The effect of pretranslation techniques in developing EFL students’ translation ability

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Abstract
Purpose – English as a foreign language (EFL) students find it difficult to apply the theoretical knowledge they acquire on translation in the practical world. Therefore, this study explored if training in pretranslation techniques (PTTs) (syntactic parsing) as suggested by Almanna (2018) could improve the translation proficiency of Yemeni EFL students. Moreover, the study also assessed which of the PTTs the intervention helped to develop.

Design/methodology/approach – The study adopted a primarily experimental pre- and posttests research design, and the sample comprised of an intake class with 16 students enrolled in the fourth year, Bachelor in Education (B.Ed), Hadhramout University. Six participants were also interviewed to gather the students’ perceptions on using PTTs.

Findings – Results showed that students’ performance in translation developed significantly (Sig. 5 0.002). All the six PTTs showed development, though subject, tense and aspect developed more significantly (Sig. 5 0.034, 0.002, 0.001 respectively). Finally, the study reported students’ positive perceptions on the importance of using PTTs before doing any translation tasks.

Originality/value – One of the recurrent errors that can be noticed in Yemeni EFL students’ production is their inability to transfer the grammatical elements of sentences from L1 (Arabic) into L2 (English) or the visa versa. The researchers thought though translation is more than the syntactic transmission of one language into another, analyzing the elements of sentences using syntactic and semantic parsing can help students to produce acceptable texts in the target language. These claims would be proved or refuted after analyzing the experiment result of the present study.

Keywords Pretranslation techniques, Yemeni EFL students, Pre-experimental design, Syntactic parsing, Learning, Teaching

Paper type Research paper

Introduction
EFL undergraduates find it difficult to translate from English into Arabic and vice versa (Al-Jarf, 2022; Khalifa, 2015). One reason of such difficulty is the negligence of pretranslation text analysis (PTA) (Gasparyan, 2022; Károly, 2014; Sherwani and Mohammedamin, 2019). Previous studies analyzed this problem from different perspectives and at different language levels. Al-Jarf (2022) studied the difficulties in translating polysemes from English into
Arabic. Khalifa (2015) examined the problems in translating structures between Arabic and English. Shahata (2020) reported the difficulties that Arab students met at sentence levels. The researchers encountered much evidence of mistranslation in students’ production which resulted from inaccurate comprehension of the sentence elements. A great deal of translation research suggested techniques that help students go forward in their tasks (Alshehab, 2013; Hassan, 2020). Other studies reported the importance of redesigning translation courses as a solution to translation problems (Al-Sohbani and Muthanna, 2013; Siregar, 2017). No previous study, however, suggested teaching pretranslation techniques (PTTs) as an interventional strategy to develop students’ translation ability.

PTTs or text analyses are perceived positively by many researchers (Gasparyan, 2022; Károly, 2014; Sherwani and Mohammedamin, 2019; Tareva, 2011). The translation acceptability depends on the pretranslation analysis of text (Sherwani and Mohammedamin, 2019). Applying text analysis helps students to recognize the translation problems and avoid them (Károly, 2014). Furthermore, the translator’s intercultural competence is recognized according to their preanalysis of the source texts (Tareva, 2011). PTA is perceived as an obligatory process which leads to successful message retentions across cultures (Gasparyan, 2022). Most previous studies have been conducted in different contexts and over different text types, but none of these were conducted in the Yemeni context or between Arabic and English language pairs. This gap motivated the researchers to assess the validity of PTTs in developing EFL students’ translation ability in the Yemeni context and at the sentence level.

As far as Arab EFL students, and Yemenis in particular are concerned, they find it difficult to translate a text from Arabic into English or the visa versa due to several reasons (Alhihi, 2016; Al-Sohbani and Muthanna, 2013; Khalifa, 2015). University instructors believe that it may not be useful to train students to translate various texts themselves whether alone or in groups or in pairs. Moreover, it is thought that whether in science or humanities, students need to spend much time translating various texts till they acquire the fundamental principles and apply them in their areas of specialization. Therefore, this study aims at achieving the following objectives:

**Research objectives**

The following are the broad objectives of this study:

1. To check whether the PTTs contribute in developing students’ translation.
2. To discover which PTT(s) was/were most applied and which was/were less applied.
3. To check whether students reported positive or negative attitudes towards studying the translation course using the PTTs.

**Literature review**

**Pretranslation techniques**

PTTs refer to the competencies in encoding the source text that translators should be aware of. They include knowledge in analyzing language structure and meaning at sentence level (Almanna, 2018). Text analysis is another concept which refers to pretranslation process. Such text analysis is perceived as an important step for translation efficiency (Gayane, 2020). Furthermore, PTTs are considered as a tool for understanding the underlying system and function of texts (Lapina and Mishlanova, 2022). Text analysis was recognized as a sign to determine the quality of the translation output (Sherwani and Mohammedamin, 2019).

Various pretranslation approaches were developed, and some of their pros were identified. Károly (2014) stated that adopting the functional approach in analyzing texts helps students to recognize the most frequent translation difficulties and that pretranslation encourages students to connect the text with context and develop their cultural awareness. Gasparyan (2022)
indicated that PTA allows the translators to convey functional and pragmatic aspects of the source text into the target texts. Similarly, Gayane (2020) showed that PTTs compose intra and extratextual information where the first is responsible for analyzing the linguistic components of the text and the latter enables translators to encode the communicative function of text. Tareva (2011) also indicated that the application of PTA of source texts helps in building the competence of interpreters and in understanding the component of the texts.

Text analyses were explored in various translation text types, such as political texts (Sherwani and Mohammedamin, 2019); architectural texts (Latysheva, 2021), fictional texts (Lapina and Mishlanova, 2022) and legal discourse (Kravchenko et al., 2022). Sherwani and Mohammedamin (2019) gauged the impact of text analysis on political rendering. The study questioned whether the political translation preanalyzes the text or not. Findings revealed that the majority of political translators do not analyze the texts before the translation which leads to several translation mistakes. Lapina and Mishlanova (2022) adopted PTTs along with frame modeling for analyzing the cycle of tales by Pavel Bazhov. Findings showed that this approach is suitable for getting the meaning of text. They help translators in making decisions. Moreover, Latysheva (2021) used PTA for translating architectural texts. The study reported that adopting intersubjectivity in pretranslation analysis enables translators to uncover important cognitive and discursive aspects of architectural concepts across different language levels. To sum up, mastering PTTs and applying them to any text leads to honing of EFL students’ translation skills between the two languages in question. In the above section, PTTs were explained in detail, while “translation ability” will be introduced in the next section.

**Translation ability**
Translation ability broadly refers to the competency of a language user to intelligibly convey the message from one language into another. Another term for translation ability is translator’s competence. Tareva (2011) reported the necessity to reanalyze the intercultural stances examples of the texts before translation. Knowledge in culture of the two languages is included as part of the translation ability in addition to the syntactic and semantic knowledge of the two languages. However, culture is excluded in this study because students and translators can acquire this skill after they mastered the lower abilities, i.e. word, syntax and semantics.

The equation is that mastering and applying PTTs leads to development of translation ability of the foreign language learners. Tareva (2011) indicated that applying PTA in source texts aids in developing the skills of interpreters and comprehending the elements within the texts. Furthermore, a common approach to assessing translation ability is to have translators render a text and then have professional evaluators grade their translations. Translation ability in this context concerns producing acceptable texts in one of the language pair (Ehara et al., 2016). Malakoff (1992) stated that the fluency levels can impact performance in translation tasks, having a high degree of fluency in both the source and target languages is not necessarily required for translation ability though. In this study, translation ability implies the Yemeni EFL students’ mastery of applying the PTTs suggested by Almanna (2018) and applying them on the given text on both syntactic and semantic levels to produce a text without defects.

**Teaching translation**
Teaching translation has passed by many stages beginning from Newmark (1981) who suggested the traditional approach which describes the source and target language. The contrastive approach emerged after the traditional approach; it depends on the linguistic components of the texts (Vinay and Darbelnet, 1995). Then, the functional approach views the teaching of translation be connected with real practice of translation in the real world (Nord, 2023).
On the other hand, the teaching of translation in modern studies discussed the mode of teaching whether using online mode (Akmaliyah et al., 2020) or blended mode (Ning and Ban, 2022). Kobyakova and Shvachko (2016) indicated the core role of analyzing the source and target texts help learners to solve the problems that may arise due to the diversity between the language pairs. Clavijo and Marín (2013) explored the techniques for developing Colombian students’ rendering. The study showed that EFL teachers adopted various translation strategies and took different roles. They reported that engaging students in the classroom as if they were in the real practice. They recommend the use of social-constructivist as a translation strategy. Ning and Ban (2022) proposed a blended teaching strategy for teaching translation to college students. The experiment went through three stages in which the teacher sent teaching material pre class where they revised independently. In the classroom, the teacher told them to use whatever source they needed, like mobile devices, and the internet to do the translation. It was found that students had sufficient knowledge due to the much practice in the content and their translation performance had developed.

Translation as a practical transmission of many linguistic rules into practices also needed to be studied to discover points of weakness to effectively iron them out. Khalifa (2015) found that Saudi students could not translate English structure properly because students’ knowledge in grammar was not enough. He believed that such deficiency in translation led to problems in translating Arabic into English or vice versa. Alhihi (2016) studied the syntactic errors committed by accredited translators. The study found that lexical errors are made by students and accredited translators. They belonged to the categories of “additions, omissions, compounds, synonyms collocations and inconsistencies” (p. 316). Aljubayri (2016) reported that most prominent among the difficulties in translation is the multiple meaning of words, so it is necessary for a translator to be aware of both denotative and connotative meanings to choose the most suitable term and produce acceptable translation.

Methods
Research design
A preexperimental design was applied in this study. Due to the small number of students in the class (16 students), the study used one group and compared their performance from pre-and postintervention. They appeared in pre- and posttests of translation. The study took place in the first semester for the academic year 2020–2021, Faculty of Education Socotra, Hadhramout University. This approach is suggested by Blas (2013) when the researcher works with only one group of respondents.

Sample
An entire class of 16 senior EFL students was the sample of this study. They enrolled in the fourth year, at Hadhramout University, Yemen. All participants were Socotris, had studied English for at least 10 years at primary, secondary and college levels. Their first language is Socotri and Arabic is their second language. All participants had completed a language course in the previous year in which they studied the techniques of translating simple words. In the fourth year, they learned how to adjust the sentence structure. Only one sample was used due to the small number of students enrolled in the course. There were only 16 students studying in the 4th level. It is difficult to divide them into two groups of 8 students due to the regulations of the University we were affiliated to. A pretest was administered to the participants to establish the existing proficiency level in English-Arabic, Arabic-English translation, with a similar test taken at the end of the semester. Students’ skills before the treatment were weak. This weakness urged the researchers to conduct such a study.
Instruments

The written test consisted of material from a book titled *The Nuts and Bolts of Arabic-English Translation: An Introduction to Applied Contrastive Linguistics* by Ali Almanna (2018). Six students volunteered to be interviewed at the end of the semester to check their opinion about the impact of using pretranslation strategy in their translation. Their responses were recorded on the researcher’s mobile phone. Analysis based on the five questions of syntactic parsing was done. In order to prove the title of this research right, a statistical test was conducted to measure the significance in students’ performance in the pre- and posttest. It was also checked as to which of the five PTTs were mostly worth applying and which one was less significant during translation process. The translation pretest was taken from (Almanna, 2018). Similar test was prepared by the instructor to assess the same criteria as those tested in the pretest. To assure its validity, the posttest was sent to four professors in Translation and one of them was the one who built the pretest. Their comments were taken into consideration for the development of the test.

Six of the participants were interviewed. They were asked in English about the benefits they accrued from studying translation using PTTs. Their responses were recorded using the researcher’s mobile phone. Later, they were transcribed for analysis.

The intervention

When the instructor (researcher) noticed that it was difficult to understand and translate subjects and objects, he advised the participants to analyze the grammatical elements of sentences before they were translated. Participants in this study were taught the special translation courses for twelve weeks. The components comprised of syntactic parsing and semantic translation. The instructor followed a fixed strategy during the entire semester: Students were asked to analyze the text sentence by sentence and pick up the main elements including the sentence types, subjects, use of tense, the aspect, the voice etc. This study adopted the five PTTs of Almanna (2018): the type of each sentence (simple, compound, complex, or compound complex/nominal versus verbal); (2) the subject of each clause/sentence (one word or a group of words); (3) the tense of each clause/sentence (past, present, or future); (4) the aspect of each clause/sentence (simple, progressive, perfect or progressive perfect); and (5) the voice of each clause/sentence (active or passive). After training the participants in these strategies during the semester, students were tested to check the enhancement in their translation proficiency. It may be noted that translation activities were implemented at the outset of the course during the foreign language learning process in order to improve global language skills.

Procedures and data analysis

The researchers administered two tests namely pre- and posttests to the intake classes of 16 students at the eighth semester, English Department, College of Education-Socotra, Hadhramout University. Each test included six English sentences and four Arabic sentences chosen carefully to be translated in an hour’s duration into Arabic and English respectively. The researchers then checked the translations done by the students concentrating on five criteria suggested by Almanna (2018): sentence type, subject, tense, aspect and narration and how well the students alone can translate them within a fixed time period. The procedure which is used in calculating the translation of the sentences in the two tests is a common grading scale, that is, by allocating two marks for each sentence. To make sure that grading was consistent, the researchers checked the first sentence for each student in the pretest and the posttest at the same time before moving to the second sentence. They checked if they used the same sentence type in the target language as in the source language in each translation for the same sentence and then they moved to check if they translated the
subject correctly and so on, till they reached the last criteria where they checked if the translation moved naturally in the target language or would a different choice of words and structures be better. Two marks were given to every correct translation for each criterion and, in some cases, a mark was given if the translation was acceptable but incomplete. After finishing with grading the criteria of each sentence, the researchers worked out the grades to have a sum for each student that would be out of ten as illustrated in the last column in Tables 1 and 3, and worked out the grades of each column (criteria) to have the average grades that came to (50.625) in the pretest and (63.125) in the posttest out of 100. Statistical procedures were used to calculate the correlation between the students’ performance in the pretest and the posttest according to the five criteria. Thereafter, the relationship between their outputs in the pre- and posttest were statistically compared using the SPSS 21 version. Wilcoxon Signed Ranked Test was used in this study because the number of participants was less which meant that a nonparametric test should be used.

Results

ROI. To check whether the PTTs contribute in developing students’ translation.

According to Table 1, the students scored with a mean score of 50.625 and a standard deviation of 23.72867 in the pretest. Their average performance in the posttest was enhanced at 63.125 with a standard deviation of 22.65649, with a range of 12.5 improvement for the sake of the posttest.

According to Table 1, there is an improvement in students’ performance according to the mean score of the posttest. The average mean score for students’ performance in the pretest was 50.625. They scored (63.125) in the posttest with a range of 12.5. Out of all the students, two scored negatively in the posttest. Students coded 10 and 15 scored (−0.1, −0.9), respectively (see Figure 1).

To check whether the difference in students’ performance in the pre- and posttest was significant, a Wilcoxon signed ranked test was used because the sample number was low.

<table>
<thead>
<tr>
<th>Students no</th>
<th>The mean of the student’s performance in the pretest</th>
<th>The mean of the student’s performance in the posttest</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>75</td>
<td>88</td>
<td>13</td>
</tr>
<tr>
<td>Student 2</td>
<td>56</td>
<td>61</td>
<td>5</td>
</tr>
<tr>
<td>Student 3</td>
<td>80</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Student 4</td>
<td>87</td>
<td>96</td>
<td>9</td>
</tr>
<tr>
<td>Student 5</td>
<td>66</td>
<td>73</td>
<td>7</td>
</tr>
<tr>
<td>Student 6</td>
<td>56</td>
<td>59</td>
<td>3</td>
</tr>
<tr>
<td>Student 7</td>
<td>60</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>Student 8</td>
<td>71</td>
<td>81</td>
<td>10</td>
</tr>
<tr>
<td>Student 9</td>
<td>25</td>
<td>79</td>
<td>54</td>
</tr>
<tr>
<td>Student 10</td>
<td>55</td>
<td>54</td>
<td>−1</td>
</tr>
<tr>
<td>Student 11</td>
<td>43</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>Student 12</td>
<td>26</td>
<td>51</td>
<td>25</td>
</tr>
<tr>
<td>Student 13</td>
<td>0</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Student 14</td>
<td>21</td>
<td>49</td>
<td>28</td>
</tr>
<tr>
<td>Student 15</td>
<td>47</td>
<td>38</td>
<td>−9</td>
</tr>
<tr>
<td>Student 16</td>
<td>42</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>Average</td>
<td>50.625</td>
<td>63.125</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Table 1. Participants’ performance in the pretest and the posttest with range

Source(s): Authors’ own work
The Z value in Table 2 scored ($-3.052^a$), while Asymp. Sig. (2-tailed) shows 0.002, which is significant. The probability value at ($p > 0.05$) means the difference between the pre- and posttests is significant for the bigger mean, which is for the posttest.

RO2. To discover which PTT(s) was/were most applied and which was/were less applied.

The study also aimed to check which PTT was applied more and which one was less used. Table 3 shows that all the PTTs were enhanced. However, the degree of enhancement (range) for some techniques was very low. Aspect was the highest PTT to be improved with a range 50.625 to 63.125.

**Table 3.**

<table>
<thead>
<tr>
<th>No</th>
<th>Pretranslation techniques</th>
<th>N</th>
<th>Mean</th>
<th>Std. deviation</th>
<th>Range</th>
<th>Z</th>
<th>Asymp. Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sentence type pretest</td>
<td>16</td>
<td>13.0625</td>
<td>5.61508</td>
<td>1.75</td>
<td>$-1.439^a$</td>
<td>0.150</td>
</tr>
<tr>
<td></td>
<td>Sentence-type posttest</td>
<td>16</td>
<td>14.8125</td>
<td>5.31938</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Subject pretest</td>
<td>16</td>
<td>13.8750</td>
<td>5.43906</td>
<td>2.5625</td>
<td>$-2.119^a$</td>
<td>0.034</td>
</tr>
<tr>
<td></td>
<td>Subject posttest</td>
<td>16</td>
<td>16.4375</td>
<td>3.07612</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tense pretest</td>
<td>16</td>
<td>9.1875</td>
<td>4.83348</td>
<td>2.9375</td>
<td>$-3.077^a$</td>
<td>0.002</td>
</tr>
<tr>
<td></td>
<td>Tense posttest</td>
<td>16</td>
<td>12.1250</td>
<td>4.85627</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Aspect pretest</td>
<td>16</td>
<td>6.6250</td>
<td>3.86221</td>
<td>3.5</td>
<td>$-3.297^a$</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Aspect posttest</td>
<td>16</td>
<td>10.1250</td>
<td>5.34010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Voice pretest</td>
<td>16</td>
<td>7.8750</td>
<td>5.16236</td>
<td>1.75</td>
<td>$-1.832^a$</td>
<td>0.067</td>
</tr>
<tr>
<td></td>
<td>Voice posttest</td>
<td>16</td>
<td>9.6250</td>
<td>5.65538</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note(s):** "a" refers to Wilcoxon Signed Ranks Test

**Source(s):** Authors’ own work
of 3.5 points. Tense and subject were also improved with a range of (2.9375 and 2.5625), respectively. Sentence types and narration were the techniques to be improved with a range of (1.75) for all, rather a low score. A Wilcoxon signed rank test was also used to check whether the improvement in each variable in the pre- and posttest was significant or not. Aspect, tense and subject were the three PTTs which showed significant improvement in students’ application of these techniques in the pre- and posttest as the $P$ value was >0.05. (0.001, −002 and 034), respectively (see Figure 2).

RO3. To check whether students reported positive or negative attitudes towards studying the translation course using the PTTs.

Table 2 indicates that students’ performance in the posttest shows significant improvement as the Sig. value amounted 0.02. The researchers also interviewed 6 students to share their perceptions about the benefit they got as a results of applying PTTs. Students’ responses to the interview questions were transcribed to answer this question. The word ‘Part’ is used to refer to the participant and a number is also attached beside it to refer to denote a specific participant (see Figure 1).

Part 1

Pre-translation techniques help me a lot to translate any sentence even if was a sentence or a small paragraph or topic. Before translating any paragraph, I read the first sentence two times and then I analyze the subject, the verb tense, is it past simple, passive or active.

Part 2

I got many benefits from the pre-translation techniques. I can translate even if I don’t know all the words.

Part 3

Before I translate, I should follow some techniques for example I should identify the aspect of the tense present or past so that I translate into the same tense. When I translate from English into Arabic, I should also focus on the subject to make my translation better. I can also translate the meaning not literary.

![Figure 2. Participants’ performance in the pre- and posttest across the pretranslation techniques](Source(s): Author’s own work)
Part 4
Yes, they help us to a high extent because students cannot translate any sentence without knowing these steps. These techniques are important to follow which the sentence type, simple, compound or complex. The subject is the important thing and the aspect and the tense of the verb and the voice is it active or passive.

Part 5
The pre-translation techniques helped me to a great extent. Now I can translate without any hardship.

Discussion
This study assessed the effectiveness of PTTs among Yemeni EFL students. The study students scored higher in the posttest. Their average main score performance in the pretest was 50.625, while they scored 63.125 in the posttest with an overall average of 12.5. The enhancement is significant as the Sig value amounted 0.002. This finding implies that the participants used the pretranslation revolved around three queries, whether training Yemeni EFL students on the PTTs improved their performance in the posttest, which pretransition technique(s) was/were applied better and which ones were not, and students’ perceptions about using the PTTs and their effects on their performance. A comparison between students’ pre- and posttest was conducted.

Results showed that the techniques as a base to analyze every sentence, so that they could translate them correctly after conducting the grammatical and semantic analysis of the sentences. This finding is in line with Gasparyan (2022), Gayane (2020) and Tareva (2011). Gasparyan (2022) indicated that PTA allows the translators to convey functional and pragmatic aspects of the source text into the target texts. Furthermore, Gayane (2020) showed that adopting PTTs enables a translator to encode the communicative function of text. Tareva (2011) also indicated that the application of PTA of source texts helps in building the competence of interpreters and in understanding the component of the texts.

The study found that students showed improvement in applying all the PTTs. However, the extent of improvement differed. Aspect, the fourth PTT; tense, the third; and subjects, the second technique, were the ones which got applied more and the difference in using them in the pre and posttests was significant. The other techniques, sentence types and voice, the first and the last techniques also showed enhanced use. However, the improvement was not significant in these. These findings established that students can analyze the sentences to determine their components, which helped them to do the translation better. The insignificant improvement in sentence types and voice may indicate that they have not appeared much in the translation practice during the intervention. This finding is supported by a plethora of studies (Carl, 2021; Clavijo and Marín, 2013; Kobyakova and Shvachko, 2016; Ning and Ban, 2022), which showed the impact of text analysis in producing intelligible translation. Kobyakova and Shvachko (2016) found that PTA enables learners to solve the diversity problems between the language pairs. Clavijo and Marín (2013) indicated that engaging students in the classroom had an impact on their translation performance. In the same vein, Carl (2021) asserted that all aspects of language such as meaning, grammar, style and sound enjoy the same importance in the process of translation and failing to observe any one of them will lead to distortion of meaning. Due to the criticism directed toward the one group pre- and posttest design as the enhancement cannot be ascertained to be a result of the intervention, the researchers interviewed 6 students who volunteered to share their perceptions on PTTs.

Finally, results indicate that students have positive perceptions on using the PTTs in their translation. They said that they could translate easily. This finding consolidates the results of the students’ posttest. Given the fact that translation is an activity, which aims to facilitate the communication process via translation into another information language (L1) and vice versa (Almakrob and Al-Ahdal, 2020; Al-Qunayeer et al., 2020), the translation’s basic objective is to
express the meaning of a word or expression linguistically, semantically and pragmatically. If this complex approach is applied in a qualified process, the ultimate aim of translation will be presumed.

These results strongly affirm the necessity for developing EFL PTTs at all colleges where there are Departments of English and Translation. This agrees with Al-Sohbani and Muthanna (2013), and Siregar (2017) who see the importance of redesigning translation courses to provide a solution to translation problems. Training EFL students on these PTTs will develop their theoretical understanding of the elements of language that we transfer when we do translation tasks. Applying PTTs also leads to producing texts without defects which may change the meanings as we noticed in their translation production before teaching them such techniques. Boosting in our students these skills and competencies nurtures their translation ability, which empowers them to compete in the labor market. This is consistent with Károly (2014) who confirmed that applying text analysis can assist students in identifying translation issues and preventing them. Gasparyan (2022) considered pretext analysis as an obligatory requirement for conveying the message clearly and successfully across language and cultures. To sum up, training EFL students in the Departments of English and Translation sharpens their repertoire with the basics which go along with them whenever they meet any difficult context to analyze and enable them to convey the meaning perfectly.

Conclusion
PTTs play an important role in developing students’ translation ability. They give students profound knowledge about the syntactic and semantic analysis of sentences. This analysis enables them to select appropriate equivalence in the target language and convey the intended message successfully. Translation trainers and instructors should provide their students with some roles and procedures, which can help them to understand the structure and meaning of the sentences in the source language to produce sentences with accepted structures in the target language which convey the intended messages. Applying PTTs builds students’ knowledge in the structures of the language pair they work on which prevents them from committing mistakes that novice translators make while translating the subject as object, missing the translation of verb tense and the likes. Furthermore, translation trainers should make these techniques a base for building their students’ repertoire in the language pair.

Furthermore, the study establishes that language teachers should be able to implement better pretranslation strategies across subjects since they play a positive role in allowing learners to improve their grammatical skills and attitudes. From this perspective, translation is a cognitive activity that enables students to learn new constructions in the target language to communicate significance to others and to enhance their capacity for translating and analyzing facts.

Implications and recommendations
Due to the structural and cultural barriers in Arabic translation into English and vice versa, teachers can use an independent learning method that encourages low-level English mastery through constructive learning and self-monitoring. Results of this study confirmed the impact of PTTs in boosting students’ ability to translate between Arabic and English languages. EFL teachers and translation training are suggested to include these strategies in their teaching plan. They are recommended to encourage students to apply the PTTs of the sentence or text before initiating translation. Course and materials designers are recommended to include these PTTs in the general translation coursework. The findings
of this study suggest using PTTs is effective in minimizing the common errors that many novice translators and language users commit as a result of the differences between Arabic and English language families.

This study had several limitations; the number of students was low at only sixteen. Furthermore, the test applied was at the sentence level; further studies are recommended to check PTTs at the paragraph/text level. Seeking ties between different variables is another vulnerability. In view of the above limits, the sample size can be expanded in future studies. Further, experiments with students in various contexts, for example in different universities in and outside Yemen, may also be beneficial to check the impact of PTTs across universities and nationalities, so that the results can be generalized.

References


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