



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكروفيلم

# بسم الله الرحمن الرحيم



**MONA MAGHRABY**



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكروفيلم



# شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلم



**MONA MAGHRABY**



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكروفيلم

# جامعة عين شمس التوثيق الإلكتروني والميكروفيلم

## قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأقراص المدمجة قد أعدت دون أية تغييرات



## يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



**MONA MAGHRABY**



**Ain Shams University**  
**Department of Curriculum and EFL Instruction**

**A Remedial Program to Enhance**  
**English Majors' Translation in Light of Quality Translation**  
**Features (ISO)**

**A Dissertation Submitted in Fulfillment of the Requirements for the PhD**  
**Degree in Curriculum and English Language Instruction**

**By**

**Mustafa Abdelhamy Ezzeldin**

Former Instructor of Translation and Interpreting, Translation Division, American University of Cairo

Senior Staff Interpreter, IDSC, Council of Ministers

**Supervised by**

**Dr. Zeinab Ali El-Naggar**

**Dr. Shokry Megahed**

Professor of Curriculum and EFL Instruction,  
Curricula and EFL Instruction Department,  
Faculty of Education, Ain Shams University

Professor of Language and Literature, English  
Department, Faculty of Education, Ain Shams  
University

**Cairo 2020**

**The Title of the Study:** A Remedial Program to Enhance English Majors' Translation in Light of Quality Translation Features (ISO)

**Author:** Mustafa AbdelHamy Ezzeldin Farag

**Supervisors:**

Dr. Zeinab Ali El-Naggar & Dr. Shokry Megahed

**Source:** Ain Shams University, Faculty of Education, Department of Curriculum and EFL Instruction

### **Abstract**

The dissertation aimed at designing a remedial program to develop Egyptian prospective English majors' translation and language skills in light of the three major criteria of translation; idea, style and original composition. The participants of the study were a group of 38 fourth year English majors, General Education in the Faculty of Education at Ain Shams University. The study was based on the pre experimental one treatment group design. Tools included a diagnostic test- pilot test, a pre-post translation test and a satisfaction questionnaire. The program lasted for 57 hours in total over 37 days. Findings indicated that the participants' translation skills from Arabic into English and vice versa were enhanced as indicated by their posttest scores which did show that significance. Moreover, students showed a significant satisfaction with the suggested program.

**Key Words:** Translation skills; Idea, Style and Original Composition, Remedial Program, and Egyptian English Majors

## **Acknowledgements**

All thanks and praise be to Allah for the blessing of health bestowed upon me to pursue the present dissertation. I would like to express my appreciation and gratitude to my supervisors namely; professor Zeinab Ali El-naggar, professor of Curriculum and English as a Foreign Language Instruction; and Professor Shokry Megahed, professor of English language and literature for their invaluable and relentless guidance throughout the course of developing this dissertation.

Thanks and gratitude are also due to Professor Ali Qura, professor of Curriculum and EFL Instruction at the Faculty of Education, Mansura University for his critical comments on the pre-post test and the satisfaction questionnaire. Thanks are also due to Professor Ahmad Abdel-Tawab, professor of Linguistics at the Faculty of Arts, Menufya University for his constructive comments on the design of the test.

I would like also to thank my dissertation examining committee: Professor Ahmad Hassan Seifeldein; professor of Curriculum and EFL Instruction at the Faculty of Education, Menufya University, and professor Magdi Mahdi Ali, professor of Curriculum and EFL Instruction at the Faculty of Education, Ain Shams University for their insightful comments and encouragement, but also for the comments which widened my research to encompass various perspectives.

Special thanks are due to my students at the English department who volunteered to participate in the program. I would like to thank my family: my wife and my children; Zaid, Jana and Omar for supporting me spiritually throughout writing this dissertation.

## Table of Contents

<b>Abstract .....</b>	<b>ii</b>
<b>Acknowledgements .....</b>	<b>iii</b>
<b>List of Tables .....</b>	<b>vii</b>
<b>List of Figures .....</b>	<b>ix</b>
<b>List of Abbreviations .....</b>	<b>x</b>
<b>Chapter One .....</b>	<b>1</b>
<b>Background and Problem .....</b>	<b>1</b>
<b>Chapter One .....</b>	<b>2</b>
<b>Background and Problem .....</b>	<b>2</b>
<b>Introduction .....</b>	<b>2</b>
<b>1.1 Types of Translation .....</b>	<b>17</b>
<b>1.2 Analysis of Textual Features .....</b>	<b>20</b>
<b>1.3 Context of the Problem .....</b>	<b>30</b>
<b>1.4 Results of the Pilot Study .....</b>	<b>36</b>
<b>1.5 Statement of the Problem .....</b>	<b>37</b>
<b>1.6 Research Questions .....</b>	<b>38</b>
<b>1.7 Hypotheses of the Study .....</b>	<b>39</b>
<b>1.8 Delimitations of the Study .....</b>	<b>41</b>
<b>1.9 Definition of Terms .....</b>	<b>41</b>
<b>1.10 Remedial Program: .....</b>	<b>41</b>
<b>1.11 Semantics .....</b>	<b>43</b>
<b>1.12 Componential Analysis .....</b>	<b>46</b>
<b>Chapter Two .....</b>	<b>48</b>
<b>Review of Literature &amp; Related Studies .....</b>	<b>48</b>
<b>2.1 Theories of Translation .....</b>	<b>50</b>
<b>2.2 Semantic Translation Theory “Meaning-Idea” .....</b>	<b>53</b>
<b>2.3 Nature of Semantic Translation .....</b>	<b>56</b>
<b>2.4 Components of Semantics and Semantic Translation .....</b>	<b>57</b>
<b>2.5 The Relationship between Semantic and Communicative Translation Theory .....</b>	<b>58</b>



2.6 Direct versus Indirect Translation .....	61
2.7 Characteristics of Good Semantic Translation Skills .....	61
2.8 Importance of Semantic Translation Skills:.....	62
2.9 Translation Competence:.....	63
2.10 Metalanguage NSM.....	74
2.11 Principles for Designing Semantic Translation Programs.....	84
2.12 Assessment of Translation (see appendix (F) Points scale system .....	85
2.13 Cooperative Learning Approach in Teaching Translation.....	86
2.14 The Theme-based Model .....	88
2.15 Assessment and Equivalence Challenges in Translation .....	93
Lexical Collocations and Translation.....	96
Related Studies on Translation Errors .....	97
2.16 Summative and Formative Assessment .....	103
2.17 Conclusion.....	109
Chapter Three .....	111
Method.....	111
3.1. Design of the Study. ....	112
3.2. Participants. ....	112
3.3. Instrumentation of the Study. ....	112
1-A-Student Interest Survey.....	113
3.3.1. The Student Interest Survey. ....	113
3.3.2. The Pre-post Translation Test. ....	117
3.3.3. The Analytic Points Scale (rubrics). ....	122
3.4 The Suggested Remedial Program .....	127
3.5 Teaching Methods of the Program.....	129
3.5.1 The Assessment Method of the Program.....	131
3.6. The Suggested Remedial Program. ....	133
Chapter Four .....	136
Results and Discussion .....	136
4.1 Statistical Analyses .....	136
4.2 Results .....	138
Results and Discussion.....	145



Discussion.....	162
The Assessment Method of the Program .....	179
Conclusion .....	183
Chapter Five .....	184
Summary, Conclusions & Recommendations.....	184
5.2. Findings.....	186
5.3. Recommendations .....	188
5.4. Suggestions for Further Research .....	189
References.....	191
Appendices.....	203
Appendix (A) .....	203
Students' Satisfaction Questionnaire .....	203
Appendix (B).....	213
The Sugessted Remedial Program Materials and Contents -Modules.....	213
Appendix (C) .....	333
Appendix (D) .....	341
-Instruments .....	341
-Diagnostic test .....	341
-Pre-post test.....	341
-Interest Survey .....	341
-Satisfaction Form .....	341
Appendix (E).....	360
Rubrics Used in Marking the Discrete-point Test (Sub skills Test).....	360
Appendix (F).....	372
Appendix (G) Jury Members .....	407

## List of Tables

Table	Title	Page
<b>Table 1.</b>	<b>Relative Distrubution of the Participants</b>	43
<b>Table 2.</b>	<b>Semantic and Communiative Translation Grid</b>	71
<b>Table 3.</b>	<b>Internal Consistency Results</b>	131
<b>Table 4.</b>	<b>Internal Validity of the Overall Test</b>	132
<b>Table 5.</b>	<b>Test re-test Reliability Results of the Pre-post test</b>	133
<b>Table 6.</b>	<b>First Interater Reliability Pre-post Test</b>	134
<b>Table 7.</b>	<b>Second Interater Reliability Pre-post Test</b>	134
<b>Table 8.</b>	<b>Corrected Items total Correlation of the Program Items</b>	137
<b>Table 9.</b>	<b>Students' Interest Survey Results</b>	149
<b>Table 10.</b>	<b>The Results of the Pre-post measurement group students on the Skills “overall”</b>	151
<b>Table 11.</b>	<b>The Results of the Pre-post measurement group students on the sub-skills</b>	152
<b>Table 12.</b>	<b>The effect size for each skill of the test skills</b>	157
<b>Table 13.</b>	<b>The t Test comparison of the treatment groups on the idea and its sub skills in the pre and posttest as a whole</b>	158
<b>Table.14</b>	<b>The t. Test comparison of the treatment groups on the style and its sub skills in the pre and posttest as a whole</b>	159
<b>Table 15.</b>	<b>The T. Test comparison of the treatment groups on the original composition and its sub skills in the pre and posttest as a whole</b>	161
<b>Table 16.</b>	<b>The T. Test comparison of the treatment group on the translation test in the pre and posttest as a whole</b>	162

<b>Table17.</b>	<b>Participants’ Satisfaction with the Overall Objectives of the Program</b>	162
<b>Table 18.</b>	<b>Participants’ Satisfaction with the authenticity of content the Program</b>	163
<b>Table 19.</b>	<b>Participants’ Satisfaction with the Way of Teaching the Program</b>	164
<b>Table 20.</b>	<b>Participants’ Satisfaction with the Instructor’s Performance</b>	165
<b>Table 21.</b>	<b>Participants’ Satisfaction with the Duration of the Program</b>	166
<b>Table 22.</b>	<b>Participants’ Satisfaction with Learning Environment</b>	167
<b>Table 23.</b>	<b>Participants’ Satisfaction with the Assessment of the Program</b>	168
<b>Table 24.</b>	<b>Participants’ Satisfaction with the Expected Contents from the Program</b>	170
<b>Table 25.</b>	<b>Participants’ Satisfaction with the Teachers’ Methods</b>	171
<b>Table 26.</b>	<b>Participants’ Satisfaction with the materials</b>	172
<b>Table 27.</b>	<b>Values of Effect size of the major dimension skills of translation</b>	173

## List of Figures

<b>Figure</b>	<b>Title</b>	<b>Page</b>
<b>Figure 1.</b>	The mean scores of the research group Students in the pre and post measurement of skills as a whole.	152
<b>Figure 2.</b>	The mean scores of the pre and post administering of the sub skills test.	156

## List of Abbreviations

---

<b>ISO:</b>	<b>Idea, Style, and Original Composition</b>
<b>SL:</b>	The source language from which thought units are rendered
<b>TL:</b>	The target language is the language to which thought units are transferred.
<b>ST:</b>	The starting point for translation, the text to be translated
<b>SL1:</b>	Source Language
<b>SL2:</b>	Source Language (reformulation)
<b>Target text (TT)</b>	The goal of the act of translation, the text that results from translation
<b>TL1:</b>	Target Language (reformulation)
<b>TA:</b>	Intended/unintended (Target Audience) recipients of translation

---

## **Chapter One**

### **Background and Problem**

# Chapter One

## Background and Problem

### Introduction

Language has become a critical factor and an effective tool in today's world communication. It is an organized system of arbitrary signals and rule governed structures that are used as a means for this communication. The implied message in language has also taken complicated forms as technology and globalization are buffeting the world. For this purpose, relying on grammar teaching alone has become insufficient because language professionals need translation and language skills as they are keys to any successful communication. Language skills are integral parts of any Translation skill before, during and after the act of translation.

Claypole (2010) describes translation as the fifth skill of learning any language. He described translation as a vital skill of negotiating between two languages. It is either a process or a product of transforming/transferring written texts from one language to another. Any solid language skill entails enhanced translation skills, which include the applied part of the language. Li.Wei (2016) argued that translation is an essential component in any discourse analysis in any language. Cohen (2014) holds that to go beyond the literal meaning of what is written or said entails a pragmatic ability -translation skills.

Although translation has taken on concepts and methods of other disciplines, "it is still conceived as a sub discipline of applied linguistics" (Schaffner,