

**INVESTIGATING TRANSLATION COMPETENCE: A CASE STUDY OF  
UNDERGRADUATES AT EDUARDO MONDLANE UNIVERSITY**

by

**ARMANDO ADRIANO MAGAIA**

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**SUPERVISOR: PROF C K MOROPA**

**CO-SUPERVISOR: MR P D FERREIRA**

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## **Declaration**

Student number: 53439325

I declare that this dissertation, entitled:

**INVESTIGATING TRANSLATION COMPETENCE: A CASE STUDY OF UNDERGRADUATES AT EDUARDO MONDLANE UNIVERSITY**

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

20 November 2014

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Armando Adriano Magaia

Date

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## Abstract

Undergraduate students at the Eduardo Mondlane University (UEM) experience great difficulty in developing their translation competence during their training period. On the one hand, they show many signs of poor quality during their training when they accomplish practical translation assignments on and off-campus. On the other hand, the quality of the final work submitted in partial fulfilment of the requirements for the Bachelor Honours Degree (*Licenciatura*) suggests that most students fail to go beyond the minimum standards with regard to translation competence. Yet, comprehensive research aimed at understanding factors hindering translation competence at the UEM has been scanty. Besides, the few studies available have some significant lacunae, for they focus on Portuguese language development; are limited to error analysis, and often ignore students' perspectives. Consequently, the problem of finding a balanced approach to developing students' translation competence has remained unaddressed. Therefore, this study has been conducted with the purpose of investigating the translation competence of the UEM undergraduates in order to establish the major obstacles to their translation competence development, and consequently come up with suggestions for improving the current translator-training degree programme. The study design uses qualitative methods translated into a case study approach. First, questionnaire data is analysed to gain lecturers' and students' perspectives on translation competence at the UEM. Second, a students' error typology is developed following a macro- and micro-textual analysis of their translations. The study concludes that substandard bilingual skills, compounded by curricular, attitudinal/motivational, pedagogical and infrastructural/instrumental factors, negatively impact the students' development of translation competence at the UEM and that addressing these may pave the way towards improving the current translation-training programme.

**Key Terms:** Translation competence; Translation competence development; Translation practice; Translation studies; Translation training; Translator training; Translation quality assessment; Typology of translation errors; Source-Language-Originated Errors; Target-Language-Originated Errors.

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## **Key to Abbreviations**

EMT	European Master's in Translation
PACTE	Process of Acquisition of Translation Competence and Evaluation
SLOE	Source Language-Originated Error
SL	Source Language
SLT	Source Language Text
ST	Source Text
TC	Translation Competence
TE	Translation Error
TL	Target Language
TLOE	Target Language-Originated Error
TLT	Target Language Text
TT	Target Text
UEM	Eduardo Mondlane University (Universidade Eduardo Mondlane)

# CHAPTER ONE: INTRODUCTION

## 1.1. Background

Eduardo Mondlane University (official name in Portuguese: Universidade Eduardo Mondlane, henceforth UEM) is the oldest higher education institution in Mozambique, having been founded in 1962, whilst Mozambique was still under the Portuguese colonial yoke. Over the years, students studying the Bachelors Honours Degree in Linguistics at this university have had the opportunity to acquaint themselves with Translation Studies, albeit to a limited scope. In keeping with its ongoing curriculum reform effort, UEM launched, in 2001, a four-year degree programme in “Translation and Interpretation”, an ambitious fully-fledged course aimed at training capable translators and interpreters. Students could choose between two language pairs: English-Portuguese and French-Portuguese.

The rationale for creating this new course was to address the growing need for translating and interpreting services in the SADC region at large and in Mozambique in particular, as well as to offer professional training, leading to self-employment for enterprising individuals. In 2009, however, UEM began implementing the Bologna process, which meant that the degree programme had to be shortened to three years. One implication of this move was that students would no longer be simultaneously trained as translators and interpreters, but only as translators, because the “Interpretation” component was removed from the programme. Nonetheless, beginning in 2012, UEM decided to stretch the degree programme back to the previous length of four years, following intense debate and criticism in and outside the university. However, by 2013 no substantial reform had been made to the curriculum in use since 2009.

Considering that “one of the interesting areas within the field of translation studies is devoted to conceptualization and further development of theoretical and practical background for translation training” (Šeböková 2010, 6), it is somewhat disturbing that research in this field has been scanty at the UEM since the introduction of the degree

programme in translation in 2001. Judging from the evidence gathered before this study, with the exception of a few limited studies, the focus of Translation Studies-related research at the UEM has been on Portuguese language error analysis with a view to improving the teaching of that subject in the translation-training programme. For example, Felimone (2007) conducted a study aimed at improving the curriculum and pedagogy of Portuguese in the UEM translation training programme and Companhia (2009) conducted an error analysis to discover how interlingual transfer occurs among translation students, which only provides a partial answer to the question of why UEM students' translation competence remains poor (see section 2.5 in Chapter 2: Literature Review).

Against this background, this chapter is intended to present the research problem, the rationale and aims of this study. Furthermore, a synoptic description is given of the study methodology and design.

## **1.2. Research problem**

Benhaddou (1991, 7) mentions a feeling of dissatisfaction shared by translator trainers at the end of every academic year, especially when evaluating students' translations. Having lectured in the UEM translator-training programme for over six years, the researcher conducting the present study has experienced first-hand that undergraduate students experience great difficulty in developing their translation competence. For example, students' translations produced on and off-campus often denote poor source-language text comprehension, target-language norm deviations, poor text production skills and the like.

Granted, UEM students end up graduating, meaning that after at least four years of training they have reached an acceptable level of translation competence. Nonetheless, the little research thus far conducted in connection with Translation Studies in Mozambique consistently points to UEM students' poor linguistic competence in Portuguese, which might negatively affect their overall translation competence (Siopa et al. 2003; Gonçalves and Siopa 2005; Felimone 2007; Companhia 2009). In the light of the above, the question

arises as to the extent to which UEM students are currently succeeding in developing translation competence.

Accordingly, the problem identified for this study is the fact that, to date, no comprehensive research has been conducted at the UEM in order to examine the extent to which its students are developing translation competence and to discern the barriers and enablers of translation competence development. Judging from current studies available at the UEM, it is clear that the problem of finding a balanced approach to developing students' translation competence at the UEM has remained unaddressed.

### **1.3. Rationale of the study**

The fact that Translation Studies has traditionally been pursued in the wider discipline of Linguistics has undeniably led many investigators to design piecemeal studies, and Mozambican researchers are no exception in this regard. In fact, since the introduction of the translation-training programme in 2001, Translation Studies at the UEM has not been the object of, but incidental to, the research that many are doing within their degree programme in Linguistics or Portuguese Language Teaching. Consequently, the studies available in Mozambique have proven to have some significant lacunae as shown below.

First, previous research in Mozambique tended to focus on Portuguese language development as though students' translation competence could only be measured and developed by improving their Portuguese language competence. An obvious reason for this is because the UEM students are primarily trained to translate into Portuguese and not the other way round, even though they are expected to offer services as sworn English-Portuguese (or French-Portuguese) translators and vice-versa once they graduate. However, when the assessment of students' translation competence is conducted from the target language perspective only (Portuguese), the result is often an omission of the role played by the source language (English or French).

Second, earlier studies at the UEM were often limited to error analysis within the field of Linguistics. Given the students' tendency to display many language errors both at the oral

and written production levels, the interest of – and perhaps the easier path for – many researchers at the UEM was the analysis of students’ language errors. Quite often, the obvious conclusion this led to was that the students needed to improve their mastery of Portuguese, or that the UEM needed to improve its delivery of Portuguese classes. Consequently, those studies reduced Translation Studies to a mere error detection exercise and did little or nothing to develop the pedagogy of translation as a whole.

Third, all studies available in Mozambique have ignored the students’ perspectives, leaving the impression that lecturers are the sole actors in the design, implementation and monitoring and evaluation of translator-training programmes. However, whether a university is following the Bologna agreement or not, nowadays it is widely accepted – and it is a best practice – that any curriculum or teaching methods adopted must take into account the students’ perspectives in order to increase their chance of success, backed up by their keen interest and motivation, a key element in any endeavour.

Finally, even though a comprehensive study is needed to find a balanced approach to developing students’ translation competence at the UEM, no study has previously attempted to assess whether the annual graduations of translation students equal quality or full development of translation competence among undergraduate students. Besides, to date, no in-depth research has been done to understand the obstacles that hinder the development of translation competence among UEM students. Therefore, this study is justified by the need to understand the true status of the translation course at the UEM and to provide suggestions for improving the planning and teaching of translation at this university.

## **1.4. Aims of the study**

### **1.4.1. Goal**

The overriding goal of this study is to investigate the current status of translation competence development among UEM students in the Translation Studies degree programme in order to make a contribution towards improving its efficacy.



### **1.4.2. Objectives**

The study expects to achieve the following specific objectives:

- 1) To assess the current status of translation competence development among UEM undergraduate students through textual analysis of students' translations.
- 2) To make a typology of UEM students' translation errors.
- 3) To identify the sub-competences of translation competence requiring more attention during the training of Mozambican translators.
- 4) To learn about the lecturers' and students' perspectives on factors hindering or enabling the development of translation competence in undergraduates.
- 5) To make recommendations of possible solutions to problems facing UEM students throughout their development of translation competence.

## **1.5. Research methodology and design**

In undertaking any research project, an important decision is to pre-determine the research methodology and design. Since the discipline of Translation Studies draws on various other disciplines, it can rightfully be considered interdisciplinary (Sun and Shreve 2012; Hansen 2005). Thus, as long as a researcher bears in mind “the particular research issue(s) under study” (Hansen 2008, 1-2), different quantitative and qualitative methods can be used in Translation Studies.

Accordingly, this study uses qualitative methods since they offer more flexibility (Marshall and Rossman 1999, 23; Maxwell 2008, 215). In addition, the design chosen for doing this research is a case study. The reasons for choosing the case study approach, and its application in this study, are detailed in Chapter 3. Nonetheless, to have an idea of how this study was designed and conducted, a synopsis of the study design is given below.

### **1.5.1. The UEM case study design**

According to Rowley (2002, 18), “case studies can involve single or multiple cases”. A single case study is appropriate when the case is special for some reason, for example,

when it “provides a critical test to a well-established theory, or where the case is extreme, unique, or has something special to reveal” (Rowley (2002, 21). However, this author suggests that multiple case designs are preferable, to make research outcomes more robust (*ibid*). Accordingly, the UEM study has been designed to be a multiple case study.

Furthermore, this is an embedded study, as opposed to a holistic study. According to Rowley (2002, 22), an embedded study can identify a number of sub units each of which is explored individually, and the “results from these units are drawn together to yield an overall picture”. In contrast, a holistic case study examines the case as one unit; consequently, it “can be superficial, and may miss changes in the unit of analysis that could impact on the appropriateness of the original research design” (*ibid*).

### **1.5.2. The case study protocol**

The protocol for conducting this case study is based on Rowley’s (2002, 22) recommendation according to which a case study protocol should consist of the following elements:

- An overview of the case study project.
- Field procedures, such as the use of different sources of information, and access arrangements to these sources.
- Case study questions, or the questions that the case study researcher needs to keep in mind when collecting data.

#### **1.5.2.1. Overview of the UEM case study project, field procedures and research questions**

Before embarking on the main study, a research proposal informing the general topic and purpose of the study was submitted to the departmental Higher Degrees Committee at the University of South Africa (Unisa). Following approval, the process of data collection was initiated and was comprised of two stages:

- (1) Distribution of a questionnaire to be completed by lecturers and students to gain their perspectives on translation competence development at the UEM; and
- (2) Selection of students' texts to extract a corpus for macro-textual and micro-textual analysis, in order to develop a typology of UEM students' translation errors.

Details of the data collection process and tools are available in Chapter 3, under section 3.8.

At this juncture, it must be noted that the procedures outlined above took place in strict compliance with the applicable ethical norms. Ethical clearance was obtained from the relevant body at Unisa and permission to do this research at the UEM was requested and granted accordingly (see Annexures I, II and III). Moreover, informed consent was obtained from potential participants, after they had been given background information on the study (see Annexure IV).

Finally, the following research questions were defined for this case study:

- 1) As evidenced by empirical data, why do UEM students fail to deliver quality translations?
- 2) As evidenced by empirical data, how could UEM improve its students' translation competence?
- 3) How do UEM lecturers perceive their students' level of translation competence?
- 4) How do UEM students perceive their own level of translation competence?
- 5) From the lecturers' and students' point of view, why is the level of translation competence poor among UEM students?
- 6) From the lecturers' and students' point of view, how could UEM improve its students' translation competence?

### **1.5.3. Subjects**

In the UEM case study, the research subjects are 50 undergraduate students and 11 lecturers more directly linked to the UEM translator-training programme. They were selected on the basis of the eligibility criteria described in Chapter 3 (Methodology, under section 3.6.1).

#### **1.5.4. Analytical framework**

To analyse the data collected in the course of this study, the following four principles outlined by Rowley (2002, 24) are taken into account:

- The analysis makes use of all of the relevant evidence;
- The analysis considers all of the major rival interpretations, and explores each of them in turn;
- The analysis should address the most significant aspect of the case study; and
- The analysis should draw on the researcher's prior expert knowledge in the area of the case study, but in an unbiased and objective manner.

Thus, bearing in mind that “there are no cookbook procedures that have been agreed for the analysis of case study results” (Rowley 2002, 24), this study's analytical framework is designed in harmony with the data collection tools and the two stages of data collection. As such, the questionnaire data variables guide the analysis of the data gathered through the questionnaire, while the model of macro-textual and micro-textual analysis draws on Hurtado's (1995, in Waddington 2003, 414) error analysis method. Chapter 3 (Methodology, under section 3.9) elaborates on this issue.

#### **1.6. Structure of this dissertation**

This dissertation is divided into five chapters. As has been demonstrated, following the background to this study, Chapter One (Introduction) presents the research problem, the rationale and aims of this study as well as the study methodology and design.

Chapter Two (Literature Review) explores previous research conducted in the field of Translation Studies. The objective of the Literature Review is to ensure a sound theoretical background that will inform the researcher's decision making regarding the methods and conduct of this research.

Chapter Three (Research Methodology and Theoretical Framework) describes the research methodology and theoretical framework used for conducting this study. The chapter consists of two parts. The first part provides the theoretical background on the choice of the methodology used for this study. The second part provides the specific details of the research type or design, subjects, materials, procedures and analytical framework used for this particular study.

Chapter Four (Findings and Analysis) will present the results of this research. This will be done according to the analytical framework presented in section 1.5.4 of this chapter and in detail in Chapter Three, under section 3.9. Results will be tabulated by themes or frameworks. Statistical analysis of the results will be conducted followed by a discussion of the meaning of these results.

Chapter Five (Conclusion) will present highlights from the study. It will focus on the contribution of the study to the field of Translation Studies in general, and to the current translation-training programme at the UEM in particular. Finally, the limitations of the study and suggestions for further research will be discussed.

# CHAPTER TWO: LITERATURE REVIEW

## 2.1. Introduction and aims

This chapter focuses on three major topics. First, the definition of translation competence is discussed, which is followed by a review of translation competence models. This step is crucial as it lays bare the complexity of defining translation competence and the resultant problem of designing an ideal model of translation competence. Secondly, the chapter reviews at length what literature says regarding the measurement of translation competence. The need to gain an in-depth understanding of translation competence measurement cannot be overemphasised, considering that it is here where rational convictions are shaped regarding the tools and methods for gauging whether or not a student is developing translation competence. Finally, the UEM translator-training curriculum is reviewed, followed by a review of the previous Translation Studies research conducted at that university. This background information is crucial as it helps to maximize any effort aimed at developing students' translation competence at the UEM. Moreover, with this information it is easier to avoid conducting any type of research that is decontextualized and, hence, irrelevant.

### 2.1.1. Focus of this literature review

Although translation has long been “a complex subject of human reflection, one ridden with contradiction” (Wilss 1982, 26), the ensuing research on this topic has generated an impressive body of knowledge. As a result, today's discussion of this topic is best framed in a discipline James Holmes called “Translation Studies” in the early 1970s (Gentzler 2001, 77). In the late 1990s, Shuttleworth (1997, in Torop 2007, 348), described Translation Studies as a relatively new discipline which was in many ways still finding its feet. Thanks to increased interest in this field, there is a lot more we can learn about Translation Studies today, than when the term was coined over forty years ago. However, Hansen (2006, 3) raises a concern to be addressed by current Translation Studies when she says: “In many studies of translation research the objective is an investigation of general

issues regarding the complex phenomenon of ‘translation’, without much consideration of translator training”. In the same vein, Venuti (1995, 312-313) makes the following remark:

Research into translation can never be simply descriptive; merely to formulate translation as a topic or criticism assumes an opposition to its marginal position in the current hierarchy of cultural practices ... Yet even if research into translation cannot be viewed as descriptive, devoid of cultural and political interests, it should not aim to be simply prescriptive, approving or rejecting translation theories and practices without carefully examining their relationships to their own moments and to that of the researcher.

Clearly, current Translation Studies research can gain more relevance if aimed at more than just being descriptive or prescriptive. It needs to lead to some practical use, such as translator training.

Accordingly, the object of this study is closely linked to translator training (See Chapter 1, section 1.4). Consequently, this chapter focuses primarily on reviewing the relevant literature available, with a view to gaining useful theoretical insights, enabling a grounded discussion of translation competence development in undergraduates. Moreover, the literature review will provide the methodological framework needed for conducting this research, whose ultimate goal is to propose improvements to the translator training programme at the UEM.

## **2.2. Definition of translation competence**

A key concept in Translation Studies is translation competence. Šeböková (2010, 6) notes that “one of the interesting areas within the field of translation studies is devoted to conceptualization and further development of theoretical and practical background for translation training”. Therefore, it is of interest to anyone participating in a translation-training programme to become acquainted with this concept. The bad news, though, is that no “generally accepted definition and model of translation competence” has yet been established (Orozco and Albir 2002, 375). Yet, the concept of translation competence seems accepted by many authors as an achievable goal in translator training. Highlighting the importance of developing translation competence in students, Ardi (2012, 320) argues

that by having a good translation competence, a translator could choose the best way to solve translation problems.

Why, then, is there no agreement about the definition and model of translation competence? Perhaps part of the reason is, as pointed out by Boase-Beier (2011, 7-9), that, despite being an everyday phenomenon in our lives, the very term “translation” is hard to define. This word may even mean different things to different people. In fact, Venuti (2013, 135) claims that “definitions of translation vary from period to period”.

To illustrate the difficulty one can have in defining “translation”, let us take Newmark’s (1996, 5) definition according to which “translation is the transfer of the meaning of a text (which may be a word or a book) from one language to another for a new readership”. That definition would be far from being complete. Why? Newmark (*ibid*) himself acknowledges that the word ‘meaning’ would prompt such questions as, “whose purpose?”; “is the meaning the full content or the (illocutionary) message of the reader?”; “are we talking about denotative or connotative meaning?” and the like.

It is in the search for answers to these and other similar questions that a never-ending discussion on the theory of translation, with its most varied definitions, has been brought about. Little wonder that Söll (1968, in Wilss 1982, 28) said, “The history of translation theory [can] be thought of as a discussion of the polysemy of the word ‘translation’”. Thus, if defining translation is difficult, it is all the more difficult to define translation competence.

In an attempt to account for this difficulty, Orozco and Albir (2002, 375) state that “the problems with the definition of this concept start with its denomination”, given that different authors have used different expressions such as “transfer competence”; “translational competence”; “translator competence”; “translation performance”; “translation ability” and “translation skill” for the same concept, without giving a definition. However, some definitions of translation competence have been given that are deserving of our attention if we are to ultimately help students to achieve it in our translation training courses.



### 2.2.1. Definitions of translation competence in the 1990s

We find a good starting point in Orozco and Albir's (2002, 376) study, which cites an example of a clear definition of translation competence. According to such a definition, translation competence is "the knowledge and skills the translator must possess in order to carry out a translation" (Bell 1991, in Orozco and Albir 2002, 376). According to Drugan (2013, 78), "Bell (1991) agrees on the number of competences but not their nature, listing target language knowledge, text-type knowledge, source language knowledge, real-world knowledge and contrastive knowledge". Hence, already one can see that however simple a definition might be, it will require a further itemization of the components making up translation competence. As we will see later in this review, other authors have come up with componential proposals of the translation competence model for the training of translators. But, at the moment, we will keep focused on other definitions during the 1990s, which paved the way for the design of the more modern models of translation competence.

Instead of a definition, Campbell (1991, 339) offers what he calls "a tentative model of translation competence" comprising two basic parts: *disposition* and *proficiency*. In this model, disposition has to do with attitudes and psychological qualities that the translator brings to the task; while proficiency has to do with certain special bilingual skills that contain a developmental dimension. Disposition can affect the quality of translation, that is to say, the translation will reveal the amount of the translator's risk-taking versus prudence or persistence versus capitulation in the face of difficulties presented by a given text (*ibid*). Proficiency involves three interrelated aspects, namely lexical coding of meaning, global target language competence and lexical transfer (*ibid*). An important principle one might draw from this model is that a translator's bilingual skills need to be exceptional.

For Shreve (1997, 120), translation competence is a specialized form of communicative competence and it is both knowing about translation and knowing how to do translation. Furthermore, Shreve (1997, 121) proposes that translation competence "is about producing translations that are well formed, referentially accurate with respect to source texts, and socially appropriate in their cultural contexts". Thus, this author believes that not everyone

can translate, but only “those that learn how to translate ... by acquiring a history of translation experience” (*ibid*), showing that translation competence is acquired or developed through practice.

### **2.2.2. Some new millennium definitions of translation competence**

Alves et al. (2001, 47) postulate that “translation competence is not to be understood only as a repertoire, but rather as a role-specific competence”. What that means for these authors is that “translation competence includes not only the means (repertoire) but also the purported result, that is, competence is defined as the appropriate use of specific abilities according to surrounding demands ..., i.e., as a goal-oriented behavior”( *ibid*). The authors build on Toury’s (1995) concept of transfer competence, defined as an ability to transfer texts, in which he argues for the development of such a competence through the internalization of translation norms. For instance, Toury (1995, 53) theorizes that “‘translatorship’ amounts first and foremost to being able to play a social role, i.e., to fulfil a function allotted by a community – to the activity, its practitioners and/or their products – in a way which is deemed appropriate in its own terms of reference”.

Grounded on her theory of functional translation, Nord (2001, 28) advocates for the training of functional translators, where this would be the same as calling them professional translators. Although she does not make a distinct definition of functional translation competence, she provides a nine-component profile encompassing the skills and knowledge a functional translator must have. Thus, according to Nord (2001, 28-30), a functional translator can be concisely described as a professional translator who has:

- professional knowledge (knowing the various communicative functions translations are needed for);
- meta-communicative competence (knowing how situational and cultural factors affect selection of linguistic and non-linguistic signs);
- intercultural competence (awareness of and ability to solve cultural conflicts);
- distribution skills (critical or selective use of apparently similar or analogous language structures to avoid interference);

- writing abilities (text production skills);
- media competence (using traditional and electronic translation aids and knowledge sources);
- research competence (knowing how to effectively compensate for lack of specific knowledge of ST topic);
- stress resistance (working fast, cost-efficiently, to perfection under pressure); and
- self-assertion (knowing what his/her translations are worth).

On the other hand, Pym (2003, 487) disagrees with multi-component models of translation competence citing four critiques against them. One of these is that, although multi-component models seem innocently descriptive, they “are heavy with assumptions not just about what translation is and how it should be taught, but more especially about the level at which specific teaching is needed, and for how many years”. Accordingly, this author argues for a minimalist approach, i.e., the definition of translation competence “as just one thing”. In this minimalist definition, Pym (2003, 489) holds that the training of translators involves the creation of a two-fold functional competence, which is:

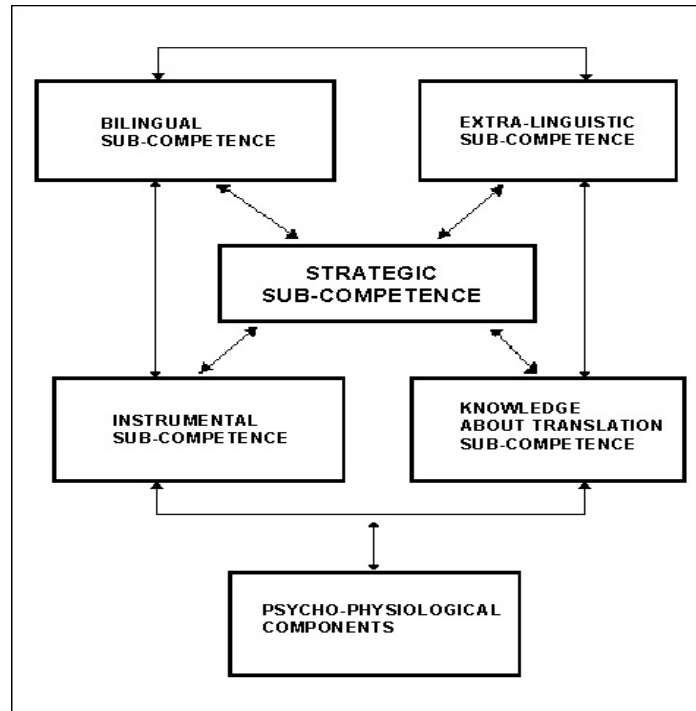
- The ability to generate a series of more than one viable target text (TT<sub>1</sub>, TT<sub>2</sub> ... TT<sub>n</sub>) for a pertinent source text (ST); and
- The ability to select only one viable TT from this series, quickly and with justified confidence.

Pym’s (2003, 489) definition model has implications for the evaluation of a translation model as we will see later in this chapter (see section 2.3.1 below).

In stark contrast, the PACTE Group argues that “translation competence is the underlying system of knowledge needed to translate”, made up of five sub-competences and psycho-physiological components depicted in Figure 1, namely (1) bilingual, (2) extra-linguistic, (3) knowledge about translation, (4) instrumental and (5) strategic, whereby a series of psycho-physiological mechanisms are at work (PACTE 2005, 610). Moreover, at the heart of the PACTE model is strategic competence, because the authors believe it to be the most

important of all the sub-competences that interact during the translation process, since it serves to make decisions and to solve problems.

*Figure 1: PACTE model of translation competence*



*Source: PACTE (2005, 610)*

Building on the PACTE Group's model, and other translation competence models, Göpferich (2009, 21-23) proposes a new model of translation competence which comprises the following six sub-competences: (1) communicative competence in at least two languages, (2) domain competence, (3) tools and research competence, (4) translation routine activation competence, (5) psychomotor competence and (6) strategic competence (this one being at the core of the system).

Table 1 shows the main similarities between Göpferich's (2009) model and the one suggested by the PACTE Group (2009, 208-209). These similarities can best be appreciated by comparing the specific knowledge or skills involved in each of the sub-competences listed both by Göpferich and the PACTE Group.

*Table 1: Similarities between Göpferich's and the PACTE Group's model of TC*

<b>Göpferich</b>		<b>PACTE Group</b>	
<b><i>Communicative competence in at least two languages</i></b>	➔	<b><i>Bilingual sub-competence</i></b>	
⇒ Comprising lexical, grammatical and pragmatic knowledge in both languages.		⇒ Predominantly procedural knowledge required to communicate in two languages comprising pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.	
<b><i>Domain competence</i></b>	➔	<b><i>Extra-linguistic sub-competence</i></b>	
⇒ Comprising the general and domain-specific knowledge necessary to understand the source text and formulate the target text.		⇒ Predominantly declarative knowledge, both implicit and explicit, comprising general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge.	
<b><i>Tools and research competence</i></b>	➔	<b><i>Instrumental sub-competence</i></b>	
⇒ Comprising the ability to use translation-specific conventional and electronic tools, from reference works (e.g., dictionaries, encyclopaedias, term banks/ databases, parallel texts), the use of search engines and corpora to the use of word processors, terminology and translation management systems and machine translation systems.		⇒ Predominantly procedural knowledge related to the use of documentation resources and information and communication technologies applied to translation (dictionaries of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).	
<b><i>Strategic competence</i></b>	➔	<b><i>Strategic sub-competence</i></b>	
⇒ Meta-cognitive competence controlling the employment of above sub-competences; it sets priorities and defines hierarchies between the individual sub-competences, leads to the development of a macro-strategy and ideally subjects all decisions to this macro-strategy.		⇒ Essential procedural knowledge to guarantee the efficiency of the translation process and solve problems encountered; it controls the translation process. Functions: planning, evaluation, activation of the different sub-competences and compensate for any shortcomings; problems identification and solution.	

*Based on Göpferich (2009, 21-23) and PACTE (2009, 208-209)*

However, Göpferich's model differs from the one defended by the PACTE Group in that its translation routine activation competence "comprises the knowledge and the abilities to recall and apply certain – mostly language-pair-specific – (standard) transfer operations (or shifts) which frequently lead to acceptable target language equivalents" (Göpferich 2009, 22). This is in contrast to the PACTE's knowledge about translation competence, which is predominantly declarative implicit and explicit knowledge about translation and aspects of the profession comprising knowledge about how translation functions and knowledge about professional translation practice (PACTE 2009, 209). The other major difference is that for Göpferich (2009, 22-23), psychomotor competence encompasses "psychomotor abilities required for reading and writing (with electronic tools)". As the author (*ibid*) further explains it,

The more developed these competences are, the less cognitive capacity is required, leaving more capacity for other cognitive tasks. Psychomotor skills needed for typing may have an impact on the cognitive capacity that will be available for solving translation problems in a narrower sense, because from this the memory capacity needed for performing psychomotor tasks has to be subtracted. The poorer the psychomotor skills are, the larger the cognitive capacity required by psychomotor activities is assumed to be.

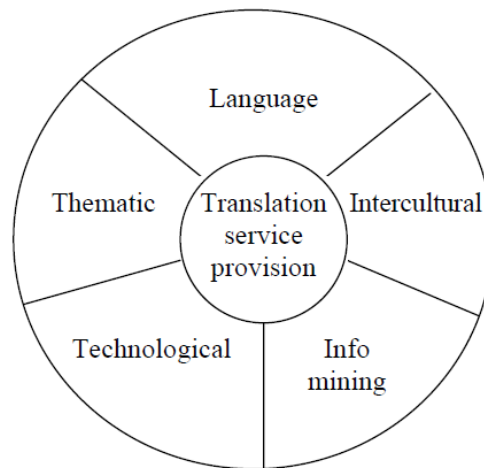
On the other hand, the PACTE Group adopts a different terminology which defends, not the existence of a sixth sub-competence, but, rather, the presence and operation of *psycho-physiological components* in the entire system. According to the PACTE Group (2009, 209), physiological components refer to diverse types of cognitive and attitudinal components and psycho-motor mechanisms, including cognitive components (e.g. memory, perception, attention and emotion), attitudinal aspects (e.g. intellectual curiosity, perseverance, rigour, critical thinking) and other abilities such as creativity, logical reasoning, analysis, synthesis and the like.

Another recent model of translation competence – the last in this review of literature – is the one proposed by a team of experts known as the EMT expert group, which was one of the groups tasked with designing the European Master's in Translation. The EMT would be a reference framework for training programmes in translation at Master's level. According to Chodkiewicz (2012, 38), the aim of the EMT project was to produce:

- a generic description of the tasks and competences of translators to match the needs of the translation industry and public bodies, such as the EU institutions; and
- a draft of a European model curriculum that addresses these requirements and could thereby enhance the status and quality of the translation profession.

Although this EMT reference framework is meant for translator training at Master’s Level, it is of interest to us in that it promises to define the competences that a qualified translator should have. By ‘competence’, the EMT expert group means “the combination of aptitudes, knowledge, behavior and know how necessary to carry out a given task under given conditions” (EMT 2009, 3). The EMT framework comprises six interdependent areas of competences as shown in Figure 2. Perhaps the major innovation of the EMT group is the translation service provision competence, which is at the heart of the model, surrounded by the language, intercultural, information mining, technological and thematic competences (EMT 2009, 4-7).

*Figure 2: EMT reference framework for competences applied to translation professions*



*Source: (EMT 2009, 4; Chodkiewicz 2012, 39)*

The EMT group’s translation service provision competence comprises two dimensions, namely interpersonal and production. The interpersonal dimension trains the translator to

be aware of his social role, to know how to follow market requirements and job profiles, to organise approaches to clients/potential clients, among other things. The production dimension trains the translator to be able to create and offer a translation appropriate to the client's request, defining stages and strategies for the translation of a document, defining and evaluating translation problems and finding appropriate solutions, and so forth (EMT 2009, 5-7). The remaining competences do not differ in purpose from those defined by the PACTE Group (2009) or Göpferich (2009).

Significantly, however, in view of fast and unpredictable technological advances in the field of translation (Machine Translation) as well as the modern market demands, Pym (2012) looks with suspicion at multi-componential models, suggesting that they may quickly become obsolete.

What all of this boils down to is that, despite the diversity of opinions and strategies, translation competence is a goal that both translation students and lecturers should pursue. With this in mind, according to Drugan (2013, 78), efforts aimed at the training of future translators “have on the whole been directed at defining competence, helping students achieve agreed levels of competence and reliably testing these, rather than professional concerns.”

Thus far, the review of translation competence models has consistently proved the language component to be indispensable for the development of translation competence. Yet, it can be asked, ‘What is the relationship between bilingualism and translation competence?’ The next section attempts to find the answer in the available literature

### **2.2.3. Bilingual skills and development of translation competence**

Translation Studies literature consistently confirms that an essential, though not sufficient, step in developing translation competence is bilingualism (Lörscher 2003, 84). In other words, a good knowledge of two languages is a requirement to ensure acceptable translations. Without such knowledge, one risks translating literally, an approach that even in the remote past was discouraged by men like Cicero and Horace (Larson 1984, 22). Even



today, while avoiding overestimating the role of bilingualism, theorists agree that translation competence cannot be achieved without developing bilingual skills first. For example, Nord (2001, 30) suggests that linguistic and cultural competence should be perfect. Otherwise, a translation class could miss its aim, which is teaching or developing translation competence rather than fixing language problems.

In addition, and as we have seen, both the PACTE group (2009, 208) and Göpferich (2009, 21-22) acknowledge the importance of balanced bilingual skills in the development of translation competence. Likewise, prominent (albeit not central) to the EMT Expert Group's (2009, 5) model, the language competence implies "knowing how to understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and one's other working languages (B, C) [and] knowing how to use these same structures and conventions in A and B". Clearly, bilingual skills are an important condition without which one can hardly ever develop translation competence.

What these and other theorists do not say, though, is which of the two languages involved in translation is more critical for the development of translation competence. Still, even if we assume that bilingualism means comparable linguistic competence in two such languages, it is widely believed that it is best if the translator translates from a foreign language (which could be L2 or L3) into his or her native language (L1) or first language of instruction, a postulation challenged by Campbell (1998, 20). That translating into L2 or L3 is an exception rather than the rule could be construed from recent work done by Dong and Lan (2010), cited in Drugan (2013, 79), who "used theories on translation competence to test widespread assumptions regarding the superiority of translation into mother tongue". It is, therefore, useful to reflect about which language competence is more critical.

#### **2.2.4. Which is more critical: source or target language competence?**

As has been mentioned, a good mastery of the source language is crucial for a correct interpretation of the text, and its adequate translation (provided other conditions are met). In addition, because the source text is a translator's raw material for producing a new text for a new readership, his/her knowledge of the source language, no doubt, must be

substantial. This idea was shared by Leonardo Bruni (in Lefevere 1992, 83), who wrote in the fifteenth century:

A correct translation is therefore a great and difficult thing. First, of course, you need to know the language you are translating from, and that knowledge should not be limited or trivial, but great and supported by an experience that is deep and accurate, and steeped in the daily reading of philosophers, orators, poets and all other writers.

Similarly, Larson (1984, 471) states that the translator “must be able to read, write and speak the source language”. She goes further when she adds that the translator must have a good understanding and ability to determine the meaning of the source text. This ability is crucial for, as the author says: “If the translator is not able to determine the meaning of the source document, there is little hope that the translation will be of good quality” (*ibid*). In the same vein, Faber (1998, 9) says: “Arguably, consciousness of underlying patterns of meaning in language (in its generic sense) stands in direct relation to the relative ease with which students acquire translation skills.”

It is safe, then, partially to conclude that if the translator’s source language competence is high, he or she will be more likely to grasp the meaning of the source text correctly and in turn find suitable ways to convey it in the receptor language. Quite significantly, recent research in some Asian universities has established that the students’ translation competence is negatively impacted by the poor mastery of English as the source language (Jamalimanesh 2009; Rahmani 2009; Avval 2012). That may explain why Washbourne (2012, 40) drew the following conclusion: “Research has revealed that translating *is* ‘comprehension’, or more precisely stated, text analysis and translation are overlapping, not consecutive acts”.

On the other hand, writing skills in connection with the target language text production are vital. Since it is usually through the target language text that one’s translation competence is measured, the ability to write well in the target language can never be overemphasized. In this respect, Kingscott (1996, 143) says: “The most common complaint among users of translation services is the poor quality of the writing. The ability to write in the mother

tongue is too often taken for granted, both in translation training, and by practising translators”.

Remarkably, in their research involving Eduardo Mondlane University translation students, Felimone (2007) and Companhia (2009) found that ineffective Portuguese language acquisition, or lack of communicative competence in that language, has a negative impact on the translation quality.<sup>1</sup> Clearly, while source text language competence is no doubt crucial for understanding the source text, full language proficiency in both source and receptor languages works concomitantly in developing one’s translation competence.

Thus far, we can conclude that balanced bilingual skills play a pivotal role in developing one’s translation competence. We now turn our attention to translation competence acquisition models.

#### **2.2.5. Translation competence acquisition models**

Göpferich (2009, 23) suggests that because “the translation competence models developed so far are still rather vague, it is obviously even more complicated to develop a translation competence acquisition model.” An example of a translation competence acquisition model worth considering is the one proposed by the PACTE group, which “postulates that translation competence acquisition is a process of restructuring and developing sub-competencies of translation competence” (PACTE 2003, par. 27). In such a model, translation competence acquisition is defined as:

- 1) A dynamic, spiral process that, like all learning processes, evolves from novice knowledge (pre-translation competence) to expert knowledge (translation competence); it requires learning competence (learning strategies) and during the process both declarative and procedural types of knowledge are integrated, developed and restructured;

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<sup>1</sup> For a more detailed review of Felimone’s (2007) and Companhia’s (2009) studies, please refer to Section 2.5 under this chapter.

- 2) A process in which the development of procedural knowledge and, consequently, of the strategic sub-competence are essential; and
- 3) A process in which the translation competence sub-competencies are developed and restructured.

A notable feature of the PACTE group's model of translation competence acquisition is its recognition of relations, hierarchies and variations involved in the process of acquiring sub-competencies. This recognition is made in the following terms (PACTE 2003, par.28):

Thus, in the acquisition of translation competence, the sub-competencies: (1) are inter-related and compensate for each other; (2) do not always develop in parallel; (3) are organised hierarchically; (4) variations occur in relation to translation direction, language combinations, specialisation and the learning context.

Equally important is the recognition in the PACTE model that the methodology used by lecturers does influence the process of acquisition of translation competence (*ibid*).

Ressurrecció et al.'s (2008, par. 5) approach sheds light on this discussion when it postulates that the process of acquiring translation competence is gradual and is strongly influenced by the level of complexity of the texts/genres. Clearly, the degree to which a translator is aware of text variety and knows how to handle diverse texts or genres will affect his translation competence development. In this regard, Reiss (2004, 173) agrees when she says:

The various kinds of text variety are partly not confined to one language or one culture, but the habits of textualization, the patterns of language and structure often differ from one another to a considerable extent. Hence, the establishment of the text variety is of decisive importance for the translator, so that he may not endanger the functional equivalence of the TL text by naively adopting SL conventions.

Ressurrecció et al. (2008, par. 5) further observe that the greater the degree of complexity of the text, "the higher the level of competence required of the translator will be", implying that translators need highly developed skills to carry out an effective textual analysis. Consistent with this belief, these authors build their model of translation competence acquisition on one of Kelly's (2005, in Ressurrecció et al. 2008, par. 8) seven sub-competences of translation competence, namely the communicative and textual sub-

competence. Furthermore, they define genre as a multifaceted concept that consists of three complementary perspectives (Ressurrecció et al. 2008, par. 44):

- a) the socio-communicative perspective, which considers the space around the participants, the relationships that are established between them and the actions they carry out;
- b) the formal perspective, that is to say, the conventional elements that correspond to the readers' expectations generated by the socio-communicative context guiding the processes of creating and understanding the text; and
- c) the cognitive perspective, or the ways each community understands, organises and transforms the reality that surrounds them.

Consistent with their definition of genre, Ressurrecció et al. (2008, par. 44) conclude that “it can be considered to be a category that plays a vital role when it comes to planning the teaching of translation and acquiring translation competence, which is the ultimate aim of education in this field.” Apart from the relationship between genre and the communicative and textual sub-competence, Ressurrecció et al. (2008, 48) establish a relationship between genre and the PACTE's (2003, 2005) bilingual and extra-linguistic sub-competencies. Thus, Ressurrecció et al. (2008, par. 48) argue that genre competence may help to:

- increase awareness of textuality and discourse; and
- recognise cultural and intercultural values, perceptions, behaviours, etc. and thus further the processes of comprehending and reformulating the communicative conventions that are typical of certain cultures or social groups.

In conclusion, just as there is no agreed upon definition of translation competence, there can hardly be a clear model of translation competence acquisition or development. The general and specific aspects of translation competence will manifest themselves in different ways and moments during translator training. Any model of translation acquisition adopted in translator training should take into account the students' heterogeneity in that not all of them display the same level of competence in the set of sub-competences making up translation competence. Obviously, in the absence of a clear-cut model of translation

competence and its acquisition, the task of measuring it becomes a real challenge. Still, it is possible to measure translation competence, as we will see in the next section of the literature review.

### **2.3. Measuring translation competence**

Drugan (2013, 45) refers to a paradox in Translation Studies related to quality assessment when she states that “theorists and professionals overwhelmingly agree there is no single objective way to measure quality. Yet every day, translators, editors, revisers, clients and many others nonetheless have to do just this”. Thus, a question to be answered is, ‘How can translation quality be measured’?

Derrida (2004, 426) suggests that translation acceptability can be measured by assessing its relevance when he says,

A relevant translation would therefore be, quite simply, a “good” translation, a translation that does what one expects of it, in short, a version that performs its mission, honors its debt and does its job or its duty while inscribing in the receiving language the most *relevant* equivalent for an original, the language that is *the most* right, appropriate, pertinent, adequate, opportune, pointed, univocal, idiomatic, and so on.

On the other hand, when assessing the degree to which a translation is relevant, it is important to differentiate between the concepts of mistake/error and competence/performance. Concerning the first pair, Goff-Kfourri (2004, par. 9) suggests that in case of a student’s incorrect answer, the instructor must analyse it further and investigate whether it is a mistake or an error. As Goff-Kfourri (*ibid*) puts it, “Even though many people use both terms interchangeably, scientifically speaking, a mistake is generally considered as a fault in performance; it does not occur systematically”. On the contrary, she argues that an error reflects a gap in the student’s knowledge and is systematic (*ibid*).

Similarly, in the field of Linguistics, “competence” and “performance” may be interpreted differently. As a case in point, although not uncontroversial, is the Chomskyan approach, where competence refers to “the speaker-hearer’s knowledge of his language” and

performance is “the actual use of language in concrete situations” (Newby 2011, 16). In other words, instances of linguistic performance – where one uses the language in a concrete situation – can reflect one’s linguistic competence. However, when applied to Translation Studies, competence and performance may be seen as each other’s complements, where the latter allows assessing the former. Regarding this, Khodabakhshi (2009, 11) states that “although evaluation is made on students’ performance, it is meant to assess their translation competence.” She justifies that argument with “the fact that translation competence is not directly measurable” (*ibid*).

Therefore, the next section attempts to do a survey of methods used in assessing translation quality.

### **2.3.1. Methods used in translation quality assessment**

While acknowledging the lack of broad-based empirical studies that can validate a typology of errors, Melis and Albir (2001, 281), suggest that the main questions that need to be considered in translation error classification are the following:

- 1) The difference between errors relating to the source text (opposite sense, wrong sense, nonsense, addition and suppression) and errors relating to the target text (spelling, vocabulary, syntax, coherence and cohesion);
- 2) The difference between functional errors and absolute errors;
- 3) The difference in individual translators between systematic errors (recurrent) and random errors (isolated); and
- 4) The difference between errors in the product and errors in the process.

According to Hatim and Mason (1997, 202), Sager’s grid of classification by translation error type can be used to determine whether the translation has any of these: (1) inversion of meaning, (2) omission, (3) addition and (4) deviation and modification (unless justified by the translation specification). Furthermore, in analysing such errors, consideration should be given to the error effect in three dimensions, namely: (1) Linguistic, (2) Semantic and (3) Pragmatic (*ibid*).

In contrast, and consistent with his minimalist definition of translational competence, Pym (1992, 4-5), distinguishes between binary errors and non-binary errors. By binary errors, on the one hand, Pym means language errors. In his own words, “a binary error opposes a wrong answer to the right answer” (Pym 1992, 4). In his correction model, a language error is a manifestation of language norm deviation; so it can easily be solved in a language class. On the other hand, non-binary errors are translation errors, and these often denote poor selection among possible answers and can only be solved in a translation class. We can sum up Pym’s error analysis approach in these words: “For binarism, there is only right and wrong; for non-binarism there are at least two right answers and then the wrong ones” (*ibid*). However, he warns that “although all translational errors are non-binary by definition ... this does not mean that all non-binary errors are necessarily translational” (Pym 1992, 5). What it possibly means is that an error in translation should deserve more attention only when its relationship with language affects the translation proper.

At this juncture, a comment about Pym’s (1992, 5) correction model is fitting. The model suggests that it is perhaps wise to keep the definition of translation competence to a minimum in order to secure a simple instrument with which to gauge the development of translation competence. After all, designing a test which assesses a student’s translation competence or performance through the lens of multi-componential models might not only be a daunting challenge, but may also render the task impractical, considering the conditions in which university students are trained.

Benhaddou’s (1991, 161-165) method of translation error analysis involves comparison between the source language text (SLT) and the target language text (TLT), which considers mismatches on situational or textual dimensions. The evaluation process can be summarized as comprising the following steps:

1. First analyse the SLT along situational/textual dimensions by analysing their linguistic correlates, i.e., lexical, syntactic, and textual;
2. Take a “textual profile” underlying the SLT function to use it as a “yardstick” against which the TLT’s “textual profile” will be measured; and



3. Observe the extent of profile match or mismatch between the two texts to determine the quality of translation.

Benhaddou's (1991, 161-162) method makes a distinction between two types of errors:

- a. Covertly erroneous errors (dimensional errors): those errors which result from a mismatch along the situational dimensions; and
- b. Overtly erroneous errors (non-dimensional errors): those occurring at the level of denotative meaning or a breach of the target language system.

Benhaddou (1991, 162) draws on House's (1981, in Benhaddou 1991, 161) model, whose main emphasis is on dimensional mismatches. He mentions that in House's model, "the adequacy of a translation is measured in terms of the amount of covertly erroneous errors that may be found in it", thereby relativizing the importance of non-dimensional or overtly erroneous errors. However, Benhaddou's (*ibid*) model also factors in non-dimensional errors with the rationale that "these overtly erroneous errors may be considered insofar as they give an insight into translation process and student's translation strategies". An example of this might be the students' tendency to resort to omission, addition or substitution when dealing with problems of denotative meaning.

The interest which the above-quoted author shows in capturing the translation process and students' translation strategies is significant, considering that approaches to teaching and testing that focus on students' translations as a product rather than a process have had their share of criticism. An example of this criticism is that when a test is ill-designed, the "target texts produced by test takers give only a partial view of the thought processes and decision process they have gone through in arriving at their written response" (Gile 1994, 107-112). In the same vein, Álvarez (2007, 139) criticises product-oriented tests when she says:

Many translation lecturers limit themselves to evaluating the product of students' translations, without taking into account the process. However, the translation product per se only constitutes a mere surface manifestation of an entire dynamic array of conscious and unconscious mental processes that occur during the act of

translation. Using the product as the only barometer is no guarantee that the evaluation will have a given degree of objectivity.

Clearly, to be acceptable as a quality measurement tool, an assessment model must take into account both the product and the process, especially because the latter often involves competences that may not be visible in the learner's answer sheet.

Finally, Waddington (2003, 411) acknowledges that "there is no simple and convenient way of grading a student translation." Notwithstanding, he proposes four evaluation models he calls Method A, Method B, Method C and Method D. The first of these methods is taken from Hurtado (1995, in Waddington 2001, 313) and is based on error analysis where possible mistakes are grouped under the following headings:

- (i) Inappropriate renderings which affect the understanding of the source text; these are divided into eight categories: *contre sens*, *faux sens*, *nonsens*, addition, omission, unresolved extralinguistic references, loss of meaning, and inappropriate linguistic variation (register, style, dialect, etc.);
- (ii) Inappropriate renderings which affect expression in the target language; these are divided into five categories: spelling, grammar, lexical items, text and style, and
- (iii) Inadequate renderings which affect the transmission of either the main function or secondary functions of the source text.

Waddington (2001, 313) suggests making a distinction between serious errors and minor ones in each of Hurtado's (1995) categories. Serious errors are penalized more (with -2 or -3 marks out of 10, depending on degree of gravity) while minor ones are penalized less (-1 mark out of 10). He also introduces a "fourth category which describes the plus points to be awarded for good (+1 point) or exceptionally good solutions (+2 points) to translation problems".

Waddington's (2001, 314) Method B is also based on error analysis and takes into account the negative effect of errors on the overall quality of the translations. In this method, "the corrector first has to determine whether each mistake is a translation mistake or just a

language mistake” (*ibid*). To do that, one needs to analyse the effect of the mistake on the transfer of meaning from the source to the target text or not. Errors affecting the transfer of meaning are considered translation errors and therefore more serious (being penalised with –2 points out of 10); those not affecting the transfer of meaning are language errors and are less serious (penalised with –1 point out of 10).

Nevertheless, it must be highlighted that translation errors are not marked automatically. According to Waddington (2001, 314), when correcting a student’s translation, we need to judge the importance of the negative effect of such errors on the translation, taking into consideration both the objective and the target reader specified in the exam paper instructions. To aid us in that decision, Waddington (*ibid*) provides a typology of errors presented below (see Table 2).

**Table 2: Waddington’s Method B typology of errors**

<i>Negative effect on words in ST:</i>	<i>Penalty for negative effect</i>
<b>On: 1-5 words</b>	<b>2</b>
<b>6-20 words</b>	<b>3</b>
<b>21-40 words</b>	<b>4</b>
<b>41-60 words</b>	<b>5</b>
<b>61-80 words</b>	<b>6</b>
<b>81-100 words</b>	<b>7</b>
<b>100+ words</b>	<b>8</b>
<b>The whole text</b>	<b>12</b>

*Source: Waddington (2001, 314)*

Waddington’s (2001, 314-15) Method C is a holistic method of assessment, where “The scale is unitary and treats the translation competence as a whole, but requires the corrector to consider three different aspects of the student’s performance”. These different performance aspects are:

- 1) accuracy of transfer of ST content;
- 2) quality of expression in TL; and

3) degree of task completion.

This model of assessment entails a minimum level of performance, which is level 3, where a student demonstrates that, in terms of accuracy of transfer of ST content, he/she can transfer the general idea(s), but with a number of lapses, thus needing considerable revision to reach a professional standard. In terms of quality of expression in TL, certain parts read like a piece originally written in the target language, but others read like a translation. Besides, there are a considerable number of lexical, grammatical or spelling errors, but overall the translation is adequate ranging between 50% and 60% (Waddington 2001, 315).

The fourth level in Method C means that the student achieves almost complete transfer with one or two insignificant inaccuracies, requiring a certain amount of revision to reach a professional standard. As for quality of expression in TL, the text displays large sections reading like an original piece of writing with minor lexical, grammatical or spelling errors. So the student's degree of task completion is considered "almost completely successful", with 70%-80% (*ibid*).

The top level is achieved when there is complete transfer of ST information with minor revision to reach a professional standard. The quality of expression in TL is high because almost all the translation reads like an original piece of writing in TL, with minor lexical, grammatical or spelling errors. Therefore, the student is considered successful with 9-10 out of 10 marks (*ibid*).

With regard to the last method, Waddington (Waddington 2003, 415) explains:

Method D is not a new method in itself but consists of combining error analysis Method B and holistic Method C in a proportion of 70/30; that is to say, Method B accounts for 70% of the total result and Method C for the remaining 30%.

It appears that in Waddington's model of translation assessment, students are given plenty of time to accomplish a translation assignment. As a case in point, in his experiment, test takers had three hours to translate an editorial from a Spanish newspaper that was 330 words long (Waddington 2001, 316). This means that, on average, the students had 110 words to translate per hour.

Describing the importance of effective evaluation of trainee translators, Goff-Kfourri (2004, par. 5) says:

The companies, or clients that hire the students will make a favorable or unfavorable judgment of the graduate translator when they compare the quality of the translation to their expectations. If the quality is high, the translation program can take some of the credit; if the quality is low, the education of the student will be questioned.

We can therefore conclude that, even though there seems to be no perfect model for measuring translation competence, it is important for lecturers continually to use suitable tools to measure their students' progress towards developing their translation competence.

## **2.4. The UEM translator-training curriculum**

At the UEM, the latest curriculum review proposal, effective until the final curriculum is approved by the University Council, has been in place since 2012, when UEM abandoned the three-year degree reverting to the four-year degree programme. This curriculum is fashioned under the so-called “skills” and “knowledge” which a graduate must achieve by the end of the programme, as follows:

### ***1- A translation graduate should have knowledge of:***

- Basic linguistic theory
- Key concepts in literary theory
- Key translation theories
- Key interpreting concepts
- Key concepts for terminological analysis
- Portuguese and foreign-language structures
- Techniques for textual analysis

### ***2- A transition graduate must have the skills to:***

- Translate various texts with different registers, including specialized texts from the foreign language (English) into Portuguese;
- Consult and manage terminology databases and information sources.

So far, one notices that the UEM curriculum does not define any specific competences that a translation graduate should develop by the end of the course. A closer look at the translation programme shows that an English-Portuguese translation course consists of 37 subjects distributed across four years as shown in Table 3.

However, when we look at the UEM curriculum from a different angle, we observe that, although not officially stated on paper, the learning outcomes defined for those subjects considered profession-oriented, somehow mirror the model of translation competence defined by the PACTE Group (2003; 2011). The UEM curriculum defines the following subjects as profession-oriented:

1. Translation Theory
2. Translation Methodology
3. Terminology
4. Translation Practice I
5. Translation Practice II
6. Translation Practice III

The learning outcomes defined for the aforementioned subjects are as follows:

**1. Translation Theory learning outcomes:**

- Have a clear view of translation and its problems;
- Know major theories on which translation is premised; and
- Know the main translation theory tools.

**2. Translation Methodology learning outcomes:**

- Be able to thoroughly analyse / examine in depth aspects related to translation and interpreting;
- Know the cognitive aspects of translation and interpreting; and
- Be able to distinguish and adapt to the different types of text/discourse.

**Table 3: The English-Portuguese Translation Course Curriculum at the UEM**

Year of study	Semester	Subject	Status	Weekly Workload	Semester Workload		Total	No. of Credits
					Lecturer Contact Hours	Individual Study Hours		
1	1	Portuguese I	C	4	64	86	150	5
1	1	Introduction to Linguistic Studies I	C	4	64	146	210	7
1	1	Introduction to Literary Studies I	C	4	64	146	210	7
1	1	Study Skills	C	4	64	116	180	6
1	1	English I	C	8	128	22	150	5
1	2	Portuguese II	C	4	64	86	150	5
1	2	Introduction to Linguistic Studies II	C	4	64	146	210	7
1	2	Introduction to Literary Studies II	C	4	64	146	210	7
1	2	History of Ideas	C	8	64	116	180	6
1	2	English II	C	4	128	22	150	5
2	1	English III	C	8	128	22	150	5
2	1	Portuguese III	C	4	64	86	150	5
2	1	Introduction to Linguistic Anthropology	C	4	64	146	210	7
2	1	Translation Theory	C	4	64	176	240	8
2	1	FES I	O	4	64	116	180	6
2	2	English IV	C	4	64	86	150	5
2	2	Portuguese IV	C	4	64	86	150	5
2	2	Translation Methodology	C	4	64	176	240	8
2	2	FES II	O	4	64	116	180	6
2	2	FES III	O	4	64	116	180	6
3	1	English V	C	4	64	86	150	5
3	1	Portuguese V	C	4	64	86	150	5
3	1	Portuguese Descriptive Linguistics I	C	4	64	146	210	7
3	1	English Descriptive Linguistics I	C	4	64	146	210	7
3	1	Terminology	C	4	64	116	180	6
3	2	English VI	C	4	64	86	150	5
3	2	Portuguese VI	C	4	64	86	150	5
3	2	Portuguese Descriptive Linguistics II	C	4	64	146		7
3	2	Translation Practice I	C	4	64	116	180	6
3	2	English Descriptive Linguistics II	C	4	64	146	210	7
4	1	English Descriptive Linguistics III	C	4	64	146	210	7
4	1	Translation Practice II	C	4	64	176	240	8
4	1	Mozambican Literature and Culture	C	4	64	146	210	7
4	1	Portuguese Descriptive Linguistics III	C	4	64	146	210	7
4	2	Translation Practice III	C	8	128	412	540	18
4	2	FES IV	O	4	64	116	180	6
4	2	FES V	O	4	64	116	180	6

Source: Plano Curricular Ajustado, 2012.

Key: “C”=Compulsory/core subject; “FES” is the same as “O”=Optional/free-elective subject

In both of these subjects emphasis is put on the third sub-competence defined by the PACTE Group as knowledge about translation, or the declarative implicit and explicit knowledge about translation and aspects of the profession, comprising knowledge about how translation functions and knowledge about professional translation practice (PACTE 2009, 209).

**3. Terminology learning outcomes:**

- Know the general (social, political, functional) aspects of terminology;
- Know the theoretical and practical concepts of terminology and major terminology databases; and
- Be able to analyse / examine in depth aspects related to translation and interpreting through technological means.

This subject seems to be aimed at developing what the PACTE Group (2009, 209) defines as the instrumental sub-competence, i.e., “the procedural knowledge about the use of documentation resources and information and communication technologies applied to translation (e.g. dictionaries, encyclopaedias, grammars, parallel texts, electronic corpora, search engines, etc.)”.

**4. Translation Practice I learning outcomes:**

- Be able to thoroughly analyse / examine aspects related to translation and interpreting; and
- Be able to distinguish and adapt to the different types of text/discourse.

Again, it could be construed from these learning outcomes that the aim of the subject is to develop the strategic sub-competence, which is “knowledge to guarantee the efficiency of the translation process and solve problems encountered” (PACTE 2009, 209). At the same time, the subject seems to bear some aspects of the psycho-physiological components described by PACTE (*ibid*).

**5. Translation Practice II learning outcomes:**

- Translate various types of texts, including specialized texts, into Portuguese;



- Interpret different types of language including those of the foreign language;
- While working on the above items, apply interpreting and translation techniques learned in the previous years;
- Have the minimal dexterity needed in the written translation and interpreting work; and
- Reflect about the difficulties found while working and develop strategies to overcome them.

#### **6. Translation Practice III learning outcomes:**

- Have the minimal dexterity needed in the written English-Portuguese translation work;
- Translate different types of texts, including specialized texts, from English into Portuguese; and
- Be able to adequately interpret the different types of language.

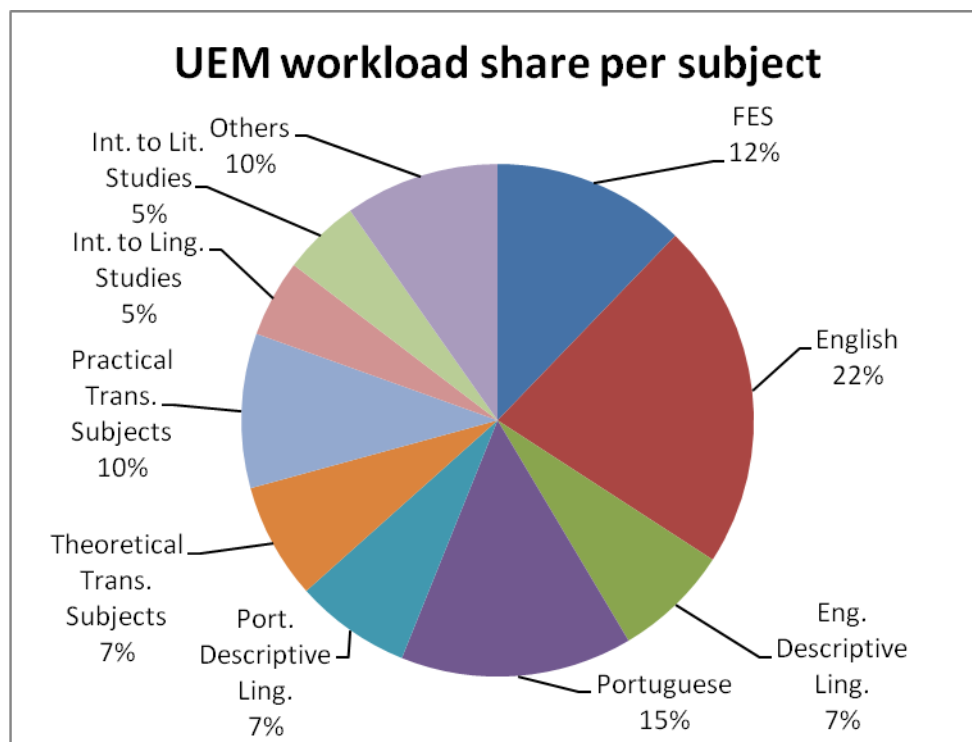
Here, it is not clear which competences of the PACTE model are aimed at, but one can see that a reinforcement of the skills developed throughout the previous stages seems to be the goal of both of these subjects.

Moreover, from the language subjects prescribed in the Translation Studies Course, it can be concluded that the bilingual sub-competence, or the procedural knowledge required to communicate in two languages, comprising pragmatic, socio-linguistic, textual, grammatical and lexical knowledge (PACTE 2009, 208), is catered for by means of intensive language courses that permeate the course all along. This should also be viewed as catering for the need to develop the extra-linguistic sub-competence of the PACTE (*ibid*) model, i.e., the declarative implicit and explicit knowledge, which comprises general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge, in students. Consequently, in theory, conditions are in place at the UEM for helping students to develop their translation competence during their course of study.

A perplexing finding, though, is that the workload share per subject shows undue imbalances in priority-setting (see Figure 3). For example, the fact that translation-specific

subjects are given a total of 17% of the prescribed lecturer contact time is somewhat incomprehensible, considering that English and Portuguese classes are given 51% of the teaching time. By way of comparison, in a study on translation courses and translation competence in Brazilian universities, Kogut et al. (2009, 464-481) found that an imbalance in the workload distribution per subject reflected inconsistency with the need to develop translation competence in students. Moreover, they found that even universities with a more balanced curriculum laid more emphasis on developing linguistic competence, than the other sub-competences understood to be equally essential. This, according to these authors, leaves the impression that linguistic competence *per se* is the core of translation competence – if not the competence itself.

*Figure 3: UEM workload share per subject*



*Source: Plano Curricular Ajustado, 2012.*

Another important aspect which may give rise to concern about the relevance of the UEM curriculum is the fact that Translation Practice subjects are only allocated 10% of the training time (see Figure 3). This timeframe does not enable students to practise translation with enough exhaustiveness so as to develop translation competence. Clearly, it does not take into consideration Toury's (1995, 256) principle that "during the training period, the pedagogically most appropriate key concepts are those associated with experiencing, exploration and discovery, involving as they do a considerable element of trial and error".

Another disconcerting finding is that the UEM curriculum affords no opportunity at all for students to acquire computer skills. While the pre-Bologna process curriculum provided a subject called "Translation, Interpretation and New Technologies", which contained a computer literacy element, the current curriculum, in place since 2009, is silent in this regard. Nonetheless, Owens (1996, 30-31) shows that the training of a modern-day translator requires IT competence, when she says:

Translators have to be computer literate. There is no room in the market for apprentices who have not mastered at least one of the major word processing packages – practising translators need to be able to use CompuServe and the World Wide Web, CD-ROM, databases, terminology management software and perhaps even machine translation software. Apprentices cannot afford to be scared or even shy of the computer.

This leads to questions such as, 'could it be that the UEM curriculum developers are not aware of the theorized translation competence models'? 'Could it be that those developing the UEM translation curriculum are unaware that linguistic competence does not translate into translation competence'? These and other questions will wait until we have gathered enough evidence in the field and have discussed results and their meaning in Chapter IV (Results and Analysis). Meanwhile, let us review some findings of previous research at the UEM.

## **2.5. Previous research on UEM translation students**

As mentioned in the introductory chapter (see section 1.3 of Chapter 1), since the introduction of the Translation course in 2001, there has been very little research at the

UEM focusing directly on Translation Studies. Consequently, the few Translation Studies conducted so far tend to focus on Portuguese language competence development as though that were the key to developing students' translation competence. Little or nothing has been done to address the problem of poor source-language command in students. In addition, error analysis was the main approach used in earlier studies at the UEM. This, again, focuses on the Portuguese language competence to measure students' aptitude to translate. While the error analysis approach can be useful in unveiling some fundamental difficulties students have, it has the flaw of focusing on the product rather than the process. Besides, it totally ignores the role played by what researchers have described as components of translation competence, for example, extra-linguistic, instrumental, strategic, psychomotor sub-competences, and so forth (PACTE 2003, 2005, 2009, 2011; Göpferich 2009).

One such study of the UEM students' errors was conducted in 2003 by Siopa et al., and sampled 12 students attending degree courses in Portuguese Language Teaching, English-Portuguese Translation and Interpretation and French-Portuguese Translation and Interpretation. The study corpus, which comprised 7,900 words, was extracted from a wider sample of texts written by 67 students attending the abovementioned courses. The exercise students had been given tested their summarizing and composition skills. According to the researchers (Siopa et al. 2003, 1-2), the study pursued three objectives, namely:

1. To design a typology of Mozambican students' errors compared to European Portuguese;
2. To identify key problem areas of the target population; and
3. To know how the awareness of such problem areas may contribute to reflection about the contents of Portuguese as a subject and its teaching methodologies in higher education institutions.

The resulting typology of errors of the UEM students shows that errors at the level of *syntax* account for 22.9%, wherein the wrong use of articles yields 41.5% of the total error types. *Formal errors* together account for 29.6% of students' problems, with spelling errors accounting for 15.5% and use of diacritics, 14.1%. *Lexical-syntax* level errors yielded

12.7% and, among the types of errors falling under this category, 66.7% were caused by categorial selection (c-selection) errors. *Morphosyntax* problems caused 11.6% of the general errors. Under this category, we could highlight mistakes in subject-verb agreement (48.5%) and nominal agreement (15.2%). Finally, *lexical* level errors account for 8.5 (with semantic neologisms contributing by 87.5% of error types), and *miscellaneous* errors account for 14.8.

The researchers ended their study by proposing new syllabi for Portuguese I, Portuguese II and Portuguese III, with methodologies conducive to the improvement of students' command of Portuguese grammar rules, in order to keep them from producing "deviant" discourses.

In the same vein, Gonçalves and Siopa (2005) conducted a study at the UEM involving 30 students attending degree courses in Portuguese Language Teaching, English-Portuguese Translation and Interpretation and French-Portuguese Translation and Interpretation. The authors noted that their findings did not differ from those of the earlier study conducted by Siopa et al. (2003). They found that *syntax* was the grammatical area where students displayed most errors, i.e., 37.8% (with the wrong use of articles and personal pronouns causing the majority of these errors by 64%). *Lexical-syntactic* errors came second with 27.2% (66.3% due to c-selection errors), and *morphosyntax*, third with 21.1%. It should be noted that the most common problem in this category is agreement, where subject-verb agreement errors yield 32.9% and nominal agreement, 27.6% of deviant structures. Finally, *lexical* problems contribute 13.9 of grammar mistakes, and in this category semantic neologisms in turn account for 70% of the problems.

In light of this, of all previous studies available at the UEM, the latest and most relevant to Translation Studies are those conducted by Felimone (2007) and Companhia (2009) for two reasons. First, though seeking solutions to Portuguese pedagogy applied to the UEM translation course, these authors focus on translational problems arising from poor command of Portuguese on the part of the students. Second, these authors include in their study several authentic examples of students' problems based on their translations. The

examples they discuss invariably contain a pair of sentences, one in Portuguese and the other in English (or the other way round), followed by a description or discussion of the problem and its solution in standard Portuguese. Hence, let us take a closer look at these studies.

Felimone (2007, 39) studied 26 English-Portuguese finalist students at the UEM and she concluded that students' texts, up to a point, displayed some knowledge of Portuguese grammar rules and of translation procedures and strategies, although they lacked what she calls "target language quality". She grouped finalist students' errors under four categories, namely syntax, text organization, lexical choice and formal mistakes.

**Syntax-level** errors encompass c-selection errors, incorrect use of articles, subject pronouns, prepositions and connectives, as well as problems with subject-verb and nominal agreement, verb and noun valence and verb conjugation (Felimone 2007, 44). **Text organization** errors include paragraph organization and development (appropriate use of connectives, word order, distinction between the main idea and secondary ideas in a sentence), semantic selection as well as text cohesion and naturalness (Felimone 2007, 44-5). **Lexical selection** errors entail the use of imperfect synonyms, collocation and register, neologisms, conversion, use of loan words, descriptive sentences, false friends and paronymous words, literal translation and poor command of technical terms and key words (Felimone 2007, 45). Finally, **formal-level** errors include spelling, use of diacritics, word boundary and hyphenation (*ibid*).

Felimone's (2007, 42-61) study revealed that students had problems mainly at the **lexical** level with 35.2%, followed by **text production** with 32% and **syntax** with 30%. **Formal** level problems have quite a negligible share, at 2.8%. The micro level errors that contribute most to the lexical selection category are imperfect synonyms, collocation and register, with 60.3%, conversion, with nearly 13%, and formal and semantic neologisms, with 7.7%. Micro level syntax errors are caused by wrong c-selection, in almost 64% of the cases, and problems using prepositions, in approximately 11%. Text organization errors comprise, *inter alia*, the following micro-level errors: punctuation (78.4%), paragraph development,

i.e., use of connectives (14.4%) and semantic selection (10.2%). Formal errors are manifested by spelling mistakes, in 50.7%, and misuse of diacritics, in 43% of the cases.

To counter this tendency, Felimone (2007, 63-103) proposes a curricular innovation towards developing students' communicative competence in Portuguese in order to improve their translation quality.

Likewise, Companhia (2009, 4) studied 40 finalist English-Portuguese translation students at the UEM with the goal of undertaking a descriptive analysis of some idiosyncrasies, resulting from linguistic interference arising from the translation process. He concluded from his error analysis that "the written production of this target population is characterized by a set of aspects considered "deviant" in the light of the European [Portuguese] norm."<sup>2</sup> Such deviations are related to problems in the lexical, lexical-syntactic, syntactic and morphosyntactic domains.

In the *lexical* domain, Companhia (2009, 4-5) concluded that the students' problems were related to lexical units, where formal and semantic neologisms, loan words, literal translation and false friends were noticed. In the *lexical-syntactic* domain, deviations had to do with verb and name c-selection properties as well as the use of the passive voice. With regard to *syntax*, Companhia (2009, 5-6) referred to cases of word order and the use of connectives and articles. In the *morphosyntax* domain, Companhia (2009, 6) found problems of nominal and subject-verb agreement as well as verb tense and mode. Therefore, Companhia (2009, 45) concluded that such errors were due to source-language interference during the translation process.

## 2.6. Summary

The literature review showed that the nature of Translation Studies as a young discipline and yet an old phenomenon does not allow the use of linear approaches. As a result, there is a diversity of opinions regarding the definition of translation competence, resulting in

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<sup>2</sup> Translated from Portuguese

numerous models of translation competence and its acquisition. Some authors defend multi-componential models and others prefer simple models. It was evident that, though there is no single model and definition of translation competence and its acquisition, translation lecturers and students can fine-tune their programmes based on concepts and suggestions that best meet their needs. There is also ample evidence that translation quality is measurable.

Another aspect that this literature review showed is that the UEM, (the context of this study), has a curriculum apparently designed on the premise that bilingual skills are the most important thing when developing translation skills. On the other hand, its curricular distribution shows a lack of consistency with the need to enhance the various skills making up translation competence. Moreover, research in this university has put more weight on the development of Portuguese language competence, as though that alone were the key to developing translation competence. Thus, the literature review confirms the need for a study such as this one, which is aimed at investigating the development of translation skills from various perspectives, including the role of the English language, which is the source language in the current UEM translation course.

In Chapter 4 (Findings and Analysis), we will be looking at the findings of this study, framed to give a holistic answer to what it would take to train better translators in Mozambique. At this juncture, however, we will demonstrate how further readings collectively influenced the design of this research (in Chapter 3: Research Methodology and Theoretical Framework).



# **CHAPTER THREE: RESEARCH METHODOLOGY AND THEORETICAL FRAMEWORK**

## **3.1. Introduction**

As has been indicated in the introductory chapter (see Chapter 1, sections 1.2, 1.3 and 1.4), the subject of this study is translation competence. Therefore, the aim of this chapter is to present the research methodology and theoretical framework used for conducting this study. The chapter consists of two parts. The first part provides the theoretical background on the choice of the methodology used for this study. The second part is practical and gives specific details of the research type or design, subjects, materials, procedures and analytical framework used for this particular study.

## **PART I: THEORETICAL FRAMEWORK**

The objective of Part I of this chapter is to provide the theoretical background and rationale behind the choice of the methodology used for this study. First, it describes the research types available to a researcher. Next, it describes the application of qualitative methods in Translation Studies. It concludes by describing the case study methodology, with a thorough discussion of case study designs, sample size, precautions when designing a case study, the case study protocol, sources of evidence and data analysis.

## **3.2. Research designs at a glance**

Research design may affect the conduct and outcomes of research; therefore, the choice of research design must not be made lightly. A researcher must, at all times, keep in mind the object of his/her study. Concurring with this viewpoint, Cravo and Neves (2007, 94) state that “in any research methodology, the relationship that a researcher establishes with the object of study will determine the kind of research to undergo”.

There are three types of design available to a researcher based on the research objectives. The first type of design is *qualitative research*, which is “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell 2008, 4). The second is *quantitative research*, which, according to the same author, “is a means for testing objective theories by examining the relationship among variables” (*ibid*). Finally, a researcher may use *mixed methods*, which are “an approach to inquiry that combines or associates both qualitative and quantitative forms” (*ibid*). Each of these designs has its own distinguishing characteristics that are worth looking at in detail.

According to Brikci and Green (2007, 2), “qualitative research is characterised by its **aims**, which relate to **understanding** some aspect of social life, and its **methods** which (in general) generate words, rather than numbers, as data for analysis”. Creswell (2008, 4) adds that the process of qualitative research “involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data”.

By contrast, the process of quantitative research involves measuring variables on instruments and data analysis through statistical procedures (Creswell 2008, 4). Moreover, some authors attach values to quantitative research that distinguish it from qualitative research. As a case in point, Sun and Shreve (2012, par. 29) write:

Quantitative research is believed to be based on positivism (which advocates there is only one truth, an objective reality) while qualitative research on interpretivism and constructivism (which advocate that reality is socially constructed and there are multiple realities or multiple truths based on one’s construction of reality).

Another distinction between these two research designs is that while qualitative methods are inductive, quantitative methods are deductive and can lead to generalizations and replication of findings if, of course, care is not taken to avoid bias and consideration is given to controls for alternative explanations (Creswell 2008, 4).

On the other hand, by resorting to the combination of qualitative and quantitative approaches, mixed methods research goes beyond collecting and analysing both kinds of

data. Hence, a researcher must carefully consider why he/she wants to use this method as it is challenging (Creswell 2008, 61). In addition, rather than simply collecting and analysing qualitative and quantitative data, the mixed-method approach “also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research” (Creswell 2008, 4).

With this background, this study has been designed to be qualitative in nature. An advantage of qualitative methodology is its flexibility, since the researcher “may need to reconsider or modify any design decision during the study in response to new developments or to changes in some other aspect of the design” (Maxwell 2008, 215). In this regard, let us take a closer look at how qualitative research can be applied in Translation Studies.

### **3.3. Application of qualitative research in Translation Studies**

The nature of Translation Studies as ‘a relatively new discipline’ (Torop 1998, 348), has warranted the use of diverse research methods and approaches. As a result, Hansen (2008, 1) acknowledges that in Translation Studies, “many different quantitative and qualitative methods are used”. However, Hansen (2008, 2) cautions that “the choice of qualitative and/or quantitative methods has to be taken in relation to the particular research issue(s) under study”.

True, qualitative research methods have been a target of criticism. According to Brikci and Green (2007, 2) some common criticisms are: samples are small and not necessarily representative of the broader population (so it is difficult to know how far we can generalise the results); the findings lack rigour; it is difficult to tell how far the findings are biased by the researcher’s own opinions. Nevertheless, Hansen (2005) believes that the answer to those concerns can be found in interdisciplinarity and, hence, in intermethodology.

Viewing Translation Studies as interdisciplinary, Hansen (2005, par. 3-4) postulates that interdisciplinarity can be understood as “an attempt to adopt methods and ideas from other

disciplines bearing some resemblance to the multifaceted Translation Studies”. For example, disciplines like psychology, sociology, cognitive sciences and health care, the author argues, share the questions of Translation Studies researchers as to research methods, because they also deal with complex issues involving individuals’ attitudes, behaviour and reports (*ibid*, par. 5). From this evidence, therefore, one can conclude that the application of qualitative methods in Translation Studies is well grounded.

In the same vein, the view that Translation Studies is interdisciplinary is shared by Sun and Shreve (2012, par. 12-13), who assert that the young discipline “has been borrowing from a whole range of disciplines including linguistics, cultural studies, philosophy, historical studies, literary studies, anthropology, psychology, cognitive science, sociology, among others.” Accordingly, Hansen (2005, par. 4) concludes:

This kind of interdisciplinarity means that research issues, apart from and in addition to the usually “inseparable disciplines”, can be investigated from different angles, using knowledge, methods, tools and techniques from different paradigms and disciplines, which at first glance might seem to have little in common with translation.

With regard to designing qualitative research, it is worthwhile to bear in mind that there are a number of different strategies of inquiry that can be used<sup>3</sup>. A researcher might choose from the following qualitative research strategies: narrative research, phenomenology, ethnographies, grounded theory studies and case study (Creswell 2008, 11). Hancock (1998, 6) states that “as a research design, the case study claims to offer a richness and depth of information not usually offered by other methods.” Consistent with these facts, the case study strategy has been adopted to conduct this research. Hence, let us now turn our attention to the case study methodology.

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<sup>3</sup> Other scholars call strategies of inquiry “approaches to inquiry” or “research methodologies” Creswell (2008, 11). Thus in this study these terms are used interchangeably with the same intended meaning.

### 3.4. The case study methodology

A case study can be defined as “a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals” (Creswell 2008, 13). According to Soy (1997, par. 1), “case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research.”

The advantages of using the case study method are manifold. For example, because it investigates a contemporary phenomenon within its real-life context (Yin 1984, in Soy 1997, 1), the case study method allows undertaking an investigation into a phenomenon in its real context without the need to replicate the phenomenon in a laboratory or experimental setting in order to better understand the phenomena (Rowley 2002, 18). Also, “by attempting to capture as many variables as possible, case studies can identify how a complex set of circumstances come together to produce a particular manifestation” (Hancock 1998, 6-7). In addition, research in a case study can be based on any mix of quantitative and qualitative approaches, where multiple data sources can be used including “direct detailed observations, interviews, and documents” (Rowley 2002, 18). Finally, the greatest advantage of this research method is, perhaps, the fact that it incorporates the views of the “actors” in the case under study (Tellis 1997, par. 9). Zainal (2007, 1) summarizes this advantage when she states that “through case study methods, a researcher is able to go beyond the quantitative statistical results and understand the behavioural conditions through the actor’s perspective.”

Nonetheless, literature shows that the use of the case study methodology has not always been consensual. For instance, Tellis (1997, par. 7-10) notes that even in the field of sociology, in view of the fact that most scholars favoured quantitative methodology, the case study method was once on the verge of being abandoned, as many were looking for more “scientific” methods. However, with the mounting realization of the limitations of quantitative methods, there was a renewed interest in case study (*ibid*). In fact, Tellis (1997, par. 14) suggests that because of the requirements and inflexibility of experimental or

quasi-experimental research methods, case studies are the only viable alternative in some instances. Still, a researcher would be wise to take the common criticism aimed at case studies as a warning and added incentive to make his or her research irrefutable, by adopting established scientific procedures. For example, issues of lack of rigour and insufficient basis for scientific generalisation require that the researcher be meticulous in his or her data collection, handling and analysis.

### **3.4.1. Case study designs**

There are two main designs of case studies: single and multiple (Tellis 1997, par. 15). According to Rowley (2002, 21), a single case design is similar to a single experiment while multiple cases can be regarded as equivalent to multiple experiments. Rowley (*ibid*) further explains that single case studies are appropriate when the case under investigation is special for some reason, for example, when it “provides a critical test to a well-established theory, or where the case is extreme, unique, or has something special to reveal. However, multiple case designs are preferable because, as Rowley (*ibid*) puts it, “the more cases that can be marshalled to establish or refute a theory, the more robust are the research outcomes.” Tellis (1997, par. 15) agrees when he says: “Multiple cases strengthen the results by replicating the pattern-matching, thus increasing confidence in the robustness of the theory”.

Even though single and multiple case studies may be easier to focus on, literature shows that discussion about the case study method is not limited to that dichotomy. Case studies can be further divided into holistic or embedded studies (Rowley 2002, 22; Tellis 1997, par. 15). Holistic case studies examine the case as one unit and may, for example, focus on broad issues of organisational culture or strategy, while embedded studies identify a number of subunits, each of which is explored individually (Rowley 2002, 21). In other words, embedded studies occur when the same case study involves more than one unit of analysis (Tellis 1997, par. 15). Rowley (2002, 22), however, gives an important warning when she says that holistic studies ensure “a helicopter view of the case, but can be superficial, and may miss changes in the unit of analysis that could impact on the

appropriateness of the original research design”. In an embedded study, on the other hand, results from individual subunits of analysis are drawn together to yield an overall picture (*ibid*).

Tellis (1997, par. 18) points out that a case study may also have such characteristics as exploratory, explanatory or descriptive. An exploratory case study is a study in which fieldwork and data collection may be undertaken prior to definition of the research questions and hypotheses (*ibid*). In this type of study, pilot projects are very encouraged as they can help determine the final procedures that will be used. For example, the pilot study may lead to the omission or addition of survey questions (*ibid*). By contrast, explanatory case studies may be suitable for doing causal studies; while for conducting a descriptive case study, the investigator is required to begin with a descriptive theory to avoid the risk of problems occurring during the project (*ibid*, par. 19-21).

To conclude the discussion of the case study design, it is important to give attention to the size of sample. Just as qualitative research methods in general have been criticised by some authors, Tellis (1997, par. 11) says that “a frequent criticism of case study methodology is that its dependence on a single case renders it incapable of providing a generalizing conclusion”. Zainal (2007, 5) also remarks that “case study method has always been criticised for its lack of rigour and the tendency for a researcher to have a biased interpretation of the data”. To allay this concern, however, Tellis (1997, par. 11) reminds critics that it is the goal set for the study that should establish the parameters. He further claims that authoritative authors “forcefully argued that the relative size of the sample whether 2, 10, or 100 cases are used, does not transform a multiple case into a macroscopic study” (*ibid*).

Clearly, a researcher would be wise to select cases by repeatedly referring back to the purpose of the study “in order to focus attention on where to look for cases and evidence that will satisfy the purpose of the study and answer the research questions posed” (Soy 1997, par. 8). Thus, as long as it meets the established objective, even a single case could be considered acceptable (Tellis 1997, par. 11).

### **3.4.2. Precautions in case study design**

There are a few aspects of design, which need careful consideration to ensure the effectiveness and maximization of results. One of these is that a case study should be designed to take into consideration the need to get a holistic understanding of cultural systems of action. According to Tellis (1997, par. 26), cultural systems of action here mean “sets of interrelated activities engaged in by the actors in a social situation.” By way of comparison, in Translation Studies, it is important to study the behaviours of both lecturers and students as actors in the translation competence development setting.

The second aspect a researcher should pay attention to in designing a case study is awareness that “the unit of analysis is a critical factor in the case study” (Tellis 1997, par. 27). This means that the study must be designed to deliberately look into a system of action rather than an individual or group of individuals. Little wonder, then, that Tellis (*ibid*) observes that “case studies tend to be selective, focusing on one or two issues that are fundamental to understanding the system being examined”.

Another yet important aspect to consider is that case studies are multi-perspectival analyses (Tellis 1997, par. 28). What this means is that “the researcher considers not just the voice and perspective of the actors, but also of the relevant groups of actors and the interaction between them” (*ibid*). Again, in Translation Studies, a researcher’s chief interest is not to take sides with either the lecturers or students, but to get their perspectives with a view to finding common solutions.

Last but not least, a researcher using the case study method should remind him or herself that case studies are a triangulated research strategy. Tellis (1997, par. 29) suggests that the need for triangulation arises from the ethical need to confirm the validity of the processes and this can be achieved by using multiple sources of data. Brikci and Green (2007, 26) concur when they assert “triangulation is one method for increasing validity of findings, through deliberately seeking evidence from a wide range of sources and comparing findings from those different sources.”



The bottom line is that a researcher will do well to use multiple sources of data according to the purpose of his/her study in order to ensure the validity of the conclusions.

### **3.4.3. The case study protocol**

Tellis (1997, par. 36) points out that “a case study protocol contains more than the survey instrument, it should also contain procedures and general rules that should be followed in using the instrument”. Tellis (*ibid*) goes on to add that the case study protocol has to be created prior to the data collection phase. Thus, according to Rowley (2002, 22), the case-study protocol recommended as part of a carefully designed research project consists of the following elements:

1. An overview of the case study project;
2. Field procedures, such as use of different sources of information, and access arrangements to these sources; and
3. Case study questions, or the questions that the case study researcher needs to keep in mind when collecting data.

According to Tellis (1997, par. 37), the overview of the case study project should communicate to the reader the general topic of inquiry and the purpose of the case study. Similarly, the study questions should be “posed to the investigator, and must serve to remind that person of the data to be collected and its possible sources” (*ibid*). Moreover, the field procedures mostly involve data collection issues and must be properly designed since the investigator does not control the data collection environment (*ibid*).

### **3.4.4. Sources of evidence in a case study**

Case studies may use a wide variety of sources of evidence, such as documents, archival records, interviews, direct observation, participant observation, and physical artefacts (Rowley 2002, 17; Tellis 1997, par. 39). Since “not all sources are relevant for all case studies” (Tellis 1997, par. 48), the implication for a researcher applying the case study

method in Translation Studies would be to carefully select the sources of evidence according to his or her research objectives.

Documents that can be used as sources of evidence include “letters, memoranda, agendas, administrative documents, newspaper articles, or any document that is germane to the investigation” (Tellis 1997, par. 40). In the Translation Studies context, a translation studies course curriculum followed by a given university and the texts translated by its students that are the object of study may offer an illustration of ‘any document that is germane to the investigation’ referred to in this citation.

Tellis (1997, par. 42) also notes that “interviews are one of the most important sources of case study information”. In an open-ended interview, for instance, key respondents are asked to comment about certain events and they may propose solutions or provide insight into events (*ibid*). Although this particular study on the UEM translation students uses a questionnaire rather than interviews, the principles of designing and conducting effective interviews (Tellis 1997, par. 42-44) were incorporated to ensure data validity (see section 3.7.3. in this chapter).

### **3.4.5. Analysing case study data**

An investigator using the case study strategy may find it difficult to analyse the evidence he gathers. In fact, “some researchers have suggested that if the study were made conducive to statistical analysis, the process would be easier and more acceptable” (Tellis 1997, par. 50). The best solution would probably come from keeping in mind that case studies are a part of qualitative approaches, which are flexible. What a case study researcher needs are guiding principles to apply to data analysis. Yin (1994), cited in Tellis (1997, par. 53), outlines the following four principles:

1. Show that the analysis relied on all the relevant evidence;
2. Include all major rival interpretations in the analysis;
3. Address the most significant aspect of the case study; and
4. Use the researcher’s prior, expert knowledge to further the analysis.

In view of the fact that “not all case studies lend themselves to statistical analysis, and in fact the attempt to make the study conducive to such analysis could inhibit the development of other aspects of the study” (Tellis 1997, par. 50), a researcher may need alternative techniques to analyse his data. These could include pattern-matching, placing the evidence in a matrix of categories, creating flowcharts or using arrays to display the data, tabulating the frequency of events, ordering the information, and other methods (*ibid*). These techniques could be applied in Translation Studies for the better interpretation of textual data collected from students’ translations.

In Part I of this chapter, the theoretical framework guiding the choice and application of qualitative methods in Translations Studies – translated into the case study methodology – was presented. The second part focuses on how the case study method has been applied to the UEM study.

## **PART TWO: METHODOLOGY APPLIED TO THE UEM CASE STUDY**

As was mentioned at the outset, this part of Chapter 3 is practical and aims to reflect how the theoretical framework presented above guided the methodology used in this study. It begins by describing the research type or design. Next, it reports on the study subjects and materials. Finally, it explains the procedures and analytical framework used for this particular study.

### **3.5. Research design**

According to Sun and Shreve (2012, 7), “functionally, research can be divided into basic research (or pure research) and applied research. These two types of research differ in terms of purpose, context, and validity.” To illustrate, the purpose of applied research, on the one hand, is to increase what is already known about a certain problem, aimed at creating a better solution, while basic research, on the other, seeks to expand on current knowledge without many major connections to present-day problems (*ibid*).

The purpose of this research is to increase what is known at the UEM about the problem of poor translation quality among degree students with the goal of creating a better solution. Hence, functionally, this study can rightfully be deemed applied research. For this reason, the researcher has chosen the qualitative design for conducting this study.

The many features of qualitative design afford the investigator a number of advantages, including flexibility. As Maxwell (2008, 215) puts it, in a qualitative study, “the activities of collecting and analysing data, developing and modifying theory, elaborating or refocusing the research questions, and identifying and dealing with validity threats are usually going on more or less simultaneously, each influencing all of the others”. Moreover, the specific strategy of inquiry chosen for conducting this research is the case study approach<sup>4</sup>. Furthermore, the study has been designed to be a multiple case study so that the researcher could capture as many variables as possible and ensure more robust outcomes. Additionally, this study can be considered an embedded case study, as its units of analysis are multiple with a view to obtaining an overall picture of the situation of UEM translation students (see section 3.4.1 in this chapter).

## **3.6. Subjects**

In the UEM case study, the research subjects were a group of participants comprising 50 undergraduate students attending one or more of the practical subjects (called Translation Practice I, Translation Practice II and Translation Practice III), during the 2013-2014 period. Apart from students, 11 lecturers, who are more directly linked to the UEM translator-training programme, were included. Participants were selected based on the following criteria.

### **3.6.1. Eligibility Criteria**

Students invited to take part in the study had to meet the following criteria:

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<sup>4</sup> Sun and Shreve (2012) consider the case study a research design in its own right.

1. Being either a Year 3 or Year 4 student at the UEM;
2. Having completed the three theoretical subjects prescribed at the UEM prior to practical ones (Translation Theory; Translation Methodology; Terminology); and
3. Attending any one of the following subjects at the UEM: Translation Practice I; Translation Practice II; Translation Practice III.

The main reason for choosing Year 3 and 4 students only is the fact that these are the only levels at which students are engaged in practical translation work.

Likewise, lecturers were invited to take part in the study if they met the following criteria:

1. Teaching Theoretical or Practical Subjects in the UEM translation training programme;
2. Teaching English or Portuguese in the UEM translation training programme; and
3. Teaching any free elective or compulsory subject in the UEM translation training programme that is perceived to be directly linked to the course.

## **3.7. Materials**

### **3.7.1. Researcher's motivations and guiding questions**

As announced in the introductory chapter, the researcher had two main objectives in undertaking this study. The first objective was to conduct a survey of both the lecturers and students to assess their perceptions regarding translation competence at the UEM and learn about factors they perceive to hinder or enable the development of translation competence among UEM undergraduate students. The second was to conduct macro- and micro-textual analysis of students' translations to construct a typology of their errors, in the hopes that this would expose the true status of the UEM students' progress toward developing translation competence. The ultimate goal was to come up with suggestions for improving pedagogical practices in the UEM translator-training programme.

In order to achieve the objectives of this research, the researcher identified the following six questions to be answered by the UEM case study:

- 1) As evidenced by empirical data, why do the UEM students fail to deliver quality translations?
- 2) As evidenced by empirical data, how could the UEM improve its students' translation competence?
- 3) How do the UEM lecturers perceive their students' level of translation competence?
- 4) How do the UEM students perceive their own level of translation competence?
- 5) From the lecturers' and students' point of view, why is the level of translation competence poor among the UEM students?
- 6) From the lecturers' and students' point of view, how could the UEM improve its students' translation competence?

As can be seen from the above questions, the researcher gave more thought to “how” and “why” type of questions, because he believed they had the potential to elicit the intended information in the UEM case (Rowley 2002, 16-17; Tellis 1997, par. 31). Moreover, the study did not identify any propositions. This is not surprising for, as asserted by Tellis (1997, par. 31), not all studies require propositions. As Tellis (*ibid*) puts it, “An exploratory study, rather than having propositions, would have a stated purpose or criteria on which the success will be judged”. In the UEM case, although this is not a pilot study (which typifies an exploratory case study), this study's innovative approach towards gauging translation competence at the UEM qualifies it as an exploratory work, which may lead to future investigation in order improve the translation course offered at that university. Moreover, the study paves the way to future investigation to discover more suitable approaches to teaching translation at the UEM.

### **3.7.2. The questionnaire**

After a careful literature review and problem identification, the researcher designed a questionnaire for lecturers and students. Thus, the questionnaire forms the first part of the materials used for conducting this study. Presented below is a description of the questionnaire and its rationale, to give a full picture of the units of analysis included in it.

### **3.7.2.1. The students' questionnaire**

The students were asked to tick, circle, or underline, applicable answers and to write down their answers where required under three sections.

#### ***Section 1: Respondent data***

This section was aimed at collecting basic demographic data such as name, age, gender, mother tongue(s) and first language(s) of instruction. It also captured information about the year the student was attending, whether they were attending the day or night shift and their current level of translation practice, to ascertain if they met the eligibility criteria (see section 3.6.1 of this chapter). Finally, the section captured data on the student's language background in English to establish the relationship between source language competence and translation competence. In addition, the questionnaire included variables that would capture the role played by the Portuguese language in the overall translation competence of the respondents.

#### ***Section 2: Perceptions regarding translation competence***

The second section focused on the student's perceptions of his or her own translation competence based on the PACTE model (PACTE 2003; 2009, 208-209). Thus students had to rate their sub-competences as "Excellent", "Very Good", "Good", "Average" or "Poor" under the first six questions, namely:

1. *How would you rate your bilingual sub-competence?*
2. *How would you rate your extra-linguistic sub-competence?*
3. *How would you rate your knowledge about translation?*
4. *How would you rate your instrumental sub-competence?*
5. *How would you rate your strategic sub-competence?*
6. *How would you rate your psycho-physiological components?*

To avoid embarrassing students, and obtaining misleading responses, in case they did not know the PACTE model (2003; 2009, 208-209), footnotes were supplied explaining what was meant by each sub-competence or component (see Annexure V).

The last two questions in this section asked the following:

7. *How confident do you feel to translate any type of text into Portuguese?*
8. *How confident do you feel to translate any type of text into English?*

The main reason for including these questions was the need to assess the student's confidence to translate into English or Portuguese, which should mirror their perception of their own development of translation competence. Furthermore, it was the researcher's intention to compare the student's self-evaluation against the results of the textual analysis of their translations.

### ***Section 3: Perceptions about factors hindering the development of translation competence***

The last section contained three questions. Question 9 was aimed at assessing if students felt their lecturers satisfied their expectations, regarding the UEM translator-training programme. Thus, the students were asked to give their opinion as "Always", "Often", "Sometimes", "Rarely" or "Never" under the following question:

9. *Do your lecturers customise the contents of their subjects to your specific needs?*

The last two questions were open-ended, to allow the participant to express their views unhindered. In addition, students were encouraged to use an extra sheet of paper if more space was required. The questions were as follows:

10. *What factors do you think hinder the student's development of translation competence at UEM?*
11. *What factors do you think would enable the student's development of translation competence at UEM?*



### **3.7.2.2. The lecturers' questionnaire**

Likewise, the lecturers were asked to tick, circle, or underline, applicable answers and to write down their answers, where necessary, under three sections.

#### ***Section 1: Respondent data***

In the lecturer's case, information in this section was kept to a minimum, just capturing data on the lecturer's name, the subject(s) they taught at the UEM and their teaching experience in the translation training programme.

#### ***Section 2: Perceptions regarding translation competence***

Under this section lecturers were asked to rate their students from "Excellent", "Very Good", "Good", "Average" to "Poor", based on the PACTE model (2003; 2009, 208-209). Again, to avoid embarrassing lecturers and getting incorrect answers, in case they did not know the PACTE model (2003; 2009, 208-209), footnotes were supplied explaining what was meant by each sub-competence or component (see Annex III). The first six questions were the following:

- 1. How would you rate your students' bilingual sub-competence?*
- 2. How would you rate your students' extra-linguistic sub-competence?*
- 3. How would you rate your students' knowledge about translation?*
- 4. How would you rate your students' instrumental sub-competence?*
- 5. How would you rate your students' strategic sub-competence?*
- 6. How would you rate your students' psycho-physiological components?*

Similarly, the last two questions in this section were intended to assess the lecturer's overall confidence in their student's ability to translate adequately. After all, if lecturers trust their students' skills, likely they will make additional efforts to enhance them to ensure the potential graduates will deliver quality services to the market. Besides, the researcher intended to compare the lecturers' general evaluation of students' translation competence with their micro- and macrotextual analysis. In case of inconsistent results, that might

inform to what extent lecturers need to improve their own competence to teach or train translation students. Thus, the lecturers were asked to answer the questions below with “Yes, all”, “Yes, most”, “Yes, some”, “Yes, very few” or “No”.

7. *Would you refer a client to your students for translation services into Portuguese?*
8. *Would you refer a client to your students for translation services into English?*

### ***Section 3: Perceptions about factors hindering the development of translation competence***

The last section contained 3 questions where question 9 gave lecturers the opportunity to reflect about whether they are in the habit of customising their classes to the specific needs of translation students. Discrepancy between the lecturers’ and students’ answers would inform about the need for lecturers to be sensitized to change or adapt their teaching contents accordingly – an expected by-product of this research. So the lecturers were asked to give their opinion as “Always”, “Often”, “Sometimes”, “Rarely”, or “Never” under the following question:

9. *Do you customise the contents of your subject(s) to specific needs of your translation students?*

Likewise, lecturers were given ample opportunity to express their views under the following open-ended questions:

10. *What factors do you think hinder the student’s development of translation competence at UEM?*
11. *What factors do you think would enable the student’s development of translation competence at UEM?*

#### **3.7.3. The corpus of students’ translation texts**

The second part of the materials used in this study consists of a corpus of translation texts produced by the UEM students, which was extracted for macro- and micro-textual analysis.

The texts had been translated either as classroom-based tests or home assignments (see more details under section 3.8 in this chapter). Collecting these texts was relatively easy, because they are usually kept in the English Section where the researcher is based. Also, other texts were available in electronic format in exchanged email with the Translation Practice lecturer as part of students' assignments. The texts all belonged to the same genre, i.e., non-literary. Furthermore, the content of the texts was diverse, but usually in plain English, with only a limited amount of technical English. The corpus is explored in detail in Chapter IV.

### **3.8. Procedures**

There are two sets of units of analysis that have been identified for the UEM case study. The first set is the data collected through a questionnaire to lecturers and students and the second is the corpus extracted from the UEM students' translations filed in the English Section. The choice of texts was not random. Instead, the researcher picked those texts which at first sight seemed to reveal students' difficulties in developing translation competence.

The filed translations are individual or group assignments (accomplished outside the classroom) and classroom-based translation tests. Off-classroom or off-campus assignments usually afford the students more independence in terms of time management and access to research resources, including the internet. This is expected to assist students to improve their performance. On the other hand, classroom-based tests typically contain psycho-physiological factors understood to affect students' performance, such as dealing with terminology or unknown source text language structures, the length of the source text, limited research resources, tight deadlines (usually 90-120 minutes), and so forth. Thus, in carrying out textual analysis the researcher strove to balance the two types of translations that students produced in order to prevent bias.

As for the questionnaire data, participants were asked to tick, circle, or underline, applicable answers and to write down their answers where required. Respondents had the

option to fill in the questionnaire on campus or at home and return hard copies; or to receive it in electronic format and return it by email at their earliest convenience.

It must be briefly mentioned that all of these procedures took place with strict adherence to ethical norms. For example, ethical clearance (see Annexure III) was obtained from the relevant authority at the University of South Africa and formal permission was given by the Dean of the Faculty of Arts and Social Sciences at Eduardo Mondlane University following a request submitted to conduct the study there (see Annexures I and II). All potential informants were also given background information about the research and its purpose, before giving their consent to participate (see Annexure IV).

### **3.9. Analytical framework**

Rowley (2002, 24) admits that “analysing case study evidence is not easy.” Nonetheless, the author lays down some principles that can guide a researcher in this important step:

- The analysis makes use of all of the relevant evidence;
- The analysis considers all of the major rival interpretations, and explores each of them in turn;
- The analysis should address the most significant aspect of the case study; and
- The analysis should draw on the researcher’s prior expert knowledge in the area of the case study, but in an unbiased and objective manner (*ibid*).

Accordingly, the analytical framework used in this study is based on the above principles. Yet, bearing in mind that this is an exploratory study, which does not contain any previously formulated propositions, the researcher developed his own descriptive framework which organizes the case study by themes. Showing the application of this analytical strategy, Rowley (2002, 24) writes:

Thus a framework of sections reflecting the themes in the case study are developed and evidence is gathered within relevant themes, and analysed and compared in these categories, in order to achieve a description of the case study that can be corroborated from multiple sources of evidence.

As soon as the two sets of units of analysis were ready, data analysis was conducted on two levels. The first level was the questionnaire data analysis followed by macro-textual and micro-textual analysis. The reason why the questionnaire data analysis was carried out first was because it would provide background information on the students, whose texts would further be analysed. Thus, after assessing first-hand the level of students' translation competence evidenced by the corpus analysis, it would be possible to compare the results with those of the questionnaire data analysis. This would enable a judgement of the questionnaire answers, since most of them were on respondents' perceptions, which might not match the reality.

To conduct the macro- and micro-textual analysis, the researcher draws on Hurtado's (1995, in Waddington 2003, 414) error analysis method, which groups mistakes under these headings:

- Inappropriate renderings which affect the understanding of the source text, divided into eight categories: *contresens*, *faux sens*, *nonsens*, addition, omission, unresolved extralinguistic references, loss of meaning, and inappropriate linguistic variation (register, style, dialect, etc.);
- Inappropriate renderings which affect expression in the target language, divided into five categories: spelling, grammar, lexical items, text and style; and
- Inadequate renderings which affect the transmission of either the main function or secondary functions of the source text.

To simplify the error analysis exercise, however, the researcher ignored Hurtado's last heading and labelled all mistakes as a source language-originated error (SLOE) and/or a target language-originated error (TLOE). It is important to bear in mind that in this study the source language (SL) is English and the target language (TL) is Portuguese.

The analytical tool used in this research makes it possible to conduct macro-textual and micro-textual analysis in tandem. First, the researcher is able to isolate the SLOEs and TLOEs at macro-level, i.e., at sentence level. If various students make a mistake in the same sentence, the researcher analyses the sentence to determine the category of errors

most prevalent in it. Second, the researcher isolates the micro-level mistakes under the broader categories. This means that each item in the sentence which students get wrong is analysed further to determine its sublevel of mistake. For example, the researcher asks, ‘What kind of mistake is it? Is it *contre sens*, *faux sens*, *nonsens*, addition, etc.? Or is it a spelling, grammatical, lexical mistake, and so on?’ Finally, the researcher makes sense of those macro and micro-level mistakes in order to draw the patterns that come to the surface during the data analysis. In Chapter 4, the researcher provides his own definition of a translation error and gives further details of the tool used to analyse the students’ translation errors<sup>5</sup>.

Finally, to complement the descriptive analysis, the results of the questionnaire data analysis were arranged in themes in an Excel spreadsheet and tabulated by frequency of events, such as occurrence of translation error type; or perception regarding translation competence; or factors hindering translation competence. Subsequently, displays were incorporated in the descriptive analysis to illustrate the findings of the study regarding a specific theme or question.

Since these procedures were used in the main study following a successful pilot study conducted earlier on, below is a short report on the pilot study phase.

### **3.10. The pilot study phase**

Researchers are often advised to run a pilot study prior to conducting the main study in order to pre-test or try out a research instrument (Simon 2011). Maxwell (2008, 227) claims that “one particular use that pilot studies have in qualitative research is to generate an understanding of the concepts and theories held by the people you are studying”. This is corroborated by van Teijlingen and Hundley (2001, 1), who point out that conducting a pilot study “might give advance warning about where the main research project could fail,

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<sup>5</sup> In this research work, no rigid distinction is made between the terms “error” and “mistake”.

where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated.”

In keeping with this recommendation, the researcher conducted a pilot study during the second half of 2013 at the UEM. During the pilot study, one lecturer and 10 students were surveyed even though 12 students had initially been selected. The exclusion of two of these students from the pilot study was due to late or non-delivery of completed questionnaires. At any rate, the figure captured in the pilot study phase was considered ideal since it ranged between 10% and 20% of the expected total number of participants – at least 10 lecturers and 50 students of the main study (Simon 2011, par. 1). Below is a description of the pilot study phase, its design and conduct as well as how it informed the main study process.

### **3.10.1. The pilot study methodology**

Premised on qualitative methods in general, and on the case study method in particular, as described in Part I of this chapter, the researcher designed a two-pronged data collection tool. The first part consisted of a questionnaire comprising three sections: (i) *Respondent data*, to capture the respondent’s demographics and linguistic background; (ii) *Perceptions regarding translation competence*, under which seven questions were placed to measure students’ self-evaluation of their translation competence as well as their confidence to translate from English into Portuguese and vice-versa; and (iii) *Perceptions about factors hindering the development of translation competence*, to capture views about factors that negatively impact students’ translation competence and those which could counterbalance such perceived barriers. The second part consisted of authentic students’ translations to form a corpus for textual analysis and error typology.

### **3.10.2. The pilot study materials**

First, the selected lecturer and students were asked to complete a questionnaire aimed at bringing to the surface lecturers’ and students’ perspectives on translation competence at the UEM. This was complemented by macro- and micro-textual analysis, which was based on students’ translations of an excerpt of a document on South African immigration laws

by Willand (2005). The text had previously been translated by eligible students in a non-experimental setting. The students were asked to translate the text and submit their first draft to the lecturer as a Translation Practice home assignment, followed by a class discussion using some of the students' translations to highlight some typical translation problems. The students were subsequently asked to revise their translations and submit their second drafts, which would eventually be marked as part of an ongoing evaluation process. It is noteworthy that under these circumstances students had been given a plenty of time (a week per draft) and ease to work independently, even collectively, so as to give their very best to demonstrate their progress toward developing translation competence.

### **3.10.3. Participant coding**

To ensure confidentiality and anonymity (see attached Participant Consent Form and Request Letter in Annexures IV and I, respectively), participants were only identified by a code. Prefixing was used to distinguish the Pilot Study from the Main Study as follows:

- **PS3S\_Initials**, where **PS** means Pilot Study, **3** indicates that the participant is attending the 3<sup>rd</sup> year and **S** stands for Student. For example, **PS3S\_GMB** would hide the identity of Gilberto Mário Bila (fictional).
- Lecturers are identified with **PSL\_Initials**. For example, **PSL\_JS** means Pilot Study Lecturer\_João Siteo (fictional).

As a consequence, since the coding of participants during the pilot study phase worked out, it is used in the main study with modifications to the prefix as follows:

- **MS3S\_Initials**, where **MS** means Main Study, **3** indicates that the participant is attending the 3<sup>rd</sup> year and **S** stands for Student. For example, **MS3S\_GMB** would hide the identity of Gilberto Mário Bila (fictional).
- Lecturers are identified with **MSL\_Initials**. For example, **MSL\_JS** means Main Study Lecturer\_João Siteo (fictional).



#### **3.10.4. How the pilot study informed the main study**

Although the methods and design used in the pilot study appeared to be conducive, in the course of the study some limitations came to the surface. For example, the questionnaire did not capture any specific data on the lecturers' role/experience in translator training. Moreover, it could have been helpful to learn whether lecturers shared the researcher's concern that students were struggling to develop translation competence and to find out what they were doing in their disciplines to address the problem. Consequently, the main study questionnaire was refined to include information about teaching experience and a third question under section 3 (see question 9 in Annexures V and VI and sections 7.3.1 and 7.3.2).

As for the macro- and micro-textual analysis design, no major problems were observed except that it became clear that extra care would be needed not to have too big a sample for analysis in the main study.

# **CHAPTER FOUR: FINDINGS AND ANALYSIS**

## **4.1. Introduction**

This chapter presents and interprets the findings of this research. This will be done according to the analytical framework presented in summary in section 1.5.5 of Chapter One and in detail in Chapter Three, under section 3.9. Results will be tabulated by themes or frameworks and statistical analysis of results will be conducted and then followed by the discussion of the meaning of the results.

It must be mentioned that nearly 65 students and 11 lecturers were invited to take part in this research. Following their informed consent, 12 students and one lecturer were selected to participate in the pilot study. However, given the late delivery of the questionnaire on the part of two students, the pilot study ended up surveying only 10 students, but that was a sufficient sample. Subsequently, 50 students and 11 lecturers participated in the main study phase, leaving out those who were no longer reachable for questionnaire data collection. Students' participation was two-tiered: (i) answering a questionnaire and (ii) allowing the researcher to use their filed translations to collect data for macro- and micro-textual analysis (see the Participant Consent Form in Annexure IV). With regard to the lecturers, their participation was limited to answering a questionnaire.

The questionnaire was available both in printed and electronic format and the participants were asked to return it at their earliest convenience. Some participants submitted hard copies and others returned the questionnaire by email. Additionally, since the main study questionnaire contained an additional question, the researcher saw it best to call some of the participants, who had been surveyed in the pilot study phase, to obtain their answer. One telephonic interview was conducted with a lecturer. This ensured a full participation of selected participants.

The macro- and micro-textual analysis was based on the students' tests available to the researcher. As will be demonstrated later in this report, 13 texts are analysed. Some are a

sequence of sentences making up one single text, which was given as a classroom-based test or home assignment. However, other examples are standalone texts, which the researcher deemed worthy of attention in this analysis.

Accordingly, the findings are presented in two parts corresponding to the two tiers of the study design.

## **PART I: QUESTIONNAIRE DATA ANALYSIS**

### **4.2. Questionnaire data**

#### ***4.2.1. Section 1: Respondent data***

To be better acquainted with the study participants, section one of the students' questionnaire collected some basic demographic data and complementary information on the students' linguistic background. Similarly, the lecturers' questionnaire collected some basic information on the lecturers' teaching experience in the Translation Studies course at the UEM.

##### **4.2.1.1. Students' profile**

Table 4 presents the information captured on the students' sociolinguistic background. As can be observed, the minimum age of participating students is 20 and the maximum age is 53. Moreover, it is clear that all students are people whose encyclopaedic knowledge should be good enough, considering that the average age is 30 years old. The table also shows that there is a gender imbalance among the UEM translation students who took part in the study, as only 26% are women compared to 74% men. Moreover, the majority of participating students (60%) were attending day shift classes. Table 4 also shows that most students who took part in the study (72%) were attending Year 4, rather than attending Year 3 (28%). In addition, far more students (56%) were attending the uppermost level of Translation Practice than those at the lower levels (16%, level 2 and 28%, level 1). Likewise, (except where a few report having two languages as their L1) the majority of

students (58%) have an African language as their mother tongue; most of whom speak Ronga (Xirhonga) or Shangaan (Xichangana), while one speaks Sena (Cisena), one Tshwa (Xitshwa)/Tonga (Gitonga) and one Nyanja (Cinyanja). In addition, almost all respondents (98%) reported Portuguese as their first language of formal education.

*Table 4: Students' Sociolinguistic profile*

Variable		Number	Percent
<b>Age</b>	20-29 years old	27	54%
	30-53 years old	23	46%
<b>Gender</b>	Male	37	74%
	Female	13	26%
<b>Shift</b>	Day	30	60%
	Night	20	40%
<b>Year attending</b>	3 <sup>rd</sup>	14	28%
	4 <sup>th</sup>	36	72%
<b>Current translation studies level</b>	Translation Practice 1	14	28%
	Translation Practice 2	8	16%
	Translation Practice 3	28	56%
<b>Mother tongue</b>	Portuguese	23	46%
	African	29	58%
<b>First language of instruction</b>	Portuguese	49	98%
	English	1	2%
<b>No. of years learning English</b>	4-8 years	29	58%
	9-15 years	16	32%
	<16	5	10%
<b>Languages read and written fluently</b>	Portuguese	49	98%
	English	48	96%
	African	9	18%
	French	5	10%
	Arabic	1	2%
<b>Highest English level achieved at the UEM</b>	5 <sup>th</sup> (post-intermediate)	8	16%
	6 <sup>th</sup> (advanced)	42	84%

We also notice from Table 4 that the lowest number of years spent learning English is 4 years and on average each UEM student has been learning English for 11 years. It is noteworthy that in the sample, three of the students surveyed have been learning English for 23, 27 and 36 years respectively. Also, nearly all participants claim to be fluent in reading and writing both English (96%) and Portuguese (98%). In addition, three students say they are also fluent in French and one in Arabic in addition to an African language. Finally, most of the respondents (84%) reported having achieved the highest level of English taught at the UEM, namely the advanced level.

#### **4.2.1.2. Lecturers' profile**

A total of 11 lecturers participated in the study, nine male and two female. Their lecturing experience in the Translation Studies course at the UEM spans from one to 14 years, having taught different levels of English as a general subject, Study Skills, Terminology, Lexicology, Translation and Interpretation Theory (now simply Translation Theory), Translation and Interpretation Methodology (now Translation Methodology), as well as Translation and Interpretation Practice I, II and III (now simply called Translation Practice I, II and III), English Didactics/English Language Teaching Methodology, English for Specific Purposes, English Descriptive Linguistics and Portuguese. Six of these respondents are from the English Section, two from the Portuguese Section and two from the Bantu Section.

#### **4.2.2. Section 2: Perceptions regarding translation competence**

##### **4.2.2.1. Rating of students' sub-competences according to the PACTE model**

Table 5 shows a remarkable finding regarding the students' perception of their translation competence. By and large, the majority of students rate themselves in all six sub-competences of the PACTE's model of translation competence as either good or very good. However, there is a striking finding when comparing the students' own rating against that of the lecturers. As shown in Table 5, the majority of lecturers rate their students' sub-competences from average to poor, which shows that students' and lecturers' perceptions in this respect are quite different.

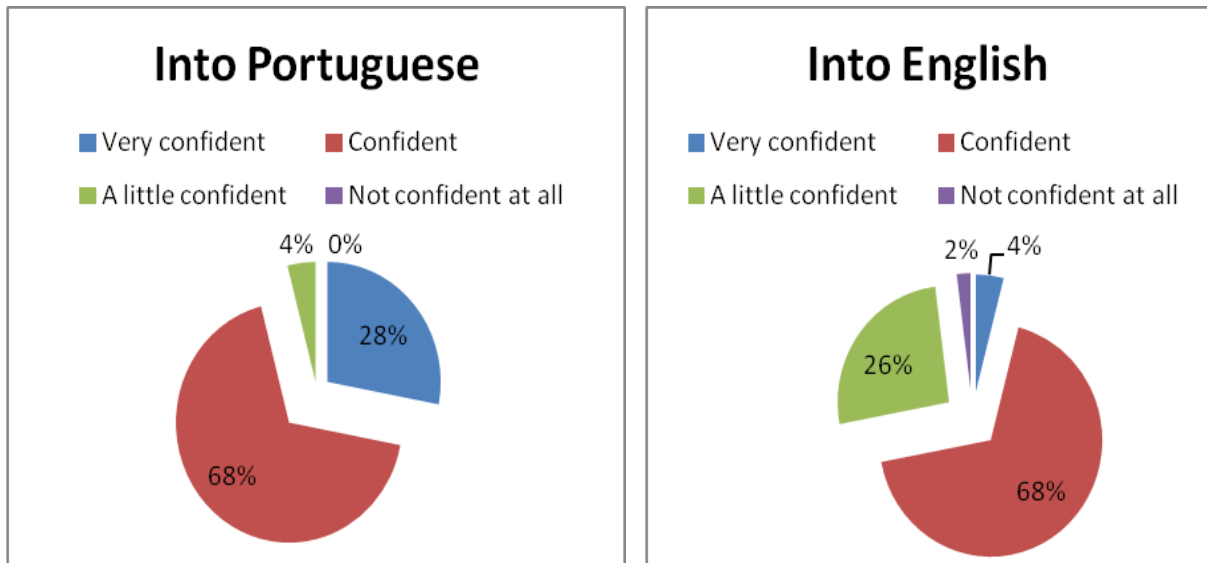
*Table 5: Rating of students' sub-competences according to the PACTE model*

	Sub-competence	Excellent	Very Good	Good	Average	Poor
Students' rating	bilingual	2	22	23	3	0
	extra-linguistic	1	16	31	2	0
	knowledge about translation	1	13	29	7	0
	instrumental	3	18	21	8	0
	strategic	3	15	23	8	1
	psycho-physiological	2	15	26	6	0
Lecturers' rating	bilingual	0	0	7	4	0
	extra-linguistic	0	0	0	10	1
	knowledge about translation	0	0	4	5	2
	instrumental	0	0	3	4	4
	strategic	0	0	2	8	1
	psycho-physiological	0	0	4	3	4

#### 4.2.2.2. Confidence in the students' competence to translate any type of text

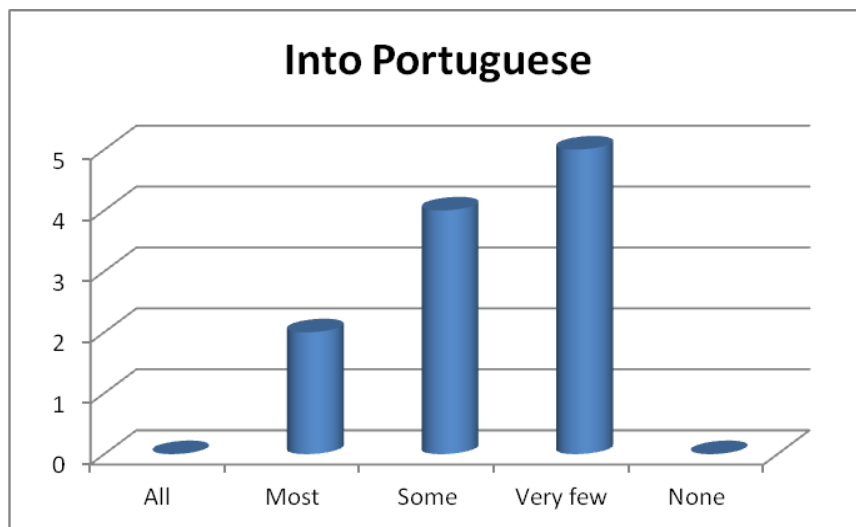
As shown in Figure 4, again, most students (68%) feel confident about translating any type of text into Portuguese or English. However, it is still interesting to observe that only 28% feel very confident about translating into Portuguese, a figure that drastically shrinks to as low as 4% when it comes to translating into English. Equally remarkable is the fact that when it comes to the skill of translating into English, the number of those rating themselves as “a little confident” significantly grows to 26% compared to the percentage of those claiming to be “a little confident” to translate into Portuguese (4%).

**Figure 4: Students' own rating of their confidence to translate any type of text**



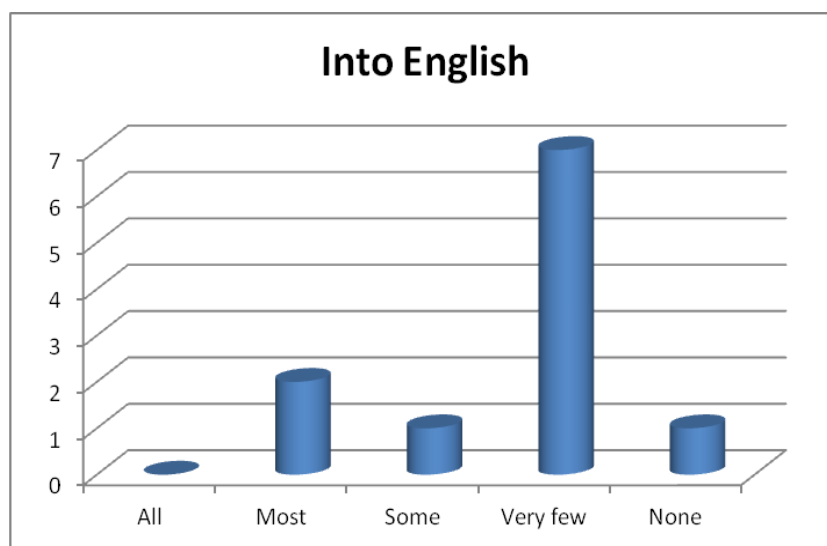
In stark contrast, the majority of lecturers do not trust the quality of their students' translations. As can be seen from Figure 5, if the minority would refer a client to *some* of their students for translation services, the majority would only opt for *very few*.

**Figure 5: Lecturers' confidence in their students' ability to translate any type of text into Portuguese**



Equally noteworthy is the fact that when it comes to translating into English, the number of lecturers who would take very few students rises remarkably, as depicted in Figure 6.

*Figure 6: Lecturers' confidence in their students' ability to translate any type of text into English*



### **4.2.3. Section 3: Perceptions about factors hindering the development of translation competence**

#### **4.2.3.1. Customization of subject contents to students' needs**

Table 6 shows that the students' opinion regarding the customisation of subject contents to their needs is positive. In general, this finding is consistent with most lecturers' own claim that they sometimes customise the contents of their subjects according to the needs of the students.

*Table 6: Perceptions regarding lecturers' customisation of contents of their subjects*

	Always	Often	Sometimes	Rarely	Never	Total
Students' perceptions	10	15	18	6	0	50
Lecturers' perceptions	1	3	6	1	0	11



#### **4.2.3.2. Lecturers' perceptions on barriers and enablers of translation competence**

According to the lecturers surveyed, the list of factors hindering the development of students' translation competence includes curricular, attitudinal/motivational, pedagogical and infrastructural/instrumental aspects. In addition, the students' lack of a balanced bilingual background is identified by the majority of lecturers as perhaps the most important bottleneck.

Details of the lecturers' perceptions on barriers and enablers of translation competence are outlined below.

### **Curricular Factors**

“I think most of the subjects are not directly linked to translation as such but to linguistics” (MSL\_EJSC).

One lecturer pointed out that the curriculum is not totally geared to developing translation competence and is too theoretical. For example, most subjects are taught in Portuguese and even the Translation Studies subjects in the UEM are more theoretical than practical. Another curricular concern is the fact that the course does not provide for professional internship or a programme which would take the students into the field for them to see how the real-life translator works.

### **Attitudinal/motivational factors on the part of lecturers**

“The overall teaching motivation is little. We expect students to have intrinsic motivation without doing anything to boost it. We're literally killing students' motivation” (MSL\_CMS).

Lecturers acknowledge that they sometimes do not motivate students, especially given the limitations in teaching resources. To illustrate this, they regret not having equipment to have students practise listening skills.

## **Attitudinal/motivational factors on the part of students**

“Quite often, students follow this [Translation Studies] course because they failed to enter the ones they like. Also, they want a university degree at any cost; consequently, they do not invest the necessary time to acquire translation competence” (MSL\_AF).

This is seen as an important factor, coupled with the labour market’s inconsistency in its concept of employability. As one lecturer put it, “the market accepts almost any smart guy” (MSL\_CJM). Hence, many students are only aiming for a diploma to display to prospective employers, who do not hire people on the basis of their proven competencies.

## **Pedagogical factors**

“Some lecturers, especially those from other units have not been able to understand the specific needs and exigencies of a translation course” (MSL\_CJM).

Lecturers observe that there is a lack of lecturers who are specialized in Translation Studies who could better cater for the students’ needs both in English and in Portuguese. Perhaps this is one reason why the translation is unidirectional at the UEM, i.e., from English into Portuguese.

## **Infrastructural/instrumental factors**

“Lack of technological equipment/materials for translator training” (MSL\_GC).

The fact that the UEM does not own a functional translation lab and other resources such as dictionaries and grammar books is thought to also contribute to poor development of students' translation competence.

## Substandard bilingual skills

“Students lack high syntactic and semantic parsing of both languages” (MSL\_MC).

This hindrance is remarked by most lecturers, who believe the students' language skills in both Portuguese and English are poor. As a result, students are unable to use reading and writing skills adequately. Moreover, one lecturer noted that students tend to use informal language excessively and that they lack a culture of reading.

### 4.2.3.2.1 Suggested enabling factors

An obvious step towards improving the development of students' translation competence is to address the hindering factors described above. However, lecturers also agree that the following could improve the scenario at the UEM:

- availability of operational language laboratories or resource centres which students are likely to make the most of and therefore allow for the development of the necessary skills;
- lecturers' improvement of their teaching methodologies;
- introducing the Translation Practice discipline at the beginning of the Translation Studies course;
- nurturing students' motivation and research skills through the provision of research resources;
- introducing a supervised professional internship programme;
- students' awareness and effort to show interest in what they are learning and in translation as a profession; and

- availability of trained lecturers to lecture contents on translation in English and Portuguese.

#### **4.2.3.3 Students' perspectives on factors hindering translation competence development**

Students' opinions are quite similar to those of their lecturers in that they touch on the same themes as follows:

### **Curricular factors**

“We spend time studying many subjects that are not directly related to our course. We start to study about translation late and we only have 3 semesters to learn about the translation process. Apart from that, during our classes we only learn to translate from English into Portuguese and we don't learn to translate from Portuguese into English” (MS3S\_DTC).

Curricular factors are a recurrent theme in students' response to the questionnaire. Specific issues raised under this theme are:

- Portuguese is the medium of instruction of the majority of disciplines and so students are less exposed to English;
- The Translation Practice discipline is introduced too late in the course (in the third year);
- Emphasis on other disciplines taught in Portuguese, e.g., Literary Studies, Mozambican Literature and Culture, Literature and Other Arts, etc. versus the limited time allocated for translation practice and related disciplines;
- The absence of a professional practice component;
- The deletion of the interpretation component from the curriculum;
- The impractical theory;
- The timetables of certain subjects often overlap and in general do not take into account the needs of working students; and

- The programme does not provide for an exchange with other universities nationally and internationally.

To counter these negative factors, students think the UEM curriculum should be revised so as to allocate more time for translation and make related disciplines mandatory rather than free elective subjects. Besides, Translation Theory/Methodology and Practice should be introduced early in the course (Year 1 or Year 2). As one student emphatically put it:

“Translation students should get into translating right at the beginning of the course. This would give them a timeframe of exactly 4 years of translation practice or even more”

(MS3S\_DSJB).

## **Attitudinal/motivational factors on the part of lecturers**

“I do recognize the quality of our lecturers, but I think that some are not working as they should or are busy with some other things” (MS4S\_JAM).

Although not identified by the majority of students, lecturers’ attitudes are perceived by some as a hindrance to translation competence development. Students have the impression that their lecturers do not pay enough attention to them. In addition, lecturers tend to focus on the stronger students, ignoring the weaker ones.

## **Attitudinal/motivational factors on the part of students**

“Nowadays students just go to university to get a certificate even without [having] any knowledge” (MS4S\_RH).

Again, students acknowledge that other priorities take precedence over their studies and so interfere with their progress. Since many have a day job, they do not dedicate enough time to their studies, but still hope to achieve something. Some respondents also noted that the UEM students are not in the habit of researching and reading.

## **Pedagogical factors**

“Language classes tend to be more focussed on grammar and not on more practical activities such as writing and speaking” (MS4S\_AMM).

Another set of hindering factors is pedagogical. Some students report not knowing the evaluation criteria followed by instructors as they teach one thing and test the other.

## **Instrumental factors**

“We should have specific classrooms for translation classes, equipped with computers, dictionaries and other materials” (MS4S\_JSCC).

Again, this was another recurrent theme in the respondents’ feedback on hindering factors. Students quite unanimously believe that the unavailability of English language course books and translation manuals and the lack of equipment such as computers, internet and dictionaries, which could be used for practical translation classes, gravely limits their translation competence development. For example, some lamented that they do not have listening skills classes, which could help them to analyse maternal-tongue English sentences and real-world vocabulary.

## **Substandard bilingual skills**

“Most students don’t have a good command of the languages involved in the translation process, which in this case are English and Portuguese. And most of the time, they only give more importance to the subjects in English, assuming that they are good at Portuguese and hence there is no need to dedicate much attention to it.” (MS4S\_VZ).

This last set of hindering factors was also acknowledged by some students who said their English or Portuguese language skills are not sharp enough. They illustrate this with cases

of literal, word-for-word translations, which are a proof of their lack of correct interpretation of the source text. Some even mentioned mother-tongue interference in the translation process, whereby an African language interferes with Portuguese and eventually with English.

#### **4.2.3.3.1 Suggested enabling factors**

Students' suggestions can be summed up as follows:

- UEM should invest in infrastructure and equipment conducive to TC development;
- Having mother-tongue English lecturers in order to improve the student's knowledge in terms of English culture;
- International conferences, meetings or seminars could improve the socio-cultural knowledge required to communicate in two languages;
- Avoidance of classroom-based assessments in the Translation Practice subject;
- Deletion of some less important subjects bearing in mind the aim of developing TC;
- Customising the contents of different subjects to the needs of translation students;
- Students should try to investigate the process of translation in order to learn how to deal with translation problems, and solve them; and
- Students should try to improve their four skills in both languages that are involved in the translation process.

Having completed the questionnaire data analysis, this chapter now focuses on the next step of this study, which was the macro- and micro-textual analysis.

## **PART II: MACRO- AND MICRO-TEXTUAL ANALYSIS**

This part is devoted to a detailed macro- and micro-textual analysis of the UEM students' translations and an identification of the main types of translation errors they make. However, before conducting this analysis, it is fitting to refresh the analytical framework followed at this stage.

### **4.3 Refreshing the analytical framework**

As mentioned in Chapter 3 (section 3.9), the researcher devised a definition of his own to enable identifying mistakes of particular relevance in a translation context. Thus, in this paper, a translation error is defined as an instance of underperformance during a translation act, observed through the lack of message accuracy and text effectiveness.

*Message accuracy* first and foremost measures the degree to which the target language message corresponds to the source-language message. Since the translator's message is not primarily of his authorship, its production is contingent upon full comprehension of the source-text language. Thus, any propositional mismatch between the source-language text and the target-language text is construed as due to poor linguistic competence in the source-text language. Moreover, inaccuracy denotes a lack of all the other sub-competences of the PACTE's model of translation competence (extra-linguistic, knowledge about translation, instrumental, strategic and psycho-physiological components).

Inaccuracy is mainly observed through:

- *Nonsense* – the message delivered not making any sense at all;
- *Wrong meaning* – the source message being distorted;
- *Wrong lexical choice* – use of false friends or other ineffective lexical items according to the context, purpose of the text and target audience; and
- *Omission* – when a content-rich element (word or phrase) in the source text is unduly removed from the target text.



Inaccurate translations often denote inability to correctly interpret source-text language structures and lexicon, as well as extra-linguistic references. Thus, these types of errors are considered to be source-language-originated errors (SLOEs).

*Text effectiveness* comes second and affects the target-text language at the same time as it is being affected by it. Text effectiveness has to do with the message being delivered in keeping with the target-language/culture norms and conventions for producing a meaningful message. Therefore, an effective (translated) text does not contain:

- *Target-language norm deviations;*
- *Spelling errors;*
- *Punctuation errors; or*
- *Ambiguous/unclear/unnatural expressions.*

Since these aspects are usually observable from the target-language point of view, they are considered target-language-originated-errors (TLOEs).

In order to determine the types of translation errors among the UEM students, a macro- and micro-textual analysis is conducted simultaneously as macro- and micro-level errors tend to co-occur. The analysis is based on 13 different texts in English. Nevertheless, it must be mentioned that, since five examples of poor translation are provided in each case, the overall total number of TL texts analysed is 65. This is in line with the principle of multiple case designs to ensure more robustness of the study findings.

Below is a tabulation and discussion of some data extracted from students' filed tests.

### **4.3.1 Macro- and micro-textual analysis of third year-students' translations**

Presented below are samples of third-year students' translations and their types of translation errors. They constitute the first seven texts under analysis.

**Source Text 1:**

“Many conflicts erupt due to clashes over access to resources, for instance as a result of the encroachment of one party on lands traditionally considered by another to be on its own terrain” (NIC 2020 Project 2010).

**Students’ Translations:**

1. “Muitos conflitos **entram em erupção** devido a conflitos por acesso a recursos, **por exemplo** como resultado da **usurpação de um partido em terras tradicionalmente consideradas por outro estar em seu tático militar**” (MS3S\_RH).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice, nonsense	Target-language norm deviations, punctuation, ambiguity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student fails to determine the correct meaning of some lexical items. As a result, he uses the expression “ <b><u>entram em erupção</u></b> ” for “erupt”, which is not natural in this context as it usually applies to volcanic eruptions. Likewise, he translates “party” as “ <b><u>partido</u></b> ”, which would be more appropriate for a political party. Finally, he uses the expression “ <b><u>em seu tático militar</u></b> ” for “on its own terrain”, which makes no sense at all.		The student displays poor management of Portuguese grammar. For example, in his text, “usurpação” selects the preposition “ <b><u>em</u></b> ” instead of “ <b><u>de</u></b> ”. Another problem is the absence of a comma after “por exemplo”, revealing poor punctuation skills. Also, the expression “ <b><u>usurpação de um partido em terras</u></b> ” is both ambiguous and unnatural. Therefore, it adds to the reduction of the text effectiveness in Portuguese.

2. “Muitos conflitos **eclodiram** devido a choques no acesso aos recursos, por exemplo, como resultado de invasão de terras tradicionalmente consideradas **por outro de estarem em seu próprio terreno, por uma facção**” MS3S\_JCX).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Target-language norm deviations, punctuation, unclarity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student is able to determine the correct meaning of “erupt”, but she uses the wrong tense (past simple). Likewise, she translates “party” as “ <u>faccão</u> ” (faction), which compromises the meaning.		The student displays poor management of Portuguese composition rules. For example, the comma in the expression “ <u>por outro de estarem em seu próprio terreno, por uma facção</u> ” is misplaced and therefore yields an unnatural and unclear message.

3. “Muitos conflitos irromperem devido a conflitos sobre o acesso aos recursos, por exemplo, como resultado da invasão de uma parte de terras tradicionalmente consideradas por outros como sendo seu próprio terreno” (MS3S\_FCM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Spelling, ambiguity, unclarity
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student is able to determine the correct meaning of “erupt”, but she uses the wrong tense (past simple), which she misspells. Likewise, she translates “by another” as “ <u>por outros</u> ” (by others), thus compromising the meaning.		The text effectiveness is reduced by a spelling error (for “irromperam”) and ambiguity where she says “ <u>invasão de uma parte de terras</u> ”, which could be read as “encroachment on one part of lands”.

4. “Muitos conflitos entraram em erupção devido a confrontos sobre o acesso aos recursos, por exemplo, como resultado da invasão de um grupo em terras tradicionalmente considerados pelos outros como sendo sua propriedade” (MS3S\_NLFB).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice, wrong meaning	Target-language norm deviations, ambiguity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student fails to determine the correct meaning of some lexical items. As a result, he uses the expression “ <u>entraram em erupção</u> ” for “erupt”, which is not natural in this context. He also uses the wrong tense (past simple). Likewise, he translates “party” as “ <u>grupo</u> ”, which is inappropriate in terms of style and register. He also translates “by another” as “ <u>pelos outros</u> ” (by others), thus compromising the meaning.		The student displays poor management of Portuguese grammar. For example, in his text, “invasão” selects the preposition “ <u>em</u> ” instead of “ <u>de</u> ”. Another problem is lack of agreement between the noun “ <u>terras</u> ” and the adjective “ <u>considerados</u> ”. Also, the expression “ <u>invasão de um grupo em terras</u> ” is both ambiguous and unnatural. Therefore, the text in Portuguese is ineffective.

5. “Muitos conflitos entram em erupção devido a confrontos sobre o acesso a recursos, por exemplo, como resultado da invasão por um grupo a terras tradicionalmente considerados por outro como sendo da sua propriedade” (MS3S\_JAM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice, wrong meaning	Target-language norm deviations, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>

<p>The student fails to determine the correct meaning of “erupt”. Consequently, he uses the expression “<u>entram em erupção</u>”, which twists the meaning of the ST message in this context. He also translates “party” as “<u>grupo</u>”, which is inappropriate in terms of style and register.</p>	<p>Three factors reduce the effectiveness of the text in Portuguese. First, “invasão” incorrectly selects the preposition “<u>a</u>” instead of “<u>de</u>”. Second, there is no gender agreement between the noun “<u>terras</u>” and the adjective “<u>considerados</u>”. Third, the expression “<u>invasão por um grupo a terras</u>” is unnatural.</p>
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**Proposed solutions:**

- a) A origem (ou fonte) de muitos conflitos tem sido desentendimentos relacionados ao acesso aos recursos, por exemplo, em resultado da usurpação, por uma das partes, de terras tradicionalmente consideradas pela outra como sendo de sua pertença (ou propriedade).
- b) Muitos conflitos emergem (ou eclodem, irrompem, surgem, nascem) devido a desentendimentos relacionados ao acesso aos recursos, por exemplo, quando uma das partes invade terras que tradicionalmente são consideradas pela outra como sendo da sua pertença (ou propriedade).

**Source Text 2:**

“Some conflicts over resources have emerged from earlier cold-war-driven disputes fought by African proxies in such countries as Angola, and Mozambique” (NIC 2020 Project 2010).

**Students’ Translations:**

1. “Alguns conflitos por recursos tenham emergido de prematuras guerras-frias conduzidas por lutas de disputa por Africanos próximos em tais países como Angola, e Moçambique” (MS3S\_RH).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning, wrong lexical choice	Target-language norm deviations, punctuation, ambiguity, unclarity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student fails to determine the correct meaning of the sentence; consequently, his translation is absolutely meaningless. In his translation, it is clear that he cannot understand “ <i>earlier <u>cold-war-driven</u> disputes</i> ” and “African proxies” (which he translates as “ <i>Africanos próximos</i> ”). In addition, the expression “ <i>em tais países como</i> ” shows that the student does not know that “in such countries as” is a structure that means the same as “in countries such as”.		The student displays a blatant lack of Portuguese composition skills. For example, he uses the wrong aspect in “ <i>tenham emergido</i> ” and a comma between Angola and Mozambique, where the conjunction “ <i>e</i> ” (and) has already played its linking role. Since the sentence makes no sense at all, it cannot be free of ambiguity, unclarity/ unnaturalness and target-language norm deviations.

2. “Alguns conflitos sobre recursos surgiram a partir anteriores disputas de guerras frias orientadas, travadas pelos procuradores da África em países como Angola e Moçambique” (MS3S\_JCX).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong lexical choice	Target-language norm deviations, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
One can see that due to the student’s poor comprehension of the expression “ <i>earlier cold-war-driven</i>		Two factors reduce the effectiveness of the text in Portuguese. First, in the student’s text, “ <i>conflitos</i> ” incorrectly selects “ <u>sobre</u> ” instead of the more

<p><i>disputes</i>”, she makes a meaningless sentence in the translation. On the other hand, there is evidence of poor lexical choice in using “<i>procuradores</i>” for “proxies”, which clearly does not reflect the context.</p>	<p>natural preposition “<i>por</i>”. Second, from “<i>a partir</i>” to “<i>África</i>” there is no effective message in Portuguese because of ungrammaticality (absence of the preposition “<i>de</i>” between “<i>a partir</i>” and “<i>anteriores</i>”) and hence, ambiguity, unclarity and unnaturalness.</p>
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3. “*Por causa dos recursos, alguns conflitos surgiram cedo com a guerra-fria, o que resultou em lutas disputadas* por representantes africanos em países como Angola e Moçambique” (MS3S\_FCM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning	Spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
<p>The sentence is almost effective in Portuguese, but its message does not reflect the one in the source text. The message distortion results from poor handling of the phrase “<i>earlier cold-war-driven disputes</i>”.</p>		<p>The student’s sentence is almost effective in Portuguese, but it is marred by the misspelling of “<i>disputadas</i>” and the misplaced hyphenation of “<i>guerra fria</i>” (cold war).</p>

4. “Alguns conflitos *sobre* recursos surgiram *a partir de anterior orientções da guerra-fria- disputas levadas a cabo pelos representantes de África travados* em *países* tais como Angola e Moçambique” (MS3S\_JAM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning	Target-language norm deviations, spelling, unclarity, unnaturalness

<i>Detailed accuracy analysis</i>	<i>Detailed text effectiveness analysis</i>
In this translation, it is clear that the student fails to determine the correct meaning of the expression “ <i>earlier <u>cold-war-driven disputes</u></i> ”. As a result, the translation tends to be literal and is, therefore, either meaningless or its message is distorted.	The literal translation renders the sentence ineffective in Portuguese because it contains ungrammatical, unnatural/unclear structures. For example, there is a noun-adjective disagreement between “ <i>anterior</i> ” and “ <i>orientações</i> ” (mistranslated to match “driven”). In addition, the words “ <i>orientações</i> ” and “ <i>países</i> ” countries have been misspelt. Finally, in this text, “ <i>conflitos</i> ” (conflicts) wrongly selects “ <i>sobre</i> ” instead of the more natural preposition “ <i>por</i> ”.

5. “Alguns conflitos sobre recursos surgiram a partir das anteriores orientações da guerra fria, disputas travadas pelos representates da África, em países como Angola e Moçambique” (MS3S\_NLFB).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning	Target-language norm deviations, spelling, unclarity, unnaturalness
<i>Detailed accuracy analysis</i>	<i>Detailed text effectiveness analysis</i>	
Like in the preceding examples, it is clear that the student fails to determine the correct meaning of the expression “ <i>earlier <u>cold-war-driven disputes</u></i> ”. Therefore, the translation tends to be literal, which makes it meaningless and its message distorted.	Because the student resorts to literal translation, the sentence loses its effectiveness in Portuguese as it contains traces of ungrammaticality, unnaturalness/unclearness. For example, the preposition “ <i>sobre</i> ” after “ <i>conflitos</i> ” (conflicts) is used in lieu of the more natural preposition “ <i>por</i> ”. Moreover, the word “ <i>representantes</i> ” (proxies) has been misspelt.	



**Proposed solutions:**

- a) Alguns conflitos relacionados aos recursos têm a sua génese (ou origem) nas antigas disputas motivadas pela Guerra Fria, travadas por representantes africanos em países tais como a Angola e Moçambique.
- b) A origem (ou génese) de alguns conflitos relacionados aos recursos remonta às antigas disputas motivadas pela Guerra Fria, travadas por representantes africanos em países como a Angola e Moçambique.

**Source Text 3:**

“Generally it is those believed to be more enlightened who incite the poor, calling on their followers to take violent action” (NIC 2020 Project 2010).

**Students’ Translations:**

- 1. “Geralmente, acredita-se que os mais inteligentes é que incetavam os pobres, convidando os seus seguidores a tomar acções violentas” (MS3S\_NLFB).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning	Spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student conveys the wrong message by saying that <b><i>“it is believed that those who are more enlightened incite the poor” or “those who are more enlightened are believed to incite the poor”</i></b> .		The student is close to producing an effective message in Portuguese, but he misspells the word “incentivam” (encourage).

- 2. “Geralmente, são aqueles que se acredita de serem os mais cultos que incitam os pobres, convidando os seus seguidores a tomar acções violentas” (MS3S\_JAM).

<i>Translation Error Type</i>	
<b>Macro-level:</b>	<b>TLOE</b>
<b>Micro-level:</b>	Target-language norm deviation, naturalness
<i>Detailed text effectiveness analysis</i>	
In this case, the student gets the message correctly in the source language but fails to express it correctly in Portuguese when he inserts the preposition “ <u>de</u> ” between “ <u>se acredita</u> ” (believed) and “ <u>serem</u> ” (to be).	

3. “Geralmente, acredita-se que é mais iluminado aquele que incita os pobres, convidando seus seguidores a tomar a accao violenta” (MS3S\_FCM).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning	Spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
Like in the first example, the student distorts the message when she says “ <i>it is believed that he who incites the poor is more enlightened</i> ”.		Although the student is close to producing an effective message in Portuguese, she misspells the word “ <u>acção</u> ” (action) when she omits the diacritic.

4. “Geralmente acredita se serem os mais iluminados a incitar os pobres, convidando seus seguidores a tomar uma acção violenta” (MS3S\_JCX).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning	Spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
In this example, too, the student conveys the wrong message by saying that “ <i>the</i>		The sentence could be close to perfection in Portuguese but the absence of a hyphen

<i>most enlightened are believed to incite the poor”.</i>	required in “ <u>acredita-se</u> ” (it is believed) reduces the effectiveness of the text.
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5. “Geralmente são aqueles que acreditam ser mais esclarecidos que incitam a pobreza, chamando os seus seguidores para tomar a acção da violência” (MS3S\_RH).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning	Unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
This student blatantly twists the message by saying “ <i>it is those who believe they are more enlightened who incite poverty</i> ”.		The expression “ <u>acção da violência</u> ” (for “violent action”) does not sound natural in Portuguese; instead, we often say “actos de violência” or “actos violentos”.

**Proposed solutions:**

1. Geralmente são aqueles que se acredita serem mais iluminados os que incitam os pobres, apelando os seguidores a enveredarem pela violência.
2. Em geral, aqueles que são tidos como sendo mais esclarecidos são quem incita os pobres, apelando os seguidores a praticarem (ou protagonizarem) a violência (ou actos violentos/actos de violência).

**Source Text 4:**

“Mozambique’s private sector response to HIV/AIDS has been significant and well organized” (IOM 2010).

**Students’ Translations:**

1. “A resposta do sector privado em Moçambique ao HIV/AIDS tem sido significante e bem organizado” (MS3S\_DJM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice	Target-language norm deviation, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student keeps “ <u>HIV/AIDS</u> ” untranslated. This shows insufficient attention to lexical item analysis.		The major effectiveness problem with the text is the lack of agreement between the noun “ <u>a resposta</u> ” (the response) and the adjective “ <u>organizado</u> ” (organized). This, in turn, results in unnaturalness of speech.

2. “A resposta do sector privado de Moçambique ao HIV/AIDS tem sido significativo e bem organizado” (MS3S\_JEC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice	Target-language norm deviation, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
This student, too, keeps “ <u>HIV/AIDS</u> ” untranslated. This shows insufficient attention to lexical item analysis.		The major effectiveness problem with the text is the lack of agreement between the noun “ <u>a resposta</u> ” (the response) and the adjectives “ <u>significativo</u> ” (significant) and “ <u>organizado</u> ” (organized). This, in turn, results in unnaturalness of speech.

3. “A resposta do sector privado ao HIV [omission] tem sido significante e bem organizado” (MS3S\_EXN)

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice, omission	Target-language norm deviation, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The translation omits “AIDS” and “Mozambique” where the omission does not seem warranted.		The student also misses the agreement between the noun “ <u>a resposta</u> ” (the response) and the adjective “ <u>organizado</u> ” (organized), thus causing unnaturalness.

4. “A reacção do sector Privado Moçambicano na área de HIV-SIDA têm sido significante e bem estruturado” (MS3S\_DTC).

<i>Translation Error Type</i>	
<i>Macro-level:</i>	<i>TLOE</i>
<i>Micro-level:</i>	Target-language norm deviation, unclearness, unnaturalness
<i>Detailed text effectiveness analysis</i>	
<p>Although the content is conveyed accurately, there are three target language norm deviation problems in this translation. First, the word “reacção”<sup>6</sup> (reaction) is misspelt. Second, the subject “<u>a resposta</u>” (the response) does not agree with the verb conjugation (<u>têm</u>) (“have” for “has”). Finally, there is no gender agreement between the noun “reacção” (reaction) and the adjective “estruturado” (structured). Of course, if, “reacção” (reaction) can be used as a synonym of “resposta” (response), then “<u>reacção estruturada</u>” may sound unnatural.</p>	

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<sup>6</sup> Despite the new spelling agreement in force within the Community of Portuguese Speaking Countries (CPLP), by August 2014, Mozambique had not moved to the implementation phase, which would render the spelling of words like “reacção” correct.

5. “A resposta do sector privado de Moçambique [omission] tem sido importante e bem organizada” (MS3S\_JEC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Omission, wrong lexical choice	Unnaturalness, unclarity
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The translation omits “HIV/AIDS” where the omission does not seem justifiable. Also, the word chosen for “significant” is “ <u>importante</u> ”, which is not adequate for this context.		The wrong lexical choice causes unnaturalness/unclearness of utterance where the student uses “ <u>importante</u> ” instead of “ <u>significativa</u> ” to qualify the Mozambican private sector response.

**Proposed solutions:**

- a) A resposta do sector privado ao HIV/SIDA em Moçambique tem sido significativa e bem organizada.
- b) A resposta do sector privado moçambicano ao HIV/SIDA tem sido significativa e bem organizada.

**Source Text 5:**

“In addition to large-scale workforce efforts at Unilever, MOZAL, CETA and Coca-Cola there are promising unified private sector and Public Private Partnerships (PPP) initiatives in EcoSida and SEDE” (IOM 2010).

**Students’ Translations:**

1. “Além do esforço em grande escala dos trabalhadores da Unilever, MOZAL, CETA e Coca-cola, existem iniciativas promissoras dos sectores privado unificado e Associações Privados Públicos na EcoSida e SEDE” (MS3S\_DJM)

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong lexical choice	Target-language norm deviations, punctuation, ambiguity, unclarity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
<p>The expression “large-scale workforce efforts” in the source text contains some extra-linguistic elements or implicit information which, if not grasped, could lead to literal translation. In addition, the sentence also has a very complex phrase whose nucleus is “initiatives” with multiple modifiers (“promising unified private sector and Public Private Partnerships (PPP) initiatives”). Unaware of this, the student fails to find a strategy for an accurate, meaningful translation. Also, poor lexical choice is seen in “<u>Associações Privados Públicos</u>” for “Public Private Partnerships”.</p>		<p>Given the literal translation tendency, the student loses the ability to make an effective sentence in Portuguese. For example, the clause “<u>do esforço em grande escala dos trabalhadores</u>” is unnatural and ambiguous/unclear, i.e., it is not clear whether the “<u>trabalhadores</u>” (for “workforce”) are the ones making HIV/AIDS prevention efforts or it is their employer. Furthermore, there is a noun-adjective disagreement in “<u>sectores privado unificado</u>” and “<u>Associações Privados Públicos</u>”.</p>

2. “Além dos esforços da força de trabalho em grande escala na Unilever, MOZAL, CETA e Coca-cola, há iniciativas promissoras no sector privado unificado de Parcerias Público-Privada (PPP) em EcoSida e SEDE” (MS3S\_JEC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning	Target-language norm deviations, punctuation, ambiguity, unclarity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
This student has trouble interpreting the expression “large-scale workforce efforts” in the source text, which contains some extra-linguistic elements or implicit information. Consequently, he tends to translate literally. The same is true of the complex phrase whose nucleus is “initiatives”, which has multiple modifiers (“promising unified private sector and Public Private Partnerships (PPP) initiatives”). The result is that the translation is inaccurate.		Literal translation leads to loss of text effectiveness in Portuguese. For example, the clause “ <u>dos esforços da força de trabalho em grande escala</u> ” does not deliver a natural/clear message. Moreover, the expression “ <u>iniciativas promissoras no sector privado unificado de Parcerias Público-Privada</u> ” conveys no effective message to the reader, apart from the fact that there is disagreement between “parcerias” (partnerships) and “privada” (private).

3. “Além dos esforços em grande escala da mão-de-obra na Unilever, MOZAL, CETA e Coca-cola, existem uniões promissoras do sector privado e iniciativas das Parcerias Público Privado (PPP) na EcoSida e SEDE” (MS3S\_IGOC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning	Target-language norm deviations, punctuation, ambiguity, unclarity, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student is tricked by the expressions		The two items the student fails to translate



<p>“large-scale workforce efforts” and “initiatives” with multiple modifiers (“promising unified private sector and Public Private Partnerships (PPP) initiatives”). His comprehension of the source text is limited, resulting in an inaccurate translation. Thus, the resulting sentences are either meaningless or convey the wrong meaning. Also, poor lexical choice is seen in “<u>Parceria Público Privado</u>” for “Public Private Partnerships”.</p>	<p>yield rambling, ambiguous sentences. As in the previous examples, the clause “<u>dos esforços em grande escala da mão-de-obra</u>” does not deliver a natural/clear message. Similarly, the expression “<u>uniões promissoras do sector privado e iniciativas das Parcerias Público Privado</u>” makes it hard to understand the intended message. There is also a disagreement between “parcerias” (partnerships) and “privado” (private).</p>
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4. “Além do esforço da mão de obra em grande escala na Unilever, MOZAL, CETA e Coca-cola, há iniciativas promissoras e unificadas do setor privado e Parcerias Público-Privadas (PPP) em ECOSIDA e SEDE” (MS3S\_AJMM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning	Target-language norm deviation, unclarity, unnaturalness, spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student distorts the meaning right at the beginning of the sentence although he gradually makes progress towards conveying an accurate message. The		Despite the relative success in conveying accurate meaning, the student makes a terrible mistake in “ <u>iniciativas promissoras</u> ” where the noun and the adjective should

expression that he translates literally is “large-scale workforce efforts”, but then tries to convey a reliable message in the latter part of the text.	agree. There is also a spelling mistake in “setor” <sup>7</sup> , which is correctly spelt “sector”.
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5. “Além dos esforços da força de trabalho [omission] na Unilever, Mozal, CETA e Coca-cola, há um prometedor sector privado unificado e iniciativas de Associações Público-Privadas (APP) na EcoSida e SEDE” (MS3S\_ARC).

<b>Macro-level:</b>	<b>SLOE</b>
<b>Micro-level:</b>	Wrong meaning, omission
<b><i>Detailed accuracy analysis</i></b>	
Like in the above cases, the expressions “large-scale workforce efforts” and “promising unified private sector and Public Private Partnerships (PPP) initiatives” prove to be too hard for the student to understand and provide an accurate translation. Hence, although the student tries to convey a meaningful message in Portuguese – and he is effective in text production – the translation twists the intended meaning when it omits some information referring to “large-scale efforts”. The message is also distorted by the student’s failure to understand that “initiatives” in that the latter clause is the keyword which should take prominence over the other constituents.	

**Proposed solutions:**

- a) Além de grandes esforços em empresas como a Unilever, MOZAL, CETA e Coca-Cola, visando a sensibilização (ou protecção) dos trabalhadores, existem iniciativas harmonizadas e promissoras do sector privado e de Parcerias Público-Privadas (PPP) na EcoSida e na SEDE.

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<sup>7</sup> Despite the new spelling agreement in force within the Community of Portuguese Speaking Countries (CPLP), by August 2014, Mozambique had not moved to the implementation phase, which would render the spelling of words like “setor” correct.

- b) Além dos enormes esforços empresariais visando a protecção da força laboral na Unilever, MOZAL, CETA e Coca-Cola, existem iniciativas harmonizadas e promissoras do sector privado e de Parcerias Público-Privadas (PPP) na EcoSida e na SEDE.

**Source Text 6:**

“However, the private sector response tends to be somewhat workplace specific and while migrant workers are eligible and on occasion receive company-sponsored HIV education and health services, this can be incidental to their work status and not as part of systematic effort or targeting” (IOM 2010).

**Students’ Translations:**

1. “Todavia, a resposta do sector privado tende em ser [omission] especificamente para o local do trabalho e enquanto os trabalhadores migrantes forem elegíveis e na ocasião recebem a educação sobre o HIV e serviços de saúde [omission], isso pode ser incidental para o seu estado de trabalho e não como parte do esforço estratégico ou direccionado” (MS3S\_ARC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, omission, wrong lexical choice	Target-language norm deviations, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
By and large, the student fails to convey a meaningful message in this translation for a number of reasons. First, he omits the word “somewhat”. Second, he did not find an adequate management of the phrase “workplace specific”. Third, he chose an ineffective equivalent for “while” and an absolutely incorrect		There are two categorial selection issues in this sentence which compromise its effectiveness in Portuguese: 1) The expression “ <u>tende em</u> ” should read “tende a” (tends to); 2) “ <u>incidental para</u> ”

equivalent for “on occasion”. Finally, he omits the expression “company-sponsored”.	should read incidental ao” (incidental to).
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2. “Contudo, a resposta do sector privado tênde a ser, de algum modo, específico ao sector de trabalho enquanto que os trabalhadores migrantes são ilegíveis e na ocasião recebem uma educação patrocinada pela companhia sobre o HIV e saúde do trabalho, o que pode tornar incidental ao seu aparato de trabalho e não como parte do esforço sistemático ou alvo” (MS3S\_DTC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning, wrong lexical choice	Spelling, target-language norm deviations, unnaturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The translated text makes no sense. First, the student uses a poor strategy to handle the clause “and while migrant workers are eligible and on occasion receive company-sponsored HIV education and health services”, which results in saying nothing at all. Also, the next clause (“this can be incidental to their work status”) is sheer nonsense when it even contains “ <u>aparato de trabalho</u> ” (for “work status”), which is a wrong lexical choice having nothing to do with the source-text message. Other lexical choice problems are “ <u>enquanto que</u> ” for “while”, “ <u>na ocasião</u> ” for “on occasion”, “ <u>saúde do trabalho</u> ” for “health services” and “ <u>alvo</u> ” for “targeting”. Finally, he twists the message by saying “ <u>uma educação patrocinada pela</u>		Two problems reducing the text effectiveness can be highlighted. The first is spelling: “ <u>tênde</u> ” does not exist in Portuguese. The second aspect is noun-adjective disagreement in gender between “ <u>a resposta</u> ” and “ <u>específico</u> ”. In addition, the whole sentence is ungrammatical, which makes it both unnatural and unclear.

<p><u>companhia sobre o HIV</u>”, which implies that only HIV education is “company-sponsored”. The text is referring to both education and health services being sponsored by the company.</p>	
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3. “Contudo, a resposta do sector privado tende a ser um tanto específica do local de trabalho e enquanto os trabalhadores emigrantes são elegíveis e na ocasião, recebem instrução em HIV e serviços de saúde patrocinados pela empresa. Isto pode ser causado pelas posições no trabalho e não como parte do esforço sistemático ou direccionado” (MS3S\_CLAN).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, Wrong meaning, wrong lexical choice	Target-language norm deviations, unnaturalness, ambiguity, punctuation
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
<p>This translation makes no sense at all. Moreover, due to poor text construction, the text gravely distorts the meaning. Just like the previous students, this student fails to handle “while” and “on occasion” properly, which he translates as “<u>enquanto</u>” and “<u>na ocasião</u>” respectively. Also, in the sentence: “<u>Isto pode ser causado pelas posições no trabalho</u>”, we see evidence of wrong lexical choice for “incidental to” and “work status”.</p>		<p>The first problem with the text is wrong categorial selection in “<u>específica do local de trabalho</u>” for “workplace specific”, which should be “específica <u>ao</u> local de trabalho”. Then we find two gross punctuation errors: 1) the comma placed after “<u>na ocasião</u>” is unnecessary; 2) The period between “<u>empresa</u>” and “<u>Isto</u>” not only is unnecessary but also gravely causes the sentence to have no meaning at all.</p>

4. “No entanto, a resposta do sector privado tende a ser um tanto no local de trabalho específico enquanto que os trabalhadores migrantes são elegíveis e de vez em quando recebem serviços de saúde e educação sobre o HIV patrocinados pela empresa, isto

pode ser um incidente ao seu estado de trabalho e não como parte do esforço sistemático ou objectivos a atingir” (MS3S\_AJMM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong lexical choice, wrong meaning	Punctuation, unclearness, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
<p>This student is comparable to the one analysed in 3. His text construction is poor and denotes poor comprehension of the source-language text. Therefore, the sentence either is meaningless or conveys the wrong message. Three lexical item management issues can be highlighted: 1) “workplace specific” (translated “<u>no local de trabalho específico</u>”) is misinterpreted; 2) “<u>enquanto que</u>”, which is ineffective for “while”, comes with the omission of the conjunction “and”, resulting in a rambling sentence; 3) the inability to handle “incidental to” led to “<u>isto pode ser um incidente ao seu estado de trabalho</u>”, an idea that is not present in the source-text; and 4) “targeting” was translated as “<u>objectivos a atingir</u>”, but this solution is imperfect and results in message distortion.</p>		<p>In this case, the absence of a comma before “<u>enquanto que</u>” (for while), coupled with the omission of the conjunction “and”, results in a rambling sentence because it introduces another main clause. This shows that the student is unaware of the role of punctuation in producing cohesive sentences. The other aspect is that the sentence is unclear and unnatural.</p>

5. “No entanto, a resposta do sector privado tende a ser um tanto ou quanto específico ao local de trabalho e enquanto os trabalhadores migrantes são elegíveis e ocasionalmente recebem educação sobre o HIV patrocinado pela empresa e os serviços de saúde, isso pode ser incidental à sua condição de trabalho e não como parte de um esforço sistemático ou segmentação” (MS3S\_APMP).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Target-language norm deviations, unnaturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
<p>This student is somewhat able to communicate some meaning, but has little capacity to handle the expression “company-sponsored HIV education and health services”. In his translation, “<u><i>educação sobre o HIV patrocinado pela empresa e os serviços de saúde</i></u>” may imply that only HIV education is “company-sponsored”, and this gives the wrong message. Clearly, he does not fully know how modifiers work in English. Poor lexical choice is also observed in “<u><i>segmentação</i></u>” for “targeting”, which is untrue.</p>		<p>Despite the relative success in conveying the message, the student is not careful to maintain agreement between constituents of a phrase. For example, the noun “resposta” (response) does not agree with the adjective “específico” (specific). Similarly, “educação” does not agree with “patrocinado” (sponsored).</p>

**Proposed solutions:**

- a) Porém, a resposta do sector privado tende a ser um tanto específica ao local de trabalho e, embora os trabalhadores migrantes sejam elegíveis e ocasionalmente recebam educação em HIV e serviços de saúde patrocinados por empresas, isto pode ser incidental ao seu estatuto de trabalho e não como parte de esforço sistemático ou direccionamento.
- b) No entanto, a resposta do sector privado tende a ser um tanto específica ao local de trabalho e, embora os trabalhadores migrantes sejam elegíveis e às vezes recebam educação em HIV e serviços de saúde patrocinados pela empresa, isto pode estar ligado ao seu estatuto laboral e não como parte de um esforço sistemático ou escolha de público alvo.

**Source Text 7:**

“As such, mobile populations and labour migrants often escape the reach of generalized workplace HIV programming when they return to their home communities” (IOM 2010).

**Students’ Translations:**

1. “**Assim como**, populações **moveis** e migrantes do trabalho, frequentemente escapam **do** alcance dos **programas de HIV do local do trabalho generalizados** quando retornam **as** suas comunidades de origem” (MS3S\_DJM)

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning, wrong lexical choice	Spelling, target language norm deviation, naturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student could have been able to convey the message, but fails because of poor lexical choice in “ <b><u>assim como</u></b> ” for (as such) and the wrong positioning of the modifier “ <b><u>generalizados</u></b> ” (generalized). This distorts the message. In addition, “ <b><u>assim como</u></b> ”, at the beginning of the sentence makes no sense at all. Finally, the use of the preposition “do” (of) instead of “no” (at) for “workplace HIV programming” also changes the message.		The spelling of “ <b><u>móveis</u></b> ” (mobile) and “ <b><u>às</u></b> ” (to, i.e., contraction of the preposition “a” and the definite female article in plural “as”) reduces the text effectiveness. Categorical selection is also a problem: “ <b><u>escapar</u></b> ” (escape) more naturally selects the preposition “ <b><u>a</u></b> ”. Likewise, the position of the modifier “ <b><u>generalizados</u></b> ” (generalized) makes the whole difference in terms of naturalness.

2. “**Como devido à mobilidade do povo e trabalho de emigrantes**, geralmente não têm feito parte dos **programas [omission] de HIV no trabalho** quando regressam às suas comunidades” (MS3S\_DTC).



<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning, omission, wrong lexical choice	Target language norm-deviation, naturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The introductory clause makes no sense, showing that the student does not understand the source-language message. There is also an undue omission of “generalized” programming. The student also shows poor comprehension of the phrase “as such” by using an inadequate equivalent “ <u>como devido</u> ”. Furthermore, “mobile populations and labour migrants” are translated in a blatantly wrong way as in “ <u>mobilidade do povo e trabalho de emigrantes</u> ”.		In this case, the text effectively is negatively affected by the lack of sense and naturalness in the clause “ <u>Como devido à mobilidade do povo e trabalho de emigrantes</u> ”. Also, in general, the text is not compliant with Portuguese syntax rules.

3. “Assim sendo, as populações móveis e os trabalhadores temporários frequentemente não tem acesso a programas generalizados sobre o VIH nos locais de trabalho quando estes retornam as suas comunidades locais” (MS3S\_MIM)

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice, wrong meaning	Spelling, target language norm-deviation
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
This student is almost effective in conveying the right message except for the inadequate equivalent she gets for “labour migrants”, which she renders as “ <u>trabalhadores temporários</u> ” (temporary workers).		Analysing her text effectiveness from the spelling point of view, we see that the student misspells “ <u>têm</u> ” (have) – which causes a

Thus, the meaning is wrong.	noun-verb disagreement in number when she writes “tem” (has). Also, the word “ <u>às</u> ” in her text is misspelt.
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4. “Como tal, populações móveis e trabalhadores migrantes frequentemente escapam do alcance dos programas de HIV do local de trabalho gerais quando regressam para as suas comunidades de residência” (MS3S\_JEC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Target language norm deviation, naturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
This student is able to convey the message, but the meaning is somewhat changed by the wrong positioning of the modifier “ <u>gerais</u> ” (general) and the use of the preposition “ <u>do</u> ” instead of “ <u>no</u> ” for “generalized workplace HIV programming”.		One categorial selection is observed in the sentence where “ <u>escapam</u> ” (escape) is followed by “ <u>do</u> ”, where the more natural preposition selected should be “ <u>aos</u> ”, especially in view of the intended meaning.

5. “Deste modo, populações móveis e trabalhadores migrantes algumas vezes escapam à chegada de programas de HIV do sector de trabalho quando retornam à suas comunidades de origem” (MS3S\_ARC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Spelling, target language norm-deviation

<i>Detailed accuracy analysis</i>	<i>Detailed text effectiveness analysis</i>
In this case, the student distorts the message by using a wrong lexical item in “often”, which he translates as “ <u>algumas vezes</u> ” (sometimes). Likewise, the use of the preposition “ <u>do</u> ” instead of “ <u>no</u> ” for “generalized workplace HIV programming” results in a different message.	The student only has one spelling mistake in “ <u>à</u> suas comunidades”, which should read “às suas comunidades” for the sake of noun-modifier agreement. This mistakes causes ungrammaticality too.

**Proposed solutions:**

- a) Como tal, as populações móveis e os trabalhadores migrantes muitas das vezes não são alcançados por programas gerais de combate ao HIV no local de trabalho quando voltam às suas comunidades de origem.
- b) Como tal, as populações móveis e os trabalhadores migrantes frequentemente escapam aos programas gerais de combate ao HIV no local de trabalho quando voltam às suas comunidades de origem.

### **4.3.2 Macro- and micro-textual analysis of fourth year-students’ translations**

Presented below are samples of fourth-year students’ translations and their types of translation errors. They constitute the last six texts under analysis.

**Source Text 8:**

“As Britain celebrates the bicentenary of Charles Dickens, born 7 February 1812, his works have arguably never been more popular” (Hewitt 2012).

**Students’ Translations:**

1. “Enquanto a Grã-Bretanha celebra o bicentenário de Charles Dickens, nascido a 7 de Fevereiro de 1812, as suas obras, sem dúvidas, nunca foram tão populares” (MS4S\_DJM, APMP, JEC, EXN).

<i>Translation Error Type</i>	
<b>Macro-level:</b>	<i>SLOE</i>
<b>Micro-level:</b>	Wrong meaning, wrong lexical choice
<i>Detailed accuracy analysis</i>	
The students distort the message by using a wrong lexical item in “arguably”, which they translate as “ <u>sem dúvidas</u> ” (undoubtedly).	

2. “Pelo que diz respeito a celebração do bicentenário de Charles Dickens na Grã-Bretanha, nascido aos 7 de Fevereiro de 1812, entende-se que provavelmente as suas obras nunca foram tão populares” (MS4S\_AB, SS, XB).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<i>SLOE</i>	<i>TLOE</i>
<b>Micro-level:</b>	Wrong meaning, wrong lexical choice	Spelling, naturalness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
By trying to paraphrase the text, the students distort the meaning when they say “ <u>Pelo que diz respeito a</u> ” (for “as” in the source text). The meaning is also twisted by adding “ <u>entende-se que</u> ” (it is understood).		The students have one spelling mistake in “ <u>a</u> <u>celebração</u> ”, which should read “à celebração” because it is a contraction of the preposition “a” and the definite female article “a”. Also, “ <u>Pelo que diz respeito a</u> ” results in an unnatural speech.

3. “Com a Grã - Bretanha a celebrar o bicentenário de Charles Dickens, nascido à 07 de Fevereiro de 1812, as suas obras, sem dúvida, nunca tinham sido tão populares” (MS4S\_RC, DM).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning, wrong lexical choice	Target language norm deviation
<b>Detailed accuracy analysis</b>		<b>Detailed text effectiveness analysis</b>
The students distort the message by using a wrong lexical item in “arguably”, which they translate as “ <u>sem dúvida</u> ” (undoubtedly). They also twist the meaning when they use the wrong tense in “ <u>nunca tinham sido</u> ”, meaning “had never been” (past perfect instead of present perfect).		There is a target-language norm deviation in “nascido <u>à</u> 07”, where there was no need for the contracted preposition “à”. Instead, the preposition “ <u>a</u> ” or “ <u>aos</u> ” could have been used.

4. “A Grã-Bretanha comemora o bicentenário de Charles Dickens, nascido a 7 de Fevereiro de 1812, embora suas obras nunca foram das mais populares” (MS4S\_EM, JAM).

<i>Translation Error Type</i>	
<b>Macro-level:</b>	<b>SLOE</b>
<b>Micro-level:</b>	Wrong meaning
<b>Detailed accuracy analysis</b>	
Here we notice a blatant distortion of the meaning in “ <u>A Grã-Bretanha comemora o bicentenário de Charles Dickens</u> ... <u>embora suas obras nunca foram das mais populares</u> ”. This conveys the message that “Britain commemorates the bicentenary of Charles Dickens... <u>although</u> his works have never been <u>some of the most popular</u> ”.	

5. “Como a Grã-Bretanha celebra o bicentenário de Charles Dickens, nascido aos 07 de fevereiro de 1812, as suas obras nunca mais foram tão populares” (MS4S\_RH, BM, SM, VZ).

<i>Translation Error Type</i>	
<i>Macro-level:</i>	<i>SLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice
<i>Detailed accuracy analysis</i>	
The students succeed in producing an effective, error-free sentence in Portuguese. However, their wrong lexical choice in “ <u>como</u> ” (as) results in the distortion of the whole sentence. This is compounded by the students saying “ <u>as suas obras nunca mais foram tão populares</u> ” (his works never became so popular any more).	

**Proposed solutions:**

- a) Numa altura em que a Grã-Bretanha celebra o bicentenário de Charles Dickens, nascido a 7 de Fevereiro de 1812, as suas obras provavelmente nunca foram tão populares.
- b) As obras de Charles Dickens, nascido a 7 de Fevereiro de 1812, provavelmente nunca foram tão populares como nesta altura em que a Grã-Bretanha celebra o seu bicentenário.

**Source Text 9:**

“Book sales are soaring, big-budget TV adaptations are drawing in millions of viewers, and specially themed exhibitions are being held in museums up and down the country” (Hewitt 2012).

**Students’ Translations:**

1. “As vendas de livro estão a subir, adaptações televisivas de grande orçamento estão a atrair milhões de telespectadores, e sobretudo exposições temáticas estão a ser realizadas em museus em todo o país” (MS4S\_DJM, APMP, JEC, EXN).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Unnaturalness, punctuation
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
Failure to correctly interpret the meaning and function of the adverb “ <u>specially</u> ” in the phrase “and specially themed exhibitions” leads to the group distorting the message. As such, their translation says: “ <u>e sobretudo exposições temáticas</u> ”. “Sobretudo” (above all, especially) does not match “specially” in the source text. Correct interpretation in this context requires understanding that “specially” refers to exhibitions that have been themed in some special ways.		The phrase “ <u>As vendas de livro</u> ”, at the beginning of the sentence, weakens the text effectiveness as it is unnatural. Also, there is a punctuation problem where the comma is placed before the conjunction “and” in “ <u>e sobretudo exposições temáticas</u> ”.

2. “As vendas do livro estão a subir, altos orçamentos de adaptações televisivas estão a atrair milhões de telespectadores, e, principalmente, exposições temáticas estão a ser realizadas em museus de todo país” (MS4S\_RC, DM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	Unnaturalness, punctuation, spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The first problem with this group is the way they translate “book sales” (As vendas <u>do livro</u> ). Since they implicitly use the definite article, we could ask, “Which book is being sold”? The source text is talking about various		There is a naturalness issue with the expression “ <u>e, principalmente, exposições temáticas</u> ”. Being preceded by

<p>books. The second problem is failure to interpret “big-budget TV adaptations”, which leads to a nonsense translation (“<u>altos orçamentos de adaptações televisivas</u>”). Similarly, failure to correctly interpret the meaning and function of the adverb “<u>specially</u>” in the phrase “and specially themed exhibitions” leads to the group distorting the message with their translation “<u>e, principalmente, exibições temáticas</u>”.</p>	<p>a comma where there is a conjunction “<u>e</u>” (and) followed by another comma, the phrase loses naturalness. The other problem is the misspelling of “<u>país</u>” (country).</p>
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3. “A venda dos seus livros está subindo e as adaptações narrativas ficcionais na TV, com orçamentos elevados, atraem milhões de espectadores, especialmente as suas exposições temáticas que estão sendo realizadas em museus em todo o país” (MS4S\_AB, SS, XB).

<i>Translation Error Type</i>	
<i>Macro-level:</i>	<i>SLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice
<i>Detailed accuracy analysis</i>	
<p>The sentence is effective in Portuguese, but it does not reflect the source-text message. The group opted for linking the second clause with the conjunction “<u>e</u>” (and) in “<u>e as adaptações narrativas ficcionais na TV, com orçamentos elevados, atraem milhões de espectadores, especialmente as suas exposições temáticas que estão sendo realizadas</u>” probably because they did not understand the role of the clause “and specially themed exhibitions are being held in museums up and down the country”. Consequently, they merge the ideas, resulting in a different message from the source-text sentence.</p>	

4. “As vendas dos livros estão a crescer, as grandes adaptações de TV e o orçamento estão desenhado em milhões de telespectadores especialmente exposições temáticas que estão sendo mantidas em museus de todo o país” (MS4S\_EM, JAM).



<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense	Target-language norm deviation, unnaturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
<p>This translation offers very little opportunity for comment. The expression “<u>as grandes adaptações de TV e o orçamento estão desenhado em milhões de telespectadores especialmente exposições temáticas que estão sendo mantidas</u>” communicates nothing at all. Evidently, the incorrect interpretation of words like “specially” and “held” in the source text adds to the lack of meaning of this translation.</p>		<p>The students show low skills in producing effective texts in Portuguese. First, the expression “<u>as grandes adaptações de TV e o orçamento estão desenhado em milhões de telespectadores especialmente exposições temáticas que estão sendo mantidas</u>” contains a noun-adjective disagreement in number and gender between “<u>adaptações de TV e o orçamento</u>” and “<u>desenhado</u>” (which actually makes no sense). Second, one would expect a comma before the adverb “<u>especialmente</u>” (which is wrongly provided as an equivalent for “specially”). Third, the whole of the above expression is unnatural, unclear, and ends up saying nothing.</p>

5. “As vendas de livros estão subindo, as adaptações de TV de grande orçamento estão atraindo milhões de telespectadores, e especialmente exposições temáticas estão sendo realizadas nos museus em todo o país” (MS4S\_RH, BM, SM, VZ).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice	
<i>Detailed accuracy analysis</i>		
<p>This group is successful in terms of text effectiveness but displays a similar problem to the first one discussed in 1. Failure to correctly interpret the meaning and function of the</p>		

adverb “*specially*” in the phrase “and specially themed exhibitions” leads to the group distorting the message. They use “*especialmente*” (for specially), which the context shows not to be the right equivalent.

***Proposed solutions:***

- a) As vendas de seus livros dispararam, as adaptações televisivas com investimentos milionários atraem milhões de telespectadores e as exibições temáticas especiais são promovidas em museus de todo o país.
- b) As vendas de seus livros vão subindo, as adaptações televisivas com orçamentos elevadíssimos estão atraindo milhões de telespectadores e nos museus de todo o país há (ou promovem-se) exibições especiais com os temas das suas obras.

**Source Text 10:**

“Given that these very same issues still dominate the news agenda in modern-day Britain, it’s only too tempting to speculate what Dickens would have made of London today” (Hewitt 2012).

**Students’ Translations:**

1. “Dado que estas mesmas questões continuam a dominar a agenda noticia na moderna Grã-Bretanha, é simplesmente tentador especular o que Dickns teria feito por Londres hoje” (MS4S\_AB, SS, XB).

<i>Translation Error Type</i>		
<b><i>Macro-level:</i></b>	<b><i>SLOE</i></b>	<b><i>TLOE</i></b>
<b><i>Micro-level:</i></b>	Nonsense, wrong meaning, wrong lexical choice	Spelling
<b><i>Detailed accuracy analysis</i></b>		<b><i>Detailed text effectiveness analysis</i></b>
We can highlight two lexical choice problems. First, the		Although quite negligible,

expression “ <u>agenda noticia</u> ” (for news agenda) makes no sense. Second, the translation “ <u>teria feito por</u> Londres” does not correspond to the intended meaning of “make of” in the source-language text, which, according to the <i>Longman Dictionary of Contemporary English</i> , means “to have a particular opinion about or understanding of something or someone”.	the word “Dickens” was misspelt in Portuguese. Also, if “noticia” was written instead of “notícias”, then there was another spelling mistake.
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2. “Tendo em conta que esses mesmos problemas continuam a dominar a agenda de notícias na Grã-Bretanha moderna, é apenas demasiado tentador deduzir o que Dickens teria feito de Londres hoje” (MS4S\_RH, BM, SM, VZ).

<i>Translation Error Type</i>	
<b>Macro-level:</b>	<i>SLOE</i>
<b>Micro-level:</b>	Wrong meaning, wrong lexical choice
<i>Detailed accuracy analysis</i>	
The translated text is effective in Portuguese. However, the group fails to understand the right meaning of the idiom “make of”. As a result, they resort to literal translation “ <u>teria feito de</u> Londres”, which does not correspond to the intended meaning in the SLT.	

3. “Tendo em conta que essas mesmas questões ainda dominam a actualidade na moderna Grã-Bretanha, é desmedidamente tentador especular o que Dickens teria feito de Londres hoje” (MS4S\_DJM, APMP, JEC, EXN).

<i>Translation Error Type</i>	
<b>Macro-level:</b>	<i>SLOE</i>
<b>Micro-level:</b>	Wrong meaning, wrong lexical choice
<i>Detailed accuracy analysis</i>	
This group also succeeds in producing an effective text in Portuguese. However, they fail to	

understand the right meaning of the phrase “made of” in the source text. As a result, they translate literally, which conveys the wrong message.

4. “Uma vez as mesmas questões continuarem a dominar a ordem do dia na Grã-Bretanha, não deixa de ser muito tentador especular o que Dickens teria feito, hoje, de Londres” (MS4S\_RC, DM).

<i>Translation Error Type</i>	
<i>Macro-level:</i>	<i>SLOE</i>
<i>Micro-level:</i>	Wrong meaning, wrong lexical choice
<i>Detailed accuracy analysis</i>	
The same phenomenon observed in 2 and 3 is observed in this translation. Poor understanding of the phrase “made of” leads to the distortion of meaning due to literal translation.	

5. “dado que estas mesmas questões ainda dominam a agenda de notícias na moderna Grã-Bretanha, sua únicae demasiado tentador especular que Dickens teria feito de Londres hoje” (MS4S\_EM, JAM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning, wrong lexical choice	Target-language norm deviation, unnaturalness, unclearness, punctuation
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The accuracy of translation is negatively affected by lack of attention in producing the expression “ <u>sua únicae demasiado</u> ”, which means nothing at all. Also, as is true of the previous groups, this group fails to		The students show low skills in producing effective texts in Portuguese. First, they do not capitalize the first letter at the beginning of their sentence. Second, the expression “ <u>sua únicae demasiado</u> ”

understand and find the right equivalent for the idiomatic expression “what Dickens would have <u>made of</u> London today”.	contains no meaning at all but they fail to revise it. This results in an unclear, unnatural sentence.
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***Proposed solutions:***

- a) Considerando que as mesmíssimas questões ainda dominam a agenda noticiosa da moderna Grã-Bretanha, é simplesmente natural especular o que Dickens teria achado de Londres hoje em dia.
- b) Tendo em conta que as mesmíssimas questões ainda estão na ordem do dia na Grã-Bretanha moderna, é somente demasiado tentador especular qual teria sido a opinião de Dickens sobre Londres da actualidade.

***Source Text 11:***

“In Tower Hamlets, the local authority set to host the 2012 Games, 52 per cent of children live in poverty just a stone’s throw from the riches of the City, while in the borough of Islington, the figure stands at 43 per cent” (Hewitt 2012).

***Students’ Translations:***

1. “Em Tower Hamlets, a autoridade local escolhida para acolher os jogos de 2012, 52 por cento das crianças vive na pobreza apenas a um passo das riquezas da Cidade, enquanto na vila de Islington, o número é de 43 por cento” (MS4S\_DJM, APMP, JEC, EXN).

<b><i>Translation Error Type</i></b>	
<b><i>Macro-level:</i></b>	<b><i>TLOE</i></b>
<b><i>Micro-level:</i></b>	Target-language norm deviation
<b><i>Detailed accuracy analysis</i></b>	
These students were able to convey the right message but display minor problems with text effectiveness when they do not maintain agreement between the subject and the verb in the	

clause “52 por cento das crianças vive” (52 per cent of children live).

2. “Em Tower Hamlets, as autoridades locais prepararam jogos de 2012 para a cidade anfitriã, iniciativa lançada pela classe rica para os 52% das crianças que vivem na pobreza, enquanto que na zona de Islington, os números figuram em 43 por cento” (MS4S\_AB, SS, XB).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Nonsense, wrong meaning	Unnaturalness, unclarity, spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The students make a blatant translation error resulting in conveying no meaning at all. Both mistranslated expressions – “ <u>as autoridades locais prepararam jogos de 2012 para a cidade anfitriã, iniciativa lançada pela classe rica para os 52% das crianças que vivem na pobreza</u> ” and “ <u>os números figuram em</u> ” – leave no shadow of doubt regarding the students’ inability to understand the source-language text.		Since the sentence is ineffective in conveying a meaningful message, the major problem with it is that it is unnatural and unclear. However, there are also two spelling mistakes where the students meant to write “ <u>cidade</u> ” (city) and <u>crianças</u> (children).

3. “em Tower Hamlets, a autoridade local definida para sediar os jogos de 2012, 52 por cento das crianças vivem na pobreza apenas a poucos passos de riquezas da cidade, enquanto no bairro de Islington, a figura é de 43 por cento” (MS4S\_EM, JAM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice	Spelling
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The students are almost perfect in sharing the same message as in the source text, but message accuracy is limited by unawareness of false friends. As a result, “figure” has been wrongly rendered as “figura”.		The students could have been more text effective if they had started their sentence with a capital letter in “ <u>em Tower Hamlets</u> ” (In Tower Hamlets).

4. “Em Tower Hamlets, a autoridade local que sediará os Jogos de 2012, tem 52 por cento de crianças que vivem na pobreza apenas um passo das riquezas da cidade, enquanto no bairro de Islington, a figura é de 43 por cento” (MS4S\_RH, BM, SM, VZ).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice	Target-language norm deviation, unnaturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
In this case too, the students are almost able to keep the same message, but mar their work with the wrong lexical item “ <u>figura</u> ” for “figure”.		There are two text effectiveness issues within this sentence: 1) The use of the informal style/register in “ <u>tem</u> 52 por cento” (there are 52 per cent); 2) The expression “ <u>apenas um passo das riquezas</u> ” requires starting with the preposition “a” to make it natural and clear as well as grammatical.

5. “Em Tower Hamlets, a autoridade local definido para sediar os Jogos de 2012, 52 por cento das crianças vivem na pobreza apenas um tiro de pedra das riquezas da cidade, enquanto no bairro de Islington, a figura é de 43 por cento MS4S\_EM, JAM).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong lexical choice	Target-language norm deviation, unnaturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The students almost achieve the goal of conveying the right message but their tendency to translate literally mars their quality. For instance, “ <u>apenas um tiro de pedra das riquezas</u> ” is a rather too literal translation of “just a stone’s throw from the riches”. Another literal – and erroneous – translation is “ <u>figura</u> ” for “figure”.		The literal translation approach followed by the students in this text has led to unnaturalness/unclearness of speech. Besides, the text effectiveness is reduced by lack of agreement between the subject and the adjective in the phrase “ <u>autoridade local definido</u> ” (local authority set).

**Proposed solutions:**

- a) Em Tower Hamlets, a autoridade local definida para acolher os Jogos de 2012, 52 por cento das crianças vivem na pobreza a escassos metros da opulência da Cidade, enquanto na vila de Islington, a cifra situa-se em 43 por cento.
- b) Em Tower Hamlets, a autoridade local definida para acolher os Jogos de 2012, 52 por cento das crianças vivem na pobreza bem perto dos ricos da Cidade, enquanto na vila de Islington, o número situa-se em 43 por cento.

**Source Text 12:**

“However it manifests itself, childhood poverty can cause lasting damage, both to individuals and whole communities” (Hewitt 2012).

**Students’ Translations:**

1. “Embora a pobreza infantil se manifeste, ela pode causar danos permanentes, tanto para indivíduos como para comunidades inteiras” (MS4S\_DJM, APMP, JEC, EXN).



<b>Macro-level:</b>	<b>SLOE</b>
<b>Micro-level:</b>	Wrong meaning
<b>Detailed accuracy analysis</b>	
The students are careful to write a good sentence from the target-language point of view but fail to convey the correct message. Evidently, this is due to their not understanding the role played by “however” in this context.	

2. “No entanto, é evidente que a pobreza infantil pode causar danos permanentes, tanto para os indivíduos assim como para a comunidade inteira” (MS4S\_AB, SS, XB).

<b>Macro-level:</b>	<b>SLOE</b>
<b>Micro-level:</b>	Wrong meaning
<b>Detailed accuracy analysis</b>	
These students also manage to write an effective text in Portuguese but they mistranslate the meaning due to failure to interpret “however” in context.	

3. “No entanto, a pobreza na infância manifesta se por si própria, podendo causar danos permanentes, tanto à singulares e tanto à comunidade inteira” (MS4S\_RC, DM).

<b>Translation Error Type</b>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Nonsense, wrong meaning	Target-language norm deviation, unnaturalness, unclarity, spelling
<b>Detailed accuracy analysis</b>		<b>Detailed text effectiveness analysis</b>
These students also miss the point with their erroneous interpretation of “however” in context. Also, the way they build their sentence in Portuguese		The text is ineffective because there should be a hyphen (-) where the reflexive is used in “ <u>manifesta se</u> ”. Also, the students show poor mastery of linking words where they repeat

results in the sentence conveying no meaning.	“ <u>tanto</u> ” and “ <u>e tanto</u> ”. Concomitantly, the contracted preposition plus article <u>à</u> (known as “crase” in Portuguese) is inconsistent with the modified noun “ <u>singulares</u> ” (individuals).
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4. “No entanto, a pobreza infantil pode causar danos permanentes, tanto para os indivíduos como para as comunidades inteiras” (MS4S\_EM, JAM).

<b>Macro-level:</b>	<b>SLOE</b>
<b>Micro-level:</b>	Wrong meaning
<b>Detailed accuracy analysis</b>	
The group was careful to make an acceptable sentence in Portuguese but with a distorted meaning due to misinterpreting “however” in context.	

5. “A pobreza infantil pode causar danos permanentes que se manifestam tanto para os indivíduos e assim como todas comunidades” (MS4S\_RH, BM, SM, VZ).

<b>Translation Error Type</b>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning	Target-language norm deviation, unnaturalness/unclearness
<b>Detailed accuracy analysis</b>		<b>Detailed text effectiveness analysis</b>
Here, too, the incorrect interpretation of “however” in this context led students to conveying the wrong message.		The sentence would have been almost correct in Portuguese were not for the flawed use of connectives in “ <u>e assim como</u> ”, which renders the sentence unnatural.

**Proposed solutions:**

- a) Independentemente da maneira como se manifeste, a pobreza infantil pode causar danos irreparáveis, tanto a indivíduos como a comunidades inteiras”.
- b) Independentemente de suas manifestações multiformes, a pobreza infantil pode causar prejuízos irremediáveis, tanto a indivíduos como a comunidades inteiras”.

**Source Text 13:**

“These resources are “naturally occurring, exploitable material that society perceives as useful to its economic and material well-being” (Bouchat 2010).

**Students’ Translations:**

- 1. “Estes recursos **ocorrem naturalmente, materiais passíveis de exploração** que a sociedade considera útil para a sua economia e o seu bem-estar material”\_(MS4S\_EJC).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning	Unnaturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student fails to correctly interpret the expression “ <b><u>naturally occurring, exploitable material</u></b> ”. As a result, the translated message carries the wrong meaning.		Since the student was struggling to get the right meaning, he ends up building an unclear, unnatural text.

- 2. “Estes recursos **estão “a ocorrer naturalmente, materiais exploráveis** que a sociedade entende como sendo importantes para o seu bem-estar económico e material”” (MS4S\_NADL).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning,	Unnaturalness, unclarity
<b>Detailed accuracy analysis</b>		<b>Detailed text effectiveness analysis</b>
Like the student above, the student's wrong translation reflects problems in deconstructing the meaning of " <u>naturally occurring, exploitable material</u> ".		The difficulty to make sense of the source text resulted in an unclear/unnatural target-language text.

3. ““Estes recursos estão “a ocorrer naturalmente, matéria-prima que a sociedade entende como algo útil para o bem-estar económico e material”” (MS4S\_MXT).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning	Unnaturalness, unclarity
<b>Detailed accuracy analysis</b>		<b>Detailed text effectiveness analysis</b>
The strategy used by this student is similar to the one discussed in 1 and 2, which reflects a poor analysis of the expression " <u>naturally occurring, exploitable material</u> ".		The text effectiveness is reduced by its unnaturalness/unclarity.

4. “Esses recursos são “de ocorrência natural, material explorável que a sociedade entende como útil para o seu bem-estar económico e material”” (MS4S\_LVCC).

<i>Translation Error Type</i>		
<b>Macro-level:</b>	<b>SLOE</b>	<b>TLOE</b>
<b>Micro-level:</b>	Wrong meaning	Unnaturalness, unclarity
<b>Detailed accuracy analysis</b>		<b>Detailed text effectiveness analysis</b>

Failure to understand the expression “ <i>naturally occurring, exploitable material</i> ” causes a distortion of meaning in the translation.	The text is unclear/unnatural, which reduces its effectiveness in Portuguese.
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5. “Estes recursos *estão “a ocorrer naturalmente, matéria-prima* que a sociedade entende como algo útil para o bem-estar económico e material”” (MS4S\_NMB).

<i>Translation Error Type</i>		
<i>Macro-level:</i>	<i>SLOE</i>	<i>TLOE</i>
<i>Micro-level:</i>	Wrong meaning	Unnaturalness, unclearness
<i>Detailed accuracy analysis</i>		<i>Detailed text effectiveness analysis</i>
The student fails to correctly interpret the complex structure in English, resulting in the distortion of meaning in the translation.		The literal translation approach followed by the students in this text has led to unnaturalness/unclearness of speech.

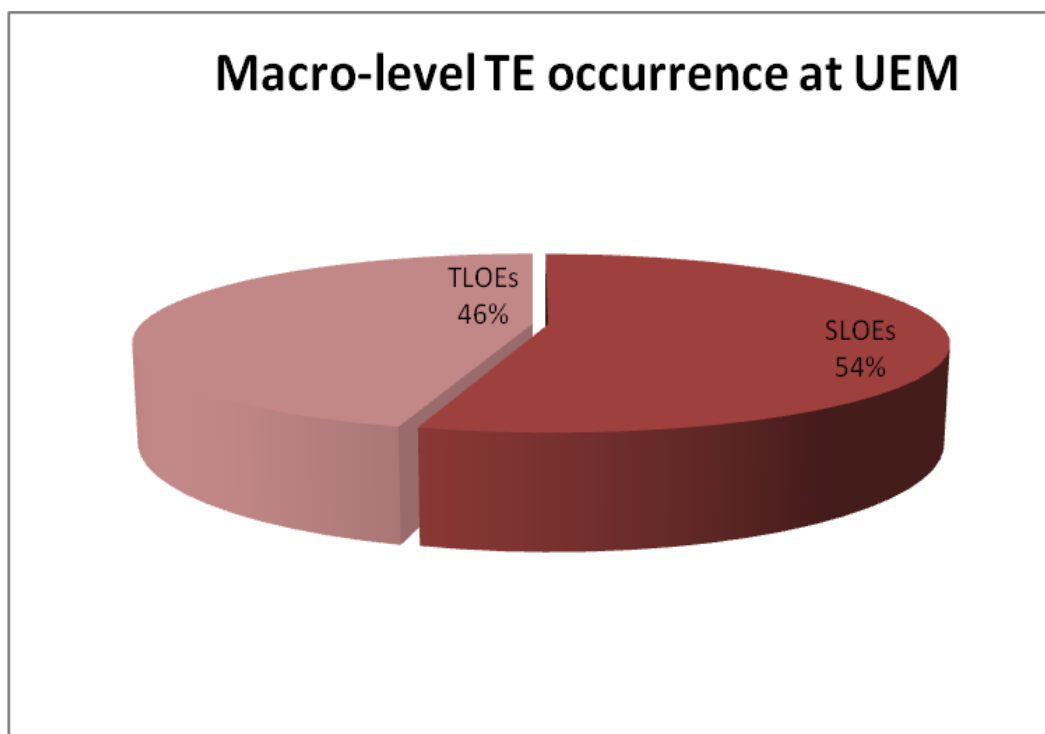
**Proposed solutions:**

- a) “Estes recursos são material natural e explorável que a sociedade considera útil para o seu bem-estar económico e material”.
- b) “Estes recursos são matéria-prima explorável que a sociedade considera útil para o seu bem-estar económico e material”.

#### **4.4 The UEM students’ typology of translation errors**

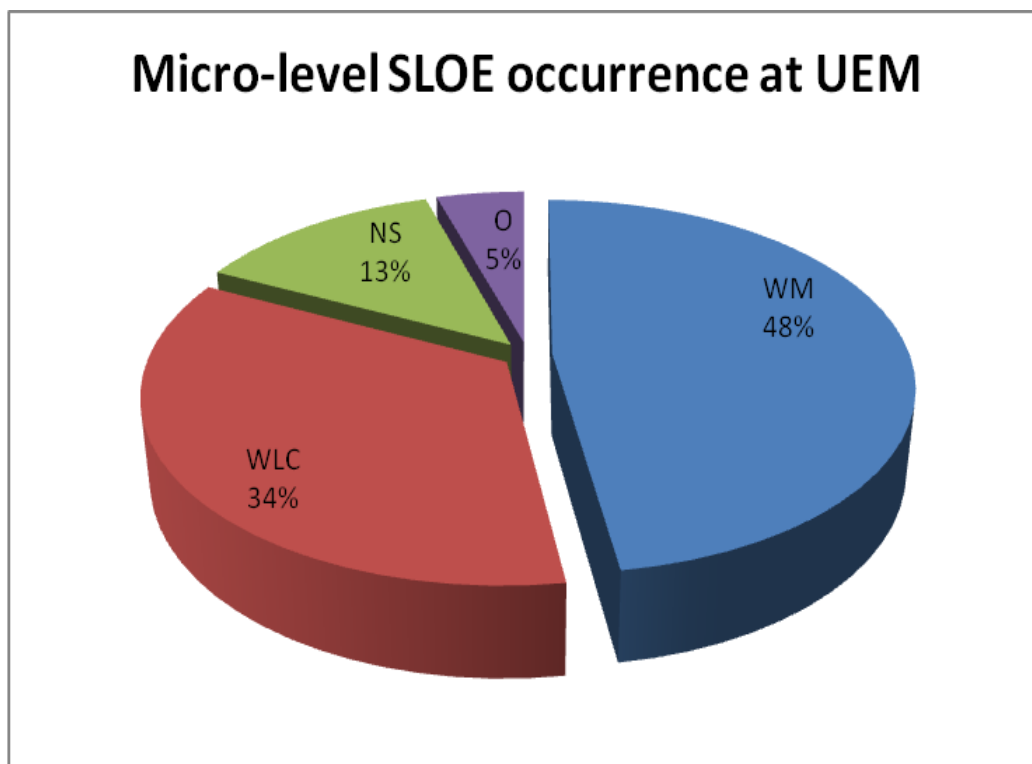
The macro-level textual analysis leaves no doubt about the students’ tendency to, concomitantly, make two types of errors mentioned at the outset: SLOEs and TLOEs. However, a glance at Figure 7 shows that the UEM students tend to make more SLOEs (54%) than TLOEs (46%). This suggests that the students’ ability to correctly analyse and interpret the SLT in English is far from sufficient, resulting in their conveying the wrong message into Portuguese.

*Figure 7 Macro-level TE occurrence at the UEM*



On the other hand, micro-level textual analysis suggests that not all micro-level translation errors play an important role in building the students' translation competence. For example, as can be seen from Figure 8, SLOEs are mainly characterized by message distortions (48%), which often stem from poor understanding of the SLT. At the UEM, the second main characteristic of SLOEs is the wrong selection of lexical equivalents in the TLT (34%). This also contributes to message distortion. Nonsense errors are less frequent (13%) and omission errors (5%) are quite negligible at the UEM.

*Figure: 8 Micro-level SLOE occurrence at the UEM*

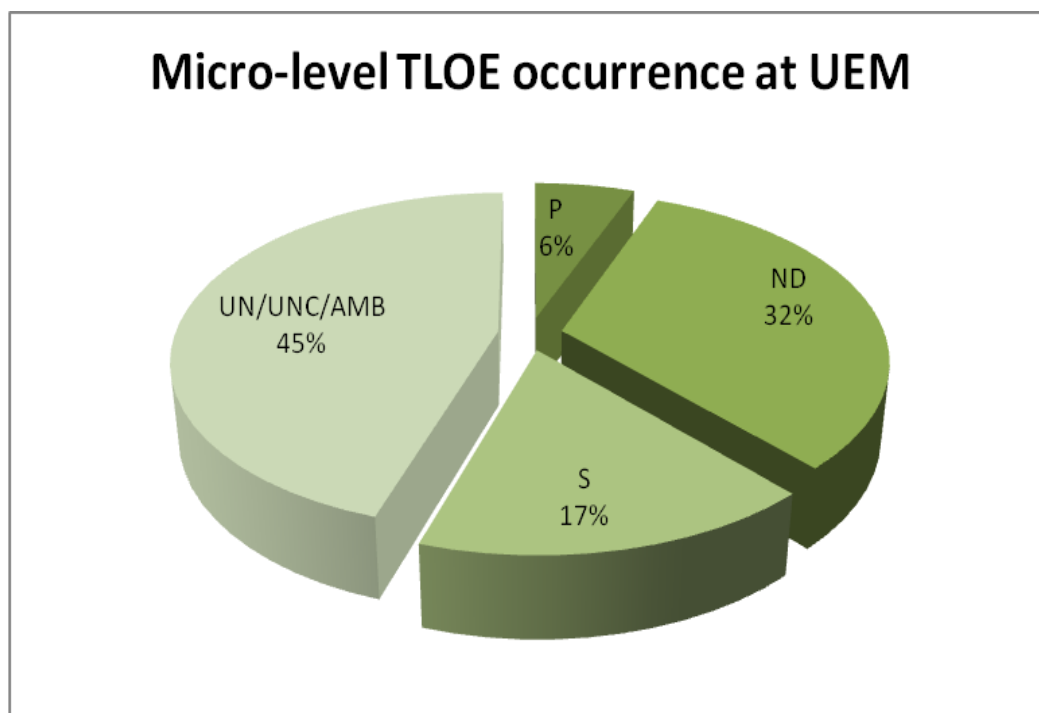


**Key:** O=omission; WM=wrong meaning; WLC=wrong lexical choice; NS=nonsense

Moreover, the graph in Figure 9 demonstrates that the main characteristic of TLOEs among UEM students is the presence of unclear, unnatural or ambiguous expressions in the translated texts, which together account for 45% of the cases. This is followed by the occurrence of norm deviation errors relative to standard Portuguese (accounting for 32% of the cases). However, it is important to note that, when disaggregated, the 45% contribution of unclear, unnatural and ambiguous expressions to TLOES loses prominence relative to target-language norm deviation errors. Besides, the micro-textual analysis suggests that most of the problems with unnaturalness, unclearness or ambiguity are due to (or are closely related to) poor syntactic constructions in Portuguese.

Finally, it appears from the graph in Figure 9 that poor spelling (17%) hampers the UEM students' development of TC during their training. Punctuation problems (6%) do not seem prominent among factors hindering students' development of translation competence at the UEM, although they nevertheless detract from the students' ability to excel in translation competence development.

*Figure 9: Micro-level TLOE occurrence at the UEM*

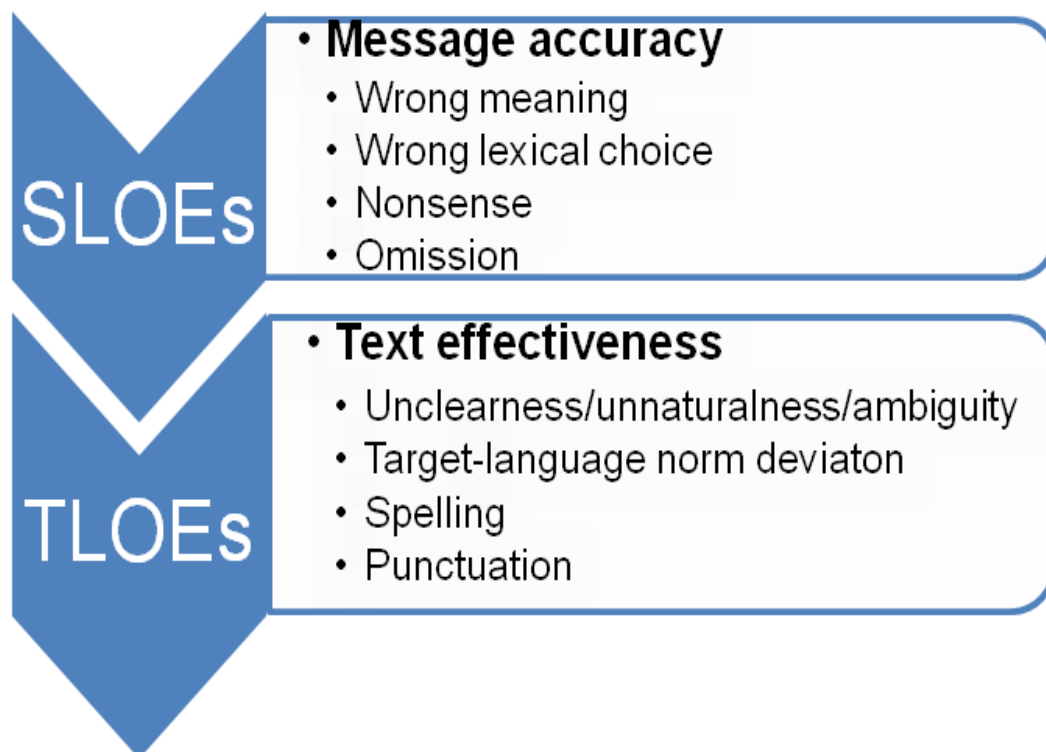


**Key:** P=punctuation; ND=norm deviation; S=spelling; UN/UNC/AMB=unnaturalness/unclearness/ambiguity

Based on the above analysis, therefore, the UEM students' translation error typology can be constructed as depicted in Figure 10, by order of importance.



Figure 10: Typology of UEM students' translation errors



#### 4.4.1 Key findings regarding SLOEs

From the textual analysis, it is possible to draw some patterns. First, it seems that the UEM undergraduate students tend to massively *distort the meaning* intended by the source text author. In the texts which have just been analysed, it is evident that complex structures (such as compound adjectives with a noun + participle) confuse Mozambican students, revealing that their English language skills are still inadequate by the time they start practising translation, or even when they are about to complete the training programme. Second, the UEM students' vocabulary seems to be poor, but, more worryingly, they do not

know how to research effectively in order to choose the correct meaning of individual words or phrases. Thus, false friends abound in their translations, or simply they choose a word which is not suitable for the context. Third, the students appear to be unaware of expressions above word level such as idioms, which, if translated literally, result in *meaningless* translations. Likewise, when they translate without understanding the SLT clearly, their resultant sentence in the TLT is sometimes meaningless. Finally, the UEM students use undue *omission*, again, resulting in the inaccuracy of the target-text message relative to the source text.

#### **4.4.2 Key findings regarding TLOEs**

The macro- and micro-textual data analysis also revealed that the UEM students lack the skills to produce acceptable target-language texts. The first manifestation of poor command of Portuguese is through numerous cases of *unclear, unnatural or ambiguous expressions* in their translations. This may be caused by recourse to literal translation as a strategy, or by a student attempting to translate a text the meaning of which he/she is uncertain about. Secondly, the UEM students' translations are negatively affected by *target-language norm deviations*, i.e., disregard for grammar/syntax rules. This suggests that the students lack TL competence (in this case, Portuguese) for if they did not, they would be able to reduce the occurrence of ungrammatical errors in their Portuguese texts to a minimum. More importantly, target-language norm deviations tend to cause the occurrence of unclear/unnatural and ambiguous sentences. Third, students often make *spelling* mistakes. This finding raises special concerns considering that most of the texts examined were in electronic version and, as such, the computer software could have aided them in checking the spelling and in editing the sentences. To conclude, their *punctuation* mistakes also reveal that they do not know much about the rules and conventions of the Portuguese language and culture applicable to text production.

## **4.5 Concluding remarks**

This chapter presented the findings of the study based on a questionnaire and macro- and micro-textual data analysis. The questionnaire data clearly showed that students do not share the same perceptions as their instructors. This is so because where most students rate their skills high, their instructors tend to rate them low. Besides, the open-ended questions generated a wide range of opinions regarding barriers to translation competence development as well as enabling factors. All in all, students and lecturers have common views regarding such barriers and enablers. Furthermore, the textual data analysis provided enough proof that the UEM students have difficulty conveying accurate and well-produced texts from the source language and target language points of view, respectively. Finally, the results of textual analysis suggest that the students' claim that they feel confident to translate any type of text from English into Portuguese and vice-versa is ungrounded.

# **CHAPTER FIVE: CONCLUSION**

## **5.1. Introduction**

This study was motivated by the realization of the fact that research on Translation Studies was scanty at the Eduardo Mondlane University (UEM). To the researcher's knowledge, since 2001, when the Bachelors Honours Degree in English-Portuguese Translation was launched, only four studies have been conducted in connection with Translation Studies. Nonetheless, given its tendency to focus primarily on the role of linguistic or communicative competence in Portuguese, the design of such previous studies appears to be unsatisfactory. Furthermore, those studies mainly used the error analysis approach from the point of view of Portuguese as the target language, thus ignoring the role of English as the source language. This leaves the impression that the translation competence of undergraduates can only be measured – and developed – merely by improving Portuguese language competence. Therefore, there was a need for a comprehensive study to find a balanced approach to developing students' translation competence at the UEM, based on empirical research informing on the quality of students' translations.

Against this backdrop, the aim of this chapter is to present the contribution of the present study to the field of Translation Studies in general, and to the improvement of the current translation training programme at the UEM. Finally, limitations of the study and suggestions for further research are presented.

## **5.2. Contribution of the study**

As has been mentioned in the introductory chapter, the main objective of this study was to investigate the current status of translation competence development among the UEM students studying the Bachelors Honours Degree in English-Portuguese Translation with a view to contributing to improving its efficacy. To this end, the study built a typology of the

UEM students' translation errors. Additionally, the study attempted to identify the sub-competences of translation competence requiring more attention during the training of Mozambican translators. Likewise, the study was intended to identify the main factors hindering or enabling the development of translation competence in undergraduates from both the lecturers' and the students' perspectives.

From the analysis of empirical data, this study concluded that, throughout the three-semester-period of translation practice, the UEM students fail to deliver quality translations, mainly due to two types of translation errors impacting the development of their translation competence: (i) Source-language-originated errors (SLOEs) and (ii) Target-language-originated errors (TLOEs). The co-occurrence of SLOEs and TLOEs reveals that the UEM students lack adequate bilingual competence. In other words, the students do not have sufficient source-language text analytical skills and target-language text production skills, resulting in their failure to convey an accurate, clear and natural message.

Significantly, the repeated occurrence of SLOEs, where the target-language text was grammatically correct, provides compelling evidence that a students' translation competence cannot be achieved by simply improving a students' target-text linguistic competence. The texts that have been comprehensively analysed in this study could have led to partial conclusions had they been looked at only from the lens of the Portuguese language. Under a Portuguese error analysis, content or message errors, due to poor source-language text comprehension, would certainly have gone unnoticed, with the resulting biased assessment of the students' translation competence.

On the other hand, the survey data showed that the majority of students perceive their translation competence components to be good. Likewise, most students believe they can translate any type of text into Portuguese, but the number reduces quite significantly when it comes to translating into English. By contrast, most lecturers perceive their students' translation competence components to be poor. Therefore, very few lecturers would

recommend a client to seek the services of their students to translate any type of text into either Portuguese or English.

The study suggests that tackling students' source-language-text originated errors could undoubtedly improve their translation competence. Nonetheless, it is evident that the UEM students still need a significant amount of assistance with their command of the Portuguese language, particularly in relation to text production skills. In addition to improving their bilingual skills, students' translation competence can be achieved by enhancing the other sub-competences of the PACTE model, especially their *extra-linguistic, instrumental and strategic* sub-competences (PACTE 2005, 610). With regard to the *psycho-physiological* components (*ibid*), it can be concluded from the study that Translation Practice instructors should stress the importance of attitudinal aspects such as intellectual curiosity, perseverance, rigour, critical thinking, logical reasoning and so forth. Such qualities can help students realize it when their translations convey no sense or when the message distortion caused by their translation generates inconsistency with the rest of the source-language text or even the target-language text.

### **5.2.1. Suggestions and Recommendations**

With a view to improving the delivery of the translation-training course at the UEM, the following modest suggestions and recommendations are fitting:

- 1) The UEM should create an enabling environment by investing in infrastructure, technology and other research and learning equipment/materials.*

In practical terms, this means that the UEM should provide a translation laboratory fitted with computers and the internet to enhance the students' online research and computer-assisted translation skills. The other equipment the lab should have includes a data show projector, dictionaries and grammars in both languages, as well as some basic literature on Translation Theory.

- 2) The UEM should review the Translation Studies curriculum to make it more conducive to translation competence development.*

This step could involve a number of adjustments including:

- i. considering the deletion of some less important subjects in order to focus on those which more directly influence TC development;
- ii. considering the reintroduction of the interpretation component of the Translation Studies curriculum;
- iii. allocating more time to the Translation Practice discipline in order to allow students to practice translating into foreign language (English or French) rather than just translating into Portuguese, which is the practice today; and
- iv. consider a more part-time student friendly curriculum for night shift students with a slightly longer duration than their day shift counterparts.

### **5.3. Limitations of the study**

Despite the insights gained through this research, in the course of this study some limitations came to the surface. The study did not focus primarily on the products of students who are set to join the labour market. Although this was not a mistake in its own right, as it highlighted students' problems that have to be dealt with during their training, the overall judgment of the UEM students' translation competence cannot be conclusive. Besides, given the researcher's chief concern to help solve problems of students who seem to be struggling to develop their translation competence, this study deliberately selected students' texts with poor quality. Hence, it remains unknown whether the majority or all of the UEM graduates do develop full translation competence by the time they finish the course.

### **5.4. Suggestions for future research**

Considering the above-mentioned limitations, the researcher recommends that a study be conducted with particular interest in assessing the quality of translations produced by

students during their final translation project. Furthermore, such a study could follow up on the students after graduation, to learn whether the market has effectively accepted their quality as fully competent translation professionals. This would, in turn, inform the University curriculum developers about where improvements must be made, aiming at training better translators, ready to cater for the real needs of the translation market in Mozambique.



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## Annexure I: Letter of Request to the Dean of Faculty of Arts and Social Sciences of the Eduardo Mondlane University

Armando Adriano Magaia  
Departamento de Línguas - Secção de Inglês  
Faculdade de Letras e Ciências Sociais - UEM  
Celular: (+258) 84 3999260  
Email: [armagaya@yahoo.com.br](mailto:armagaya@yahoo.com.br)  
Maputo

Armando Adriano Magaia  
Departamento de Línguas - Secção de Inglês  
Faculdade de Letras e Ciências Sociais - UEM  
Celular: (+258) 84 3999260  
Email: [armagaya@yahoo.com.br](mailto:armagaya@yahoo.com.br)  
Maputo

18 de Setembro de 2013


Exmo. Professor Doutor Gregório Firmino  
Director da Faculdade de Letras e Ciências Sociais  
Maputo

### Pedido de autorização para fazer uma investigação na FLCS

Tendo-me inscrito por conta própria no programa de Mestrado em Linguística com especialização em Estudos de Tradução na Universidade da África do Sul (Unisa), de 2013 a 2014, pretendo levar a cabo uma investigação na FLCS, com o título provisório: *“Investigating Translation Competence: A Case Study of Undergraduates at Eduardo Mondlane University”*. O estudo tem como objectivo central pesquisar os principais obstáculos ao desenvolvimento da competência tradutória nos estudantes de Licenciatura em Tradução Inglês-Português na UEM. Creio que desta forma irei adquirir mais perícia na pedagogia de tradução bem como poderei contribuir para o desenvolvimento institucional.

O meu trabalho na faculdade consistirá na recolha de dados junto de estudantes de tradução interessados em participar do estudo. Os estudantes elegíveis serão convidados a participar de forma voluntária e sem prejuízo de suas actividades académicas normais. De igual modo, serão convidados a participar voluntariamente docentes da UEM que leccionam cadeiras seleccionadas que fazem parte do actual currículo do curso de tradução. A recolha de dados decorrerá logo que me for dada a autorização e durará 4 meses, após o que se seguirá a fase de análise e interpretação de dados para a elaboração do relatório. Enviarei os instrumentos de recolha de dados antes de iniciar o trabalho de campo e comprometo-me desde já a compartilhar os resultados da pesquisa com a comunidade da FLCS, em particular, e da UEM, em geral.

Na expectativa de sua aprovação, subscrevo-me com a mais alta estima e consideração.

  
Armando Adriano Magaia  
(Assistente Universitário)

# Annexure II: Permission by the Dean of Faculty of Arts and Social Sciences of the Eduardo Mondlane University



UNIVERSIDADE EDUARDO MONDLANE

FACULDADE DE LETRAS E CIÊNCIAS SOCIAIS

Exmo.

dr. Armando Adriano Magaia

Departamento de Línguas

Maputo

N/Refª. 200 /GSD-FLCS/2013

Maputo, 15 de Outubro de 2013

**Assunto: Pedido de autorização para fazer investigação na FLCS**


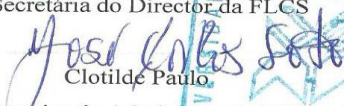
Relativamente ao assunto em epígrafe, o Director da Faculdade de Letras e Ciências Sociais, Prof. Doutor Gregório Firmino exarou o seguinte despacho:

“Autorizo. Os aspectos operacionais é com o investigador.”

**Ass:) Gregório Firmino.**

**Data: 14.10.2013”**

Com os melhores cumprimentos.

  
A Secretária do Director da FLCS  
  
Clotilde Paulo,  
(Técnica Superior de Administração Pública N1)



C C Chefe do Departamento de Línguas

UNIVERSIDADE EDUARDO MONDLANE – Faculdade de Letras e Ciências Sociais – [www.flcs.uem.mz](http://www.flcs.uem.mz) – C.Postal 257 –  
Campus Universitário Principal – Maputo – Republica de Moçambique



# Annexure III: Unisa Ethical Clearance



Department of Linguistics and Modern Languages  
21 July 2014

Ref: TS\_MAA17\_2014

Mr AA Magaia  
Rua de Vundica No. 235  
B. Liberdade  
Matola  
Provincia de Maputo  
Mozambique

Dear Mr Magaia

**Registered MA student: Mr AA Magaia (5343 9325)**

**Proposed title:**

***Investigating translation competence: A case study of undergraduates  
at Eduardo Mondlane University***

The Ethics subcommittee of the Department of Linguistics and Modern Languages hereby approves your proposed research study and your abidance with ethical principles and procedures, as set out in the **Research Proposal Ethical Clearance Form** in Appendix 6 of MLINALL Tutorial Letter 2014, and approved by the departmental ethics subcommittee.

- The approval applies strictly to the protocols as stipulated in your application form.
- Should any changes in the protocol be deemed necessary during the proposed study, then you must apply for approval of these changes to the Linguistics Ethics subcommittee.

The date of the approval letter indicates the first date that the project may officially be started.

The Linguistics Ethics subcommittee wishes you everything of the best with your research study. Please do not hesitate to contact us should you have any further enquiries or requests for assistance.

Yours sincerely

Prof EJ Pretorius  
Chair: Higher Degrees Committee and Ethics subcommittee  
Department of Linguistics and Modern Languages



University of South Africa  
Pretter Street, Muckleneuk Ridge, City of Tshwane  
PO Box 392, UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
www.unisa.ac.za

# Annexure IV: Participant Consent Form

## PARTICIPANT CONSENT FORM

### 1. Background Information

#### *Title and researchers*

The title of this research is *Investigating Translation Competence: A Case Study of Undergraduates at Eduardo Mondlane University*. My name is Armando Adriano Magaia. I am a registered MA student in the Department of Linguistics and Modern Languages, at the University of South Africa (UNISA) and Prof Claribel Koliswa Moropa is my supervisor and Mr Paulo Ferreira is my co-supervisor from UNISA.

#### *Reason for the research*

I am studying translation competence development among undergraduates at Eduardo Mondlane University, and am collecting data from lecturers and students to enable me to better understand the main factors hindering students' development of their translation competence.

#### *Details of participation*

The research involves completing one questionnaire to gather data on lecturers' and students' perspectives on factors hindering the students' development of translation competence. Students will further participate by allowing the researcher to use their filed translations to collect data. However, to ensure confidentiality and privacy, participants will not be identified by name – only a code will be used to quote them. The questionnaire session should take about twenty minutes. Please feel free to ask questions now if you have any.

### 2. Consent Statement

1. I understand that my participation is voluntary and that I may withdraw from the research at any time, without giving any reason.
2. I am aware of what my participation will involve.
3. I understand that there are no risks involved in the participation of this study.
4. All questions that I have about the research have been satisfactorily answered.

#### **I agree to participate.**

Participant's signature: \_\_\_\_\_

Participant's name (please print): \_\_\_\_\_

Tick this box if you would like to receive a summary of the results by e-mail:

E-mail: \_\_\_\_\_ Date: \_\_\_\_\_

**THANK YOU FOR YOUR COOPERATION**

# Annexure V: Students' Questionnaire

## Investigating Translation Competence: A Case Study of Undergraduates at Eduardo Mondlane University

### STUDENTS' QUESTIONNAIRE

Please provide answers to all of the following questions. You may tick , circle (a), or underline, the answers that apply. Where applicable, write down your answers.

#### *I Respondent data*

Name:			Age:		Gender:	M <input type="checkbox"/>	F <input type="checkbox"/>
Year attending:	Year 3 <input type="checkbox"/>	Year 4 <input type="checkbox"/>	Shift:		Day <input type="checkbox"/>	Night <input type="checkbox"/>	
Current level:	Translation Practice I <input type="checkbox"/>		Translation Practice II <input type="checkbox"/>		Translation Practice III <input type="checkbox"/>		
Mother tongue(s):			First language(s) of instruction				
How long have you been learning English?					_____ years		
Languages you read and write fluently:							
Highest level of English achieved at UEM:							

#### *II Perceptions regarding translation competence*

1. How would you rate your <b>bilingual sub-competence</b> <sup>1</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
2. How would you rate your <b>extra-linguistic sub-competence</b> <sup>2</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
3. How would you rate your <b>knowledge about translation</b> <sup>3</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
4. How would you rate your <b>instrumental sub-competence</b> <sup>4</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
5. How would you rate your <b>strategic sub-competence</b> <sup>5</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
6. How would you rate your <b>psycho-physiological components</b> <sup>6</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>

<sup>1</sup> That is, the procedural knowledge required to communicate in two languages, comprising pragmatic, socio-linguistic, textual, grammatical and lexical knowledge. (PACTE, 2003)

<sup>2</sup> That is, the declarative implicit and explicit knowledge, comprising general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge. (PACTE, 2003)

<sup>3</sup> That is, the declarative implicit and explicit knowledge about translation and aspects of the profession, comprising knowledge about how translation functions and knowledge about professional translation practice. (PACTE, 2003)

<sup>4</sup> That is, the procedural knowledge about the use of documentation resources and information and communication technologies applied to translation (e.g. dictionaries, encyclopaedias, grammars, parallel texts, electronic corpora, search engines, etc.) (PACTE, 2003)

<sup>5</sup> That is, knowledge to guarantee the efficiency of the translation process and solve problems encountered. (PACTE, 2003)

<sup>6</sup> That is, different types of cognitive and attitudinal components and psycho-motor mechanisms, including cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigour, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc. (PACTE, 2003)

7. How confident do you feel to translate any type of text into Portuguese?  
a) Very confident  b) Confident  c) A little confident  d) Not confident at all

8. How confident do you feel to translate any type of text into English?  
a) Very confident  b) Confident  c) A little confident  d) Not confident at all

*III. Perceptions about factors hindering the development of translation competence*

9. Do your teachers customise the contents of their subjects to your specific needs?  
a) Always  b) Often  c) Sometimes  d) Rarely  e) Never

10. What factors do you think hinder the student's development of translation competence at UEM?  
(Please use an extra sheet of paper if you need more space.)

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11. What factors do you think would enable the student's development of translation competence at UEM? (Please use an extra sheet of paper if you need more space.)

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THANK YOU FOR YOUR COOPERATION!

## Annexure VI: Lecturers' Questionnaire

### Investigating Translation Competence: A Case Study of Undergraduates at Eduardo Mondlane University

#### LECTURERS' QUESTIONNAIRE

Please provide answers to all of the following questions. You may tick , circle (a), or underline, the answers that apply. Where applicable, write down your answers.

#### *I. Respondent data*

Name:		Gender	M <input type="checkbox"/>	F <input type="checkbox"/>
Subject(s) you have taught in the translation course:				
How long have you been training translators at UEM?	_____ years			

#### *II. Perceptions regarding translation competence*

(Based on your teaching experience, please share your perceptions about the overall competence of your students.)

1. How would you rate your students' <b>bilingual sub-competence</b> <sup>1</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
2. How would you rate your students' <b>extra-linguistic sub-competence</b> <sup>2</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
3. How would you rate your students' <b>knowledge about translation</b> <sup>3</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
4. How would you rate your students' <b>instrumental sub-competence</b> <sup>4</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
5. How would you rate your students' <b>strategic sub-competence</b> <sup>5</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>
6. How would you rate your students' <b>psycho-physiological components</b> <sup>6</sup> ?	a) Excellent <input type="checkbox"/>	b) Very Good <input type="checkbox"/>	c) Good <input type="checkbox"/>	d) Average <input type="checkbox"/>	e) Poor <input type="checkbox"/>

<sup>1</sup> That is, the procedural knowledge required to communicate in two languages, comprising pragmatic, socio-linguistic, textual, grammatical and lexical knowledge. (PACTE, 2003)

<sup>2</sup> That is, the declarative implicit and explicit knowledge, comprising general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge. (PACTE, 2003)

<sup>3</sup> That is, the declarative implicit and explicit knowledge about translation and aspects of the profession, comprising knowledge about how translation functions and knowledge about professional translation practice. (PACTE, 2003)

<sup>4</sup> That is, the procedural knowledge about the use of documentation resources and information and communication technologies applied to translation (e.g. dictionaries, encyclopaedias, grammars, parallel texts, electronic corpora, search engines, etc.) (PACTE, 2003)

<sup>5</sup> That is, knowledge to guarantee the efficiency of the translation process and solve problems encountered. (PACTE, 2003)

<sup>6</sup> That is, different types of cognitive and attitudinal components and psycho-motor mechanisms, including cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigour, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc. (PACTE, 2003)

7. Would you refer a client to your students for translation services into Portuguese?  
a) Yes, all.  b) Yes, most.  c) Yes, some.  d) Yes, very few.  e) No.

8. Would you refer a client to your students for translation services into English?  
a) Yes, all.  b) Yes, most.  c) Yes, some.  d) Yes, very few.  e) No.

**III. Perceptions about factors hindering the development of translation competence**

9. Do you customise the contents of your subject(s) to specific needs of your translation students?  
a) Always  b) Often  c) Sometimes  d) Rarely  e) Never

10. What factors do you think hinder the student's development of translation competence at UEM?  
(Please use an extra sheet of paper if you need more space.)

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11. What factors do you think would enable the student's development of translation competence at UEM? (Please use an extra sheet of paper if you need more space.)

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**THANK YOU FOR YOUR COOPERATION!**