



EXPLORING THE LINK BETWEEN TRANSLATION COMPETENCE AND HIGHER-ORDER THINKING SKILLS IN NOVICE TRANSLATORS

Submission Date: September 22, 2024, **Accepted Date:** September 27, 2024,

Published Date: October 02, 2024

Journal Website:
<https://masterjournals.com/index.php/crjps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Syedhamed Ghaemi

Bahar Institute of Higher Education, Mashhad, Iran

ABSTRACT

This study investigates the relationship between translation competence and higher-order thinking skills in novice translators. As translation requires not only linguistic proficiency but also critical thinking, problem-solving, and analytical abilities, understanding this link is crucial for developing effective translation curricula. The research employs a mixed-methods approach, combining quantitative assessments of translation competence with qualitative analyses of students' higher-order thinking skills through case studies and reflective exercises. Findings reveal a significant correlation between translation competence and the application of higher-order thinking skills, suggesting that novice translators who demonstrate stronger analytical and evaluative skills produce higher-quality translations. The study emphasizes the need for educational frameworks that integrate higher-order thinking into translation training, fostering not only linguistic skills but also the cognitive capabilities essential for successful translation practices. Ultimately, this research contributes to the field of translation studies by highlighting the importance of a holistic approach to translator education that nurtures both language proficiency and critical thinking abilities.

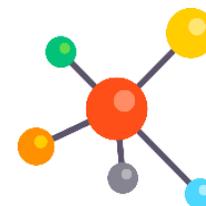
KEYWORDS

Translation competence, higher-order thinking skills, novice translators, cognitive skills, translation education, critical thinking, problem-solving, language proficiency, translation strategies, educational outcomes.

INTRODUCTION

Translation, as a complex cognitive process, requires not only linguistic proficiency but also the ability to engage in higher-order thinking skills (HOTS). These

skills, which include analysis, evaluation, and synthesis, play a critical role in ensuring that translations are not merely accurate but also culturally and contextually



relevant. In the context of novice translators—those who are beginning their journey in the field of translation—the development of translation competence is crucial for their success and professional growth.

Translation competence encompasses a range of abilities, including language proficiency, cultural awareness, subject matter expertise, and the strategic application of translation techniques. It involves the capacity to interpret and convey meaning effectively across languages, considering nuances, idiomatic expressions, and the specific needs of the target audience. In contrast, higher-order thinking skills empower translators to critically evaluate source texts, make informed decisions about translation choices, and adapt content for diverse contexts.

This interplay between translation competence and higher-order thinking skills raises important questions about how these elements influence each other and contribute to the overall effectiveness of novice translators. As the demand for skilled translators continues to grow in an increasingly globalized world, understanding this relationship becomes essential for educators and practitioners aiming to enhance translation training programs.

METHOD

Understanding the relationship between translation competence and higher-order thinking skills in novice translators requires a robust and multi-faceted methodology. This study employs both qualitative and quantitative research methods to comprehensively analyze how higher-order thinking skills impact translation competence. The following sections outline the methodological framework, including research design, participant selection, data collection techniques, and data analysis strategies.

1. Research Design

This study adopts a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a holistic understanding of the interplay between translation competence and higher-order thinking skills. The rationale for using a mixed-methods approach is to triangulate findings and enhance the validity of the research outcomes.

Quantitative Component: A cross-sectional survey will be conducted to assess novice translators' translation competence and their higher-order thinking skills. The quantitative data will allow for statistical analysis to determine correlations between the two variables.

Qualitative Component: Semi-structured interviews will be carried out with a subset of participants to gain deeper insights into their experiences and perceptions regarding the role of higher-order thinking skills in their translation processes. This qualitative data will provide context to the quantitative findings.

2. Participant Selection

The participants for this study will be novice translators enrolled in translation programs at universities or language institutes. A purposeful sampling method will be employed to ensure that participants have a foundational understanding of translation theory and practice but have limited professional experience in the field.

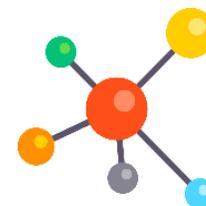
Inclusion Criteria:

Participants must be enrolled in or have recently completed a translation course.

Participants should have a basic understanding of translation theory and practice.

Participants must be aged 18 or older.

Sample Size: A minimum of 100 participants will be targeted for the quantitative survey to ensure adequate statistical power. For the qualitative interviews, a smaller sample of 10 to 15 participants will be selected based on their willingness to participate and their diverse backgrounds in terms of language pairs and educational experiences.



3. Data Collection Techniques

Quantitative Data Collection:

Survey Instrument:

A structured questionnaire will be developed, incorporating validated scales to measure both translation competence and higher-order thinking skills. The questionnaire will include:

Translation Competence Assessment: A series of tasks assessing various aspects of translation competence, such as linguistic knowledge, cultural understanding, and problem-solving abilities.

Higher-Order Thinking Skills Assessment: A standardized scale, such as the Cornell Critical Thinking Test or the Watson-Glaser Critical Thinking Appraisal, to evaluate participants' critical thinking, analytical reasoning, and decision-making skills.

Administration: The questionnaire will be administered online, allowing participants to complete it at their convenience. A clear explanation of the study's purpose and confidentiality measures will be provided to encourage participation.

Qualitative Data Collection:

Semi-Structured Interviews:

Interviews will be conducted with selected participants to explore their insights on how higher-order thinking skills influence their translation processes. The interviews will follow a semi-structured format, allowing for flexibility in responses while covering key topics, including:

Experiences with specific translation tasks.

Perceived challenges in translation and how they are addressed.

The role of critical thinking and problem-solving in their translation work.

Interview Procedure:

Interviews will be conducted via video conferencing platforms or in person, depending on participant preference and availability. Each interview will be

approximately 30 to 45 minutes in length, and informed consent will be obtained prior to recording.

4. Data Analysis Strategies

Quantitative Data Analysis:

Statistical Techniques:

Descriptive statistics will be used to summarize the demographic information of the participants and their scores on the translation competence and higher-order thinking assessments.

Inferential statistics, including correlation analysis (e.g., Pearson's r) and multiple regression analysis, will be performed to explore the relationships between higher-order thinking skills and translation competence.

Software:

Statistical analysis will be conducted using software such as SPSS or R to ensure accurate data handling and analysis.

Qualitative Data Analysis:

Thematic Analysis:

Interviews will be transcribed verbatim and analyzed using thematic analysis, which involves identifying and analyzing patterns or themes within the data. This process will include:

Familiarization with the transcripts.

Coding of data to identify key themes related to higher-order thinking and translation competence.

Developing a thematic map to visualize connections between themes.

Software:

Qualitative data will be analyzed using software like NVivo or Atlas.ti, which facilitate systematic coding and theme identification.

5. Ethical Considerations

Ethical approval will be sought from the relevant institutional review board. Key ethical considerations include:

Informed Consent: Participants will receive detailed information about the study's purpose, procedures,



and their rights, including the right to withdraw at any time without penalty.

Confidentiality: Personal information will be kept confidential, and all data will be anonymized during reporting.

Right to Withdraw: Participants will be informed that they can withdraw from the study at any point without any negative consequences.

RESULT

Translation competence encompasses a range of skills necessary for effective translation, including linguistic knowledge, cultural understanding, and contextual awareness. However, a critical yet often overlooked component of translation competence is the role of higher-order thinking skills (HOTS), such as analysis, evaluation, and synthesis. This study explores the relationship between translation competence and HOTS in novice translators, aiming to shed light on how these cognitive abilities influence translation quality and effectiveness.

Understanding Translation Competence

Translation competence refers to the ability to translate texts accurately and appropriately, reflecting both the source and target languages' linguistic and cultural nuances. It consists of several sub-competencies, including:

Language Proficiency: A deep understanding of both the source and target languages is fundamental for effective translation. This includes vocabulary, grammar, and idiomatic expressions.

Cultural Awareness: Translators must grasp the cultural contexts in which the languages are used to convey meaning accurately. This awareness impacts word choice, tone, and style.

Textual Competence: Understanding different text types and genres is essential for selecting appropriate translation strategies. Each text requires a tailored approach based on its purpose and audience.

Research Skills: Effective translators must be adept at researching terminology, context, and relevant background information to ensure accuracy and fluency in their translations.

Higher-Order Thinking Skills (HOTS)

Higher-order thinking skills encompass cognitive processes that go beyond basic recall of information. They include:

Analysis: The ability to break down complex texts into their constituent parts to understand the relationships between ideas and concepts.

Evaluation: Assessing the quality and relevance of information, which is crucial for selecting the most suitable translation strategies and solutions.

Synthesis: The capacity to combine information from multiple sources to create coherent translations that accurately reflect the source material while resonating with the target audience.

Problem-Solving: Navigating ambiguities and challenges inherent in translation tasks requires creative problem-solving abilities.

DISCUSSION

The process of translation is not merely a linguistic exercise; it encompasses a complex interplay of cognitive, cultural, and contextual factors that demand a high level of proficiency. As novice translators embark on their journey, the development of translation competence—defined as the ability to produce an accurate and contextually appropriate translation—becomes increasingly intertwined with the cultivation of higher-order thinking skills (HOTS). This discussion explores the relationship between translation competence and HOTS, highlighting the implications for translator education and professional practice.

Understanding Translation Competence

Translation competence encompasses various skills, including linguistic knowledge, cultural awareness, and



the ability to convey meaning across languages. It involves not just the technical aspects of language but also the capacity to understand and interpret the source text's intent, style, and nuances. Novice translators often face the challenge of bridging their existing knowledge with the requirements of effective translation, necessitating the development of critical thinking and problem-solving skills.

The Role of Higher-Order Thinking Skills (HOTS)

Higher-order thinking skills are cognitive processes that go beyond basic recall or comprehension. They include analysis, evaluation, synthesis, and creative thinking. In the context of translation, HOTS enable novice translators to engage deeply with texts, assess the appropriateness of different translation strategies, and make informed decisions based on context and audience.

Analysis: Novice translators must analyze source texts to understand their structure, meaning, and stylistic elements. This analytical skill helps them identify key themes and concepts, allowing for a more nuanced translation.

Evaluation: Evaluation involves assessing the quality of both the source and target texts. Novice translators need to evaluate the effectiveness of their translations, considering factors such as clarity, coherence, and fidelity to the original message. This evaluative process encourages reflection and self-assessment, promoting continuous improvement.

Synthesis: Synthesis refers to the ability to integrate various pieces of information into a cohesive whole. Novice translators often work with multiple texts, requiring them to synthesize knowledge from different sources and apply it in their translations. This skill is essential for producing translations that resonate with the target audience while maintaining the source text's integrity.

Creative Thinking: Creative thinking enables novice translators to approach translation challenges with

flexibility and innovation. They may need to find creative solutions to convey idiomatic expressions or cultural references that do not have direct equivalents in the target language. This adaptability fosters a more engaging and culturally relevant translation.

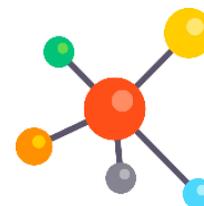
CONCLUSION

The exploration of the link between translation competence and higher-order thinking skills in novice translators reveals a dynamic relationship that is essential for successful language acquisition and professional practice. As novice translators cultivate their HOTS, they enhance their ability to produce high-quality translations that resonate with target audiences. Conversely, the development of translation competence reinforces critical thinking and problem-solving skills, creating a cyclical process of growth and improvement.

To effectively prepare novice translators for the complexities of the profession, educational programs must prioritize the integration of higher-order thinking skills into their curricula. By fostering a deeper understanding of the interconnectedness between translation competence and HOTS, educators can equip future translators with the tools necessary for success in an increasingly globalized and linguistically diverse world.

REFERENCES

1. Alavi SM, Ghaemi H (2013) Reliability assessment and construct validation of translation competence questionnaire (TCQ) in Iran. *Language Testing in Asia* 3(1): 18.
2. Brookhart SM (2010) *How to Assess Higher-Order Thinking Skills in Your Classroom*. Alexandria, VA: ASCD.
3. Bloom BS (1956) *Taxonomy of Educational Objectives, Handbook the Cognitive Domain*. New York: David McKay.



4. Borsch S (1986) Introspective methods in research in interlingual and intercultural communication. In Discourse and cognition in translation and second language acquisition studies, House J, Blum-Kulka S. Tübingen (eds).
5. Campbell S (1991) Towards a model of translation competence. *Meta: Translator's Journal* 36 (2-3): 329-343.
6. Gerloff P (1987) Identifying the Unit of Analysis in Translation: some uses of Think- Aloud Protocol data. In *Introspection in Second Language Research*, C Faerch, G Kasper (eds), 135-158. Clevedon: Multilingual Matters.
7. Lörcher W (1991) *Translation Performance, Translation Process, and Translation Strategies*. Tübingen: Narr.
8. Lowe P (1987) Revising the ACTFL/ETS Scales for a New Purpose: Rating Skill in Translating. In *Translation Excellence: Assessment, Achievement, Maintenance*. American Translators Association Series, MG Rose (ed), vol. 1, 53-61. New York: SUNY Binghamton Press.
9. Montalt Ressurreccio V, Ezpeleta Piorno P, Garcia Izquierdo I (2008) The acquisition of translation competence through textual genre. *Translation Journal* 12(4): 2-12.

