Students' Perceptions of Teaching Translation at University of Duhok

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Abstract: This study maintains that learners' perspective and reactions towards learning any subject including Translation is of a vital importance to achieve the objectives and outcomes of that subject. This study aims at drawing a picture of translation teaching from students' point of view and exploring students' skills in translating to assess the existing methods and to reconsider objectives behind teaching this or that translation course. In order to achieve the aims of the study a questionnaire consisting of 22 items was given to 49 students; 40 (20 boys and 20 girls) from the English Department; and nine students (five boys and four girls) from the Translation Department, College of Humanities, University of Duhok, Iraq to find out their reactions on different issues related to the teaching and learning of translation at their departments. The items of the questionnaire tried to explore issues related to culture, courses, texts, exams, teachers and students' reactions and strategies used in translation. Accordingly, it has been found out that students gain benefits from the assigned course as it seems to develop their language and translation skills through their focus on cultural factors and proper equivalents in the process of translation. Translation courses might be considered as a resource for students' vocabulary enrichment, style improving in addition to text type knowledge with reference to strategies adopted for each as well as improving students' skills in both language and translation. Focusing on the daily language is also of vital importance in acquiring language and translation competency.

Keywords: Applied Linguistics, students' reactions and perspectives, teaching and learning, translation.

1. Introduction

Cook (2007) as cited in Machida (2011, p.740) maintains that, "translation in language learning" is an 'ignored' field in second language acquisition (SLA) for a number of reasons. Firstly, it has been difficult to get rid of the old association of translation to the old teaching method namely the grammar- translation method. Translation in SLA has been seen as rather negative following criticism of grammar-translation method. Secondly, according to Machida, (2011), "translation is considered often as the goal for, or the end product of, teaching but rarely seen as a means of language learning. Thus, whereas a reasonable amount of literature is available regarding teaching translation as the end itself, research into translation as a means of language learning is scarce"(p.740) .

English translation becomes one of the most important and in many instances compulsory courses in today's educational system in many places over the world. It is one of the main courses in University of Duhok (UoD) that gives the chance to students to develop their language skills, vocabulary, and translation skills. Moreover, the translation course strives to develop students' intellectuality to prepare them to be critical thinkers because translation covers a wide range of different thoughts of different people from different cultural backgrounds. We also believe that each student has their own point of view about translation when they translate any text. There are many ways to deliver the content of translation and to ensure the students understand what translation is and what it is about. Teachers should avoid traditional methods that make students feel boring. Teachers should make students aware how to translate in a good way and to make benefit from it intellectually in the same time. This paper is an attempt to draw out students' perception on how translation should be taught so that it helps develop their language skills as well as cultural and intellectual awareness. It also includes some of the effective methods of teaching translation that can be useful for both teachers and students; methods that will make students appreciate translation and consider it as a good way for language learning. However, there has been always need for translation as long as there have been different languages in the world with people communicating with

them (Paloposki 2002, p. 350) taking into account that translation is often used to reduce the problems of international communication (Wilss 1982, p. 17). Teaching of translation can help students raise their intercultural awareness and global understanding.

1.1 Aim of the study

The study aims at drawing a picture of translation teaching from students' point of view and exploring students' skills in translating to assess the existing methods and to reconsider objectives behind teaching this or that translation course.

1.2 Hypothesis

This study hypothesizes the following:
(1) Students realize the vital roles of both culture and equivalence in the process of translation and that (2) translation courses are instruments to improve the students' skills and abilities to translate. It also hypothesizes that (3) realizing the value of everyday language is very essential for translation students and that (4) inappropriate methods of teaching translation diminish the benefits of the assigned course.

1.3 Significance of study

This study is of significance to both students and teachers of translation, linguists and researchers. It is of value to students of translation because it takes their opinions into consideration on how to translate and what should be taught in a course of translation. It is important for teachers because it gives them a picture on how translation should be taught from the perspective of learners and they can plan and design courses accordingly. It is also important for applied linguists because the results of such studies can contribute to the discipline as translation comes under the umbrella of Applied Linguistics. The same for researchers who can benefit from the results of such studies for future research on translation and students' perception and reactions.

1.4 Scope of study

This study is limited to responses taken from 49 students; 40 (20 boys and 20 girls) from the English Department and nine students; (five boys and four girls) from the Translation Department, College of Humanities, University of Duhok.

2. Theoretical Background and Ideas on Translation

2.1 Theories of translation

Linguists, translation theorists have endeavored a lot to come up with a unified theory of translation but unfortunately, they are still uncertain about such a possibility (Shaheen, 1991). Coming with consistent and reliable theory of translation is of great importance because it would "systematize the methods and procedures of translating" (Shaheen 1991, p.22). We will summarize different opinions on this issue as viewed by linguists and translation theorists.

Catford (1965) argues that "the theory of translation is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics"(p. 20). Thus, translation is defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language TL" (Catford 1965, p.20). Catford (1965) has made a distinction between different forms of translation equivalence, i.e., textual equivalence and formal correspondence as cited in (Shahen 1991, p.22).

Nida (1964) defines translation as "a reproducing in the receptor language the closest natural equivalent of the message of the source language; first in terms of meaning and second in terms of style" (p. 166). Nida's theory of translating is composed of the three procedures of analysis, deep structure, transfer, and restructuring as cited in (Shaheen 1991, p.23). On the other hand, Nida modified this theory in 1969 to include one more stage which is that of testing; accuracy of rendering, readability, stylistic equivalence, etc. (Shaheen 1991, p.23). In this stage, the Source Language Text (SLT) must be read and studied carefully, and meaning must be taken out. This theory was modified again by Nida and Taber (1969) to include readjustments of the message at different levels: grammatical, semantics, language varieties or style (Shaheen 1991, p.23).

Newmark (1981) views translation as a craft in which the translator aims to "replace a written message and statement in one language by the same message, statement in another language" (p.7). Newmark (1981) asserts that translation theory is:

> A label, a framework of principles: It is neither a theory nor a science, but the
> body of knowledge that we have and have still to acquire about the process of

translating. Its main concern is to determine appropriate translation methods for the widest possible range of texts or text categories.   Newmark (1981, p. 19) cited in (Shaheen 1991, p.24).

Newmark (1988a) defines translation as

An endless" procedure, especially for linguistically difficult passage because they can always be improved to get greater meaning. As translator read it again and again, he/she will probably find a better equivalent word in the target language, and also if it is done in group, translator will have a chance to get a deeper meaning from the text.

Mason (1982), maintains that the difference between translation theory and contrastive linguistics is similar to the difference between langue and parole: The text containing the message to be translated is an instance of parole (p.20). Consequently, theoretical equivalence at the level of langue is not necessarily relevant to the process of translating. The focus is on the text rather than on the language.(Shaheen 1991, p.25).

According to Sager (1994, p.293) as cited by As-saffi (n.d) translation is "an extremely motivated industrial activity, supported by information technology, which is diversified in response to the particular needs of this form of communication". Sager maintains that translation should reflect the environment in which the professional translation activity takes place (As-safi n.d)

Similarly Koller (1995, p.196) as cited in As-saffi (n.d) describes translation as a

text processing activity and simultaneously highlights the

significance of 'equivalence': Translation can be   understood as the result of a text- processing activity, by means of which   a source-language text is transposed into a target-language text. Between the resulting text in the target-language text (L2) and the source text the source language text (L1) there exists a relationship which can be designated   as translational, or equivalence relation.

Kelly (2002, p. 14) as cited in Dewanto (2013, p.3) defines translation competence as the "macro competence that comprises the different capacities, skills, knowledge and even attitudes that professional translators possess and which are involved in translation as an expert activity." These areas of competence are all necessary for both the acquisition of translation competence and for the student to be able to complete translation assignments.

Barros (2011, p.43) as cited in Dewanto (2013, p.3) suggests that "Since professional translation is getting to be more of a social activity, we believe that encouraging teamwork in the classroom is a good way to prepare students for it".

We can conclude from the above statements that the theory of translation is developing and "its contribution to translating cannot be denied" (Shaheen (1991, p.27). On the other hand, there is no agreement among translation theorists and researchers on whether translation theories are put in practice in teaching translation (As-safi n.d, p. 28). Klein – Barley (1996, p.26) cited by Emery (2000, p.105) claims that 'theory' has no place in most university translation programs. Bahumaid (1996, p.99) cited in As-safi (n.d, p.28) believe that most of Arab university translation programs lack theoretical components. As-safi (n.d, p.28) asserts the necessity for " some sort of principled theoretical background , let alone a rigorous theory to guide practice ". This paper also thinks that a theoretical background is essential for any translation learning program especially at a university level.

2.2 Methods of Translation

The following section sheds some light on the common translation procedures, strategies and methods. Nida (1964, pp. 241-47) as cited in Ordudari (2007) summed up the translation procedures in two main domains : technical procedures and organization procedures . Under technical procedures Nida includes the following steps: analysis of the source and target languages; a thorough study of the source language text before making attempts translate it; Making judgments of the semantic and syntactic approximations. (pp. 241-45) .By organizational procedures Nida means:

Constant reevaluation of the attempt made; contrasting it

with the existing available translations of the same text done by other translators, and checking the text's communicative effectiveness by asking the target language readers to evaluate its accuracy and effectiveness and studying their reactions (pp. 246-47).

On the other hand, Loescher (1991, p8) as cited in Ordudari (2007) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." In this definition we can clearly feel the importance of the notion of consciousness as a strategy learners or translators use. The same notion was also confirmed by Cohen (1984, p.4) as he distinguishes it from those processes which are not strategic.

Jaaskelainen (2005, p.15) as cited in Ordudari (2007) talking about the process and product of translation classifies strategies into two main groups: some strategies relate to what happens to texts, while other strategies relate to what happens in the process and then she defines strategies as " a set of (loosely formulated) rules or principles which a translator uses to reach the goals determined by the translating situation" (p.16). In addition to that Jaaskelainen (2005, p.16) as cited in Ordudari (2007) divided translation strategies into other two types ; global and local strategies labeling global and local strategies Global strategies" refer to general principles and modes of action and local strategies refer to specific activities in relation to the translator's problem-solving and decision-making."

As regard to the methods of translation Newmark (1988a, p.81) distinguishes between translation methods and translation procedures. He writes that, "[w]hile translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). Newmark (1988a, pp. 45-47) uses the following eight terms in his classification. They are word-for-word, literal, faithful, semantic, communicative, idiomatic, free, and adaptation that divided into two scopes –the methods closest to the source language and the methods closest to the target language. One extreme being total focus on the source text/language and the other extreme being total focus on the target text/ language. Also Newmark (1991, pp.10-12) mentions a continuum existing between "semantic" and "communicative" translation. Any translation can be "more, or less semantic—more, or less, communicative—even a particular section or sentence can be treated more communicatively or less semantically." Both seek an "equivalent effect." .For a similar view and more details see: (Ordudari 2007, p.12).

To conclude, any translation method used depends on the needs and objectives of the translator and what is important is any translation has to carry messages in source language into the target language well enough. The skill of translators lies in their ability to select and decide on the appropriate and the right method and technique. The same applies to translation students who must be aware of why and how "a particular technique is used" (Zainudin & Awal 2012 p.,800).

2.3. Teaching of Translation

In spite of the fact that translation has a long history worldwide and contributed to the development of people but translation teaching really began in the 20th century (Clavijo & Marín 2013). Unfortunately a lot has been said about theories, techniques processes and procedures of translation but little has been said on how to teach translation and what techniques can be used in the classroom that help and prepare students to be efficient translators (Davis 2004), as cited in Zainudin & Awal (2012, p.800). According to Snell-Hornby (n.d) as cited in Claramonte (1994, p.185)

Students express frustration at being burdened with

Theoretical considerations (both translation theory and general linguistics)
which they feel have nothing to do with the activity of translating, and
scholars talk scathingly of translators who are unwilling to investigate
the theoretical basis of their work, thus reducing it to a 'mere practical skill
.

Unfortunately, only little attention and a small number of works have been dedicated to translation as a means to teaching and learning (Duff 1989, Atkinson 1993, Edge 1986, Ulrych 1986, Nadstroga 1988, Urgese 1989, Eadie 1999) cited in Popovic (2001).

Claramonte (1994, p.186) argues that on teaching translation one should take into consideration three points : first, the qualities of the translator which include full command of both SL and TL; second , mastery of the social and cultural background—literature, arts, history, politics, etc.—of the cultures of SL and TL

and third, the translator" must also be both modest and sincere on one hand (so that he does not correct the author) and doubtful checking all doubtful terms   on the other hand . However, it has been just mentioned above, translation students have to learn how and why to choose a particular technique or method of translation.

Azizinezhad (2010, p.4) raises the following questions regarding the teaching of translation: whether translation teachable or not; if it is yes, to what extent? This question is too difficult to answer unless we define first the nature of translation. The second question is "translation a science, a craft or an art "? Accordingly one can decide if translation can be taught in the classroom like any other subject using certain teaching methods. Azizinezhad (2010, p.4) went further as problems related to the teaching of translation. He said that a great number of "experienced and skilled autodidacts in the field who have been asked to educate beginner translators believe that translation is learned by experience and personal intuition and can by no means be taught in the classroom." We do not agree with this statement and believe that translation can be aught like any other subject using effective methods suggested in the literature like; Krings (1986) ; Newmark (1988a); Claramonte (1994) ; Harvey. (2003); Zainudin & Awal (2012) . We also believe that translation is a science and an art as it has has a lot in common with arts as well as sciences (Azizinezhad 2010:6) . Translation is a craft as expressed by Newmark (1988b, p.7) "a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language."

To sum up our above discussion we agree with Azizinezhad (2010, p.8) who believes that translation is teachable and it is very much related to "teaching language itself". Also

> In order to be successful in teaching translation, instructors should be able to merge the language teaching techniques they may deem best for their students with those of teaching translation. The techniques adopted for teaching translation should be chosen with attention to both sides of the nature of translation: first its objective and theoretical principles and second the subjective part which is mainly related to the student's intuition and creativity (Azizinezhad 2010, p.8).

Also the aim of translation teaching has to explain the relationship between the "contents and patterns of translation on one hand   and "the wider fields of linguistic behavior and practical translation experience on the other" (Wilss 2004,p.10). Accordingly the teaching of translation must ultimately deal with   "the day-to-day purposes of translation work, the communicative targets of translation and the systematization of translation teaching and translation learning (Wilss 2004, p.10).

2.4. The relation between Translation Courses and Teaching English as a Foreign Language
Translation is taught at the English departments or as an independent department almost in all the Languages, Arts and Humanities colleges and faculties in the Middle East. Some English departments provide these courses right from the beginning of the program, while others provide translation courses only at advanced levels; when students show a high command of the target language (Alrefaai 2013, p.13). Translation can be used in more than one way to develop language skills, facilitate and accelerate language learning (Alrefaai 2013, p.13). Translation course is a useful tool to learn grammar, syntax, and lexis in both SL and TL (Al-Drigni 2012).

Machida (2011, p. 743) cited in Alrefaai (2013, p.14), maintains that the use of translation in EFL classroom "provides plentiful opportunities for the learners to pay attention to the relationships between form and meaning." The final text of a written translation is a new one, as Lefevere (1992, p.7) has underlined it; translating is a sort of re-writing. In this sense, the translated work must "stand on its own." Since the text has its own identity, it must respect the rules which govern its language.

Segaric (2013) thinks that translation courses can help learn a foreign language because the main idea is that if you want to learn a foreign language you need to know your mother tongue very well and translation is a good tool to adopt a metalinguistic attitude towards a language and to see it with others eyes and understand how it really works. It is also useful in acquiring semantic and lexical components as it expands learners' vocabularies. Translation course can also help develop grammatical and syntactic components. Translation courses can also help develop cultural awareness, understanding and differences of both TL and SL especially when it comes to idioms translation. On the other hand, Cordero (1984, p.350) maintains

that translation is an educational activity because it is a convenient learning, device of verifying comprehension and accuracy.

The discussion of an entire translated passage or even of one word in classroom teaches the students that a word usually does not have just one possible translation. Students learn that every word assumes a different meaning according to the context.

Students must keep a glossary, which they continuously update. Writing down words in a notebook allows the student to exercise his/her memory. Students are also taught how to use a dictionary, including the phonetic alphabet in order to learn the exact pronunciation (Séguinot 1989, p.65).

Students learn that English has a larger vocabulary, and some words that do not exist in their own language must be explained in order to convey their particular nuances. Each word in a text belongs to what is around it on a micro- and macro-level, and the analysis of each lexical unit allows the so-called "disambiguation," thus clarifying the effective meaning of a term within a passage (Petrocchi 2006, p.9).

Marqués-Aguado & Solís-Becerra (2013, p.46) maintain that translation courses can help develop learners' communicative competence on the basis that the Communicative approach allows for the use of a wide range of activities, including translation. They also maintain that

> the Common European Framework of Reference for Languages (CEFR) also acknowledges the value of mediation as a communicative skill and, thus, justifies the presence of translation in the language classroom as
> another option to be implemented. It also provides some
> pedagogical instructions for students to obtain more benefits from translation-related ctivities, which are linked to the attainment of various sub competences within communicative competence "
> (p.46).

Studying the Italian undergraduate translation courses, Bernardini (2004, p.26) rejects the idea that language skills and translation skills treated independently on the assumption that students should first learn the target language and then they should learn translation skills. Bernardin (2004) confirms that "language knowledge and skills must necessarily be consistent with translation skills, so that the two strengthen each other"(p.26). A translation teaching program should integrate language teaching, translation teaching and other relevant knowledge area teaching.

To sum up, we believe that there is a relation between translation courses and teaching foreign languages; translation has to be integrated with other language courses and translation activities need not to be done in isolation, but should rather be included in existing courses. We also believe that translation is an aid to learning and it can help promote language learning and ultimately language proficiency especially if it is integrated with other language learning strategies.

2.5. Classroom translation activities

Kiraly (1995) as cited in Clavijo & Marin (2013) maintains that there is a gap in translation pedagogy by stating that there are no clear pedagogical principles that help develop the translator's competence:

> …courses in translation skills instruction are usually not based on a coherent set of pedagogical principles derived from knowledge about the aims of translation instruction, the nature of translation competence, and an understanding of the effects of classroom instruction on students' translating proficiency.(p.32)

Accordingly, there is a need to develop and identify translation activities which can be used inside classrooms, not ignoring, of course, a teacher's own creativity and skills in developing and introducing his/her own classroom activities and tasks. Kiraly (2000) proposed an approach based on: "*collaborative learning, social constructivism, empowerment and reflexive practice to teach translation*". He [Kiraly] later in (2013) called for a collaborative learning environment as the place where students learn, guided by their professors. They facilitate the individual construction of knowledge to solve complex and real problems, which develop cognitive flexibility and self-concept to solve translation problems (Clavijo & Marin, 2013). Hurtado (2005, p.130) cited in Clavijo & Marin (2013) proposed three basic elements in any translation

teaching process:: *"translation as what is going to be taught, translator's competence as knowledge and abilities required to translate, and the acquisition of the translator's competence as the mean to develop this competence"*. He also represents a theoretical framework of translation teaching in which he integrates 'translatological' and pedagogical aspects to acquire the translator's competence by following learning process (Clavijo & Marin, 2013).

It is worth mentioning that before doing any translation classroom activities; teachers have to consider translation resources needed for learning translation. These include dictionaries and glossaries, parallel texts, translation memories, company sites and specialized press translation activities.

Translation activities inside the classroom can include: a total or partial translation of a text, the most traditional translation activity, summary of a text in a language other than the original and translation proofreading and simulated translation project management and sight translation which prepare students real –life work experience. There should be other activities in addition to translation practice activities, like preparation of a terminology database, explanation from the teacher ,readings about translation theory , discussions about translation criteria ,students-in class presentation and commented readings (Clavijo& Marin, 2013). Interaction among students themselves is important inside the classroom like dividing them into groups to develop cooperative learning, team spirit. In this respect Clavijo &Marin (2013) believe that the whole class has to be motivated to achieve a common goal, through socio constructivist processes.

A simulated project management sets a series of steps that include monitoring, evaluation, creativity, interaction and constant sharing of ideas. This "learning together" certainly enriches the results of the translation task and promotes respect, acceptance and creativity among students.

Zainudin & Awal (2012, p.804) found out that a majority of students included in their study enjoyed discussing their translation work with their classmates although they disliked the idea of working in groups.

This is a positive sign that discussion is beneficial to translation class. The respondents were also positive towards the ability to exchange ideas in a group and they found translation became easier when it was performed in group work (p.804).

Claramonte (1994, pp.190-91*)* suggests the following classroom translation exercises: first, what he calls " to *comment* translations" according to which students write" footnotes for each word of the original text they think may be difficult to translate. In that footnote, a student should say why he/she thinks that word or phrase is complex (sociological, cultural, grammatical, etc., differences between the original language and the target language)". The second exercise is "to *compare texts*", *which deals with the same topic* in both languages. These texts can be authentic taken from magazines, newspapers, journals, etc. This exercise helps students to be "familiar with the vocabulary usually used for a particular issue and, on the other hand, they acquire a better knowledge of the topic they are to translate". The third exercise is to give students a text which "*has already been translated*" into their TL. In this exercise, the teacher should provide students with different translations of the same text and ask them to study these translations and to propose changes and justify those changes. This exercise can help increase students' critical capacities. Among other exercises suggested by Claramonte (1994, pp.190-91) include "speed translation and sight translation" which are useful exercise "to check and improve the student's mother tongue, his vocabulary, capacity of synthesis, etc".

In conclusion, translation activities should support and promote developing language skills in both the source and the target language and should prepare students for their future careers; to be able to translate texts outside the classroom competently and confidently. However, "the perspective of translation activities is bound to change from one text situation to the next" (Wilss 2004, p.11).

2.6 Qualifications of Translation Teachers

Brown (2001) as cited in Huang and Napier (2015, p.3) offers a checklist of effective language teacher characteristics which includes four categories: "*1) technical knowledge, 2) pedagogical skills, 3) interpersonal skills and 4) personal qualities*". This list examines language teaching and language teachers at various

viewpoints and assesses effective teaching in detail. Burton (2000) cited in Huang and Napier (2015, p.3) thinks that *"effective language teachers need to have knowledge, uniqueness, reciprocity and professionalism"*. It can be inferred from the above ideas that there are three main qualities attribute to an effective language teacher: professional knowledge or achievements, personal traits and teaching styles (Huang &Napier 2015, p.3).

Moreover, Mercer (2000, p. 160) cited by (Huang & Napier 2015, p.3) offers three qualities for more effective teachers. "First, they use questions not just to test knowledge, but also to guide the development of understanding". This quality can apply to teachers of translation as he/she " may use questions to discover students' understanding of the content and their expectations in order to adjust teaching accordingly and encourage students to reflect on what they are learning"(Huang & Napier 2015, p.3). Second, effective teachers should not only the subject matter teach, but they have to make students learn ways of solving problems and "making sense of experience". In the same way, teachers of translation can deal with topics that include also "problem-solving strategies, explanations of classroom activities, and interactions with students to encourage them to make explicit their own thought processes" (Huang & Napier 2015, p.3). Third, effective teachers have to view treat learning as a "social and communicative process". This can be reflected in a translation classroom "as discussions of translation theories, skills, issues and problems, with the use of students' contributions as a resource for building the 'common knowledge' of the class in order for them to take a more active role in classroom activities"(Huang &Napier 2015, p.3).

As for the personal qualities of translation teachers, Newmark (1991, p.131) combines between qualities of good teachers and those of good translators. Some of these qualities include "energy, curiosity, enthusiasm, ability to work at speed against a deadline, meticulousness in the smallest details, punctuation". Newmark (1991) qualities can be put under three headings: "personal qualities" that are attractive; "professional qualities and experience" that are reflected in course design and choice of materials; and "general knowledge of culture" (Newmark, 1991, p.: 131).

According to Newmark (1991, pp.129-130), the translation teacher should have, in Newmark's term a 'fortiori' i.e.

> the four professional translator's skills: (a) sensitivity;   (b) a wide knowledge of the language and culture of   Habitual use, and as a teacher, the metalanguage   derived from a grounding linguistics to describe and   categorize linguistic terms;(c) a good knowledge of   the topics; (d) knowledge of two or three foreign languages and cultures" (Huang & Napier 2015, p.4).

Thus, an effective translation teacher should not only have a good personality but enough language, teaching and translation skills "to encourage students to reach their full potential" (Huang & Napier 2015, p.3).

Claramonte (1994, p.186) after talking about the qualities of translators believe that teacher of translation, on the other hand, must also have some attributes. They maintain that a teacher of translation has to be a translator at the first place; he must know the world of translation works .Teachers of translation must also decide what *kind of knowledge and what kind of competence* he is to teach the student.

On the other hand, Azizinezhad (2010, p.19) suggests that successful translation instructors should be able to combine language teaching techniques with those of teaching translation. He also maintains that those techniques adopted for teaching translation should be chosen depending on both sides of the nature of translation: first it's objective and theoretical principles and seconds the subjective part which is mainly related to the student's intuition and creativity.

Finally, Huang & Napier (2015, p.4) believe it is essential for translation teachers to employ and apply in classroom teaching the skills translation students need, with good command of both the source and the target languages which including the abilities to "target the text," "apply a coherent typology of texts in formulating a translation strategy," "know enough about the relevant specialized field," "be familiar with the special terminology," and "be able to write good target language of the appropriate kind." The translation teacher is "a facilitator rather than a transmissionist, encouraging class interactions and discussions between the teacher and the students, and among students themselves" Huang & Napier (2015, p.5). As well as to what have been mentioned above, this paper believes that teachers of translation like

teachers of EFL have to be familiar with their students' background, expectations, knowledge about translation and their interest.

2.7 Qualifications of Translation Students

There is disagreement over the requirements of translators. One such requirement is the competency of SL and TL both in writing and speaking. On the other hand, some believe that mastering both languages is not enough. This section deals with what qualifications students of translation need in order to be competent translators.

Discussing the qualifications of a potential translator, Nida (1975, pp.401-2) points out that it is extremely difficult to test in advance what a person's potential as a translator may be, despite the various tests available .

Shaheen (1991, p.90) lists some characteristics which the translation students have in order to make the courses more beneficial.

> 1- Understanding of the cognitive process of translation theory.
> 2- Expert writing and composition skills in the TL.
> 3- Knowledge of lexical differences between the SL and the TL.
> 4- Knowledge of syntactic and stylistic differences between the SL and the TL.
> 5- Knowledge of discourse differences between the SL and the TL: textual coherence and textual cohesion.
> 6- Knowledge of pragmatic and semiotic differences between the SL culture and the TL culture.

All in all, translators must understand the original text, for which they must have broad general knowledge, handle the vocabulary of the topic in the SL as well as in the TL and, last but not least, produce well- written SL translation versions of the SL.

Bernardini (2004, pp.20-21), in terms of preparing students of translation, believes that "professional translators need awareness, reflectiveness and resourcefulness". By awareness, Bernardini (2004, p.20), quoting (Carter 1993, p.142), means the critical ability of a translator "not simply to look through language to the content of the message, but rather to see through language to the ways in which messages are mediated and shaped". A translator "must go beyond the single words and texts, and see language as a network of connected choices, which are influenced by the culture they express, which in their turn they influence" (Bernardini 2004). Reflectiveness signifies a translator's "capacity to practice, store and use more or less specific strategies and procedures involved in translation" (p.20). Accordingly, students of translation must acquire basic skills of text analysis, reading and writing procedures as well as project management and group work. Finally, resourcefulness is the ability of students to" exploit finite resources indefinitely (competencies and capacities) to cope with new and unexpected challenges, and to acquire new resources autonomously, as the need arises"(Bernardini 2004, p.21).

Mackenzie (2004, p.32) confirms that translator's qualifications nowadays should not only take account of "linguistic-cultural skills, but also interpersonal skills" because translation is becoming more and more of a team effort. He also thinks that the IT skills "including word processing skills, competence in using the tools available to assist the translation process such as translation memory tools, terminology software and the Internet", are of great significance in preparing and qualifying translators. He added the marking ability as a new skill which has not been emphasized before (Mackenzie 2004, p.32).

In conclusion, this paper maintains that students of translation must have competency in the SL and TL as well as the following qualifications: the basics of translation theory, practice and purpose including the used translation techniques through classroom courses and applied practice. Students of translation must gain a basic understanding of computerized translation tools used to speed up and simplify translation procedures. They have to focus on computer-assisted translation procedures and software development. Students of translation have to ultimately learn the correct terminology according to genre. However, other skills necessary for translators include public speaking skills, analytical skills, and problem solving skills, team and group work skills as well as those skills that prepare them for life-long learning.

2.8 Objectives of teaching translation courses

Aims and objectives of a program show the general purpose of that program. The adequacy of the training content heavily depends on the clarity of the relevant teaching objectives (Delisle 1981). Objectives may give better guidance to students and staff, However, in many courses in higher education, it is difficult

to capture the full range of complexity of desired student learning outcomes by having to define them in terms of objectives and in these cases it is legitimate to use terms such as "understanding", "becoming aware of", "appreciating", and "comprehending" (Mendoza 1973, p.6). It is worth asserting that the objectives of teaching translation courses and translators training are closely related to students' and translators qualifications mentioned in the previous sections In this section we will briefly review some f the objectives drawn by some universities and translation studies then we will draw our conclusions.

Sewell (1996, p. 137) as cited by Ulrych (2005, p.4) found that nineteen of the twenty-one institutions which responded to her questionnaire did indeed use translation "as a way of improving students' linguistic proficiency.

Schäffner (1998, p. 117) as cited by Ulrych (2005, p.4) reports her experience in the Department of Languages and European Studies at Aston University, where, in accordance with the standard practice at undergraduate level in the United Kingdom, translation is mainly taught as part of the language courses; in order to provide students with a translation program that better reflects the real-life conditions of translation. Ulrych (2005, p.4) believes that the approach is functional and the aim is the development of professional translation skills, "structured around specific text types . . . and focusing on characteristic features of these text types, on general (is able) translation problems and translation strategies" (Schäffner 1998: 127 cited by Ulrych 2005, p.4)

Davies (2004, p.73) states the following objectives taken from the Facultat de Ciències Humanes, Traducció i Documentació at the University of Vic in Spain:

> a. To produce translators and interpreters in, at least, two foreign languages and prepare them to become part of a competitive market with high intellectual, professional and technical skills.
> b. To produce native language editors and style correctors who can work in publishing.
> c. To create the basis for graduates to work in journalism, television and cinema (dubbing and subtitling), radio, public relations, tourism, companies with international relations, etc.
> d. To prepare students for teaching jobs in the foreign and native languages.
> e. To prepare students for postgraduate studies and research.

Ulrych (2005,p.6) found out through a questionnaire sent out 65 institutions of higher education located mainly in Europe and North America and 41 responded that the level of translation and interpreting degrees offered is closely linked to the issue of how best to train translators for their future careers in the professional environment.

Discussing theory and translator training Batrina (2005, p.178) asserts that the specific aim of the suggested translation course would be "to provide a study of the main theoretical concepts underlying the practice of translation and interpreting. This would include basic linguistic notions behind translation, mental and behavioral translating processes, and the consideration of translation as a social, cultural and ideological activity".

Kemp (2013, p.131) summarizes the aims of translation study in three possible aims- as an aid to language learning, as an end in itself, and as a complement to literary analysis . In language learning, translation can be a useful means to assess and measure "comprehension and sensitivity to style and register". As an end in itself, "proficiency in translation is a useful skill, popular among students, many of whom will go on to use it in their professional lives or at postgraduate level". Finally, translation can really empower "critical skills transferable to other parts of the degree, and, of course, vice versa". Kemp (2013,p.132) maintains that "the close-reading required by translation study, with the semantic and stylistic analysis this entails, makes it a practice that in many ways has more in common with a literary commentary than a grammar exercise".

We agree with Kemp's (2013) above aims and conclude that the aims of translation courses should develop students language skills , provide students with practical translation skills (with both professional

and theoretical insights) prepare them to be professional translators and interpreters , raise their cultural awareness of both languages , develop self-confidence and self esteem , promote critical thinking skills, help develop students be able to make right decisions and develop problem solving skills as well as research and methodology skills.

3. Methodology
3.1 Questionnaire
In order to find out learners' perception and attitude towards learning and teaching of translation at the university level, a quantitative questionnaire, adopted from Al-Drigni (2012) who used for a similar purpose with students of translation at Mosul university but slightly modified to serve this paper's objectives. A questionnaire consisting of 22 items was given, during the spring semester of 2015, to 49 students (those were the only students who fully responded) ; 40 (20 boys and 20 girls) from the English Department and nine students; (five boys and four girls) from the Translation Department , College of Humanities , University of Duhok to find out their reactions and perspective on different issues related to the teaching of translation at their departments . The 22 items cover issues related to the teaching of translation including culture, courses , texts , exams ,teaching methods , teachers competency , students participation ,and translation strategies.. Each item was built on a scale of four depending on the nature of the item. The informants were asked to give their perceptions, impressions, remarks, and attitudes towards the teaching of translation in their departments according to the scale. (see the appendix for full details)
3.2 Analyzing the results
The results of this study are based on the students' answers. The questionnaire scores are reviewed by the researchers. The responses of the subjects to the questionnaire are summarized according to the most repeated answers.
3.3 Findings and Discussion
We grouped our findings in relation to the questions of the questionnaire into six categories: culture, courses, texts, exams, teachers and students relationship and interaction and finally strategies of translation. Accordingly, the study comes up the following findings.
• **Culture.** Questions No.1 and question No. 19 of the questionnaire intended to elicit students' reaction and perception to the process of translation in relation to culture. As regard to (Q.1) thirty four students (69.38%) believed that translation is a process of transferring a text or culture from one language into another. For (Q.19) Twenty two students (44.89%) thought that translation 'usually' helps students to know different cultures or adds to their knowledge while 14 students (28.57%) thought translation helps students to know different cultures 'to a certain extent'. We can infer from those responses that students realize translation in the frame of culture as well as equivalence, and in fact culture ads up to their knowledge of the world.
• **Courses.** Questions (2) ,(3) , (4) , (11) and (22) attempt to draw students' beliefs about the translation courses taken at their departments . Twenty one students (42.85%) in their response to question (2) believed that the translation courses improve their English language skills while 14 students (28.57%) thought the translation courses improve their translation skills. On the other hand, in response to question (3), 26 students maintained that the translation courses prepare them for a translation career. The translation courses also help students develop their language skills .This proves hypothesis 2. This result corresponds with Machida (2011) who asserts that "the act of translating between mother tongue and second/foreign language is a potentially effective way to improve learners' second/foreign language … and improves their reading and writing skills in SL/FL"(p.740) and" learning vocabulary and revising learnt language expressions" (p.743).
As regard to the disadvantages of translation courses at their college /department, 21 (42.85%) of the students believed that that the benefits of these courses might vanish because of the 'boring teaching methods,, and 16 (32.65%) thought that the translation courses do not train or qualify them for real life situation .
Question (11) intends to elicit students' reactions as whether their point of views should be taken into consideration when designing the translation courses and establishing a good approach. Twenty two students (44.89%) replied positively; 'yes' and 15 (30.16%) of them said ' absolutely yes'; whereas no one responded negatively with 'no'.

Question (22) asks students' opinions about the objectives of the selected materials. Eighteen students (36.73%) agreed that the objectives are met but to a certain extent and (14) students (28.57%) fully agreed that 'the objectives of the course are achieved'. It is good to mention here that 11 students (22.44%) thought it was hard for them to decide.

•**Texts.** Questions (5) and (9) deal with students' perceptions of the translation genre, i.e types of translation texts taken at their departments.

In response to question (5), 20 students (40.81) preferred to have daily language texts for translation and 19 students (38.77%) suggested texts in various areas and fields. Surprisingly, only 5 students (10.20%) recommended literary texts and other 5 successively recommended journalistic texts.

Twenty eight students, (57.14%), in response to question 9, believe that the courses are interesting and motivating and they develop students' interest in translation whereas 12 of them (24.48%) 'quite agree' on the aforementioned statement. Accordingly, they believe if the environment provides a certain kind of interest , their translation will be more developed and effective.

•**Exams.** Question 13 deals with the translation exams. Nineteen respondents (42.22%) thought that the exams are relevant to the materials taught; whereas 18 students believed that their translation exams are a mixture of relevant and irrelevant materials taught. However, 2 students (4.08%) thought the exams are irrelevant to the materials taught.

•**Teachers and students.** Questions 14, 15 and 16 try to investigate students' reactions to their teachers in areas of 'source of information', errors' correction and criterion for teachers' evaluation.

Students' responses to question 14 reveal that 33 students (67.34%) like their teachers to correct their mistakes and 8 students (16.32%) fully agree on teachers correcting their mistakes. Totally, 41students (83.67%) want their teachers to correct their mistakes.

Beside the course, teachers might be described as the only source of students' information as reflected in students' reaction to question 15. Twenty nine students (59.18%) disagreed on the idea that their teachers are the only source of information and 7 of them (14.28%) totally disagree.

As whether teachers consider grammar a major criterion in their evaluations, question 16, thirteen students (26.53%) believed so and another 13 (.26.53%) partially agreed. I think the students under study are approximate in their responses as the following results successively indicate: 13 (26.53%) agree; 13 (26.53%) partially agree ; 12 (24.48%) and 11 (22.44%) sometimes agree. These results do not give us a clear idea on this question.

• **Strategies.** Questions 20 and 21 are about translation strategies. Question 20 strives to find out whether students develop translation strategies during the years of studying at the college. It was found out that (79 .59%) of students -39 students- develop their strategies during the 4 years of study; 28 (57.14) said 'yes' and 11(22.44%) said 'naturally'. They use lots of strategies during the years of study.

On the same line regarding strategies, students in question 21 were asked whether translation materials should be translated in class and prepared beforehand or on the spot. Thirty one students (63.26%) suggested that translation materials should be prepared beforehand as follows: 19 students (38.77%) beforehand and 12 students (24.48%) 'mainly' beforehand. However, 17 students (34.69%) thought they should be prepared on the spot.

See the appendix for the degrees and percentages of the respondents to the questionnaire.

4. Conclusion.

The study has tried to explore student's opinions on different aspects related to the teaching of translation at their departments including .culture, courses, texts, exams, teachers and students relationship and interaction and finally strategies of translation. These aspects are so important to develop students' skills and competence in translation and teachers' understanding of how their students think of what might be useful to help them develop and revise their teaching methods and courses**.** Understanding the culture of both languages is so important for developing language and translation skills. Also it has been revealed that the courses taken develop learners' 'language and translation skills. However, the translation exams were a mixture of relevant and irrelevant materials taught. Respondents were happy to have their teachers correct their mistakes and use that as feedback. As regards to translation strategies, it has been confirmed that different strategies are used by both teachers and students.

To sum up, the study has come up with the following conclusions

1. Students gain the benefits of the assigned course as it seems to develop their skills and language through their focus on the cultural factors and the proper equivalents in the process of translation. This validates hypothesis 1.

2. Translation courses might be considered as a resource for students' vocabulary enrichment, style improving in addition to text type knowledge with reference to strategies adopted for each. Therefore, these courses are instrument to improve students' skills in both language and translation. This proves hypothesis 2.

3. According to the students' points of view, focusing on the daily language comes first, but that does not mean it would be possible to neglect the other text types which are integral and prerequisite for the translation students. This proves hypothesis 3.

4. Taking into consideration the views of both teachers and students would establish a perfect approach. This results from the interaction of the two sides in order to avoid the in appropriate methods of teaching translation. This validates hypothesis 4.

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Appendix 1
The Questionnaire
Dear Student;
Answer the following questions please by crossing one of the choices: a , b , c , or d .
1. Translation is a process of:
a. Finding equivalence without loss of meaning.
b. Being competent in both languages.
c. Transferring a text or culture from one language into another.
d. Understanding a text better.
2. What are the benefits students have gained from the translation courses?
a. Increasing vocabularies.
b. Improving English.
c. More awareness of cultural differences.
d. Improving translation skills.
3. What do students think the translation courses should do?
a. Make materials more interesting.
b. Give more about culture.
c. Need different choices of texts.
d. Prepare students for a translation career.
4. The disadvantages of translation courses at your college are:
a. Hard material.
b. Hard exams.
c. Boring teaching methods.
d. Lack of training in real life situations.
5. What subjects do students consider suitable to be translated in the class?
a. Literary texts.
b. Journalistic texts.
c. Daily language texts.
d. Texts in various areas and fields.
6. Students must take care of the register in their translation
a. Usually
b. Always
c. Sometimes
d. Never
7. What are some of the obstacles to good translation course?
a. No good materials.
b. Cultural problems.
c. Large classes of students.
d. Insufficient time and training.
8. Translation courses develop language skills exactly like English courses:
a. Agree.
b. Agree somehow.
c. Disagree.
d. Disagree totally.
9. The courses are interesting and motivating and develop students' interest in Translation:
a. Agree
b. Quite agree
c. Disagree
d. Disagree totally
10. The knowledge developed in the translation courses can be applied to real - life situation:
a. Agree.
b. Quiet agree
c. Disagree.

d. Hard to decide .

11. Do students views need to be taken into consideration in the courses?

a. Yes .

b. Absolutely yes.

c. No.

d. Sometimes.

12. Students like to work in a group with their classmates:

a. Agree

b. Fully agree.

c. Disagree.

d. Hard to decide.

13. The translation exams are:

a. Relevant to materials taught.

b. Irrelevant to material taught,

c. Mixture of A and B ,

d. Totally different.

14. Students like it when the teacher corrects their mistakes:

a. Agree.

b. Fully agree.

c. Disagree.

d. None of them.

15. Students consider the teacher to be the only source of information:

a. Agree.

b. Fully agree.

c. Disagree.

d. Disagree totally.

16. The teacher considers grammar a major criterion in his evaluation:

a. Agree.

b. Partially agree.

c. Disagree.

d. Sometimes.

17 .The teachers only accepts a translation which is similar to his own:

a. Agree.

b. Disagree.

c. Sometimes.

d. Hard to decide.

18. Students must translate the text exactly according to the SL culture even though it may not make sense:

a. Usually.

b. Sometimes.

c. Never.

d. Hard to decide.

19. Does translation help students to know different cultures or add up to their knowledge of the world?

a. Usually.

b. Sometimes.

c. Never.

d. To a certain extent.

20. Do students develop their strategies during the years of the college?

a. Yes.

b. Sometimes.

c. Naturally.

d. Never.

21. Should the materials to be translated in class be a selected and prepared before - hand or on the spot?

a. beforehand.

b. on the spot.
c. mainly A.
d. mainly B.
22. The selected materials meet the objectives of the course:
a. Agree fully.
b. Agree to a certain extent.
c. Disagree.
d. Hard to decide

Appendix 2
Responses to Questionnaire
1. Translation is a process of:
A = 9 (4.41%)
B = 3 (1.47%)
C = 34 (16.66%)
D = 3 (1.47 %)
2. What are the benefits students have gained from the translation courses?
A = 7 (3.34%)
B = 21 (10.29%)
C = 7 (3.34%)
D= 14 (6.68%)
3. What do students think the translation courses should do?
A = 13 (6.37%)
B = 6 (2.94%)
C = 4 (1.96%)
D= 26 (12.74%)
4. The disadvantages of translation courses at your college are:
A = 6 (2.49%)
B = 6 (2.49%)
C = 21 (10.29%)
D= 16 (7.84%)
5. What subjects do students consider suitable to be translated in the class:
A = 5 (2.45%)
B = 5 (2.45%)
C = 20 (9.8%)
D = 19 (37,5%)
6. Students must take care of the register in their translation
A =18 (8.82%)
B = 19 (9.31%)
C = 9 (4.41%)
D =3 (1.47)
7. What are some of obstacles to a good translation course?
A = 12(5.88%)
B = 12 (5.88%)
C = 5 (2.45%)
D = 20(9.8%)
8. Translation courses develop language skills exactly like English courses .
A = 23(11.27%)
B =15 (7.35%)
C = 6 (2.94%)
D = 5 (2.45%)
9. The courses are interesting and motivating and develop students' interest in translation.
A = 28 (13.72%)

B = 12 (5.88%)
C = 8 (3.92%)
D = 1 (0.49%)
10. The knowledge developed in translation courses can be applied to real life - situation:
A = 27 (13.23%)
B = 10 (4.9%)
C = 5 (2.45%)
D = 7 (3.43%)
11. Do students' views need to be taken into consideration in the courses?
A = 22(10.78%)
B = 15 (7.35%)
C = 0 (0%)
D = 12 (5.88%)
12. Students like to work in a group with their class mates
A = 18 (8.82%)
B = 21(10.29%)
C = 5 (2.45%)
D = 5 (2.45%)
13. The translation exams are ?
A = 19 (9.31%)
B = 2 (0.98%)
C = 18 (8.82%)
D = 10 (4.5%)
14. Students like it when the teacher corrects their mistakes
A = 33 (16.17%)
B = 8 (3.92%)
C = 7(3.43%)
D = 1 (0.49%)
15. Students consider the teacher to be the only source of information:
A = 8 (3.92%)
B = 5 (2.45%)
C = 29 (14.21%)
D = 7 (3.43%)
16. The teacher considers the grammar a major criteria in his evaluation
A = 13 (6.37%)
B = 13(6.37%)
C = 12 (5.88%)
D = 11 (5.39%)
17. The teacher only accepts a translation which is similar to his own
A = 5 (2.45%)
B = 23 (11.27%)
C = 11 (5.39%)
D = 10 (4.9%)
18. Students must translate the text exactly according to the SL culture even though it may not make sense.
A = 14 (6.86%)
B = 19 (9.31%)
C = 7 (4.43%)
D = 9 (4.41%)
19. Does translation help students to know different cultures or add up to their knowledge of the world?
A = 22 (10.78%)
B = 14(6.86%)
C = 2 (0.98%)
D = 11(5.39%)

20. Do students develop their strategies during the years of the college?
A = 28 (13.72%)
B = 9 (4.41%)
C = 11(5.39%)
D = 1 (0.49%)
21. Should the materials to be translated in class be selected and prepared before-hand or on the spot?
A – 19 (9.31%)
B = 17 (8.33%)
C = 12 (5.88%)
D = 1 (0.49%)
22. The selected materials meet the objectives of the course:
A = 14 (6.86%)
B = 18 (8.82%)
C = 6 (2.94%)
D = 11(5.39%)