

Power of Context: Cognitive Acts and Social Events Meet Proceduralized Translations

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Abstract

Andrew Chesterman (2015) elaborates on Toury (1995) and then revised in 2012 the notion of the two planes of translation process (act and event) by proposing a third plane, namely translation practice, to designate the process at the historical level. I believe that this tripartite can be further expanded to envelop other designations. For this end, we seek to find descriptive evidence for two hypotheses; {1} initial hypothesis: translation can be contextualized when it is affected by external factors (pedagogical settings in our context), and {2} supporting hypothesis: translations can be considered proceduralized when tested, and then assessed performances of translation trainees do not mirror the actuality of students' translation competence. I seek descriptive evidence to confirm and describe both hypotheses to designate and describe translation process at the pedagogical level. 13 students majoring in translation have participated and were required to submit four assignments alongside monologue audio reports for their translations to mirror the cognitive acts and narrative feedback for the social events. We utilize think aloud protocols, narrative theory of Bennett and Feldman (1997), and Mezirow's theory of transformationalism (2000) in the study design and implementation. Results yielded evidence for contextualized translation and proceduralized translation.,two terms that we will describe in the study. Future research may advance our hypotheses to, possibly, answer questions such as what we are testing in translation exams, why some students' errors so frequent, and how to reduce the negative impact of exams and more.

Keywords: Translation Process Research, Translation Cognition, Proceduralized Translation, Translation Training

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سلطة السياق: العمليات الإدراكية والأحداث الاجتماعية مجتمعة والترجمة الإجرائية

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ملخص

يشرح أندرو تشيستزمان (2015) مفهومه لمستوى العملية الترجمة (الفعل والحدث) وهو مفهوم طرحه توري في عام 1995 و ثم أعاد تنقيحه في عام 2012، وذلك باقتراح مستوى ثالث، وهو الممارسة الترجمة، بهدف موضعة العملية الترجمة في المستوى السياقي التاريخي. ونعتقد أن هذا النموذج الثلاثي يمكن توسيعه ليشمل تصنيفات أخرى. ولهذا الغرض، نسعى إلى إيجاد أدلة وصفية لفرضيتين؛ {1} الفرضية الأولى: تتأطر الترجمة بأن تصبح سياقيةً عندما تتأثر بالعوامل الخارجية (كما يحدث في السياقات التدريبية كما هو الحال في ظروف إجراء هذه الدراسة)، و {2} فرضية ثانية داعمة: يمكن اعتبار الترجمة إجرائيةً عندما لا تعكس أداء متدربي الترجمة في الاختبارات والتي لا تعكس بدورها حقيقة كفاءة ترجمة متدربي الترجمة. ونسعى إلى إيجاد أدلة وصفية لتأكيد ووصف الفرضيتين لوضع تصنيف ووصف عملية الترجمة على المستوى التدريبي التعليمي. وقد شارك 13 طالباً ممن يدرسون الترجمة، وتم الطلب منهم تقديم أربع وظائف ترجمة بالإضافة إلى تقارير صوتية لتعكس العملية الترجمة والأفكار الإدراكية الخاصة بهم وكذلك والتغذية الراجعة عن الأحداث المحيطة بالعملية الترجمة. وقد استخدمنا بروتوكولات التفكير بصوت مرتفع، ونظرية السرد لبينيت وفيلدمان (1997)، وكذلك النظرية التحويلية لميزيرو (2000) في تصميم وتنفيذ الدراسة. وقد أسفرت النتائج عن أدلة وصفية لوجود أحداث ترجمة سياقية وأحداث ترجمة إجرائية، وهما مصطلحان سنقدم وصفا تفصيليا لهما في الدراسة. يمكن أن تُسهم هذه الدراسة في أن تعتمد الأبحاث المستقبلية عليها في إحداث تقدم لفرضياتنا وذلك للإجابة على أسئلة مثل ما هي الأمور الفعلية التي تخضع للاختبار في امتحانات الترجمة؟ ولماذا تتكرر أخطاء بعض الطلاب؟ وكيف يمكن تقليل الأثر السلبي للامتحانات؟ ومساهمات نظرية وتطبيقية أخرى.

الكلمات المفتاحية: أبحاث عملية الترجمة، إدراك الترجمة، الترجمة الإجرائية، التدريب على الترجمة.

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Introduction:

‘Translation implies a porosity that cannot be considered solely cerebral, or if it can, cerebral must be redefined.’ (Carol Maier in Hubscher-Davidson, 2020: p. 1).

It is through the fertile ground of process-oriented research into translation we started to investigate translation as a cognitive process. Translation process research (TPR) has brought to our attention ways through which we develop our understanding of translation from a mere pure linguistic act to advanced cognitive set of processes. Further, phenomena like (1) Translator’s intervention; (2) equivalence can be found at times impossible to reach; and (3) translator’s deviation from the original ... such three examples require diagnosis, and one way through which a diagnosis can be made available is through cognitive enquiries, which, naturally, have yet to investigate the cognitive underlying layer, that is the mental plane of translating deep in its locus, all within the field of TPR.

Andrew Chesterman proposes that the two planes of translation processed as proposed by Toury (2012), namely cognitive act and social event, can be expanded to further one plane which he refers to as ‘translation practice’ to designate translation within historical dimension (in Ehrensberger-Dow et al., 2015). We believe that further one more plane can be added, which we refer to as contextualized translation which entails that the choices, decision, mechanisms etc. are influenced by factors. The factors for our context is pedagogical settings. This urges the proposed contextualized plane to subcategorize to proceduralized translation. We argue that students’ performances can change to worse or better as a reaction to such factors. For this end, 13 high achieving undergraduate students from five Jordanian universities have received training and then have been tested in four assignments. Think aloud Protocols (TAPs) were used to log monologue reports to reflect thought processes, while narrative feedbacks constituted our primary source of data about the social events. We adapted the model of narrative theory by Bennett and Feldman (1997). In training participants, theory of transformationalism (Mezirow, 2000) was implemented. The main purpose of the present study is to find descriptive evidence that translation can be contextualized, that is it can change as a response to factors. This is widely known in translation pedagogy as well as the wider field of teaching and learning. However, what we seek to achieve is to mirror and describe the thought processes as well as the social events surrounding carrying out translation tasks. This may help us to answer questions such as what are we testing in translation pedagogy? What can be

done to improve performances of students of translation? Why are some errors frequent more than others? And more relevant queries of equal importance.

Translation phenomena are in need for descriptive evidence to describe them. Therefore, the evidence we seek in this study seeks to describe power of context, pedagogical one in this sequence, and the resulting proceduralized translations carried out by semi-professional translators. For translation process is seen as a cognitive activity as the brain of the actors is the main locus where the underlying mechanisms of translation are functioning. We believe that research into translation process should involve further efforts to examine methods to improve the quality of predictability of models, which may open wide horizons for learning and teaching translation. We believe such attempts help us to understand how knowledge of translation can be absorbed, stored and recalled while showing traces of translation competence development on the part of the translation trainee.

In what follows Is a list of definitions for terminologies that will be used throughout the study. They are for the most part the coinage of the present study, although they have their origin in Translation Studies (TS):

- Unit of analysis: blocks of TAP recording, which is marked by two pauses, start of new textual content, limited reference to earlier units, verbal clue to move on to next unit, and encountering translation problem and deciding a solution.
- Narrative feedback: series of events that the participants have been through while carrying out the assigned four task which comply with a provided form.
- Semi-professional translators: students who have advanced in their course of study to the fourth year, and who are enrolled in formal training in academic institution in the field of translation.
- Narrative forms (NF): the submitted written narrative reports on students' experience translating carrying out the assignments.
- Triggers: markers for TAP priorities.

Process, Act and Event:

The growing literature on translation process tells us that cognitive act and sociological event are connected by a hierarchy of containment relationship, which does not entail a relationship of power and influence, that is the roles of each of the three elements is complemented by the other two. While the process is the umbrella under which the latter two are

enveloped, cognitive act of translation is the minimalist unit, which is also confirmed by being the less observed; that is the other two are directly observable. The multi-faceted containment and complementarity of the cognitive acts and social events in translation are demonstrated in the traits, idiosyncrasies, preferences, ideologies and ethics, professional capacities, social skills, communication and networking etc. Attell (2012) argues that the translator starts with the expression, that is the text. However, some translations demand different starting point, which can be the psychosocial influx where he or she reacts to the influences by the means of intervening in the translation more. This means that the translation event can be in fact eventful where it becomes the deciding factor to select the text for translation, and consequently dictates the decision made by the translator. In this context, the intervention of the translator may not be understood in the traditional sense, rather it goes beyond the boundaries of the social norms and taboos to further promote a cause by translation.

In light of this, Toury discusses acts within the cognitive level and events within the sociological level. Together they can be seen as processes of translation. Our view here is that there are specific situations where translation process (both acts and events) is circumstantial. This means that it is no longer governed by the fixed rules about how the process works. To explain this further, a translation trainee is well-informed of the proper translation mechanism to overcome a specific translation problem. All what may be implemented by the trainee in specific situations (such as translation tests) might be hugely influenced by the circumstantial settings surrounding him or her. The particularity of such situations insists on bringing up one further level to the constituting elements of translation process, which we refer to here as proceduralized translations.

Recognizing Chesterman's designation of translation into the historical event and the proposal of translation practice for this purpose calls for bringing translation practice beyond the social realms. An awareness of this kind reveals a clearer picture of the active agents who had carried out the change through bringing to their own culture set of new concepts and perhaps reformation. Pym (2016: p. 5) defines translation history as “a set of discourses predicating the changes that have occurred or have actively been prevented in the field of translation.” By bringing further one dimension, Chesterman brings the practice over span of time. It may also, in many situations and under the influence of circumstances, be a history. Civilizations may have fed on translation to progress, and some other cases have failed to advance its own culture and literature because of translation.

Luo (2022) illustrates this fact by investigating how the practice tried to educate the masses of China at the turn of the twentieth century.

Chesterman proposed that for the act and event of translation to be contextualized within historical manifestations, practices may be added to the bipartite translation process. For this end, we propose one further conceptualization to the tripartite, proceduralized translations is proposed. This label proposes that translation process, which is the interaction between translation act and event, can operate differently under certain circumstances. For our context, tests are the context where translation process occur. This implies that translation process differs according to context, particularly where external factors are influential and where the performances of the participants, individuals undergoing translation testing, are subject to assessment.

Participants:

For the purpose of our research, 13 students majoring in translation were invited to participate in our study. Participants were briefed about the requirements of the study and what may result from it. Consent has been ensured and we proceeded with selecting participants whom we expect to be best suited for the study implementation. The grounds for selection can be summarized as follows:

- High achieving students may require less orientation, which may be reflected in the submitted narrative feedback.
- Students who have reached their final year in their major are close to be commissioned to carry out actual translation projects.
- Students who progressed well in their academic year of study and high achievers are chosen to reduce any possibility of varying results.

The 13 participants were 5 females, 8 males, all of them have progressed in translation major by at least 80% of the major credit hours. Participants are native speakers of Arabic. The GPA has been set to be at least 84% for participating in the study. Kussmaul & Tirkkonen-Condit (2007) point out that semi-professionalism can be achieved by simulating reality of translation. For them, assignments, advanced translation students, and being enrolled in translation education institution are the aspects of semi-professionalism. This constitutes fertile ground for diagnosing errors and developing methods to overcome them.

Research Questions:

Queries about creativity of the translator can be examined either through investigating the product of translation, or in recent move the process of translation. We seek to find descriptive answers/evidence for the following research questions:

1. What descriptive evidence can be empirically found for the proceduralized translations?
2. Implying the existence of such descriptive evidence, what are the characteristics of the output of such translations?
3. Considering Toury's second translation problem which is labelled by Chesterman as reversed-engineered translation, what primary description of a descriptive model can be proposed for proceduralized translation? How helpful such model can be?

Research Instruments:

Narrative Feedbacks:

In recent years, language learning has witnessed the emerging of new researching tools to understand learners' behaviors in learning as well as implementation of acquired knowledge. One tool is the use of diaries, or what we may refer to narrative feedback for a better conceptualizing for the purpose of the present study. Nunan (1995: p. 118) reports on the importance of such tool in yielding what is happening in the learners' mind, while at the same time these tools elaborate to provide better understanding of how learning works. The beforehand-designed narrative format which is adapted from Bennett and Feldman (1997) is placed half-way, while we urged our participants to follow the exact provided format, they were entitled to note down any further observations, notes or additions to the already provided form. To simulate the actual experience, reveal students' responses to practicalities in real translation jobs and real professional situations.

Think Aloud Protocols:

TAPs has received prominence in Europe in 1980s. The hitherto hugely normative (and partly deductive models developed for investigating translation process were not adequately descriptive of translation process. As response, translation scholars started to investigate inductive and empirical models. The main aim was to describe what happens in the mind of the translator, or rather what should happen in a pedagogical focus.

Krings, Dechert and Tirkkonen-Condit are prominent scholars who have sparked the interest in this field. Their contribution was also importance because it moved from the tradition of exploring the product of translation to the process per se. The norm before moving to the process of research was dependent on the readily available speculations gained from analyzing errors made by the translator or from comparisons of target text to the source text. However, these speculations were problematic in some cases, such as when trying to investigate errors made by the translator and referring them to unsatisfactory competence of the target language. Still further investigation may reveal that it is the inability of the translator to express himself or herself in the source language which resulted in such errors (Chasmal & Tirkkonen-Condit, 2007).

Implementation:

The workshop was presented in three phases: basic knowledge phase, advanced problem phase, and exposure to actual translation jobs phase. At the beginning of the study, preliminary sessions have been scheduled and carried out. Students are offered basic knowledge about translation to assess their level. Content provides knowledge about translating from English to Arabic, aspects of good and bad translation, accuracy, and communicativeness in translation. Progressing to advanced translation problems plane, students acquire forms of knowledge that are partly procedural (solution to translation problems) and contextual (cases of ethical and ideological issues arising while translating). At this plane, students are urged to constitute hypotheses and develop theoretical and practical ways to accept or reject them. The third level is concerned with acquiring professional knowledge through the exposure to actual translation jobs and students gaining cumulative experiences by being able to propose solutions for translation problems and assessments. Complexity of translation problems is what transfers students from second plane to the third which is reflected in Tsiboukli (2020). We implemented theory of transformationalism (Mezirow 2000) in planning and implementation of the workshop sessions and the three phases.

Narrative Feedback Application:

According to Bennett and Feldman (1997), a narrative consists of setting, concern, resolution and sequence. We adapt these elements to make them compatible with translation job. In what follows we provide the adapted model from the narrative theory (Bennett & Feldman, 1997).

- Settings: students have to report the place where they have worked, the times for starting the job, any pauses, and the time of completion.
- Concern: it is the stimulus that brings about translational ‘climactic’ instances. Some examples are coming across translation challenge where the students have had no support to resolve, nearing deadline, or that the available resources have not provided useful treatment for.
- Resolution: there is no way of completing the narrative feedback without telling us what has come out of the concern in detailed manner. This entails the telling of the strategies adopted as well as the procedural actions followed in supplementing the translation with revisions and editing up to the final submission of the translated text. Lörcher (1990: P.76) defines Translation strategy as the conscious procedure for translation problem solution that the translator encounters while translating a textual content from source language to target language. In light of this, a translation strategy should be conscious, translational, triggered by a textual problem, and it operates within the scope of two languages.
- Sequence: where the student comments on the experience in general, what has made it useful, challenging, interesting, or in further interesting scenarios unsuccessful. Our initial analysis revealed that we have successfully gained insights about the responses of the students to the events taking place around them that are essentially translational.

Participants have received four assignments, two for warming up and piloting and further two more for experimental purposes. The narrative form has to be submitted for the four assignments, not a separate form for each submitted assignment.

TAPs Application:

Data acquired from TAPs can be unpredictable and uncontrollable, therefore they should be governed by priorities which had to be identified before gaining the data and analyzing them.

- Planning: this involves prospective plans for the decisions the subject makes like deciding which source to consult in case of facing problems.
- Problem identification and listing: the participants may engage themselves with establishing associations with problems they encounter in one place of the text then later on the same problem triggers memory of the prior problem.

- Solving problems: the subject may list similar problems in one category and propose similar solution for the latter problems.
- Corrections and revisions: we differentiated corrections from revisions based on their time in the process. A correction may happen any time but not at the very final steps before the submission.

Throughout the analyses, we labelled markers for evidence of proceduralized translations as triggers. The triggers are monologues where the participant reflects that (A) his or her performance is being monitored, (B) the performance will be subject of evaluation and assessment by someone who has vast experience in the field, and (C) that external factors related to the requirement of the study impact him or her, like the deadline, feeling disconnected from the work assigned, or whether the text is of preference.

Study Ecology:

The eight-hour long (four sessions) English-Arabic translation training workshop for high achieving undergraduate students of English or translation attracted fourth-year 13 students from five Jordanian universities. The workshop provided skill training on resourcing, translational communication skills, planning, Problem solving, self-evaluation and assessment, and most importantly thinking aloud. Participants should record all the events that brought them into contact with the translation of the source text, and which they thought might be connected to their experience carrying out the required four assignments. Submitted narrative feedbacks were not required to be in English, however all participants submitted English narrative feedbacks. Students were informed that the submission of the narrative feedback is part of the training workshop, so they have to submit them along with the assignments. We did not have access to the narrative feedback up to the end of the workshop.

Process-oriented research of translation maintains that preserving a balanced affective setting would have positive consequences. We maintained this environment as naturally this should be the work within translation, and further to guarantee simulation of reality of working in translation formal setting. Evidence shows that verbalizing TAPs as well as the extent of successful translation correlate with the affective factors (Laukkanen, 1996; 2020). Age, competency level, professional background, geographical background, and similarity in tasks assigned were maintained as way of guaranteeing reliable and compatible results.

Procedure:

TAPs recordings and narrative feedbacks of the students have been reviewed by a panel of three experts in the field. Each student's narrative feedback and audio monologue recordings have had to go through four rounds of evaluation by the three reviewers. Each reviewer scores the narrative feedback element and TAP triggers and all numeric data from the three rounds is calculated to find the average. The first round entailed checking all the elements and triggers by all participants, where a consensus has to be made on the ones to be standardized, that is the one by the student whom we found the best to measure all other triggers and elements against. Our evidence is descriptive in nature, however we believe that descriptive data should not be restricted to qualitative results, but can be surely confirmed by quantitative statistics. We provide both as we find crucial for a better understanding of the results and discussion. The elements of the narrative forms (NFs) have been given points that range according to their complexity of verbalizing.

Roundup of the Implementation of the Study:

The following is a roundup of the implementation of the study:

- All 13 students were interviewed, briefed, and requested to sign consent form for participating in the study.
- Four sessions (eight hours total, two hours each).
- In session 1 (phase 1), students introduced to basics of translation from English to Arabic. They were closely monitored to test their knowledge and suitability for participating in the study.
- In session 2, students introduced to advanced problems in translation.
- In session 3 (phase 3), students are introduced to actual translation tasks to ensure their capacity for experimenting on the data we will gain in the triggers and elements collection and elicitation.
- One day after session 4, students received two warmup assignments. Translation task brief required students to translate two texts from English to Arabic. Word count of both texts was 290 words.
- Students' performances were assessed immediately after receiving submitted the two warmup assignments. We did not assign points at the stage of warmup assignments.
- One day after the warmup assignments, students received experimental assignment 1 (English to Arabic translation). Length of text was 180 words. Length of audio monologue reports was required

to be around one hour. Length of NFs was required to be around 300 words.

- One day after the experimental assignment 1, students received experimental assignment 2 (English to Arabic translation). Length of text was 180 words. Length of audio monologue reports was required to be around one hour. Length of NFs was required to be around 300 words. The researcher looks for significant patterns.
- Participants submitted two NFs and two audio monologue reports (total of 26 NFs and 26 audio recorded monologues). We excluded warmup NFs and triggers from analysis.

Table (1) Phases of Study Implementation and Data Analysis

Phase	Description	Duration	Observations
1	Basic Knowledge Phase	One session (2 hours)	
2	Advanced Problem Solving Phase	One session (2 hours)	
3	Exposure to Actual Translation Tass Phase	Two sessions (4 hours)	
Round 1	Reviewing all TAPs and NFs by the three experts Consensus on the standardized TAP and NF	Two sessions (181Mins)	St 4 and st9 provided standardized TAPs triggers and NFs elements, however st4's organization of NFs elements granted better standardizing
Round 2	Reviewer 1 analyzed TAPs and NFs data and submitted numerical data for TAPs triggers and NFs elements scores	31H	Data were raw and we implied no results Reviewer 1 was persistent to analyze thoroughly the content Longer time of elicitation and collection by reviewer 1 has not reflected on quantitative and qualitative data

Phase	Description	Duration	Observations
Round 3	Reviewer 2 analyzed TAPs and NFs data and submitted numerical data for TAPs triggers and NFs elements scores	27H	No concern about shortness of data analysis as confirmed by comparison of data with other two reviewers
Round 4	Reviewer 3 analyzed TAPs and NFs data and submitted numerical data for TAPs triggers and NFs elements scores	30H	Data seemed to be consistent
Analysis	Calculating average of NFs elements and TAPs triggers scores	2H	Data are consistent Length of analyzing data by reviewers has shown no difference in nature of data acquired

Scoring NFs and Triggers and Concluding Remarks on the Implementation of the Study:

In order to ensure that the TAPs actually reflect thought processes without distorting the resulting data, we restricted access of participants to consultation from each other. We believe that interaction between participants may lead them to follow exemplary models, thus they may rework their own performance.

Going back to the narrative feedbacks, we looked for the following aspects and queries to guide the elicitation of information:

- Assessment aspect: how students utilized their skills in pedagogical settings to seek advice and consultation from experts and various resources including emails, phone calls, chatting on messaging platforms, face-to-face consultations and more social interaction relevant to the task at hand.
- Descriptive aspect: what students need to know about the procedures that constitute the four assignments to submit them successfully.
- Evaluative aspect: how frequent students are shown to monitor their performance, progress, quality of performance, planning, validity of their strategies and appropriateness of choices.

Each element of the NFs has been marked out of 7, except for the settings which we marked out of 5. The criteria for marking the elements relied on the following indicators:

- Reflecting that performance is being recorded/monitored;
- Reflecting that the performance will be subject of evaluation and assessment by someone who has vast experience in the field.
- Reflecting that external factor related to the requirement of the study impact him or her.

We examined all recordings, and found again that student 4 and student 9 have scored the highest. However, student 4 has better expressiveness level and quality of recording. Her recording was set to be the typical recording which we measure all other TAPs against. Each parameter as described above receives frequency score out of 5, while 5 is very frequent, 3 frequent, and 1 very infrequent. The following table illustrates final scores of TAP triggers.

Table (2) Scores of TAPs Triggers

Student	Parameter 1	Parameter 2	Parameter 3	Total
St1	3	3	3	9
St2	3	3	1	7
St3	3	5	5	13
St4	1	3	1	5
St5	3	3	3	9
St6	3	3	5	11
St7	3	5	3	11
St8	3	3	3	9
St9	3	3	1	7
St10	3	5	5	13
St11	3	5	5	13
St12	3	5	3	11
St13	3	5	3	11

Predetermined conditions for the narrative feedbacks have been put down and attested. The narrative feedbacks were found to comply with the format of the narrative form which the students have been trained to use during the workshop and toward the final sessions. Their analysis entailed practical examination to ensure their compatibility with the purposes of the present study as well as compatibility with information we seek.

Results

Findings from NFs:

The narrative reports highlighted that the cognitive effort by the participants have been increased by the load of work and repetition of certain requirements. If the requirement is demanding but not repeated, it needed much less effort, on the contrary if the requirement of the same difficulty is repeated, it demanded more time for analysis. This reflects the effort of the participants' attempt to produce high quality translation output. One further interesting finding that students have enjoyed their narrative feedback as they have all passed the limit for the word count that is submitted with the translation. It seems that narrative feedback has a pedagogical advantage based on our experience. We asked the participants to report their experience following narrative structure adapted from Bennett and Feldman (1997). Students highlighted the role the narrative feedback has played, as they felt more involved and active narrating their experience, which implies that narrative feedback could be integrated to teaching curriculum in order to enhance students' performances. The initial understanding of this phenomenon is that students could express themselves and find space to express their point of weakness and strength, as well as engaging with the rendering of texts. Progressing with the analyses of participants' narrative feedback, it has become evident to us the huge benefit of narrative feedback in translation pedagogical settings. We observed that the participants have explicitly stated their problems and their consultation from other sources, they appreciated the source text and highlighted their features much more than the target text, they relied heavily on translation theory to justify their choices and express their solutions to problems, they were hugely hesitant to highlight the impact of assignments on them, they hinted at the competition with other members even though interaction with other members was not allowed, they reciprocally and tediously revised their translation, they frequently modified their translations, they assessed-reassessed their translation. The following table shows the scores of the elements of the narrative forms of the participants.

Table (3) NF's Scores

Student	Settings (/5)	Concern (/7)	Resolution (/7)	Sequence (/7)	Total
St1	4	5	4	5	18
St2	4	5	4	5	18
St3	4	5	6	5	20
St4	5	7	6	7	25
St5	5	6	6	6	23
St6	4	5	5	5	19
St7	5	5	6	6	22
St8	3	4	4	3	14
St9	5	6	6	6	23
St10	3	3	4	5	15
St11	3	3	5	5	16
St12	4	5	5	5	19
St13	4	7	6	5	22

Findings from TAPs Triggers:

Evidence for proceduralized translation can be seen with the approach of the deadline. The performance of the participants seems to be consistent and organized, however with the approach of the deadline they speed up the process and one negative sequence was observing higher rate of inaccurate translations, or in some more drastic situation ranking choices for a specific word, and then selecting the top equivalent.

Throughout the analysis of the data acquired from the TAPs in particular and with lesser extent from the narrative feedback, we observed that participants have their units of attention longer than expected. This is an

indication of their competency and at the same time their ability to manage their flow of thought over an extended block of text without distractions.

TAPs also revealed three further important aspects, which may be considered as aspects of proceduralized translation. First, that participants have not paid enough attention to the context. Second, there was a lack of reflection on the content of the source text. Third, considering the limitations of time and space, participants gave less importance for paraphrasing.

Findings from Data Analysis and Aspects of Proceduralized Translation:

The differences between data from either source were not marginal, they demonstrate obvious distinctions and demand no special treatment for classification and codification. In other words, data from TAPs that we used to mirror the cognitive acts were clearly different from data acquired from the narrative reports of the social/situational events. Although we intended to use the narrative feedback to monitor the performance of the participants for the social event plane of the translation process, we found that the narrative structure is also applicable to the cognitive acts. This is important in two senses: first this confirms the integral relationship between acts and events of translation, and second application of the narrative structure and its components to the social events seems to be empirically more beneficial in comparison to cognitive acts.

The variability of data gained from the TAPs and from the narrative feedback can be due to the fact that subjects may rationalize their perceptions about the assignments (Lörscher, 1992). Our understanding is that both TAPs and narrative feedbacks should complement each other, regardless of differences or variable but not contrasting data. Further, variable, but noncontradictory, data provide different set of information for researchers in the field. Considering the systematic and controlled analyses used to interpret acquired data, TAPs and narrative feedback seem to provide reliable and informative data about the existence of proceduralized translation which is the outcome of context (pedagogical setting in this case). We observed that proceduralized translations are linear in nature.

Discussion:

Toury (2012, p.34) argues that the sources of feedback may come from the recipients of the translation, the originator of the utterance or from the commissioners of the translation. We argue here that the reconstruction of

translation may start with the sociological events then down the cognitive acts. Considering the problems they demonstrate and the complexities involving the social, emotional and cognitive settings the process occurs in, translation models are known to be overcomplicated. For this end, we would argue that models of translation can be informative but not in the widest sense of the word instructional. Taking Toury's second problem which Chesterman labels as reverse-engineered problem, the model would help us to better understand the decision the translator has made throughout the process up to the production of the target text in its final form. For our context, the informativeness of the model gives details about how the translator made his or her own decisions and how the process proceeds, and if properly categorized we would label some findings as cognitive acts-related and some others as social acts-related. However, not only empirical research will be required for such endeavor, but also further contribution from other disciplines. It is in the light of Toury's second problem we see the present study.

Discussing TAPs Data and Findings:

Rendering text from one cultural and linguistic setting to another is a linguistic process after all. Verbalizing thought processes is a result of linguistic processing in the cognition of the speaking translator. TAPs show that units of analyses have been shorter or interrupted somewhere after the middle of the deep analysis to reflect on the scenarios surrounding the process. These reflections can be understood as cases of intermittent anxiety permanently affecting the student. We have traced cases where the extended processing was due to impact of proceduralized setting, not because of level of competence.

- First, the quality of the outcome of their work is of the same quality of others who have processed longer units of attention.
- Second, they have made no reference to the impact of proceduralized setting on them in the narrative feedback resulting in discontinuities in processing units of attention.

The discontinuities did not stop with the prior unit of attention, but rather extended to the following one, yet with minimal impact as can be seen in the TAPs.

Discussing NFs Data and Findings:

In translation pedagogical settings, narrative feedback is adapted to form of commentaries on translations done by students. These commentaries are useful tools to build knowledge about the performances of students as well as prospects of enhancing them. Not only we will be able to understand the cognition of decision making in translation examination setting, but experts in the field can also understand why some errors are made and how they can be tackled in future similar scenarios. The narrative feedback from the students is generated from modeled knowledge acquired over a course of time within specific domain. The aspects we looked for in the narrative feedbacks presumably covered as many of the several social events as possible.

Aspects of Proceduralized Translation:

Aspects of proceduralized translation as revealed by our findings from TAPs triggers and NFs can be summarized as follows:

- It relies more on memory, much less on analysis.
- It is faster
- It is less logical.
- It relies less on theory.
- It is for the most part cognitive not social.

Theoretical, Experimental and Empirical Validity and Generalizability:

TAPs and the narrative feedback for our context have provided us with speculative model of translation process as carried out by semi-professional translators in pedagogical setting and have contributed to a better understanding of how the process can be proceduralized as a response to the power of context. The evidence itself is based on personal observation, limited case study reports, as well as lacking systematic scientific evaluation. One way to bring systematic methodological mechanism to our study as we have investigated was through supplying theoretical paradigm of translation which can be one way to address the limits of reports gained from TAPs and narrative feedbacks. We believe that this has marked our experimental analysis as systematic as can be seen in the research design, data elicitation and analysis and findings reports. Therefore, we elaborated the research design with details on the justification of our choices and the possibilities that may rise during the study. We also elaborated our statistical analysis of data, while we explained the theoretical issues of concern, while the study has been piloted to strengthen validity of results.

We assume that participants have different levels of ability to verbalize their thought is a challenging problem in such studies. This challenge could have been intensified and consequently impacted the validity of our results if it involved comparison between control group versus experimental group, where the former might be professional translators and the latter semi-professional translation trainees/students. The apparent controversy here is that verbalizing monologue reports and writing down narrative feedback about the experiences of the participants may not reflect the actuality of the cognitive and experiential reality. Comparing performances ignores disposition of participants to narrate and verbalize, affective internal and external factors, and involvement with the selection of tasks. Further, another concern that might be raised is the environmental validity. Working in translation involves variable settings ranging from relaxed to very intensive. Similarly, pedagogical settings do not guarantee relaxed contexts most of the time for students and trainees.

Durning et al. (2013) and Leighton (2017), however, found empirical evidence from neuroscience and cognitive labs for the validity of TAPs which may give TAPs more chances of reviving its importance in translation process-oriented research. Performing different translation-related tasks and meeting the methodological requirements in the conducting of TAPs-based empirical translation process research are keys for ensuring satisfactory level of validity (Bernardini, 2001). She further recommends that studies of translators' behavior that are based on TAPs should at least include four subjects to avoid variable data that are naturally less reliable due to the differences in subjects levels.

Conclusion:

The research findings confirm our hypotheses of proceduralized translation taking into consideration the various rounds of experiment and the scenarios that have risen while conducting the research. We believe that contribution to the Toury's original proposal of the levels of translation process can be useful ways to understand how the process of translation operates in the brain of the translator and how this process can be possibly improved in pedagogical settings. Further, the output of such instances, that is when translation is proceduralized, has been found not to reflection translators' actual competence, which leads us to think further of the ways we can improve exam settings.

In addition to the potential contribution to our capacity for describing and then explaining the processes of translation, and thus our theoretical perception of the process, we need to highlight two issues relevant to the arguments made in the present study:

1. The data acquired from the participants, particularly the strategies followed in carrying out the assignments, may serve as ideal models for producing good translations.
2. TAPs present areas where further training is required.

Experimenting a concept as elusive as cognition of translation is a challenging endeavor. The speculative and multi-faceted nature is extremely difficult to monitor and observe in a limited availability of resources and set of variables. Progress has been made in tools and mechanisms that have paved the way for further experiments for translation cognition. The present paper is hoped to contribute to widening the spectrum of experimentation on translation process research, particularly cognition of the translator. Exploring new mechanisms for experimental research on internal and external factors can supply rich data on the impact these factors may have on cognitive translation acts and social events at the same time. More interestingly, results from studies on external and internal factors affecting translator and translation process can contribute to the understanding of the intricacies of performance constructs of translation trainees and students, while highlighting the ways in which these factors may influence students' capacities to communicate with their tutors and interact with their colleagues.

Note: the experimental STs can be found at https://drive.google.com/open?id=1n9-DfDrP_LayvUs4JObs_-LhLEHdfZHD&authuser=mohammadalain%40gmail.com&usp=drive_fs

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