EXPLORING STUDENTS’ PERCEPTIONS AND INFLUENCES IN TEACHING TRANSLATION THROUGH QUALITATIVE AND QUANTITATIVE STANDARDS

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ABSTRACT

The present study addresses the multifaceted aspects of teaching translation by investigating students’ perceptions and influences, considering both qualitative and quantitative standards. It explores the contributions of these standards to the translation teaching process and evaluates the predictive capability of quantitative standards. Focusing on 183 male and female students from Saida and El-Bayah Universities, the study used a questionnaire to collect data and statistical analysis using SPSS techniques. The findings showed a positive correlation between students’ perceptions of teaching translation and both qualitative and quantitative standards. Furthermore, these standards were found to make significant contributions to teaching translation, indicating that teaching translation may be predicted using quantitative criteria. The study offers insightful information that can be used for enhancing translation programs, creating engaging learning environments, and improving teacher training in diverse educational contexts.

Keywords: Perceptions, Qualitative standard, Quantitative standard, Teaching translation, Translation

Introduction

Through cultural exchanges and communication links, teaching translation has undergone a tremendous evolution and is now a vital role in international social connections. Through translation, universities worldwide support social relations, advance peace, and facilitate technical contacts. This study, however, focuses on the difficulties Algerian institutions have while attempting to teach foreign languages in a linguistically unique environment.

Teaching translation at Algerian colleges still faces difficulties, despite advances in technology and pedagogy. With problems stemming from poor programming, inadequate teacher and student preparation, and a lack of scientific circumstances effecting foreign language learning and, subsequently, teaching translation, linguistic hybridization and bilingualism present particular obstacles.

The complex relationship between translation and education finds resonance in language as a means of communication and cultural exchange. This article delves into the intricate elements of teaching translation, investigating...
the influence of both qualitative and quantitative criteria on students' perspectives and educational achievements. The goal of the study is to shed light on the mutually beneficial interaction between these standards, with a focus on understanding the predictive power inherent in quantitative measurements.

When rendering text from one language into another, it's important to remember that there are more intricate details involved than just matching up surface rules. Reputable academics who highlight the complexity of translation include Nida (1969), Kussmaul (1995), and Hatim and Mason (1990). They see translation as both a problem-solving procedure and a communicative act within a social context. But even with such strong theoretical foundations, there is still a noticeable gap between the theoretical and practical aspects of translation teaching (Toury, 1984).

Although teaching translation is not a new idea, modern pedagogical techniques emphasize the need for creative ways (Davies, 2004). A greater awareness of the particular needs entailed in applied extensions within translation pedagogy is being increasingly demanded (Toury, 1984). A wide range of competences, such as reading, writing, speaking, listening, and cultural competency, are necessary for translators to build their talents (Kobyakova & Shvachko, 2016). In order to produce high-quality translation, the lack of well-established norms in translation pedagogy encourages the investigation of novel forms throughout the training phase.

The objectives of this study are twofold:

1. To Explore the Influence of Qualitative Standards: This entails a thorough analysis of how teaching translation is impacted by qualitative standards. The emphasis is on methods that encourage students to participate in the study of translation and on experiential learning.

2. To Assess Quantitative Standards' Predictive Power: Analyzing the application of quantitative criteria in translation education is part of this purpose. Part of the assessment involves looking at how instruction time, knowledge gained, and students’ translation skills relate to each other.

The overarching question that guides this study is: What are the students' perceptions of teaching translation? Subsequently, the following questions emerge:

1. Is there a correlation between qualitative and quantitative standards in students' perceptions of teaching translation?
2. Do qualitative and quantitative standards significantly contribute to teaching translation?
3. Can teaching translation be predicted through quantitative standards?

Formulated based on a pilot study and insights from previous research, three hypotheses underpin this study:

First Hypothesis: There is a correlation between quantitative and qualitative standards in students' perceptions of teaching translation.

Second Hypothesis: Both qualitative and quantitative standards significantly contribute to teaching translation.

Third Hypothesis: Teaching translation can be predicted by the variable of quantitative standards.

With recommendations that can guide instructional strategies and curriculum development in Algerian contexts and beyond, this research hopes to make a significant contribution to the discourse on effective translation pedagogy.

Literature Review

In accordance with Catford (1965), translation is defined as "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)" (p. 20). In this section, we focus on the following ideas that form an essential basis for the theoretical framework that underpins our study.

Translation process

Translation, according to Nida (1969), is the process that corresponds with the word "translating." She did, however, separate translation from the mere matching of surface correspondence criteria. Nida described translating as a "more complex procedure involving analysis, transfer, and restructuring" in this particular context (p. 80). Nida (1969) states that the process of translating analysis consists of at
least three sets of steps, examining the connotative meanings of grammatical structures and semantic elements, along with the grammatical connections among constituent parts.

Translation was conceptualized by Kussmaul (1995) as a process of problem-solving requiring conscious effort (p. 9). Translation is a communicative activity that takes place in a social environment, according to Hatim and Mason (1990) (p. 3). Munday (2001) characterizes the conversion of a source text (ST) into a target text (TT) as the "process" (p. 4).

**Teaching Translation**

The training of translation is intimately related to the different approaches of language learning and teaching. Most people believe that learning begins with memorization of basic components like phonemes and morphemes and ends with building words. The bottom-up skill is based on this method of learning. As a result, in order to achieve a faithful translation, teaching translation depends on understanding the form and substance of the original text before translating it into the target language (Sekhri, 2016).

In the classroom setting, instructors select examples from professional contexts to facilitate functional problem-solving in translation. According to the functional approach, translation is seen as an act of intercultural communication rather than a mere transfer of minimal linguistic units. The teacher’s role involves suggesting strategies, choosing translation exercises, and assisting students in transforming the surface structure of a written source text into a written target language. The ultimate objective is to train translators to attain cultural competence, which entails navigating source and target contexts from text reception to production in the primary culture and language. Translators are required to generate the corresponding text, moving seamlessly between cultures through comprehension and production exercises (Sekhri, 2016).

**Teaching translation between qualitative and quantitative standards**

The focus of the current study is on translation as a skill that is developed by experimentation and methods that encourage students to study translation under the direction of qualitative criteria. Furthermore, training adheres to quantitative criteria by matching the number of teaching hours with the amount of information students get. "Translation training is not new, but its interest in the most recent pedagogical approaches is," states Davies (2004) on page 11.

It’s important to highlight that there’s a significant gap in both the theory and practical aspects of teaching translation. The latter is necessary, in order to effectively actualize the goals of translation pedagogy, "to cater for the specific requirements of its applied extensions" (p. 188), according to Toury (1984).

Innovative methods for the training process are required to produce translations of the highest caliber. A wide range of abilities, such as reading, writing, speaking, listening, recalling, fluency, grasping intentions, and understanding situations, are demanded of translators (Kobyakova & Shvachko, 2016). The employment of a variety of translation procedures by the translator is necessary for the development of students’ translation skills. According to Kahil’s (2011) research, teaching translation entails instruction in translation theories, methods, and procedures (p. 105). This confirms the long-held belief that translation instruction is an applied science that must follow quantitative guidelines taking into account real-world uses.

Teaching translation skills from a cooperative learning viewpoint is the main focus of Zainudin and Awal’s (2012) work. They argue that when translating various types of texts, the "Cooperative Work Procedure," initially derived from the cooperative learning approach and presented by Gerding-Salas (2000), fosters constructive teamwork through workshop activities (p. 329–330). When translating from English into Malay, this method helps students learn appropriate translation strategies, which helps them avoid using the wrong translation techniques (Zainudin & Awal, 2012). In the study by Zainudin and Awal (2012), students were taught seven translation strategies—literal translation, borrowing, transposition, modulation, functional equivalency, calque, and adaptation—after attending a presentation by Vinay and Darbelnet (1995).
Research on improved academic performance has shown that students who participate in cooperative learning have favorable results. For example, Springer et al. (1999) studied science, math, engineering, and technology undergraduates, 37 of whom participated in cooperative learning outside and inside the classroom through small group projects. As stated in Zainudin & Awal, 2012, p. 329, the study found that students who took part in cooperative learning demonstrated more successful outcomes than those who did not.

Teachers should offer the requisite linguistic competencies to improve pupils’ translation abilities. After incorporating methods and concepts from language acquisition, Davies (2004) states that it is critical to "select, integrate, and adapt the special characteristics of translation studies" (p. 11). This guarantees that translation instruction is applied successfully in a classroom context. Furthermore, as stated by Davies (2004) on page 225, it is crucial "to provide teaching ideas that could be adapted to different teaching environments and that could be used with different language combinations". "The key to efficient training lies with flexible teachers trained to put into action different approaches and methods and to adapt to their students by building an adequate scaffolding that gradually disappears as they become independent," as Davies (2004) underlines in the introduction.

The teacher can create an interesting learning atmosphere and improve student enthusiasm and participation in the classroom by implementing a variety of translation activities. Motivation and involvement, when coupled with a range of instructional and learning approaches, help to improve students’ performance and competency (Gardner, 1985; Woodward, 1992). Therefore, in order to inspire students and increase their involvement in the learning process, it is imperative that activities in language classrooms be varied and used as forms of cooperative learning and group work. Furthermore, in order to improve the content of translation programs, it is essential to continuously give students enough practice translating different kinds of texts utilizing a variety of approaches and curricula (Yekhelef, 2019).

The student’s perceptions of translation didactics

The primary goal of education is embodied by the students, who constitute its core. The aim of education is to equip pupils to face the challenges of both the present and the future. As a result, the goal of higher education institutions is to teach students.

Analyzing how students view the process of teaching translation is an important part of the learning process. "An individual’s cognitive representation of external facts experienced by the individual" is how Houde et al. (1998) described mental perception (p. 345). It is a type of knowledge that helps people or organizations understand situations within their reference system and give meaning to their behavior. The mental component that makes cognitive representations easier to create. The objective of this study is to methodically ascertain how students feel about teaching translation.

Methods

This section is divided into two main parts: the pilot study and the basic study.

Pilot study

The pilot study encompasses the initial phase of field study procedures, focusing on the field survey and its preparatory elements. This involves presenting the study tools, their preliminary testing, and the assessment of psychometric indicators such as validity and reliability. Modifications to the study tools based on expert recommendations are also highlighted.

1. Field exploratory stage

The initial stage involves gathering information about the study subject and selected population, assessing the validity of the survey instrument, and making necessary modifications. The following steps were undertaken:

2. Observation

During waiting times, researchers observed phenomena influencing questionnaire implementation, summarizing observations for later documentation.

3. Interview

Semi-structured interviews were conducted to construct questionnaire items, focusing on students' perceptions of new teaching translation requirements and their views on teaching translation standards.
4. Preparation and selection of research tools

Tools were chosen based on literature reviews related to teaching/learning processes and didactic characteristics of translation. The questionnaire comprised two parts: demographic variables and independent variables, divided into quantitative and qualitative standards.

5. Application of search tools

The questionnaire was randomly administered to a group of 32 students enrolled in the Department of English Language and Literature. Demographic statistics were collected, and the gender distribution of the sample is presented in Table 2.

<table>
<thead>
<tr>
<th>Table 1. Distribution of Study Sample by Gender</th>
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<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 1. indicates the gender distribution of the sample.

6. Measurement of psychometric indicators and procedures

6.1 validity

Validity was assessed through face validity and construct validity.

6.1.1 Face validity of the tool

The study tools were reviewed by a panel of experts in methodology and translation sciences. Amendments were made based on expert recommendations, resulting in a final questionnaire version with 9 items.

6.1.2 Construct validity

After face validity, the tool was applied to a random sample of 32 students to assess its internal homogeneity.

7. Reliability

Reliability was assessed using Alpha Cronbach coefficient and split-half method.

7.1 Alpha Cronbach coefficient

The questionnaire was divided into even and odd parts, and the reliability coefficient was calculated as 0.828.

<table>
<thead>
<tr>
<th>Table 2. Distribution of Main Study Sample by Gender</th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>male</td>
</tr>
<tr>
<td>female</td>
</tr>
<tr>
<td>total</td>
</tr>
</tbody>
</table>

7.2 Split-half reliability method

The researchers employed the Cronbach’s Alpha coefficient to evaluate the questionnaire’s reliability, resulting in a coefficient of 0.821.

Basic study

Following the confirmation of the study tool’s validity and reliability, the basic study was conducted. The questionnaire was distributed to 200 students, and 183 valid responses were obtained.

1. Research and design methods

A descriptive analytical approach was adopted to study the phenomenon qualitatively and quantitatively.

2. Population and sampling

The target population included second and third-year English and Arabic students at Dr. Moulay Taher Saida University and the University Centre of Nour El-Bachir - El Bayadh during the academic year (2021-2022), totaling 215 students.

3. Characteristics of the study sample

Out of 200 distributed questionnaires, 183 valid responses were collected. The sample was heterogeneous in terms of gender, with 62.84% females and 37.16% males.
Table 2. shows the gender distribution of the main study sample.

**Result and Discussion**

**Results of the first hypothesis**

The study’s findings rejected the null hypothesis due to a positive correlation between students' opinions of teaching translation and both qualitative and quantitative standards. This shows a strong correlation, indicating that students’ opinions of quantitative standards in teaching translation are positively impacted by higher levels of qualitative standards.

**Table 3. Students’ perceptions of teaching translation between qualitative and quantitative standards**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Quantitative standard</th>
<th>Significance level</th>
</tr>
</thead>
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<td>Qualitative</td>
<td>0.578**</td>
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<td>0.578**</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Results of the second hypothesis

The second hypothesis posits that both qualitative and quantitative standards contribute to teaching translation, as perceived by students.

**Table 4. The contribution of the qualitative and quantitative standards variable to teaching translation**

<table>
<thead>
<tr>
<th>Teaching translation</th>
<th>Pearson correlation coefficient</th>
<th>Statistical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative standard</td>
<td>0.919**</td>
<td>0.000</td>
</tr>
<tr>
<td>Quantitative standard</td>
<td>0.712**</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Correlation is significant at (0.01).**

Table 4. illustrates the contribution of the qualitative and quantitative standards variable to teaching translation.

With statistically substantial Pearson correlation values, Table 4 shows how the qualitative and quantitative standards variables contribute to the teaching of translation. With a significance value of 0.000, the correlation between the instructional translation and the qualitative standard variable is +0.919, suggesting that the alternative hypothesis is accepted and the null hypothesis is rejected. This shows that students’ knowledge of instructional translation and the degree of quality standards are significantly positively correlated. The alternative hypothesis is maintained, indicating a positive association through the positive correlation of +0.712 between the quantitative standard variable and teaching translation, with a significance value of 0.000.

Table 4. further reveals that 91.90% of the contribution to teaching translation comes from the qualitative standard variable, while the quantitative standard variable contributes 71.20%. The remaining percentages are attributed to other non-apparent variables. The significant contribution of both qualitative and quantitative standards to teaching translation, as perceived by students, is highlighted. These findings align with Kahl’s (2011) study, emphasizing the applied nature of teaching translation according to quantitative standards, contrasting with the theoretical focus of qualitative standards within academic and research institutions. Similar results were obtained by Zainudin and Awal (2012), who, after a lecture...
on various translation techniques, highlighted the importance of both qualitative and quantitative aspects in enhancing the level of teaching translation.

**Results of the third hypothesis**

According to the third hypothesis, a qualitative standard variable can be used to predict how students will perceive their translation instruction. This hypothesis was tested using linear regression analysis, which examined the relationship between the independent variable (quantitative standard) and the dependent variable (teaching translation) using the entry technique. Table No. 9 summarizes the results.

**Table 5. Summary of the linear regression analysis for the model**

<table>
<thead>
<tr>
<th>Model</th>
<th>r</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.712</td>
<td>0.507</td>
<td>0.504</td>
<td>1.63762</td>
</tr>
</tbody>
</table>

The constant: (quantitative standard)

The results indicate that the correlation coefficient (r) between the independent variable (quantitative standard) and the dependent variable (teaching translation) is 0.712, with the independent variables explaining 71.20% of the variance in the dependent variable.

According to the adjusted R-squared (R²), there is a 50.70% chance that the model may be applied to a different research population. The analysis of variance (ANOVA) to determine the significance of the regression is shown in Table N 6.

**Table 6. Regression Analysis of Variance (ANOVA)**

<table>
<thead>
<tr>
<th>Model</th>
<th>SS</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>529.466</td>
<td>1</td>
<td>529.466</td>
<td>197.430</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

The ANOVA results show that the regression is significant (F = 197.430, sig = 0.000 < 0.05), leading to the rejection of the null hypothesis and supporting the alternative hypothesis. This confirms a stable relationship between the dependent variable (teaching translation) and the independent variable (quantitative standard), with a 71.20% explanatory power.

**Table 7. Regression Line Equation Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Constant)</td>
<td></td>
<td>3.410</td>
<td>0.712</td>
</tr>
<tr>
<td>Quantitative Standard</td>
<td>1.672</td>
<td></td>
<td>14.051</td>
<td>14.051</td>
</tr>
</tbody>
</table>

The positive correlation implies that higher quantitative standards positively impact the teaching of translation. This is consistent with other research highlighting the value of adding value to translation programs and offering frequent practice to ensure efficient training. The outcomes also lend support to the incorporation of language learning strategies for enhanced proficiency in translation research.

The results of the study support Toury’s call for efficient translation pedagogy by highlighting the significance of bridging the theory-practice divide. Gardner and Woodward suggest that the creation of a motivating learning environment is associated with positive outcomes.
These outcomes align with the influence of motivation, participation, and various teaching styles on students' competence and performance.

In conclusion, the study offers proof in favor of the theory that a quantitative standard variable can be used to anticipate how students will perceive their translation instruction. The findings highlight how important it is to improve translation skills through program content enrichment, efficient training, and the development of an engaging learning environment.

**Conclusion**

The present study sheds light on the importance of enhancing translation programs, fostering an engaging learning environment, and investing in teacher training. Through both qualitative and quantitative analyses, this study has provided valuable insights into how students perceive and are influenced by translation teaching methods.

Recommendations arising from this study include:

- Enhancing translation programs by incorporating diverse methods and curricula to cater to the varying needs of students and promote a more comprehensive understanding of translation.
- Fostering an engaging learning environment that motivates students and fosters their competence in translation through active participation and meaningful interactions.
- Investing in teacher training programs to equip educators with the necessary skills and knowledge to adapt different approaches and methods, thus promoting effective translation pedagogy.

The positive relationships and contributions uncovered in this study underscore the critical role of these recommendations in improving translation didactics. The predictive power of quantitative standards emphasizes the importance of addressing students' perspectives in enhancing teaching practices. Further research is recommended to delve deeper into these factors and explore their implications across diverse student populations, thus contributing to ongoing advancements in translation education.

**References**
