

Language Directionality and the Quality of Translation Revision

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Abstract:

This research attempts to, firstly, test whether the changing of language direction affects the quality of translation revision and by the same token translation quality. Secondly, it aims to investigate the effects of the way translators perform Other Revisions (Other revision refers to all amendments made to a draft translation by someone other than the translator himself).

This research consists of two main parts: theoretical and practical. The first part is focused on providing an adequate literature review of previous studies related to this subject. And the second part presents the practical side of the study, which includes the methodology of the study (test and questionnaire) and both qualitative and quantitative analyses of the test, questionnaire data, and the final section of this part interprets the results of the study and draws relevant conclusions.

The research concludes by addressing three key questions. Firstly, it affirms that language directionality indeed influences the quality of translation revision. Secondly, it reveals that changes in language directionality impact the revision process, particularly when translating in two different language directions, with amendments made by revisers affecting the overall text meaning in different ways. Lastly, the study explores problematic areas influenced by language directionality. In revising from Arabic to English, challenges are prominent in style, comprehension, vocabulary, terminology, punctuation, and spelling. Conversely, when revising from English to Arabic, participants face difficulties in grammar, terminology, style, punctuation, comprehension, and vocabulary.

Keywords: (Translation Revision, Revision, Language directionality).

اتجاه اللغة وجودة مراجعة الترجمة
ماجستير الباحثة غسون جواد ملبس
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المخلص:

يحاول هذا البحث في المقام الأول، اختبار ما إذا كان تغيير اتجاه اللغة يؤثر على جودة مراجعة الترجمة الذي يؤثر بدوره على جودة الترجمة. وثانيًا، يهدف إلى التحقيق في تأثير الطريقة التي يقوم بها المترجمون بإجراء عملية (مراجعة الآخر) التي تعني جميع التعديلات التي يجريها شخص آخر غير المترجم نفسه على ترجمة لم تنقح بعد. تألف هذا البحث من جزئين رئيسيين: الجزء الأول نظري والثاني عملي ويركز الجزء الأول على تقديم استعراض أدبي شامل للدراسات السابقة التي تناولت هذا الموضوع والمتعلقة به. ويتضمن الجزء الثاني منهجية الدراسة (الأختبار والأستبانة) ويعطي تحليلًا نوعيًا وكميًا للاختبار وبيانات الاستبانة. اما القسم النهائي من هذا الجزء فيفسر نتائج الدراسة ويستخلص الاستنتاجات.

تختتم الدراسة بالأجابة عن ثلاث مسائل رئيسية. أولها ، أن اتجاه اللغة يؤثر فعلاً على جودة مراجعة الترجمة. ثانيًا، أن التغييرات في اتجاه اللغة يؤثر على عملية المراجعة، خاصة عند الترجمة بين إتجاهين مختلفين، وأن هذه التعديلات التي يقوم بها المراجعون تؤثر بصورة متباينة على المعنى العام للنص. وأخيرًا، تكشف الدراسة المجالات الإشكالية التي تتأثر باتجاه اللغة. ففي المراجعة من العربية إلى الإنجليزية، تبرز التحديات في الأسلوب، والفهم والمفردات والمصطلحات والتنقيط والإملاء. وعلى الجانب الآخر، عند المراجعة من الإنجليزية إلى العربية، يواجه المشاركون صعوبات في القواعد اللغوية و تحديات في المصطلحات المستخدمة، وقضايا أخرى تتعلق بالأسلوب والتنقيط، وصعوبات في فهم النص المصدر، وتحديات متعلقة بالمفردات أيضا. الكلمات المفتاحية: (مراجعة الترجمة، المراجعة، اتجاه اللغة).

Introduction

Language is a remarkable vehicle for communication, conveying not only words but also the cultural nuances and intentions of its speakers. In an increasingly interconnected world, translation serves as a bridge, allowing information and ideas to traverse linguistic and cultural boundaries.

However, the process of translation is not a simple one, especially when considering the intricacies of directionality whether a translation is from L1 into L2 or vice versa.

2. Theoretical Background

Translators generally revise their translations as part of their professional or pedagogic practice. As compared to other research areas in translation studies, there are relatively few empirical studies on translation revision. In translation studies, widely acknowledged difficulties can arise while translating from one's native language (L1) into a foreign language (L2) and vice versa. Researchers have looked at directionality effects on translation quality from a variety of perspectives.

Thus, a survey study was conducted on a questionnaire survey in Croatia by (Pavlovic,2007). It is an online survey conducted on Croatian translators and interpreters to determine their professional practices and attitudes toward directionality. There is a regular practice of L2 translation, over 70% of full-time translators and interpreters focus on this type of work. One-third of the population surveyed express that they like translating from their second language (L2), and nearly as many like translating into their second language (L2) as well. Those who prefer translating into their second language (L2) generally find it easier than the other direction. Further, 45% get better rates translating into L2. The responses also reveal that some of the traditional views concerning directionality still hold strong.

Conversely, in a study conducted by Pavlović in 2013, an examination was carried out to investigate the elements of directionality in translation and their implications for the quality of translations. Specifically, the study focused on translations from the second language into the first language (referred to as L1 translation) and from the first language into the second language (known as L2 translation). The findings from Pavlović's study indicate that both L1 and L2 translations are feasible, but each direction presents its unique set of challenges.

Traditionally, L2 translation has received limited attention in the field of translation studies, often being dismissed as impossible or inappropriate. However, various studies conducted in European countries have challenged this notion, demonstrating that L2 translation can not only be effective but also advantageous.

In regions where less commonly spoken languages or languages with limited reach are used, this becomes not only possible but also crucial. Pavlovic begins by presenting conventional perspectives, followed by contrasting viewpoints, and subsequently analyze both translation directions. This study ultimately leads to the conclusion that both L1 and L2 translations are feasible, with both directions sharing comparable elements and challenges. (Pavlović, 2013, p: 149-165)

2.1. Definitions of the term “Revision”

To note that at the beginning of this section, there is not only one definition of translation revision, but on the contrary, there are several

different definitions that define it. Researchers and translators are challenged by the fact that translation revision is an ambiguous term, especially for professionals.

Brian Mossop, one of the pioneers in this field, in his book *Revising and Editing for Translators*, (2010, p201) defines revision as the “the process of checking a draft translation for errors and making appropriate amendments”. It is important to mention that Mossop states that ‘revision’, ‘quality control’, ‘checking’, and ‘re-reading’ are all synonymous for each other.

On the other hand, Mossop (2011, P.1) suggests another definition of revision which is “the process of looking over a translation making any needed changes” Providing an overview of revision skills, Brian Mossop in his book (2014) tried to clarify the term as follows:

...revision may be used to refer to a full rereading of the translation for accuracy and language quality, with each sentence being compared to the corresponding part of the source text; ‘quality control’ is then used to refer to less-than-full revision.

(p. 115)

3. Research Methodology

3.1. Participants

40 fourth year translation students at the Department of Translation, College of Arts, University of Basrah are the candidates to take part in this study. After excluding 8 students, for not revising even one word in both

directions, the final sample is reduced to (32) participants, consisting of (10) males and (22) females. Participants are asked to participate through different modes like online announcements within their WhatsApp group and class announcement during their daily lectures.

3.2. Procedures

On the day of the test, the first researcher met the volunteering participants in one of the pre-prepared classrooms of the Department of Translation. After welcoming and thanking them for attendance, a general introduction is presented by the researcher to ensure that all participants have clear understanding of the concept of revision. The introduction involves important definitions of revision and what their task will be. The purpose of this introduction was to provide a clear and concise overview of the topic and the procedures involved in the test. Before starting the test, all participants received a consent letter, which contained the researcher's information, the title of the research and why this test is needed.

The participants are asked to revise four texts and answer a retrospective questionnaire within two sessions. In the first session, they are given two English texts, translated from Arabic into English. while, in the second session, they are handed two other texts, which are translated from English to Arabic. All the texts are chosen to be appropriate for the language proficiency level of the participants and attested by a three-member expert jury.

3.3. Materials

After the approval by the jury, four translated editorial texts are chosen. Two from English into Arabic and the other two are from Arabic into English. Those texts are chosen carefully and the researcher takes into consideration the language level and familiarity so that the topics are chosen to be familiar for the participants. The first text is written by Kevin Liptak under the title “*Biden turns his attention back to Asia after months focused on Russia's war in Ukraine*” (Liptak, 2022) while the second text is written by Jeremy Stern titled with “*Putin's plan to crack Germany*” (Stern, 2022). On the other hand, the Arabic texts are written by Rabie Hafiz titled “*Mosul and its sisters, the disappearance of the Arab urban areas*” (Hafiz, 2022), and the other Arabic text is “*A constitution with many hands*” which is written by Sana Al-Jack (Al-Jack, 2022).

3.4. The Adopted Model:

In order to address this study objectives, the researcher decided to adopt Campbell's model (Campbell, 1998, p. 154) of translation competence which includes three components which are (textual competence, disposition and monitoring competence) for reasons of appropriateness to the objectives of the study. We employed the model's textual competence to identify errors and diagnose them, utilized its disposition to make aptitude-based decisions and assessments, and employed monitoring to streamline the revision process. The participants are divided into the following four groups based on

how many dispositional features they exhibit in their translations of the texts:

1. Persistent: a translator who makes few omissions and works hard to complete the entire text while overcoming obstacles.
2. Capitulating: A translator with a high percentage of omissions who is prone to giving up easily and using the ST to avoid and get around issues and challenges
3. Prudent: tends to produce standard or unmarked equivalents which are similar to those of the majority of the group when faced with problematic items and becomes careful and wise when faced with such items
4. Risk-Takers: A translator who creates equivalents that are, most likely, odd and distinct from the typical counterparts that are most often provided by the other participants. (Campbell, 1998, pp. 107-109)

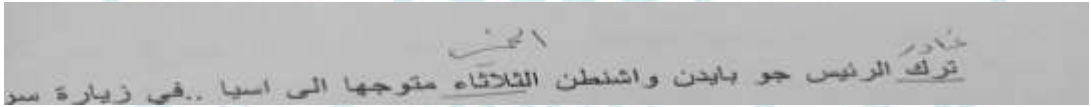
5. Data Analysis

5.1. Data Analysis of the Four Texts

The 32 participants are handed out the first text side by side with its Arabic translation. Within the translated version of the text there are (21) inserted errors depending on the text length and text nature with final percentage of (9%) for the whole text. Which means (1) error for each (8) correct words.

The participants' revisions varied between those who were able to identify most of the inserted errors and correcting them judged by comparing their product to the standard translation. On the other hand, there are participants who opted for alternative words or structures than those of the standard translation, and a third group, who struggled to locate the inserted words altogether, as illustrated in the following examples.

Participant (6) revises the word (ترك) and changed it into (غادر) which is the correct equivalent for the original word (departed). The effect of this revision is considered as a positive revision effect. The reviser in this case is considered as prudent as he/she translates fully and uses standard equivalents.



ترك الرئيس جو بايدن واشنطن الثلاثاء متوجها الى اسيا . في زيارة سرية

On the other hand participant (18) revised the word (ترك) into (وصل) which is considered as a wrong equivalent for the original word (departed). The effect here is considered as a neutral revision effect because it changes the meaning of the original text and the participant changes a wrong word by another wrong word. The reviser in this case is considered as (risk-taker) as s/he uses unusual equivalents.



ترك الرئيس جو بايدن واشنطن الثلاثاء متوجها الى اسيا

While Participant (12) did not revise the word (ترك) and left it as it is. This effect is considered negative because the reviser left an error as it is

without any changes. The reviser in this case is referred to as Capitulating as he/she gives up easily.

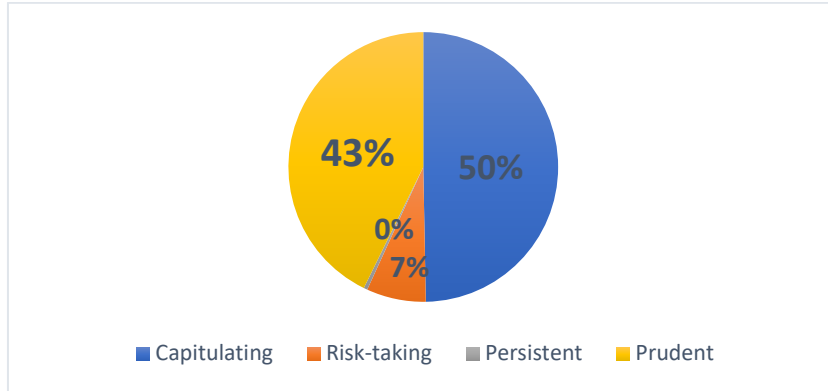
Table (1) below shows the general percentage of participants' work on the first text. Following Campbell's model as mentioned earlier and Al-Emara types of revision effect.

Table (1) General Percentage of First text revision (English into Arabic)

partici pant	Capit ulatin g	Risk- taking	Persis tent	Prudent	POSITI VE	NEUTR AL	NEGATIVE
1	8	1	0	12	12	1	8
2	10	1	1	9	10	1	10
3	10	1	2	10	10	1	10
4	19	1	0	1	1	1	19
5	15	2	0	4	5	2	14
6	8	2	0	11	11	2	8
7	10	1	0	10	10	1	10
8	6	1	0	14	14	1	6
9	7	1	0	13	13	1	7
10	4	3	0	14	14	3	4
11	3	0	0	18	18	0	3
12	9	1	0	11	11	1	9
13	5	3	0	13	13	3	5
14	7	2	0	12	12	2	7
15	15	3	0	3	3	3	15
16	4	1	0	16	16	1	4
17	11	0	0	10	10	0	11
18	13	1	0	7	7	1	13
19	10	3	0	8	8	3	10
20	13	1	0	7	7	1	13
21	10	5	0	6	6	5	10
22	9	1	0	11	11	1	9
23	10	2	0	9	9	2	10
24	14	3	0	4	4	3	14
25	13	0	0	8	8	0	13
26	13	1	0	7	7	1	13
27	14	1	0	6	6	1	14
28	16	2	0	3	3	2	16
29	9	0	0	12	12	0	9
30	16	0	0	5	5	0	16
31	15	4	0	2	2	4	15
32	9	0	0	12	12	0	9
Total					290	48	334
					43%	7%	50%

Chart (1) below shows that the highest percentage of participants are (capitulaters) with a percentage of (50%). On the other hand the second

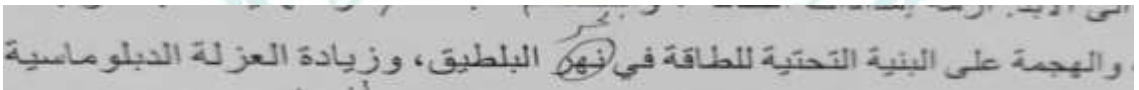
highest percentage is (43%) belongs to (prudent) group , while the lowest percentages are (Persistent) with (0%) and (risktaking) with (7%).



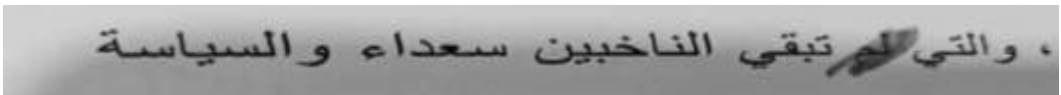
The second text is written by Jeremy Stern titled “Putin’s plan to crack Germany”(Stern, 2022). This text exhibits (20) errors, influenced by its nature and length, with an error proportion of (8.7%) throughout the text. This equates to an average of one error for each (8) individual words.

participant (2) revises the word (نهر) and changes it into (بحر) which is the correct equivalent for the original word (see). The type of revision in this case is (Positive).

Chart (1) Campbell’s four groups of translators First text



Alternatively, participant (10) revises the word (لم تبقي) into (تبقي) which is not the right equivalent for the word (kept), instead he/she should revise it as (ابتقت) . The type of revision here is (Neutral) because the reviser changes a wrong equivalent by another wrong equivalent, where the reviser here belongs to the (Risktaking) group.



On the other hand, participant (13) does not revise the word (سياسي) and keeps it as it is, in spite of the fact that the standard translation is (اجتماعي) which is the standard equivalent for the original word (social) in the phrase (social system). This type of revision is considered Negative and the reviser belongs to the capitulating group.

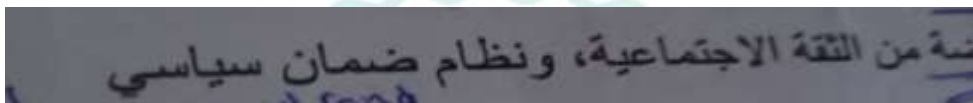


Table (2) below shows the general percentage of participants work on the second text (English into Arabic text). Following Campbell's model as mentioned earlier and Al-Emara types of revision effect.

Table (2) General Percentage of second text revision English into Arabic

participant	Capitulating	Risk-taking	Persistent	Prudent	POSITIVE	NEUTRAL	NEGATIVE
1	9	0	0	11	11	0	9
2	9	0	0	11	11	0	9
3	9	1	0	10	10	1	9
4	15	0	0	5	5	1	14
5	11	1	0	8	8	1	11
6	9	0	0	11	11	0	9
7	9	1	0	10	10	1	9
8	7	1	0	12	12	1	7
9	8	0	0	12	11	0	9
10	8	3	0	9	9	3	8
11	8	0	0	12	12	0	8
12	8	1	0	11	11	1	8
13	10	2	0	8	8	2	10
14	6	0	0	14	14	0	6
15	18	0	0	2	2	0	18
16	12	2	0	6	6	2	12
17	13	1	0	6	6	1	13
18	5	1	0	14	14	1	5
19	11	1	0	8	8	1	11
20	17	1	0	2	2	1	17
21	5	0	0	15	15	0	5
22	7	0	0	13	13	0	7
23	14	0	0	6	6	0	14
24	18	0	0	2	2	0	18
25	12	0	0	8	8	0	12
26	16	0	0	4	4	0	16
27	18	0	0	2	2	0	18

28	19	0	0	1	1	0	19
29	7	0	0	13	13	0	7
30	7	0	0	13	13	0	7
31	13	0	0	7	7	0	13
32	11	0	0	9	9	0	11
Total					274	17	349
					43%	2%	55%

Chart (2) below shows that the highest percentage of participants are (capitulaters) with a percentage of (55%) on the other hand the second highest percentage is (43%) as (prudent) , while the lowest percentages are (Risk-takers) with (2%) and none (Persistent) with (0%).

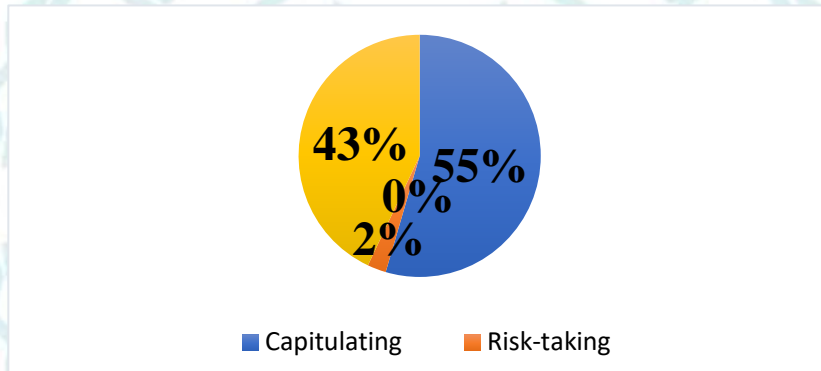
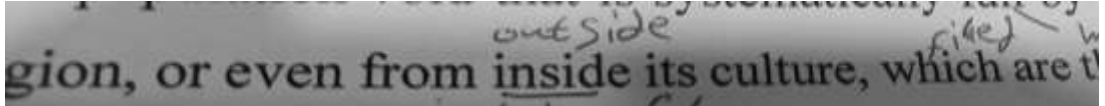


Chart (2) Campbell's four groups of translators second text o English,

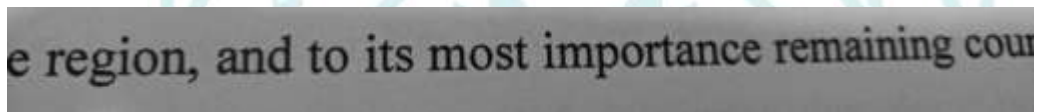
the First Arabic text is written by Rabie Hafiz titled "*Mosul and its sisters, the disappearance of the Arab urban areas*" (Hafiz, 2022). This text exhibits (31) errors, influenced by its nature and length, with an error proportion of (7.7%) throughout the text. This equates to an average of one error for each (8) individual words.

Participant (3) revises the word (inside) and changes it into (outside) which is the right equivalent for the word (خارج) in the phrase (خارج ثقافتها). In

this case the type of revision effect is (Positive) in which the reviser here is considered (Prudent)



On the other hand, Participant 7 doesn't revise the word (importance) and keeps it as it is without any changes. This word should be changed into (important) which is the right equivalent for the word (اهم) in the original text. Thus, the type of revision effect in this case is (Negative) and the reviser here belongs to the (Capitulating) group.



Participant 16 revises the word (spend) in the translation and changes it into (rising) which is not the right equivalent for the word (انتشار), instead of that he should use the word (spread) which is the standard translation. The type of revision effect here is (Neutral) because the reviser replaces a wrong equivalent by another wrong equivalent, therefore, the reviser here belongs to the (Risk-takers) group.

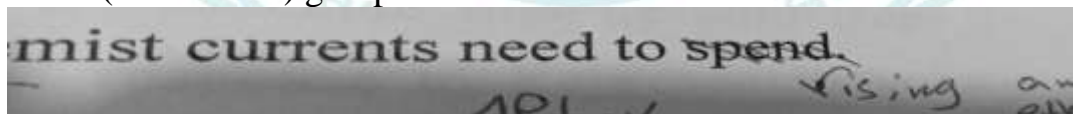
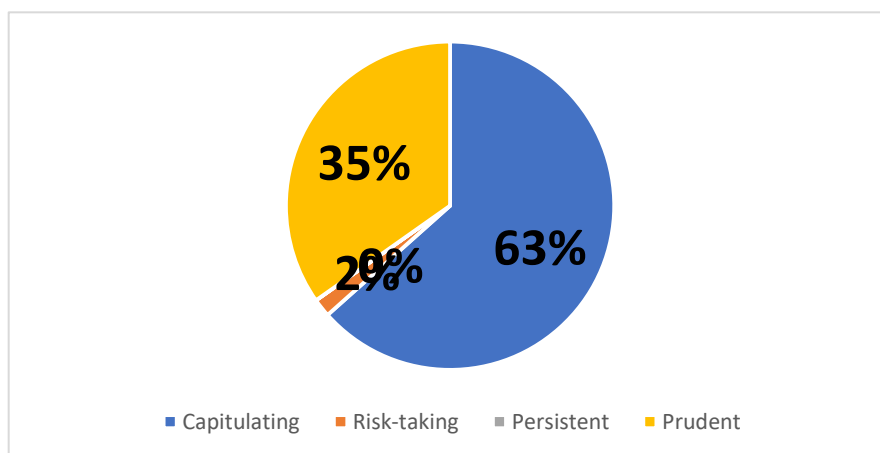


Table (3) below shows the general percentage of participants who work on the third text (Arabic into English). Following Campbell's model as mentioned earlier and Al-Emara types of revision effect

Table (3) General Percentage of Third text revision Arabic into English

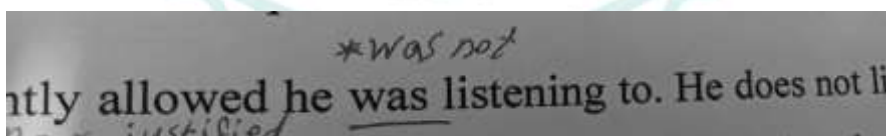
participant	Capitulating	Risk-taking	Persistent	Prudent	POSITIVE	NEUTRAL	NEGATIVE
1	12	0	0	19	19	0	12
2	20	1	0	10	10	1	20
3	9	1	0	21	21	1	9
4	26	0	0	5	5	0	26
5	13	1	0	17	18	1	12
6	24	1	0	6	6	1	24
7	13	1	0	17	17	1	13
8	16	0	0	15	15	0	16
9	17	2	0	12	12	2	17
10	3	0	0	28	28	0	3
11	19	1	0	11	11	1	19
12	27	0	0	4	4	0	27
13	18	0	0	13	13	0	18
14	28	0	0	3	3	0	28
15	24	0	0	7	7	0	24
16	19	3	0	9	9	3	19
17	11	1	0	19	19	1	11
18	19	0	0	12	12	0	19
19	18	1	0	12	12	1	18
20	23	1	0	7	7	1	23
21	27	0	0	4	4	0	27
22	13	0	0	18	18	0	13
23	24	0	0	7	7	0	24
24	29	0	0	2	2	0	29
25	21	1	0	9	9	1	21
26	31	0	0	0	0	0	31
27	27	1	0	3	3	1	27
28	24	0	0	7	7	0	24
29	10	1	0	20	20	1	10
30	22	0	0	9	9	0	22
31	21	1	0	9	9	1	21
32	21	0	0	10	10	0	21
	Capitulating	Risk-taking	Persistent	Prudent	346	18	628
total	629	18	0	345			
					35%	2%	63%

Chart (3) below shows that the highest percentage of participants are (capitulaters) with a percentage of (63%) on the other hand the second highest percentage is (35%) which belongs to the (prudent) group, while the lowest percentages are (Risk-takers) with (2%) and (Persistent) with (0%).



The four Chart (3) Campbell's four groups of translators third text "tution with many hands" which is written by Sana Al-Jack. (Al-Jack, 2022). This text exhibits (18) errors, influenced by its nature and length, with an error proportion of (10%) throughout the text. This equates to an average of one error for each (10) individual words.

In this text, Participant (9) revises the auxiliary verb (was) and changes it into (wasn't) which is the right equivalent for the original word (لم يكن). This revision effect is considered as (Positive), and the reviser belongs to the (Prudent) group.



On the other hand, Participant (15) doesn't revise the word (Iraq) and left it as it is (Iran) while the original word is (ايران) in the original Arabic text. The type of revision effect here is (Negative) because it changes the

meaning of the original text. Thus, the reviser here belongs to the (Capitulating) group.

"regime", is then seized by Iraq, and the article of

While Participant (2) revises the word (hand) and changes it into (feets) that is a wrong equivalent for the original word (ارجل), which its standard translation is (hands). The type of translation revision effect is (Neutral) while the reviser belongs to the (Risk-takers) group.

most truthful of all that the session witnessed.
are
prouted many hand that seek to infiltrate out

Table (4) below shows the general percentage of participants' work on the fourth text (English into Arabic). Following Campbell's model as mentioned eralier and Al-Emara types of revision effect.

Table (4) General Percentage of the Fourth text revision English into Arabic

participant	Capitulating	Risk-taking	Persistent	Prudent	POSITIVE	NEUTRAL	NEGATIVE
1	7	1	0	10	10	1	7
2	10	2	0	6	6	1	11
3	5	1	0	12	12	1	5
4	7	0	0	11	11	0	7
5	10	0	0	8	8	0	10
6	17	0	0	1	1	0	17
7	6	1	0	11	11	1	6
8	16	0	0	2	2	0	16
9	15	0	0	3	3	0	15
10	6	0	0	12	12	0	6
11	15	0	0	3	3	0	15
12	4	1	0	13	13	1	4

13	15	0	0	3	3	0	15
14	17	0	0	1	1	0	17
15	12	0	0	6	6	0	12
16	15	0	0	3	3	0	15
17	14	0	0	4	4	0	14
18	15	0	0	3	3	0	15
19	10	0	0	8	8	0	10
20	14	0	0	4	4	0	14
21	15	0	0	3	3	0	15
22	5	0	0	13	13	0	5
23	10	0	0	8	8	0	10
24	8	0	0	10	10	0	8
25	13	0	0	5	5	0	13
26	17	0	0	1	1	0	17
27	17	0	0	1	1	0	17
28	15	0	0	3	3	0	15
29	10	1	0	7	7	1	10
30	11	1	0	6	6	1	11
31	4	1	0	13	13	1	4
32	9	0	0	9	9	0	9
	Capitulating	Risk-taking	Persistent	Prudent	203	8	365
total	364	9	0	203			
					35%	1%	63%

Chart (4) below shows that the highest percentage of participants are (capitulaters) with a percentage of (63%). On the other side, the second highest percentage is (35%) which belongs to the (prudent) group, while the lowest percentages are (Risk-takers) with (2%) and (Persistent) with (0%).

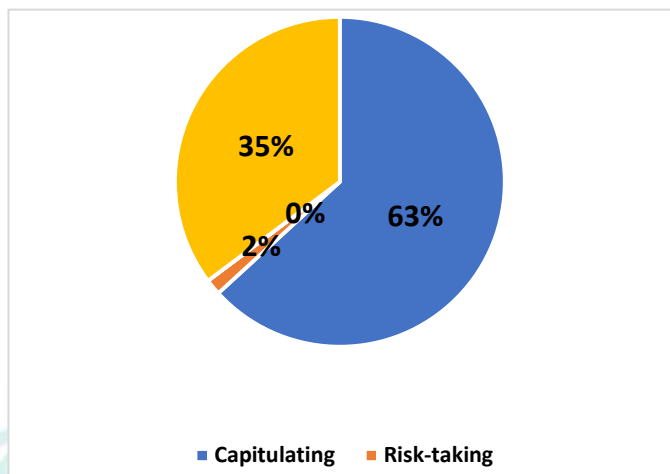


Chart (4) Campbell's four groups of translators fourth

5.2. The Results of the Four Texts Analysis:

The results of the two English into Arabic texts together showed that some participants have the ability to revise the translation and find the inserted errors in the translation after comparing it with the original text. However, the majority of participants do not have this ability even if the translation is into their mother tongue, Arabic language. The results showed that (52%) of the translators had a (Negative Revision Effect, while (43%) of them had a (Positive Revision Effect), whereas a percentage of (5%) have a Neutral Revision Effect.

While the results of the two Arabic into English texts together showed that the majority of participants do not have the ability to revise texts from Arabic into English and they struggle more in this direction with a percentage of (63) of Negative Revision Effect compared to a percentage of

(35%) have a Positive Revision Effect, whereas (2%) have a Neutral Revision Effect.

5.3. Analysis of the Questionnaire:

The participants were handed out the questionnaire directly in the class after revising the fourth text. This questionnaire is designed for gathering responses from individuals to gain insights regarding their experience, challenges, and preferences related to translation and revision directions besides knowing the difficulties they faced during their revision.

Question 1 and 2 act as (demographic filters) to separate respondents who identify themselves as translators (Question 1) from those who are conversant with the concept of "revision" (Question 2). These inquiries offer a crucial background for the analyses that follow. All the 32 Participants answer the first question with “yes” while (97%) from the participants answered that they are familiar with the meaning of revision.

Questions 3,4,5and 6 are about Translation ease and difficulty, to see how the participants see the difficulty of translating and revising into their native language (Arabic) and their second language (English). A five rank (Likert Scale) is used here where the rate starts as (very easy, easy, moderate, hard and very hard). Participants answer the third question which is (In your opinion, how easy is it to translate into your L1(Arabic), (3%) answered (very easy) while (47%) answered (easy) whereas (15%) of them answered (moderate), and no one answered with (hard or very hard).

On the other hand, participants answer the fourth question which enquires about revision as (In your opinion, how easy is it to revise into your L1(Arabic), (13%) answer (very easy), (28%) answer easy) whereas (56%)answer (moderate) and (3%) see it as (hard) while no one sees it as (very hard).

Participants answer the fifth question which enquires about the level of translation difficulty (In your opinion, how easy is it to translate into your L2 (English) as: (9%) answer (very easy), (22%) answer with easy, while the highest percentage is (41%) as (moderate) (25%) see it as (hard) and (3%) see it as (very hard).

However, participants answer the sixth question revising L2 (In your opinion, how easy is it to revise into your L2 (English) as follows: (6%) of them, see it as very easy, (19%) see it as (easy), (38%) see it as (moderate and hard) while no one sees it as very hard. Questions (7) and (8) investigate the frequent and preferred direction of revision the participant used. (72%) answer that their frequent direction is from English into Arabic while (20%) answer that they frequently revise texts from Arabic into English. (78%) answer that their preferred direction is from English into Arabic while (27%) prefer to revise from (Arabic into English).

Questions 9 and 10 inquire about specific challenges faced during the revision process in both L1 and L2. Participants answer question (9) which reads “During revising into your L1(Arabic) you find some of these aspects problematic, slow down your process of work,or require you to think for

longer time. Henceforth , the results obtained are (66%) answer with (*style*) while (47%) with (source text comprehension while (31%) answer with (*vocabulary*) and (*terminology*). However, (28%) say (*punctuation*) and (19%) (*spelling*).

Inspite of the results mentioned above the same participants answered question (No. 10) (during revising into your (L2 English) you find that any of these aspects are problematic) the results are as follows: the highest percentage of participants (56%) find the difficult aspect is (*Grammar*), but (47%) struggled with (*terminology*), whereas (41%) had problems with (*style*) and punctuation, while(38%) find it as (*text comprehension*) and finally (31%) find it (*vocabulary*).

Questions (11) and (12) inquire about the importance of revision training within university courses and whether different translation directions impact translation and revision quality. These questions are essential for understanding the participants' perceptions of training and the potential influence of directionality on their work. (97%) of participants say that it is important to have translation revision courses within their university program. On the other hand, (94%) of them think that different directions affect their translation and translation revision.

6. Conclusion

This study challenges Jakobsen's hypothesis (as cited in Al Emara, 2014, p. 204) which asserts that there is "no significant effect was found between language direction and revision". The research findings strongly

contradict this notion, revealing that language directionality indeed significantly influences the quality of revision. This prompts a reconsideration of the dynamics of translation and revision.

The study addresses three inquiries. Firstly, it confirms that language directionality does influence the quality of translation revision. In the Arabic-to-English direction, 43% of participants demonstrated a positive revision effect, 52% struggled with negative effects, and 5% showed a neutral effect. Conversely, in the English-to-Arabic direction, 35% had a positive revision effect, 63% experienced negative effects, and 2% showed a neutral effect. Alterations in language directionality were found to impact revision quality, particularly when translating between dissimilar languages. The questionnaire results highlight challenges in style (66%), source text comprehension (47%), vocabulary and terminology (31%), punctuation (28%), and spelling (19%). Participants overwhelmingly (97%) stress the importance of including translation revision courses in university programs. Additionally, 94% believe that varying translation directions impact both translation and translation revision processes, emphasizing the need for diverse language skills, cultural awareness, and specialized revision training.

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Appendices

Appendix A: Jury Evaluation Letter

Jury Evaluation Letter

Dear Jury members

- Assistant Prof. Dr. Mohammad Abdu Al-Zahra
- Assistant Prof. Dr. Dhalir Jafer
- Lecturer Ammar Fouad Meshari

I am writing to request your assistance in evaluating translated texts to be used as a test for fourth year students in The Department of Translation. The test consists of standard translated texts. The students will be given the source texts and their translation only to revise and correct the errors they believe require correction.

The aim of the test is to measure the students' revision competence of texts translated by others. The deliberate altering serves as a device to condense the sample of the test and focus on areas that the researcher and the adapted model think problematic.

I would be greatly appreciating if you could spare some time to evaluate the appropriateness of translations and provide your professional feedback and insights. Your expertise in the field of translation is invaluable in ensuring the validity and fairness of the test.

Kindly give your feedback according to the following statements:

- The standard translated version gives the appropriate lexical items to express the original meaning.
Strongly agree Agree not sure Disagree strongly disagree
- The standard translated version is correctly spelled
Strongly agree Agree not sure Disagree Strongly disagree
- The standard translated version is suitably well-formed in the form of a text.
Strongly agree Agree not sure Disagree strongly disagree
- The standard translated version has grammatical mistakes
Strongly agree Agree not sure Disagree Strongly disagree
- The standard translated version has definite textual mistakes
Strongly agree Agree not sure Disagree Strongly disagree
- The standard translated version has awkward sentences in terms of media texts style.
Strongly agree Agree not sure Disagree Strongly disagree

Please let me know if you have any additional information you need will be provided upon request.

Sincerely,

{Ghusoon Jawad Mlabes}

Appendix B: Consent Form

University of Basrah
College of Arts
Department of Translation

Consent Form

Research title: **The Impact of Language Directionality on the Quality of Translation Revision**

Dear participant:

I hereby, request your participation in a research study being conducted by [Ghusoon Jawad Mlabes] at [The Department of Translation]. The purpose of this study is to [Explore the impact of language directionality on the quality of translation revision].

1. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any question or questions, I am free to decline.
2. I understand that my responses will be kept strictly confidential.
3. I give permission for to researcher to have access to my anonymised responses.
4. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.
5. I agree for the data collected from me to be used in future research.
6. I agree to take part in the above research project.

Thank you for considering this request

Name of Participant:

Signature:

date: