The Relationship between Translation Strategies Awareness and Students' Translation Quality

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Abstract

This study explored the extent to which the undergraduate BA. Translation program students are aware of translation strategies (TS) and its role in producing high quality target text. It was conducted on a sample of 144 undergraduate Yemeni students of English and translation departments. A questionnaire was distributed to 92 students majoring in the translation programs at the University of Science and Technology (UST) and Sana'a University (SU) to measure their degree of awareness of TS in addition to a translation test comprised of three text types: technical, literary and journalistic to be translated from English into Arabic. The test was conducted on the 92 translation students and 52 non-translation program students at Hodeidah University to measure their translation quality and to compare their performance with regards to their awareness of TS. Pearson's correlation, Mann-Whitney-U Test, Kruskal-Wallis Test, and Chi-square Test of Independence were used to analyze the data. The results showed that students of translation are aware of translation strategies to *somewhat extent*, *low extent* and *to great extent* respectively. The results also revealed a positive relationship between students' degree of awareness of TS and their translation quality which is statistically significant *p-value=0.01* in a comparison to insignificant relationship between students' performance and other external factors such as reasons of majoring in translation, courses in language skills, training in translation and Arabic language degree of interest *p-value* is >.05. Moreover, translation program students have produced high quality target texts more than the non-translation program students. In the light of the results, it is recommended to teach TS explicitly in a separate course in the translation programs and to pay more effective focus to train students during classroom activities to build their strategic competence.

Keywords: translation strategies awareness, translation programs, translation quality, translation strategies

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INTRODUCTION

Translation strategies play a crucial role in translating as they are procedures used to overcome translation problems. Regarding the evolution of sciences and information technology and the increasing power of knowledge, we need to employ certain strategies to deal with potential problematic areas while translating. In fact, using translation strategies helps students to appropriately apply their linguistic competence. In this respect, Lie (1999, p. 204) explains the necessity of teaching translation considering three questions: ".....what problems need to be resolved in translation teaching. What should be taught and how it should be taught?". Based on the findings of his empirical study, Bahumaid (2010) insists on paying greater attention to the adequate presentation of the translation procedures that are used while translating CBTs (Cultural-Bound Terms) from English into Arabic. In addition, the translator trainees should be given adequate practice in identifying, on their own, those translation procedures in several text types.

Translation strategies are presented as an important component of translation competence listed by PACTE (Process of the Acquisition of Translation Competence Evaluation) researchers (1998-2000) cited in Albir and Melis (2001). They define them as procedures used to solve problems encountered during the translation process. They state that the function of these procedures includes many cases such as: solving difficulties, helping to take appropriate choices and decisions, correcting occasional errors or weaknesses in the other sub-competences of translation competence. They identify three types of strategies: reading comprehension strategies, reformulating strategies and the documentation strategies.

Many researches have investigated the problems that students face in one particular area of linguistics. One important variable is that may be most of the Yemeni studies applied the investigation on the B.Ed. of English. Although Obadi (2013) has investigated machine translation use with reference to higher diploma of translation, no course in machine translation was included within their program courses. Such a study, the researchers think, is more ambitious in a country which encounters poor electricity and internet services.

Translation strategies

A strategy is a planned series of actions to achieve something (the Dictionary of Contemporary English (2009, p. 1743). However, in the case of learning a second language, " ... learning strategies and communication strategies are those conscious and unconscious processes which language learners make use of in learning and using language, (Richards et al 1992, p. 355).

In relation to translation strategies, Davies, et al (2000, p. 108) define translation strategies as "the steps, selected from a consciously known range of potential procedures, taken to solve a translation problem which has been consciously detected and resulting in a consciously applied solution.".

Baker (2001, p. 164) points out that a translation strategy "... concerns the sub-set of options that translators actually select in real life". Based on that, translation strategies are procedures or techniques that the translator uses during translation to solve problems.

Classifications of TS

Some classifications are famous in the literature of translation theories. Although they have different terms, they are alike in their general classes, sub-classes and in their application procedures. In this section, the researchers state TS depending on the chronological criteria to trace priority and development.

Vinay and Darbelnet (1958) classify "translation procedures", as they suggest, based on three levels of style: lexis, structure and semantics. These strategies are either literal or oblique. The procedures of literal translation are borrowing, calque and literal. On the other hand, whenever there are differences between the SL and the TL lexis, structure and meaning, translation strategy tends to be oblique or indirect. In this respect, four procedures are applied: transposition, modulation, equivalence and adaptation. Newmark (1988) divides "translation methods" into two categories: SL oriented and TL oriented. The methods used in the case of SL are: word-for-word translation, literal translation, faithful translation and semantic translation. On the other hand, the TL oriented methods are: adaptation, free translation, idiomatic translation and communicative translation are used.

Identifying the idea of non-equivalence, Baker (1992, pp. 20-42) points out "Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text." She argues that based on the non-equivalent type, the context and the purpose of translation, strategies will differ. She illustrates some useful strategies used by professional translators to solve such problems at the word level. These are:

a. Translation by a more general word (superordinate).
b. Translation by a more neutral/less expressive word.
c. Translation by cultural substitution.
d. Translation by using a loan word or loan word plus explanation.
e. Translation by paraphrase using a related word.
f. Translation by paraphrase using unrelated words.
g. Translation by omission.
h. Translation by illustration.

The above mentioned strategies may overlap with Banjar's term "local translation strategies". Beyond the word level, Baker (1992, pp. 46-78) discusses the idea of equivalence above the word level i.e. collocations, idioms and fixed expressions. To solve the problem of non-equivalence in these areas, Baker suggests some strategies. Each problematic area is matched with one specific strategy. In the case of idioms and fixed expressions, the following strategies are suggested:

1. Using an idiom of similar meaning and form.
2. Using an idiom of similar meaning but dissimilar form.
3. Translation by paraphrase. [Similar to points: e & f].
4. Translation by omission. [Similar to point: g]

Ghazala's (1995) classification of Ts is not purely a new one. For him, "as a matter of fact the argument of today about the methods of translation is not a very much different in essence from the old debate about literal and free translation". He divides these methods into three: literal, direct and free translation. To him, literal translation can be achieved through two procedures: word-for-word translations, and one-to-one translation. In contrast, direct translation focuses on the meaning. The context, grammar, word order and fixed expressions are all taken into consideration here. Therefore, Ghazala (1995, p. 10) explains "Indeed, it can be described as the best method of literal translation". The word may have different meanings with regards to the context. He concludes with a recommendation to use this method among students in particular and translators in general. Free translation is the third one in which the translator is not restricted in any way. In other words, "He goes outside and out of texts and contexts and behind and beyond words and phrases. No limits are put on his translation. He can translate something the way he understands it.", Ghazala (1995, p. 13). Related to that, there are two sub-types: bound-free translation which keeps restricted to context and loose-free translation which is not limited to either text or context.

Venuti (1998) suggests two types of translation strategies: a domesticating strategy and foreignizing strategy. By applying the domesticating strategy the translator produces a text as closely as possible to the target language cultural values whereas in foreignizing the translator produces a text as closely as possible to the source language cultural values. Moreover, As-Safi (2002) distinguishes between two types of strategies: general and specific. The general strategies deal with different text types, while the specific deal with a specific text type, reader and scope. He explained that the specific ones can be of five sub-categories: domestication or naturalization strategy, elaboration and explication, approximation and compromise strategy and compensation Strategy.

Pedersen (2007) divides translation strategies into three: Source-Oriented Strategies, Target-Oriented Strategies and the Official Equivalence Strategy. To him, Source-Oriented Strategies can be achieved by three strategies: "retaining", which is presented by Catford (1965) as "transliteration"; "specification" and the "direct" strategies which focus on the message. In this respect, Pederson explains that "Calque" strategy which was suggested by Vinay and Darblent (1958) can lead to a direct translation method. He clarifies that Target-Oriented Strategies can be achieved through generalization, substitution or omission. He defines Official Equivalence Strategy as "taking the decision of usage by the authorized bodies". In this respect, the titles of the degrees awarded in the systematic education may differ from one country to another and may be some other official proper names.

With more focus on the major translation methods with a good perception of the Yemeni context, Alabbasi (2010) emphasizes on the use of five translation methods. For him,

knowledge of these methods enables students to render the SL to the TL accurately. Two of these methods are presented by Nida and Taber (1964) viz: formal and dynamic translation and the other three i.e. literal, semantic and communicative are presented by Newmark (1988). To fulfil these methods, Alabbasi (2010, pp. 39-44) has recommended using some strategies and techniques such as: paraphrasing and rephrasing, insertion and deletion, cultural substitution and compensation of meaning loss. He also states Arabization as one important technique used by Language Academies to borrow new words to Arabic from other languages.

Areas of Complexity

To find an appropriate word/text equivalent in translation process is an important challenge, if not the most, since the word is the basic semantic unit needed for communication. Failure to find out the accurate equivalent is a sign of failure to translate and this consequently leads to a communication inadequacy. Approximately, most of the results of the Yemeni studies related to problematic area show that the lexical problem is worth considering. It takes the highest percentage with Shamsi's (2006); Ghallab's (2009) and later with Mothanna and Shobani's (2013) followed by the complexity of translating cultural expressions, grammar and the problem of word choice resulted from Medlah's (2010).

The researchers think that, the problem of the word-choice should be deeply investigated, because availability of hundreds of soft and hard copies of bilingual dictionaries as well as websites translation services make it easy to find out the source word/text lexical equivalent. However, the most important challenge is to have the ability to choose between two or more meanings of the same word/text. The novice trainer of translation will be in a dilemma to contextually choose the appropriate meaning. Thus, the importance of translation strategies and the techniques or procedures that answer the question of "How to do/choose?" emerges when you, for example, find the word "eye" in sentences like:

1. He has got *beautiful eyes*.
2. Go through your essay with a *critical eye.*
3. Mary will *keep an eye on* the kids this afternoon.
4. She looked stunning. I cannot *take my eye off* her all evening.

Translation strategy illiteracy enforces a non-specialist to consult an expert to choose between two or more critical choices of one word or an idiomatic expression otherwise s/he will produce an erroneous TT.

Courses and Teaching Atmosphere

On the other hand, studies like AL-Maqaleh's (1998), AL-Sagur's (2010) and Mothanna and Shobani's (2013) indicate that the teaching atmosphere, translation courses provided, unqualified teachers and methodology are challenges of translation teaching/learning at Yemeni Universities. All these challenges which are related to learning/teaching environment should be deeply investigated according to the Standards

of Quality and Accreditation of, at least, the Ministry of Higher Education of Yemen if not compared to similar regional programs.

The previous difficulties and challenges are further elaborated on by Obadi (2013) who reveals that very little understanding of using computer and internet is dominant among the students of the Diploma Translation Program. More surprisingly, he finds that (Machine Translation) is not included in the courses of the program of High Diploma in Translation at all.

Translation: Integrated Skills

Translation process is an interdisciplinary field. The translator should be a skillful reader as well as a good writer and speaker according to the conditions. The product quality of a TT requires various skills that are considered as a reflection of translation competence. The BAT programs should qualify the students in linguistics, comprehension, encyclopedic information, re-expression and strategic competences. These competences are like a series in a chain. For that approach, Alyarez (2002), Atari (2002) and Aly (2003) indicate that the skills that precede and follow the problem identification and problem-solving should be taken into consideration. Strategies like reading comprehension of the ST and that of revising and editing the final translation product are all together with other strategies have an important function. About translation strategy awareness both Atari (2002) & Benfoghal (2010) mention that their subjects have awareness and knowledge about translation strategies.

METHOD

Aims

This study aims to explore whether or not the students of the 3rd level, B.A. Translation Programs at the UST and SU are aware of translation strategies. It also measures whether they are greatly aware, somewhat aware, or not aware at all? Based on such awareness, an attempt is made to explore the difference that the awareness of TS makes in translation quality.

Instruments

The researchers have collected the data through a questionnaire for the students of BA translation programs at the two universities under investigation viz. SU and UST. In addition, a translation test for students who were inquired to translate three text types from English into Arabic: a technical text, a literary text and a journalistic text. Those texts are selectively chosen according to the students' level and have been refereed by experts who are translation instructors in the two programs.

Error Category and Scoring scheme

The ATAEC (American Translators' Association Error Category) is used to identify all the errors presented in a translation. However, not all of the error categories suggested by the ATAEC are used due to the fact that some errors do not map to any written discourse

translation errors such as "accent". In addition, it seems appropriate to leave some error categories such as "usage" because the researchers agree with Mariana, V. et al (2015) that (Usage) "… corresponds with multiple categories ----- but no single exact category". In addition, some categories can be graded under one category such as "cohesion" and "inconsistency", and "misunderstanding of the ST" and "mistranslation to the TL", since one of them is a result of another. "Cohesion" leads to "inconsistency", and "Misunderstanding of the ST" leads to mistranslating it. Thus, 20 out of 24 ATAEC are used. The researchers have added one category to ATA error category to be used in this study i.e. MTI (mother tongue interference), because during the analysis, some errors are found to be difficult to fall under any ATAEC. The final ATAEC adopted after the adaptation in the light of the mentioned comments, additions and omission can be seen in the Appendix.

For the matter of scoring, ATAEC are classified by the researchers into two main categories: language skills and translation skills. This division of skills matches the classification of Beeby (2004) in his study "Evaluating the development of Translation Competence". Language skill error is given ½ a score and each error related to translation skills is given 1 score. The total score is out of 20 for each translation text. To determine to what extent a translation of y or x gains a degree of quality, four descriptions are given based on the scores obtained: high quality, moderate, low and no quality. The following table shows the grading rubric of translation quality for each text separately:

Table 1. Quality Description Values and the Grading Rubric for Each Text

Quality Description	Low	Moderate	Satisfactory	High
Scores	0 ≤ 4.75	4.76 ≤ 9.51	9.52 ≤ 14.27	14.28 ≤ 20

The total number of scores is out of 60, so the final assessment for each student equals the sum of his/her obtained scores in the three translations of the texts. Likewise, four descriptions are given to each student's performance gained quality based on the scores s/he obtained: high quality, satisfactory, moderate or low. The following table shows the grading rubric of the overall quality translation for each student:

Table 2. The Overall Grading Rubric of the Quality Translation

Quality Description	Low	Moderate	Satisfactory	High
Scores	0 ≤ 14.75	14.76 ≤ 29.5	29.52 ≤ 44.25	≤ 60

Sampling

Ninety two 3rd level students (42 are from the UST and 50 are from SU) have participated in this study in addition to 52 students majoring in general English at Hodeidah University. The translation program students have responded to the questionnaire and translated the texts from English into Arabic. Those of Hodeidah University have

participated in the translation test. Hodeidah students in this study are chosen like a qausi-control group in an experimental research.

Setting

The researchers have conducted this study on level three at SU, UST and Hodeidah University. Students at SU and the UST are majoring in Translation whereas Hodeidah University students are majoring in English. The study took place during the last month of the 2nd semester of the academic year 2015-2016.

The Question of Homogeneity

SU and the UST are considered to be the two benchmarking universities in Yemen. SU represents the public government universities and the UST represents the private universities. Both of them have a translation program with an approved PSD.

Although, for the first glance, they seem heterogeneous, they share each other in some features that nominate them to be the main sample to answer the questions of this study. Accordingly, the statistical tools have been selected carefully to infer the results. For example, the researchers have used, in most cases, the non-parametric statistics such as Mann-Whitny U Test, Kruskal-Wallis Test, Chi-square Test etc. Adding Hodeidah University was to further test the results of the question about the effect that TS awareness may make in quality translation.

RESULTS

The Overall Degree of Awareness

Findings of the students' responses to the questionnaire show the overall degree of awareness of TS among the B.A. Translation programs in both SU and the UST. Table 3 shows detailed results.

Table 3. Degree of awareness of TS*Crosstabulation

Degree of Awareness		University Name		Total degree of Awareness	df	chi-square	*p-value
		SU	U ST				
Not Aware	Frequency	3	16	19			
	%	6.0%	38.1%	20.7%			
Somewhat Aware	Frequency	40	25	65	2	16.284	0.000
	%	80.0%	59.5%	70.7%			
Greatly Aware	Frequency	7	1	8			
	%	14.0%	2.4%	8.7%			
Total		50	42	92			

*p-value ≤ 0.05 is significant
The chi-square test is used for categorical variables

As shown in table 3, 8.7% (N=8) are greatly aware of translation strategies. In other words, they could not only identify the concept of translation strategies but also could differentiate it from other related concepts like methods and procedures. In addition, they claim they could use between 8 to 12 of the 12 strategies presented to them in the questionnaire. Results reveal that their teachers have trained them on the use of 8 to 12 of the 12 strategies presented to them in the questionnaire. Out of 92, the majority of the students are *somewhat aware* of TS i.e. 70.7% (N=65). They could identify the concept or differentiate the translation strategies from other related concepts and items. Responses of the students have shown that they could use about 4 to 7 TS out of 12. Besides, they report that their teachers have trained them on the use of 4 to 7 TS out of 12. However, 20.7% (N=19) out of the total number of the students at both SU and the UST, 3rd level, translation program are *not aware* of translation strategies. They could not identify the concept of translation strategies nor could differentiate it from the other related concepts such as methods and procedures. Their use of TS and their claim of the teachers' training given to them in the classroom range between 0 to 3 strategies. As far as the grading rubric is concerned (1=1 ≤ 1.67, 2=1.68 ≤ 2.34, 3=2.35 ≤ 3), the final result shows that students are *Somewhat Aware* of TS.

Comparative Analysis of the results between SU and UST students

A close look at table 3 reveals that the degree of awareness among the students of SU is higher than that at the UST. In general, 94% (N=47) of the students 80% (N=40) are *somewhat aware* and 14% (N=7) are *greatly aware* in contrast to the UST students whose awareness constitutes 61.9% (N=26) of them 59.5% (N=25) are *somewhat aware* and only one (2.4%) has obtained the degree of *greatly aware*. On the other hand, 38.1% (N=16) at the UST are *not aware* of TS in contrast to only three (6.0%) who show unawareness of TS at SU.

Chi-square Test of Significance

From table 3, it is clear that χ^2=16.284, *df*= 2 and the **p-value*= (0.00) of the test for the degree of awareness is ≤ 0.05. For that, the difference between SU students' awareness and that of the UST is statistically significant.

Results Related to the second Question

- *What difference does the awareness of translation strategies make in producing quality translation?*

In order to know the difference the awareness of TS makes in translation quality, the translation quality of SU students and the UST, who are aware of TS, is compared to the translation quality of the non-translation program students at Hodeidah University, who do not study any course about translation. In addition, the performance of SU students in the test is compared to the UST students' performance. Furthermore, the performances of the three universities in the test are compared.

Translation Program Vs. B.Ed. Program Performance

Table 4. The Results of Students' Translation

Group	N=144	Mean Rank	Sum of Ranks	Mann-Whitney U	*P-Value
Translation Program Students' Performance	92	88.96	8,184.00	878.000	.000
B. Ed. Students' Performance	52	43.38	2,256.00		

*p-value ≤ 0.05 is significant
The Mann-Whitney test: the non-parametric equivalent of the t-test statistic, used for comparing between sets of scores.

A Mann-Whiney U test was conducted to evaluate whether the awareness of translation strategies of the B.A. translation programme students at SU and UST would be higher on quality translation, on the average, than the B.Ed. students at Hodeidah University who neither studied any course nor did they have training on the use of translation strategies.

The results of the test were compatible with the students' degree of awareness of TS and also significant, since the*p-value*=(.000) is < .05 and the students of B.A. Translation Programme have got an average rank of 88.96, while the B.Ed. at Hodeidah University, who are supposed to have no awareness of TS, have average rank of 43.38.

SU vs. the UST Translation Test Performance

Table 5. The Results of Students' Translation

Group	N=92	Mean Rank	Sum of Ranks	*Mann-Whitney U*	*P-value
SU	50	58.78	2,939.00	436.000	0.000
UST	42	31.88	1,339.00		

*p-value ≤ 0.05 is significant
The Mann-Whitney test: the non-parametric equivalent of the t-test statistic, used for comparing between sets of scores.

The results of the test show that SU students' performance in the test is better than the UST students. The students of SU Programme have an average rank of 58.78, while the UST students have an average rank of 31.88. This difference is statistically significant as the *P-value* =(.000).

Awareness of TS vs. Translation Quality

Table 6. A Comparison of SU & UST Awareness

Group	N=92	Mean Rank	Sum of Ranks	*Mann-Whitney U*	*P-value
SU	50	54.59	2,729.50	645.500	0.000
UST	42	36.87	1,548.50		

*p-value ≤ 0.05 is significant
The Mann-Whitney test: the non-parametric equivalent of the t-test statistic, used for comparing between sets of scores.

A close look at table 6 reveals that the mean rank of awareness among SU m=54.59 is higher than UST students m=36.87. Likewise, in their translation of the given texts, SU students have produced better quality translation m=58.78 than UST students m=31.88,

as explained in section 3.2.2, table 5. The **p-value* is ≤ .05 which approves that this difference is statistically significant.

Correlation between TS Awareness and Use

Mann-Whitney Test does not in itself provide an evidence of causality. Therefore, the *Chi-Square Test* is run. Results are shown in table 6.

Table 7. Summary Degree of Awareness * Translation Quality Description Crosstabulation

Summary Degree of Awareness		Translation Quality Description				Total percentage of Awareness
		Low Quality	Moderate Quality	Satisfied Quality	High Quality	
Not Aware	Frequency	2	8	8	1	19
	%	100%	26.67%	15.69%	11.11%	20.65%
Somewhat Aware	Frequency	0	20	40	5	65
	%	0.00%	66.66%	78.43%	55.56%	70.65%
Greatly Aware	Frequency	0	2	3	3	8
	%	0.00%	6.67%	5.88%	33.33%	8.70%
Total Percentage of Translation Quality	Frequency	2	30	51	9	92
	%	2.17%	32.61%	55.43%	9.78%	100%
Pearson Chi-Square=16.899		**df**=6			***p-value**= .010	

*p-value ≤ ≤ 0.05 is significant
The chi-square test is used for categorical variables

From the down row of the table, the χ^2= 16.899, degree of freedom (*df*= 6), and the **p-value*= (.010); i.e. a very small probability of the observed data under the null hypothesis of no relationship between the TS awareness and use. The null hypothesis is rejected, since the **p-value*= (.010) is ≤ 0.05.

Comparison of the Three Universities' Performance

NPar Tests: Kruskal-Wallis Test

Table 8. A Comparison of the Three Universities' Performance

Groups: Scores of the translation Test	N=144	Mean Rank	Chi-square	df	**p-value*
Sana'a University Students	50	105.77			
University of Science & Technology Students	42	68.94	57.479	2	.000
Hodeidah University Students	52	43.38			
Total	144				

*p-value ≤ 0.05 is significant
Kruskal-Wallis Test: the non-parametric test equivalent of the ONE WAY ANOVA statistic, used for comparing between different groups.

To further explore which group has done better, Kruskal Wallis Test was conducted. Results show that $\chi^2 = 57.479$, *df*=2 and the **p-value*=(.000) which indicates statistically significant differences in students' quality translation. The mean ranks show that SU students produce the highest quality translation m=105.77. In other words, they have

translated better than the UST and Hodeidah students. It is also clear that UST students' m= 68.94 did better than Hodeidah University students. In general, Hodeidah University students have produced the lowest quality translation m=43.38.

DISCUSSION OF THE RESULTS

The effect of Awareness of TS on Students' Performance

The two main aims of this study attempted to examine the extent to which the BA translation program students are aware of TS and to explore the difference it makes in producing quality translation.

The findings revealed that the overall awareness of TS among the students was at the medium level i.e. "*Somewhat Aware*" 70.7% (N=65), *p-value*=<0.05 which is statistically significance. To put it differently, quality translation seems to be related to TS awareness *(p-value* < 0.001). Note that, for instance in table 6, all of the students (100%) who are not aware of TS have produced low quality TT. In contrast, those who are *somewhat aware* or *greatly aware* of TS do not produce any *low quality* TT. Their performance is either with moderate or high quality TT.

Such a result is similar to a study conducted by Benfoghal (2010) in Algeria and Atari (2004) in Saudi Arabia. The former examined the 3rd level Ss at the English Dept. He found that students' perception of translation strategies is acceptable. And the latter used the think-aloud protocol to investigate the translation strategies used by 6 Saudi students in an undergraduate translator's program. He found that the subjects may use different strategies to solve one problem which reflects their awareness of different skills as well as knowledge.

However, the result of the present research is different from that of Badawi's (2008) who investigated the extent to which the EFL Saudi prospective teachers are aware of TS. Results showed that students' awareness of TS was poor. They have got only 40.24% whereas the pass result was 50%. Meanwhile, Bahumaid (2010) has investigated cultural competence in English-Arabic translator training programs among postgraduate translator trainees in the American University of Sharjah and the University of Sharjah in the United Arab Emirates. One proper finding of his study was that the informants' suffer from improper knowledge of the translation procedures. In addition, Rohani, Tavakoli and Ketabi (2012) have conducted a study on the effect of context on the strategies used by 70 EFL learners (16 males and 54 female) at Shahid Dahonar University of Kerman, Iran while translating idioms. The results of the think-aloud protocol indicated that the EFL students suffered from the lack of awareness of the strategies used to translate idioms. Students used non-idiomatic strategies to translate idiomatic expressions.

Moreover, Smadi and Alrishan (2015) studied the strategies used by Jordanian EFL university graduate students in translating idioms into Arabic. They have purposefully investigated all the MA translation students (N=90) at the University of Jordan and Yarmouk University. The findings revealed that the EFL Jordanian students did use strategies in the process of translation even though they were unaware of them.

The term theory and practice is always used among translation theorists and professionals so that some scholars think that university students should be taught how to translate skillfully. Several scholars focus on the interaction between theory and practice and how they should be integrated, Hill (2002), Korthagen and Kessel (2000). Newmark (1995b, cited in Gerding-Salas, 2000, p. 3) indicates that the quality of translation will depend on the translator's knowledge, skills, training, cultural background, expertise, and even mood.

Nowadays, the translation programs, as any other university programs, aim to prepare the students to the market. Bernardini (2013, p. 19) argued that "…..the core aim of education is to favour the growth of the individual, developing her cognitive capacities, and those attitudes and predispositions that will put her in a position to cope with the most varying (professional) situations.".

Results of this study revealed that the more awareness of TS, the more quality target text will be produced. The mean ranks resulted from the *Mann-Whitney U* test either between the translation program students (who are supposed to have an acceptable awareness of TS) and non-translation program students at Hodeida University (who belong to non-translation program) showed better results for the former compared to the latter (m=88.6 to m=43.38) with a significant **p-value* (0.00). In comparison, SU students' performance was better than the UST students. The mean ranks were: m=58.78 for SU and m=31.88 for the UST. That was supported by the *Kruskal-Wallis* test in which the mean values of students' quality translation of the three universities were: m=105.77 for SU; m=68.94 for the UST and m=43.38 for Hodeidah University with a significant **p-value* ≤00.05.

Furthermore, the statistical results showed a positive correlation between students' TS awareness and their translation quality (.280) with statistical significance, the **p-value* is at the (0.01) level between students notion of TS and their degree of quality translation. This result confirms the outcomes of Kashmar et al (2013) who initially viewed that the university translation programs should be different from a translation program in a training school or translation course for a non-translation major program at university. Practically, their results have approved a direct relationship between students' theoretical knowledge and their Persian to English translation.

On the other hand, a negative relationship was found between students' theoretical knowledge and their English to Persian translation. To that, Bahumaid (2010) who found improper knowledge of translation strategies among the students reported that the informants' performance was entirely unsatisfactory in the aspect of cultural competence in translation.

External Factors' Consideration

Results of the relationship between TS awareness and students' translation quality have also evoked an important inquiry about the external factors that may affect the translation quality. Regarding the external factors that are supposed to improve student's

ability to produce a qualified TT, such as S's desire in studying translation, the language skills courses, training in translation and Arabic language degree of interest, students have responded to open and close ended questions in the questionnaire formulated for this purpose. Findings are shown in the following table:

Table 9. External Factors*Quality Translation Significance for Translation Programs

	Factors	Quality Description Result	N	Mean	Std. Deviation	Std. Error	Chi-square	df	*p-value
External Factors	**Interest in Translation**	Satisfied Quality	92	1.55	1.020	.106	7.699	9	0.565
	Courses in English	Satisfied Quality	92	2.67	1.570	.164	11.968	18	0.849
	Training in translation	Satisfied Quality	92	1.64	1.289	.134	5.577	12	0.936
	Arabic Language interest	Satisfied Quality	92	3.36	.750	.078	7.006	9	0.637
	Degree of Awareness of TS	Satisfied Quality	92	1.88	.531	.055	16.899	6	0.010

*p-value ≤ 0.05 is significant
The chi-square test is used for categorical variables

As evidence from table 9, and from all of the various external factors no statistical *p-value* is ≤ 0.05. In other words, the reasons of majoring in translation, language skills courses taken, training in translation and Arabic language degree of interest all have no statistical significance in relation to the translation quality of the students in this study. However, due to the degree of awareness, the statistical value is significant **p-value*=0.01.

The previous results of external factors relationship of translation program students to the translation quality, is similar to the non-translation program students' results. They have responded to three external factors: the language skills course taken, training in translation and the degree of interest in Arabic language. That was to explore whether their translation quality would be due to the effect of any external factor other than the university courses. Results revealed that no statistical significance was recorded in all cases. The *p-value* is ≥ 0.05 as seen in table 10.

Table 10. External Factors*Quality Translation Significance for Non-Translation Programme

External Factors	Quality Description	N	Mean	Std. Deviation	Std. Error	Chi-square	df	*p-value
Courses in English	Moderate Quality	52	2.94	1.994	.277	18.135	10	0.053
Training in translation	Moderate Quality	52	1.10	1.361	.189	1.562	6	0.956
Arabic Language interest	Moderate Quality	52	3.38	.631	.088	7.405	4	0.116

*p-value ≤ 0.05 is significant
The chi-square test is used for categorical variables

Translation Courses as a Source of TS Awareness

In Yemen, as in many other parts of the world, practitioners at the English and Translation Departments complain noticeable problems related to courses, textbooks of teaching translation among other equipment, barriers and facilities. Previous studies such as Bahumaid (2010) in Emirate; Atari (2012) in Saudi Arabia; Ching-Chung et al (2011) in China; Mothanna and Shohbani (2013) and AL-Mezgagi (2014) in Yemen and Saalh (2014) in Iraq clarify such a prominent issue. Earlier in (2004), Davies argues that Departments and curricula are usually divided according to languages and centered on language combinations as in most universities in the world.

However, it seems as if there is an increasing awareness of the importance of specialized curriculum with challenging syllabus to prepare the students to the market requirements in various fields. At least, in the late five years in Yemen, the Faculties of Languages and Human and Social Sciences have witnessed the emerge of separate translation departments (as in the case of Sana'a University) or translation programs as a specialized program within the English Department (as in the case of University of Science and Technology) with an approved PSD. This step is followed by several private universities such as Lebanon University, Modern Sciences University, and The Yemeni University. This urged the curriculum designers to include courses related to different translation areas such as: translation theories, methods, strategies and procedures and different other courses that deal with different translation types such as business, commercial, legal, media, religious, etc. Other courses are related to the mode of translation viz. written or oral, as technically referred to as Translation and Interpretation.

The consideration of TS in the PSD

Do the current BA translation program courses present TS adequately enough? It is noticed that the PSD of the UST contains a clear policy about the CILOs (Course Intended Learning Outcomes), PILOs (Programme Intended Learning Outcomes), teaching strategies, topics and sub-topics of the course, assessment and evaluation, learning resources and the testing and evaluation strategies.

Both the two university courses have addressed the translation strategies/techniques or procedures. The degree of awareness that was resulted (*Somewhat Aware*) may be attributed to the fact that there was no special course in teaching translation strategies with special care and extensive examples exercises. Although the UST courses have contained the TS directly and they looked more practical, the students showed less awareness and consequently less translation quality. This result may be due to that the UST students study such translation courses in the second semester of the 2nd level whereas those at SU study such courses from the 1st level. It can be also attributed to the huge number of the university requirements in the UST. Finally, that may be a result of other reasons such as gender, admission policy in the private universities which accept low high school rates in contrast to the government universities.

FINDINGS

The process of triangulation (qualitative and quantitative) data analysis has resulted in several crucial results that may be satisfied answers to the inquired questions. The following is a summary of the major findings:

1. The majority of the students at the two translation programs are somewhat aware of TS, followed by those who are not aware at all and lately those who are greatly aware.
2. The comparison of the results that was run between the translation program students on one hand and the non-translation program on the other hand; and that run between SU students and the UST, and the correlation coefficient test run between the overall awareness of TS and the Ss performance quality, have all approved that the relationship between the awareness and the use of TS is positive. To put it differently, high level degree of TS awareness affects translation quality positively.
3. The test and questionnaire results approved that external factors such as reasons of majoring in translation, language skills courses taken, training in translation and Arabic language degree of interest all have no statistical significance in relation to the translation quality of the students in this study. However, due to the degree of awareness, the statistical value is significant *p-value=0.01*.
4. Methods and Strategies were used differently with regards to the text type. Therefore, literary texts translations make use of functional and semantic methods and sometimes mixture of the two. On the other hand, technical texts may tend to make use of the literal method in most cases.

RECOMMENDATIONS

In the light of the research findings, some pedagogical recommendations are necessary to point out.

At first, translation strategies should be taught explicitly with more classroom exercises and training. Such a way will be beneficial and interesting in teaching/learning TS and will make students more cooperative in class. In other words, teachers should focus on the practical side of translation in order to confirm understanding that may help students to apply the theories to do better translation quality. Teachers have to allocate much time and give more emphasis on the best techniques of teaching TS in class.

Second, departments of translation in Yemeni colleges are invited to adopt, develop and make use of up-to-date techniques in teaching reading, writing, and other language skills necessarily integrated with translation skills. Familiarity with TS awareness will encourage students to be better readers and writers. That will increase their creative awareness of TS and their appropriate use in different contexts.

Third, regarding the courses, they should introduce the students to practical strategies that can be easily supported by examples. They should guide them to make use of the facilitating electronic tools that are available nowadays. These courses should also focus

on promoting language skills with regards to the translation skills. For example, reading skills such as skimming and scanning should help students to quickly understand the ST message and the writing skills, on the other hand, should help them to reformulate the TT to be more appropriate to the target reader. It is also recommended to differentiate between language skills and translation skills and to explain to students the role of each one.

Fourth, there should be a clear policy for the admission in the universities in the translation programs one of its terms is to subject the candidates to a placement test. That is an essential demand with regards to the current situation in public education at the secondary schools.

SUGGESTIONS FOR FURTHER STUDIES

Due to the research constrains, there are some areas that this research could not investigate deeply although they are important in developing translation process. Hence, based on the present study findings and conclusions, further studies are suggested to be conducted:

1. An experimental study can be carried out to identify the effect of explicit teaching and practice of TS use in written discourse on students' translation quality.

2. Training is one crucial area that cannot be ignored in translation program policy. An analytical study should be carried out to investigate the position of training in the current translation programs' policy.

3. The impact of text type and student's disposition and preferences on translation quality is of great demand that may reshape the way of teaching and selecting materials and many other factors.

4. An evaluation of the current PSD translation program courses in the Yemeni universities is needed to promote, limit, unite and focus the vision, mission and objectives of translation programs in general and translation courses in particular. That is to know the weak and strong points to improve the programs to rehabilitate the students to the local and global market.

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Appendix

ATAEC Adopted Model				
	Code	Reason	Type	Marks
	ILL	Illegible (Difficult to read)	L S	½
	G	Grammar#	L S	½
	SY	--Syntax (phrase/clause/sentence structure)	L S	½
	P	Punctuation	L S	½
Language Skills	SP	Spelling	L S	½
	WF	Word form	L S	½
	ST	Style	L S	½
	T	--Terminology, word choice	L S	½
	R	--Register	L S	½
	COH	Cohesion/Coherence/ Inconsistency	LS	½
	FAX	Faux ami: similar forms different meanings	LS	½
	INC	Incomplete passage	T S	1
	F	Faithfulness	TS	1
	MT	Mistranslation into target language	T S	1
	A	--Addition	T S	1
Translation Skills	O	-- Omission	T S	1
	F	--Too freely translated	T S	1
	L	--Too literal, word-for-word translation	T S	1
	IND	--Indecision, gave more than one option	T S	1
	AMB	--Ambiguity/Clarity	T S	1
		Other reasons	LS/TS	½ or 1