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Book review

Research into Translation and Training in Arabic Academic Institutions
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Translation is a process in which a text in one language is replaced by an equivalent text in another. In other words, translation is the transfer of the intended meaning of a text from one language to another (Abdul-Raof 2022). It is also the transfer from one culture to another. Therefore, the translator is a communicator and a mediator between two languages and two cultures (Nida1 964). When a speaker of one language is translating for a speaker of another, significant failures of understanding can occur. An effective translation is the one which can produce the closest natural equivalent of the source text in terms of meaning and style. Therefore, a translation should affect the target text readers in the same way the source text has affected its readers. Translation should also read with the same ease and pleasure of the source text, and the target text should have target language fluency and should not smell of foreignness.

Let it be known that one significant topic in writing about translation is writing about translators' training (Syihab 2021). Most of the studies conducted on translation and training focus on general descriptive issues, such as error analysis, contrastive linguistics, etc. Fallacies about the nature and method of teaching translation are one of the many impediments facing translators training at Arab academic institutions. This is exacerbated by the lack of understanding of what translation is all about and what constitutes good translation training programs. Up to this moment, there is no proper methodology that can provide translators with the means and tools that would train translators on the linguistic, social, cultural, cognitive and professional skills to a level where they can meet the demands of the job market. Even if there have been attempts to incorporate translators training in the curriculum, those attempts have not contributed to creating a systematic approach in which efficiency and higher-level of translators' competency are guaranteed. This is coupled with a lack of interest on the part of the translator, educator and institution to create an environment in which translators are trained on the tools and skills required.

Contributions from the book *Research into Translation and Training in Arabic Academic Institutions* show how translation is an important component of such humanitarian interventions, with different challenges. The chapters in this book in the main explore issues related to translation training

into and from Arabic in the Arab world. They bring together perspectives from across the Arab world and beyond, revealing a diversity of foci in different countries and different social conditions, exhibiting a diversity impacting on translation into and out of Arabic. Examples of this are the multilingual translation needs generated by the annual Hajj pilgrimage to Saudi Arabia or the public service translation needs generated by the large body of migrant workers in the Gulf States. The chapters variously show the methodologies currently advocated in translation education which include problem-based and task-based approaches and role-play, focusing on contextualized practice and learning, which can serve as a preparation for the translator transitioning effectively into the field. Alongside influences from contemporary methodologies for teaching and learning, there have of course been very rapid and transformative developments in technologies that support translation, for example online dictionaries and linguistic corpora and machine translation.

This book, which consists of 9 chapters, breaks new ground in the field of innovative approaches to translators training and explores new translators' methodologies and assessment of translators' competence. It discusses corpora and translation teaching in the Arab world and outlines existing Arabic corpus resources as well as efforts in incorporating corpora in translation and training classes. The book then examines the present writing systems in Arabic using scripts such as Farsi and Urdu and calls for a serious consideration of a reform of the orthographic system of Arabic, adding three new graphemes, namely /v/, /g/ and /p/, so that the Arabic orthography overcomes certain handicaps such as dealing with loan words, in order to put an end to current problems facing translators and others. It also discusses assessment of the translator's competence.

Chapter 1 discusses the new translator methodology and translator competency assessment. This chapter is equipped with questions, training, and assignments that are related to new methodologies and translator training. The subjects of this training are translation student at King Khalid University in Saudi Arabia. In addition, the chapter describes some of the challenges educators face in training translators and providing real examples taken from actual courses in legal and Islamic translation. Chapter 2 discusses corpora and teaching translation in the Arab world as well as efforts to include corpora in translation and training class. It also introduces an ongoing project at the American University of Sharjah to build a parallel corpus of Arabic-English literature texts and their potential use in literary translation and translator courses training.

Chapter 3 reports the results of a comparative study of a sample of undergraduate Arabic-speaking trainee translators' renditions and a sample of professional translators' renditions of a source text. The study consisted of two phases: (1) a translation of the text from English into Arabic by 18 undergraduate trainee translators and by 18 professional translators and (2) a questionnaire that examined both groups' identification or lack of identification of six source text segments as problems and the solutions to those problems. The first phase is a product-oriented approach to translation performance while the second is process-oriented. The analysis of the translations produced by the two groups, the undergraduate trainee translators and the professional translators, shows that the latter outperformed the trainees in translating the source text segments. However, both groups failed identically at the task of identifying the

problematic source text segments and providing solutions. In using dictionaries, both groups disregarded the situational context of the problem segments. The findings of this study point to one pressing issue in translation teaching - the need to upgrade the level of trainee translators' and the professional translators' textual competence in L2 reading comprehension.

In Chapter 4 the author examines the current writing systems in Arabic using scripts such as Farsi and Urdu and calls for a serious consideration of a reform of the orthographic system of Arabic, adding three new graphemes, namely /v/, /g/ and /p/. The author argues that academics, not only those involved in translation and interpreting but also linguists and language academies throughout the Arabic speaking countries, are called more than ever to get involved and initiate badly needed orthographic reforms to eliminate current transliteration inconsistencies. The author concludes by highlighting the importance of translator training programs in overcoming pertinent orthographic challenges, especially in an era where the world is becoming more relevant and largely interconnected as the result of the proliferation of media technologies throughout the world. Indeed, social media has turned national and international, cultural and intercultural, translation and transliteration communication and practices to constant, fast-paced changes.

Chapter 5 discusses assessment of translator competence. While the former chapter is based on a Saudi Arabian context, the latter provides a global and Western perspective, thus bridging assessment of translator competence from both a Middle Eastern and a Western perspective. In determining the completeness of error taxonomies for translation training, Chapter 5 presents the most frequent error types made with different translation aids. The author also compares the frequent errors made with different translation aids.

Chapter 6 proposes a strategic model for training terminologists on managing, promoting and marketing terms. A model is proposed on how to plan coining and Arabicizing terms through different processes and strategies acquainting term, usability of terms including proficiency and evaluation of such newly coined or Arabicized terms. Thus, efforts are oriented to disseminate, use, promote and re-evaluate such terms. The study focuses on training translators to be aware of linguistic, cognitive and psychological aspects of terms where efforts will be directed toward familiarizing terminologists with all the relevant linguistic aspects including term economy, musicality and beauty, rhythm and structure of the morpho-phonemic make-up of terms, the term processing and digesting and the term viability and usability. Relevant examples are drawn from terms coined/Arabicized by different agents and agencies. With regard to translators training, Cooper's 1989 model can be adopted in training translators. The researchers will select terms coined and translated by the Jordan Academy of Arabic and other agencies and translators. A modest proposal will be offered on how to manage, market and decide on how to evaluate and accept these terms from a terminology and language planning perspective, taking into consideration the knowledge, awareness, proficiency, evaluation and acceptability standards. The chapter has important implications to Arabists, translators and teachers of Arabic and English as a second language.

Chapter 7 sheds light on several of translation technologies; it examines some of the technicalities that translators must be familiar with within each of these areas. The fields in question include wiretap

interpreting, software localization, website localization, screen translation, etc. The author recommends that the solution to resolve this problem lies in constant updating and putting forth proper and practical training in which translators can develop their competences in order to meet the new qualification requirements established by these new translation modes. While a detailed discussion of translation technologies may not seem to be directly relevant to translators training in Arab institutions, in fact it constitutes a contribution for Arabic translators to take a hard look at the kind of technology they use in teaching translation. It is within this context that this chapter becomes extremely significant, as hiring bilingual professional translators with little technology background is in the current context counterproductive, making them unable to meet the market demand for high-qualified and technology-oriented professional translators, not only in Arab institutions but also globally. Similarly, paying good translators who were trained to deal with traditional forms of translation to carry out such a task does not solve the problem, either. The solution lies in putting forth adequate training in which translators take the necessary steps to broaden their competences in order to meet the new qualification requirements established by these new translation modes. This way, one can ensure that the localized product will undoubtedly live up to the highest standards possible.

In Chapter 8, the author investigates the integration of Computer-Assisted Translation (CAT) tools within Higher Education Institutions (HEIs) in Oman and makes use of both qualitative and quantitative approaches to reach an accurate depiction of the situation in Oman. This chapter focuses on the types of tools involved, software packages used and balance between education and training as reflected in the course components. In Chapter 9, the author presents a critical evaluation of contemporary approaches to translators in Arab universities and highlights the impediments facing Arabic translators and interpreters. The chapter proposes strategies for further investigation of the current situation of Arabic translators in Arab universities.

This book is engaging, in particular with the ongoing professionalization of translation in the Arab world; its emergence as an academic discipline; issues of expertise and the development of expertise; and a concomitant emphasis on assessment of competence, both in the classroom and the workplace. The book is interesting because it discusses the status, role, and structure of translators. The themes covered in this book include terminological training on teaching translation in the Arab world, use of translation technology, translator training and translator methodology as well as translator competency assessment, and research on translator training.

References

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