DEVELOPING A PROCESS-ORIENTED TEST

FOR ASSESSING BASIC TRANSLATION SKILLS

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ABSTRACT

The study reviews translation validated tests and proposes a process-oriented translation test for assessing basic translation skills for freshmen English majors at the faculty of Education. The proposed test is developed based on the process approach to translating and translation teaching, and is confined to translation from English to Arabic. Translation basic skills (reading comprehension – researching- analytical thinking- and production) are the four dimensions of the test.

Introduction

While translation as a literary art has been the object of numerous studies that focused on the linguistic as well as the cultural aspects of the process of translation, very little research has been done in the area of statistically measuring the performance of students/translators through valid and reliable tools. Most studies discuss how to develop the competence, but an equally important issue is the question of how to find out whether the aim has been achieved and where best to look for evidence of this. **Ghonsooly (1993: 55)** explains that 'while translation methodology has been influenced by improvements in translation theory, its testing counterpart has remained untouched.' Translation competence can be studied from two perspectives: from the perspective of the product (i.e. the target

text,' its quality, its appropriateness for the specified purpose), or from the perspective of the process (i.e. the efficacy of the decision-making process, and the mental processes involved in the act of translating). Hairston states overtly that the process is more important than the product:

> **"We cannot teach students to write by only looking at what they have written. We must also understand how that product came into being, and why it assumed the form it did. We have to try and understand what goes on during the act of writing. We have to do the hard thing, examine the intangible process, rather than the easy thing, evaluate the tangible product."** **(Hairston 1982: 81**)

Few empirical studies have been published on the subject of evaluation within translator training programmes at university level (**Tirkkonen-Coildit 1991, Seguinot 1991, El-Banna 1993 are samples of these studies**).

This may be attributed to the difficulty of measuring a competence that is not yet fully defined, a competence that uses the most complex cognitive processes the human brain is capable of, a competence that combines, in Beeby's words, 'a number of different sub-competencies that seem to *include the world, the universe and everything* and are intricately interrelated' (2000:185). Furthermore, competence in translation (like Chomsky's linguistic competence) is an abstract concept that can only be measured in performance. Any attempt to delimit marking criteria may seem reductionist, or take so long to put into practice that it is not viable.

Adab (2000: 215) points out that one of the questions to be considered in the context of developing translation competence is that of "how to evaluate the target text, as product of the process.

This is also necessary in order to determine the *level* of competence achieved by the translator and to identify areas in which competence is *still* to be developed." Another consideration relates to the question of how the assessor *could* perform this task reliably, in the sense of a more objective and *less* subjectively-oriented judgment of the product. Adab argues that the identification of a set of criteria *could* form the basis, both for production and evaluation of the product. "Improving translation competence *should* then be achievable, in terms of performance in transfer competence and production, through the awareness of the relative merits of different transfer strategies and careful selection from potential translation solutions." (2000: 215) Setting defined criteria for this purpose can assist in raising awareness of the decision-making and revision stages of the production process.

El Sheik (1990:77) assures the same point when stating that translation "has often been misused in foreign language testing as a test of every thing connected with proficiency in a foreign language"; such tests were often used as a criterion for purposes "other than measuring translation itself". In order to assess the quality of translation, or the performance of the student/ translator, we need first to make clear why a target text is evaluated. Adab (2000: 215) lists the purposes that may exist for evaluating a target text; 'to assess the suitability of the text for its intended reader and use; to evaluate language competence *(usually* L2, L3); to determine levels of intercultural awareness; or to identify levels and types of translation competence'. He concludes that 'knowing the reason for evaluation and the criteria by which a text will be evaluated could help to improve the accuracy of this process, by giving a definition of the specific task in a given translation situation.

Hence in order to measure translation ability we need to work on the basis of a framework that segments the components of this ability and that takes into consideration the different variables involved in the process; such as the readability of the text, time pressure, purpose of the translation, audience to whom the translation is delivered, and the language level required.

This study explores the practical experiments in the literature and proposes a model for 'examining the intangible process' of translating from English to Arabic. Based on this model a test is developed for measuring freshmen English majors' basic translation skills.

Review of Literature on translation testing:

SEVTE 1992

Stansfield, Scott and Kenyon (1992) worked to identify the variables that constitute translation ability. They drew on the results of a project conducted by the Center for Applied Linguistics (CAL) and reformulated the final version of the 'Spanish into English Verbatim Translation Exam' (SEVTE). SEVTE was originally designed to meet the needs of FBI officers who work with Spanish cases. One major challenge in the process of developing the test was to identify new translation skill-level descriptions (SLDs) which were needed to inform the test development process and, in particular, to inform the scoring of the test and the conversion of the scores to a 0-5 scale. These SLDs included a statement regarding the kinds of documents the translator can render into the target language, followed by a description of the accuracy of the translation, and the translator's use of grammar (morphology and syntax), vocabulary, spelling, punctuation, style and tone. SLDs were divided into two parts *Accuracy* and *Expression*, separate scores for each part were assigned. Accuracy involves content, i.e. the mistranslation, omission or addition of information in the source document. Expression involves form, i.e., the linguistic variables such as grammar, syntax, vocabulary, spelling, punctuation, style and tone. Results of the validation study supported the division of translation abilities.

SEVTE consists of two sections: Multiple choice (MC) and production. The MC section includes 60 items 35 of which are in the form of translating a single word or phrase in the context of a sentence, while the other 25 are in the form of error detection where items are written in the target language only.

Errors may consist of incorrect grammar, word order, vocabulary, punctuation, or spelling. With the MC part, 30- 32 % of the items assess knowledge of grammar, 60% assess knowledge of vocabulary, 8% assess knowledge of mechanics and 5% of the items contain no errors. 35 minutes are allotted for this section with a maximum possible score of sixty.

The production section of SEVTE consists of 28 production items: 15 Word or Phrase Translation (WPT) items which require translation of underlined words or phrases in sentences, 10 Sentence Translation (ST) items which require translation of complete sentences, and 3 Paragraph Translation (PT) items which require translation of entire paragraphs. 35 minutes are allotted to the first two sections (WPT and ST) and 48 minutes to the PT section. Each section is scored by a different rater. Scoring criteria for each section are detailed below.

For the WPT section, the items are scored as either correct or incorrect with a maximum score of 15 points for accuracy. For the SW section, a rater scores the sentences on the basis of accuracy of the translation, i.e., the extent to which the original meaning has been appropriately conveyed. A scale of zero to five points[1] is used for

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[1] SLDs (Skill-level Descriptions) for Accuracy:

0+ Has no real ability to translate connected discourse. Efforts to translate contain many mistranslations and omissions, and very little information from source document is conveyed.

1 Renders translations whose accuracy is deficient, with frequent mistranslations and omissions, and may make inappropriate additions. Much of the information from longer source document is lost.

1+ Produces translations whose accuracy is inadequate, containing many mistranslations or omissions, and possibly additions. Almost all nuances are lost.

2 Produces translations whose accuracy is mostly adequate and without severe substantive omissions, but without many nuances, and with quite a few mistranslations. May include some additions for clarification of areas the translator can not accurately convey.

2+ Produces translation whose accuracy is adequate, but contain some mistranslations or omissions, and reflect a limited ability to convey nuances.

3 Produces translations whose accuracy is good, with occasional minor mistranslations or omissions. Can handle clearly identifiable nuances.

assigning points for each of the ten sentences for a maximum of 50 points for accuracy. For the PT section, the three translated paragraphs are evaluated for correctness of Grammar (morphology), Expression (here refers to word order, vocabulary, tone, and style), Mechanics (spelling and punctuation), and Accuracy (appropriateness of meaning conveyed). Students are allowed to use dictionaries in this section of the test only. From zero to five points are awarded in each of the four above categories for each paragraph for a maximum of 45 points for **Expression** (*Expression* [word order, vocabulary, tone, and style], *Mechanics* [spelling and punctuation], and *Grammar* [morphology]) and 15 points for **Accuracy** (appropriateness of meaning conveyed). Thus the PT section has an overall maximum of 60 points, the total mark for the production section is 125, and the total mark for the whole SEVTE is 185. Accuracy therefore will be calculated with reference to a maximum of 80 points (15 for the WPT, 50 for the ST, and 15 for the PT section), while Expression will be calculated with reference to a maximum of 105 points (60 for the MC section, and 45 for the PT section). The following diagram shows a summary of the SEVTE description and its scoring criteria.

SEVTE

MC
Production
         60 items- 60 points
   28 items

3+   Produces translations whose accuracy is good ,there are occasional omissions, or sporadic minor mistranslations: nuances are not always conveyed exactly or are not conveyed at all.

4   Renders translations whose accuracy is excellent; almost all nuances are conveyed and there are no mistranslations.

4+   Can produce a target text that is totally accurate, coveys all nuances, and is devoid of mistranslations or omissions.

5   Can produce translations that are an exact reflection of the source text in all aspects, even when translating difficult or abstract structures. Can produce work that is totally accurate, with no mistranslations or omissions.

35	25	15 W/P	10 Sentence	3 Paragraph
Word /	Error	translation	translation	translation
Phrase	Detection			
in context				
ms.		35 ms.		48

Ss can use

dictionaries.

- 30-32 % assess knowledge of grammar.
- 60% assess knowledge of vocabulary.
- 8% assess knowledge of mechanics.
- 5% contain no errors.

- each section, different rater.
- W/PT: correct/ incorrect – 15 marks accept appropriate translations.
- ST: on the basis of Accuracy (appropriate meaning conveyed) on a scale of 0-5, 50 points
- PT: on the basis of correctness of Grammar, Expression, Mechanics and Accuracy. 5 points for each category, for each paragraph, 20 points per paragraph, on a scale of 0-5, 60 points.
- 60 points (PT) + 15 (W/PT) + 50 (ST) = 125 Points.

35 ms.

60 points(MC) + 125 (Production) = 185 total

Expression   **Accuracy**

60 (MC) + 45 (PT) = 105   15 (WPT)+50 (ST)+15 (PT) = 80

185 TOTAL
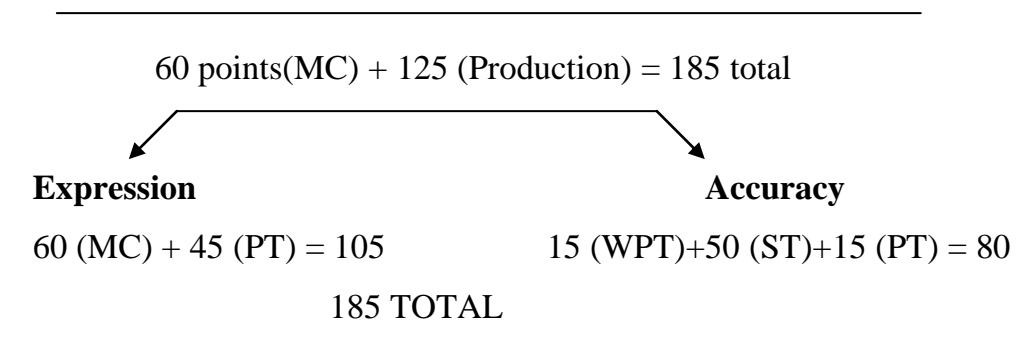
Figure (1) outline of the STEEVE

Results of the exam showed that SEVTE Accuracy and SEVTE Expression measure different constructs. Thus neither score can substitute for the other. This implies that although a person can translate information accurately from Spanish, he or she may not be able to express it appropriately in English. Similarly, although a person can express a translation appropriately in English, the information conveyed may not be accurate. Results also showed that SEVTE Accuracy and SEVTE Expression appear to be valid measures. Both were found to correlate highly with translation skill levels assigned by comparing direct translations to the SLDs specified. A third results was that Accuracy appears to be the more valid measure of translation ability,; as Accuracy showed moderate to moderately high correlations with all criterion variables. Expression was neither as highly nor as consistently correlated with criterion variables as Accuracy. Thus, Expression may represent a secondary, though still important, construct in translation.

El-Banna 1993

El-Banna was concerned with the problem of the lack of proper and uniform evaluation of ESL /EFL learners' translation skill in most faculties of Education. He attributes this shortage to two main reasons:

1.   the non-availability of foreign language translation test that have been designed to assess foreign language candidates' skill in translation with some degree of accuracy, and

2.   the reluctance of departmental translation tests to sample EFL learners' skill in translating English- Arabic texts or vice versa. (1993:5)

His concern was with the actual performance of translating and how it is represented through students' achievement in translation tests. He deals with translation as one major skill that is essential for language learning especially at the university level. The test consists of two parts; translation from English into Arabic, and translation from Arabic into English. Students are given four choices for the translation of a whole sentence which is appropriate in length and which is also informative of daily life situations.

The test consists, in its final form, of 25 sentences with multiple choices in each part of the test, so the total number is 50 items[2], and the time allotted for the whole test is 80 minutes.

The sample consisted of 92 EFL college freshmen at two faculties of Education: Kafr El-Sheikh and Tanta. Test content, intrinsic validity and reliability were calculated and results were used to determine different levels of proficiency in translation as this is the main purpose of the test. Three levels were indicated through students' raw scores in both parts: Beginner 3-8 in part I , and 3-11 in part II. Intermediate 9-11 in part I and 12-15 in part II. Advanced 12-14 in part I and 16-23 in part II.

El-Banna's work in the MC translation test seems to have good potential for measuring translation skills. Although the process of constructing an MC translation test is considerably complicated than constructing an open-ended translation test, the time of administration and scoring is much less compared with that in an open-ended test. While El-Banna's work is a promising step in the direction of validating translation tests, it is still an entry test for candidates applying for the department of English in Faculties of Education. The need is still urgent to design measuring instruments for assessing the development of translation skills through and after the teaching of different translation courses the four years of study in the department of English.

Orozco 2000

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[2] An example from part I:
Thanks very much for showing me around. I'm really much obliged.

أ.   شكرا جزيلا لإرشادي. أنا حقيقة مضطر جدا.

ب.   شكرا جزيلا لتوضيحك لي الدوران ، و حقيقة أعتذر كثيرا.

ج.   شكرا جزيلا لمرافقتي في جولتي. وأنا في الواقع ممتن لك كثيرا.

د.   شكرا جزيلا لتوصيلك لي . إنني حقا ممتن لك كثيرا. (1993:80)

An example from part II:

لا تلمني كل هذا اللوم. فإنني لم أرتكب خطأ.

a.   Oh, Don't put all the blame on me. I've done nothing wrong.

b.   Don't blame. I hasn't done anything wrong.

c.   Oh! Don't put all blaming on me. I don't commit a fault.

d.   Don't blame me for anything. I don't commit any mistake. (1993: 89)

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Orozco carried out a research project to measure translation competence acquisition in translation students at university, specifically in the first year of their university learning process and focusing only on translation from the foreign language (English) to their mother tongue (Spanish). Orozco's main purpose for developing the test was to be used by any translation teacher who would like to investigate and learn more about his/her students' process of translation competence acquisition. In order to carry out this promising project, Orozco had to determine the different variables involved in the process of translation assessment, as shown in the following figure:

1. **Construct** : Translation competence acquisition at its first stage.
2. **Independent variables**:   (a) period of exposure to translation training.   (b) exposure to a specific translation training methodology A
3. **Dependent variables**:   a. students performance when faced with translation problems.   b. students performance with regard to translation errors.   c. translation notions
4. **Subjects**: First year university students divided randomly into two groups, the experimental
5. **Measuring instruments**:   a. to measure performance when faced with translation problems. b. to measure performance with regard to translation errors. c. to measure translation notions.
6. **Hypotheses**:   a. subjects will detect and solve more problems as they progress with their translation training.   b. subjects will make fewer errors as they progress with their translation training.   c. subjects will acquire more translation notions as they progress with their translation training.   d. subjects will detect and solve more problems if they follow the training methodology A.   e. subjects will make fewer errors if they follow the training methodology A.   f. subjects will acquire more translation notions if the follow the

training methodology A.

Figure (2) Orozco model of translation testing

The testing project had to develop three experimental tools that test the independent variables that construct translation ability; namely translation problems, translation errors and translation notions. These tools were validated and standardized and were shown to be reliable indicators of students' performance in the three dimensions of the test. The test was administered twice; measurements were taken at month 0 and month 8 of tuition. Level 0 is represented by the results obtained by each student at the first measurement (M-1) and the second measurement (M-2) after 8 months of tuition. A comparison between M-1 and M-2 should yield specific data about students' progress.

After a series of pilot studies, it was determined that the measurement of each element (problems, errors and notions of translation) in M-1 and M-2 should be carried out with a single testing tool (questionnaire) which contains the three instruments and be carried out by students in two hours. For translation notions, the instrument was a test which includes 12 items[3] about the general notions of translation and translation competence. Each question can be awarded a maximum mark of 1 point. Six of the questions are of the true or false type, allowing easy answering and assessment. Other question items are open questions that require a thoughtful assessment, which will depend on the notion taught by the teacher. In answering this type of question, students should mention 5 elements in their definition: (**i**) languages (comprehension skills in foreign language and production skills in the target language), (**ii**) text as the unity to

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[3] An example of Part I question items:
1-What is translation for you? Define it in one sentence.
12- A bilingual dictionary is the main instrument used to find an adequate equivalent in the target language. **T   F**

translate, (**iii**) extra-linguistic parameters (encyclopedic knowledge, cultural knowledge, specialist knowledge, etc.), (**iv**) a communication act (elements such as the client, the function or the reader, etc.), and (**v**) a mental process (a process which is limited to languages but which includes mental abilities).

For the translation problems section, students are asked to translate a text following a translation brief and then they have to answer one question which includes four sections. In the text that students have to translate, four major problems have been identified, one corresponding to each of the following types: a linguistic problem, a transfer problem, an extra-linguistic problem and a pragmatic problem, which were agreed upon by several experts, and several pilot studies were carried out with students in order to assure their validity.

When faced with the problem of how to apply this instrument, it was decided that importance was to be given to the three different stages involved in solving translation problems: (i) detecting the problem, (ii) choosing the right strategies to solve the problem, and (iii) solving the problem. Depending upon the subjects' answers, 0,1, or 2 points will be awarded. 0 point if they had not detected the problem, 1 point if they had detected the problem but had not solved it, or had not applied the right strategies to solve it, and 2 points if they had solved the problem appropriately.

The instrument for assessment of the errors is just like a *normal assessment* carried out by any translation teacher in class. The text which has been translated by the subjects in the problems instrument is the one assessed. Therefore, this instrument does not require any extra effort or time on the part of the subject, it only requires correction on the part of the researcher. The assessment system proposed starts from 20 points, and consists of adding one point if there is a suitable solution, subtracting one point for a minor error and subtracting two points for a major error.

Other Studies

Other studies in the field of testing translation skills include attempts in which designing the test was not the major work done in the research, it was rather part of programs proposed for teaching translation. **Abdel-Sadik's (1985 and 1990) and Abdel Rahman (1996)** are samples of these studies. Most other research overlaps the use of translation as a testing tool for measuring different language and linguistic abilities as a content in its own that needs to be measure through different testing items. **Matthews (1972), Christopher (1983) Klein (1987), Ghonsooly (1993) and Piitulainen (1998),** are among the researchers who deal with translation a testing tool. Other studies handle translation assessment based on analyzing or evaluating the product rather than the strategy or the process utilized by the student/translator. **Turover (1973), Massoud (1988), El Sheikh (1990), El Zeini (1994), Horton (1998) and Nicole (2001)** are among these researchers.

The Proposed Model for Translation Testing:

Since translation is viewed as a complicated process that integrates cognitive, psychological, linguistic and even psycho-motor processes, the proposed framework for testing translation draws on the division of translation ability into four basic abilities (**Abdellah 2002**): reading comprehension, researching, analytical thinking (problem solving) and composition. These skills are confined to translation from a foreign language to a mother tongue only (for English to Arabic in this case). Translation from Arabic to English will not focus on reading comprehension, for instance, but rather will lay more emphasis on composition skills in a foreign language. Each of these macro skills include various micro skills that need to be integrated in the translation course, and accordingly be reflected in the translation test.
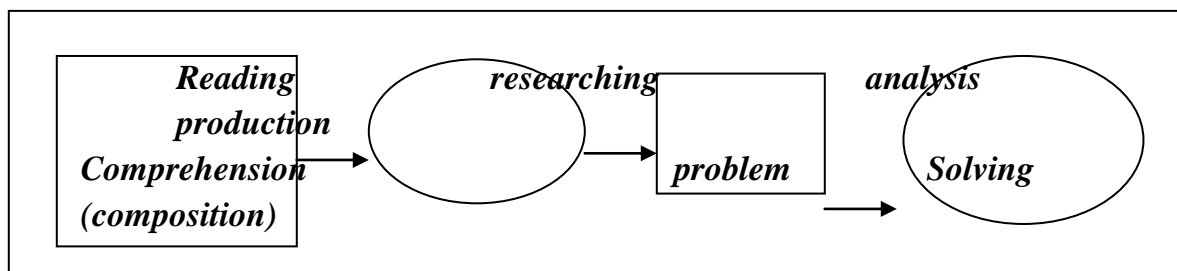
Figure (3): an outline of the translation process

Reading comprehension:

While we are translating, we do not think of our activity as being divided into phases. After doing our first translations, many automatic mechanisms come into play that allow us to translate more quickly; at the same time, we are less and less conscious of our activity.

Osimo (2000) indicates that in order to think about the translation process and to describe it, our essential task consists of analyzing its phases, even if we are aware of the fact that they do not always coincide with perceptibly different or distinguishable moments. If we want to describe a process that is often beyond the translator's own consciousness, we are forced to divide the process into different phases that, in the everyday practice of translation, can reveal the inter-twining, almost entangling, of these phases into one another. The first phase of the translation process starts with reading the text. The reading act, first, falls under the competence of psychology, because it concerns our perceptive system.

When a person reads, his brain deals with many tasks in such rapid sequences that all seem to happen simultaneously. The eye examines (from left to right as far as many Western languages are concerned, but also from right to left or from top to bottom) a series of graphic signs (graphemes) in succession, which give life to syllables, words, sentences, paragraphs, sections, chapters, and texts.

Reading a text is, in itself, an act of translation. When we read, we do not store the words we have read in our minds as happens with data entered by keyboard or scanner into a computer. After reading, we do not have the photographic or auditory recording in our minds of the text read. We have a set of impressions there, instead. We remember a few words or sentences precisely, while all the remaining text is translated from the verbal language into a language belonging to another sign system, one still mostly unknown: the mental language.

The mental processing of the read verbal material is of a syntactical nature when we try to reconstruct the possible structure of the sentence, i.e. the relations among its elements. In contrast, it is of a semantic nature when it identifies the relevant areas within the semantic field of any single word or sentence; and it is of a pragmatic nature when it deals with the logical match of the possible meanings to the general context and to the verbal co-text.

Student-teachers and novice translators are therefore advised to master the following basic reading comprehension skills (**Abdellah 2004**);
- Read for gist , and main ideas
- Read for details.
  Identify the meaning of new words and expressions using one ore more of the structural analysis clues; prefixes , suffixes , roots, word order, punctuation, sentence pattern,…etc
- Identify the meaning of new words and expressions using one ore more of the contextual analysis devices; synonyms, antonyms , examples, …etc
  Identify the style of the writer; literary, scientific, technical, informative, persuasive, argumentative,.. etc
- Identify the language level used in the text; standard, slang, religious , …etc

- Identify cultural references in the choice of words in the text.

Researching Skills:

Calderaro (1998) indicates two major users of the *meta-text* (text after translation) who may use the translated version; the specialist user and the layman user. Identifying the prospective users of the metatext is very important in the process of researching; as this will determine which kind of dictionaries the translator will refer to, which level of information should be presented and to "detect the exact moments when it is necessary to establish a balance between the scientific level of the author and the elementary knowledge the users supposedly have." (1998:5) Novice translators, as well as student-translators are encouraged to use the following basic researching tips **(Abdellah 2004);**

- Use bilingual dictionaries for looking up meanings of new words.
- Use monolingual dictionaries to check the usage of the new words in the source language and in the target language.
- Use related encyclopedias and glossary lists for specialized terms.
- Use software dictionaries if necessary , and if available.
- Use the internet for researching purposes,
- Refer to specialized magazines and journals to help familiarizing with the text; particularly when it is a technical one.

Analytical Reasoning Skills:

The text, according to **Bell (1998)** is analyzed in two ways: micro- and macro-analysis of the actual text: monitoring for cohesion and coherence, and checking for coherence between the

actual text and the potential text-type of which it is a token realization.

Micro-analysis has the purpose of verifying text cohesion and inner cohesion of the single units of text among them. Macro-analysis is aimed at controlling coherence and cohesion between the created text and the category, the model to which the text refers. For example, if the text is an instruction booklet for a household appliance, or a story for a newspaper, often there are models for such types of text to which we frequently 'consciously or unconsciously ' adhere.

Such analytic examination is necessary in order to identify the single mental processes involved in the mentioned activities; we know, however, that such activities are actually carried out in a minor span. During this mental work, there is a constant focusing shift between micro-analysis and macro-analysis, between micro-expression and macro-expression, i.e. a constant comparison between the meaning of the single utterances and the meaning of the text as a whole. **Osimo (2000)** refers to a similar constant comparison between the sense of a single text and the comprehensive sense of the corpus that, consciously or unconsciously, forms the *'intertext'*. In this context, *intertext* should be understood as the complex of intertextual links in which a text is located, with, or without, the author's acknowledgement.

Students are advised to use the following strategies in the analysis stage (**Abdellah 2004**);

- identify beginnings and endings of ideas in the text and the relationships between these ideas.
- identify the "best" meaning that fit into the context.
- identify the structure in the target language that "best" represents the original.
- identify transitions between ideas and the "best" cohesive devices in the target language that represent the original.

Composing and Production skills:

The translator, having finished his/her interpretive work, has two needs: first, to externalize the set of impressions caused by the text perception, translate into speech acts the mental material produced by contact with the protext (text before translating); second, to make this product coherent within itself, i.e. transform a set of speech acts into a text (the meta-text).

Student-teachers in the first year are therefore advised to follow these strategies when writing the final version of the translation (**Abdellah 2004**):

- Use correct word order as followed in the target language.
- Use correct sentence structures as followed in the target language.
- Transmit the ideas of the text in clear ideas in the target language.
- Rephrase certain sentences to qualify for the overall meaning translated.
- Make changes to the text as a whole to give it a sense of the original without distorting the original ideas.
- Try one or more of the following strategies when facing problems of untranslateability,
  a. syntactic strategies;

    -shift word order

    -change clause /sentence structure

     - add or change cohesion

  b. semantic strategies ;

      -use super-ordinates

      -alter the level of abstraction

      -redistribute the information over more or fewer elements

c. pragmatic strategies;

-naturalize the bizarre expressions or exoticize the natural ones.

-alter the level of explicitness

-add or omit information

The basic assumption is that students who move a step or more in the process of translating without reaching the final appropriate outcome can also achieve a relatively good score in a test of translation. To make this clear, what is proposed is that if a student understands the source text quite well and uses the dictionary properly, why should s/he be treated as some other student who didn't comprehend the source text, nor knew how to use the dictionary? The process of translating consists of different stages: reading comprehension, researching, analysis and reasoning with the text, and the final composition of the same message in the target language. For each stage of the process of translating, there are skills and sub skills that need to be developed in the teaching of translation and that need as well be addressed in the process of testing translation ability in general and specific translation skills in particular.

Questions of the study:

This study is concerned with providing answers to the following questions:

1- Is the suggested test in basic translation skills a valid and reliable tool for assessing basic translation skills of freshmen English majors of the faculty of Education?

2- Is the reading comprehension section of the test a valid and reliable tool for assessing this sub-skill of translating from English to Arabic?

3- Is the researching section of the test a valid and reliable tool for assessing this sub-skill of translating from English to Arabic?

4- Is the analysis section of the test a valid and reliable tool for assessing this sub-skill of translating from English to Arabic?

5- Is the composition section of the test a valid and reliable tool for assessing this sub-skill of translating from English to Arabic?

Format of the test

The proposed translation test consists of four main parts which represent the four practical translating skills, with examples given before the beginning of each part and each section of the test to insure students' understanding of the test rubrics. Time allowed for the whole test is two hours. Part I introduces the source text to the students in the form of a passage (two or three paragraphs) followed by comprehension and detailed questions that have the format of multiple choice (MC) items, true or false (T/F), and open ended direct comprehension questions. 20 points are assigned for this section.

The second section deals with the researching skills, and takes the form of an extract from a mono-lingual dictionary (English) that has six circled categories in a dictionary definition and six blanks for students to fill in by referring to the dictionary extract. It is also worth noting that that extract contains one of the difficult vocabulary items introduced in the source passage in the previous section. The point is that in real life a translator deals with active and passive vocabulary according to **Doff's classification (1988).** Active vocabulary are those new words that can be easily inferred from the context of the sentence, the paragraph or the whole passage, while passive vocabulary are those new words are difficult to guess their meaning from the context. When translators face passive vocabulary they resort to a dictionary, a database or an encyclopedia for a definition and an explanation of this vocabulary item. 12 points are assigned to this section of the test.

The third section deals with the analytical reasoning (problem solving) skills. It assesses student's knowledge and response when faced with a linguistic or a cultural problem in translating. It takes the form of a self report based on three selected sentences from the source passage. The three selected sentences are from among the most difficult sentences in the source text. They also represent a level of difficulty whether in the structure or in identifying the meaning of a vocabulary item in context. Students are asked to move through three stages in translating the selected sentences: first they have to explain in their own words, whether in the foreign language or in their mother tongue, the problem they find in the sentence, then they have to work out a solution of it, and thirdly they have to undertake the actual translation.. An example is given to the students before beginning working in this section to insure students' understanding of the task. It is worth noting that any appropriate answer that reflects students' awareness of the problem involved will be considered correct. For this section 18 points are assigned, 6 for each sentence, 2 points for indicating the problem, 2 for suggesting a solution and a scale of 0-2 points for the actual translation of the sentence.

The fourth section of the test deals with the last stage in the process of translating; composition or production. Students now are asked to do the final translation of the whole passage introduced in section one. 20 points are assigned to this translation which is a natural result of finishing the previous sections.

Objectives of the test:

The test is designed to assess first year English majors' use of basic translation skills;

- Reading comprehension

- Researching skills (limited to dictionary use in the test)

- Problem solving and

- Composition in a target language.

41

Text selection:

Selecting the core passage of the test followed the following steps:

1. it was to be authentic; from non educational books or resources,

2. it had to be relevant to everyday life issues and situations

3. and it had to be readable and suitable to the level of the students.

Therefore, a passage about the intefada (Palestinian uprising) was chosen from Al Ahram Weekly, and was validated by a group of jury was agreed that it was suitable to the level of first year students of English was a moderate level of challenge in comprehension. Readability of the text was also calculated by identifying test item difficulty for the reading comprehension section.

Construction of the test:

1. The test consists of four parts representing the main parts of the framework: reading comprehension, researching, analysis and composing.
2. Total mark is 70 points and total time is two hours. (Refer to the appendix for the test, and its scoring key).

Item Type:

Different item types are used in the test: multiple choice and short answer items for the reading comprehension section, short answer items for the researching part, and restricted essay items for the analysis and composing sections (passage and sentence translation).

Scoring*:*

20 points are assigned for the reading comprehension, 12 for the researching, 18 for the analysis, and 20 points for the passage. The total of the test is 70 points.)

The following diagram shows a summary of the test description and its scoring criteria.

A Test in Basic Translation Skills			
Reading Com.	*Researching*		*Analysis*
Composition			
Source passage trans. (PT)	monolingual	3 sentences	1-Pass
MC, T/F, passage	Dictionary work	translation +	source
Open-ended 20 points.	5 items 12 points	difficulty + solution (ST) 18 points	20 points

- ✚ For ST and PT raters accept appropriate translations.
- ✚ ST: on the basis of Accuracy (appropriate meaning conveyed) on a scale of 0-2
- ✚ PT: on the basis of correctness of Grammar, Expression, Mechanics and Accuracy. on a scale of 0-20
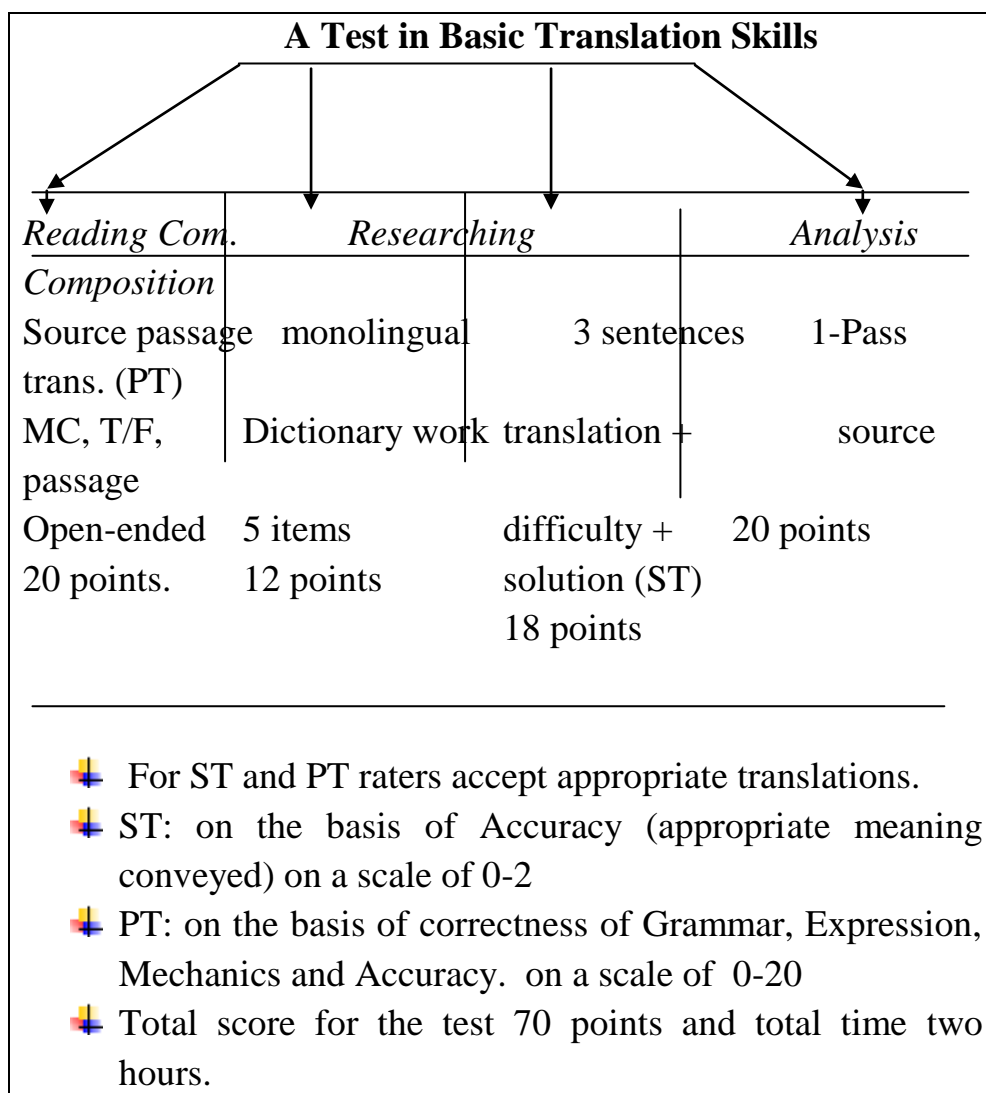- ✚ Total score for the test 70 points and total time two hours.

Figure (4) Outline of the proposed translation test

Instructions of the test:

Instructions are written in English. They are brief, simple, and easy to understand. They contain information about the purpose of the test, time allowed to complete the test and how to record the answer. For the analysis section, instructions were also written in Arabic to ensure students' understanding of the task required. Examples are given to all questions to avoid any source of ambiguity, except the reading and the composing section where students are required just to answer questions on the passage or translate it into good Arabic.

Item difficulty:

Item difficulty was calculated for the reading comprehension, the researching and the analysis sections. Figures show that the items were suitable[4] to the level of the students and therefore capable of discriminating between different test takers, as shown in tables (1,2 and 3)

Items	Easiness coefficient	Difficulty coefficient
1	.7	.3
2	.68	.32
3	.62	.38
4	.59	.41
5	.65	.35
6	.59	.41
7	.54	.46
8	.64	.36
9	.55	.45
10	.52	.48

Table (1) Difficulty Coefficient for Reading comprehension Items

---

[4] Item difficulty coefficient maximum value is 1 and minimum value is 0.

Items	Easiness coefficient	Difficulty coefficient
1	.65	.35
2	.83	.17
3	.83	.17
4	.78	.22
5	.76	.24
6	.77	.23

Table (2) Difficulty Coefficient for Researching Items

Items	Easiness coefficient	Difficulty coefficient
1	.59	.41
2	.60	.40
3	.85	.15
4	.69	.31
5	.61	.39
6	.79	.21
7	.67	.33
8	.59	.41
9	.83	.17

Table (3) Difficulty Coefficient for Analysis Items

Validity and reliability of the test:

A pilot study was conducted to estimate the validity and reliability of the test. A group of 100 first year students was selected randomly representing different levels of achievement; high, middle and low. The test was scored by two different raters.

Validity of the test:

- *Face validity of the test***:** A group of professionals in EFL, Educational Psychology and Linguistics supported the suitability of the test for its objectives and the applicability of the test to the age and achievement level of the subjects.

- Validity for the whole test was also established by calculating the internal consistency of all the items of the different sections of the

test. Correlation coefficients between the score of each section and the total score (after subtracting the section score from the total score) was calculated and found out to be significant as shown in the table below:

Dimension	Reading com.	Researching	Analysis	Composing
Consistency Correlation	.958***	.985***	.982***	.934***

Table (4) internal consistency correlations of the sections of the test

All the correlations were high and statistically significant, and this shows the internal consistency of the dimensions of the test.

Reliability of the test:

Reliability of the test was calculated using Alpha and Spearman &Brown coefficient for the scores of the different sections of the test. Alpha for the whole test was 0.716 and Spearman & Brown was 0.749 which shows that the test is reliable as a whole.

Validity and Reliability of each section of the test:
1- Reading comprehension:

- In order to establish the validity of this section, internal consistency was calculated by reviewing the correlation between the items scores in this section and the total scores of the section. Correlations show that the items are consistent and therefore this section of the test is valid as shown in the following table:

Item1	Item2	Item3	Item4	1tem 5	Item6	Item7	Item8	Item9	Item10
0.23**	0.28**	0.49**	0.43**	0.37**	0.52**	0.59**	0.45**	0.35**	0.32**

$P \leq 0.05 = 0.195$; $P \leq 0.01 = 0.254$

Table (5) Correlations between Reading comprehension items score and total score (internal consistency)

- Moreover, discrimination validity for the scores of this section was also calculated by identifying the highest 27% and the lowest 27% of the scores which represent the high achievers and the low achievers in reading comprehension respectively. Means and standard deviations for the scores of both groups was calculated as well as the critical ratio in order to make sure that the items truly discriminate between high and low achievers in reading comprehension as shown in the following table:

items	٪ 27 high		٪ 27 low		Critical ratio
	SD	M	SD	M	
1	0.85	1.56	1.02	0.96	2.35*
2	0.72	1.70	1.02	1.04	2.75*
3	0.72	1.07	0.85	0.44	2.94**
4	0.75	1.59	0.84	0.59	4.61**
5	0.84	1.41	0.64	0.56	4.18**
6	0.66	1.74	0.80	0.44	6.51**
7	0.53	1.85	0.79	0.37	8.08**
8	0.64	1.78	0.98	0.74	4.62**
9	0.79	1.63	0.98	0.74	3.67**
10	0.89	1.48	1.01	0.89	2.28*

$P < 0.05 = 1.96$; $P < 0.01 = 2.58$

Table (6) item discrimination correlations in reading comprehension

The table shows that the items in this section significantly discriminate between the high and the low achievers, and this assures the sections validity in measuring reading comprehension skills as part of the basic translation skills.

- Reliability of this section of the test was calculated using Spearman-Brown coefficient which was found to be: 0.5528 and shows that that section is reliable.

2- Researching skills

In order to establish the validity of this section, internal consistency was calculated by reviewing the correlation between the items scores in this section and the total scores of the section. Correlations show that the items are consistent and therefore this section of the test is valid as shown in the following table:

Item1	Item2	Item3	Item4	1tem 5	Item6
0.55**	0.69**	0.63**	0.58**	0.55**	0.54**

$P \leq 0.05 = 0.195$; $P \leq 0.01 = 0.254$

Table (7) Correlations between researching items score and total score (internal consistency)

- Discrimination validity is shown in the following table :

Items	%27 high		%27 low		Critical ratio
	SD	M	SD	M	
1	0.74	1.63	0.88	1.00	2.85**
2	0.38	1.93	0.92	1.00	4.85**
3	0.42	1.89	.91	1.29	3.11**
4	0.66	1.74	0.95	0.93	3.64**
5	0.				9.42*

	53	1.85	0.80	0.11	*
6	0.53	1.85	0.88	1.00	*4.30***

P < 0.05 = 1.96 ; P < 0.01 = 2.58

Table (8) item discrimination correlations in researching

The table shows that the items in this section significantly discriminate between the high and the low achievers, and this assures the sections validity in measuring researching skills as part of the basic translation skills.

- Reliability of this section of the test was calculated using Spearman-Brown coefficient which was found to be:0.686 .and shows that that section is reliable.

3- Analysis (problem solving)

In order to establish the validity of this section, internal consistency was calculated by reviewing the correlation between the items scores in this section and the total scores of the section. Correlations show that the items are consistent and therefore this section of the test is valid as shown in the following table:

Item1	Item2	Item3	Item4	1tem5	Item6	Item7	Item8	Item9
.73**	.63**	.65**	.73**	.67**	.66**	.72**	.63**	.54**

P ≤ 0.05 = 0.195 ; P ≤ 0.01 = 0.254

Table (9) Correlations between analysis items score and total score (internal consistency)

- Discrimination validity is shown in the following table :

Items	%.27 high		%.27 low		Critical ratio
	SD	M	SD	M	
1	0.32	1.11	0.36	0.15	10.36**
2	0.38	1.07	0.42	0.22	7.80**
3	0.46	1.69	0.62	0.70	6.66**
4	0.36	1.15	0.42	0.22	8.74**
5	0.40	1.19	0.32	0.11	10.96**
6	0.39	1.79	0.62	0.50	9.15**
7	0.19	1.04	0.45	0.26	8.30**
8	0.28	1.00	0.32	0.11	10.88**
9	0.47	1.63	0.72	0.69	5.68**

$P < 0.05 = 1.96$; $P < 0.01 = 2.58$

Table (10) item discrimination correlations in researching

The table shows that the items in this section significantly discriminate between the high and the low achievers, and this assures the sections validity in measuring analysis (problem solving) skills as part of the basic translation skills.

- Reliability of this section of the test was calculated using Alpha and Spearman-Brown coefficients. Alpha was 0.832 and Spearman-Brown = 0.836 and both show that that section is reliable.

4- **Composing**:

Validity of this section is reached through its high correlation with the total score of the test as shown in table (1), and its reliability is achieved through the raters' reliability which can be shown in the following table and in diagram (1):

Dimension	Total	Reading Com.	Researching	Analysis	Composing
Correlation	.982***	.998***	.986***	.921***	.945***

Table (11) Correlation of the two raters in each section and in the total score of the test.

Ss' Scores in the test of translation skills

Rater one
Rater Two

Scores out of 70

70
60
50
40
30
20
10
0

92 79 66 53 40 27 14 1

Number of Ss
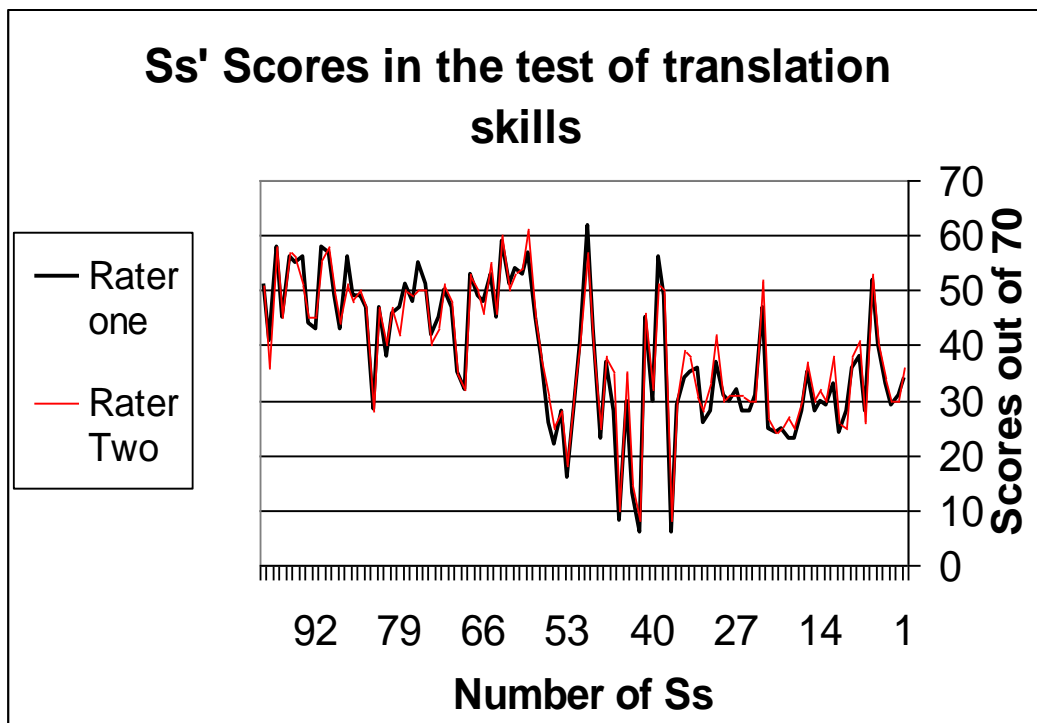
Diagram (1) Rater's reliability in the test of basic translation skills.

Conclusion:

Translation assessment in the university is a problematic issue which cannot be solved unless there are clearly defined objectives for systematic courses. Students need to know what is expected of them in the translation class, which skills or sub- skills they are intended to develop through which kind of translation exercise and what knowledge is required (translation theory, subject specific, other domain-specific, language and culture) in order to develop these sub-skills. They need to understand how the various sub-skills relate to the overall objective, *translation competence,* through a contribution to the process and an effect on performance. Students need also to perceive the actual exercise of assessment to be not only authentic in its scope and nature, but also as objective and rationally verifiable as possible, given the nature of the process of translation and of the evaluation of the translated text as product of this process.

The framework presented in this study is viewed as the basis of the process of developing and validating different translation tests that measure different levels of the translation ability. Based on this model new tests are recommended to be conducted to assess Ss' skills in translating as well as diagnose the area(s) in which students find the big difficulty. Many good learners of a foreigner language may not be good translators; in fact even some bilinguals can find it difficult to translate. This means that there is an obstacle in the process. This obstacle may be lack of comprehension of the source message, lack of resources to look up for ambiguous vocabulary and expression, inability to identify problems and work out solutions (strategies) for them, or the obstacle may be in the production (mastery of the target system, finding appropriate vocabulary, correctness of structures or finding an equivalent cultural substitution).

The biggest merit of the proposed framework, it is assumed, is that it enables students to think of their own translation process and thus get insight unto their learning, and accordingly know where to exert more effort; for example reading more in a specific field, training on using dictionaries, the internet or specialized glossaries,

developing the habit of self reporting by putting down how they feel about the text, where they find the problem, why they think this is a problem and try with ways to solve it, or by more training on writing and composing in a target language (their mother tongue or the foreign language).

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**Appendix
The translation test**

**A Test In Basic
Translation Skills
for first Year English
Majors,**

_____
____

Instructions*:*

     - This test is designed to measure your abilities in the basic skills of Translation.

     - It is not a final exam for you, so don't worry about the mark you will get.

     - The test is divided into four sections: reading comprehension, Researching, Analysis, and Composing.

     - Read the questions, think well and answer at your own speed.

     - Answer all the questions, and don't leave any item without an answer.

     - Time allotted is 2 hours and total mark is 70 points.

Section One: Reading Comprehension *:*[20 marks]

Read the following passage and answer the questions:

The Intifada this time

One month after the outbreak of Al-Aqsa Intifada, one has to analyze its results and how the revolt reflects Palestinian anger and frustration over the failure of the peace process. The Al-Aqsa Intifada has already become the most sustained Palestinian revolt in the occupied territories since the Palestinian uprising of 1987-1993. And there is no dispute –at least among Palestinians –that the outbreak of the uprising was overwhelmingly spontaneous., driven more by the enormous frustration of the Oslo generation of Palestinian youth than by any strategic decision by the Palestinian leadership.

This generation took to the street in thousands, not so much because of the intended visit of Sharon to the Islamic holy sites in Jerusalem's Old City. The spark rather was the killing of seven Palestinians by Israeli border police on the Haram Al-Sharef [the temple mount], and above all the televised murder of 12-year old Mohammed Al- Dorra by continuous Israeli fire. (**Al Ahram Weekly, Oct.2000**)

1. According to the text, when did the second Intifada take place?

_____   (2 marks)

2. How long did the first Intifada last ?

_____(2 marks)

3. The writer mentions four reasons for the second Intifada, what are they?

a._____ (2 marks)

b._____ (2 marks)

c._____ (2 marks)

d._____ (2 marks)

4. Say whether the following sentences are true or false,

a. The Intifada was strategically planned by Palestinian groups

T	F

(2 marks)

b. Al-Aqsa Intifada is the name given to the second uprising

T	F

(2 marks)

c. Oslo generation didn't like the Intifada

T	F

(2 marks)

d. Sharon's visit only is the main reason for the second Intifada

T	F

(2 marks)

Section Two: Researching *:* [12 marks]

Reading comprehension Mark
$\dfrac{}{20}$

Dictionary work

Look at this extract from an English-English dictionary and say what the different numbers represent.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Researching Mark

_____

12

gen·er·al·iz·ation /ˌdʒenrəlaɪˈzeɪʃn *US:* -lɪˈz-/ *n* **1** [U] generalizing: *It is unwise to be hasty in* ∼. **2** [C] statement or proposition obtained by generaliz-ing, esp one based on too few examples.

gen·er·al·ize /ˈdʒenrəlaɪz/ *vi, vt* **1** [VP2A,3A] ∼ *(from),* draw a general conclusion; make a general statement. **2** [VP6A,14] ∼ *(from),* state (sth) in general terms or principles: *∼ a conclusion from a collection of instances or facts* **3** [VP6A] bring into general use: ∼ *the use of a new invention.*

gen·erally /ˈdʒenrəlɪ/ *adv* (usu with the finite *v*) **1** usually; as a general rule: *I* ∼ *get up at six o'clock.* **2** widely; for the most part: *The new plan was* ∼ *welcomed,* was welcomed by most people. **3** in a general sense; without paying attention to details: ∼ *speaking.*

gen·er·ate /ˈdʒenəreɪt/ *vt* [VP6A] cause to exist or occur; produce: ∼ *heat/electricity; hatred* ∼*d by racial prejudices.*

gen·er·ation /ˌdʒenəˈreɪʃn/ *n* **1** [U] generating; bringing into existence: *the* ∼ *of electricity by steam or water-power; the* ∼ *of heat by friction.* **2** [C] single stage or step in family descent: *three* ∼*s,* children, parents, grandparents. **3** [C] average period (regarded as 30 years) in which children grow up, marry, and have children: *a* ∼ *ago.* '∼ **g'ap,** ⇨ g'ap(2). **4** [C] all persons born about the same time, and, therefore, of about the same age: *the present/past/coming* ∼*; the rising* ∼*, the young* ∼.

Section Three: problem

solving : [18 marks]

Translate the following sentences into Arabic, explaining the difficulty you found in the sentence and how you could overcome it. (you can explain in Arabic also)

عليك أن تترجم الجمل الآتية و هى من النص الذي أكملت حل أسئلته منذ قليل، و عليك ان تشرح المشكلة التي تواجهك فى كل جملة و كيف تغلبت عليها عند ترجمة الجملة كما هو

موضح فى المثال التالي (يمكنك ان تجيب عن هذا السؤال باللغة العربية أو الإنجليزية).

THIS IS AN EXAMPLE

Question: *There was no question of finding a seat.*

Answer:

a) *Translation*:

لم يكن هناك شك في استحالة وجود مقعد متاح (لم يفكر في إمكانية وجود مقعد – كان متأكدا انه لن يجد مقعد)

b) *Difficulty*:

the meaning of the word 'question' and whether it means 'posing a question' or 'discussing a case'

المشكلة هنا هي في ترجمة كلمة question إذ انها تعنى "سؤال" و تعني كذالك "مناقشة موضوع معين".

c) *Solution*:

the meaning of 'question' can be inferred from the context of the description of a crowded place , which shows that we can be sure that there will not be a seat available, so we do not 'question' the matter. So the word 'question is rendered in Arabic as لا شك or ...لم يفكر في

الحل هو أن معنى كلمة question يمكن استنباطه من السياق الذي يبدو انه يصف مكانا مزدحما و هذا يوضح اننا متأكدون من عدم وجود مقعد شاغر و لذلك لا "نناقش" الموضوع ونعبر عن معنى question ب "لا شك" او "لم يفكر في".

---

1. the outbreak of the uprising was overwhelmingly spontaneous.

Translation:

_____

_____

_____

Sentence Mark				
0	1/2	1	1.1/2	2

Difficulty:

61

_____

_____

_____

_____

Solution :

_____
_____
_____

_____

2. Driven more by the enormous frustration of the Oslo generation of Palestinian youth.

Translation:

_____
_____
_____

_____

Sentence Mark				
0	**1/2**	**1**	**1.1/2**	**2**

Difficulty:

_____
_____

_____

Solution :

_____
_____
_____

_____

3. The spark rather was the killing of seven Palestinians by Israeli border police on the Haram Al-Sharef.

Translation:

_____
_____
_____
_____

Sentence Mark				
0	1/2	1	1.1/2	2

Difficulty:

_____
_____
_____
_____

Solution :

_____
_____
_____
_____

Analysis Mark
_____
18

Section Four: Researching (20 marks)

Translate the passage into Arabic:

_____

_____

_____
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_____

Passage mark	
20	
15	
10	
5	

End of Test

Answer Key and Scoring criteria

Section One: Reading Comprehension,

-Assign 2 marks to each of the blanks, and to each of the true/false items.

Answer Key :

1. one month from the time the article was published. *(any other suitable answer is accepted, e.g., a month ago / two years now but in the article only a month ago…)*

2. seven years.

3. a) Palestinians' fury / anger / sufferings…

  b) Sharon's visit's to the holy Mosque / the holy Shrine / Al Aqsa

c) the killing of seven Palestinians on the borders. /

d) the killing of Mohmmad al- Dorra

4. a) F   b) T   c) F   d) F

Section Two : Researching :

-   Assign 12 marks for this section, 2 marks for each question item.

-   *Answer Key*

1. pronunciation of the word

2. an example for the meaning of 'generalize' as a noun.

3. refers to the function of the word as adjective

4. refers to a second meaning of the word

5. refers to the function of the word as noun

6. refers to the quality of the word as countable

Section Three: Analysis (problem solving):

- Assign 18 marks for this section as follows:
- 6 marks for each sentence, 2 for translation, 2 for stating the difficulty , and 2 for stating the solution technique followed.
- Any suitable answer to the difficulties and solutions parts are accepted.
- Answers in Arabic are also accepted as long as they are *appropriate.*
- For sentences   translation, marks are assigned according to the following scale:

2 marks

Sentences that deserve the full mark should have the following characteristics:

- representation of the overall meaning in good Arabic
- well-build sentence structure in Arabic
- translation of the item of difficulty in the sentence; if the item of difficulty is a word (lexical difficulty), the translation gave a good equivalent to it in Arabic; if it is a structure, a corresponding structure is presented in Arabic, if it is s culture-oriented expression, an equivalent cultural-oriented expression is given in Arabic, if it is an idiom, the meaning of the idiom is given in Arabic, and , finally, if it is a technical term, the term used in Arabic is given.

1.1/2 marks

Sentences that take 1.1/2 marks represent the following characteristics:

- al of the above but sentence structure is bad in Arabic; a verb comes after the noun in a verbal sentence, or basic rules of Arabic are not followed.

1 mark:

Sentences that take 1 mark represent the following characteristics:

- meaning of individual expressions and phrases within the sentence is given, however the overall meaning of the sentence is not conveyed.
- Structure in Arabic is bad.

1/2 mark

Sentences that take half a mark represent the following characteristics:

- overall meaning is misunderstood and misrepresented.
- meaning of item of difficulty is misrepresented.
- structure in Arabic is disfigured.
- However, a translation in this level will get chunks of translation for individual words and expressions in the sentence.

0 Mark

Sentences that take 0 mark represent the following characteristics:

- the sentence is left untranslated
- a translation of a different sentence is given
- the source sentence is copied.

Key answer:

1. a) Translation:

<div dir="rtl">

كان اندلاع الانتفاضة تلقائيا بشكل كبير (إلى حد كبير)

</div>

b) Difficulty:

A difficulty in identifying the meaning of 'overwhelmingly' and 'spontaneous' in this sentence. (any other related problem is accepted)

c) Solution:

Identifying the function of the word 'overwhelmingly' as an adverb and 'spontaneous' as an adjective and a complement. Then depending on the

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context of the sentence, and surrounding sentences, the meanings تلقائيا for 'spontaneous' and بشكل كبير for 'overwhelmingly' were the most appropriate ones to choose. (any solution related to the above problem is also accepted).

2. a) Translation:

كان الدافع الرئيسي لها هو الغضب المتنامي لهذا الجيل من الشباب الفلسطينيين الذين عاصروا

اتفاقية أوسلو.

b) Difficulty:

the use of the past participle in 'driven' at the beginning of the sentence, and the identification of who was frustrated; Palestinian youth or 'Oslo' generation, or both together in one. (any other related problem is also accepted).

c) Solution:

A major rephrasing and changing of word order was done in the Arabic sentence, and some added expressions were used to render the meaning as clear as possible in Arabic. 'more' was changed by 'الرئيسي' and the verb ' عاصروا' was also added to explain the relation between the expressions 'Oslo generation' and 'Palestinian youth'. (any solution related to the above problem is also accepted).

3. a) Translation:

إنما كانت الشرارة ـ التي اندلعت على إثرها الانتفاضة ـ هي مقتل سبعة فلسطينيين بنيران شرطة الحدود الإسرائيلية داخل الحرم الشريف.

b) Difficulty:

The use of the adverb 'rather' to refer to the main reason for the Indtifada, and the difficulty in identifying the meaning of 'spark'. (any other related problem is also accepted).

c) Solution:

the meaning of 'spark' could be inferred from the context of the sentence and surrounding sentences, and the adverb 'rather' was rendered in Arabic by using the particle 'إنمـا '. A whole parenthetical sentence ـ التـي انـدلعت علـى إثرهـا الانتفاضـةـ was inserted in order to modify the meaning in Arabic. (any solution related to the above problem is also accepted).

Section Four: Production:
- Assign 20 marks to the this part, as follows:

20 Marks

An answer that will have the full mark will have the following characteristics:

- representation of the overall meaning in good Arabic
- well-build sentence structure in Arabic
- good choice of vocabulary
- appropriate reformulation of ideas
- use of cohesive devices as followed in Arabic
- no deviation from the ideas in the source text
- no drops or missing ideas or sentences in the translation.

15 Marks

An answer that will have the full mark will have the following characteristics:

- Representation of the overall meaning in good Arabic, but with some mistakes in the formulation of ideas.
- Well-build sentence structure in Arabic; minor mistakes in the verb agreement or case marking with verbs like 'كان' or particles like 'إن'.
- Good choice of vocabulary
- Accurate reformulation of ideas

- Use of cohesive devices as followed in Arabic
- No deviation from the ideas in the source text
- One or two drops or missing ideas or sentences in the translation.

10 Marks

An answer that will have the full mark will have the following characteristics:

- Representation of the overall meaning in Arabic is understood with difficulty.
- Sentence structure in Arabic deviates from most regular rules; major mistakes in the verb agreement or case marking with verbs like 'كان' or particles like 'إنّ'.
- Choice of vocabulary conveys the overall meaning but not the accurate meaning of individual expressions.
- Redundant use of cohesive devices
- Deviation from the ideas in the source text
- Three or four drops or missing ideas or sentences in the translation.

5 Marks:

An answer that will have the full mark will have the following characteristics:

- Overall meaning is misunderstood and misrepresented.
- Meaning of item of expressions and vocabulary is misrepresented.
- Structure in Arabic is disfigured.
- A translation in this level will get chunks of translation for individual words and expressions in the sentence.

- A remarkable deviation from ideas in the source text.
- Half the passage is left untranslated or just copied from the source text.

0 Mark

An answer that will have the full mark will have the following characteristics:

- the passage is left untranslated
- a translation of a different passage is given
- the source passage is copied.

Answer Key(suggested translation)

بعد مضي شهر على اندلاع انتفاضة الأقصى يجدر بنا (يجب علينا) أن نتناول نتائجها بالتحليل و كيف تعكس ضيق الفلسطينيين و غضبهم من فشل عملية السلام. إن انتفاضة الأقصى قد غدت التعبير الوحيد و المستمر لثورة الفلسطينيين في الأراضي المحتلة منذ الانتفاضة الأولى التي استمرت من 1987 إلى 1993. و لا جدال – على الأقل بين الفلسطينيين- على أن اندلاع الانتفاضة كان تلقائيا بشكل كبير يحركها الغضب المتنامي لجيل الشباب الفلسطيني الذي شهد اتفاقية أسلو أكثر مما يحركها أي قرار استراتيجي من جهة القيادة الفلسطينية.

لقد اندفع هذا الجيل إلى الشوارع بالآلاف لا يغضبه كثيرا زيارة شارون المقصودة للأراضي المقدسة في مدينة القدس القديمة إنما كانت الشرارة هي مقتل سبعة فلسطينيين بنيران شرطة الحدود الإسرائيلية داخل الحرم الشريف و أشد من ذلك كان عليهم كان منظر الشهيد محمد الدرة ذي ألاثني عشرة عاما على شاشات التليفزيون يقتل بالنيران الإسرائيلية المنهمرة. (**الأهرام ويكلي أكتوبر 2000**).

(Any other appropriate translation is accepted.)