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The Translators' Trainer as a Facilitator in Class

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مدرب المترجمين كميسر في الفصل الدراسي

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المديرية العامة للتربية في صلاح الدين / قسم تربية العلم

Abstract

The research explores what translation teachers do to support student learning. It examines the teacher's role - specifically, ways to make class better for those studying translation. Effective instruction involves building a supportive space where students collaborate, sharpen their abilities, then take ownership of their growth. Instead of just giving answers, those assisting should support and inspire exploration. The helper supports students in figuring out what they want to learn, creating good learning plans, and thinking about how they are improving. He also encourages students to work together and talk to each other, which can make their learning better and create a feeling of community in the classroom. The main goal of the translator as a helper in class is to make translation education focus on the student, which encourages students to be involved, motivated, and successful. As a class helper, the teacher is in charge of making chances for students to practice translation tasks, giving feedback and advice, and encouraging deep thinking and problem-solving. **Keywords** (Translator Training, Translator Trainer as a Facilitator, Translation Competence, Social Constructivism)

المستخلص

تستقي هذه الورقة البحثية الدور الهام الذي يمكن أن يلعبه مدربي المترجمين في تسهيل والتدريس و التعلم الفعال في الصفوف الدراسية في مجال الترجمة. سنتناول و نسلط الضوء على دور المدرب كميسر للفصل الدراسي ونبحث عن كيفية تحسين هذا الدور لتعزيز تجربة تعلم الترجمة. نفترض الورقة البحثية أن يقوم المترجم بدوره كميسر في الفصل الدراسي بإنشاء بيئة تعليمية و تعاونية سائدة ، حيث يمكن للطلاب المشاركة بنشاط في عملية الترجمة ، وتطوير مهاراتهم ومعرفتهم في الترجمة ، وأن يصبحوا متعلمين مستقلين. يتمثل دور الميسر في توجيه ودعم عملية التعلم ، بدلاً من مجرد نقل المعرفة. هذا يعني أن الميسر يساعد الطلاب على تحديد أهداف التعلم الخاصة بهم ، وتصميم استراتيجيات تعلم فعالة ، والتفكير في تقدم تعلمهم. يشجع الميسر أيضاً على التعاون والتفاعل بين الطلاب ، مما يمكن تعزيز تجربة التعلم لديهم ويعزز الإحساس بالانتماء للمجتمع في الفصل الدراسي. بشكل عام ، الهدف من المترجم كميسر في الفصل هو إنشاء نهج يركز على المتعلم لتعليم الترجمة ، مما يعزز مشاركة الطلاب وتحفيزهم ونجاحهم. بصفته ميسراً للفصل الدراسي ، يكون المدرب مسؤولاً عن خلق الفرص للطلاب لممارسة مهام الترجمة ، وتقديم الملاحظات والتوجيهات ، وتشجيع التفكير النقدي وحل المشكلات. الكلمات الرئيسية (تدريب المترجم ، المدرب كميسر ، كفاءة الترجمة ، البنية الاجتماعية)مدرب المترجمين كميسر في الفصل الدراسي

Literature Review

1. Introduction

Translation instructors are undoubtedly vital because they shape what translation will look like next. Classroom is the best place where teachers of translation mostly do their job, sharing what they know and can do with new translators. According to Kiraly (2016, p 123), translation instructors should surely assist students in learning rather than simply serving as conventional teachers. Teachers should create an environment where students can learn independently, collaborate, and communicate with one another. This allows students to improve their ability to think for themselves, be creative, and work independently, all of which are necessary

skills for a competent translator. Lessons become real learning when they grab attention - when they feel alive. Instructors teaching translation can boost engagement by varying their methods, blending new tools with familiar ones to make studying both enjoyable also productive, as Kelly and Pacte point out. Experts advise using video conferencing, collaborative digital workspaces, or even just social media to support students' success. Giving comments and encouragement to pupils is also a crucial part of helping them learn. Kelly and PACTE (2017, page 130) According to Kelly and Pacte, translation teachers should employ a variety of instructional methods and technologies to make studying more engaging and successful. For example, they propose using online resources such as video chats, boards for discussion, and social media for assisting students collaborate and communicate with one another. Giving comments and encouragement to pupils is also a crucial part of helping them learn. Kelly and PACTE (2017, page 130). As a result, students can become proficient translators who can satisfy the industry's evolving demands.

2. The Nature of Translator Training

Lately, more people want to learn to be translators, shown by more important writings about it and the growth of translation courses in colleges and universities everywhere (Colina, 2003a; Munday, 2016; Yan et al., 2018). Teaching future translators has made people wonder what skills they need to do their jobs well and like professionals. This, in turn, has made people curious about what it means to be good at translating, which makes sense because being skilled is a common idea in language studies and similar areas (Chomsky, 1965; De Saussure, 1916). Since the middle of the 1980s, researchers have been very interested in what makes a good translator (e.g., Adab, 2000; Beeby, 2000; Chesterman, 1998; Hurtado Albir, 2017a; Kiraly, 1990; Kiraly, 1995; Nord, 2005; Orozco, 2000; Tomozeiu et al., 2016; Wilss, 1996). There have been many attempts to explain what being good at translation means and the different skills that make it up (e.g., EMT, 2017; Gopferich, 2009; PACTE, 2003). Also, more focus has been upon learning and enhancing translation abilities (e.g., Alves & Goncalves, 2007; Castillo, 2015; Chesterman, 2016; Harreis, 1977; Harris & Sherewood, 1978; PACTE, 2017; Touray, 2012). Al-Qinai (2010, p. 120) says that teaching translation shouldn't just be a discussion about language or comparing different writings because it's not just a subject for school. Instead, it should be like training for jobs such as computer programming, auditing, and customs work, with similar lessons. It would be good to have one standard way of teaching people to become professional translators.

Several models have been proposed to illustrate the components of an effective training strategy, but I believe the following assumption is the most crucial: "Learning is an interactive, dynamic procedure based on learner empowerment" (Kiraly, 2014, p. 17). Multiple stages are required to accomplish this objective. These include the implementation of foreign-language learning methods, which frequently combine with methods for the translation of training, notably Kiraly's social constructivist approach and the related concept of "scaffolding." These means share the same fundamental facilitating principles on three levels.

1. The learning path, particularly as it relates to the Monitor Theory, which "hypothesizes that adults have two independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning, and that these systems are interrelated in a definite way: subconscious acquisition appears to be far more important" (Krashen 1981, p. Using Boekaerts' cognitive model of language, Kiraly (1995, p. 104) examines the distinction between the implicit workspace in translation and the controlled processor Centre. This is crucial for the facilitator, especially when implementing communicative and task-based strategies.

2. By providing the framework (building blocks, scaffolding) for apprentices to explore, test, and refine their skills, they will acquire confidence in their methods, ability, and agency as translators, enabling them to operate independently. Additionally, the environment and class structure must be optimized so that students can utilize their creativity to generate compelling translations and solve problems through divergent thought. As we will see, however, the facilitator must consider what Howard Gardner refers to as multiple intelligences (intrapersonal, interpersonal, kinaesthetic, etc.; Maltby et al., 2010, p. 300) in order to comprehend the students' learning abilities and accordingly apply appropriate strategies to accommodate the wide variety of learners.

As qualified translators are entrenched in a complex professional environment, students must cultivate a "profound awareness of their responsibility as active participants in a communicative process" (Kiraly 2014, pp. 12-13). The quality of a translator's translation can affect a translated product's degree of success or risk mitigation. This is an important but underappreciated function. The educator must implement cognitive apprenticeship, which "supports learning in a domain by enabling students to acquire, develop, and use cognitive tools in authentic domain activity" (Brown et al., 1989, p. 13). In other words, by immersing students

in professional contexts in order for them to acquire this knowledge through interaction and observation with other students.

2. 3. Techniques of Language Teaching Applicable to Translation Training

Translation skills are related to language skills, so translation instruction stands to benefit a lot from the insights of foreign language learning and teaching” (Kiraly 1995, p 20) .Given that many of the skills necessary for success are transferable between the two fields, it is crucial that the course be conducted entirely in the target language. The matrix below depicts, in my opinion, the most significant language-learning techniques that converge with translation training techniques. Let us consider the following figure:

Learning Methods	
• Audio lingual and structural methods help provide ‘building blocks’ of terminology.	
• Creativity: learner autonomy and behaviourist components essential. Establish good communication, be aware of atmosphere, and adapt material accordingly.	
• Communicative approach: Learn by having to communicate real meaning. Natural language acquisition strategies.	• Task-based language teaching. Students work together on real-world tasks. Positive in motivating student learning.
• Action-based approach: Communication as a social activity that allows specific tasks to be accomplished. Students are active participants in learning process. Engage learners in meaningful, challenging, communication that aims for identifiable and practical results.	

Methodological overview (author, INTESOL Teach Abroad, CEFR)In order to educate students and lay a solid foundation upon which they can build, the facilitator may apply systematic aural, linguistic, and structural strategies. They need to use discretion in selecting the 'right' term for each context and register, and they need to reinforce their learning on a regular basis, if they are to succeed in eliminating translation errors. Learning a language through translation relies heavily on the communicative approach and task-based education. The former places more emphasis on the communicative concept of language function and communicative competence which is appropriate given that translation is a matter of mediation and must be understood as such. (Bnini 2016, 87)The latter is preferable because, as Kiraly (1995, p. 34) puts it, "students should acquire translation skills whenever possible by using them in situations that simulate real translation contexts" (peer correction, time and formatting limitations, etc.). Also, as Gideon Toury pointed out in 1984, "the greater the variety of situations a translator is placed in, the greater his range and adaptability" (Pym et al. 2008, p. 305), therefore the more opportunities a translator has, the better. Students are treated as social agents with responsibilities "in a given context and environment, within a particular field of action" (Council of Europe, 2001, p. 15).

3.1 The Social Learning Process under StressEffective classroom cooperation does not involve students undertaking individual translations with classmates. Assuming this role as a rising professional involves taking on the obligation of enabling the group as a whole. [...]. Personal responsibility guarantees that every student contributes to the group's common goals and develops the interpersonal and linguistic competencies essential for securing gainful work following completion .(Kiraly, 2014).

4. The Translation Market and Translator Trainer The translation market and the role of translator trainers as facilitators are closely intertwined. As the demand for high-quality translation services continues to grow, the importance of effective training and education for translators increases as well. One key way in which the translation market affects translator trainers is through the use of technology. Advances in translation software, such as machine translation, have transformed the industry and changed the way translators work. Translator trainers must keep up with the latest technological advances and educate their students via the required abilities for employing these tools effectively (Jimenez-Crespo, 2013, p 369)The translation sector has had an increasing impact on translator educators, because to the ever-changing nature of customer expectations. As global communication develops, clients now expect translations that reflect cultural understanding and linguistic correctness, as well as great attention to detail. As a result, teachers of translation have to constantly educate their students to manage complicated translation projects and improve both their linguistic knowledge and cultural understanding (Mellinger, 2018, p. 293).Translators increasingly focus on specific areas - like law or medicine. Because of this shift, teachers need to update how they prepare students, equipping them with the right abilities for their desired career path (Valdeón, 2017, p. 47).Instructors preparing future translators also need a solid grasp of what being a freelancer is actually like - a lot of people work that way these days. To

succeed, students must be prepared - not only for the activities themselves, but also for debating rates and demonstrating their value (Chan, 2019, p. 192) Change shapes teachers' teaching methods. They deal with new technology and rising work requirements, assisting students in making sense of complicated ideas and providing support suited to each learner. People who prepare efficiently have a decent chance of succeeding, despite the ongoing growth of education.

5. Translation Competence and Translator Trainers skilled interpreters are still needed, and teachers can assist students acquire this skill. Being able to translate, combining understanding, practice, and a professional attitude, produces clear, polished work. Translators must have extensive knowledge, sensitivity to culture, and great communication abilities. Teachers help students improve their talents by using good approaches on a regular basis, such as clear direction, plenty of practice, and constructive feedback (Kiraly, 2016). Through this process, learners develop become greater translators, preparing them for real-world challenges (PACTE, 2003, p. 43). Effective translator training involves more than just imparting knowledge and skills; and also needs the development of a professional identity. Translator trainers must help their students understand the responsibilities and ethical considerations of the profession and instill in them a commitment to ongoing professional development (Gambier, et al, 2016, p 101). Those who teach translation are very important in getting students ready for what being a translator is really like. This means showing them the best ways to handle the amount of work they have, how to talk about prices, and how to get their name out there so people will hire them. It also means assisting them in improving their people skills and creating good connections with those who hire them and other translators (González , 2004) González (2004) says that being good at translation is extremely important for anyone who wants to be a translator, and those who teach translation are essential in helping students become good at it. Good translation teaching includes growing skills in language, understanding of different cultures, knowledge of different subjects, and abilities to move between languages, along with forming a professional sense of self and getting ready for the truth about the work.

6. The Role of Social Reconstruction in Translator Training

Using translation to help make society fairer and more equal is part of teaching people to be translators. People like Kiraly, Kelly, and PACTE have written that it's important to include making society better when teaching translation, so students can become translators who are aware of social issues. initially, Kiraly, D. (2000) proposes for teaching translation through a way that encourages students to consider their translations and the ways in which their work impacts culture and society. Working on real translations, as we do, encourages teamwork; as a result, everyone can grasp the finished output. Kelly found in 2005 that aspiring translators benefit much from taking a step back and reflecting on their work. It teaches kids how their personal perspectives - what they believe, presume, or simply think - impact how they see things. Working on this develops discernment; people can recognize how translation shapes societies. Furthermore, Kelly advises that teachers collaborate with students to establish a supportive environment - a space for shared skill development. Back in 2003, delving further into how translation works revealed what made some translators better than others. It's about understanding culture and who has influence - identifying these things and then dealing with them effectively is critical. Although culture plays a part, a translator's talent is evident when they manage intricacies while being cognizant of underlying strength. PACTE advises that translation education include both ethics training and cultural sensitivity. Learners require regular self-reflection to develop solid beliefs for professional work and even personal choices.

7. The Impact of Critical Thinking on Translation Training in Class

Kiraly emphasizes that successful translation occurs when people collaborate while also carefully considering their options. Teachers, he adds, should create classrooms in which students continuously question what they do, while also learning how culture influences everything they write. Kelly feels that the greatest way to learn translation is to do it yourself, to really grapple with how translations occur. Rather than just converting words, students should think about the logic behind each choice and their strategy. To improve this talent, she recommends comparing student work to that of experienced translators and discussing the discrepancies they discover. According to PACTE (2003), translators must have bright minds as well as thorough attention. They dissect writing, both original forms and refined translations, always keeping in mind how culture influences interpretation. As a result, teachers provide hands-on tasks while simultaneously encouraging students to reflect on their actions. Back in 2015, Chan presented an interesting suggestion for enhancing translation work: having students consider how they think. When people realize what they take for granted, choosing appropriate language becomes easier. Consequently, this approach shapes training while fostering sharper minds. García

(2017, p. 67) discovered that structuring translation courses around projects sharpens critical thought. These projects bolster a student's knack for solving problems, choosing wisely, likewise evaluating their efforts alongside those of peers. By tackling genuine translations, learners develop crucial thinking aptitudes applicable beyond the classroom. O'Brien (2016) looked at two ways instructors teach translators to think critically (p. 196). One - hands-on - lets students learn through doing, then consider their work. The other centers on theory alongside debates about ideas. Though each aims to sharpen thought processes, learners often respond better to actually translating instead of just discussing principles.

8. The Translator Trainer as a Classroom Facilitator

A translation class thrives when the teacher guides learning. They help students sharpen skills while tackling tricky translations. Because the atmosphere is supportive, learners readily pose queries alongside proposing solutions. In 2012, Phipps pointed out how translation courses benefit from trainers who guide rather than lecture. By chatting with learners, these trainers build spaces where everyone feels at ease to pick up new abilities alongside one another. Learning gets a boost through activities like teamwork, checking each other's work, then thinking about what was learned. According to Kelly (2005), a good teacher helps students become thinkers on their own. Project work, tackling real problems, alongside looking at their own progress builds skills while encouraging them to learn independently. Kiraly and Ágnes observed that those who prepare translators guide classroom work. A good instructor builds spaces where students grow their abilities - language skills, understanding cultures, working with texts, plus practical know-how. Learning through projects, tackling challenges, likewise considering what they do helps students become better translators. According to Hurtado Albir et al. (2015), a translator's educator shapes the understanding, skills, also outlook needed to translate well. They use teamwork, assessment, likewise commentary so students become better translators. A good translator teacher does more than just instruct; they build a space where people can pick up how to translate. By mixing up lessons alongside fostering self-reliance, students gain translation abilities - along with the sharp thought processes vital for doing it well.

9. Methodology

In this part of the paper, the researcher tries to raise two crucial questions about the function of expert translator trainers in translation departments at Iraqi universities, as well as the impact of translator trainers on the translation industry.

The first question that appears is:

-Why do translation professors train translators and students in Iraqi translation departments?

The preceding question can be replied in the manner that follows:

1. Iraq needs more translators because global business, diplomacy, likewise people connecting across cultures are all growing. Training translators allows the Department of Translation to satisfy demand while also providing high-quality services for individuals, corporations, and organizations.
2. Translation enhances Iraq's cultural heritage by preserving and promoting valuable works. Training translators ensures that these works are available in other languages to a larger audience.
3. Translation improves communication between people of different languages. Training translators helps to break down language barriers and promotes understanding and collaboration among different cultures and communities.
4. Translation skills are valuable for careers in international business, diplomacy, and media. Training in translation provides students with abilities that improve their professional chances.

The second question is:

-Do translator trainers in Iraqi translation departments influence the translation industry?

The preceding question can be answered in a manner as follows:

Yes, translator trainers may make a big contribution to the translation market. Here are several ways trainers can impact the market:

1. How instructors teach translation shapes future translators – their skills, what they know, also what matters to them. Focusing on certain approaches or subjects alters the way translators tackle projects, consequently impacting the kind of work they deliver.
2. Those who train translators set the standard for quality work by imparting new techniques, moral principles, and methods for verifying accuracy. As a result, freshly qualified professionals enter the industry prepared to produce outcomes that clients will value.

3. Teachers use contemporary translation technology, inspiring new methods in the field. Because they pioneer methods, students gain skills to utilize technology while adapting to evolving demands.
4. Trainers create strong translator networks by encouraging students to collaborate, exchange resources, and connect with industry professionals. This encourages collaboration while also assisting translators in excelling at their work, hence furthering professional development.

Conclusion

In class, a translating instructor walks alongside students, providing direction, assistance, and careful feedback as they progress. To develop language skills, this educator creates a welcoming environment, applies a variety of strategies, and provides practical suggestions that improve how people connect. They must also overcome obstacles such as shaky linguistic foundations, cultural differences, and comprehension difficulties. When teachers focus on each learner, pupils thrive and achieve their language goals. A translator's guide is more than just a teaching tool; it is also about assisting learners in developing their skills and winning at languages.

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