value at (28) d f. at (0.01) sig. level equal 2.763
"t" table value at (28) d f. at (0.05) sig. level equal 2.048

Table 4.3 indicates that the (t) computed value, (5.098), was larger than the (t) table value, 2.048, in the post application of the attitude scale. This means that there were significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in relation to the total degree of the attitude scale in favour of the experimental group. There were also significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group was (119.333), the mean of the control group was (105.867). There were also significant differences between the standard deviation of both groups in favour of the experimental group. Whereas the standard deviation of the control group was (7.039), the standard deviation of the experimental group was (7.427). These results emphasize the effectiveness of the suggested practical programme on improving the students' positive attitudes towards translation.

Research Hypothesis 4.2:
There are no statistically significant differences at ($\alpha \leq 0.05$) between the students' attitudes in the experimental group before and after implementing the programme in the attitude scale.

The computed mean and standard deviation of the experimental groups' results on the pre-post attitude scale, and the results of the t.test paired sample revealed that there were statistically significant differences, as pointed out in Table 4.4 below.

Table 4.4 *T.Test Paired Sample Results of the Differences in the Total Average Score between Pre-Attitude Scale and Post- Attitude Scale of the Experimental Group*

Scope	Applied	N	Mean	Std. Deviation	t	Sig. value	sig. level

Translation Competences	Pre	15	36.867	3.021	5.277	0.000	sig. at 0.05
	Post	15	41.467	2.264			
Translation Teaching Courses	Pre	15	37.267	3.575	4.456	0.001	sig. at 0.05
	Post	15	41.333	3.457			
Translation as a Profession	Pre	15	32.200	4.648	3.372	0.005	sig. at 0.05
	Post	15	36.600	4.405			
Total degree of the scale	Pre	15	106.333	7.336	9.281	0.000	sig. at 0.05
	Post	15	119.333	7.423			

"t" table value at (14) df. at(0.01) sig. level equal 2.977
"t" table value at (14) df. at (0.05) sig. level equal 2.145

Table 4.4 indicates that the (t) computed value, (9.281), was larger than the (t) table value, (2.145), in the attitude scale. This means that there were significant differences at ($\alpha \leq$ 0.05**)** between the experimental group's attitudes in the pre and post application of the attitude scale in the total degree in favour of the post application. There were also significant differences between the means of the pre-post attitude scale in favour of the post application. Whereas the mean of the experimental group's pre-attitude scale was (106.333), the mean of the post attitude scale was (119.333). This means that there were statistically significant differences between the pre and post application of the attitude scale on the experimental group in favor of the post application, which means that using the suggested practical programme can be very effective in improving Arts of English Seniors' attitudes towards translation.

4. Discussion and conclusions
The researchers investigated the first question that inquired about the translation competences required by the Arts of English seniors at IUG. Regarding this, the researchers referred to previous studies, theoretical framework and some models for classifying translation competences. Then they came out with a modified and refereed model. The results of this effort showed that Arts of English seniors are required to have three main competences, namely:
  a) Knowledge: students are required to know more about translation theory and to know more about how to practice each translation skill.
  b) Skills: students are required to practice each translation skill properly.
  c) Attitudes: students are required to show their positive attitudes towards translation.

Thus, the focus of the study was on presenting these three components of translation competences via the practical programme as a teaching and learning approach supportive to the process of translation competences acquisition.

The results of this question were in agreement with those of previous classifications of translation experts such as Bell's (1995) in determining the knowledge students are supposed to have, PACTE's (2000) that focuses on knowledge and categorizes it as a main competence with six sub-competences, which are classified as skills in this study. It is noticeable that Kelly's model (2005) is similar to PACTE's with few differences in sub-competences.

To answer the second question, the researchers prepared a suggested programme which includes:

1. A handout for students:

This handout is about five-hour sessions to revise important concepts and issues related to translation as an overture to the practical programme, and the researchers themselves presented this handout on the PowerPoint programme to the subjects. In addition, within these sessions, each student was provided with a guidebook including some information about the job sites at which they would receive training, and the objectives supposed from the students to acquire after implementing the practical programme.

2. Job Experience.

An individual's experience in real-world translation situations plays a vital role in cultivating a successful career as a translator. Employers typically prefer to hire candidates with a combination of formal training and work experience. Experience can be gained through internship opportunities as well as volunteer positions with community agencies.

Translator-training institutions can be understood as organizational structures designed specifically for training translators. Most such institutions are now university departments, faculties or relatively independent university institutes, although others are run by government bodies, international organizations, professional associations or large employers (Baker, 2001:280).

3. Training Methods & Learning Styles:

The most important learning method applied in this programme is represented in the following styles:

- **Practice.**
- **Apply concepts.**

According to this learning method, the learner seems to be as a doer. That means, he/ she likes to be actively involved in the learning process, wants to know how they will apply learning in the real world, and likes information presented clearly and concisely.

4. Evaluation tools.

According to Kelly (2005), the assessment of translator performance is an activity which is under-researched and under-discussed. Moreover, she mentions that the assessment of any learning should be linked directly to the intended outcomes.

Various assessment tasks can be used in translator training programmes. In the Arab university context, assessment in most translator training programmes is taken to mark the end of the learning process. The teacher sets a task which s/he then marks in order to be able to decide whether or not the students have reached the level required to pass the module and proceed to the

following level (Atari, 2012:11). This is the best way to assess students' achievements, from the perspectives of most translation teachers (Mileto and Muzii, 2010:9). However, test should be accomplished with other assessment tools as it may not be effective if it is used alone.

In the current study context, the assessment instruments used were: supervisors' documentation records, students' documentation records, student self-assessment records, translation diaries, supervisor assessment records, student translation diaries by which supervisors can judge if students acquire the required competences or not, followed by supervisors' feedback.

In the light of this discourse, the researches would recommend the use of a translation portfolio as a supportive tool for the summative evaluation. This portfolio includes an introductory report justifying the student's choice, and a final self-assessment report on the knowledge, skills and attitudes that have been acquired. That is strongly recommended by Albir (2007:182).

The results of the third question showed that there are statistically significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one favouring the experimental group. There are also statistically significant differences between the means of both groups in favour of the experimental group. Also, there are significant differences between the means of the pre-post assessment card in favour of the post application.

According to this result, students' level in translation competences has improved in general; however, what deserves attention is that students' performance in the post assessment card was higher than that in the pre assessment card. This may simply be due to the lack of knowledge students have about translation, and their application to the translation tasks. This also shows that students tended to translate a text directly without the necessary planned competences required for the task, and the practical programme might be an opportunity that helped them fairly develop their ability to acquire these competences.

The results of the fourth question showed that there are statistically significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in favour of the experimental group. There are also statistically significant differences between the means of both groups in favour of the experimental group. In addition, there are significant differences between the means of the pre-post attitude scale in favour of the post application.

This result may also be due to the practical learning strategy, job-related tasks, and the students' existing in the real workplace and their feeling of responsibility during the training period which aimed at improving the students' attitudes towards translation. The results indicated that during the training period, the students took the responsibility of their learning and their acquisition of translation competences. They felt that their role was more central and important compared to the traditional way of teaching-learning process. Results tabulated above indicate positive assessment of the experience the students had in the suggested practical programme.

As this result indicated, students' attitudes towards translation were quite high, and may be due to the practical programme, and their attitudes became even higher. In fact, this result is more important than the first result (pre-attitude scale) as it shows how students are ready to

learn and develop once they find a suitable course and a caring hand that assists them to apply the theoretical knowledge in translation field.

Based on the results of this study, the following findings were observed:

1. There were statistically significant differences at ($\alpha \leq 0.05$) between the experimental group's performance mean scores and those of the control one in the post assessment card.
2. There were statistically significant differences at ($\alpha \leq 0.05$) between the students' performance mean scores in the experimental group before and after implementing the program in the assessment card.
3. There were statistically significant differences at ($\alpha \leq 0.05$) between the attitude levels of the experimental group and those of the control one towards translation in the post attitude scale.
4. There were statistically significant differences at ($\alpha \leq 0.05$) between the students' attitudes in the experimental group before and after implementing the program in the attitude scale.

      In conclusion, the results showed that a competent translator has to master three main competences with their sub-competences collected in the researchers' own model. These competences are knowledge, skills and attitudes. For helping students acquire those competences, it is important and hardly needed to adopt new approaches to the process of teaching and learning translation such as the practical programme suggested in this study. Consequently, such approaches require new assessment tools such as the assessment card designed by the researchers and translation portfolio recommended by them.

5. Recommendations

      In the light of the results of this study, the researchers stated the following recommendations for teachers of English and translation and course designers:

♣ 5.1 Recommendations for a more successful proposed practical programme:

      It should be noticed, however, that the progress achieved by the students after the practical programme is not so big, though significant. Thus, some remedies were recommended for caring for the weakness in the proposed practical programme. These are:
1. The need for more than just a practical course in one area of language instruction to develop students' proficiency in language. The current study and the suggested programme help in motivating students to improve their level, but they need more than just one training programme.
2. Building systematic instruments to assess the training needs wherein the student-translator is a basic participant in addition to the educational and the central bodies of training supervision.
3. Applying the programme after studying Translation I and Translation II modules as students may be more prepared to receive training via the job market after having completed these two introductory courses.
4. Increasing the training period to forty days distributed into two semesters. (Twenty days for each semester).

5. Assigning a specialized professor in Translation for supervising students in institutions in order to provide students with adequate feedback to avoid making mistakes again with coordination and integration with the specialized translator in the training institution.
6. In addition, two kinds of reports should be on the ground while assessing students' performance during the training period: reports done by supervisor, and reports done by students. The former is to assess student's performance then to present it as feedback to supervisor. The latter is to assess the association work nature and to shed the light on the main shortcomings and problems the trainees may encounter during the training.
7. Making a database about the training associations and their work nature.
8. The English Department should incorporate at least an hour-computer course for training students on the basic programmes needed in the field of translation. Besides, this course should be taught to pave the way for students to utilize new technologies in translation.

✦ 5.2 Recommendations to specialists at the Ministry of Higher Education:

1. Developing the educational programme in the English departments at Palestinian universities in order to pave the way for students to receive training via translation job market which leads to qualitative improvement in their professional roles after graduation.
2. Taking the proposed programme with the remedies mentioned above into consideration and applying them in the English departments in the Gaza Strip.
3. Paying attention to the necessity of adopting new methods for training student-translators, while ignoring traditional methods.
4. Paying attention to the professional development of students' cognitive, psychomotor and affective domains in the sake of reaching a level of competence needed to practice translation.

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Appendix A

An assessment card of the students' performance in the practical programme

The Islamic University - Gaza

Deanery of Postgraduate Studies

Faculty of Education

Curricula and Teaching Methodology Department

An assessment card of the students' performance in the field t

Instructions

This card is designed to elicit data about students' performance. It inclu in the scale. Each domain consists of a number of statements. Each statement is followed by three alternatives (high – average - low). Please, read each statement cautiously and kindly point to your answer to each statement by placing a mark (√) in the box similar to only one of the three alternatives, as displayed in the sample statement below.

Sample Statement

NO.	Item	High	Average	Low
	The first domain: Knowledge			
1	Have a sufficient knowledge of the source language		(√)	

Notice: the researcher has attached some instructions including definitions and indicators for some items in the assessment card at the end of this assessment card.

**High = no mistakes, Average = not more than 2 mistakes, Low = more than 2 mistakes.

Any further comments:

…………………………………

Thanks a lot for your co-operation and contribution.
An Assessment Card of the Students' Performance in the Field Training Programme

Paragraph (the student is able to…)	Agree degree		
	High	Average	Low
The First Domain: Knowledge			
1. Have a sufficient knowledge of the source language.			
2. Have a sufficient knowledge of the target language.			
3. Have comparative knowledge of source and target language.			
4. Have syntactic knowledge.			
5. Have semantic knowledge.			
6. Have pragmatic knowledge.			
7. Have knowledge of typographical differences.			
8. Have lexical competence.			
9. Have sociolinguistic competence.			
10. Have discourse competence.			
11. Have in-depth understanding of cultural norms.			
The Second Domain: Skills			
12. Use the right word in the right context.			

13. Translate each word according to the context.			
14. Give metaphorical meaning rather than literal meaning.			
15. Translate phrasal verbs.			
16. Identify the most common and current abbreviations within the source language and their equivalents in the target language.			
17. Translate the passive sentences accurately into the target language and render them a smooth, natural translation.			
18. Change word order of source language sentences into the new word order of target language.			
19. Have grammatical competence.			
20. Omit extra words to get the best meaning in the translated text.			
21. Determine overall translation strategy within the framework of the entire text in order to meet fully the intentions of the SL author.			
22. Be aware of the multiple contexts involved in translation such as the SL text (SLT) author, reader, purpose and the translator.			
23. Be able to scanning and skimming.			
24. Identify the meanings of new words and expressions using components of the contextual analysis.			
25. Identify beginnings and endings of ideas in the text.			
26. Identify the relationship between the beginnings and endings of ideas in the text.			
27. Use the best meaning that fits into the context.			
28. Use the structure in the TL that best represents the original.			
29. Use transitions between ideas and the best connectors in the TL that represents the original meaning.			
30. Use correct word order as used in the TL.			
31. Use correct sentence structures in the TL.			
32. Rephrase certain sentence to convey the overall meaning translated.			
33. Transmit the ideas of the text in clear sentence in the TL.			
34. Make changes to the text without distorting the original ideas.			

The Third Domain: Attitudes			
35. Convey meaning faithfully, accurately, and impartially.			
36. Not alter, make additions to, or omit anything from their assigned work which affect the general meaning.			
37. Remain neutral with regard to either gender, race, etc.			
38. Stick to any information obtained during the performance of services, including access to documentation or reports.			
39. Not disclose, discuss or offer opinions on any information accessed through the course of work unless required to by law.			
40. Not use information obtained in the course of her work for personal, professional or financial advantage.			
41. Assist other translators.			
42. **Complete projects on time.**			

Group/……………………..   **Supervisor**/…………………………...