The Contribution of Linguistics to Translator Education at Iraqi Universities

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ABSTRACT

The present survey investigates the contribution rate of linguistics in the process of translator education at Iraqi universities. Here, those linguistic aspects are studied which Iraqi translation teachers have relied on to teach translation to undergraduate students and educate them to become competent translators. In the course of the study, 45 Iraqi translation teachers responded to a questionnaire that had been designed for this purpose. After doing data analysis, it is revealed that teachers mainly focused on contrastive linguistics to let students develop bilingual translation competence. Besides, they taught the linguistic structures and discourse analysis of the source and target languages to students to boost their linguistic and transfer abilities. However, students` theorization and application of linguistic knowledge about translation and teachers` application of corpus linguistics for educational purposes need more attention in Iraqi undergraduate translation programs. In sum, due to the linguistic nature of translation, students need to learn, apply, and compare the linguistic knowledge about SL and TL at semantic, lexical, syntactic, pragmatic, and discursive levels.

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1. Introduction

Translator education has existed throughout the history of old civilizations (e.g., the Chinese institutions for the translation of Buddhist texts (400-900 AD) and Baghdad`s 'House of Wisdom' (900 AD)). Concerning European civilization, translator education existed in France (1669) and Vienna (1754). Western Europe developed specialized institutions for this purpose in the 1960s. Moscow Linguistic University has held translator education programs in different foreign language institutes since 1930. All of these programs were teacher-centered, and the implemented method was prescriptive. As the taught linguistic structures are relatively solid and fixed, students had to follow the teacher's verbatim instructions. In this traditional approach, translation students translate according to the teacher`s instructions and favorites. In other words, it is the teacher who determines how students should translate, and how their translations are graded. Translations are positively evaluated if they meet the teacher`s expectations and match his translation sample.

According to Munday (2012), before the emergence of Translation Studies, translation was studied in such fields as language teaching, contrastive linguistics, comparative literature, and translation workshops. Likewise, teaching translation was viewed as a part of language teaching (e.g., in the grammar-translation method). However, translation was no longer limited to language pedagogy and literary studies after the establishment of Translation Studies in James Holmes` paper (1972/1987). Likewise, some translation departments were established in which modern translator education programs were implemented at both undergraduate and postgraduate levels to educate competent translators and translation researchers.

In the 1990s, Translation Studies experienced the Cultural Turn through which translation was reconsidered as a cross-cultural communication rather than a merely textual-linguistic action (Bassnett, 1990). This shift of emphasis has led translation scholars and pedagogists to emphasize the important fact that a translation is produced to fulfill a specific function in its sociocultural context (ibid). As a result, besides teaching SL and TL, a teacher makes students familiar with the decision-making process and appropriate problem-solving techniques to ensure they succeed

in communicating a foreign text with target readers in the receiving sociolinguistic context. Moreover, a teacher does not dictate his interpretation of ST to students, but he lets them discover the ST meaning and function and re-contextualize it in the TL.

The main goal of translator education programs is to qualify translation students as professional translators, and some scientific works were done (e.g., Kiraly 2000; Neubert 2000; Shuttleworth 2001) to examine the accessibility of such a goal. As they have commonly shown, translator education programs cannot achieve the mentioned aim, and there is a great distance between experienced professionals and educated translation students. In other words, the students` translation competence development is not efficient even though the pedagogical shift from the traditional transmissionism approach to social constructivism has recently been made in teaching translation (Kiraly 2000). Translation graduates, unlike translation professionals, are not qualified yet to meet their society`s translation market needs.

According to Hornby, Krings` TAP study[1] revealed that professionals use holistic strategies involving the whole text while graduates follow linear strategies involving small translation units- i.e., words and phrases (2006, pp. 123-124). According to Pym, professional translators are applying paraphrases rather than literalism; processing larger translation units; spending longer time reviewing their translation but making fewer changes; reading texts faster and spending more time looking at the target text; referring more to the translation purpose; expressing more personal theories, and shifting between automatized routine tasks and conscious problem-solving (2009). As it can be perceived, most of these translation skills are language-related, and students can acquire them by developing linguistics-based translation competence.

The present paper, realizing this importance, emphasizes the systematic integration of linguistics in translation teaching. This study aims to determine how much Iraqi translator educators rely on linguistics in educating translation students. Therefore, the main question to be answered here is: What is the rate of contribution of linguistics to educating translators at Iraqi universities? To answer this question, a

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[1] Think Aloud Protocol

survey is designed to investigate the linguistics application rate in Iraqi translator education programs. In doing so, a questionnaire is prepared and distributed among educators. The collected data are analyzed, and the results will be illustrated in charts. In this paper, the applied theoretical model is the PACTE model[2] (2003) which introduces a comprehensive model of translation competence. This model gives us a clear view of the classification and development of students` translation abilities through education.

2. Linguistics in Translator Education

The contribution of linguistics to translator education is addressed in some studies. One of the recent researchers addressing the importance of linguistics in developing translation competence is Jmila (2014). She believes that descriptive and contrastive linguistics is the kernel component of translator education. In her paper, she explored the importance of morphology, syntax, pragmatics, discourse analysis, and metalanguage to translation students in analyzing ST and producing TT. Moreover, to her, linguistics is a tool for measuring and improving the translated text.

According to Mobaraki and Aminzadeh (2012), linguistics plays a considerable role in developing students` translation competence in Micro and Macro-linguistics. According to them, SL and TL systems and their differences and similarities at lexical, semantic, syntactic, and pragmatic levels are taught to students to improve their bilingual and interlingual competencies (2012, p. 67). After that, students are taught translation by adopting a lingua-textual and functional approach in which the teaching focus is shifted from the translated text to the translation process (ibid). Likewise, in a quantitative study, Erton and Tanbi investigated the students` attitudes toward the significance of linguistics in receiving (i.e., reading or listening to) ST, analyzing it, and producing TT (2016). They conclude that linguistics and discourse

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[2] Process in the Acquisition of Translation Competence and Evaluation

analysis in the translation and interpreting courses improve students` translation skills (ibid).

Aminzadeh (2021) studied the undergraduate curricula being implemented in the departments of translation at five Iraqi universities, and the subjects and martial being given to students in those departments. He explored that language teaching and language-related skills are mainly included in those programs (ibid). As Aminzadeh exclusively analyzed the existing study programs without delving into the practicing classes and addressing the teachers, he did not specify which linguistic aspects- and to what extent- teachers practiced in teaching translation to students.

A critical paper by Klaudy (2006) outlines the benefits of linguistic awareness-raising for translation teachers, students, and professionals. She maintains

> [A teacher] should take advantage of the help offered by linguistics and linguistic translation theory. The results of linguistics-based translation theories could be more helpful in designing translation courses, selecting texts to be translated, evaluating translations, and justifying teachers' and readers' corrections. (2006, pp. 8-9)

In addition, Klaudy clarifies that linguistics helps teachers make an objective assessment of students` translation (ibid). Such evaluation is exercised in scoring students` translation papers. In other words, teachers can evaluate students` translations by shedding light on the language pair differences, ST-TT linguistic features, equivalent-making techniques, and translation units. In this way, unlike teachers' subjective judgments about their students' translation drafts (e.g., *this draft does not sound good*), students are provided with a more to-the-point assessment to understand the problem with their translation and which part of it needs amendments.

Although these studies have generally stressed the importance of linguistics and its aspects in translator education, no one showed how linguistics correlates with students` translation competence development. They even do not present a clear view of translation competence and skills. The present study fills these gaps by classifying the aspects of linguistics that correlate with certain translation sub-competencies and conducting a survey on Iraqi teachers to investigate the contribution of linguistics to translator education. It is conducted via the statistical

analysis of teachers` responses to the questionnaire. As a result, the rate of contribution of linguistics to students` qualifications as competent translators will be quantitatively described.

2.1 Linguistics-Based Translation Competence

Through the teaching process, translation students develop their translation competence. According to Shreve, "the term translation competence has come to represent a motley set of academic understandings about what one has to know to become a translator" (2002, p. 154). On the significance of language competence, Neubert emphasizes "there would be no grounds for transfer competence without the translator's thorough grounding in language competence and subject competence" (1995, p. 412). However, the role of language competence as a component of translation competence is played down unjustifiably (Neubert, 1997, p. 23). In an extended study, the PACTE research group (2003-2015) set the components of translation competence of which the Linguistics-based ones are linguistic, bilingual, transfer sub-competencies, and knowledge about translation[3].

Linguistic competence: According to the PACTE group, students acquire linguistic translation sub-competency by learning SL and TL syntactic, semantic, and lexical rules and applying them in listening, speaking, reading, and writing. Later, students develop their knowledge about the language pair`s pragmatic and discursive levels.

Bilingual competence: In the process of teaching translation, the next step is to develop bilingual competence. A translator as a bilingual not only needs to know the linguistic rules and norms of SL and TL but also should be able to know the similarities and differences between the two languages at all levels (PACTE, 2003). Here, by applying the contrastive analysis of sentences in SL and TL, students realize how each language`s syntactic, lexical, semantic, and pragmatic rules are differently used in similar contexts. This competence helps students avoid interference from SL to TL in their translation.

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[3] Instrumental, encyclopedic, psycho-physiologic, and strategic sub-competencies are not linguistics-based (PACTE, 2003).

Transfer capacity: The contrastive analysis holds two main parts concerning translation: (1) the linguistic analysis of ST characteristics, and (2) the synthesis of these characteristics in TT (James, 1980). The practice of ST analysis and TT synthesis and the reflection on the source and target communicative context help students develop their transfer competence (PACTE, 2003). According to House, translation is a linguistic-textual operation of ST re-contextualization in TL (2015). In other words, at the time of translation, students must be able to identify the situational constraints and factors (e.g., the sociocultural variables, setting, participants, subject matter, etc.) which influence the lexico-grammatical patterns of TT (ibid). Transfer competence equips students with the ability to convey an ST message from its sociocultural context to TL sociocultural context in which a TT is produced. Likewise, Coulthard emphasizes *text analysis* and *discourse analysis* in translation (1977). The former denotes the analysis of ST linguistic form in a specific situational context, while the latter deals with the socio-cultural context in which the text is communicated.

Knowledge about translation: The development of knowledge about translation, as a component of translation competence (PACTE, 2003), requires students to internalize and apply translation theories throughout the study program. Baker argues that a translator education program needs to include "a strong theoretical component" that encourages students to "reflect on what they do, how they do it, and why they do it in one way rather than another" (1992, pp.1-2). Moreover, some translation scholars believe that translation theory helps students learn faster and develop better problem-solving abilities, and it should be taught to students (Newmark, 1988; Gile, 1995). More importantly, each translation theory is usually grounded in a linguistic model- e.g., Jakobson (1959), Nida (1964), and Catford (1965) respectively adopt Saussure`s Structuralism, Chomsky`s Generative Grammar, and Halliday`s linguistic model[4].

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[4]   A wide range of translation theories after the cultural turn (the 1990s) goes beyond the borders of linguistics.

According to Shuttleworth, the extent to which students can think creatively about translation problems depends to a large degree on how far we can cease trying to prescribe a static body of theoretical knowledge that students should follow irrespective of whether it proves to be of any lasting value to them or not (2001, p. 504). In other words, students need to theorize their problem-solving strategies while being inspired by the existing translation theories. Robinson refers to theorization as "the complex processes by which a person organizes a group of loosely related insights [i.e., theories] into a pattern or regularity and ultimately into a rule [of his own]" (1997, p. 181). Theorization will prove to be "far more useful to them in their professional and private lives as translators than any specific rules will ever be" (Robinson, 1997, p. 181).

2.2 Corpus Linguistics and Translation Competence Development

When translation students develop into fully-fledged professionals, they pick up translation sub-competencies they never had before. Such a view is supported by Shreve who suggests that translators' exposure to an increasing variety of translation situations leads to changes in the way they conceive translation, with the knowledge of structures becoming richer and organized differently (1997, p. 124). Corpus linguistics is a rich source of authentic texts in both SL and TL, which provides students with different translation situations and helps students make active different translation sub-competencies. Therefore, different types of corpora are applied in teaching translation, including monolingual corpora, bilingual comparable corpora, parallel bilingual corpora, and specific educational corpora.

Monolingual corpora: Monolingual corpora are the most frequent kind of corpora, containing texts in one language (either SL or TL). They are used in classrooms to make students familiar with different text types, linguistic features and patterns, and how to distinguish between texts of different genres and typologies. They also help students realize the common terminology, structures, and styles in a specific text type in either SL or TL, while no comparisons are made between the language pair.

Bilingual comparable corpora: They are texts independently composed in the respective languages, and they are put together based on similar content and communicative function. Bilingual corpora are "typically unrelated except by the analyst's recognition that the original circumstances that led to the creation of the two [sets of] texts have produced accidental similarities" (Hartmann, 1980, p. 38). It is argued that via looking at multiple instances of corpora of the same text type or genre (in House`s words), prototypical features (like stylistic, lexical, semantic, syntactic, and pragmatic) of SL and TL can be identified by students. Learning these specific patterns in the two languages helps students to avoid making linguistic mistakes and interference with unnatural SL features to TL in the process of translation. The application of bilingual comparable corpora in the classroom helps students develop their linguistic and bilingual translation sub-competencies authentically. The contrastive analysis of comparable corpora can reveal how similar ideas and concepts are expressed in texts of the same type in languages A and B. It focuses on stylistic and formal preferences related- but not limited- to the conventions of propositional structure, figurative language, lexico-grammatical features, or collocational patterns.

Parallel bilingual corpora (or translation corpora): They are texts in SL and TL that are put together based on parallelism. In other words, parallel bilingual corpora consist of texts in language A and their translation in language B (McEnery & Wilson, 1996). The relationship between texts is directional. It means it goes from ST to TT. Comparing a large number of translations with their source texts indicates how equivalents have been made by different translators under certain circumstances. It also presents examples of applied translation strategies in translations. Therefore, translation students can discover the equivalent-making patterns in the available bilingual corpora by paying attention to the recurring linguistic choices. In turn, this leads to the improvement of students` transfer competence.

Specific educational corpora: Educational corpora are groups of texts compiled by teachers (or learners themselves) to discover and study the common linguistic problems and patterns in specific text types in one language (monolingual corpora),

two comparable languages (bilingual corpora), or SL and TL (translation corpora). Alhassan and others illustrated how to apply different types of corpora for pedagogical purposes (2021). Through designing a specific corpus, the translation students can detect the common mistakes and solutions in comprehending, translating, or proofreading similar texts in the classroom.

In short, corpora provide information on the textual-linguistic operations in SL and TL and how different discourses are represented in different text types. Corpus-based translation activities can be performed and integrated with the education program as they are a good means of learning approved problem-solving techniques, frequent linguistic patterns, and other immediate linguistic issues- at both micro and macro levels- which may happen to the students. In this regard, following authentic samples is merit for students. By reviewing corpora, they can imitate professional translators who have experienced translating similar texts long ago.

3. Methodology

The current study is a survey that explores the contribution rate of linguistics in educating translators at the undergraduate level at Iraqi universities. The data were collected by distributing a questionnaire (See Appendix) among Iraqi translation teachers from February to March 2022. It consists of five main parts:

- Linguistic competence development,
- Bilingual competence development,
- Transfer capacity development,
- Corpus-linguistic application,
- Development of knowledge about translation.

Each one has been explained in the previous sections, covering four questions in the questionnaire (see appendix 1). For each question, five possible answers (or rates of frequency) were provided, including "Always" (100%), "Often" (70%), "Occasionally" (30%), and "Never" (0%). In essence, all questions are asked to clarify the linguistic contribution to teaching translation which includes teaching

- Linguistic structures in SL and TL,

- Contrastive analysis,

- Re-contextualization,

- Translation theory and theorization.

45 teachers from different Iraqi universities responded to the questionnaire. About 36% of the respondents were Ph.D. holders, and others were MA holders. About 51% of them have been teaching translation for more than a decade. As the questionnaire was also distributed in the Kurdistan Region of Iraq, 49% of teachers were from the universities of this region, and 51% of the teachers were from Arabic-speaking universities. After designing and conducting the survey, the informants` responses were collected and statistically analyzed, and the results were derived. In the following section, the results are presented and the significant relevant issues are discussed.

4. Results and Discussion

The collected data are presented in the following bar graph (Fig.1) in which the rate of frequency (from 0 to 100) is indicated on the vertical axis, and the aspects of linguistic contribution are pointed on the horizontal axis including:

- linguistic competence development (via 1. New terms & vocabulary; 2. Grammar and syntax (SL&TL); 3. Listening and Speaking skills; and 4. Reading and writing skills),

- bilingual competence development (via 5. Lexical contrastive analysis; 6. Semantic contrastive analysis; 7. Syntactic contrastive analysis; and 8. Pragmatic contrastive analysis),

- transfer capacity development (via 9. ST analysis; 10. Discourse analysis (SL & TL); 11. Re-contextualization; 12. TT discourse-based changes),

- corpus linguistic application (13. Translation corpora; 14. Monolingual corpora; 15. Comparable bilingual corpora; 16. Specific educational corpora),

- knowledge about translation (via 17. Linguistics-based translation theories; 18. Translation theories Application; 19. Theorization; 20. Linguistic knowledge application).
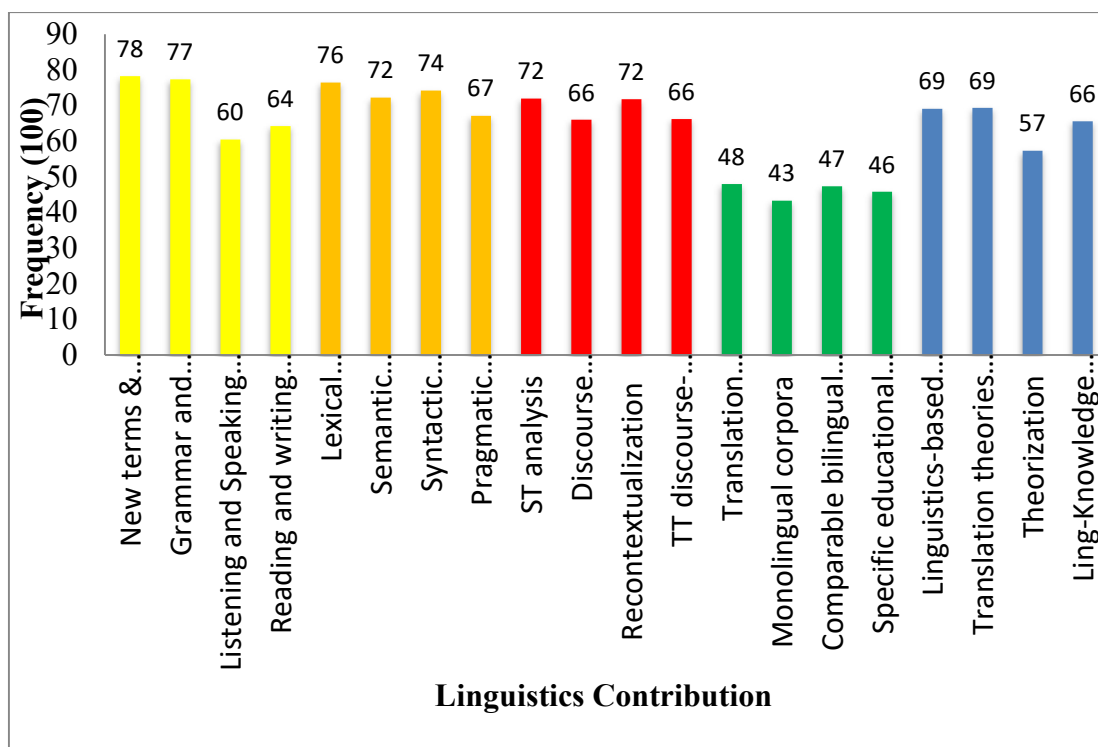
Figure (1): The Contribution of Linguistics to Translator Education

The above graph shows that 78% of teachers provide students with new terminologies and vocabulary, and 77% teach students the grammatical and syntactic rules of SL and TL. These percentages reveal that teachers are highly concerned about their students` English lexico-grammatical knowledge development. It also confirms this issue that the majority of the teachers principally encourage their students to learn as many English words and grammatical rules as possible because they believe that competent translators should thoroughly master English vocabulary and grammar. The same emphasis is on the column of lexical contrastive analysis indicates 76%, the syntactic contrastive analysis specifies (74%), and the semantic contrastive analysis shows 72%. These percentages show us that teachers usually consider the importance of contrastive analysis in translation; and the students learn and compare SL-TL vocabulary, grammar, and the meaning components of equivalents to avoid

interferences and lexico-grammatical mistakes in their translations. In addition, teachers often train their students to do ST analysis (72%) and re-contextualization (72%) in the translation process. Through ST analysis, students can consider the cohesion, coherence, and thematic structures of the ST before translating it into TL. They contemplate the original communicative context in which ST was produced and the receiving context in which TT is produced. In this way, they adopt appropriate expressions and structures in their translation.

However, the theoretical aspect of translation is not viewed as vital as the lingual and contrastive aspects of translation by the teachers. Figure 1 shows that teaching linguistics-based translation theories and their application by the students do not exceed 69%. More considerably, about half of the students do not normally theorize their knowledge of translation (57%), and 66% apply it in the way they see appropriate. As was mentioned in the previous section, the act of theorizing of translation task by the translator himself and its application in the process of translating a text is a crucial part of the translator`s qualification. This is exercised by professional translators who critically view solid translation theories. Furthermore, what the students acquire through their education needs to be strategically implemented by themselves in the classroom or through authentic translation practice. Otherwise, the study program does not meet its goal (i.e., educating competent translators).

Pym`s definition of Translation competence (2003) and Newmark`s remarks on translation theory (1988) could be illuminating here. According to Pym, translation competence consists of two skills: "The ability to generate a series of more than one viable target text (TTI, TT2 ... TTn) for a pertinent source text (ST)" and "The ability to select only one viable TT from this series, quickly and with justified confidence" (2003, p. 489). To Pym, the ultimate goal of competence development differentiates translator education from language learning, and it is "a mode of constant theorizing (2003, pp. 492–494). Besides, Newmark believes that translation theories help translators identify translation problems and find possible solutions for them (1988, p. 9). Therefore, translation competence and theory are not separate from each

other, and they coexist in the education process. The higher competent a translator is, the more advanced theory he theorizes.

The least rate of linguistic contribution to Iraqi undergraduate study programs belongs to the application of corpora for teaching translation, ranging from 43% (monolingual corpora application) to 48% (translation corpora application). It means that Iraqi translation teachers have occasionally used corpus linguistics in the classroom. This deficiency is due to the lack of teachers` familiarity with the merits of corpus linguistics in teaching translation, or the lack of technology for accessing or making it.

In addition to the aforementioned points, some columns call teachers` attention. These include the development of listening and speaking skills (60%), reading and writing skills (64%), pragmatic contrastive analysis (67%), discursive analyses (66%), and discourse-based translation shifts (66%). Although the four language skills are the fundamental components of translation practice (i.e., listening and speaking in interpreting, and reading and writing in written translation), teachers have not frequently provided students with needed exercises and materials to boost these language skills through their education. Likewise, the pragmatic and discourse analyses- as inseparable parts of communication and text production- deserve much more attention from teachers so that students get familiar with the communicative function of texts larger than sentences, their interpretation, and production in moving from SL to TL. Furthermore, due to the differences between the ST and TT textual-linguistic features, teachers should teach their students that making some linguistic changes in translation (i.e., translation shifts) is unavoidable to produce a natural translation.

These results provide an answer to the current study`s question, "what is the rate of contribution of linguistics to educating translators at Iraqi universities?" In the following pie chart (figure 2), the total proportion of each part of the survey is illustrated (i.e., linguistic competence; bilingual competence; transfer capacity; corpus linguistics for translation; and knowledge about translation).
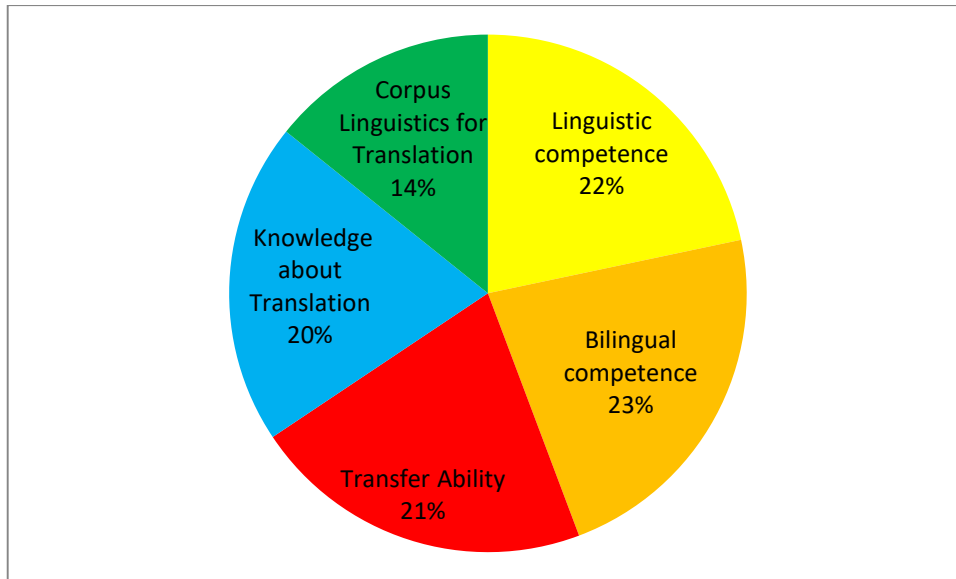
Figure (2): Linguistics-Based TC and CL Proportion in Translator Education

Figure 2 illustrates the weight of linguistics-based translation competence development and corpus linguistics application in the process of translator education. Accordingly, the above proportions represent the significance and contribution of linguistics in the process of teaching translation in Iraq in the following lines:

- Contrastive linguistics: Teachers have primarily tried to boost the students' bilingual competence which leads to the enhancement of their contrastive analysis ability between SL and TL. It means that contrastive analysis maintains 23% of the linguistics-based education of Iraqi translation students.

- Language teaching: The second highest rate of linguistic contribution to translator education belongs to linguistic competence development. According to the pie graph, 22% of the translators' linguistics-based education is devoted to language teaching.

- Discourse analysis: ST discourse analysis and TT re-contextualization hold the third rate of contribution (21%). Accordingly, teachers teach the different aspects of discourse to students. These aspects are linguistically manifested in the ST. Teachers also train students to recognize these aspects and their effects on the crystallization of TT in the target language and culture.

- Linguistic knowledge application: The rate of enactment of theorization and linguistic knowledge application in students is 20 % which is properly emphasized and exercised by Iraqi teachers. To put it another way, the teachers appropriately back up the students` linguistic practice (i.e., contrastive linguistics 23%, language teaching 22%, and discourse analysis 21%) by encouraging them to adopt the linguistics-based translation theories in translation practice.

- Corpus-linguistics: the rate of application of corpus-linguistics in teaching translation holds the smallest proportion (i.e., 14 %) of contribution to translator education. Although corpora help students find appropriate problem-solving techniques in dealing with different translation issues, teachers occasionally apply these authentic texts and translations in the classroom. Corpora can be used as supplements in developing the aforementioned aspects of linguistics-based translation competence in translation students.

These results confirm that students usually overlook the pragmatic and discursive aspects of communication in translation, a matter that professional translators focus on by adopting a holistic view of the translation task. As House emphasizes, professional translators consider the communicative function of translation and they fulfill it by applying specific lexico-grammatical patterns in their translation (House, 2015).

Moreover, linguistics-oriented translator education is different from language teaching programs in a few ways. First, language teaching programs are developed to teach students how to communicate *in* this or that language, but language and linguistic knowledge development in translation students are for educating them on how to communicate *between* source and target languages. Second, teachers use contrastive linguistics to train students to detect and correct their mistakes and avoid interference in using *one* language. However, translation students do contrastive analysis to find and solve translation problems. Last but not least, teaching language to- and linguistics knowledge development in- students is not the optimal goal of the translator education program; instead, it equips students to perpetuate translation competence development which is not merely a linguistic phenomenon but also

comprises instrumental, encyclopedic, psycho-physiologic, and strategic sub-competencies (PACTE, 2003).

5. Conclusion

In this study, the significance of linguistics in the process of translator education at Iraqi universities was investigated. Here, students` acquisition of the linguistics-based translation competencies was examined by doing a survey in which different teachers from different Iraqi universities participated. In the course of the study, Iraqi translation teachers stressed the systematic integration of linguistics in teaching translation as they recognized that students` translation competence development is rooted in linguistics. It is concluded that translation teachers take advantage of linguistics in the following order: Contrastive linguistics (23%), language teaching (22%), discourse analysis (21%), linguistic knowledge application (20%), and corpus linguistics (14%).

Professional translators theorize translation knowledge and problem-solving techniques. In such a way, they develop translation competence- including linguistic, bilingual, and transfer competence. This process occurs routinely in professionals through their exposure to different translational contexts. However, translation students need education to develop translation competence. They also should get experience in translating different texts. Translation corpora can provide students with such text diversity. As was stated, corpus linguistics is a helpful instrument that facilities learning translation. It provides students with authentic learning, and the theorizing of their linguistic knowledge serves the improvement of their translation products. More importantly, as a considerable part of translation competence is grounded in linguistics- i.e., moving from linguistic competence to bilingual competence, transfer capacity, and knowledge about translation- students need to learn, apply, and compare the linguistic knowledge about SL and TL at semantic, lexical, syntactic, pragmatic, and discursive levels. In sum, translation is basically- but not solely- a linguistic action, and the translator needs to meet the requirement of linguistic knowledge of both SL and TL to step towards translation professionalism.

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Appendix. Questionnaire

	No.	Questions	Always (100%)	Often (70%)	Occasionally (30%)	Never (0%)
Linguistic Competence Development	1.	Students are provided with new terms and vocabulary.				
	2.	Students are taught (or reminded of) the grammatical and syntactic structures of SL and TL.				
	3.	Listening and Speaking skills are practiced and rehearsed by students inside and outside the classroom respectively.				
	4.	Reading and writing skills are practiced and rehearsed by students inside and outside the classroom respectively.				
Bilingual Competence Development	5.	Students are trained to compare and contrast the lexical and morphological structures of SL and TL.				
	6.	Students are trained to compare and contrast the semantic components of equivalent expressions in SL and TL.				
	7.	Students are trained to compare and contrast the syntactic structures in SL and TL.				
	8.	Students are trained to compare and contrast the communicative and pragmatic functions of equivalent expressions in SL and TL.				
Transfer Development	9.	Students are taught how to analyze the ST (focusing on its cohesion, coherence, thematic structure, etc.) before translating it into TL.				
	10.	Students are taught to consider the ST`s discursive elements (i.e., subject matter, participants, social roles, etc.) in producing TT.				
capacity	11.	Students are taught to consider the SL/TL communicative and social contexts, in moving from ST to TT.				

	12.	Students are trained to do the necessary amendments (e.g., modulation, linguistic or thematic changes, shifts, etc.) in TT to make it natural in the TL sociocultural context.				
Corpus Linguistics Application	13.	Parallel corpora (i.e., bilingual translation corpora) are applied in the translation classroom.				
	14.	Monolingual corpora are applied in the translation classroom.				
	15.	Comparable bilingual corpora are applied in the translation classroom.				
	16.	Specific corpora (for didactic purposes) are created and applied in the classroom.				
Development of Knowledge about Translation	17.	The linguistics-based translation theories are presented to students.				
	18.	Students are trained and encouraged to apply translation theories in translation practice.				
	19.	Students are allowed to individually theorize their knowledge about translation.				
	20.	Through translation theorization, students learn to strategically apply their own linguistic, bilingual, and transfer knowledge in producing and justifying their translation.				

دەوری زانستی زمانەوانی لە پەروەردەکردنی وەرگێڕ لە زانکۆکانی عێراق دا

پوخــتـە

ئەم توێژینەوەیە دەوری زانستی زمانەوانی لە پرۆسەی پەروەردەکردنی وەرگێڕ دەخاتە بەرباس. لێرە، ئەو لایەنە زمانەوانییانە شی دەکرێنەوە کە مامۆستایانی وەرگێڕان لە زانکۆکانی عێراق لە ئاستی بەکالۆریۆس فێری قوتابیانی وەرگێڕان دەکەن تا وەک وەرگێڕی بەتوانا پەروەردە بکرێن. بۆ ئەم مەبەستە، پرسیارنامەیەک ئامادەکرا کە لە لایەن ٤٥ مامۆستای عێراقییەوە پڕکرایەوە. دوای لێکدانەوە و شیکردنەوەی داتاکان، دەرکەوت کە مامۆستایان بە شێوەی سەرەکی جەخت لە زمانەوانی بەراوردکاری (contrastive linguistics) دەکەنەوە بۆ ئەوەی قوتابیان پەرە بە توانستی دووزمانی وەرگێڕانیان (bilingual translation competence) بدەن. لەگەڵ ئەوەدا، مامۆستایان پێکهاتەی زمانی و شیکاری گوتار لە هەر دوو زمانی سەرچاوە (SL) و مەبەست (TL) فێری قوتابیان دەکەن بۆ ئەوەی توانستی زمانی (linguistic) و گواستنەوەیان (transfer) بەرزکەنەوە. بەڵام پێویستە زیاتر بایخ بە گەشەپێدانی توانایی قوتابیان بدرێت بۆ تیۆریزەکردن (theorization) و کەڵک وەرگرتن لە زانستی زمانەوانی وەرگێڕان (linguistic knowledge about) وە بەکارهێنانی زمانەوانی کۆرپس (corpus linguistics) بە مەبەستی پەروەردەکردنی وەرگێڕ لە لایەن مامۆستایانەوە. بەگشتی، چونکە وەرگێڕان خاوەن سروشتێکی زمانییە، قوتابیان پێویستە لە هەموو ئاستەکانی زمانەوانی- وەک واتانانسی، وشەناسی، رستەسازی، پراگماتیکس، گوتار، هتد.- فێری زمانی سەرچاوە و مەبەست بن و بەراوردیان بکەن و لە ئەرکی وەرگێڕان دا بەکاری بهێنن.

وشە سەرەکییەکان: زانستی زمانەوانی، پەروەردەکردنی وەرگێڕ، توانستی وەرگێڕان

دور اللغويات في ثقافة المترجم في الجامعات العراقية

الملخص

يدرس البحث مساهمة اللغويات في عملية تعليم المترجم، إذ يدرس البحث الجوانب التي يعتمد فيها مدرّسوا الترجمة العراقيين على اللغويات لتدريس الترجمة لطلاب المرحلة الجامعية الأولى وتأهيلهم ليصبحوا ذوي مقدرة وكفاءة. استجاب 45 مدرّس ترجمة عراقي لاستبيان لخدمة الغرض العلمي المذكور آنفاً. وكشف تحليل البيانات عن اعتماد المدرسين بشكل أساسي على التحليل التقابلي ليفسحوا المجال للطلاب ليطوروا المقدرة الثنائية اللغوية. فضلاً عن تدريس الطلاب التراكيب اللغوية للغة المصدر واللغة الهدف وتحليل الخطاب لتحفيز قدراتهم اللغوية والنقلية. ففي المرحلة الجامعية الأولى لبرامج الترجمة في العراق يتوجب الانتباه أكثر إلى الجانب النظري والتطبيقي للمعرفة اللغوية الترجمية للطلاب، بالإضافة إلى التركيز على تطبيق المدرسين للمعرفة اللغوية الشاملة لأهداف تعليمية. وفي الخلاصة وبسبب الطبيعة اللغوية للترجمة فيحتاج الطلاب ليتعلموا ويطبقوا ويقارنوا معرفتهم اللغوية المعلقة باللغة المصدر واللغة الهدف على نحو دلالي ومعجمي ونحوي وسياقي وخطابي.

الكلمات المفتاحية: اللغويات، تعليم المترجم، المقدرة الترجمية