RESEARCH ARTICLE

THE IMPACT OF REFLECTIVE PRACTICE ON TRANSLATORS COMPETENCE AS PERCEIVED BY ACADEMICALLY TRAINED AND UNTRAINED TRANSLATORS

Adel Abdulkhaleq Abdulkarim Dalol[1],* [iD] **and Abdulnaser Mohammed Ali[1]**

[1] *Dept. Translation, Faculty of Languages and Translation, University of Aden, Aden, Yemen*

*Corresponding author: Adel Abdulkhaleq Abdulkarim Dalol; E-mail: adel.dulul@gmail.com; Tel: +967 77003850

Abstract

In this research paper, the impact of reflective practice (RP) on translators' competence was studied. The sample of the study consisted of 16 academically trained and untrained translators, who were selected purposively. The relevant literature on topic was reviewed and a questionnaire was designed to collect relevant data to the topic and answer the questions of the study. By means of special methodology, the data were analyzed by using the SPSS program. The result revealed that RP has substantial effect on translators competence. The results of the research paper should not only yield relevant insights for the translators, but also for the Translation Programs to develop translation students 'competence.

Keywords: Reflective practice, Translation competence, Trained and untrained translators.

Introduction

The title of this research paper reveals that the focus is to explore the impact of reflective practice on translator's competence from the viewpoints of academically trained and untrained translators. In Yemeni context we find a lot of untrained bilinguals perform various tasks of translation without being trained or educated to be translators. It is generally assumed that all people who know two languages are able to translate; however, such an issue is a vexed one. Reflective practice is similar to the notion of learning from one's involvement in activities and accumulated experience where one considers what he or she did, what happened, and takes a decision in future based on the knowledge acquired from various situations. Moreover, reflective practice involves thinking about and critically analyzing one's actions with the goal of improving one's professional practice. This displays that translators seem to be not only representatives of their own education and training, but also products of translation practical refection.

Statement of the problem

In the recent time many academic institutions are established to teach translation and translation studies disciplines all over the world. The focus of this research paper is to explore to what extent the reflective practice affects translator's competence as perceived by academically trained and untrained translators. In the Yemeni context, many bilinguals are working as translators or interpreters in different facilities. To the best of the researchers' knowledge, most of them are not academically trained or educated to be translators, however, they now perform various translation tasks. The translation competence and the impact of reflective practice on their professional development in comparison to educated and trained translators have never been empirically investigated. Toury (1995) argued that dual language competencies do not produce translation competence. To support Toury's view, scholar argued that bilingualism is not sufficient to be a translator or an interpreter; Grosjean (2001, p.11) stated that:

In fact, bilinguals acquire and use their languages for different purposes, in different domains of life, with different people. [...] It is thus perfectly normal to find bilinguals who [...] can only speak about a particular subject in one of their languages. This explains in part why bilinguals are usually poor interpreters and translators. Not only are specific skills required, but interpretation and translation entail that one has identical lexical knowledge in the two languages, something that most bilinguals do not have.

Previous studies have been conducted regarding whether a translator should be trained and educated or he/she should be only a bilingual, however, there are contradicting views to Toury's and Grosjean's. Some scholars argued that all people who know two languages are able to translate (Whyatt, 2012). Furthermore, translators are not only representatives of their own education and training, but also products of translation practical refection. Moreover, Albin (2014) argued that university studies do not always provide translators with the necessary skills; the institutional training has virtually no importance in the professional education of translators and that the skills missed most in their everyday activity are those they failed to acquire by means of self-directed learning procedures. Translation trainers and trainees as well as translators may get benefits of the findings and recommendations of this study.

Aims of the study

The study aims at:

1. Identifying how academically trained and untrained translators perceived the impact of reflective practice on their translation competence and professional development.

2. Recognizing how untrained translators develop their translation competence in comparison to academically trained ones.

Research questions

1. What is the impact of reflective practice on translation competence from the perspectives of academically trained and untrained translators?

2. How do untrained translators develop their translation competence in comparison to academically trained ones?

Significance of the study

By unveiling how trained and untrained translators deal with various problems and difficulties they face when translating, and how reflective practices impact on trained and untrained translators' competences, the study may provide translation trainees with a realistic account to manage various translation tasks and equip them with adequate procedures, strategies and techniques to solve various translation problems. Therefore, such an empirical study tends to bridge the gap between the academic training and the professional worlds. In other words, it will highlight the gaps that require to be bridged -from different perspectives- for a better development of translation competence, from one hand, and the importance of reflective practice in translators' training, from the other. Therefore, it might help the translator trainers and trainees to gain benefits from the findings and recommendations offered.

Literature review

This section offers a detailed explanation of reflective practices, translation competence and bilingualism. Reflective Practice is strongly related to the concept of learning from experience. It helps to improve and prompt best professional practices. Many experts define a reflective practice (RP) in different ways. Reflective practice can be defined as an important tool in practice-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer. It may be the

most important source of personal professional development and improvement. It is also an important way to bring together theory and practice. Schon (1983, pp. 102-104) indicated that RP ….the capacity to reflect on action so as to engage in a process of continuous learning.

Academics also tend to agree that reflective practice bridges the gap between the high ground of theory and the swampy lowlands of practice.

The term 'reflective practice' has multiple meanings that range from the idea of professionals engaging in solitary introspection to that of engaging in critical dialogue with others. Practitioners may embrace it occasionally in formal, explicit ways or use it more fluidly in ongoing, tacit ways. For some, reflective practice simply refers to adopting a thinking approach to practice. Others see it as self-indulgent navel gazing. For others still, it involves carefully structured and crafted approaches towards being reflective about one's experiences in practice.

According, to Albin (2014), translators seem to be not only agents of their own education, but also products of translation operations. There are professional translators who did not study translation as a discipline and are not familiar with translation theories, but they gain benefits from reflective practice, that is, "engaging to explore their experiences in order to lead to new understandings and appreciation", (Keogh, and Walker 1985 as cited in Walsh & Mann, 2015) p.352).

One can say, in general, reflective practice is understood as the process of learning through and from experience towards gaining new insights of self and/or practice.

Reflective practice helps to improve creative thinking skills. It also encourages an individual's active engagement during work processes. It helps in increasing self-awareness. Self-awareness is a primary component of emotional intelligence which helps in developing a better understanding of others. Kussmaul (1995, p. 32) stated that "it is through self-awareness that translators gain self-confidence." Hönig (1995, as cited in Alicia et al., 2018, p. 6) also stressed the fact that those translators who are more aware of what happens in the process of translation will be therefore more confident in their work.

To sum up, and based on the literature one can say that reflective translators needn't have explicit knowledge of translation issues such as equivalence, foreignization, or naturalization, etc. in sense that bilingual acquire skills, knowledge and ability to translate from experience not from studying translation.

Translation competence (TC)

Translation competence has been addressed by several scholars; however, there has been no consensus on how to define it. According to Cui and Zhao (2014, p. 179), as many definitions, the definition of 'translation competence' (TC) is a highly controversial issue, which still remains open despite the various descriptions and classifications devised in the last decades. Shreve (2002, p.154, as cited in Malmkjær 2009) stated that "translation competence has come to represent a set of academic understandings about what one has to know (and by implication what one has to learn or be taught) to become a translator. TC was defined by Bell (1991) as "the knowledge and skills the **translator must possess** in order to carry out a translation" (1991, p.43). Translation competence "is a super-competence based on a comprehensive knowledge of the respective SL and TL" Wilss (1982, p.58). Several psychologists defined 'competence' years ago as the skills, abilities and knowledge acquired through work experience, life experience, study or training; (e.g. Spencer and Spencer, 1993). The PACTE group is a group of researchers who conducted empirical research to study the acquisition of translation competence defined translation competence as a "hidden system of knowledge required to translate" (PACTE 2007, p. 96). The PACTE group offered the following model consisting of **five** sub-competences and psychophysiological components:

1. **Bilingual competence:** mainly practical knowledge necessary to communicate in both languages. This is pragmatic, socio-linguistic, textual, lexical and grammatical knowledge.

2. **Extra-linguistic competence:** mostly declarative knowledge, explicit and implicit, about the world in general and specific areas. This is bicultural, encyclopedic and thematic knowledge.

3. **Competence of translation knowledge:** mostly declarative knowledge, explicit and implicit, of translation principles and professional aspects. Knowledge of translation principles deals with the translation unit, techniques and strategies in use as well as various types of problems. Knowledge of the profession is related to the labor market (professional associations, tariffs, etc.), different types of customers, clients, etc.

4. **Instrumental competence:** mainly practical knowledge about the use of documentary sources and ICT for translation (various dictionaries, encyclopedias, translation programs, editing programs, parallel texts, search engines, etc.).

5. **Strategic competence:** practical knowledge to effectively translate and solve problems. This competence plays a major role. It affects all the other competencies, connects them and controls the translation process. This competence allows planning the process, evaluating it and its results, activating different knowledge and skills to make up for the gaps, identify translation problems and apply the methods to solve them.

6. **Psychophysiological components:** cognitive components, various behavioral aspects and psychomotor mechanisms. These are cognitive components such as memory, perception, attention, emotion, behavioral aspects such as curiosity, persistence, punctuality, critical mind, self-confidence, the capacity to assess one's abilities, motivation, the ability to think creatively and logically, analysis and synthesis skills (PACTE 2007, pp. 96-97).

Such competencies are intertwined and are related to each other in translation. The strategic competence has a vital significance as it is the core of the translation process and corrects defects in the other competencies.

Furthermore, Shreve (1997, 124) argued that "the widespread adoption of the notion of translation competence indicates that there is general acceptance in the discipline that translation is a form of knowledge". To support such a view, translation competence is deemed as 'a cognitive set of knowledge': (Alves, et al. 2001) stated that:

> We assume that translation competence is not to be understood only as a repertoire, but rather as a role-specific competence. In this sense, competence includes not only the means (repertoire) but also the purported result, that is, competence is defined as the appropriate use of specific abilities according to surrounding demands (McClelland, 1973, as cited in Alves, 2001), i.e., as a goal-oriented behavior. In the domain of *Translation Competence*, it includes and specifies the notion of competence as ability P. 47).

Nord (1996) specified the knowledge, the skills and the abilities that are necessary to translate: **Abilities** include: analysis, making decisions, creativity and evaluation (translation quality assessment); **knowledge** includes: source and target language and culture, translation theory and methods; **skills** include: analyzing translation briefs, text analysis in the SL, planning strategies and text production in the TL. Thus, abilities and skills are parts of competence after all. The term 'competence' is used for being comprehensive. On the other hand, "translation competence" has also been used with a restricted meaning to refer to the competence necessary to translate a text versus the competence needed to be a professional translator, as in Kiraly (2000, as cited in Cui and Zhao (2014, p. 179).

One can say that translation competence was differently approached depending on the aim of research. Therefore, the working definition of translation competence for the aims of this research paper is a collection of various definitions. Therefore, translation competence refers to the linguistic competence, as well as the strategic competence, namely, the ability and skills to solve translation problems.

EJUA **Electronic Journal of University of Aden for Humanity and Social Sciences** **Vol. 4, No. 1, March 2023**   **Dalol and Ali**   **Pages 116-128**

https://ejua.net

Bilingualism

It is considered that bilingualism and knowledge of languages were grounds for expecting that the speaker is a translator. Therefore, as English and Arabic bilinguals and a graduated with a BA in English, they are expected to be able to translate different texts. The majority of the world's population is bilingual or multilingual (Wei 2000), however, the need for translation services is still continuing to grow.

Bilingualism means everybody, "including all individuals who actively use, or attempt to use, more than one language, even if they have not achieved fluency in the second language (L2)" (Kroll and De Groot 1997, p. 170).

Harris and Sherwood (1978, p.115) revealed that translation competence is as an innate skill, "all bilinguals can translate" without formal training. However, they failed to differentiate translation competence from bilingual competence. Toury (1986, 1995) argued that TC requires both innate predisposition and nurture in translation education. Furthermore, he (1995) added that dual language competencies do not produce translation competence. It is now believed that foreign language proficiency is a necessary but not sufficient component of translation competence (Gile 2005, p.12).

Presas (2000, p. 20) suggested that bilingualism is a preliminary stage to the development of translation competence: "the translator must achieve sufficient mastery of his or her working languages."

However Nida (1981) contradicted such views, he claimed that effective translators are born and not made. Nida (2001) once said, some of the best translators have no training whatsoever in linguistics. Brilliant translators are often surprised at the manner in which creative solutions seem to pop into their heads. Since translating is a skill which requires considerable practice, most people assume that it can be taught, and to some extent this is true. But it is also true that really exceptional translators are born, not made.

What Nida meant is that the best, brilliant translators require aptitude and gift; and at the same time, translation competence does not depend on aptitude completely, but could be taught to some extent. Yang (1998, as cited in Zou, 2015) supported the same views. Furthermore, Nida indicated that translation competence requires "bilingualism, biculturalism, adequate knowledge of the content of a text", and "competence in writing". Therefore, he maintains that Translation Competence requires both **nature** and **nurture**.

There are even bilingual people who are able to speak about a certain topic in only one of their languages. And this is one of the explanations why bilinguals are not good interpreters or translators. In translation and interpretation there are special skills which need to be mastered and the translator and interpreter must possess identical lexical knowledge in both languages involved in the process and most bilinguals lack these skills. Although bilinguals have competence in two languages, these competences are frequently not of precisely the same type. They might be more experienced in rendering a particular topic in the first language than in the second language. According to Năznean (2014) bilingual individuals are often deficient in the linguistic and cultural consciousness essential for turning a source-language text successfully into a target-language and culture. Bilinguals are competent in two languages, but this does not automatically mean that they are also competent in conveying the accurate meaning and form of a text from the first language into the second language or vice versa.

Bilingualism is regarded as an essential, but not a satisfactory condition for the improvement of translation competence. Consequently, as said by Toury, translation competence can be looked upon as the same of bilingual competence and interlingual transfer competence (Lörscher 2012, p. 6).

Previous studies

Albin (2014) conducted study on the reflective translator….The data obtained by means of a questionnaire covers three areas: specialization and the market, qualifications and competence as well as effects and attitudes.

The main results of the study revealed that although university studies do not always provide translators with the necessary skills, many of them continue in their professional capacity, which is understood to be the result of self-directed learning processes. Thus, translators seem to be not only agents of their own education, but also products of translation operations. In addition, the results reveal that institutional training has virtually no importance in the professional education of translators and that the skills missed most in their everyday activity are those they failed to acquire by means of self-directed learning procedures.

Another study was conducted by Năznean in 2014. He examined the characteristics of bilingualism and translation and investigated whether the two languages that bilinguals possess are a support or an impediment for translation. The researcher of this theoretical study indicated that a good translator is able to understand the source text very well, possesses definite knowledge in the topic of the text and has the required abilities to render the meaning of the source text in the target language in an excellent written way. Furthermore, translators possess skills which are the result of expert training in linguistics or translation studies and these skills make them excellent readers in the source language and excellent writers in the target language. Moreover, the researcher concluded that bilinguals possessing good reading and writing abilities still do not have the required skills to translate different types of texts or documents precisely. Professional translators are required to possess specialized linguistic training in order to perform accurate translations. If translations are assigned to inexperienced bilinguals, they will not be able to convey the precise meaning and nuances of the original texts and documents and there will be misunderstood parts in their translations.

A study conducted by Tzou, Vaid and Chin Chen (2017) on "Does formal training in translation/interpreting affect translation strategy? Evidence from idiom translation". Students of translation/interpreting and untrained bilinguals were given an idiom translation judgment task with literal (form and meaning) or figurative equivalents (meaning only). The findings are consistent with the view that training in translation fosters a processing-for-meaning-before reformulating. The findings of these studies are largely in line with our study.

Research design

The study employed a quantitative approach. It is a descriptive design, where a questionnaire consisting of close- ended items administered to translators to collect the required data. The study was conducted in 2021-2022.

Sample of the study

Translators who work in the field of translation from different parts of the country, Aden, Ibb and Sana'a, were participated in this study. **Sixteen** translators were selected purposively.

Data collection instrument

To the required data, we used a questionnaire consisting of two parts. Part one is about personal information and part two focuses on the main issues relevant to this topic such as TC and RP, which consists 25 items, where 20 items were designed according to 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), and eight items are multiple choice ones. The items were designed in accordance with the translation competences classified by PACTE (2007) and the literature relevant to the topic under the study as well. The questionnaire was given to two referees to check its validity. The reliability was checked by test – retest with two translators. The questionnaire copies were sent to the participants via WhatsApp, and were collected by the same.

Results

First, the results of untrained translators' responses were analyzed and discussed then the results of the trained translators' responses were analyzed and discussed.

Results of the untrained translators' responses

The topic of this research paper is the impact of reflective practice on translator's competence from the perspective of both the academically trained translators and untrained translators who are working in the field of translation in Yemen.

To analyze the data collected by the questionnaires, the researchers used the SPSS program to find the means and standard deviations. In addition, the opinions trained and untrained translators were compared by using the means of both groups.

To analyze the data and find answers to the research paper questions, the researchers separated the responses given by the 8 untrained translators and the other 8 trained translators. Then the frequencies were counted and were entered into the SPSS program to find the means, the standard deviations as well as the means of both groups.

Data analysis

Part one of the questionnaire reveals that eight participants (5 PhD holders and 3 MA in Applied Linguistics) were untrained to translate and eight participants (2 PhD holders and 6 Master in TS) were trained to translate. Their experience ranges between 3 and 10 years.

The data of this group were statistically analyzed. Table 1 shows the frequencies, the means and the standard deviations of the responses provided by **participants untrained** to each item of **part two, section A** of the questionnaire as well as the mean of the whole group. **Part two, section B** of the same participants' responses was statistically analyzed separately.

Table 1: Responses of untrained participants Part two- section A

No.	Items	Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree 5	M	STD
Reflective practice affects Translators' Competence in terms of:							
1.	Appropriate decision-making in order to solve translation problems	0	0	0	2	6	4.75	.463
2.	Analyzing both ST production and TT reception communicative situations	0	0	0	4	4	4.50	.535
3.	Analyzing the main function which will be required for a given TT	0	0	0	6	2	4.25	.463
4.	Decision-making about the instrumental aspects of the translating task during the whole process	0	0	2	2	4	4.25	.886
5.	Identifying translation problems	0	0	0	3	5	4.63	.518
6.	Generating different alternative solutions for translation problems	0	0	0	2	6	4.75	.463
7.	Identifying the text type of a given document	0	0	0	1	7	4.88	.354
8.	Evaluating different alternative solutions for translation problems.	0	0	4	4	0	3.50	.535
9.	Elaborating a general strategic plan to carry out the translation successfully.	0	0	2	6	0	3.75	.463
10.	Adapting to the working conditions of every translation task in a flexible way	0	0	1	1	6	4.63	.744
11.	Dealing appropriately with the client during the whole process	0	0	0	1	7	4.88	.354
12.	Making sure that the target readers react in the same way to the target text as the readers of the original text.	0	0	0	6	2	4.25	.463
13.	Being aware of cultural differences in a text, by looking for an equivalent in the target culture.	0	2	4	2	0	3.00	.756
14.	Using machine translation and CAT tools (e.g. memoQ,) to facilitate the translation process.	0	0	0	2	6	4.75	.463
15.	Ability to deal with a wide range of specialized subjects and Self-revision skills	0	2	3	2	1	3.25	1.035

No.	Item							
16.	Critical thinking skills (ability to "reason through" translation to think beyond just choosing the right word)	0	0	0	2	6	4.75	.463
17.	Ability to translate from several fields and create new terminologies for new concepts	0	0	0	3	5	4.63	.518
18.	Gaining knowledge in particular applying translation theories to perform tasks	0	2	2	2	2	3.50	1.195
19.	Tracking down sources to understand the topic and having willingness to search for information	0	0	4	4	0	3.50	.535
20.	Being confident and dealing with various types of texts or e-documents.	0	0	2	6	0	3.75	.463
	Mean score= 4.20							

Table 2: Responses of untrained participants, Part two- (Section B)

No.	Item	Options	N	%
21.	Are you aware of translation strategies and techniques?	a. Yes, I am aware and use them in appropriate manner.	0	0
		b. No, I simply translate without paying attention to such terminological themes.	8	100
22.	How have you developed your translation competence?	a. I was educated and trained to be a translator.	0	0
		b. I got benefits from my own professional experience, peers reviews and clients feedback.	8	100
		c. I was educated and trained to be a translator as well as got benefits from my own experience.	0	0
		d. Others, Please specify.	0	0
23.	The factors that may affect translators' competence are:	a. Reflective practice, that is, where people learn from their own professional experiences, rather than from formal learning.	0	0
		b. Studying translation as a discipline	0	0
		c. Studying English only.	0	0
		d. A & B	0	0
		e. A& C	8	100
24.	Using reflection methods/tools: (You can select more than one option).	a. I write notes, which I review (e.g., diary, journal.	2	25
		b. I talk with others about events / issues.	6	75
		c. I explore theories, models, etc., relating to my issues.	0	0
		d. I seek/get feedback from others about events/issues.	6	75
		e. I make /sound record of events/issues.	6	75
		f. I observe events and situations that involve me.	0	0
25.	Please rate your language proficiency in each language in speaking, reading, writing and general comprehension.		Good	Moderate	High
		Arabic	4/50%	4/50%	0%
		English	3/37.5%	3/37.5%	2/25%

Discussion of the results of untrained translators

The statistical analysis of the untrained participants' opinion, as shown in Table 1, regarding the impact of RP on the competence of translators reveals that the majority of participants strongly agreed that RP affects translators' competence, as the mean score of the whole group is very high (M= 4.20). The untrained participants' opinions on the items of various aspects of competence of translation such as (bilingual competence, extra-linguistic competence, instrumental competence, strategic competence) were 'strongly agree' or 'agree'. Despite the participants were not trained to be translators, they stated that such aspects of translation competences highly affect them, as most of the means of responses to the items are high.

The analysis of Part B, section B of the questionnaire, the participants were required to select one option or to follow the instructions provided in each item. The analysis, as Table 2 displayed, reveals that the eight untrained translators (100%) stated that they simply translate without paying attention to translation strategies or techniques. Moreover, all of them (100%) indicated that they get benefits from their own professional experience, peers reviews and clients feedback. In response to item 23 regarding the factors that may affect

translators' competence all of them (100%) stated that both of *reflective practice*, that is, where people learn from their own professional experiences, and studying English affects their competence as well as got benefits from their own professional experience, peers reviews and clients feedback. Concerning the use of reflection methods/tools, the participants were free to select more than one option from the six options provided. It was found that 6 (75%) participants selected options: **B**. *I talk with others about events / issues*. **D**. *I seek/get feedback from others about events/issues*, and **E.** I *make image/sound record of events/issues.* Moreover, 2 (25%) participants selected option **A.** *I write notes, which I review (e.g., diary, journal*, while no participant selected option **C**. *I explore theories, models*, etc. and **F.** I *observe events and situations that involve me*, as shown in Table 2. In response to item 25, where the participants were asked to rate their language proficiency in each language (Arabic and English) in speaking, reading, writing and general comprehension. It was found that 4 (50%) participants rated their proficiency in Arabic as good and the other 4 (50%) participants rated moderate. The participants' responses were scattered among the three options that is, *good*, *moderate* and *high* (3/37.5%, 3/37.5%, and 2/25%) respectively.

The findings reflect that the untrained translators translate without paying attention to the translation terminologies, furthermore, they stated that both RP and studying and training are highly important issues that affect translators' competence.

Results of the responses provided by the trained translators

The trained translators were required to do the same as the untrained translators. Table 3 shows the frequencies, the means and the standard deviations of the responses provided by participants trained to be translators to each item of part two, Section A of the questionnaire as well as the mean of the whole group. Part two, Section B of the same participants' responses was statistically analyzed separately.

Table 3: Responses of trained participants – Part two: Section A

No.	Items	Strongly disagree 1	Disagree 2	Unsure 3	Agree 4	Strongly agree 5	M	STD
	Reflective practice affects Translators' Competence in terms of:							
1.	**Appropriate decision-making in order to solve translation problems**	0	0	0	1	7	4.88	.354
2.	**Analyzing both ST production and TT reception communicative situations**	0	0	0	0	8	5.00	0.000
3.	**Analyzing the main function which will be required for a given TT**	0	0	0	0	8	5.00	0.000
4.	**Decision-making about the instrumental aspects of the translating task during the whole process**	0	0	2	6	0	3.75	.463
5.	**Identifying translation problems**	0	0	0	0	8	5.00	0.000
6.	**Generating different alternative solutions for translation problems**	0	0	0	0	8	5.00	0.000
7.	**Identifying the text type of a given document**	0	0	0	1	7	4.88	.354
8.	**Evaluating different alternative solutions for translation problems.**	0	0	0	1	7	4.88	.354
9.	**Elaborating a general strategic plan to carry out the translation successfully.**	0	0	0	0	8	5.00	0.000
10.	**Adapting to the working conditions of every translation task in a flexible way**	0	0	3	5	0	3.63	.518
11.	**Dealing appropriately with the client during the whole process**	0	0	1	4	3	4.25	.707
12.	**Making sure that the target readers react in the same way to the target text as the readers of the original text.**	0	0	5	3	0	3.38	.518
13.	**Being aware of cultural differences in a text, by looking for an equivalent in the target culture.**	0	0	0	1	7	4.88	.354
14.	**Using machine translation and CAT tools (e.g. memoQ,) to facilitate the translation process.**	0	0	3	5	0	3.63	.518
15.	**Ability to deal with a wide range of specialized subjects and Self-revision skills**	0	0	0	2	6	4.75	.463
16.	**Critical thinking skills (ability to "reason through" translation to think beyond just choosing the right word)**	0	0	3	5	0	3.63	.518
17.	**Ability to translate from several fields and create new terminologies for new concepts**	0	0	0	2	6	4.75	.463
18.	**Gaining knowledge in particular applying translation theories to perform tasks**	0	0	0	0	8	5.00	0.000

19.	Tracking down sources to understand the topic and having willingness to search for information	0	0	0	0	8	5.00	0.000
20.	Being confident and dealing with various types of texts or e-documents.	0	0	0	0	8	4.50	1.414
	Mean score= 4.53							

Table 4: Responses of trained participants- Part two: Section B

No.	Items	Options	N	%
21.	**Are you aware of translation strategies and techniques?**	a. Yes, I am aware and use them in appropriate manner.	0	0
		b. No, I simply translate without paying attention to such terminological themes.	8	100
22.	**How have you developed your translation competence?**	a. I was educated and trained to be a translator.	0	0
		b. I got benefits from my own professional experience, peers reviews and clients feedback.	0	0
		c. I was educated and trained to be a translator as well as got benefits from my own experience.	8	100
		d. Others, Please specify.	0	0
23.	**The factors that may affect translators' competence are:**	a. Reflective practice, that is, where people learn from their own professional experiences, rather than from formal learning.	0	0
		b. Studying translation as a discipline	0	0
		c. Studying English only.	0	0
		d. A & B	8	100
		e. A& C	0	0
24.	**Using reflection methods/tools: (You can select more than one option).**	a. I write notes, which I review (e.g., diary, journal.	5	62.5
		b. I talk with others about events / issues.	7	87.5
		c. I explore theories, models, etc., relating to my issues.	4	50
		d. I seek/get feedback from others about events/issues.	7	87.5
		e. I make sound record of events/issues.	0	0
		f. I observe events and situations that involve me.	0	0
25.	**Please rate your language proficiency in each language in speaking, reading, writing and general comprehension.**		Good	Moderate	High
		Arabic	5/62.5%	3/37.5%	0%
		English	3/37.5%	2/25%	3/37.5

Discussion of trained translators' results

The statistical analysis of the trained participants' opinion, as shown in Table 3, regarding the impact of RP on the competence of translators reveals that the majority of participants strongly agreed that RP affects translators' competence, as the mean score of the whole group is very high (M= 4.53). The trained participants' opinions on the items of various aspects of competence of translation such as (bilingual competence, extra-linguistic competence, instrumental competence, strategic competence) were 'strongly agree' or 'agree'. They indicated that RP highly affects such aspects of translator' competences, as most of the means of responses to the items are high.

To analyze part two, section B of the questionnaire, the researchers counted the frequencies and percentages of responses provided by the trained participants. The aim of this section is to find an answer to question two of this research paper. In part two, section B of the questionnaire, the participants were required to select one option or to follow the instructions provided in each item. The analysis of part two, section B, as Table 4 displayed, reveals that 8 (100%) trained translators stated that they simply translate without paying attention to translation strategies or techniques. Moreover, all of them 8 (100%) indicated that they get benefits from their own professional experience, peers reviews and clients feedback.

Regarding the factors that may affect translators' competence, all of them 8 (100%) stated that reflective practice, studying translation as a discipline and studying English affect their competence. Concerning the use

of reflection methods/tools, the participants were free to select more than one option from the six options provided. It was found that the 7 (87.5%) participants selected '*I talk with others about events / issues and I seek/get feedback from others about events/issues.*

The findings also show that 5 (62.5%) stated that they write notes, which they review (e.g. diary, journal) and 4 (50%) of them indicated that they explore theories, models, etc., relating to their issues. No one of them indicated that they make sound record of events/issues or observe events and situations that involve them.

Moreover, the participants were asked to rate their language proficiency in each language (Arabic and English) in speaking, reading, writing and general comprehension. It was found that 5 (62.5%) of participants rated their proficiency in Arabic as good and 3 (37.5%) of them rated moderate.

It was also found that 3 (37.5%) of participants rated their proficiency in English as good, 3 (37.5%) of them rated high, and 2 (25%) rated moderate.

The findings reflect that the trained translators translate without paying attention to the translation terminologies, furthermore, they stated that both RP and studying and training are highly important issues that affect translators' competence.

Conclusion

The study offers an interesting overview of the impact of reflective practice on translators competence, where it was found that the majority of the trained and untrained participants' opinions stated that reflective practice plays a great role in developing their translation competence. It was also found that trained translators stated that they develop their TC by education in translation and get benefits from their own experience. In comparison to academically trained ones, the untrained translators stated that they develop their translation competence depending on study of English Language, their own professional experience, peers reviews and clients' feedback.

To conclude, one can indicate that untrained translators should have knowledge of translation theories, as rightly suggested; it is useful for a translator to be acquainted with what is going on in the theory. Moreover, reflective practice has a substantial effect on developing the translator competence. Therefore, it is recommended that Translation Programs in Faculties should expose students to real life tasks to gain comprehensive understanding of the nature of translation, theoretically and practically. The translation programs should prioritize to develop trainees' translation competence by assisting them develop conscious reflection on translation, get equipped with necessary declarative, procedural and conditional knowledge to tackle with problems encountered in translation, and help them become qualified and competent translators.

References

[1] Albin, J. (2014). *The Reflective Translator* (1st ed.). Peter Lang. Retrieved from https://www.perlego.com/book/2002039/the-reflective-translator-pdf (Original work published 2014)

[2] Alicia, B., Juan L. Núñez (2018). A Preliminary Scale for Assessing Translators' Self-Efficacy, Across *Languages and Cultures 19* (1), pp. 53–78 (2018) DOI: 10.1556/084.2018.19.1.3 2018.

[3] Alves, Fabio – José L. Gonçalves, Rui Rothe, N. (2001). "In search of a definition of translation competence: the structure and development of an ongoing research project". *Quaderns. Revista de traduccio* 6: 46-49. (http://ddd.uab.es/pub/ quaderns /11385790n6p46.pdf)

[4] Bell, R.T. (1991). *Translation and translating*. London: Longman.

[5] Cui, Y. and Zhao, W. (2014, ed.). *Handbook of Research on Teaching Methods in Language Translation and Interpretation*. Hershey: IGI Global, pp. 458, $260. ISBN: 978-1-4666-6615-3.

[6]   Gile, D. (2005). *La traduction, la comprendre, l'apprendre* [Translation, understanding it, learning it]. Presses universitaires de France

[7]   Grosjean, F. (2001). The bilingual's language modes. In Janet Nicol (ed.), *One Mind Two Languages*, Oxford: Blackwell, pp. 1-22

[8]   Harris, B., & Sherwood, B. (1978). Translating as an innate skill. In D. Gerver, & H. Wallace Sinaiko (Eds.), *Language interpretation and communication* (pp. 155– 170). New York: Plenum Press.

[9]   Kroll, J., Annette M.B. and De Groot (eds.) (1997). *Tutorials in bilingualism: Psycholinguistic perspectives.* Mahwah: Lawrence Erlbaum Publishers

[10] Kussmaul, P. (1995) *Training the Translator*. Amsterdam: John Benjamins.

[11] Li Wei (2000). *The Bilingualism Reader. Routledge.*

[12] Lörscher. W. (2012). *Bilingualism and Translation Competence*. Universität Leipzig, Germany

[13] Malmkjær, K. (2009). What is translation Competence? *Revue française de linguistique appliquée* /1 Vol. *XIV* | pages 121 - 134 ISSN 1386-1204 DOI 10.3917/rfla.141.0121 .

[14] Năznean, A. (2014) Bilingualism versus translation. "Alexandru Ioan Cuza" University of Iaşi. Disponível em: www.upm.ro/facultati.../IETM5_Part69.pdf. Acesso em: fev. de 2014.

[15] Nida, E. (1981). Translators are born, not made. *The Bible Translator*, vol. 32.4 October

[16] Nida E. (2001). *Language and Culture: Context in Translating*. Shanghai: Shanghai Foreign Language Education Press.

[17] Nord (1996) *Text analysis in translation: Theory, methodology, and didactic application of a model for translation-oriented text analysis*: Rodopi.

[18] PACTE (2007). Acquiring Translation Competence: Hypotheses and Methodological Problems in a Research Project", in Beeby, A., D. Ensinger and M. Presas (eds.) *Investigating Translation*, Amsterdam: John Benjamins, p. 99-106.

[19] Presas, M. (2000) "Bilingual competence and translation competence". In Christina Schäffner & Beverly Adab (eds.). *Developing Translation Competence*. Amsterdam: John Benjamins, 2000, pp.23-25.

[20] Schön, D. A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.

[21] Shreve, G. M. (1997). "Cognition and the evolution of translation competence". In: Danks, Joseph H. – Gregory M. Shreve – Stephen B. Fountain – Michael K. McBeath (eds.), 120-136.

[22] Spencer L. & Spencer S. (1993). *Competence at Work: Model for Superior Performance*. John Wiley & Sons, New York.

[23] Toury, G. (1986). Natural translation and the making of a native translator." *TEXT con TEXT 1*. 11-29.

[24] Toury, G. (1995). *Descriptive Translation Studies and beyond*, Amsterdam & Philadelphia: Benjamins.

[25] Tzou,Y. Vaid, J., and Chin Chen C. (2017). Does formal training in translation/interpreting affect translation strategy? Evidence from idiom translation. Bilingualism: Language and Cognition , Volume 20 , Issue 3 , May 2017 , pp. 632 – 641 DOI: https://doi.org/10.1017/S1366728915000929.

[26] Walsh, S., and Mann, S. (2015, October). Doing reflective practice: A data-led way forward. ELT, 69(4), 351-362. doi:10.1093/elt/ccv018

[27] Whyatt, B. (2012). *Translation as a Human Skill: From Predisposition to Expertise*. Poznań: Wydawnic two Naukowe UAM

| EJUA | Electronic Journal of University of Aden for Humanity and Social Sciences
Vol. 4, No. 1, March 2023 | Dalol and Ali | Pages 116-128 |

https://ejua.net

[28] Wilss, W. (1982). *The science of translation*. Tubingen: Gunter Narr

[29] Zou, Y. (2015). The Constitution of Translation Competence and Its Implications on Translator Education International Conference on Arts, Design and Contemporary Education (ICADCE). C & E Signs Research Center Beijing International Studies University Beijing.

Author information

ORCID 🆔

Adel Abdulkhaleq Abdulkarim Dalol: 0009-0004-1632-4373

مقالة بحثية

تأثير الممارسات الانعكاسية على كفاءة المترجمين كما يراها المترجمون المتدربين أكاديميا والغير متدربين

عادل عبد الخالق عبد الكريم دلول[1]،* 🆔 و عبد الناصر محمد علي[1]

[1] قسم الترجمة، كلية اللغات والترجمة، جامعة عدن، عدن، اليمن

* الباحث الممثّل: عادل عبد الخالق عبد الكريم دلول؛ البريد الالكتروني: adel.dulul@gmail.com

المُلخّص

في هذه المقالة البحثية، تم التحقيق من تأثير الممارسات الانعكاسية على كفاءة المترجمين. تكونت عينة الدراسة من 16 مترجمًا مدربين أكاديميًا وغير مدربين أكاديميا ليمارسوا الترجمة، تم اختيارهم بشكل قصدي. تمت مراجعة الأدبيات ذات الصلة بالموضوع وتم تصميم استبيان لجمع البيانات ذات الصلة بالموضوع والإجابة على أسئلة الدراسة. باستخدام منهجية خاصة، تم تحليل البيانات باستخدام برنامج التحليل الاحصائي SPSS. أظهرت نتائج الدراسة أن الممارسات الانعكاسية لها تأثير كبير على كفاءة المترجمين. أن نتائج المقالة البحثية هذه لا تقدم رؤى ذات صلة للمترجمين فحسب ولكن أيضًا لبرامج الترجمة لتطوير كفاءة طلاب الترجمة.

الكلمات المفتاحية: الممارسات الانعكاسية، كفاءة المترجمين، المترجمون المدربون والغير متدربين.

How to cite this article: