Journal of
Language and Translation
Volume 9, Number 2, Summer 2019, (pp.65-76)

Promoting Translation Sub-Competences and Identifying the Ranking of Influence among Them

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Received: 19 March 2019 Accepted: 25 May 2019

Abstract
In this two-stage empirical research, the authors attempted to study the impact of promoting translation sub-competences defined by PACTE's Multi-Componential Model for Translation Competence on the promotion of total translation competence as the first stage. The experiment for this purpose was conducted on a group of Iranian undergraduate students comprising of their exposure to a targeted syllabus for one semester. A pre-test and post-test of the experiment assessed their level and progress regarding translation competence, using Orozco's measuring instruments and Farahzad and Famil Khalili's TQA scale. The first stage also investigated whether Orozco's model could assess sub-competences separately. The second stage investigated whether translation sub-competences played equal roles within the translation competence, in order to establish a ranking of influence among them. Thus, the study contrasted the instrumental results of the tests to the total scores through the TQA scale and calculated the correlation between them. The analyses revealed that the growth in each translation sub-competence promoted the total translation competence. However, the study found Orozco's model unable to assess translation sub-competences separately. Finally, the study found that Orozco's measuring instruments and Farahzad and Famil Khalili's TQA scale employed for this experiment were unable to collect sufficient evidential data as to measure the separate role or influence of each sub-competence in the construction of total translation competence.

Keywords: Measuring instruments; Multi-componential model; Translation competence; Translation quality assessment scale

INTRODUCTION

Translation was once an obscure activity conducted on a rare basis in societies, and was the special craft of senior scholars and grey-haired bilinguals that had travelled the world and learned foreign tongues by experience. First, there was the interpretation, for there was no paper or written text to be translated in the first place. With the advent of writing and paper (even the primitive ones), the interaction and communication of peo-

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ple from differing linguistic communities began to be hinged upon the small number of individuals that were conversant with both languages, and could thus render messages from one language into the other.

Despite the extensive works and studies on different aspects of translation as a discipline or profession, some angles of the field remain insufficiently investigated. One such deficient area is translation competence, where there is still insufficient certainty about the building components of competence, the measuring models, and its correlation with the quality of translated or interpreted product. Therefore, more experimental and practical research is requisite in order to fill the void between the proposed theoretical models and concepts on one side, and the actual practice of instigating and assessing translation competence on the other.

Different scholars and theorists have proposed definitions and categorizations for the translation competence, and have deemed it to comprise of different components and aspects, according to the various models available for it (Gerding-Salas, 2000; Hansen, 1997; Kiraly, 1995; Krings, 1986; Lörscher, 1991, 1992; Riedemann, 1996; Toury, 1991, 1995). For instance, Bell defines translation competence as "the knowledge and skills the translator must possess in order to carry out a translation" (Bell, 1991, p. 43). Wilss considers it to revolve on “an interlingual super competence [...] based on a comprehensive knowledge of the respective SL and TL, including the text-pragmatic dimension, and consist of the ability to integrate the two monolingual competencies on a higher level” (Wilss, 1982, p. 58). Also, Hurtado Albir defines it as “the ability of knowing how to translate” (Hurtado Albir, 1996, p. 48).

One of the most comprehensive and practical definitions of translation competence belongs to the PACTE Group from the University of Barcelona, Spain, which defines translation competence as "the underlying system of knowledge and skills needed to be able to translate" (PACTE, 2000, p. 100). This model, known as the Multi-Componential Model of Translation Competence (PACTE, 2003), considers translation competence to consist of the following aspects: 1) Bilingual sub-competence; 2) Extra-linguistic sub-competence; 3) Knowledge about translation sub-competence; 4) Instrumental sub-competence; 5) Strategic sub- competence; and 6) Psycho-physiological components pertaining to translation.

However, a shortcoming that remains, according to Orozco and Hurtado Albir (2002) , is that the sizeable array of theoretical work on this subject has not enjoyed sufficient practical efforts in comparison, which leaves the problem pending to be resolved (Orozco & Hurtado Albir, 2002). No matter how elegantly or mundanely one defines translating or interpreting, they are practices after all. What benefit would the theoretical elaboration portend to offer, then, if it remains unable to relate to the practical aspect of the work in one way or another? The insights gathered into the translation competence therefore need to be employed in an environment, close to the practice of translation, if one really intends to resolve the problems that may be diagnosed in the repertoire of those who have been prolific in translating and interpreting, or to engender the optimal competence in the nascent trainees who aspire to become successful translators and interpreters in future. In other words, the pedagogical implications and solutions are the real objectives of various layers of research into translator and interpreter training activities, and one shall not neglect them at any stage.

In line with the mentioned need, this study concentrates on Orozco's model proposed for measuring translation competence acquisition, and proceeds to apply it in the translation pedagogy arena in the Iranian academic context. Mariana Orozco, one of the members of the PACTE research group, adopts the model of translation competence proposed by PACTE and develops a practical method for measuring translation competence, namely the three instruments

she illustrates in her doctoral thesis (Orozco, 2000). Orozco's instrumental model renders a relatively holistic appraisal of an individual's translation competence, yet without any claim on being capable of providing an intricate and detailed assessment of translation competence level, in terms of each sub-competence. While scholars construe holistic measurement of translation competence as convenient for various purposes (such post-training evaluations, or attesting occupational qualifications), it would also be desirable to assess the strength or weakness of each component of translation competence, in order for pedagogical efforts to address and promote the weaker components in a more focused manner. The desire for such a detailed appraisal of translation competence instigated the author to examine, through the present experiment, whether or not Orozco's model would also be able to measure the level of each sub-competence of translation, (following the PACTE's multi-componential model (PACTE, 2003). Moreover, it was enticing to discover whether the promotion of each sub-competence of translation would directly result in a promoted translation competence as a whole, or some sub-competences serve as complementary components without direct impacts on the total translation competence. Also, the degree of influence exerted by each of the sub-competences within the total translation competence of each individual is still unknown, and one would like to understand how strongly the sub-competences account for the translator's competence as a whole, in comparison to one another.

This research thus aims at addressing the above issues, through answering such research questions as whether or not the separate promotion of "extra-linguistic sub-competence", "knowledge about translation sub-competence", "strategic sub-competence", or "psycho-physiological components pertaining to translation" would result in a promoted total translation competence; whether or not the promotion of each translation sub-competence mentioned above can be separately measured by Orozco's measuring instruments (Orozco, 2000); and finally, whether or not translation sub-competences mentioned above play equal roles in constructing the total translation competence among the participants.

METHODS

The researcher designed the present experiment so as to take a further step toward reaching effective and reliable models and instruments to assess translation competence. The research entailed a Participant Group composed of 25 students of translation at the undergraduate level at Allameh Tabataba'I University in Tehran. The participants included both female and male students of translation, between the ages of 20 and 27 years. For a period of one semester, the participants underwent a special syllabus that formed the training materials used for the course *Advanced Translation I* on their sixth semester (January to June 2018). The author selected the undergraduate level as preferred to the postgraduate or doctoral levels, because it is the level in which the actual translator training occurs at the university within the Iranian academic system. The other two levels are principally concerned with the theoretical aspects of translation studies, and thus not considered appropriate for this experiment.

The author specially designed a "targeted syllabus" employed for the purposes of the present experiment, in order to address each translation sub-competence in a targeted manner, through instruction (in the form of class lectures or handouts for later reading) or practice (in the form of translation protocols, translation revision and error-finding exercises, and the like). To be more precise, the material included in the syllabus addressed the extra-linguistic sub-competence through information related to each translation protocol, the knowledge about translation sub-competence through handouts covering useful topics of translation theory, the strategic sub-competence through translation "prob-

lem-solving" exercises and discussions, and the psycho-physiological components pertaining to translation through related exercises.

The syllabus also included the use of Hansen's "immediate retrospective dialogues" (Hansen, 2006). That is, the participants discussed the different aspects of the translation tasks they had just fulfilled, with the aim of gaining consciousness of the procedural process they had undergone during translation. This special syllabus addressed each sub-competence individually and purposefully, using the materials described above, in order to achieve the objectives of translation training programs. The author adopted this type of syllabus in contrast to the traditional translator training procedure, which included mere translation of various types of generic texts, and thus followed the "practice-makes-perfect" approach to translation pedagogy. Despite the long history of these traditional procedures, they have been widely criticized for being subjectively dependent on the instructor, non-standard and non-systematized, and insufficiently productive.

The syllabus addressed all translation sub-competences proposed by PACTE, except the bilingual and instrumental sub-competences. To begin with, the bilingual sub-competence existed at a satisfactory level among the participants in the present study, as attested by their general linguistic performance, and the fact that they had initially passed through language proficiency filtering examination to be accepted in the university to major in English Translation in the first place, with the students actually possessing satisfactory levels of proficiency already. Moreover, the experiment included comparing each participant's performance with him/herself, and any diversity in the language proficiency levels of the participants would not have jeopardized the reliability of results pertaining to the experiment. Apart from that, the curriculum for their initial semesters of the undergraduate programs included specific courses on reading skills, listening and communication, grammar and the like. All the participants had successfully passed before their participation in the experiment. The special syllabus of this research project thus did not invest any time and efforts to promote the bilingual sub-competence of the participants at all.

Another differently treated sub-competence of translation was the instrumental sub-competence. While this sub-competence was included in the targeted syllabus through special materials that addressed it for promotion, the author did not employ that for the assessment and conclusion purposes at the end of the experiment. The reason emanates from the fact that the multi-componential model of translation competence defines the instrumental sub-competence as the procedural knowledge about the tools and gadgets useful for the translation task. Such knowledge exerts a minimal impact on the mental faculty addressed in this research, being translation competence, and cannot be considered as influential in its construction. That is, the instrumental sub-competence helps translators (similar to experts in any other field) with knowing and using the tools for their work. That is in relative contrast with the nature of other fellow sub-competences that govern the translator's discretion and choices as to achieve proper and satisfactory results for the tasks at hand. Thus, the instrumental sub-competence did not occupy a status in the analysis and conclusion section of the research either.,

The study assessed level and progress of the participants in terms of translation competence and sub-competences in the form of a pre-test and post-test, based on the Orozco's measuring instruments for translation competence acquisition (Orozco, 2000). The author conducted the pre-test on the first session of the semester, and the post-test on the final session. Each test included three sections, in the precise manner designed by Orozco, yet with English and Farsi as the language pair to be used: The Translation Notions Instrument (TNI) was in the form of a questionnaire, as proposed and verified by Oroz-

co and Hurtado Albir (2002), which evaluated the participants' knowledge about the status, nature and functionality of translation, in line with the requirements of the knowledge about translation sub-competence; the Translation Errors Instrument (TEI) included an English-to-Farsi translation task, where the translation errors would receive negative marks, in order to calculate the score; and the Translation Problems Instrument (TPI), including a number of highlighted challenging chunks within an English-to-Farsi translation task, and the study grading participants' behavior in solving them. Here, each participant received four scores for each test: one for each measuring instrument (TEI, TPI and TNI), and their aggregate as the total translation competence score. The above instruments have been developed by Orozco, and presented in Orozco and Hurtado Albir (2002).

To approach assessment of the participants' performance from another angle, the two tests also included the use of Farahzad and Famil Khalili's translation quality assessment (TQA) scale (Farahzad and Famil Khalili, 2012). That is, the author evaluated the translation protocols generated by the participants in the TEI and TPI sections of the pre-test and post-test with the mentioned TQA scale, which included seven questions to be answered by the evaluator as per her/his appraisal of the participants' performance in their translation task. Thus, each participant obtained three more scores at each test: the TEI score, the TPI score, and their aggregate as the total.

With the use of the mentioned tests, the study appraised the participants' levels of total translation competence at the beginning and the end of semester, as well as their performance with regard to each indicator of translation competence, namely translation errors, translation problems, and translation notions (Orozco, 2000). The author then gathered the results of the two tests, and calculated their crucial statistical parameters, such as mean, variance, and standard deviation, in order to provide for the data analysis section of the research.

RESULTS

The first stage of the experiment looked diachronically into the impact of promoting translation sub-competences according to PACTE's definition (PACTE, 2003) on the promotion of total translation competence. It also investigated whether or not Orozco's measuring model was capable of assessing the translation sub-competences separately as well. For this purpose, the numerical results extracted by the measuring instruments and models served the study first to assess whether or not each participant experienced any changes (in terms of her/his translation competence level) as a result of exposure to the targeted syllabus. Thus, the study compared the performance of each of the participants in the pre-test with her/his marks in the post-test. This comparison aimed at ascertaining and identifying the level of the participants' progress toward becoming more qualified translators. This assessment employed the instruments proposed by Orozco, and the scale developed by Farahzad and Famil Khalili.

As a result of the participants' exposure to the targeted syllabus over the semester, the experiment recorded a significant progress in the participants' performance level with regard to the three indicators of translation competence (being the participants' behavior toward translation errors, problems and notions), as measured by Orozco's measuring model (Orozco, 2000). The participants also grew in terms of their total translation competence, as the aggregate of the three indicators. This progress was verified through *paired t-test*s between the relevant pre-test and post-test scores, as depicted in Tables 1 and 2.

Table 1

Pre-test vs. Post-test T-test Results (Orozco)

Parameter	TEI	TNI	TPI	Total
T-value	-8.410519729	-12.16447789	-6.384690125	-13.74951564
P-value	1.28691E-08	9.4242E-12	1.33346E-06	7.11121E-13

Table 1 illustrates the progress of the participants' translation competence, in terms of the TEI, TNI, and TPI measurements, as well as their total scores. It is evident that among the three indicators of translation competence, the translation notions indicator was more amenable to promotion. This is partly because of the theoretical nature of this knowledge, and partly due to the relatively low level of knowledge the participants started from at the beginning of the experiment.

Table 2

Pre-test vs. Post-test T-test Results (Farahzad and Famil Khalili)

Parameter	TEI	TPI	Total
T-value	-13.5293109	-13.60787683	-15.79779493
P-value	1.00399E-12	8.87298E-13	3.49433E-14

Moreover, Table 2 depicts the results of the paired t-test between the results obtained for the translation protocols generated in the TEI and TPI sections of the pre-test and post-test, as well as the total score of the two tests. The assessments followed the TQA scale proposed by Farahzad and Famil Khalili, while the results again pointed to a significant growth of the participants over the course of the experiment, in terms of their total translation competence.

The second stage of the experiment included synchronic considerations within each test. Thus, it investigated whether or not the translation sub-competences being studied play equal roles in the formation and growth of translation competence as a whole, in order to establish a ranking of influence among the mentioned sub-competences. For this purpose, the study contrasted the instrumental results in the pre-test and post-test to the total scores calculated by Farahzad and Famil Khalili's TQA scale, and calculated the correlation coefficient between them using Pearson's formula. The aim for the mentioned comparison was to determine the higher degrees of which translation sub-competence(s) could culminate in higher levels of translation competence as a whole. Similarly, the experiment also compared the results of the post-test with the grades obtained from them by the assessment scale at the end of the course.

In order to make the comparison more tangible, the study calculated and utilized the deviation of each value from the related mean value, instead of the actual score. In this manner, it was easier to observe how superior (or inferior) each value had been, compared to the collective average, and also if a similar pattern of superiority (or inferiority) existed in the findings related to the participants' instrumental scores measured by Orozco's model, and the total scores obtained by the both measurement models. In other words, the study investigated whether or not the two scores mentioned above experienced similar highs or lows among the participants, which later fed into the analyses and interpretations regarding the hypotheses in this respect. The results are depicted in Tables 3 to 5.

Table 3
TEI vs. Total Scores Correlation Results

Test	Average Mean Deviation	T-value	Pearsons' Correlation Coefficient
Pre-test TEI	-0.04	-0.13313624	0.660350669*
Pre-test Total (Orozco)	2.49E-16		
Post-test TEI	-0.02	-0.05059374	0.731396495*
Post-test Total (Orozco)	7.11E-17		
Pre-test TEI	-0.04	-0.06651901	0.339200206
Pre-test Total (Farahzad and F mil Khalili)	-9.9E-16		
Post-test TEI	-0.02	-0.0267964	0.32799702
Post-test Total (Farahzad and Famil Khalili)	-1.6E-15		

* Correlation significant at the 0.05 level (2-tailed).

Table 3 illustrates the calculation of Pearson's correlation coefficient between the mean deviation of the TEI and total scores (as measured by Orozco's, as well as Farahzad and Famil Khalili's models) at the beginning and the end of the semester. While a significant correlation existed between the TEI scores obtained in the both pre-test and post-test of the experiment, and the total translation competence score measured by Orozco's model, the study did not obtain such a result between Farahzad and Famil Khalili's total score and the TEI scores. Thus, the experiment achieved no uniform conclusion as to correlation in this respect.

Table 4
TPI vs. Total Scores Correlation Results

Test	Average Mean Deviation	T-value	Pearsons' Correlation Coefficient
Pre-test TPI	-3.2E-16	-2E-15	0.706557*
Pre-test Total (Orozco)	2.49E-16		
Post-test TPI	1.42E-16	1.88E-16	0.728926*
Post-test Total (Orozco)	7.11E-17		
Pre-test TPI	-3.2E-16	1.08E-15	0.217453
Pre-test Total (Farahzad and Famil Khalili)	-9.9E-16		
Post-test TPI	1.42E-16	2.26E-15	0.288528
Post-test Total (Farahzad and Famil Khalili)	-1.6E-15		

* Correlation significant at the 0.05 level (2-tailed).

On the other hand, Table 4 presents the calculation of Pearson's correlation coefficient between total scores (as measured by Orozco's, and Farahzad and Famil Khalili's models) at the beginning and the end of the semester, and the mean deviation of the TPI. Again a significant correlation existed between the TEI scores obtained in the both pre-test and post-test of the experiment, and the total translation competence score measured by Orozco's model, while comparable results were absent between Farahzad and Famil Khalili's total score and the TEI scores. The study could thus obtain no uniform conclusion as to the correlation between the two parameters in question.

Table 5
TNI vs. Total Scores Correlation Results

Test	Average Mean Deviation	T-value	Pearsons' Correlation Coefficient
Pre-test TNI	-2.5E-16	-1.4E-15	0.446537
Pre-test Total (Orozco)	2.49E-16		
Post-test TNI	-7.1E-16	-2E-15	0.69443*
Post-test Total (Orozco)	7.11E-17		
Pre-test TNI	-2.5E-16	1.21E-15	0.132404
Pre-test Total (Farahzad and Famil Khalili)	-9.9E-16		
Post-test TNI	-7.1E-16	1.19E-15	0.420202
Post-test Total (Farahzad and Famil Khalili)	-1.6E-15		

* Correlation significant at the 0.05 level (2-tailed).

Furthermore, Table 5 depicts the calculation of Pearson's correlation coefficient between the mean deviation of the TNI and total scores (as measured by Orozco's, as well as Farahzad and Famil Khalili's models) at the beginning and the end of the semester. Here a significant correlation existed between the TEI scores obtained only in the post-test of the experiment, and the total translation competence score measured by Orozco's model, while the other three coefficients existed at insignificant levels. Thus, the research achieved no uniform conclusion as to the correlation pertinent in this respect either.

DISCUSSION

According to PACTE's definition of translation competence (PACTE, 2003), each of the mentioned indicators go hand-in-hand with one or more of the translation sub-competences. To begin with, the extra-linguistic sub-competence reveals itself in the translation errors indicator, meaning that this sub-competence is active in the translators' mind in order to prevent them from committing translation errors, through the comprehensive knowledge it provides about the environment where the relevant text has been produced and utilized. The targeted syllabus of the research addressed this sub-competence for promotion, and was in fact successful in promoting it over the course of experiment, as calculated by Orozco's translation errors instrument. Since the total translation competence has also grown evidently over the semester, the research concluded that the promotion of the extra-linguistic sub-competence resulted in a promoted total translation competence.

The next sub-competence the study considered was the knowledge about translation sub-competence, which feeds the translation notions indicator. The targeted syllabus of the experiment included materials to promote this sub-competence, which grew by the end of the semester, as measured by Orozco's translation notions instrument. Because the total translation competence of the participants had progressed after the semester, as verified by both Orozco's measuring model, and Farahzad and Famil Khalili's TQA scale, the author concluded that the promotion of the knowledge about translation sub-competence also led to a promoted total translation competence.

Furthermore, the strategic sub-competence manifests itself in the translation problems indicator, meaning that the sub-competence comes into operation in the translators' mind in order to enable them to resolve or sidestep translation problems, providing them with the required tricks and techniques. This sub-competence underwent treatment for promotion by the targeted syllabus, and in fact progressed over the course of experiment, as

calculated by Orozco's translation problems instrument. Since the experiment also observed the total translation competence to have grown over the semester, it concluded that the promotion of the strategic sub-competence resulted in a promoted total translation competence.

Finally, the psycho-physiological components pertaining to translation are effective in both the translation errors and problems indicators. That is, the mentioned components assist the translator's behavior for avoiding translation errors or solving translation problems. The targeted syllabus of the experiment included materials to promote this sub-competence, which had grown by the end of the semester, as measured by Orozco's translation errors and problems instruments. Because the total translation competence of the participants had progressed after the semester, as verified by both Orozco's measuring model, and Farahzad and Famil Khalili's TQA scale, the study concluded that the promotion of the psycho-physiological components pertaining to translation also led to a promoted total translation competence.

The first stage of the experiment also tested the detailed efficacy of Orozco's model for measuring translation sub-competences. Useful as it is for measuring translation competence, Orozco's model however was unable to provide accurate measurement of the translation sub-competences separately. For one thing, the sub-competences do relate with the translation competence indicators, yet the indicators failed to measure the extent and degree of this interrelation definitively. Moreover, the indicators interrelate with more than one sub-competence at times, which makes mathematical appraisal more difficult in this respect. Thus, Orozco's model remains effective and practical for measuring translation competence on a rather holistic basis.

The second stage of the experiment considered the results of the two tests synchronically, within each test separately, in order to investigate the ranking of influence among the sub-competences in making up the individual's translation competence as a whole. Through the comparison of the mean deviation of the participants' scores for each instrument with the total scores calculated by the two measuring models, the research looked for significant trends of coinciding highs or lows between the two parameters. Such coincidence could have pointed toward the existence of a significant correlation between the two, meaning that the indicator in question is influencing the formation and level of total translation competence in a significant manner.

As depicted in Tables 3 to 5, the study could observe no uniform and conclusive correlation for any of the three indicators of translation competence. Thus, the two measurement models proposed by Orozco, as well as Farahzad and Famil Khalili were unable to measure the impact of each of the translation sub-competences under study in constructing the total translation competence among the participants of the experiment. Since the mentioned models failed to measure the above impacts in a decisive and definitive manner, it therefore remained unresolved whether those translation sub-competences played equal roles within the total translation competence. In other words, the two methods failed to determine whether or not a ranking of influence existed among the sub-competences of translation, and if so, how the ranking was.

CONCLUSIONS

The efforts of scholars and practitioners of translation studies to define, instruct, assess and criticize translation revolve around the focal concept of translation competence. Therefore, achieving a better and more accurate understanding of the dynamics of this mental faculty can result in more comprehensive definitions, more effective instruction and syllabi, and more reliable assessments and criticisms. The multi-componential model of translation competence proposed by the PACTE Group (PACTE, 2003) is known as one of the most reliable definitions in this respect, and the present research therefore adopted it as the theoretical basis.

In conclusion, the research identified that the promotion of extra-linguistic sub-competence,

knowledge about translation sub-competence, strategic sub-competence, and the psycho-physiological components pertaining to translation could result in the promotion of the total translation competence. However, the study found Orozco's model of measuring translation competence (Orozco, 2000) to be unable to assess the mentioned four sub-competences of translation separately. Furthermore, the two measuring and assessment models proposed by Orozco, as well as Farahzad and Famil Khalili failed to obtain sufficient mathematical evidence regarding the correlation between the indicators of translation competence, and the total translation competence. It was thus impossible to determine whether or not these sub-competences of translation played equal roles in constructing total translation competence.

This research can suggest a number of concepts and issues for future experiments or studies. To begin with, this was a research and experiment conducted at a small scale, including a Participant Group of 25 being studied for a period of one semester. In order to achieve more comprehensive, wholesome and foolproof results, future researchers can replicate the same research at larger scales. For instance, they can study the participants for longer periods, or else investigate larger numbers of participants, even in more than one group, in the same manner.

Another opportunity for further research arises from the fact that the pivotal measuring model for translation competence adopted for this experiment (namely the one proposed by Orozco) failed to assess all the sub-competences considered in this work separately. Therefore, any attempts for developing more intricate and dexterous measuring models to achieve such assessments of all translation sub-competences will be extremely valuable for translator training programs, as well as translation quality assessment endeavors. Using such precise "measuring tools" on translation will hence enable training or quality assessment to be justifiable in terms of quantity, as well as the quality it now brandishes. In this manner, it will also become possible to diagnose weaknesses in individual's translation competence, and take corrective measures to resolve the shortcomings.

Moreover, the two measuring and assessment models employed for this research were unable to establish a meaningful correlation between any of the translation sub-competences (or even their three indicators) and the total translation competence. Therefore, it was impossible to achieve a ranking of influence among the sub-competences, or else determine whether they played equal roles in constructing the total translation competence or not. Hence, any research or experimental work on reaching a better understanding of the mentioned correlations or rankings will shed a precious light on the dynamics existing between the sub-competences of translation, within trainee and mature translators. Better understanding of the ranking of influence in this respect will be particularly crucial in prioritizing efforts on the more influential sub-competences, especially when conducting short courses and planning to promote translation competence as quickly as possible.

Finally, the targeted syllabus used by this experiment achieved satisfactory results in promoting translation competence among the participating trainee translators, yet there is always room for enhancement in any field. Another arena recommended for further research and excellence is designing and developing syllabi and training materials that elevate the trainees' competence and performance of translation in better, quicker or more efficient manner. As time and quality serve as the golden criteria for judging about training and education programs, inter alia, conducting research toward preparing a translator training syllabus that offers the best results in the shortest time frame will enjoy the appreciation of all syllabus designers and pedagogical planners active in this field.

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