

## *Reading for Translation: The Cognitive Comprehension Strategies Employed in the Translation Process*

*Nada Dehyaa Lazim (MA Candidate in Translation Studies)  
Asst. Prof. Falih Saddam Al-Emara (PhD in Translation Studies)  
University of Basra/ College of Arts*

### **Abstract:**

This is an empirical analysis based on an MA thesis in translation studies<sup>1</sup> which tackles the cognitive reading comprehension strategies, controlled by a number of social factors, employed in the translation process. These strategies are identified through testing the applicability of Risku et al's Dynamic Network Model of Translational Cognition and Action (2013) to restrain the social conditions that surround the translation process. It is a process-oriented study which adopts a self-reporting tool (a questionnaire) to elicit the research qualitative data which is designed in light of the adapted model. The quantitative data are collected from the results of a standardized test of reading comprehension in general and another one of translation. Both tests were administered on a group of 20 student-translators and statistically analyzed to test the research hypothesis. The main aim is pedagogical and it is generally carried out within translation studies and predominantly translator training. The spotted reading comprehension strategies are sought to be applicable in the translator training courses. The findings of the study have proved the applicability of Risku et al's model (2013) in the process of reading comprehension for translation. The model has, also, been utilized and extended to elicit the most frequent translational reading comprehension strategies, namely *Visualizing, Activating Prior Knowledge, Questioning, Monitoring, Drawing Inferences, and Summarizing* (my emphasis). In fact, the study has gone farther than the model itself. Besides, it has exposed the importance of teaching the identified strategies during the early stages of training to help put student-translators on the track.

**Key words:** cognitive reading comprehension strategies, the social factors of the translational event, situated cognition

## القراءة للترجمة: استراتيجيات الفهم المعرفي المستخدمة في عملية الترجمة

الباحثة

ندى ضياء لازم

الاستاذ المساعد الدكتور

فالح صدام الاماره

جامعة البصرة / كلية الآداب

### الملخص:-

مثل هذا البحث مستخلصاً تحليلياً لرسالة ماجستير في دراسات الترجمة يبحث عملياً و تجريبياً مهارات القراءة لغرض الترجمة التي تحكمها مجموعة من العوامل الاجتماعية. ويتم تحديد المهارات عن طريق اختبار فاعلية نموذج الباحثين رسكو وآخرون وهو المعروف ب النموذج الشبكي الحركي للإدراك والفعل الترجمي (٢٠١٣) الذي يعتمد السيطرة على الظروف الاجتماعية المحيطة بعملية الترجمة. وهي دراسة ذات توجه تطبيقي تستخدم أداة الإبلاغ الذاتي (الاستبيان) التي تم تصميمها في ضوء النموذج المتبع في الدراسة لغرض استنباط البيانات النوعية أما البيانات الكمية فتم الحصول عليها عن طريق إجراء اختبارات مقننة لمهارة الاستيعاب القرائي واختبارات في الترجمة تم تقويمها من لدن لجنة من الخبراء.. إن الهدف الأساسي من الدراسة هدف تعليمي في سياق دراسات الترجمة عامة وإعداد المترجم خاصة إذ إن الغاية من استقصاء مهارات القراءة هو تطبيقها في مناهج تدريب المترجم. وأثبتت هذه الدراسة، إحصائياً، تأثير العوامل الاجتماعية (رسكو وآخرون، ٢٠١٣) على عملية فهم النص لغرض الترجمة. وقد تم تطويع هذا النموذج وتوسيعه لغرض تحديد مهارات القراءة الترجمة التي تعتمد على استرجاع المعلومات المخزونة والتخيل والتساؤل ومراقبة الإدراك والاستنتاج والتلخيص وتوظيفها في عملية الترجمة. وبهذا فإن الدراسة قد ذهبت أبعد من النموذج الأصلي نفسه. بالإضافة إلى أنها قد كشفت عن أهمية تضمين مهارات الفهم تلك في مناهج تدريب المترجمين وأوصت بها لغرض الارتقاء بمستواهم العلمى.

## 1.Introduction

The study detects the cognitive reading comprehension strategies employed by student-translators at the Department of Translation, throughout the translation process. The detection is constrained by the six social factors of Risku et al's Dynamic Network Model of Translational Cognition and Action (2013, p. 163-164, originally adapted from Schweizer's Dynamic Network Model, 1996 in the field of Anthropology). Hence, it is a process-oriented research that looks into the cognitive processes leading to the final translation product (Saladanha & O'Brien, 2013, p. 109). The final products (participants' draft translations) are assessed by a jury of experts from the academic staff at the Department of Translation / University of Basra. Since, the main aim of the study is pedagogical; the results are meant to be applicable in the student-translator training courses. A remarkable note is that the application of the model is "not defined and determined exactly prior to empirical inquiry" (Risku, 2014, p. 337). It follows that each research has its own limits which means that the application is loose and flexible in the previous sense. Hence, the present study has made the necessary adjustments through the designing of the questionnaire which verbally extracts the research qualitative data.

Definitely, the *Cognition* factor reports on the participants who highly outnumber those of the adapted model. The model uses only one professional translator (Risku, 2014, p. 340). The higher number adopted helps to arrive at more authentic, acceptable, and generalizable results to be applied in student-translator training. The *Action* factor details the understanding of the text away from examining the product-related translational behaviours. The participants will deal with a foreign language (FL) text, where text comprehension is the difficult task (Campbell, 1998, p. 57). This

would urge them to generate more comprehension strategies than those gained in a native language (NL) text. Furthermore, their command of their mother tongue, into which they will translate, should not disrupt what they have comprehended. The *Social Network* factor examines the relation between the translation initiator (the researcher in our case) and the initiated student-translators without further diachronic, irrelevant elaboration on this relation. The *Translation Aids* are selected according to the most frequently used ones by the student-translators during comprehension courses. The *Environment* is the language lab yet no use of translation booths is made as they are not available at the time of the test. Finally, *Time* in the original model is used to diachronically follow the changes and developments in the rest of the five social factors. Such a design needs a longitudinal study which is not applicable, in our situation, due to time limits of the study. Hence, it is examined in a synchronic manner; it looks into the effect of the immediate timing of the test and the amount of time consumed in the reading comprehension for the translation process.

### **1.1 The Study Hypothesis**

The study hypothesizes the following:

- 1-The six social factors adapted by Risku et al (2013, p. 339-240) highly affect the reading comprehension process for translation.
- 2-Time allotment does not critically affect the comprehension process.
- 3-The total sum of the comprehension strategies used by a student-translator decides the quality of the translation.

## **1. Review of Relevant Literature**

### **2.1 Introduction**

This section explores some relevant writings on the subject to reveal how it has been approached by different scholars. Firstly, it

introduces general definitions of reading comprehension then it moves on to examine it from a cognitive perspective. After that, it elaborates on the scope of the study which is reading for translation and examines its value within translation studies to elucidate its importance. Finally, it also looks into reading for translation from a cognitive perspective to explore the new findings that the Cognitive School has brought about.

## 2.2 Reading Comprehension

The key aim of reading is working out the meaning of the text; it can be considered as the most important and required skill to gain knowledge in any field. Such a claim is evident as great amount of information is being presented through written materials, which needs reading as a prerequisite (Al-Wossabi, 2014, p. 817). Pearson (2009, p. 4) goes in the same direction by highlighting that reading is an indispensable part of classrooms "as long as there have been schools, texts, students" who want to read the texts, and teachers who want to assess their students' reading comprehension. In fact, language per se is one of the fields that need reading for the matter of learning (Al-Wossabi, 2014, p. 818). According to Woolley, reading comprehension is seen as extracting meaning out of the text (2011, p. 15). The meaning extraction is carried through inferences and strategic processes that lead to construct a mental representation of the text (Magliano et al, 2011, p. 1). All in all, reading comprehension, itself, cannot occur unless the reader has some knowledge in the language he reads. In other words, reading comprehension, and gaining knowledge, cannot take place unless one is able to identify the graphic symbols of written materials (Ngabut, 2015, p. 29).

Later studies on reading comprehension (prompted by the Schema Theory) have paid more attention to the ideational content

of the text, where the reader has been treated as "an active constructor" taking advantage of his background knowledge to process the offered information (Pearson, 2009, p. 12). Therefore, processing written materials is carried through active participation on the part of readers by employing their stock of experience-related information previously gained to process new information offered immediately by the text. The Schema Theory is believed to be introduced by Bartlett in the 1930s. He defines it as an active organization of previous experiences, which is supposed to be the ground for our reactions with succeeding situations (Kafipour & Jahansooz, 2017, p. 22). Subsequently, the Schema Theory has been adapted by Rumelhart (1980, p. 33) as the "building blocks of cognition", to correspond to new situations, yet without modifying its core nature (Kafipour & Jahansooz, 2017, p. 22). Reed declares that the afore-mentioned theory has dealt not only with the structuring of the human knowledge, but also with the ways of using this knowledge (2016, p. 235). In Pearson's terms (2009, p. 13), the background knowledge is segmented into units (called schemata or schemas) that carry information. Those units are "like little containers", which carry the ideas gathered from our experiences in life. Thus, if we go to a restaurant, we store this experience in our "restaurant schema" in the long-term memory, the same applies to a party; the party experience is stored in our party schema etc., and linked later to similar future experiences (with other restaurants, parties, etc.) for understanding.

However, the Schema Theory has failed to explain how students understand texts about unfamiliar events, which has urged scholars like Johnson-Laird (in the 1980s) to look for a theory that does not negate the existence of the Schema Theory but embodies it in a more comprehensible framework (Kusiak-Pisowacka, 2016, p. 25-



26). That is, there are two stages in the reading comprehension process: word recognition along with syntactic parsing, and the mental model construction based on relevant schemas triggered by the text linguistic codes (1981, p. 139). Those mental models, using bottom-up processing of the text, are likely to be altered as the reading process progresses (Pearson, 2009, p. 18). That is, readers build mental models of the text using the written linguistic codes as gates to the related schemas in their memories. Those schemas are manipulated to trigger reasonable inferences and predictions that they assume to be hinted at by the text they read. Therefore, it relates to the human ability to process the mentally stored schematic knowledge to make mental representation about a given situation by using relevant predictions and inferences.

The Mental Model Theory has given rise to the Situational Theory in the 1980s; an understanding of the text depends on an understanding of its suggested situation (Pearson, 2009, p. 18). In fact, it has been noticed that the schematization of a text needs indexicalization; or context-bound understanding of a text. In other words, meaning is constructed through schematizing, in a complex manner, the information derived from the text. The information cannot be processed through schema only but by virtue of the totality of the context of the text message (Pearson, 2009, p. 18). Similarly, understanding a text does not depend on constructing schematic images or mental models of the text only but also constructing a situational representation of the text based on the information derived from the text and correlated with the human background knowledge (Davoudi & Moghadam, 2015, p. 175). Hence, meaning is constructed through the interplay between reader, text, and context of situation. Thus, Situational Theory does

not go far from what Mental Model Theory offers, nevertheless it is more straightforward.

### **2.3 The Cognitive Approach to Reading Comprehension**

As stated earlier, schematization or building a mental representation of the text alone cannot explain the comprehension process. Rather, there has been a need to establish an understanding of the text virtual situation, and factors, using the reader's background knowledge. Such approach is called a situational one according to Davoudi & Maghadam (2015, p. 172), yet it will be called cognitive approach as it is a more explicit term that bears the framework within which the study is carried out. Anyhow, the cognitive approach to text comprehension is concerned with what the virtual context of situation has to bring into the text comprehension process (Davoudi & Maghadam, 2015, p. 175). The background knowledge is being utilized to suggest an understanding of the situation of the text (Zwaan& Madden, 2004, p. 283). Further, Zwaan and Madden examine the human capacity to respond to the flow of information as it is being updated throughout the text. Thus, readers are able to develop complicated inferences of the text to justify "inconsistent" information presented. If we say that Bill is an old man, then we can infer that his physical ability is limited. However, if Bill is said to run fast, then readers can justify this in terms of fear or emergency state he might have gone through (Zwaan& Madden, 2004, p. 283-284). This is how readers link what they already know about the world in order to make sense of it.

According to Kendeou et al (2015, p. 119), the situational models emphasize two main categories of process: lower-level processes and higher-level processes. The first category involves decoding the linguistic codes into meaningful language units. Within this category, reading comprehension depends on word recognition,



fluency, and vocabulary knowledge. The second category involves deriving a total coherent mental representation out of these linguistic codes. Within this category, reading comprehension depends on inference making, attention skills, and working memory. Thus, meaning is collected through the manipulation of the recognized linguistic codes to make calculative inferences out of them. It is a move beyond words towards their, supposedly, intended meanings.

## **2.4 Reading for Translation**

As the process of reading comprehension "proceeds very differently depending on the reader's purpose of reading" (Linderholm, 2006, p. 70), reading for translation has been signaled out of other reading purposes by some unique features. For Boase-Beier (2014, p. 214), it is the "comparability" feature, which characterizes the process of reading for translation. The translator reads the source text (ST) in comparison to an existing target text (TT) or an imagined one that is yet to be produced. It is a constant reading and comparing state that the translator is engaged in. Thus, Boase-Beier underlies that the reading process takes advantage of the translation as its guidance into producing the TT. For Carl et al (2008, p. NA), it is "duality" that reading for translation is characterized with. That is, when a translator reads, he starts the source text (ST) analysis process while keeping the target text (TT) synthesis possibilities in his mind. In other words, the translator thinks in a dual mode; trying to read as well as preparing a translation for what he reads, in his mind, at the same time. Hence, although, Boase-Beier's comparability is replaced by Carl's et al duality, the concept is still the same.

Dealing with the same issue, Doyle (1991, p. 13) tackles to this double purpose of reading for translation by describing the

translator's state at the time of translation: "one eye focused on the text-that-is, the other on the text-to-be". It means that the translator reads the ST while keeping two tasks in mind; comprehension of the ST and production of the TT. In other words, the translator attempts words comprehension and their re-verbalization in the target system. Hence, the previous assertion can be said to distinguish the translator from other readers; his reading task is doubled: disclosing the meaning of certain elements in the ST and transferring them into the TT. Yet, the 'disclosing of meaning' is characterized by Oittinen (1996, p. 147) as the translator's own vision and interference of the meaning of the ST, which is likely to differ from that of the original author. He insists that the meaning transferred into the TT is "half-author", "half-translator". Thus, it is this double mode of reading the original and interfering with it via another language system that has differentiated translators from other readers.

Although Kussmaul (1995, p. 86) acknowledges the double mode of reading for translation; that comprehension and production in translation are closely interlinked (they happen interchangeably), he draws a rough distinction between "both activities". He insists that there should be an understanding of the individual word and the context where it occurs then its re-verbalization in the TT happens. Thus, a fair examination of the ST word and context is needed before embarking on the TT synthesis. The fair examination is also referred to by Steiner (1975, p. 5) who states that reading for translation is a comprehensive one that aims at total understanding of every element in the ST. The translator tries to examine every piece of information, offered by the ST caught in its context, in order to successfully render it in the target system. Nonetheless, due to the close link between the comprehension and production phases,

the translator's attention to the ST is distracted by his endeavor to produce the TT.

Inversely, Washbourne (2012, p. 38) has another opinion regarding the way a translator reads the ST. The scholar suggests that the reading process, for translation, considers relevant pieces of information away from less relevant ones to the text or its context. For Washbourne, it includes continuous back-and-forth movements from the ST to the TT. Thus, reading for translation is no longer considered a "passive or negative task"; it is a process of making relevant potentials of selected pieces of both the ST and the TT. Translators should come up with an approximate understanding of the world as pictured by the ST and accepted by the target readership (Washbourne, 2012, p. 39). Doyle (1991, p. 15) describes the previous claim by arguing that the translator makes back-and-forth considerations of pieces of the original text and weighs them in contrast to the inevitable limitations imposed by the target system. Thus, the text is read more than once with its initial understanding might be altered at some stages even during the translation one itself!

As reading for translation is unique and guided by the process itself, translation is said to be partly a measurement of how much students have comprehended the text. In an experiment conducted by Tavakoli & Shafiei (2011, p. 193), it has been shown that translation serves as *a valid tool to measure reading comprehension* (my italics). There is a fair connection between the translators' proficiency and their reading comprehension abilities; the more they understand the text the better translations they offer. In another study conducted by Rushwan (2017, p. 244), translation is seen to *improve the reading comprehension process per se* (my italics). The study concludes that translation urges students to read the passage

carefully at the word, sentence, and/or text level in order to translate the text as accurately as they can. As an explanation, Rojo (2015, p. 4) declares that: "translation imposes higher cognitive demands on the comprehension process" because the reconstruction of meaning into the TL simultaneously occurs. Similarly, Ali (2006, p. 96-97) validates the previous studies by referring to the responsibility the translator has to mediate between the original author of the ST and the target reader. This urges the readers (in the above studies) focus even harder on comprehending the text linguistics to come up with proper translations.

Based on what has been said, reading comprehension takes the lead in the translation process. The process cannot occur unless the translator comprehends the text and identifies its true characteristics. However, there are limitations imposed on the reading comprehension for translation process. The first of these is the intended function of the TT, as mentioned earlier; for example, a text meant to be translated for children is perceived differently from the one meant for adults. The comprehension process is altered by the target function and audience. It follows that certain linguistic elements will be perceived differently. Thus, understanding in this case is guided by the function agreed upon in the brief. The second is the previous experiences underwent by the reader/translator, which shape his way of comprehending the text and are considered unique to each reader/translator (the Schema and the Mental Model theories). Those experiences are bound to his cultural surroundings, which are likely to be different from those of the target elements. The third is the command the reader/translator has on the foreign language. That is, the more fluent in FL processing the translator is the more accurately he comprehends the text.

## 2.5 The Place of Reading Comprehension in Translation Studies

This section aims at looking into the place that reading comprehension assumes within the various models of translation. Translation is said to be composed of sub-processes that constitute the process as a whole (Chersterman, 2012, 110). Thus, it is worth identifying the comprehension phase recurrence and examining its sequence to establish its feasibility in the translation process. In fact, different translation studies that have investigated the components of the translation process consider reading comprehension as the prominent one (Pham, 2017, p. 79). Therefore, the following paragraphs consider the models of translation and the location of reading comprehension within these models.

First, there is the two-phase model which indicates that translation is a two-phase process: analysis of the ST or comprehending the ST and synthesis of the TT or producing the TT (Bell, 1991, p. 43-71). Bell's model dictates that the translation process begins with decoding the ST starting with word recognition, sentence parsing, and immediate pragmatic linking, up to understanding the text as an integrated unit. The second phase involves encoding the TT according to the writing limitations of the target language. Hurtado & Alves (2009, p. 56) state that although there are semantic, syntactic, and pragmatic levels for the linguistic input, no fixed order is followed regarding the synthesis phase here. That is, there is a constant revision of previous understanding or translating decisions and changes are quite possible. Hence, as mentioned earlier, the synthesis phase might include traces from the analysis one for further understanding and more acceptable rendering.

Other models include translation within a three-phase process. Gile (2005, p. 8) sees translation as involving comprehension of the ST meaning, transfer of the ST meaning, and revision of the TT proposition. Thus, the translator tries to grasp every element of the ST in order to build a mental picture of its meaning. The second phase is the transferring of ST meaning, which "starts only when comprehension is good enough". The third phase is the revising one during which the translator re-reads the translation, weighs his thoughts and makes the necessary adjustments. Again, reading comprehension takes the stand in the previous model as the first step for *successful* (my italics) translation. In fact, Macizo and Bajo (2006, p. 2), as they favour the three-phase model, have another attitude. They dictate that most theories of translation involve, mainly, three phases; 1) understanding of the ST, 2) switching between two linguistic codes (those of the ST and TT), and 3) producing the TT. They seemingly build on the Interpretive Model of translation.

Finally, a multi-phase process for translation is stated by Sagar's model (1994, p. 211-242). He proposes a four-phase model, which serves the translation in technology and commerce. The phases are Specification, Preparation, Translation, and Evaluation. In the specification phase, the translator checks for the translation brief to examine the purpose of the translation and the time allotted to the mission. In the following phase, there should be a preparation for the necessary glossaries and related texts to support the process of understanding the one in hand. Thus, in this model, establishing the purpose and time of the translation is the first step, while the reading comprehension process comes as a second one with the translator urging it through checking for the necessary terminologies. The third phase includes the translation of the text



into the TL. The final phase is about checking the final draft (by the translator or someone other than the translator) for more accuracy.

Willfully, Nord (2005, p. 36-38) departs from the sequential approach to translation and suggests a "looping" one where the translation is seen as a "circular path". This path contains a number of movements or "loops" that keep revolving between the ST and its situation and the TT and its situation. Nord insists on the identification of the function of the ST as outlined in the translation brief. This is considered as the first step of translation and involves two parts; identifying the ST function presented in the translation brief and examining its compatibility with the TT function. The second step is a detailed analysis, or comprehension, of the ST that will be utilized to represent the intended function in the TL system. In fact, Nord insists that comprehension is affected by the intended function of the TT. The third and last step involves a reconstruction of the TT during which every once and while the translator has to go back to examine his translation decisions and their TL correspondences. This is why it is called "looping" because there is continues visiting to the source text to alter previous comprehension decisions. Nowadays, Nord's model is applied to deal with texts that are culturally bound (Stiegelbauer et al, 2016, p. 48).

## **2.6 The Cognitive Approach to Reading for Translation**

A large number of translation studies have attempted to cognitively investigate the mysterious processes taking part in the "black box", which has resulted in various findings (Padilla et al, 2014, p. 61). For Risku & Windhager, such findings highlight the importance of the interaction between the social environment and translators, and the way this interaction, which includes a network of actors, artefacts, and spatial context, affects the cognitive processes (2015, p. 35, 37). Thus, on the one hand, there has been a

fundamental understanding of how background knowledge is structured in the human cognition through daily experiences. On the other hand, there has, also, been a realization of how the translator uses this knowledge to physically interact with his social surroundings (Risku, 2017, p. 290). It should be mentioned that the human knowledge is subjected to change due to change in the environment, human cognitive processes, and interaction with new artefacts (p. 291). It follows that the human knowledge is the result of the daily experiences and can enhance new ones at the same time.

Effectively, in the title he has chosen for his book, Clark (1997) has summed up the cognitive approach as the combination of brain, body, and world being put together to explain how the human mind makes sense of his surroundings. Kiraly (1995, p. 102) invests such a combination in proposing a cognitive model to point at the translator's mind as linguistic and extra-linguistic information processing system. His cognitive model involves information sources, intuitive workplace, and controlled processing center. As far as comprehension for translation is concerned, the information is derived from their sources to be processed at the intuitive workplace to reach an understanding of what is being read (p. 101). Gutt (1991, p. 44) sees the words the translator reads as stimuli that urge him to trigger all the interpretations that are judged to be relevant in the given context. The translator works out the possible inferences based on not only the denotative meaning but the social surrounding and the author's imagined intention that the translator assumes to contribute to the meaning of the word.

Building on Lakoff (1982, p. 16), Snell-Hornby (1988, p. 27) accounts for the way the translator's mind perceives the text. She emphasizes the undetermined decisions that translators make about certain meanings. Such variation in meaning representation is

justified through the variations in the body, cultural myths, and the historical stereotypes that surround the translator. Similar to Snell-Hornby, Risku (2013, p. 5) affirms that translators' understanding of the texts, to be translated, is mediated by our own presuppositions and assumptions in concrete situations. Again, the assumptions are derived from their social environment. She continues that translators do not understand text once they read its wording; instead, they do so through activating their understanding of its specific situation. That is, they offer potentials of meaning, each time, based on their own various situational experiences, to depict new situation for the text they deal with. The translators can resort to "copious patterns" of situation to comprehend the situative and internal context of even blurred texts (P. 5).

Obviously, the incorporation of the findings of the cognitive school into text comprehension for translation has given a wider understanding of the way the text information is being manipulated and meaning is worked out. Foregrounding the interaction of the human mind with the society to retrieve the related information as the translator is engaged in meaning extraction has brought about new realization of the realms that the human mind explores to seek meaning. This realization leads the translator to be aware of the mental connections he makes in order to process relevant information and come up with the *acceptable* (my italics) version of understanding. The awareness of the information processing makes his/her mind works better as now he knows the trick! He has not only the dictionary nor even the linguistic context to explore the relatedness of these meanings, but also the situational contexts of the source texts mediated by whatever artefacts at his disposal. The totality of his body, society, and the interaction between the two forms the final virtual meaning.

However, due to its close relevance to the study, there should be some elaboration on translation quality assessment. Therefore, the next section explores some literature on the subject, and tries to validate the preference of House's Model (2015, p. 124-143).

## **2.7. Translation Quality Assessment**

The aim of translation quality assessment (TQA) is to ensure that a "specific level of quality" is reached and delivered to the target reader or client (Doherty, 2017, p. 1). Unfortunately, however, early views about the subject have been unsystematic; assessors (or critics) of TQA have adhered to inclusive judgments such as good/bad, literal/free, and faithful/unfaithful translation (Medadian & Mahabadi, 2015, p. 43). Some rather more explanatory assessing phrases, which are the "creative energy of a text", and "a translation should read as an original work" (Munday, 2008, p. 24) are, also, employed to address the subject matter. Due to its importance and such loose terminologies used to approach it, it is not surprising that TQA is a debatable topic (Williams, 2009, p. 3). Although there are national and international standards for TQA, there is, still, no agreement of acceptable general measurable criteria to determine the quality of translation (Medadian & Mahabadi, 2015, p. 44). This has urged for more accurate measures to be devised to, hopefully, approach the subject more objectively.

In response to such need, later on, there have been more precise measures to deal with the quality of translation. Nida (1964) has tried a response-based measure of translation; the TT reader should have the same response exerted on the ST reader. Reiss & Vermeer have departed from reader-response towards text function as the measurement tool of translation quality. They consider transferring the original function into the target system, even with the addition or deletion of some items, as a successful translational strategy to

reach an adequate translation. Reiss builds on Karl Buhler's three-fold categorization of the function of language into "informative", "expressive", and "operative", and she adds "audiomedial" (Munday, 2008, 72). Thus, these three functions are to be observed in both the ST and the TT and employed to assess the TT.

Having said that, an equal comparative evaluation of translation is an objective method to deal with both texts involved, because an evaluator works within and is responsible of two texts for whom s/he must do justice. This is why the study has adapted House's model (2015, p. 124-143); it, thoroughly, examines the ST (along with its author's profiling) and the TT (along with its translator's profiling) trying to identify their linguistic and nonlinguistic aspects to, hopefully, do justice to both texts. Then, it gives an elaborative statement of the translation quality, including all the matches and mismatches of translation, instead of equating the whole translation into good/bad or adequate/inadequate. It is worth mentioning that the study has added a final score to the adequacy of translation to replicate the academic setting where the study has taken place, and to fit its main aim which is pedagogical.

### **2.8. The Adapted Model of the Assessment (House, 2015)**

Based on what have been mentioned in the above section, the study views House's Model (2015, p. 124-143) as the most convenient model of assessment. It is an updated version of House's previous models in the 1970s and 1990s respectively (House, 2015, p. 1). Twenty years later, House has revisited her first model. Based on the findings of the Hallidaian School, House has attempted similar analysis of both the source and the target texts, yet, in terms of the three parameters of situation; field, mode, tenor. Then, she builds on the register and genre of the text as realizing the individual textual function.

The third version of this model of assessment correlates, smoothly, with the adopted model of measurement (Risku et al, 2013, p. 163-164). That is, both models examine the translation process as a cognitive act that is affected by the setting, type and function, and social surroundings of the translational event. Further, it tackles both of the source and the target texts in detail; it analyzes them in terms of field, mode, and tenor. Then it breaks each of the previous situation parameters into lexical and syntactic processes. The lexical field includes material, mental and relational processes. A further subdivision, regarding the tenor section, is made into the author's geographical, social provenance, attitude, personal stance, and degree of participation. In addition, the subdivision of medium and connectivity is included in the mode section. However, as comprehensive as it tries to be, the model is somewhat complex to be handled as it is. It tackles every bit of detail of both the source and the target texts; thus, it is thought to be both tiring and boring to the jury of assessment. Therefore, the model is adapted by the study to suggest a balanced, jury appealing analysis of both the ST and the TT into the following:

- Field; in terms of lexis and syntax,
- Mode; in terms of lexis and syntax,
- Tenor; in terms of lexis, syntax, and author's personal stance,
- A statement of the text function,
- A statement of the quality of translation,
- A score of the quality of translation for each of the participants (at the end of assessment)

## **2. Methodology**

### **3.1 Introduction**

This section describes the pilot study, procedures, and models adapted in the current study. So, it includes a brief account of Schweitzer's Dynamic Network Model, 1996, adapted by Risku et al into A Dynamic Network Model of Translational Cognition and Action, 2013, p. 339-340; for measuring the comprehension



process. It also presents a detailed account of House's (2015, p. 224-243) Integrative Model of Translation Quality Assessment for assessing the draft translation sheets. As, the study conceives translation as a two-phase process: cognition and action, where the first is crucial in determining the quality of the second (Saladanha & O'Brien, 2013, p. 109,111), it investigates the comprehension process and how it affects the product.

### **3.2 The Pilot Study**

The pilot study has been carried out as an investigating tool to test the feasibility of the procedures meant to carry out the final study. Therefore, the text, setting of the test, availability of the translation aids, the time allotted to the translation mission are all being tested through this study. However, it has been conducted on a small group of participants (student-translators) from the Department of Translation / University of Basra. This group did not take part in the final study. It is so, to avoid the effect test-taking experience from questioning the reliability of the final test (Lodico, et al, 2010, pp.217-218). However, this study has helped to actually ensure the persistence of the problem of the study, which summons more investigation. The small group of participants has ensured that the six social factors involved in the "translational" behavior are at hand and need to be elaborated on.

Since the aim is pedagogical; it is devised to investigate the possible limitations (if any) of the above-mentioned social factors that interfere in the comprehension of the ST and the way to control them in order to come up with the best possible translation. It has also disclosed some strong points in the questionnaire that have been retained and some weak ones that have been checked and revised later based on the participants' responses. Further, the format of the assessment sheet (which is designed by the researcher

in the light of the adapted model of assessment) is being enhanced based on jury advice. Comparably, the full-fledged study has been conducted benefiting from the findings of the pilot study, as forthcoming.

### **3.3 The Procedures of the Study**

The procedures of the study include description of the participants, test, data, tools, and method of data analysis.

#### **3.3.1 The Participants**

The participants of the study are Twenty fourth-year student-translators, at the Department of Translation - University of Basra who are native speakers of Arabic, foreign learners of English. As they are fourth-level students, they have received three years of training courses including reading comprehension course. They are 8 males and 12 females anonymously and randomly selected, with an age range of 21-23 years, and are labeled with numbers. Before the test, they are given an invitation letter (Appendix C) along with a consent one (Appendix D), and then they are informed about the requirements to carry out the test. After they have voluntarily accepted, they are asked to fill in personal information (Appendix E) that are thought to be relevant to the study.

#### **3.3.2 The Test**

The test has taken place after a formal approval (Appendix G) from the Department of Translation (certified by the Deanery/ College of Arts/ University of Basra) is gained. The participants' invitation (Appendix C) and consent letters (Appendix D) are obtained too. It should be mentioned that each of the test sheets (belonging to each participant) is numbered after him/her (1-20). In the next step, they are asked to, carefully, read and comprehend the given text (Philips, 2003, p. 425, Appendix B) and then answer its

related comprehension questions. After that, they are asked to start translating the same text into their mother tongue; Arabic. Next, they are asked to respond to a questionnaire (Appendix A) that, hopefully, should reveal the cognitive processes involved in the comprehension for translation and the social factors that affect these processes. Further, test timing has been decided by the participant himself. The participants are asked to take the time they need to process the text so as their cognitive processes are not disturbed. Importantly however, the researcher has asked the participants to inform her when they finish comprehending the text and answer its related comprehension questions. This is meant to record the time for each participant individually and make a comparison between all of the participants' time and translation quality.

### **3.3.3 The Data**

The data used in the current study are derived from different sources. They include the participants' responses to questionnaires (Appendix A, designed according to the mentioned-above suggested model of the study), their responses to comprehension questions derived from the standardized text (Philips, 2003, p. 425, Appendix B), their draft translations of the same text, and the jury's assessment sheet (Appendix F, explained below). The results of the analysis are used to answer the research main questions about the significance of time in the translation process, strategies used by the translators to comprehend the text, and the social factors that affect them. The data used are mostly quantitative and narrowly qualitative. The quantitative data are extracted from the close-ended questions of the questionnaires, and the professional assessments of the students' draft translations. The qualitative data are extracted from the open-ended questions of the questionnaire, draft translations, and the statement of the quality of the translation set by

the study jury, so mixed analysis is possible too (Saldanha & O'Brian, 2013: 22).

As it is mentioned earlier, the tools of the study are the questionnaire (Appendix A), and the expert assessment sheet (Appendix F). The questionnaire can be said to be of three groups of questions: the first group is meant to reveal some aspects relating to and thought to be affecting the translator' cognition which is the first factor of the model (question 1, 2, and 3). The second group relates to the last five factors (question 4, 5, 6, 7, 8, and 9). Finally, to reveal, as much as possible, how the suggested text of the study (Philips, 2003, p. 425, Appendix B) is comprehended, to be translated, the last group of questions are text-oriented (question 10, 11, 12, 13, and 14). Such variety in questions is induced by the assumption that the reading comprehension process is an interactive one between the text and the reader/translator (the Interactive Model). It should be mentioned that all of the questions are close-ended; however, they urge for optional elaborative statements. Regarding the assessment sheet, it is designed by the researcher in accordance with House's model (2015, p. 122-143) which is adapted by the study. However, the assessment sheet has been revised by the jury to make it easier to be handled (as it is one of the outcomes of the pilot study). The results of the questionnaire are summarized as follows:

- Question one asks about the motives behind the participants' joining the department of translation. The results show that 50% of the participants have joined the department due to personal taste. Another 25% of them have chosen *high school grade*, and finally 25% of them have chosen *job market*.
- Question two tests the feasibility of *Activating Prior Knowledge* during reading. The results show that 80% of the

participants have responded positively. While, 20% state that it is not of much help to understand the text. It means that it is a useful strategy for most of the studied subjects.

- The third question deals with the student translators' self-assessment of their translational status. The results show that 70% of the participants think that they are good at translation. Another 20% of the participants think that they are fair at translation. Least, 5% of them think that their status is bad at translation, while the last 5% of them have chosen *other* stating that they think that they are better than good. It indicates that the teaching staff is dealing with extreme levels of self-esteem on the student-translators' part, which affect their translation products.

- The fourth question addresses the participants' text-type preference. The answers show that 95% of them have stated that they understand texts better if they like their types. The other 5% say that the text type does not matter as they are flexible to deal with any!

- The fifth question investigates the social network regarding the translation initiator. In fact, 70% of the participants have given positive answers. The initiator of the translation mission affects the seriousness of engaging in the task. Anyhow, 30% of them have chosen *No* confirming that they are responsible enough to take any translational task seriously.

- The sixth question examines the most frequent translation aids. While the participants are allowed to choose any of the translation aids provided in the questionnaire, the results have shown the following percentages: 100% the online/offline dictionaries, 70% net services, 15% relevant books, 40% encyclopedias, 15% text-relevant pictures, 35% translation groups, and 0% others.

- The seventh question tests the impact of the setting of translation on the final product, including the comprehension phase. To clarify it more a comparison between home and class, as the most suitable environment for translation, is made. Thus, 90% of the participants have confirmed that the setting of the "Translational Action" affects the translation process in general and the comprehension process in particular. While, 10% of them have stated that it is the same process in each place with the use of dictionaries.

- In accordance with the previous question, the eighth question has addressed the impact of time allotted to the translation task on the comprehension process. The results are, expectedly, similar; it has been shown that 95% of the participants have confirmed that the time allotted is crucial in the comprehension process. Surprisingly, 5% of the participants illustrated that the limited time allotted to the comprehension urges for fast thinking and writing.

- The ninth question deals with the core of the study. It tackles the comprehension strategies the participants use to comprehend the text for translation. Firstly, they have been briefed about the strategies. The results show that 80% of the participants have chosen *visualizing* as the most effective comprehension strategy to understand a text for the purpose of translating, 75% of the participants have chosen *Activating Prior Knowledge*, 55% *Questioning*, 40% *Summarizing (retelling)*, 25% *Drawing Inferences*, 15% *Monitoring*, and 10% *Others*.

- The tenth question has been more text oriented; it has inquired the comprehension strategies that participants have used to comprehend the selected segments of the text (Philips, 2003, p. 425). The selection of the segments is based on House's field, mode,



and tenor (2015) that sum up the parameters of the text situation. The table below shows the results in brief:

It should be mentioned that the strategies; *Activating Prior Knowledge*, *Questioning*, *Visualizing*, *Monitoring*, *Drawing Inferences*, *Summarizing* and *Other* are normalized into APK, Q, V, M, DI, S, and O respectively. Table 1 below shows the results:

**Table1: The Selected Comprehension Strategies for Translation**

The item	The strategies used
1. on a variety of occasions and in diverse situations:	18.7% APK, 18.7 % Q, 18.7% V, 12.5% M, 12.5% DI, 6.5% S, 0% O; ( <i>4 responses are overruled as irrelevant</i> )
2. one that is intermixed:	18.7% APK, 18.7% Q, 12.5% V, 18.7% M, 18.7 % DI, 12.5% S, O; ( <i>3 responses are overruled as irrelevant</i> )
3. the word for the city of Genoa and for the people of that city is:	43.7% APK, 12.5% Q, 18.7% V, 6.5% M, 6.5% DI, 6.5% S, 0% O; ( <i>2 responses are overruled as irrelevant</i> )
4. this name became attached:	18.7% APK, 12.5% Q, 12.5% V, 12.5% M, 12.5% DI, 0% S, 0% O; ( <i>2 responses are overruled as irrelevant</i> )
5. worn by the sailors:	18.7% APK, 6.5% Q, 62.5% V, 6.5% M, 6.5% DI, 0% S, 0% O, ( <i>1 response is overruled as irrelevant</i> )
6. today describes the descendants of the Genovese sailor's cotton pants:	0% APK, 25% Q, 37.5% V, 0% M, 25% DI, 0% S, 0% O, ( <i>3 responses are overruled as irrelevant</i> )

7. underwent some transformations:	25% APK, 12.5% Q, 12.5% V, 6.5% M, 6.5% DI, 6.5% S, 6.5% O; using context, (5responsesare overruled as irrelevant)
8. and an alternate name for these popular pants:	31.2% APK, 12.5% Q, 6.5% V, 6.5% M, 18.7% DI, 18.7% S, 0% O, (1responseis overruled as irrelevant)
9. rather than a place:	37.5% APK, 18.7% Q, 18.7% V, 0% M, 6.5% DI, 12.5% S, 0% O, (2responsesare overruled as irrelevant)
10. tried his hand at selling:	12.5% APK, 18.7% Q, 37.5% V, 0% M, 18.7% DI, 0% S, 6.5% O; using context, (1response is overruled as irrelevant)
11. taking part in the hunt for gold:	12.5% APK, 25% Q, 25% V, 12.5% M, 6.5% DI, 6.5% S, 0% O, (3responsesare overruled as irrelevant)
12. heavy-duty tents:	6.5% APK, 31.2% Q, 43.7% V, 0% M, 0% DI, 0% S, 0% O (4responsesare overruled as irrelevant)
13. indestructible pants:	37.5% APK, 18.7% Q, 43.7% V, 0% M, 0% DI, 6.5% S, 0% O, (1responseis overruled as irrelevant)
14. switched the fabric:	25% APK, 31.2% Q, 25% V, 0% M, 6.5% DI, 0% S, 0% O, (4responsesare overruled as irrelevant)
15. a modern-day urban shopper out to buy:	6.5% APK, 31.2% Q, 43.7% V, 6.5% M, 0% DI, 0% S, 0% O,

	(3responsesare overruled as irrelevant)
16. the most universally known:	25% APK, 12.5% Q, 18.7% V, 12.5% M, 18.7% DI, 0% S, 0% O, (3responsesare overruled as irrelevant)
17. an interesting history:	31.2% APK, 6.5% Q, 0% V, 25% M, 0% DI, 25% S, 0% O, (3responsesare overruled as irrelevant)
18. a rather unique type of cotton trousers:	25% APK, 12.5% Q, 37.5% V, 6.5% M, 0% DI, 12.5% S, 0% O, (2responsesare overruled as irrelevant)
19. a specialized type of cotton:	31.2% APK, 6.5% Q, 37.5% V, 6.5% M, 0% DI, 12.5% S, 0% O, (2responsesare overruled as irrelevant)
20. this first endeavor was a failure:	18.7% APK, 18.7% Q, 18.7% V, 6.5% M, 6.5% DI, 6.5% S, 0% O, (5responsesare overruled as irrelevant)
21. found success:	43.7% APK, 0% Q, 12.5% V, 6.5% M, 12.5% DI, 12.5% S, 0% O, (3responses are overruled as irrelevant)
22. an indestructible pants:	25% APK, 18.7% Q, 18.7% V, 6.5% M, 0% DI, 12.5% S, 0% O, (4 responses are overruled as irrelevant)
23. that long outlived him:	31.2% APK, 12.5% Q, 6.5% V, 6.5% M, 18.7% DI, 6.5% S, 0% O,

	<i>(4 responses are overruled as irrelevant)</i>
24. a close relative of the product:	31.2 APK, 18.7% Q, 29.5% V, 0% M, 6.5% DI, 0% S, 0% O, <i>(3responsesare overruled as irrelevant)</i>
25. known style of trousers for both men and women is jeans:	43.7% APK, 0% Q, 31.2% V, 0% M, 12.5% DI, 0% S, 0% O, <i>(2responsesare overruled as irrelevant)</i>
26. worn throughout the world:	43.7% APK, 0% Q, 25% V, 0% M, 12.5% DI, 0% S, 0% O, <i>(3responses are overruled as irrelevant)</i>
27. derived from the name of a place:	43.7% APK, 0% Q, 18.7% V, 6.5% M, 0% DI, 18.7% S, 0% O, <i>(3responsesare overruled as irrelevant)</i>
28. sailors from Genoa:	18.7% APK, 6.5% Q, 31.2% V, 18.7% M, 0% DI, 6.5% S, 0% O, <i>(4responsesare overruled as irrelevant)</i>
29. became attached to the specific style of pants:	31.2% APK, 6.5% Q, 25% V, 25% M, 0% DI, 6.5% S, 6.5% O, <i>(2responsesare overruled as irrelevant)</i>
30. also derived from a place name:	31.2% APK, 6.5% Q, 18.7% V, 6.5% M, 6.5% DI, 6.5% S, 6.5% O; using context, <i>(4responsesare overruled as irrelevant)</i>
31. known as serge de Nimes:	25% APK, 25% Q, 12.5% V, 12.5% M, 6.5% DI, 12.5% S, 0% O, <i>(2responsesare overruled as</i>

	<i>irrelevant</i> )
32. from the name of a person rather than a place:	37.5% APK, 0% Q, 25% V, 12.5% M, 0% DI, 18.7% S, 0% O, (2 responses are overruled as irrelevant)
33. intended for this canvas to be used by miners:	25% APK, 12.5% Q, 43.7% V, 6.5% M, 0% DI, 6.5% S, 0% O, (1 response is overruled as irrelevant)
34. creating a style of pants:	37.5% APK, 0% Q, 43.7% V, 0% M, 6.5% DI, S, 0% O, (2 responses are overruled as irrelevant)
35. referred to by his name:	31.2% APK, 6.5% Q, 18.7% V, 6.5% M, 6.5% DI, 12.5% S, 0% O, (4 responses are overruled as irrelevant)

- The eleventh question looks into the type of structures that the participants have used to translate the given text. The results show that 80% of the participants have stated that they have used direct structures to translate the given text. However, 20% of them have gone with indirect structures with no explanation. Since it is an informative text type, direct structures are the most suitable ones.

- The twelfth question is about the type of composition that the participants have used to deliver the source text meaning. The results show that 75% of the participants have used a direct composition to render the given text while the rest of them (25%) have used an indirect one as a style of writing. Again, since it is an informative text type, direct composition is the most suitable one.

- The way the comprehension strategies are influenced by the type of the text is being explored through the thirteenth question.

The results show that 60% of the participants think that the comprehension strategies are affected by the type of the text being dealt with. Anyhow, 40% of the participants have declined the specification of the comprehension strategies to each text type.

- Regarding translation, the fourteenth question has extracted the participants' opinions about the feasibility of transferring the source text function into the target one. The results show that 85% of the participants have given positive answers. They have confirmed that the text function should be transferred into the target one. Nonetheless, 15% of the participants have neglected the importance of the function and focused on transferring the core message of the source text.

### 3.3.4 The Method of Analysis

The suggested model is employed, in the current study, to address the comprehension phase of translation and the six social factors that affect this process. The level of analysis adopted in the study is the phrase and clause (Halliday, 2004, p. 20-22); while the unit of analysis is the comprehension strategy. Anyhow, the participants have dealt with written texts in the foreign language and translated them into the native one. That is, trainee translators are expected to have more difficulties dealing with foreign texts than native ones. This would urge them to use more comprehension strategies than those used when dealing with native language texts, which would yield more comprehension strategies to be analyzed (Pokorn, 2005, p.8).

As Saladanha and O'Brien (2013, p. 109) suggest that, process-oriented translation studies seek to identify the translators' cognitive processes and the relation between these processes and the final translation, the study examines the comprehension strategies and compares them to the final product. Thus, since the unit of analysis



is the comprehension strategy; the study looks into the applicability of each comprehension strategy, considering Risku et al's social factors, at the level of phrase and clause. That is, it analogizes each of the text selected segments of each participant, understood through each comprehension strategy, with the expert assessment sheets to test the feasibility of these strategies in translation. Once, the segment is approved or partially approved by the jury, the comprehension strategy through which this segment is understood is judged to be applicable in comprehending a text for translating. Then, a total percentage is calculated to identify the most applicable strategy (or strategies) in translation. Hence, it adopts both a quantitative and qualitative analysis (Saldanha & O'Brian, 2013: 22).

### **3. Data Analysis**

#### **4.1 Introduction**

The leading aim of the current study is to investigate the reading comprehension strategies employed by translators in their translational processing within a given situation. It intends to investigate Risku et al's claim (2013, p. 160) that our cognitive processes, including our comprehension ones, are influenced by a number of social factors; the individual cognitive status, the acts of translation, social relations, environment, time, and the available (translational) artifacts at the time. According to these scholars, the above factors themselves are seen to be "dynamically interwoven" and influence each other at certain points in time. Further, time in this model, refers to the temporal and developmental changes in the five factors above and the way such changes affect one's own comprehension (p. 165). Hence, the methodological design of this model takes the situated, embodied, and extended cognitive approach to translation (Risku, 2014, p. 349). However, before

elaborating on the adopted model of the study, it is worth exploring its theoretical foundation, which is translation and cognition.

## 4.2 Translation and Cognition

The research on translation and cognition has made significant advances, nearly, in the last decade (Sladanha & O'Brien, 2013, p. 109). In fact, relevant issues, such as bilingual memory and text comprehension, have been applied in cognitive translation studies to help understand the process of translation (Shreve & Lacruz, 2017, p. 127). The major challenge in cognitive approaches to translation is to follow the recent advances in the cognitive science and try to feed them into the translation process. This is why cognitive experts who know how to deal with cognitive methods like think-aloud protocols, eye-tracking movement, screen recording, and key-stroke logging are borrowed from the cognitive discipline (Saladanha & O'Brien, 2013, p. 110-111). These methods are not meant to give direct access to the cognitive processes; they rather measure the cognitive processes indirectly. Yet, they are "still valid and valuable" (p. 113).

Specifically, cognitive approaches to translation try to explain the way the translators' minds work; how translators have come to their final comprehension and translation decisions in a given situation. Hence, all the cognitive approaches to translation distance themselves from examining the problem-solving issue in translation (Risku, 2012, p. 1). They have one aim which is investigating the mental processes (Thagard, 2005, p. 3), in translator's mind, that dispose the final behavior (translation). Since, such studies are about the translator's cognitive status, then, they are "Translator Studies", which focus on the sociological, cultural, and cognitive aspects of the translator (Chesterman, 2009, p. 13). Gopo verifies this claim by saying that all translation-process studies, which are

cognition-oriented, should focus on the translator's mind that is the center of the translation activity (Gopo, 2015, p. 205).

However, the cognitive functionalism in translation studies, which aims at systematizing the homogenous, decontextualized processing of information, has been met with much criticism. Its treatment of the individual functioning of the human brain aside from the surrounding factors that might affect it has weakened its findings and urged for more research on the topic (Risku et al, 2013, p. 155; Risku & Windhager, 2015, p. 35). Having a similar look, Larson (1984/1998, p. 60) finds that referential meaning is perceived differently in each different community, and social events themselves are diverse in different communities and allow for diverse inferences (see: The Whorfian hypothesis, 1952). This is why there has been a need for looking at cognitive translation from a situated perspective.

### **4.3 The Model of the Study**

As an anthropologist, Schweizer has sought to justify the human behavior, in general, in one system with the six decisive factors (mentioned above) taken into consideration. In translation studies, it is employed to justify the "translational" behavior in two systems; the source and the target one. Therefore, the six social factors of the model have been employed to account for each of the two main stages of the translation process; comprehending the ST and producing the TT (Risku et al, 2013, p. 161). In fact, these scholars depend on the Actor-network theory of Latour (2005) and the Activity theory of Leontiev (1978), which both, roughly speaking, address the situatedness of translation (Risku & Windhager, 2013, p. 35-36). However, as the current study is interested in the ST comprehension process, it will be employed to account for the first stage of the translational process only. Thus,

the six social factors, as adapted by Risku et al (2013, p. 163-164), explained and applied by Risku (2014, p. 340-341) are:

- Cognition: it includes all the inner cognitive processes of internal representations (of the text in this study) with "the aim of creating translatorial artifacts". These inner processes are mediated by background knowledge of language and text types, learned translation theories, translation expertise, metacognition of one's own level of translation expertise, social status, personal interests, evaluations, emotions, purpose of engaging in the situation, expectations and one's own metacognition about his own comprehension processes. It is supposed that prior and current education, training, experience have their impact on the reader/translator.

- Action: it involves the type and the degree of complexity of the text being read, which affects the comprehension process. It, also, refers to the translational efforts, translation management and behavior, and observable action patterns made by the translators who are engaged in an active process of comprehending the text for the purpose of translating it. Thus, different text types and management behaviours result in different levels of cognitive efforts exerted in the comprehension process.

- Social network: it deals with the social factors that affect the comprehension process. More specifically, it deals with the people who initiate the translation task, the strength of the ties between the initiators and the initiated people (translators), the degree of task formality. All of that would lead to different levels of formality and seriousness of engaging in the translational action.

- Artifacts: they refer to the material and immaterial objects used by individuals to organize thoughts. They serve as reminders, retainers, and manipulators so they help evolve the cognitive

manipulation of thoughts. In fact, they help the working memories to work in an economic way for it does not have to store all information gained through life. Instead, humans store and process a limited number of information and use artifacts to have access to other non-present information. They involve physical and mental checklists, paper and electronic dictionaries, internet services, translation memories, and all other forms of CAT tools.

- Environment: it relates to the settings of the translational event. The physical, geographic, economic, and political conditions of the reading/translating place, which have its impact on the reading process. Also, the distracters of the setting have their negative effects too.

- Time: it refers to all the temporal changes in all of the above social factors, their relations and situation. That is, all changes in the social, physical, cultural values, besides, all the development in the terminologies used, knowledge generation; acquisition and loss of translation behaviours, change in social network dynamic, and introducing new work places and aiding tools.

It is important, however, to mention that the six social factors above do not stand in a hierarchical relation; instead, they interact with each other. The boundaries are found to serve analytical and methodological boundaries. However, the model suits the current study for it is designed to account for the purpose of conceiving the ST with the aim of producing a TT. That is, the purpose of reading comprehension is guided by the aim of translation, which affects the comprehension process itself (explained in the literature review). To employ the time variable as it has been suggested by Risku et al, there should be a longitudinal study (2013, p. 175). Yet, as the researcher cannot afford such longitude effort because of time limits

assigned to the this study, it has been adhered to the investigation of the immediate time allotted for the "translational action" along with the time of the test.

#### 4.4 The Present Study

Risku et al state that their model "does not determine specific general statistical correlations". Yet, it assumes some social factors, which affect each other and the translator's cognition regarding the comprehension and production phases (2013, p. 164-165). In other words, the model considers the combination of social factors in a given situation that control the quality of translation in its two phases. Nevertheless, the factors are utilized, by the study, to prove their applicability on the one hand, and to help extract the reading comprehension strategies employed by translators to understand general knowledge texts, on the other hand. They are used as constraints that dispose the given reading comprehension strategies in a specific translational event. Thus, the focus is on the reading comprehension strategies employed in translation, and the guiding tool is the model that restricts the circumstances of their extraction.

#### 4.5 Discussion of the Social Factors of the Comprehension Phase

Regarding the social factors, the study has found out that:

1-Cognition: the participants have showed various motives behind studying to be translators. 50% of them have stated that it is their *personal taste*, while other 25% have gone with *school grade* and the rest has opted to *job market*. *Personal taste* and *job market* can reasonably lead to good quality translations. The *school grade* group is considered as a qualified one since they meet the requirements of joining the Department of Translation. Yet, they are less motivated. Driven by another guide of the human cognition, the feasibility of the past life-experiences is investigated. The participants' answers are: 80% of them make use of such experience

and the other 20% consider them of not much help. It might suggest that they depend on random imagining of the text situation. That is, as they are occasionally exposed to foreign texts, for which they do not have corresponding or even similar previous experiences, they might have found the real-life ones as not of much help all the time. Further, as relevant to the participants' cognitive process, they have been asked about their self-assessment of their own translational status; the answers are 70% good, 20% fair, 5% bad, and 5% other (better than good). All of the questions above are carefully chosen to examine the participants' states of mind which are believed to affect their cognitive processes.

2- Action: in order to make this factor more explicit and the results more authentic; the eleventh, twelfth, and fourteenth ones, are made text-oriented. The text-type preference (thirteenth question) is the target of the questionnaire; however, such type directs the structures, composition, and function used. Hence, all of the previous aspects are being investigated to help understand the way their comprehension is affected by the text type. Firstly, the answers to the text-type preference show that the comprehension of 60% of the participants is enhanced by their text-type preference. The other 40% of them have asserted that they are able to deal with any text. The type of structures is inquired in the eleventh question; 80% of the participants have gone with direct structures. The reason which they have acknowledged is that this type of structures suits the text they are dealing with. Still, 20% of them suggested indirect structures for translating. The twelfth question does not go that far; it asks about the composition type they have used to transfer the content of the text. The answers reveal 75% of direct composition and 25% indirect one. Regarding the text function (the fourteenth question), 85% of the participants have confirmed that it should be



identified and transferred into the target system by the translator. Nonetheless, 15% of them have considered the core message of the original text as the focus of attention. The overall results clearly show the impact of type preferences on the participants' cognition.

3-Social network: the social network chosen for the current study is a translation mission assigned by a researcher who works in the Department of Translation/College of Arts and is familiar to the participants. Such social ties have indicated more seriousness and respect on the participants' part during the test. Such seriousness is reflected in the quietness and commitment to finish the mission except for two participants (P17, P20), who left the test location before answering the whole questions (P17) or some of them (P20). Anyhow, the results of the questionnaire show that 70% of the participants are affected professionally by the initiator of the translation task, whereas 30% of them are not! Acknowledging their responsibility as translators, 15% of the not-affected group justifies it as commitment to the job regardless of the initiator of the translation mission.

4-Artefacts: the translational aiding tools preferred by the participants are 100% the online/offline dictionaries, 70% net services, 40% encyclopedias, 35% translation groups, 15% relevant books, 15% text-relevant pictures. The participants' preference of the above aiding tools shows a great indication towards the technical aids because of the quick access they provide the translator with. Such tools save time and effort exerted in the translatorial mission. Further, translation groups come as second because of the help that discussing others and exchanging ideas offer to the translator to enhance his/her performance.

5-Environment: 90% of the participants have confirmed the impact of the translation setting on the translation mission. In fact, this is

proven in both the pilot and the final study. In the first, students are placed in the class where they are thought to act formally because of the formality of the setting. However, the results have showed otherwise; the pilot participants have showed less formality and seriousness and they were anxious to leave the session. This is why the final study has chosen a different location which is considered as more formal. The new location is the language lab. This time the engagement with the translational event has been more serious and formal. This is indicated through the quietness and carefulness in accomplishing the task.

6-Time: since the time referred to by Risku et al requires a longitude study, which is not possible due to the limited time assigned to the study, its reference has been adapted. Instead, it has been employed, by the study, in two ways. First, the effect of time on the translation mission is being investigated through the eighth question. 95% of the participants have confirmed its effect on the translation mission. In fact, 30% of this group have stressed that more time means more creativity in translation. Whereas, another 40% of them refer to the negative impact (the pressure) of the specific time allotted to the translation task. Finally, 5% of the participants prefer fixed time because it urges for fast thinking and writing, which indicates a positive attitude towards limited time. In the second part, time is used for calculating the period of comprehending the text for translation. It is so to be able to contrast the time of comprehension and decide if taking more time to comprehend ends up with a better translation or not. This brings us to the final decision of translation quality which will be determined by the selected jury of assessment.

Nonetheless, before contrasting the time each participant has consumed during comprehension to the quality of translation. It must be drawn to attention that a number of participants (7, 17, 18, and 20) are counted out of the correlation between reading comprehension strategies and translation. This is because one of the participants (P<sup>17</sup>) has not answered the strategies-related question, another two (P<sup>7</sup> & P<sup>18</sup>) have given wrong answers, and the last one (P<sup>20</sup>) did not answer the whole question. So, the total number of participants will appear in some tables as sixteen only. Further, the jury notes will be thematically analyzed. Their statements of the translation quality are coded according to their approximate lexical similarities; shared codes will be given to the data that are semantically similar for ease of analysis in later stages. Table 2 below shows a sample of the themes and average scores of translation quality:

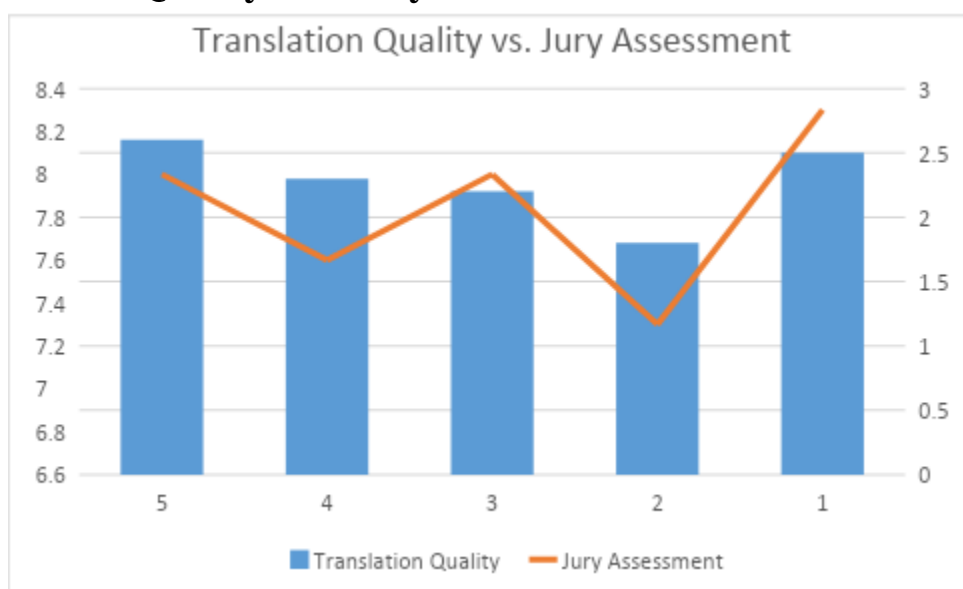
**Table 2: Translation Quality Assessment**

P. N o.	The Quality and scores (mark) of Translation			Final theme and average score (mark)
	Jury 1	Jury 2	Jury 3	
1	The translation is to some extent acceptable despite the mistakes committed by the student (7)	It is somehow a good translation. Nevertheless, there are some spelling and grammatical mistakes. (8)	In spite of the spelling and syntactic mistakes, the translation is good because the participant has comprehended	Good translation with some TT mistakes  (8)

			the source text well. (9)	
2	V. good; yet there are some pitfalls. (8)	It is a good translation. However, it implies the disappearance of necessary and correct word order. (7)	To some extent, the translation is good. However, the participant made some semantic and syntactic mistakes particularly in the target text. (8)	Good translation with some TT mistakes  (7.6)
3	Good with lack of full understanding of the text (6)	To some extent, it is a good translation. (9)	It seems that the translation is good and that the participant has comprehended the source text well (9)	Good translation  (8)
4	The student translator showed good understanding of the text with few mistakes here and there	To some extent, it is a good translation. However, it needs a precise syntactic structure of the	Again, the translation is good though the participant made some syntactic and spelling	Good translation with some TT mistakes  (7.3)

	(7)	TL. (8)	mistakes. (7)	
6	V. good with few mistakes (7)	As a whole, it is a good translation. (9)	It is a good translation and I thought that the participant has comprehended the source text well. (9)	Good translation (8.3)

**Figure 1: Combo Chart of Sample Correspondence between Translation Quality and Jury Assessment**



According to the Kruskal-wallis test, the significance coefficient is 0.65 Sig. Such value indicates that there is no significant difference among the three assessors, which means that their assessments are valid. However, after the final themes are

gained, time of comprehension, along with comprehension scores, is contrasted to average quality and scores of translations. This is so to identify the impact of comprehension time leading to the level and quality of translations. There have been a variety of results. While, the assumption and the preliminary results advocate that the more time is given to the translation the better translated product is gained, the findings indicate some deviation from such assumption that cannot be overlooked. The overall findings indicate` that the more time assigned to the translation mission does not necessarily affect the translation quality.

#### **4.6 Reading Comprehension Strategies for Translation**

Having considered the social factors governing the translatorial behavior, it is time to consider the study main focus which is the translational reading comprehension strategies. The study correlates each of the comprehension strategies, suggested in the questionnaire, into the string of sentences, used by each participant, that have been comprehended through it. Then, it examines the jury decision on its feasibility in aiding the participant into understanding. Assessing the feasibility is determined by the jury's approval, partial approval, or disapproval on the translation of the selected segment. In other words, since the study is about comprehension for the purpose of translation, then the feasibility of the strategy will be judged based on the quality of the translation it leads to. If the jury decision is *approve* or *partially approve*, then it is judged to be acceptable in translation. It follows that if the decision is *disapprove* then, it is judged to be unacceptable in translation.

Nonetheless, in order to test the reliability of the assessments made by each jury member, their assessments are normalized (by the statistical expert of the study) as follows: Approved = 3,

Partially Approved =2, Disapproved = 1. An average score of comprehension regarding each participant is calculated. This is done through summing his comprehension scores of the segments he has translated and dividing them on the number of these segments to gain one total average score for each participant. This process is replicated in each of the three assessments related to each of the three assessors and in all of the six strategies. The resulting numbers are treated through the SPSS program (namely, the nonparametric Kruskal-Wallis test) to reveal the relation of significance among the three assessors.

If the resulting coefficients for each comprehension strategy are more than 0.05 Sig then there is no significant difference among the three assessors. After proving the reliability of the three assessors, the appeal of the comprehension strategy in translation can be easily decided. If the translated segment gains 1.5 (marks) or more, the comprehension strategy through which the translation is produced is judged to be applicable in translation. This process is carried out for the six comprehension strategies. Then, the total sum of the average scores, regarding the six strategies, each participant has obtained is divided on the number of strategies to gain overall scores of comprehension related to the sixteen participants. These numbers are correlated against the participants' translation-quality scores to show the significance of relation between reading comprehension for translation and its quality.

#### **4.6.1 Activating Prior Knowledge**

As it is stated earlier in the literature review, most of our life-experiences are stored in the long-term memory in the form of schematic knowledge. This knowledge is retrieved when similar experiences are encountered either physically or graphically. According to Blachowics & Ogle (2008, p.33-34), readers summon



their background knowledge related to what they already know about the topic being discussed and the type of the text to enhance the reading process. Such retrieving of previously-stored pieces of information helps them construct new ones. In fact, this is how readers come to enrich their knowledge in various fields (Yuksel, 2012, p. 1197). Since the background knowledge depends on personal experiences, it is unique to each reader (Moreillon, 2009, p. 19). Table 3 below illustrates a sample of the segments translated, through the above strategy, by a sample of participants and the jury assessments of the translations:

**Table 3: Participants' Translations via Activating Prior Knowledge and Jury Assessment**

P	The Selected Segment	Translation	Jury 1	Jury 2	Jury 3	Average Score
1	indestructible pants	بنطال لا يمكن اتلافه	2	3	2	2.3
	a rather unique type of cotton trousers	نوعاً من اقمشة القطن فريدة من نوعها	3	2	2	2.3
	known style of trousers for both men and women is jeans	يعد (الجنز) من اكثر انواع البنطال الذي يتم ارتداؤه	3	3	3	3
	worn throughout the world	و ترتدى... في كل انحاء العالم	3	3	3	3
	creating a style of pants	مخترعاً بذلك بناطيل	1	3	3	2.3
2	the word for the city of Genoa and for	و يلفظ أسم المدينة جنوى... و يطلقون على سكان هذه	2	1	1	1.2

	the people of that city is:	المدينة أيضاً بهذا الأسم				
	rather than a place:	بدلاً من أسم مكان	2	3	3	2.6
	derived from the name of a place:	أشتقت... من المكان	3	2	2	2.3
	known as serge de Nimes:	و كانت تعرف أيضاً ب سيرجي دي نايمز	3	1	1	1.6
3	the word for the city of Genoa and for the people of that city is:	تطلق كلمة... على مدينة جنوى و على السكان الذين من تلك المدينة	2	3	2	2.3
	this name became attached:	أصبحت هذه الكلمة مرتبطة	2	2	2	2
	rather than a place:	وليس مكان	1	3	3	2.3
	switched the fabric:	غير... النسيج	3	3	3	3
	an interesting history:	تاريخ حافل	3	2	2	2.3
	a specialized type of cloth:	نوع مخصص من الملابس	2	1	1	1.3
	found success:	وجد طريق النجاح	3	2	3	2.6
	indestructible pants:	بناطيل غير قابلة للتلف	3	3	3	3
	a close relative of the product:	أقرب نوع ممكن للمنتج "الذي صنعه	3	2	2	2.3

		ستراوس"				
	known style of trousers for both men and women is jeans:	الجينز هو... طراز منتشر للبناطيل و لكلا الجنسين	3	2	2	2.3
	derived from the name of a place:	تشتق... من اسم مكان	3	2	2	2.3
	sailors from Genoa:	البحارة الذين من مدينة جنوى	3	2	2	2.3
	became attached to the specific style of pants:	أصبحت... مرتبطة بطراز معين من البناطيل	3	3	3	3
	also derived from a place name:	تشتق أيضاً من اسم مكان	3	2	2	2.3
	from the name of a person rather than a place:	من اسم شخص وليس مكان	3	3	3	3
	intended for this canvas to be used by miners:	كان... ينوي ان تستخدم هذه الاقمشة من قبل عمال المناجم	2	2	2	2
	creating a style of pants:	خالقاً بذلك طراز بناطيل	3	3	3	3
4	taking part in the hunt for gold:	شاركهم في التفتيش عن الذهب	2	3	1	2

	a rather unique type of cotton trousers:	انواع اخرى فريدة من بناطير القطن	3	2	3	2.6
5	(No use of this strategy)					
6	One that is intermixed with	امتزج	3	3	3	3
	found success:	نجح	3	3	3	3
	indestructible pants:	بناطيل... غير قابلة للتلف	3	3	3	3
	that long outlived him:	تبقى طويلاً عند المستهلك	3	2	2	2.3
	known style of trousers or both men and women is jeans:	الاكثر شهرة... البنطال سواء للرجال او النساء هو الجينز	3	2	2	2.3
	derived from the name of a place	اشتقت.. من اسم المكان "الذي..."	3	3	3	3
	also derived from a place name:	ايضاً مشتقة من اسم مكان	3	3	3	3
	known as serge de Nimes:	التي كانت معروفة بأسم سرج دي نيمس	3	1	1	1.3
	referred to by his name:	تسمى اليوم بأسمه	3	2	2	2.3

#### 4.6.2 Discussion of "Activating Prior Knowledge" Results

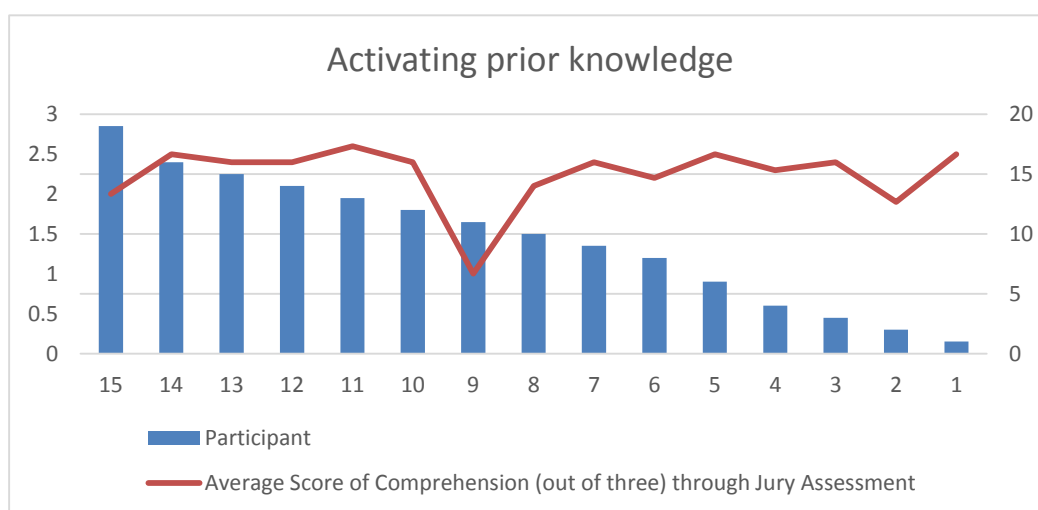
The statistical result gained, through the Kruskal-Wallis test, is 0.13 Sig, which indicates no significant difference among the three assessors. However, Table 4 below shows a sample of the average comprehension scores gained through applying the above strategy:

**Table 4: Participants' Average Comprehension Score via Activating Prior Knowledge**

Participant	Average Score of Comprehension (out of three) through Jury Assessment
1	2.5
2	1.9
3	2.4
4	2.3
6	2.5

However, the total primary results of the test show that all of the studied participants have made use of this strategy except for P<sup>5</sup>. The strategy has proved to be successful in translation as it has led to translations that are accepted by the jury assessment.

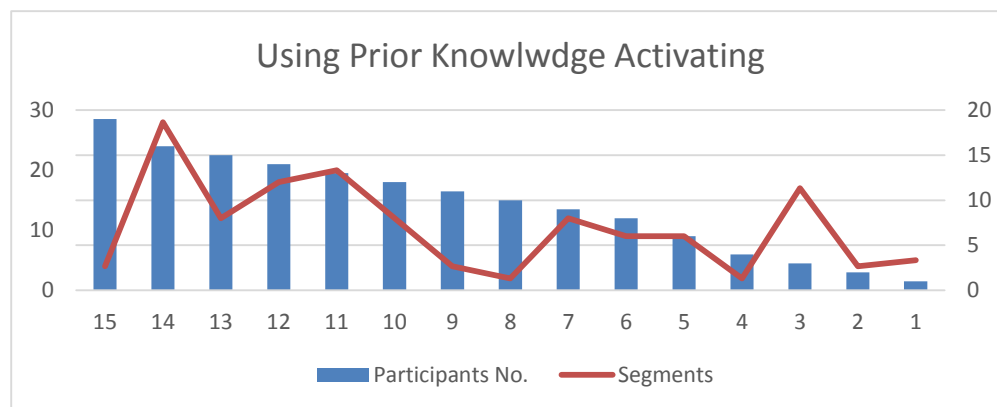
**Figure 2: Combo Chart of Activating Prior Knowledge**



Further, the total results reveal that it is a preferable strategy by some participants who have used it more than the other strategies. That is, P<sup>16</sup> has used this strategy to translate 28 segments out of 34 ones, with 89.2% accepted translations and 10.7% unaccepted ones. Table 5 below sums up the results:

**Table 5: The Results of Using Activating Prior Knowledge in Translation**

Participants No.	Segments No.	Accepted	Unaccepted
1	5	100%	0%
2	4	75%	25%
3	17	94.1%	5.8%
4	2	100%	----
6	9	88.8%	11.0%
8	9	77.7%	22.2%
9	12	91.6%	8.3%
10	2	100%	----
11	4	----	100%
12	12	83.3%	16.6%
13	20	100%	----
14	18	100%	----
15	12	100%	----
16	28	96.4%	3.6%
19	4	100%	----

**Figure 3: Combo Chart of Using Activated Knowledge**

*Attention must be drawn that the same analysis has been conducted on the last five strategies. However, space limitation has urged for demonstrating the analysis and results of only one strategy which is Activating Prior Knowledge.*

### 4.6.3 Total Discussion of Results

The above illustrated results clearly show various tendencies, on the participants' part, towards the selected reading comprehension strategies. Some of them have mainly translated the text using one dominating strategy among few others. *Activating Prior Knowledge* has received much attention from the participants, while *Visualizing* comes next. *Questioning*, *Summarizing*, *Drawing Inferences*, and *Monitoring* come at the following places respectively. Table6 below shows each strategy with the number of participants that have used it in translation:

**Table 6: The Participants' Preference of Each Strategy**

The Strategy	The Participants	Number Of Segments
APK	P <sup>16</sup>	28
	P <sup>3</sup>	20
	P <sup>14</sup>	18
	P <sup>3</sup>	17
V	P <sup>10</sup>	19
	P <sup>6</sup>	18
	P <sup>5</sup>	17
Q	P <sup>15</sup>	11
	P <sup>13</sup>	10
	P <sup>9</sup>	10
S	P <sup>15</sup>	11
	P <sup>19</sup>	11
M	P <sup>1</sup>	16
DI	P <sup>3</sup>	10

Further, the sum total of the comprehension strategies used, by each student-translator, has marked various levels of understanding as well as translating. The highest scores are gained by P<sup>13</sup> who has



used 58.8% *Activating Prior Knowledge*, 29.4% *Questioning*, 8.8% *Visualizing*, 5.8% *Monitoring*. His comprehension score is 9 marks out of ten while his average level of translation is 8.6 marks. On the contrary, P<sup>11</sup> has received the lowest scores. Using 14.7% *Activating Prior Knowledge*, 17.6% *Questioning*, 8.8% *Visualizing*, 8.8% *Monitoring*, 14.7% *Drawing Inferences*, 14.7% *Summarizing*, she has gained 4 marks for her comprehension level and 5.3 marks for her translation quality. It is noticed that not only the type of the comprehension strategy that affects the comprehension of a text but also the student-translator who uses it. Table 7 below explains all the results concerning each participant's use of the comprehension strategies and the levels of comprehension and translation they have led to:

**Table 7: The Participants' Use of the Comprehension Strategies**

P	The comprehension strategies	Comprehen sion Score	Translati on score
1	14.7 APK, 14.7% Q, 2.9 V, 47.0% M, 5.8% DI, 8.8% S	7	8
2	11.7% APK, 35.2% V, 2.9% S (19 irrelevant choices are neglected)	7	7.6
3	50% APK, 17.6% Q, 5.8% V, 29.4% DI	7	8
4	5.8% APK, 32.3% V, 8.8% M, 5.8% DI (14 irrelevant choices are neglected)	6	7.3
5	52.9% V, 20.5% M, 26.4% DI, 2.9% S	7	8.6
6	29.4% APK, 11.7% Q, 52.9% V, 8.8% M	6	8.3
8	29.4% APK, 8.8% Q, 38.2% V, 2.9%	7	8

	<i>(5irrelevant choices are neglected)</i>		
9	35.2% APK, 29.4% Q, 26.4% V, 5.8% DI, 5.8% S	5	7
10	5.8% APK, 58.8% V, 5.8% M, 14.7% DI, 5.8% S <i>(1irrelevant choice is neglected)</i>	7	8.3
11	14.7% APK, 17.6% Q, 8.8% V, 8.8% M, 14.7% DI, 14.7 S <i>(8irrelevant choices are neglected)</i>	4	5.3
12	35.2% APK, 20.5% Q, 41.1% V, 5.8% M	8	8.3
13	58.8% APK, 29.4% Q, 8.8% V, 5.8% M	9	8.6
14	52.9% APK, 11.7% Q, 35.2% V	5	8.6
15	35.2% APK, 29.4% Q, 35.2% S	6	7.6
16	82.3% APK, 5.8% Q, 2.9% M, 8.8% DI, 2.9% S	6	8
19	11.7% APK, 14.7% Q, 23.5% V, 2.9% M, 11.7% DI, 38.2% S	8	7.6

The correlation coefficient between the average scores of comprehension for translation and that of translation quality is 0.562318. It indicates that there is an evident relation between reading comprehension for translation and the translation quality. It, further, indicates that the relation between reading comprehension for translation calculated by the jury of assessment is much stronger than that which is calculated by the standardized test. The appeal of the comprehension strategies in translation is showed in Table 8 below, which demonstrates each strategy with the rates of the accepted translation in contrast to the unaccepted ones:

**Table 8: The Strategies Appeal in Translation According to the Jury**

The strategy	Acceptable translation	Unacceptable translation
APK	81.6%	18.4%
V	77.3%	22.7%
Q	62.5%	37.5%
S	54.0%	46. %
M	46.7%	33.3%
DI	42.5%	57.5

*Activating Prior Knowledge* is found to be the most effective and appealing in translation. It has been used to translate more segments than all of the other strategies. *Visualizing* receives the second place in preference. On the one hand, familiar texts which summon familiar experiences previously encountered by student-translators urge them to resort to *Activating Prior Knowledge*. On the other hand, they are also likely to encounter unfamiliar texts or even unfamiliar concepts in these texts. Therein, text imagination is the closest solution. That is, according to the study results, the two most preferable strategies are either the one which needs retrieving similar stored information to the one listed in the text or imagining new information to compensate for the missing pieces. *Questioning* comes third, because strange concepts arise questions which urge the mind for seeking answers. The answers are partly the clues to the translations produced.

*Summarizing* comes as the fourth preferred strategy; student-translators prefer to summarize loose information to come up with dense translations. Since, it is a common-knowledge text; there is no obvious narration that needs shortening. The composition used to

bear the content is straightforward; it does not require that dense version of the text. The fifth rank is occupied by *Monitoring*. As, the text is written in plain wording that appeal to the readers; they did not need to go beyond the text into an active observation of the comprehension sub-process as it takes place. Finally, *Drawing Inferences* is a common strategy in more complicated texts that are ambiguously narrated, which is not the case in the selected one. The participants seem not to encounter many mysterious events in the text that urge them to infer what is going on.

#### 4. Conclusion

This paper has investigated the applicability of the Dynamic Network Model of Translational Cognition and Action (Risku et al, 2013) in reading comprehension for translation. It has tested both the existence and effect of Risku et al's six social factors on the student-translator's comprehension. It has also extended the model into eliciting the cognitive reading comprehension strategies employed in translating common-knowledge texts. Then, it has investigated the possibility of teaching these strategies in the student-translator training courses. Hence, it is worth reflecting on the study hypotheses.

The first hypothesis has addressed the existence and effect of Risku et al's social factors. These factors are namely, cognition, action, artefacts, social network, environment, and time. It has been disclosed that these factors are active and critically interfere in the translational event. Yet, the degrees of effect vary according to the student-translators themselves. However, the mapping between the responses to the questionnaire designed to elicit student translators' views and the actual translations reveal a noticeable divergence from the theory and its application. A number of student-translators have verbally confirmed the existence and effect of the factors

referred to by Risku et al (2013) in their responses to the questionnaire. Yet, not all of them have reflected that effect in their draft translations. Although, the number of the student-translators who have thrived in putting their stock of learned translation theories into action is higher, those who failed to do so are identified too. Since, one of the leading aims of the study is pedagogical; it is not wise to indifferently overlook such exceptions, and measures to treat the problem are required.

Regarding the second hypothesis, *time* has proved not to be that critical in deciding the quality of translation. Good-quality translations do not necessarily require ample time to be performed. In fact, the way *time* is consumed is a core essence in translating. As fixed duration could urge for rapid thinking; time does not unavoidably decide the quality of translation. Student-translators have employed time differently, which indicates various cognitive capacities of text processing.

The third hypothesis deals with the cognitive reading comprehension strategies employed in translation. The study has proved that the six selected comprehension strategies, namely, *Activating Prior Knowledge*, *Visualizing*, *Questioning*, *Monitoring*, *Drawing Inferences*, and *Summarizing* are all used in translation, though at various levels of frequency and popularity among the student-translators. Various student-translators adhere to some comprehension strategies over the others. Further, it is not only the type of the strategy used that affects the quality of the comprehension for translation but also the degree of efficiency with which a student-translator uses it. Similar comprehension strategies might be used in translation by a number of student-translators but the comprehension level and the translation quality vary obviously. Furthermore, it has been noted that some participants prefer one or

few strategies over the others and their choices of the strategies prove to be successful.

Unfortunately, however, as important as it is in translator-training, it has been found that reading for translation is not well identified in translation. Student-translators are not familiar with such concept and are not acquainted with the differences it bears from reading in general. As this type of reading is a well distinguished act that requires the manipulation of two linguistic systems at the same time, student-translators have not acknowledged that. A fair exposition to the type of reading employed in translation is believed to change the way student-translators analyze STs. This does not affirm or negate that the studies subjects have engaged in a "dual mode" of reading (constant contrast of the SL structures to those of the TL), but it means that they are not aware of the process of such contrast. Observing structure comparison between the two languages makes their minds even more active for it urges them to consider the divergence and work on it.

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**Appendices****Appendix A: The Questionnaire**

Dear participant ...,

Please, fill in the following questionnaire by doing as required; it is ticking in front of the preferred choice below boxes with some elaboration when needed.

1- One of the following has inspired you to join the Department of Translation.

Personal taste	High school grade	Job market	Other reasons

2- Your previous experiences in life are helpful in picturing and understanding the events of a text.

Yes	No	To what extent?

3- As a student translator, you think that your current status is

good	fair	bad	other

4- Your text-type preference affects the comprehension process. Why? Please, explain either choice.

Yes	No

5- You react differently to a text (to be translated) if it is assigned to you by your tutor, a client, or a colleague. Please, comment on either choice.

Yes	No



- 6- One or more of the following aids are used frequently to help and facilitate the comprehension process.

offline/online dictionaries	
internet services	
relevant books	
encyclopedias	
text relevant pictures	
Translation groups	
other aids (Please, mention.)	

- 7- The setting of translation has an impact on the final product. Is translating in a classroom similar to translating at home? Please, explain.

Yes	No

- 8- The time allotted to the translation task significantly affects the comprehension process. Please, explain.

Yes	No

- 9- The most frequent comprehension strategies you use to comprehend a text (for translation) are the following. You may choose more than one strategy.

Activate prior knowledge/predicting (linking to previous personal experiences)	
Questioning (wondering about the text)	
Visualizing (making mental images)	
Monitoring (observing the comprehension process as it progresses)	
Drawing inferences (drawing conclusions)	
Summarizing/ retelling (retelling the text in brief)	
Other strategies	

10- What reading comprehension strategies (of the above mentioned ones) have you used to translate the following items:

item	reading comprehension strategy
1. on a variety of occasions and in diverse situations:	
2. one that is intermixed:	
3. the word for the city of Genoa and for the people of that city is:	
4. this name became attached:	
5. worn by the sailors:	
6. today describes the descendants of the Genovese sailor's cotton pants:	
7. underwent some transformations:	
8. and an alternate name for these popular pants:	
9. rather than a place:	
10. tried his hand at selling:	
11. taking part in the hunt for gold:	
12. heavy-duty tents:	
13. indestructible pants:	
14. switched the fabric:	
15. a modern-day urban shopper out to buy:	
16. the most universally known:	
17. an interesting history:	
18. a rather unique type of cotton trousers:	
19. a specialized type of cotton:	
20. this first endeavor was a failure:	
21. found success:	
22. an indestructible pants:	
23. that long outlived him:	
24. a close relative of the product:	
25. known style of trousers for both men and women is jeans:	
26. worn throughout the world:	
27. derived from the name of a place:	
28. sailors from Genoa:	

29. became attached to the specific style of pants:	
30. also derived from a place name:	
31. known as serge de Nimes:	
32. from the name of a person rather than a place:	
33. intended for this canvas to be used by miners:	
34. creating a style of pants:	
35. referred to by his name:	

11- The type of structures you have used to translate the given text are

Direct structures	Indirect structures

12- The style of writing you have used to translate the previous text adopts

Direct composition	Indirect composition

13- The type of the text you have already translated affects the choice of the comprehension strategies you have used. Please, explain either choice.

Yes	No

14- You think that the source text function should be transferred into the target text. Please, explain either choice.

Yes	No

Thank you for your time!

Name of the researcher: Nada Dheyaa Lazim

**Appendix B: The Standardized Text Approved by the Jury of Assessment**

Dear Jury members,

You are requested to assess the following passage and decide on its appropriateness as a measurement tool of the reading comprehension and translation competence of my study participants. Please, tick in the box in front of either choice, then sign below.

Today, the most universally known style of trousers for both men and women is jeans; these trousers are worn throughout the world on a variety of occasions and in diverse situations. Also called levis and denims, jeans have an interesting history, one that is intermixed with the derivations of the words *jeans*, *denims*, and *levis*.


The word *jeans* is derived from the name of the place where a similar style of pants developed. In the sixteenth century, sailors from Genoa, Italy, wore a rather unique type of cotton trousers. In the French language, the word for the city of Genoa and for the people from that city is Genes; this name became attached to the specific style of pants worn by the sailors from this city and developed into the word *jeans* that today describes the descendants of the Genovese sailor's cotton pants.

Similar to the word *jeans*, the word *denim* is also derived from a place name. In the seventeenth century, French tailors began making trousers of a specialized type of cloth that was developed in the city of Nimes, French, and was known as serge de Nimes. This name for the cloth underwent some transformations, and it eventually developed into today's *denims*, the material from which jeans are made and an alternate name for these popular pants.


The word *levis* came from the name of a person rather than a place. In the nineteenth century, immigrant Levi Strauss came to America and tried his hand at selling heavy canvas to miners taking part in the hunt for gold in northern California. Strauss intended for this canvas to be used by miners to make heavy-duty tents. This first endeavor was a failure, but Strauss later found success when he used the heavy canvas to make indestructible pants for the miners. Levi then switched the fabric from brown canvas to blue denim, creating a style of pants that long outlived him and today is referred to by his name. A modern-day urban shopper out to buy some levis is searching for a close relative of the product that Strauss had developed years earlier.

1. This passage is developed by
  - (A) citing an effect and its causes
  - (B) explaining history with three specific cases
  - (C) demonstrating the sides of an issue
  - (D) developing the biography of a famous person chronologically
2. The word "unique" in line 7 is closest in meaning to
  - (A) universal
  - (B) solitary
  - (C) unusual
  - (D) Common place

3. All of the following are mentioned in the passage about Genoa EXCEPT that it
  - (A) was the source of the word jeans
  - (B) is in Italy
  - (C) has a different name in the French language
  - (D) is a landlocked city
4. The word "descendents" in line 10 could best be replaced by
  - (A) offspring
  - (B) bottoms
  - (C) antecedents
  - (D) derivations
5. The word *denim* was most probably derived from
  - (A) two French words
  - (B) two Italian words
  - (C) one French word and one Italian word
  - (D) three French words
6. The pronoun "it" in line 14 refers to
  - (A) city
  - (B) name
  - (C) cloth
  - (D) material
7. The word "switched" in line 22 is closest in meaning to
  - (A) reduced
  - (B) created
  - (C) pounded
  - (D) changed
8. It can be inferred from the passage that, in order to develop the pants for which he became famous, Strauss did which of the following?
  - (A) He studied tailoring in Nimes.
  - (B) He used an exciting type of material.
  - (C) He experimented with brown denim.
  - (D) He tested the pants for destructibility.
9. Where in the passage does the author explain how Strauss' first attempt at creating a business with canvas turned out?
  - (A) Lines 12-14
  - (B) Lines 15-17
  - (C) Lines 18-20
  - (D) Lines 21-22

Jury member 1: approve ☒ 

disapprove ☐

Jury member 2: approve ☒ 

disapprove ☐

Jury member 3: approve ☒ 

disapprove ☐

The researcher: Nada Dheyaa Lazim



**Appendix C: The Participants' Invitation Letter**

Dear Participant ...,

You are invited to take part in an MA study. Thus, it is important to be informed of the following:

- a. The study is an MA dissertation that aims at investigating the reading comprehension strategies employed during the translation process.
- b. You are chosen as a student of translation whose native language is Arabic, and to which he is going to translate.
- c. You will be involved in at least one-hour test of three parts. The first part is to read the chosen texts and answer the related comprehension questions. The second part is to translate the texts into Arabic. The final part is to respond to a brief questionnaire.
- d. It is totally up to you to take part in the study. If you agree to do so, you will be asked to sign and keep a letter of consent along with keeping a copy of this invitation. However, you can decline to take part in the study or withdraw at any stage during the test with no justification.
- e. Your participation will be kept confidential and it is likely to enhance your future performance, as it is similar to the training you receive at your department.
- f. For more information about the study, please contact: [nadanadaalatab@gmail.com](mailto:nadanadaalatab@gmail.com)

Thank you for your time!

Name of the researcher: Nada Dheyaa Lazim

Date:

Signature:

**Appendix D: The Participants' Letter of Consent**

Title of the Research Project: *A Situational Approach to Reading Comprehension Strategies in Translation: An Empirical Study*

Please, tick in the boxes related to each of the following statements:

1- I do confirm that I have read and comprehend the information sheet related to this study. ☐

2- I do understand that my participation is voluntary and I can withdraw at any time with no justification. ☐

3- I do understand that my identity and the data I give will be held confidential, and I will be referred to with a number throughout the study. ☐

4- I do agree to take part in this study. ☐

Participant ....

Date:

Signature:

Name of the researcher: Nada Dheyaa Lazim

Date:

Signature:

*After this consent letter is signed and dated, a copy of it is to be given to the participant. Another copy of this consent is to be kept with other related documents to the study.*

**Appendix E: The Participants' Background Information Sheet**

Dear Participant ...,

Before taking part in the study, please fill in the following background information form. The information you give will be kept confidential.

1- Age: ; Gender:

2- Have you lived in an English-speaking country before? ☐ How long?

3- Have you had any of the following language proficiency tests before? ☐ . If yes, please write your score in the attached box: IELTS  TOEFL

4- Have you been practicing translating into Arabic outside the academic setting? ☐

How long and how frequent?

The researcher: Nada Dheyaa Lazim

**Appendix F: The Jury Assessment Sheet**

Dear jury member ...,

According to the assessment sheet below, please assess the test sheets in terms of the terminology, syntactic structures, text function, and textual composition used. Please, tick in the boxes if the source text corresponding items are found in the target text. It should be mentioned that the assessment sheet adapts House's model (2015).

*Analysis of the target text (ST)*

field				
Lexical Means				
Partici- pants	1. on a variety of occasions and in diverse situations:	Approve	Partially approve	Disapprove
1	في مناسبات مختلفة و مواقف متنوعة			
2	في المناسبات و المواقف المختلفة المتعددة			



3	في مناسبات متنوعة و مواقف مختلفة			
4	في مختلف المناسبات و في مختلف الحالات			
5	في مختلف المناسبات و تنوعها			
6	في مناسبات مختلفة و اوضاع متنوعة			
7	في مناسبات و مواقع متعددة			
8	لمختلف المناسبات و الاحوال			
9	في مناسبات و في حالات مختلفة			
10	في مناسبات متنوعة و في مواقف متنوعة			
11	مرت بالعديد من المراحل في تطورها و صناعتها حتى وصلت بهذه الصورة			
12	في مواقف و مناسبات مختلفة متنوعة			
13	في مناسبات عدة و مواقف كثيرة			
14	في مختلف المناسبات و الاماكن			
15	في مناسبات مختلفة و عديدة			
16	في مختلف المناسبات و في مواقف مختلفة			
17	في مناسبات متنوعة و مواقع مختلفة			
18	في مناسبات مختلفة و ظروف متنوعة			
19	في مناسبات مختلفة و حالات متعددة			
20	مختلف المناسبات و المواقف			
<b>Partici-</b> <b>pants</b>	<b>2. one that is intermixed:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	تلك التي امتزجت			
2	و من اهم القصص عن هذه			
3	يختلط			
4	امتزاج			
5	مُختلط			
6	امتزج			
7	اختلاط			
8	و سنشرح			
9	و هذا مما دعاه الى الاختلاط			
10	و من ضمنها			
11	(deleted)			
12	يمتزج			
13	إشتقاقات اسمائه			
14	ما يرتبط منه بأشتقاقات			
15	امتزاجه			
16	"فيما يتعلق" بالكلمات			

17	اختلاط			
18	أمتزاج			
19	امتزجت			
20	(deleted)			
Partici- pants	3. the word for the city of Genoa and for the people of that city is:	Approve	Partially approve	Disapprove
1	فإن الكلمة التي تطلق على مدينة جنوة و الناس الذين يعيشون فيها			
2	و يلفظ أسم المدينة جنوى... و يطلقون على سكان هذه المدينة أيضاً بهذا الأسم			
3	تطلق كلمة... على مدينة جنوى و على السكان الذين من تلك المدينة			
4	الكلمة لمدينة غينوا و للناس من هذه المدينة معروفه باسم جينز			
5	كلمة مدينة جنوى و سكان تلك المدينة يُسمون بالجينز			
6	هذه الكلمة بالنسبة لمدينة جنوا و لسكانها هي جينيس			
7	الكلمة لمدينة غينيا و الاشخاص من مدينة غينيا			
8	اسم مدينة جنوة يسمى بجينيز و حتى الناس المقيمين فيها			
9	لفظة مدينة جنوة و بالنسبة لاناها هي جينيس			
10	يطلق على اسم مدينة جنوا و سوكانها بالجينز			
11	كلمة جينوا في فرنسا تعني اسم مدينة ...كان يطلق عليها الناس اسم			
12	مقابل اسم مدينة جينوا و سكانها... هو			
13	يطلقون على اسم مدينة غينوا و الناس الذين يقطنوها			
14	تسمى مدينة جنوة و سكانها			
15	جنوى هو اسم المدينة و جينس هو اسم يطلق على سكان هذه المدينة			
16	كلمة (جينوا) كان يدعى سكانها ب (جينيس)			
17	كلمة مدينة جنوا و الناس من تلك المدينة (جينيس)			
18	تعلق أسم مدينة غنوة و الناس الذين يقطنوها			

19	كان الناس الذين يسكنون في ذات المدينة يدعونه "ب..."			
20	الكلمة القادمة من مدينة جنوا و الناس الساكنين فيها يطلقون عليها جينيس			
<b>Partici- pants</b>	<b>4. this name became attached:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	و اصبحت هذا الاسم مرتبطاً			
2	نسبوا هذا الاسم			
3	أصبحت هذه الكلمة مرتبطة			
4	اصبح هذا الاسم مرتبط			
5	تعلق هذا الاسم			
6	أصبح هذا الاسم مرتبطاً			
7	هذا الاسم اصبح مرفق			
8	و لقد ارتبط اسم			
9	هذا الاسم اصبح متعلقاً			
10	اخذ هذا الاسم يصبح مقروناً			
11	هذا الاسم ادى الى جذب "العديد من			
12	ارتبط هذا الاسم			
13	اصبح الاسم يتعلق			
14	التصق هذا الاسم			
15	اصبح يرتبط هذا الاسم			
16	هذا الاسم أصبح متعلقاً			
17	اصبح هذا الاسم لجذب			
18	تعلق اسم			
19	أصبح هذا الاسم مرتبط			
20	أصبح هذا الاسم مرتبط			
<b>Partici- pants</b>	<b>5. worn by sailors:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	تم ارتداؤها من قبل البحاريين			
2	يرتديه هؤلاء البحارة			
3	يرتديها البحارة			
4	أرثدي من قبل الملاحين			
5	كان البحارون يرتدونه			
6	التي يرتديها البحارة			
7	التي ترتدي من قبل البحارة			
8	يرتدونه البحارة			
9	يرتديها البحارة			
10	"الذي يرتديه بحارة" هذه المدينة			
11	بالنسبة للبائعين			

12	يرتديها البائعون			
13	يرتدوها البحارة			
14	ارتداه بحارة			
15	التي ترتدى من قبل بحارين			
16	ارتدوها البحارين			
17	ترتدى من بحارين هذه المدينة			
18	تديت من قبل الملاحين			
19	يلبسها البحارة			
20	(deleted)			
Partici- pants	6. today describes the descendants of the Genovese sailor's cotton pants:	Approve	Partially approve	Disapprove
1	اليوم تصف بناطيل القطنية للأسلاف البحارة من مدينة جنوة			
2	اليوم تصف أجيال السراويل القطنية الخاصة بالبحارة الجنوبيين			
3	أصبحت في وقتنا الحاضر تصف ذرية البناتيل القطنية التي يرتديها بحارة مدينة جنوى			
4	التي وصفت اليوم بأنها نسل ينحدر من الجنوفيز البحارة ذو بناطيل القطن			
5	يُصف بأنه انحدر من البناتيل القطنية للبحارة في جنوى			
6	تصف في الوقت الحالي سلالات البناتيل القطنية للبحارة الجنوبيين			
7	اليوم يوصف أحفاد البحارة الغينيين السراويل القطنية			
8	اصبح هو "الاسم المستخدم" من قبل اسلاف البحارة الايطاليين من جنوة الذين يرتدون هذا النوع من البناتيل			
9	اصبح اليوم يصف السراويل القطنية لأحفاد بحارة جنوة			
10	و التي تصف في وقتنا الحالي البناتيل القطنية لأحفاد البحارة الذين هم من جنوا			
11	توصف صناعة البناتيل المستخدمة ذا القماش القطني المتداول او المباع في ((جينفيوس			
12	التي تستخدم اليوم لوصف سلالات البناتيل القطنية للبائعين في جنوا			
13	تتحد من بناطيل بحارة جينوا القطنية			
14	تصف ظهور بناطيل بحارة جنوة القطنية			

15	في وقتنا الحاضر تصف الازرار التي في اقمشة القطن التي ترتديها البحارين في جنوى			
16	اليوم تصف بناطيل البحارة القطنية في ((جنوة			
17	توصف اليوم السراويل القطنية لأحفاد بحارين جنوا			
18	و هذا ما يفسر في العصر الحالي نتاج السراويل القطنية للملاحين الغينيين			
19	في هذا العصر يرتبط... باحفاد مدينة جنوى و بالاخص نسل البحارة الذين يرتدون القطن الخالص			
20	اشتهر بين بائعين السراويل القطنية و وصل الى احفادهم			
<b>Partici-</b> <b>pants</b>	<b>7. underwent some transformations:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	و خضع... الى العديد من التغييرات			
2	خضع... الى بعض التغييرات			
3	تعرض... الى عدة تغييرات			
4	يحمل بعض التحولات			
5	تغير			
6	خضع... الى بعض التحولات			
7	خضع لبعض التحويلات			
8	خضع لعدة من التغييرات			
9	أجري بعض التغييرات			
10	خضع... لبعض التحولات			
11	مما ادى الى تطورها			
12	خضع... الى بعض التغييرات			
13	مر... بعدة تحويلات			
14	طرأت... عدة تغييرات			
15	خضع... لبعض التنقلات			
16	حصل... على تحويلات عديدة			
17	خضع... لقليل من التحويل			
18	خضع لبعض التحويلات			
19	خضع... الى بعض التغييرات			
20	حصل على العديد من التطورات			
<b>Partici-</b> <b>pants</b>	<b>8. and an alternate name for these popular pants:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	و الاسم البديل الذي يطلق على تلك البناتيل			

2	الاسم البديل لهذه السراويل المشهورة			
3	تغير اسم هذه البناتيل الشائعة فيما بعد			
4	التحول لهذه الاسماء جعل من هذه البناتيل شائعة			
5	اسم بديل لهذه البناتيل الشائعة			
6	الاسم البديل لتلك البناتيل الشعبية			
7	و البديل الاسم للسراويل الشائع			
8	و اسمها البديل هي كلها نفس البناتيل المستخدمة هذه الايام			
9	و بديلها لهذه السراويل الشعبية			
10	الاسم البديل لهذه البناتيل الشعبية :			
11	مسميات اطلقت على انواع اكثر شيوعاً			
12	و الاسم البديل لهذا النوع المشهور من البناتيل			
13	و بديل للاسم المشهور لهذه البناتيل			
14	الاسم المقابل لهذه البناتيل المفضلة			
15	اسم بديل لتلك الاقمشة الشائعة			
16	اصبح لها بديل في الاسم للبناتيل المعروفة حالياً			
17	بُذلت من تلك السراويل الشعبية			
18	اسم بديل لهذه السراويل المشهورة			
19	كبديل للبناتيل الشعبية			
20	كان لها اسم بديل			
<b>Partici-</b>	<b>9. rather than a place:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
<b>pants</b>				
1	و ليس مكان			
2	بدلاً من اسم مكان			
3	وليس مكان			
4	لا من اسم مكان			
5	وليس مكان			
6	بدلاً من مكان			
7	بدلاً من مكان			
8	و ليس اسم مكان			
9	بدلاً من مكان			
10	بدلاً من اسم مكان			
11	فيما بعد كانت من من اسم مكان ما			
12	و ليس مكان			
13	و ليس مكان			
14	لا اسم مكان			
15	اكثر من مكان			

16	و ليس مكان			
17	بدلاً من اسم مكان			
18	بدلاً من اسم مكان			
19	بدلاً من مكان			
20	بدلاً من اسم مكان			
<b>Partici- pants</b>	<b>10. tried his hand at selling:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	حاول بيع			
2	عمل في بيع			
3	وضع نصب عينيه على بيع			
4	حاول ان يبيع			
5	حاول بيع			
6	بذل قصارى جهده			
7	حاول بيذه بيع			
8	حاول ممارسة التجارة بواسطة بيع			
9	حاول جاهداً ان يبيع			
10	جرب بيع			
11	و حاول ان يضع يده في بيع			
12	حاول... ان يبيع			
13	حاول بيع			
14	بدأ يعمل ببيع			
15	حاول بأقصى جهده بيع			
16	حاول جاهداً بيع			
17	حاول بيع			
18	حاول قدر الأمكان بيع			
19	علم نفسه على بيع			
20	حاولوا العمل			
<b>Partici- pants</b>	<b>11. taking part in the hunt for gold:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	يشتركون في مسابقات صيد من اجل الذهب			
2	يعملون في مجال التنجيم عن الذهب			
3	الذين يطاردون الذهب			
4	شاركهم في التفتيش عن الذهب			
5	يبحثون عن الذهب			
6	ينقبون عن الذهب			
7	المشاركة في مطاردة الذهب			
8	يعملون لجمع الذهب			
9	يشاركون في البحث عن الذهب			

10	استخدمت في التنقيب عن الذهب			
11	ليأخذ أجزاء من صناعات الذهب			
12	يشاركون في البحث عن الذهب			
13	للمنقبون عن الذهب			
14	ينقبون بحثاً عن الذهب			
15	عملية نقب الذهب			
16	كان له دور في البحث عن الذهب			
17	المشاركين في استخراج الذهب			
18	ينقبون عن الذهب			
19	يستخدمه من جمع الذهب			
20	المشاركة للحصول على الذهب			
<b>Partici- pants</b>	<b>12. heavy-duty tents:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	لصنع خيام في رحلة الصيد			
2	الخيام القوية عالية التحمل			
3	الخيام التي تحتاج الى جهد كبير			
4	خيام متينة			
5	خيم مُعدة للمهام الصعبة			
6	خيم كبيرة لهم			
7	لجعل الثقيل الخيام			
8	خيام ثقيلة			
9	خيام ثقيلة			
10	خيمات ذات جودة قوية			
11	المهام الكثيفة المؤهلة			
12	خيماً قوية متينة			
13	خيم قوية			
14	الاعمال الصعبة			
15	الخيم			
16	خيمة قوية			
17	خيام ثقيلة مهمة			
18	خيام ثقيلة			
19	خيم و للتظليل			
20	(deleted)			
<b>Partici- pants</b>	<b>13. switched the fabric:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	تغيير نوع القماش			
2	أستبدل... القماش			
3	غير... النسيج			
4	غير... نسيج القماش			



5	حوّل... نوع القماش			
6	غير... هذا القماش			
7	تحول نسيج			
8	بتحويلها من قماش			
9	غير... النسيج			
10	تحويل قماش			
11	تشغيل و تغيير الاصباغ الملابس			
12	غير... القماش			
13	قام بتبديل النسيج			
14	غير... نوع هذه الملابس			
15	قام... بتطوير هذا النوع من القماش			
16	غير القماش			
17	حول... النسيج			
18	حوّل... القماش			
19	غير... نوعية القماش			
20	بدل العملية			
<b>Partici-</b> <b>pants</b>	<b>14. a modern-day urban shopper out to buy:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	الحضريين الذين يريدون شراء			
2	في الوقت الحالي و المعاصر... الزبون			
3	في الوقت الحاضر عندما يرغب المشتري بشراء			
4	اصحاب الدكاكين المتحضرين يشترون			
5	المتسوق العصري في ايامنا هذه عندما يريد شراء			
6	و في هذه الايام عندما يخرج المتسوق الاوربي			
7	في العصر الحديث اصبح المتسوق لشراء			
8	في الايام المعاصرة اصبح المتسوق المتحضر يشتري			
9	في الوقت الحاضر المناطق الحضرية تتسوق خارجاً لشراء			
10	يتطلع المتسوقون الاوربيون في الوقت المعاصر لشراء			
11	في وقتنا المعاصر التسويقي الاكثر نجاحاً (لبيع المنتجات) (الملابس)			
12	يخرج المتسوق المدني اليوم لشراء			
13	و المتسوق العصري في الوقت الحالي الذي يبحث و ينوي شراء			

14	إذا أراد محل ملابس في الوقت الحالي ان يشتري			
15	يبحث المتسوق العصري لشراء			
16	في اليوم الحالي، المتبضعون الحديثون			
17	و في الايام الحديثة المتسوقين يخرجون ليشترو			
18	يتبضع الزبون المدني في الوقت الحاضر ليشتري			
19	في وقتنا الحالي يبحث المتسوقين عن			
20	في وقتنا الحالي المتسوقين			
<b>Syntactic Means</b>				
<b>Partici-</b> <b>pants</b>	<b>1. material processes</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			
5	Transferred to the target text			
6	Transferred to the target text			
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11	Transferred to the target text			
12	Transferred to the target text			
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15	Transferred to the target text			
16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Partici-</b> <b>pants</b>	<b>1. relational processes</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			

5	Transferred to the target text			
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17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Partici- pants</b>	<b>1. several existential processes</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	Transferred to the target text			
2	Transferred to the target text			
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16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Tenor</b>				

<i>Lexical Means (moderate frequency of emotional words)</i>				
Partici- pants	1. the most universally known:	Approve	Partially approve	Disapprove
1	من اكثر انواع... الذي يتم ارتدائه			
2	أشهر... معروف			
3	أكثر... منتشر			
4	معروفه كثيراً			
5	اكثر نوع شائع			
6	الاكثر شهرة عالمياً			
7	معظم... المعروف			
8	اكثر... منتشرة في هذه الايام			
9	الاكثر انتشاراً			
10	اكثر انواع			
11	انواع مختلفة			
12	اكثر... معروف عالمياً			
13	الاكثر انتشاراً			
14	الاكثر شيوعاً على مستوى المعمورة			
15	الاكثر شهرة في العالم			
16	اكثر... رائجة عالمياً			
17	اكثر... معروفة عالمياً			
18	اكثر... معروفة عالمياً			
19	اكثر... معروف عالمياً			
20	اكثر... معروف			
Partici- pants	2. an interesting history:	Approve	Partially approve	Disapprove
1	تاريخ مثير للاهتمام			
2	تاريخ مثير للاهتمام			
3	تاريخ حافل			
4	تاريخ حافل و مثير			
5	تاريخ مثير للاهتمام			
6	تاريخ مثير			
7	مثير للاهتمام عبر التاريخ			
8	لها تاريخ ممتع			
9	تاريخ مهم			
10	تاريخ حافل			
11	اهمية تاريخية ليس هناك غنى عنها			
12	تاريخ مثير			
13	تاريخ ممتع			
14	تاريخ مثير			

15	تاريخ مثير			
16	تاريخ مثير للاهتمام			
17	تاريخ مهم			
18	تاريخ مشوق			
19	تاريخ حافل بالمتعة			
20	تاريخ ممتع			
<b>Partici-</b>	<b>3. a rather unique type of cotton trousers:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
<b>pants</b>				
1	نوعاً من اقمشه من القطن فريدة من نوعها			
2	نوعاً مميزاً من السراويل القطنية			
3	نوعاً فريداً من البناتيل القطنية			
4	انواع اخرى فريدة من بناتيل القطن			
5	نوع مميز من البناتيل القطنية			
6	نوعاً من البناتيل القطنية الفريدة من نوعها			
7	بدلاً فريدة من نوعها من القطن			
8	نوع مختلف من البناتيل القطنية			
9	نوع فريد من السراويل القطنية			
10	نوعاً آخراً من البناتيل القطنية الفريدة من نوعها			
11	يستخدمون في صناعة الجينز نوع من انواع القطن			
12	نوعاً مميزاً للغاية من البناتيل القطنية			
13	نوع فريد من البناتيل القطنية			
14	نوعاً جديداً من البناتيل القطنية			
15	نوعاً مميزاً من البناتيل القطنية			
16	نوع غير شائع من البناتيل القطنية			
17	نوع فريد من البناتيل القطنية			
18	نوع فريد من البنطال القطني			
19	نوع فريد من نوعه مصنوع من القطن الخالص			
20	سراويل قطنية فريدة من نوعها			
<b>Partici-</b>	<b>4. a specialized type of cloth:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
<b>pants</b>				
1	للانواع خاصة من الملابس			
2	نوع خاص من القماش			
3	نوع مخصص من الملابس			
4	انواع خاصه من الملابس			
5	نوع مميز من القماش			

6	نوع متخصص من القماش			
7	قماش نوع خاص			
8	نوع مخصص من الملابس			
9	نوع محدد من قطع القماش			
10	نوع خاص من القماش			
11	انواع متخصصة من الملابس			
12	نوع قماش خاص			
13	قماش خاص			
14	من الملابس نوع خاص			
15	من الملابس نوع خاص			
16	نوع قماشي جديد			
17	نوع خاص من السراويل			
18	نوع خاص من الملابس			
19	نوع مميز من الملابس			
20	نوع معين من الملابس			
<b>Partici- pants</b>	<b>5. this first endeavor was a failure:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	هذه المحاولة الأولى بائت بالفشل			
2	فشل هذا المشروع			
3	كانت محاولة... الاولى فاشلة			
4	كانت محاولته الاولى فاشلة			
5	هذه المحاولة الاولى فشلت			
6	كانت المحاولة الاولى هذه فاشلة			
7	اول المسعى كان فشل			
8	باءت هذه المحاولة بالفشل			
9	هذا المسعى كان فاشلاً في البداية			
10	و كانت هذه المحاولة الاولى فاشلة			
11	هذه اول الخطوات التي قادت الى فشل			
12	محاولته هذه فشلت			
13	هذه المحاولة باءت بالفشل			
14	فشل... في عمله هذا			
15	محاولته الاولى باءت بالفشل			
16	كانت محاولته الاولى فاشلة			
17	بائت هذه المحاولة الاولى بالفشل			
18	هذه المحاولة الاولى فاشلة			
19	باءت المحاولة الاولى بالفشل			
20	المحاولة الاولى كانت فاشلة			
<b>Partici- pants</b>	<b>6. found success:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>

1	وجد... النجاح			
2	نجح			
3	وجد طريق النجاح			
4	حقق... النجاح			
5	نجح			
6	نجح			
7	العثور على النجاح			
8	نجح			
9	وجد النجاح			
10	لاقى نجاحاً			
11	وجد نجاح			
12	نجح			
13	لاقى النجاح			
14	لاقى النجاح			
15	وجد طريقة ناجحة			
16	لاقى النجاح			
17	وجد... النجاح			
18	وجد النجاح			
19	وجد طريقة اخرى للنجاح			
20	لاقى نجاح			
<b>Partici-</b> <b>pants</b>	<b>7. an indestructible pants:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	بنطال لا يمكن اتلافه			
2	سراويل غير قابلة للتمزق			
3	بناطيل غير قابلة للتلف			
4	بناطير غير قابلة للتلف			
5	بناطيل غير قابلة للتلف			
6	بناطيل... غير قابلة للتلف			
7	راسخ السراويل			
8	بناطيل غير قابلة للتخريب			
9	سراويل غير قابلة للتلف			
10	بناطيل قوية			
11	اساليب طرازيه متقنة			
12	بناطيل صعبة التلف			
13	بناطيل غير قابلة التلف			
14	البناطيل غير القابلة للتلف			
15	نوعاً من الكتان غير قابل للتلف			
16	بناطيل غير قابلة للاتلاف			
17	سراويل غير قابلة للاتلاف			

18	سراويل أبدية			
19	بناطير غير قابلة للتخريب			
20	سراويل غير قابله للاتلاف			
<b>Partici-</b>	<b>8. that long outlived him:</b>	<b>Approve</b>	<b>Partially</b>	<b>Disapprove</b>
<b>pants</b>			<b>approve</b>	
1	تبقى طويله الأمد			
2	يدوم طويلاً			
3	يمكن أن يدوم أكثر			
4	تدوم طويلاً			
5	عاش اكثر منه			
6	تبقى طويلاً عند المستهلك			
7	عاش اكثر له			
8	عاشت لمدة طويلة			
9	على طول حياته			
10	بقت لوقت تجاوزت عمره			
11	ذات تحمل لمدة طويله			
12	جعله يعيش طويلا			
13	جعلت منه مشهوراً حتى اليوم			
14	عاش بعده لفترة طويلة جداً			
15	استمرت ليومنا هذا			
16	احيت اسمه			
17	عاشت كثيراً			
18	تدوم طويلاً في حياته و حتى بعد مماته			
19	نوعية صامدة			
20	طويل الامد			
<b>Partici-</b>	<b>9. a close relative of the</b>	<b>Approve</b>	<b>Partially</b>	<b>Disapprove</b>
<b>pants</b>	<b>product:</b>		<b>approve</b>	
1	منتج مشابه الى منتج "الذي قد صنعه ستريس"			
2	"منتجات" صنعها ستراوس			
3	أقرب نوع ممكن للمنتج "الذي صنعه ستراوس"			
4	منتج قريب			
5	مُنتج مشابه للمُنتج "الذي طوره ستراوس"			
6	البضاعة القريبة من المنتج الاصلي			
7	قريب من المنتجات " التي ستراوس.."			
8	"نوعاً مقارباً" لما انتجه			
9	قريب من المنتج "الذي طوره ستراوس"			



10	"نوع مشابه" لليفز			
11	اصبحت منتجاته "بتماس مع"			
12	"...مشابه للمنتج" الذي			
13	شيء مشابه و قريب "للمنتج الذي..."			
14	"مشابه للمنتجات" التي طورها ستر اوس			
15	منتوج مقارب للمنتوج "الذي قام ستر اوس بتطويره"			
16	"منتج قريب جداً" مما صنعه ستر اوس			
17	"...مرتبط بإنتاج" ستروس الذي طوره			
18	شيء ذي صلة بإنتاج "ستروس الذي قد..."			
19	(deleted)			
20	(deleted)			
<b>Syntactic means (impersonal stance)</b>				
<b>Partici-</b>	<b>redundant use of third person</b>	<b>Approve</b>	<b>Partially</b>	<b>Disapprove</b>
<b>pants</b>	<b>structures</b>		<b>approve</b>	
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<b>Textual Means</b>				
<b>Partici-</b>	<b>direct composition</b>	<b>Approve</b>	<b>Partially</b>	<b>Disapprove</b>
<b>pants</b>			<b>approve</b>	

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<b>Author's social and geographical provenance</b>				
<b>Partici- pants</b>	<b>unmarked</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
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20	Transferred to the target text			
<b>Mode</b>				
<b>Lexical means (being explicit and informative)</b>				
Partici- pants	1. known style of trousers for both men and women is jeans:	Approve	Partially approve	Disapprove
1	يعد (الجنز) من اكثر انواع البنطال الذي يتم ارتدائه لكل من الرجال و النساء			
2	طراز معروف للسراويل الرجالية و النسائية... هو الجينز			
3	الجينز هو... طراز منتشر للبناطيل و لكلا الجنسين			
4	موضة للبناطير و التي هي معروفة كثيراً للرجال و النساء باسم بناطير الجنز			
5	نوع شائع للبناطيل... لكل من الرجال و النساء هو الجينز			
6	الاكثر شهرة... للبنطال سواء للرجال او النساء هو الجينز			
7	نمط المعروف للبناطير لكلا من الرجل و المرأة هو الجينز			
8	موضة منتشرة... من البناطيل للرجال و النساء هي بناطيل الجينز			
9	انوع "الاكثر" انتشاراً من السراويل للرجال و النساء هو الجينز			
10	من اكثر انواع البناطيل... لكل من الرجال و النساء هي بناطيل الجينز			
11	انواع مختلفة من البنطلونات (الجنيس) لكلا الجنسين من الرجال و النساء			
12	طراز معروف... للبناطيل... و للرجال و للنساء هو الجينز			
13	الموضة الاكثر انتشاراً للرجال و للنساء			
14	تعتبر البناطيل الرجالية و النسائية... من نوع الجينز الموضة "الاكثر" شيوعاً			
15	الموضة الاكثر شهرة... لكلا الجنسين ...يعد الجينز			
16	اكثر موضة رائجة... للرجال و للنساء هو بنطال الجينز			
17	اكثر موضة معروفة... للبنطال لكل من			

	الرجال و النساء هو الجينز			
18	موضة معروفة... بالنسبة للبنطال لكلا الجنسين الرجال و النساء هي الجينز ((بنطلون الجينز			
19	طراز معروف... لكلا الجنسين (هو) البنطرون و خاصة (الجينز			
20	طراز معروف من السراويل للرجال و النساء... هو (الجينز)			
<b>Partici- pants</b>	<b>2. worn throughout the world:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	و ترتدى... في كل ارجاء العالم			
2	تلبس في جميع أنحاء العالم			
3	يتم ارتداء هذه البناتيل في جميع انحاء العالم			
4	تلبس في جميع انحاء العالم			
5	ألبست... في جميع ارجاء العالم			
6	تلبس على نطاق العالم			
7	يرتديها العديد في جميع انحاء العالم			
8	ارتديت... في مختلف انحاء العالم			
9	يتم ارتداء هذه السراويل في انحاء العالم			
10	ترتدى... على مستوى العالم			
11	(deleted)			
12	ترتدى حول العالم			
13	يتم ارتداها حول العالم			
14	يتم ارتداها على مستوى العالم			
15	ترتدى... في مختلف العالم			
16	تلبس... حول العالم			
17	يُلبس... في جميع انحاء العالم			
18	تم ارتداء... في جميع أنحاء العالم			
19	تلبس في كل انحاء العالم			
20	انشرت... حول العالم			
<b>Partici- pants</b>	<b>3. derived from the name of a place:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	اشتقت... من اسم لمكان			
2	أشتقت... من المكان			
3	تشتق... من اسم مكان			
4	اشتقت... من اسم مكان			
5	أشتقت.. من اسم المكان			
6	إشتقت.. من اسم المكان "الذي..."			
7	مشتقة من اسم المكان			

8	اشتقت من اسم مكان			
9	مشتقة من اسم المكان			
10	أُشتقت.. من اسم المكان			
11	من مكان الى اخر			
12	أُشتقت... من اسم مكان			
13	تم اشتقاق... من اسم مكان			
14	مشتقة من اسم المكان			
15	تم اشتقاق... من اسم مكان			
16	مُشتقة من اسم مكان			
17	"...استمدت... من اسم المكان" الذي			
18	اشتقت... من أسم مكان			
19	أُشتقت... من اسم مكان			
20	جاءت... من مكان			
<b>Parti-</b> <b>cipants</b>	<b>4. sailors from Genoa:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	بحارة من مدينه جنوه			
2	البحارة من مدينة جنوى			
3	البحارة الذين من مدينة جنوى			
4	ملاحين من كينوا			
5	البحارون في... جنوى			
6	البحارة في جنوا			
7	البحارة من غينيا			
8	البحارة من جنوة			
9	البحارة من جنوة			
10	البحارة الذين هم من،....، جنوا			
11	بائعين في جنيو			
12	بائعون من جنيو			
13	البحارة في غينيا			
14	بحارة مدينة جنوة			
15	البحارين من جنوى			
16	بحارون من مدينة (جينوا)			
17	بحارون من جنوا			
18	الملاحون في مدينة غنوة			
19	البحارة في (deleted)			
20	البائعين القادمين من جينوا			
<b>Parti-</b> <b>cipants</b>	<b>5. became attached to the specific style of pants:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	و اصبحت... مرتبطاً بنوع خاص من البناطيل			

2	نسبوا هذا الاسم الى طراز السراويل المميز			
3	أصبحت... مرتبطة بطراز معين من البناتيل			
4	أصبح... مرتبط بأسلوب خاص للبناتيل			
5	تعلق... مع نوع البناتيل هذا خصيصاً			
6	أصبح... مرتبطاً بزي خاص من البناتيل			
7	أصبح مرفق للأسلوب الخاص للسراويل			
8	ارتبط... بهذا النمط من الملابس			
9	...أصبح متعلقاً بنمط السراويل التي :			
10	أخذ هذا الاسم يصبح مقروناً بنوع خاص من طراز البناتيل			
11	أدى الى جذب العديد من الموديلات المتطورة بالنسبة للبائعين			
12	ارتبط... بالطراز المعين للبناتيل			
13	أصبح الاسم يتعلق بموضة البناتيل... التي			
14	التصق هذا الاسم... بذلك النوع القريب من البناتيل			
15	أصبح يرتبط... بنوعه معين من الاقمشة			
16	أصبح متعلقاً بنوع خاص من البناتيل			
17	أصبح... لجذب موضة خاصة من البناتيل			
18	تعلق... بأسلوب موضة مميز لسراويل			
19	أصبح... مرتبط بنمط البناتيل			
20	أصبح... مرتبط بنوع معين من السراويل			
Partici- pants	6. also derived from a place name:	Approve	Partially approve	Disapprove
1	و اشتقت... من اسم مكان ايضاً			
2	مشتقة من اسم مكان ايضاً			
3	تشتق ايضاً من اسم مكان			
4	اشتقت من اسم مكان			
5	اشتقت ايضاً من اسم مكان			
6	ايضاً مشتقة من اسم مكان			
7	ايضاً مشتق من اسم مكان			
8	هو ايضاً اسماً لمكان			
9	مشتقة ايضاً من اسم مكان			
10	ينطبق الامر ذاته... و التي ايضاً اشتقت من اسم مكان			
11	ايضاً يعني اسم مكان			

12	اشتقت... من اسم مكان ايضاً			
13	أشتقت ايضاً من اسم مكان			
14	مشتقة ايضاً من اسم مكان			
15	و هو ايضاً مشتق من اسم مكان			
16	"و مثل كلمة (جينز)..." مشتقة من اسم مكان			
17	مستمدة ايضاً من اسم مكان			
18	ايضاً تم اشتقاقها من اسم مكان			
19	اشتقت ايضاً من نفس المكان			
20	جاءت ايضاً من اسم مكان			
<b>Partici-</b>	<b>7. known as serge de Nimes:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
<b>pants</b>				
1	(معروفة بسيرج دي نيمس)			
2	و كانت تعرف ايضاً ب سيرجي دي نايمز			
3	(يُطلق عليه (سرج دي نيم			
4	و كانت معروفة بنسيج دي نايمز			
5	المعروفة... بأسم سرج دي نايمز			
6	التي كانت معروفة بأسم سرج دي نيمس			
7	اصبحت معروفة ك سيرج دي نيميس			
8	معروفة بسيرج دي نيمز			
9	و قد كان يعرف ب سيرج دي نيم			
10	و الذي عرف ب نسيج دي نيمز			
11	(deleted)			
12	كان يعرف باسم (Serge de Nimo)			
13	كان يعرف بسيرج دي نايمس			
14	اطلق عليه اسم سيرج دي نيمس			
15	(deleted)			
16	معروفة بأسم (سيرجي دي نيم)			
17	عُرف بسيرج نيمز			
18	(عُرف بأسم (سيرج دي نيمز			
19	(عُرف هذا النوع ب (سيرج نايمز			
20	الذي عُرف بالسرج دي نايس			
<b>Partici-</b>	<b>8. from the name of a person rather than a place:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
<b>pants</b>				
1	من أسم شخص و ليس مكان			
2	من أسم شخص بدلاً من أسم مكان			
3	من اسم شخص وليس مكان			
4	من اسم شخص لا من اسم مكان			

5	من اسم شخص و ليس مكان			
6	من اسم شخص بدلاً من مكان			
7	من الاسم شخص بدلاً من مكان			
8	اتي هذا الاسم من شخص و ليس اسم مكان			
9	من اسم شخص بدلاً من مكان			
10	من اسم شخص بدلاً من مكان			
11	من اسم شخص فيما بعد كانت من من اسم مكان ما			
12	من اسم شخص و ليس مكان			
13	من اسم شخص و ليس مكان			
14	من اسم شخص لا اسم مكان			
15	من اسم شخص اكثر من مكان			
16	من اسم شخص وليس مكان			
17	من اسم شخص بدلاً من اسم مكان			
18	من اسم شخص بدلاً من اسم مكان			
19	نسبة الى شخص بدلاً من مكان			
20	جاءت من اسم شخص بدلاً من اسم مكان			
<b>Partici- pants</b>	<b>9. intended for this canvas to be used by miners:</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	و كانت النية وراء هذه الاقمشة هي ان تستخدم من قبل الأطفال			
2	كان ينوي... أن يُستخدم هذا القماش من قبل عمال المناجم			
3	كان... ينوي ان تُستخدم هذه الاقمشة من قبل عمال المناجم			
4	اعتزم... ان هذه الاقمشة الكتانية يمكن استخدامها من قبل عمال المناجم			
5	تقصد... بأن يستعمل عمال المناجم هذا القماش			
6	كان يقصد... من هذه الاقمشة الكتانية لكي يستخدمها عمال المناجم			
7	المخصصة هذا القماش لاستعمالها من قبل عمال المناجم			
8	فقام (ستراوس) ببيع هذا النوع لعمال المناجم لاستخدامها			
9	خصص... هذا النوع من القماش			
10	كانت نية... من بيع هذه الاقمشة السميكة لتستخدم من قبل عمال المناجم			
11	قام... بالانتماء الى هذا النوع لصناعة			
12	قصد... بيع هذا القماش للعاملين في			



	...المناجم ليصنعوا			
13	وكان الغرض من هذا الكتان هو... لعمل المناجم			
14	كان غرض... من وراء هذه الملابس القوية هو لان يتم استخدامها من قبل عمال المناجم			
15	اراد... من ان يتم استخدام الكتان بواسطة عمال المناجم			
16	من بيعه لهذه القماشات للقاصرين كان يريد ان تستخدم			
17	اراد... ان تستعمل هذه الاقمشة من قبل عمال المناجم			
18	حاول... أن يكون هذا القماش الكتاني مستخدم من قبل عمال المناجم			
19	أعد... هذا النوع من القماش ليعتمدها عمال المناجم			
20	(deleted)			
Partici- pants	10. creating a style of pants:	Approve	Partially approve	Disapprove
1	مخترعاً بذلك بناطيل			
2	ليصنع طرازاً من السراويل			
3	خالقاً بذلك طراز بناطيل			
4	اخترع اسلوب للبنطير			
5	و بهذا صنع اسلوب بناطيل			
6	صانعاً بذلك موضة جديدة من البنطيل			
7	انشاء خط من السراويل			
8	خالقاً لنمط من البنطيل			
9	ابتكار نمطاً من السراويل			
10	و الذي أنشأ طراز من البنطيل			
11	بتخليق موديلات			
12	صانعاً طراز بناطيل			
13	حيث ابتدع موضة البنطيل			
14	صنع نوعاً من الملابس			
15	قد خلق موضة جديدة			
16	صانعاً موضة بناطيل			
17	خلق موضة من السراويل			
18	خلق موضة جديدة للسراويل			
19	انتج نمط خاص به			
20	ليصنع طراز طويل الامد			
Partici-	11. referred to by his name:	Approve	Partially	Disapprove

pants			approve	
1	يتم ذكره فيها من خلالها			
2	يخلده ليسمى... بأسمه			
3	يُطلق عليه بهذا الاسم			
4	يشار اليها باسمه			
5	سُميَ على اسمه			
6	تسمى اليوم بأسمه			
7	التي اشار اليها اسمه			
8	اصبح يشار لها بأسمه			
9	و التي... تعود على اسمه			
10	التي تسمى اليوم بأسمه			
11	قام بعرض اسمه الى عامة الاقطار			
12	يشار اليه باسمه			
13	يُشار له بأسمه			
14	يدعى بأسمه			
15	سميت باسمه			
16	سميت به			
17	يشار لها بأسمه			
18	بقى مرتبطاً بأسمه فعلاً			
19	تعرف الان بأسمه			
20	يشير اليه بهذا الاسم			

***Syntactic means (being simple and direct)***

Partici- pants	1. use of present and past simple tense	Approve	Partially approve	Disapprove
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			
5	Transferred to the target text			
6	Transferred to the target text			
7	Transferred to the target text			
8	Transferred to the target text			
9	Transferred to the target text			
10	Transferred to the target text			
11	Transferred to the target text			
12	Transferred to the target text			
13	Transferred to the target text			
14	Transferred to the target text			
15	Transferred to the target text			

16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
Partici- pants	2. redundant use of verb to be	Approve	Partially approve	Disapprove
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			
5	Transferred to the target text			
6	Transferred to the target text			
7	Transferred to the target text			
8	Transferred to the target text			
9	Transferred to the target text			
10	Transferred to the target text			
11	Transferred to the target text			
12	Transferred to the target text			
13	Transferred to the target text			
14	Transferred to the target text			
15	Transferred to the target text			
16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Textual means (simple composition)</b>				
Partici- pants	1. positive structures	Approve	Partially approve	Disapprove
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			
5	Transferred to the target text			
6	Transferred to the target text			
7	Transferred to the target text			
8	Transferred to the target text			
9	Transferred to the target text			

10	Transferred to the target text			
11	Transferred to the target text			
12	Transferred to the target text			
13	Transferred to the target text			
14	Transferred to the target text			
15	Transferred to the target text			
16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Partici- pants</b>	<b>2. direct structures</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	Transferred to the target text			
2	Transferred to the target text			
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4	Transferred to the target text			
5	Transferred to the target text			
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11	Transferred to the target text			
12	Transferred to the target text			
13	Transferred to the target text			
14	Transferred to the target text			
15	Transferred to the target text			
16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Partici- pants</b>	<b>3. lack of resultative statements</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			

5	Transferred to the target text			
6	Transferred to the target text			
7	Transferred to the target text			
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17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
<b>Genre</b>				
<b>Partici- pants</b>	<b>General knowledge document</b>	<b>Approve</b>	<b>Partially approve</b>	<b>Disapprove</b>
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			
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17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			

Statement of ST function				
Partici- pants	Informative	Approve	Partially approve	Disapprove
1	Transferred to the target text			
2	Transferred to the target text			
3	Transferred to the target text			
4	Transferred to the target text			
5	Transferred to the target text			
6	Transferred to the target text			
7	Transferred to the target text			
8	Transferred to the target text			
9	Transferred to the target text			
10	Transferred to the target text			
11	Transferred to the target text			
12	Transferred to the target text			
13	Transferred to the target text			
14	Transferred to the target text			
15	Transferred to the target text			
16	Transferred to the target text			
17	Transferred to the target text			
18	Transferred to the target text			
19	Transferred to the target text			
20	Transferred to the target text			
A statement of the quality of translation				
Partici- pants	The quality of translation			

*The final score for translation adequacy out of 10 (10 is the highest)*

Participants	1	2	3	4	5	6	7	8	9	10
Final Score										
Participants	11	12	13	14	15	16	17	18	19	20
Final Score										

Jury member ... signature: