

STRATEGIES FOR JOURNALISTIC TRANSLATION COURSES: TOWARD MEANINGFUL PEDAGOGY

Rawad Alhashmi*

Mustafa Abdullah Abdulrahman Bashir*

University of Gharyan & University of Tripoli, Libya

ABSTRACT: This study focuses on teaching journalistic translation courses to undergraduate students in Libya. It advocates a student-centered approach that is process-oriented and task-based, with a view to creating an active learning environment in which undergraduate students can hone their translation skills, increase their awareness of genre, improve their translation pace, and achieve class objectives and learning outcomes. It contends that such a strategy, complemented with the use of computer-assisted translation (CAT) tools, provides meaningful interactions and enriching learning experiences when utilized successfully. It also suggests that pedagogical strategies, such as a translation portfolio and detailed rubric for comprehensive assessment, along with effective feedback, are important parts of the teaching process.

KEYWORDS: Teaching Journalistic Translation, Translation Pedagogy, Translation Portfolio, Assessment, Task Based Approach, Process Oriented Approach

Many translation teachers have only one objective for their translation classes. Students should translate better at the end of the class than when they began — Donald C. Kiraly (1995, p. xiv).

1. Introduction

Translation plays a vital role in every society in this global age. Accordingly, the demand for teaching translation has increased in academia, and it has become an important subject of study in universities and colleges across the globe. Many translation programs now offer various specializations, including Journalistic Translation, Medical Translation, Legal Translation, Audiovisual Translation, Literary translation, and Diplomatic Translation.

This study focuses specifically on the teaching of journalistic translation¹ courses to undergraduate students in Libya. In fact, translation programs are a relatively new establishment in Libya. As Jamal Giaber (2005, p. 186) explains:

Until the year 2000, and with the exception of Garyounis and Khaliij Al_Tahaddi universities, which have separate departments for translation, all Libyan universities teach translation as a subject within the departments of English and French. It goes without saying that teaching translation as a subject within departments of foreign languages does not qualify students to be translators. Students graduating from the Department of Translation and Arabization of

* rawadfreelancer@gmail.com

* Mu.Bashir@uot.edu.ly

¹ The name and scope of this branch of translation practice is a contentious topic. Some scholars label it as 'news translation' (Holland, 2013; Bielsa, 2019), on the grounds that it involves more than just interlingual transfer, and includes rewriting and synthesizing the source material to meet the expectations of the target audience (cf. Bassnett, 2009, p. 6; Bassnett & Bielsa, 2016, p. 37). Federico Zanettin (2021, p. 86) prefers the broader 'news media translation' to cover all forms of mass media (printed media, broadcast news, and digital media) that deliver news to the general public. However, Davier & Doorslaer (2018, p. 154) suggest 'journalistic translation' is more comprehensive than news translation (the term also favoured by Valdeón, 2015), and this is the term that is adopted here.

Khalij Al-Tahaddi University can only become reliable translators and interpreters after many years of real experience.

Since Giaber's study was published in 2005, more translation majors have become available at undergraduate and graduate levels in several Libyan Universities, such as the University of Tripoli, University of Gharyan, University of Benghazi, Misurata University, Sebha University, etc. This increased demand results not only from individual interest (an increased interest in learning English and working in the translation industry) but also from external reasons, which include: (1) Libya's role in international politics, (2) peace-making, (3) African unity, (4) globalization, and (5) international cooperation (Giaber, 2005, p. 182). Therefore, translation plays a crucial role in Libyan society at various levels.

Journalistic translation is an essential course on the Translation programs at several Universities across Libya. At the University of Tripoli, for example, students are expected to translate various kinds of journalistic texts, including sports, technology, politics, education, economics and reportage on world events etc. However, the practice of teaching translation still relies heavily on traditional methods, which, in turn, impact on students' performance. These involve largely read-and-translate procedures. That is, teachers hand their students passages to translate individually while allowing them to use dictionaries, and then students read what they translated in the classroom, followed by class discussions. They then receive feedback from the teacher, usually consisting of normative judgements as to what the 'correct' translation should be.

As a result, the students' learning experience is constrained and passive. Put differently, while such a traditional method offers good practice opportunities, there is little opportunity for students to interact and discuss their translation choices and strategies, and the teacher's feedback tends to be limited and ineffectual. As a result, most Libyan undergraduate students lack the skills and confidence needed to work successfully as translators in the job market.

With these concerns in mind, the goal of this study is to present a meaningful strategy to advance training in journalistic translation in Libya. It uses a combined approach, involving authentic materials, a detailed and objective assessment rubric, constructive feedback, and a translation portfolio. By incorporating these steps and shifting to a student-centered approach, the course provides an enriching learning experience that enables students to handle a range of topics within a journalistic context.

2. Training translators of journalistic texts in the Arab world

Several textbooks have discussed the challenges of translating journalistic texts from English to Arabic and vice versa. Hasan Ghazala's *Translation as Problems and Solutions* (1995), designed for Arabic speakers who are enrolled in Bachelor programs in translation departments across the Arab regions, is a particularly useful resource for training translators to translate from English to Arabic and vice versa. In it, Ghazala discusses translation problems and provides practical solutions for solving them. This book is widely used as a reference in curriculum or as suggested reading in translation courses.

In the same context, James Dickins et al's *Thinking Arabic Translation* (2002) is a practical course in teaching translation from Arabic to English, presenting different translation problems and their solutions with numerous examples. The book is suitable for the final year undergraduate program, offering "a new methodology and plenty of practical work in this area" (2002, p. 2).

More recently, Mahmoud Altarabin's *On Translating Arabic and English Media Texts: A Coursebook for Undergraduates* (2020), designed for undergraduate translation students and journalism students, explores the basic linguistic and stylistic features of news media discourse in English and Arabic. The bidirectional feature of the book, which includes authentic Arabic and English media texts, allows students to understand its distinctive nature and produce accurate translations.

While these textbooks are useful resources for teachers and students, we found that adding authentic materials from ongoing events proved to be very instructive for students. To translate effectively, students need to practice using real-world examples from international media outlets, such as BBC, CNN, Aljazeera, Reuters, etc., as well as material from newspaper magazines, such as the *Guardian*, *New York Times*, etc.

Although a lot of attention has been given to the problems of translating journalistic texts from Arabic to English and vice versa, the scholarly discussions of translation pedagogy in this field are rather scant. In a key study titled, "Translators as well as thinkers: teaching of journalistic translation in Hong Kong", Defeng Li (2006) identifies a gap between institutional translator training and the real world of professional translation, and aims to bridge it in order to better prepare student translators for the market in Hong Kong. He contends that translator training should focus on "the process and reflective practice of translation so that students will ultimately develop good decision-making and problem-solving abilities utterly needed by professional translators" (2006, p. 618). Li's proposition is illuminating in attempting to make translator training more realistic, focusing on practical skills to enhance students' readiness for the real-life market.

In what follows, we present a teaching model that is suitable for teaching journalistic translation at undergraduate level, insofar as it has the potential to engage students in the process of translation, while enhancing their abilities and skills. It enables students to understand the particularities of journalistic translation, its sensitivity, and the urgency in delivering information effectively. By giving students the opportunity to practice real-world translation tasks, this model exposes them to a real working environment under pressure while delivering timely translation without compromising the validity of news content.

3. Pedagogy in Translation Practice

The way in which teachers teach and the kind of methodology they adopt play a vital role in translation training and pedagogy. Defined by Cambridge Dictionary² as "the study of the methods and activities of teaching," pedagogy includes the use of specific strategies, design

² dictionary.cambridge.org/dictionary/english/pedagogy (Accessed date: 3 oct. 2023)

of class activities, selection of materials, goal-setting, assessment and feedback, amongst other things. In Translation Studies, this has gained some attention in the works of Brian James Baer and Geoffrey Koby, whose book *Beyond the Ivory Tower: Rethinking Translation Pedagogy* addresses the central question: “How effectively am I teaching students to think about translation?” (2003, p. x), and Donald Kiraly, who argues that “translation pedagogy has to be based on theories of translation that emerge from translation practice” (1995, p. x). However, choosing an effective teaching method cannot simply be done with the toss of a coin. Rather, it entails thoughtful considerations of various factors including the students’ needs, the subject matter, the type of instruction, the teachers’ educational philosophy, and the class objectives.

Our approach involves a combination of task-based learning and process-oriented methods, which complement each other in teaching journalistic translation.

Task-based learning was first introduced by Prabhu for the purpose of teaching English as a second language in Southern India, Bangalore (Candlin, 1987), and was further developed by Jane Willis (1996), who divided it into three main stages: pre-task (introduction to topic and task), task cycle (involves task, planning, report), and language focus (entails analysis and practice). While this method is intended for language teaching, it is also applicable in teaching translation practice courses, but with some modifications. Li (2013) customized it to suit business translator training, proposing six stages (pre-task, task, reporting, analysis, revising, and reflection), arguing that this is effective in developing students’ translation competence and enhancing their “research skills and reflection capacity as a means of self-discovery and self-improvement” (2013, p. 23). In the pre-task, the instructor delivers instructions and assists students in recalling translation techniques and strategies. Students then conduct effective readings in both the source language and target language to understand the translation task, while familiarizing themselves with related terminology in both languages. In the task stage, the instructor’s role is to monitor and facilitate the pair/group work, and students finish their tasks in pairs or groups and may ask the teacher questions for clarification. In the reporting stage, the teacher coordinates the session and may offer quick feedback. Meanwhile, students reflect on their process of translation and share their products verbally in class. In the analysis phase, the instructor underscores the specific learning objectives for the students to achieve based on their assigned tasks. Within this stage, students work together with the instructor on a detailed analysis of selected translations. In the revision phase, the instructor helps students with their revision and editing, and the students incorporate the instructor’s feedback on their translations in groups. In the reflection stage, the instructor reflects on the entire activity and offers useful tips for future teaching, meanwhile, the students reflect on the challenges that they faced in their translations (Li, 2013, pp. 7-11).

This method has also been applied by Abduhameed Muhatlis Alenezi, who found it beneficial for teaching translation practice on one of the undergraduate translation programs in Saudi Arabia (2020, p. 194).

However, business translation is different from journalistic translation because it is mostly geared toward clients, whereas the latter is oriented toward the general public. Li's model was further modified by us to suit journalistic translation teaching by integrating some aspects of Daniel Gile's process-oriented approach (see below) and including the use of CAT tools (which allow access to bilingual glossaries and databases³ in the field of journalism) and a translation portfolio.

Daniel Gile's process-oriented approach focuses on the cognitive processes used by trainee translators as they learn their craft. In the first stage, the students will deduce the meaning of the original passage based on their existing linguistic and extra-linguistic knowledge, formulating a meaning hypothesis. If the meaning hypothesis is deemed plausible, they will move to the reformulation stage, which constitutes their first draft (Gile, 1994, p. 108). Instructors will react to successive drafts by commenting on the students' choices and, above all, on the strategies they used to arrive at specific solutions (Gile, 2009, p. 14). That is to say, instead of correcting specific words or phrases in a normative manner, they verify that the students have followed certain strategies to overcome problems. In doing so, they enable the students enhance their translation product as well.

One of the most striking aspects of Gile's method is that it focuses the trainees' attention on the various decision-making processes involved in translation (2009, p. 14). This allows teachers to be more flexible, insofar as they will be able to verify that the students follow a certain technique or strategy in making a particular choice, instead of insisting on a specific word or phrase (2009, p. 15).

Gile's model also supports an interactive environment in class, allowing students to have visible agency in their choices and encouraging them to focus on the methods and procedures involved in producing adequate translations, instead of fixating on finished products. As Kruger (2008, p. 59) points out, the model works best in (and contributes to) "teaching-learning environments that are open to discussion not only between lecturer and students, but also among students." In such a context, when they encounter a problem and share their solutions, students realize that there are multiple solutions to a single translation problem. As such, it creates a robust interactive learning environment that sharpens students' understanding of the processes involved in translation.

The combined model thus comprises five main stages with a timed schedule for each session. These stages are pre-task, initial task, work task, draft task, and feedback task. Before delving into details, a task has been defined in numerous ways—but in this context—it means giving students a journalistic passage, extracted from a real-life scenario to translate, but suitable to their level. Here, it is important to note that when selecting journalistic texts for translation (task), teachers must take into account of the level of difficulty in regard to the stylistic, grammatical, syntactic, or cultural aspects of the chosen texts to students. In addition, the teacher must be strategic in introducing different genres

³ According to Zaretskaya, Pastor, and Seghiri (2015, pp. 79-80): "[CAT tools] consists in suggesting words or phrases to complete the segment that the translator has started typing. The translator, if she wants to discard the suggestions, can simply overtype them, or accept them."

and news formats for students, such as (interviews, headlines, editorials, columns, feature articles, reports, etc.). This is because real-life tasks offer an immediate access to authentic materials that students might encounter in their future jobs as translators. Ideally,

Translation practice should simulate actual professional translation tasks (i.e., the practice texts should be authentic, translation task specifications should be provided to students at the start, and evaluation of translation products should be based on original task specification" (Christiane Nord, 1988, quoted in Kiraly, 1995, p. 25).

Hence, practice-oriented classroom activities are paramount in preparing students for real-world examples, thereby shaping their understanding of tangible tasks to translate, and strengthening their confidence in performing real tasks in their prospective careers.

In the pre-task stage, the instructor delivers clear instructions about the assigned task, divides the class into groups, and discusses with the students the translation strategies and techniques that they can use collaboratively. In the second phase, students embark on reading the passage, finding the meaning of unknown words or terminology by using CAT tools, after which they start rendering the assigned passage in groups. This stage is crucial in stimulating the group activity, as CAT tools create opportunities for them to interact with each other and hone their translation skills. The teacher's role here is to monitor and facilitate the group work.

In the third stage, students will discuss their translation choices, problems, challenges, mistakes, and how they fix them. A key element of this stage is drawing students' attention to the translation process and making them think about their choices, and the strategies they can use to overcome translation problems. Here, the use of CAT tools is central, as they discuss the suggestions provided by the tools, while the teacher observes and gives support and encouragement. In this vein, students acquire greater control over the translation process, learning to navigate translation problems.

In the fourth stage, while the students are drafting their translations, the teacher refrains from assessing or judging their drafts. Instead, s/he discusses their choices, and how to reasonably justify them. At the end of this stage, one member of each group will be asked to read their translation aloud in class.

The fifth and final stage is where the teacher gives brief oral feedback to each group, and students take notes. This will be followed later by a more in-depth evaluation and detailed constructive comments based on the rubric (discussed below). They are also required to include their revised tasks in their final translation portfolio assignment (see below) where they reflect on their translation processes, problems, solutions, and learning outcomes. As shown, all stages complement each other in the learning process whereby each one entails a new step with a different purpose of engaging with their tasks to enhance their translation skills.

Overall, the advantage of using this method is that it allows students to benefit from the use of CAT tools, while interacting with each other and with the teacher in the classroom. What is unique about this combined approach is that it treats translation as a

multi-faceted activity while creating a productive dynamic environment, using instructive steps and suitable technological tools to hone students' skills, increase their awareness of genre, and its specialized form, thereby achieving learning outcomes.

During the process, students' attention is drawn to features such as headings and subheadings, reported speech, and the various genres that exist within journalistic translation (news reporting, opinion writing, interviews, feature writing, sports writing, entertainment journalism, etc.). Additionally, by performing translation tasks based on the five suggested steps within a limited time frame, students adapt to working under pressure in the workplace and improve their quality of translation. Here, students understand the time sensitivity in delivering timely translation in a specialized language of journalism and its terminology. Our proposed model offers an instructive yet productive classroom training focusing on the process and the product of translation by using CAT tools. Accordingly, students enhance their understanding of the translation process, improve their pace, and ensure consistency and format.

However, one of the challenges in adopting this method in the classroom is its difficulty for students who are not accustomed to this teaching style, since there are a lot of instructions to follow, several steps to take, and tasks that require concentration. Consequently, it will take a couple of classes to implement it efficiently. Another challenge is the class size; it works well when there are fewer than 25 students, but if there are more than that, it will be difficult to implement. The best practical solution is to divide the class into two groups with lessons at different times, allowing the teacher to implement the teaching model more successfully.

4. Assessment and Feedback

Assessment is one of the teaching tools that needs to be conducted in a transparent way. This is best achieved by using a detailed rubric based on well-defined criteria to objectively measure students' skills and learning outcomes. Equally important, it must be suitable to the class level and align with the learning objectives. However, the most common method for evaluating translation trainees in Libya relies heavily on the product, concentrating on written exams (a midterm test worth 40% of the total score, and a final one worth 60%). This method is not really a fair way to assess the real outcomes of students' progress, nor is it appropriate in scaling their skills. Rather, it raises students' anxiety to the extreme as they experience a lot of stress about doing well on these exams.⁴

Obviously, this type of assessment depends entirely on the final product, and thus is product-oriented. As such, it does not do justice to the learning process. A better alternative is to use an objective method that reflects criteria that, in turn, meet the class expectations, objectives, and learning outcomes. Accordingly, we have adopted the

⁴ This seems to be a common feature of university training across the Arab World. As Omar Atari notes: "The teacher sets a task, usually in examination conditions, which s/he then marks in order to be able to decide whether or not the students have reached the level required to pass the module and proceed to the following level, or receive the diploma" (2012, p. 111).

following table, which shows a breakdown of the process of assessment to the marking criteria of the entire course.

| | |
|------------------------------------|-----|
| Attendance and Participation | 10% |
| Midterm Exam | 30% |
| Translation Portfolio & Reflection | 20% |
| Final Exam | 40% |

After implementing this system in our teaching practice, we found it to be more comprehensive in evaluating students' skills and outcomes throughout the semester, and therefore much more effective than the common assessment form.

When it comes to assessing translation, Williams (2013, p. 420) states, "there is general agreement about the need for a translation to be good, satisfactory or acceptable." To eschew any personal impressionistic judgment or bias, the proposed rubric is based on three straightforward criteria: 1)- *Source-text fidelity* (transfer of content), 2)- *Linguistic accuracy and appropriacy* (correct use of grammar, vocabulary, punctuation, register etc), and 3)- *Readability* (clarity of expression, coherence and cohesion). In honing and pruning this list of evaluation criteria, we made sure that it is suitable for students who are at the early stages of learning translation. Students must be introduced to the rubric in advance in order to give them a clear idea for what they will be evaluated for. As Maria Julia Sainz (1994, p. 137) points out, they have the right to know the evaluation criteria beforehand. In her words:

As teachers we should establish common ground from the very beginning. Students have the right to know the evaluation system we will be using to evaluate their translation work throughout the year and we should be consistent in its use (Sainz, 1994, p. 138).

The importance of using the translation rubric based on well-defined criteria helps in rendering the assessment effective and consistent. Deborah Allen and Kimberly Tanner explain in "Rubrics: Tools for Making Learning Goals and Evaluation Criteria Explicit for Both Teachers and Learners" (2006, p. 203) that "rubrics not only make the instructor's standards and resulting grading explicit, but they can give students a clear sense of what the expectations are for a high level of performance on a given assignment, and how they can be met." The efficacy of rubrics as a component of translation offers a valid assessment that meets learning needs and teachers' goals and expectations in a transparent manner. Overall, the advantage of using the rubric entails "learning goals, design instruction that addresses those goals, communicate[s] the goals to students, guide[s] our feedback on students' progress toward the goals and judge[s] final products in terms of degree to which the goals were met" (Andrade, 2005, p. 27). We believe that the aforementioned rubric is relevant to our students' level, serving as an effective form of assessment in Journalistic Translation courses at the undergraduate level.

Providing regular feedback is also an integral part of the learning objectives and must be incorporated strategically and instructively. However, the common form of feedback in teaching translation in Libyan universities is predominantly geared toward the translation product with little attention given to process. As Atari (2012, p. 106) puts it:

Most research findings on English/Arabic/English trainee translators' shifts indicate that a majority of translation teachers' feedback is purely product-oriented. It is mainly linguistically oriented with scant reference to proper translation processes and trainees' strategies such as identifying a problem, finding a solution to the problem, rephrasing, coming up with alternative solutions, checking their translational versions according to use and users, etc.

Another common failing in the translation classroom is for teachers to focus on minor errors and overlook the bigger picture in their feedback. As Anthony Pym (1992) has pointed out, there are two types of translation errors, binary and non-binary errors, in which the former refers to any errors that are clearly incorrect, while the latter describe translations that are not totally wrong but may not be appropriate for some reason and can be improved.

In fact, students should not be held responsible for something they do not yet know, especially in the early stages as novice translators. However, after they recognize their errors, then they should be accountable for them. Cay Dollerup's "Systematic Feedback in Teaching Translation" is highly relevant here. Dollerup explains three components of systematic feedback: "corrections in the translations;" "oral discussion in the class covering adequate as well as inadequate renditions;" and "feedback form assessing strengths and weaknesses with each student" (1994, p. 125). To ensure the feedback is effective and suitable to student's needs, levels, and expectations, it should go beyond dichotomic judgments.

In this way, teachers become more involved in the translation process by giving feedback on the translation drafts based on the clear evaluation criteria and allowing students to work on multiple drafts to engage in the translation process to enhance their translation skills. At the end of the course, students will include their final products in the translation portfolio, which is an integral part of the assessment package as well. Hence, designing effective feedback entails a comprehensive evaluation based on both the process and product of translation, thereby focusing attention on the procedures and the final product of translation. So, our strategy for effective feedback involves useful comments, instructive suggestions, and general advice, while allowing students to invest their time in improving the quality of their translation, thereby focusing on long-term success.

To clarify this further, one of the tasks used in class was the translation of a section of the article: "China-U.S. Cooperation 'No Longer an Option ... but an Imperative' by Wang Yi"⁵

⁵ <https://www.usnews.com/news/world/articles/2024-01-05/china-u-s-cooperation-no-longer-optional-but-imperative-for-both-and-the-world-wang-yi> (Accessed date: 8 Jan 2024)

| Example of Translation Task | |
|--|---|
| Original text | Student translations (versions of 3 groups) |
| <p>BEIJING (Reuters) -Chinese Foreign Minister Wang Yi said on Friday the most urgent task for Sino-U.S. relations is to establish a correct understanding and cooperation between the two sides, stressing it is "no longer an option ... but an imperative" for the world.</p> | <p>1- بكين 5 يناير (رويترز) - صرح وزير الخارجية الصيني وانغ يي يوم يجب تحقيقها بشأن العلاقات الجمعة، أن الحاجة الماسة التي الصينية-الأمريكية، هي إقامة التفاهم والتعاون الصحيح بين الجانبين، مؤكداً على أنها "لم تعد خياراً... بل ضرورة حتمية" من أجل العالم.</p> |
| | <p>2- بكين، 5 يناير (رويترز) - قال وزير الخارجية الصيني وانغ يي يوم الجمعة إن المهمة الأكثر إلحاحاً في العلاقات بين الصين والولايات المتحدة هي تأسيس فهم صحيح وتعاون بين الجانبين، مؤكداً أنه "لم يعد خياراً... بل ضرورة" للعالم.</p> |
| | <p>3- قال وزير الخارجية الصيني وانغ يي يوم الجمعة ان أكثر المهام العاجلة للعلاقات الصينية الأمريكية هي تأسيس فهم صحيح وتعاون بين الجانبين، مشدداً على أنه "لم يعد ذلك خيار ... بل أمر حتمياً" للعالم.</p> |
| <p>Cooperation is the "most correct choice for China and the United States to get along", Wang said in a keynote speech at an event to mark the 45th anniversary of the establishment of diplomatic relations between China and the U.S.</p> | <p>1- أوضح وانغ في كلمة رئيسية خلال حدث بمناسبة الذكرى الخامسة والأربعين لإقامة العلاقات الدبلوماسية بين الصين والولايات المتحدة "التعاون هو الخيار الأكثر صحة للصين والولايات المتحدة للتعايش."</p> |
| | <p>2- قال وانغ في كلمة رئيسية ألقاها في حفل بمناسبة الذكرى 45 لإقامة العلاقات الدبلوماسية بين الصين والولايات المتحدة أن "التعاون هو الخيار الصحيح بين الصين والولايات المتحدة للتوافق"</p> |
| | <p>3- وقال وانغ في خطابه الرئيسي الذي يصادف الذكرى الخامسة والأربعين لتأسيس العلاقات الدبلوماسية بين الصين والولايات المتحدة، إن التعاون هو "الخيار الأنسب للصين والولايات المتحدة من أجل التعايش."</p> |
| <p>"It can be said that China-U.S. cooperation is no longer an option for the two countries and even for the world, but an imperative that must be seriously addressed," Wang said.</p> | <p>1- وقال وانغ: "يمكن القول إن التعاون بين الصين والولايات المتحدة لم يعد خياراً للبلدين أو حتى للعالم بأسره، بل هو ضرورة حتمية يجب التعامل معها بجدية."</p> |
| | <p>2- وقال: "يمكن القول إن التعاون بين الصين والولايات المتحدة لم يعد خياراً للبلدين وحتى للعالم، بل ضرورة يجب التعامل معها بجدية."</p> |
| | <p>3- وصرح قائلاً "يمكن القول ان التعاون بين الصين والولايات المتحدة لم يعد خياراً للبلدين وحتى للعالم، بل أمر حتمياً يجب التعامل معه بجدية"</p> |
| <p>Relations between the United States and China have been tense over a range of issues, including national security, global conflicts, trade curbs, climate change and Taiwan.</p> | <p>1- كانت العلاقات بين الولايات المتحدة والصين متوترة بشأن مجموعة من القضايا، ومن ضمنها؛ الأمن القومي والصراعات العالمية والقيود التجارية وتغير المناخ وتايوان.</p> |
| | <p>2- لقد توترت العلاقات بين الولايات المتحدة والصين بسبب مجموعة من القضايا، بما في ذلك الأمن القومي، والصراعات العالمية، وقيود التجارة، وتغير المناخ، وتايوان.</p> |

| | |
|--|---|
| | 3- توترت العلاقات بين الولايات المتحدة والصين بسبب مجموعة من القضايا، بما في ذلك الأمن القومي، والصراعات العالمية، والقيود التجارية، وتغير المناخ، وتايوان. |
| The diplomatic rift deepened last year as both accused each other of flying high-altitude balloons in their respective air spaces. | 1- تعمق الخلاف الدبلوماسي العام الماضي حيث اتهم كل منهما الآخر بإطلاق بالونات على ارتفاعات عالية في المجال الجوي لكل منهما. |
| | 2- تعمق الخلاف الدبلوماسي العام الماضي حيث اتهم كل من البلدين الآخر بإطلاق مناطيد على ارتفاعات عالية في المجال الجوي لكل منهما. |
| | 3- تعمق الخلاف الدبلوماسي العام المنصرم حيث اتهم كل طرف الآخر بإطلاق مناطيد على ارتفاعات عالية في مجالها الجوي. |

As shown, each group comes up with their version of the translation, which one member then reads aloud. The teacher gives feedback orally after each translation and then they discuss it together. In doing so, students recognize the nuances between each group's translation and learn from feedback.⁶ The use of CAT tools helps students to produce good translations in a timely manner. Although the translations in the table above are rough drafts, they are readable and comprehensible versions. Of course, each group needs to improve their translations based on feedback because there are some problems with each one, but overall, they are acceptable. Students are expected to revise their translations and submit their final translations in the portfolio at the end of the semester.

The feedback aims to strike a balance between the process and the product of translation—in that it covers the steps of the translation process, from analyzing the text to identifying and solving problems, as well as taking decisions to render the message effectively in its final product. It aims to hone the translation skills of the students, build their confidence, and raise awareness of their responsibility to work in the real workplace. Thus, it fits within this method since it involves the bigger picture of assessment and meets the criteria of evaluation in terms of source-text fidelity, linguistic accuracy and readability, that suits students' level and results in a more nuanced evaluation of students' translation.

5. Translation Portfolio

Along with assessment and feedback within this proposed teaching model, a translation portfolio is of paramount importance for improving students' performance. In *Portfolio as a Learning Strategy*, Janell Cleland and Carol Porter observe that "the answer to the question, 'what needs to be done next?' can be only determined when individual strengths, weaknesses, needs, and questions are brought to the conscious level of both students and teacher" (1995, p. 45). It also helps in understanding translation as a process. In this regard, Sakolkarn Insai asserts in "Learning Portfolios in Translation Classrooms" that: "It develops

⁶ We recommend that the teacher should form new groups every class to allow wider interaction and collaboration between students.

the students' translation competence, as well as other skills necessary for their translation learning, including decision making, problem solving, self-monitoring, and self-assessing" (2013, p. 96). Hence, the incorporation of translation portfolios in the classroom will give a great opportunity for the students to take responsibility for their learning and to be engaged in improving their translation skills through practice, editing, reflection, and feedback.

As a part of the course, students are required to collect their translation tasks based on the weekly exercises that are conducted in class. Students will have the chance to receive feedback, and then revise their drafts accordingly to improve their translations. In this assignment, students are also required to write a reflection paper about their translation process, techniques, choices, mistakes, improvement, revisions, learning outcomes, etc. The translation portfolio and reflection paper assignments are worth 20 percent. Based on our teaching experiences, we learned that the portfolio is not just a dossier of task accomplishments; rather, it gives students the opportunity to invest their time to improve their translation skills, revise their drafts, understand the process of translation, and reflect on their learning experiences.

The benefits of using a Translation Portfolio are various: firstly, it promotes self-revision, which is an essential part of improving translation skills and confidence; secondly, it stimulates positive attitudes towards the process of revision and its significance in improving their competence in translation; and finally, it helps students to track their progress from rough translation to finished draft, thereby enabling them to engage with the process of translation and grasp their overall progress throughout the class.

As observed in our teaching, students engage in their portfolios very seriously from the beginning to the end of the semester, thus, it is a powerful pedagogical tool that has an important place in the teaching of Journalistic Translation courses for undergraduate students.

6. Conclusion

Previous scholarship has discussed the problems of translating journalistic texts from Arabic to English and vice versa, highlighting various problems, techniques, and solutions. However, only a few studies are concerned about how to teach journalistic translation in the Arab world, which is quite curious. Nevertheless, the significance of this study lies not only in its attempt to fill a gap in the scholarship as regards translation pedagogy but also to offer an updated and useful teaching method, which is predominately informed by personal experiences. It contends that the *art* of teaching journalistic translation courses requires a strategic approach, supported by a meaningful pedagogy in terms of objective assessments, effective feedback, and reflective learning experiences. Ultimately, the combined teaching approach seeks to transform the teaching practice of journalistic translation for undergraduate students to improve their translation skills and prepare them for their future profession as successful translators. It equips students with the necessary skills and knowledge to translate any kind of journalistic text.

All in all, this paper aims to stimulate more debate about how to teach translation practice in general and journalistic translation in particular. We hope that the model it provides will be useful for translation instructors throughout the Arab world and beyond.

Acknowledgments

The authors are greatly thankful to Dr. Khalifa Abubaker Asswad for his useful feedback on the early version of this paper.

REFERENCES

- Alenezi, A. M. (2020) 'Task-based approach in teaching translation: A case study in Jouf University', *Higher Education Studies*, 10(2), pp. 189-196
- Allen, D. & Tanner, K. (2006) 'Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners', *CBE—Life Sciences Education*, 5(3), pp. 197-203.
- Altarabin, M. (2020) *On translating Arabic and English media texts: A coursebook for undergraduates*. United Kingdom: Cambridge Scholars Publishing.
- Andrade, H. G. (2005) 'Teaching with rubrics: The good, the bad, and the ugly', *College Teaching*, 53 (1), pp. 27-31. [online]. Available at: <https://doi.org/10.3200/CTCH.53.1.27-31>.
- Atari, O. (2012) 'Impediments to translator training at Arab universities', *Arab World English Journal*, 3(1), pp. 103-127 [online]. Available at: <https://awej.org/images/AllIssues/Volume3/Volume3Number1March2012/6.pdf>
- Bielsa, E. (2019) 'News translation' in Baker, M. & Saldanha, G. (eds.) *Routledge Encyclopedia of Translation Studies*. Routledge, pp. 365-370.
- Bielsa, E. & Bassnett, S. (2009) *Translation in global news*. Routledge.
- Baer, B. J., & Koby, G. (eds.) (2003) *Beyond the ivory tower: Rethinking translation pedagogy*. Amsterdam: John Benjamins.
- Candlin, C. N. (1987) 'Towards task-based learning' in Candlin, C. & Murphy, D. (eds.) *Lancaster practical papers in english language education*, Volume 7: Language Learning Tasks. Englewood Cliffs, NJ: Prentice Hall, pp. 5-22.
- Davier, L., & Van Doorslaer, L. (2018). Translation without a source text: methodological issues in news translation. *Across languages and cultures*, 19(2), pp. 241-257 [online]. Available at: <https://doi.org/10.1556/084.2018.19.2.6>.
- Dickins, J. et al. (2002). *Thinking Arabic translation: A course in translation method: Arabic and English*. London, Routledge.
- Dollerup, C. (1994) 'Systematic feedback in translation teaching' in Dollerup, C. and Lindegaard, A. (eds.) *Teaching translation and interpreting*, 2, Amsterdam: Benjamins, pp. 21-132.
- Ghazala H. S. (1995) *Translation as problems and solutions: A coursebook for university students and trainee translators*. ELGA.
- Giaber, J. (2005) 'The increasing role of translation in Libyan politics and business activities', *International journal of Arabic-English Studies (IJAES)*, 6. APETAU, pp. 181-188.

- Gile, D. (1994) 'The process-oriented approach in translation training' in Dollerup, C. and Lindegaard, A. (eds.) *Teaching, translation and interpreting*. Amsterdam and Philadelphia: John Benjamins, pp. 107-112.
- Gile, D. (2009) *Basic concepts and models for interpreter and translator training: Revised edition*. Netherlands, John Benjamins publishing company.
- Holland, R. (2013) 'News translation' in Millán, C. & Bartrina, F. (eds.) *The Routledge handbook of translation studies*. Abingdon: Routledge, pp. 332-346.
- Insai, S (2013) 'Learning portfolios in translation classrooms', *Arab World English Journal*, 4, pp. 96-106.
- Kiraly, D. C. (1995) *Pathways to translation: Pedagogy and process*. United Kingdom: Kent State University Press.
- Kruger, H. (2008) 'Training editors in Universities: Considerations, challenges and strategies' in Kearns, J. (ed.) *Translator and interpreter training: issues, methods and debates*. Continuum, pp. 39-65.
- Li, D. (2006) 'Translators as well as thinkers: Teaching of journalistic translation in Hong Kong', *Meta*, 51(3), pp. 611-619 [online]. Available at: <https://doi.org/10.7202/013566ar>.
- Li, D. (2013) 'Teaching business translation', *The Interpreter and translator trainer*, 7(1), pp. 1-26 [online]. Available at: <https://doi.org/10.1080/13556509.2013.10798841>.
- Mbeudeu, C. D. (2017) 'Introducing translation-based activities in teaching English as a foreign language: A step towards the improvement of learners' accurate use of words and expressions in writing', *Istraživanja u Pedagogiji*, 7(1), pp. 76-89 [online]. Available at: <https://doi.org/10.17810/2015.50>.
- Pym, A. (1992) 'Translation error analysis and the interface with language teaching', in Dollerup, C. and Loddegaard, A (eds.) *The Teaching of Translation: Training Talent and Experience*, (1). John Benjamins, pp. 279-288.
- Porter, C. J. and Cleland, J. (1995) *The Portfolio as a Learning Strategy*. United States: Boynton/ Cook Publishers.
- Sainz, M. J. (1994) 'Student-centred corrections of translations' in Dollerup, C. and Lindegaard, A. (eds.) *Teaching translation and interpreting*, 2. Amsterdam & Philadelphia: John Benjamins, pp. 133-143.
- Valdeón, R. A. (2015) 'Fifteen years of journalistic translation research and more', *Perspectives*, 23(4), pp. 634-662 [online]. Available at <https://doi.org/10.1080/0907676X.2015.1057187>.
- Williams, M. (2013) A holistic-componential model for assessing translation student performance and competency. *Mutatis mutandis*, 6 (2), pp. 419-443.
- Willis, J. (1996) *A Framework for task-based learning*. Longman.
- Zanettin, F. (2021) 'Approaches to news media translation' in *News Media Translation*. Cambridge: Cambridge University Press, pp. 86-132.
- Zaretskaya, A., Pastor, G.C. and Seghiri, M. (2015) 'Integration of machine translation in CAT tools: State of the art, evaluation and user attitudes', *Skase Journal of Translation and Interpretation*, 8(1), pp.76-89.

About the authors: Rawad Alhashmi has recently received his Ph.D. in Literature from the University of Texas at Dallas. Currently, he teaches translation and literature courses at

Alhashmi, R. & Bashir, M. - Strategies for journalistic translation courses

Translation Matters, 6(2), 2024, pp. 100-114, DOI: https://doi.org/10.21747/21844585/tm6_2a6

University of Gharyan and University of Tripoli in Libya. His recent works appear in *Translation Today*, *English Studies*, *Extrapolation*, *Interventions*, *Mashriq & Mahjar*, and *Interdisciplinary Literary Studies*, among others.

Mustafa Abdullah Abdulrahman Bashir is a Lecturer in Translation Studies at University of Tripoli. He holds a master's degree in Translation and Interpretation from the Libyan Academy. His current research interests include translation technology and translation pedagogy.