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# DIFFERENCES IN TRANSLATION APPROACH BETWEEN TRANSLATION STUDENTS AND LANGUAGE TEACHING STUDENTS

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**ABSTRACT**

This paper investigates the differences in translation approach between translation students and language teaching students. In particular, it discusses differences in the way each group approaches translation and the effect of those approaches on the translation or the final product. Two groups of students from King Saud University in Saudi Arabia were recruited for the purposes of this paper, one group form the faculty of Languages and Translation and the other group from the Faculty of Education. This study applied qualitative and quantitative methods to answer the research questions raised. The findings concluded that there are differences in the way each group approaches translation. However, the observed approaches and patterns are not distinctive; they are shared by both groups in varying intensity. To attribute these differences in approaches to educational background requires further investigation.

Key words: SFL, Arabic Translation, Translators' Education, Translation Patterns, Translation Approach.

## Introduction

There are several professional situations in which bilingual translators and interpreters are needed for communication. The situations include, but not limited to, business settings, government departments, courts and hospitals in multilingual and multicultural societies. Saudi Arabia is a society in which translators and interpreters play an increasingly important role. However, despite the critical role of translators and interpreters in a range of contexts, government departments, justice agencies, hospitals, and other organizations often lack formal guidelines or standards for recruiting translators and interpreters. The recruitment of translators or interpreters is usually done simply by advertising the position with requirements simply stating that a fluent person(s) in two or more sets of languages is needed. It is not usually required for people to occupy these positions to have a formal education in translation or interpreting. In Saudi Arabia, there are many individuals working as translators who have received little formal education in the field. Some of them are without formal education in translation and they lack knowledge in translation theory. Some other interpreters or translators have earned a degree in TESOL or simply have earned a degree taught in English. It is even possible to get into the field of translation and interpreting by merely being bilingual. Against this background, this study commenced with the question of whether or not there are differences in translation approach between translators who are formally trained in the discipline of translation studies and those who are not.

**Main Questions and hypothesis**

The current study is designed to answer one main question of whether there are differences in translation approach between individuals who have received formal training in translation and those who have not. This study analyzes two sets of translations performed by two groups: one by students in the school of education and the other set by students in the school of translation at the King Saud University in Saudi Arabia. The study hypothesizes that the analysis of each set of translations may highlight some differences in translation approach between individuals who have received formal training in translation and those who have not, as each group will make translation choices based on their knowledge of and beliefs about translation. Thus, the analysis will be conducted with a view to answering the following specific questions:

1. Are there differences in translation approach between individuals who are trained under the discipline of Translation Studies (TS) and those who are trained under the discipline of Teaching English as Second Language (TESOL)?
2. If so, is there any significant impact of the educational background on the delivery of meaning of the source text?

**Data and methodology**

The data of this research was obtained from 10 students; 5 of the students represented the school of education, while the other 5 represented the school of translation. All students were recruited from King Saud University in Saudi Arabia and were in their final year of study. Certain recruitment steps were taken to recruit the two sample groups of students and the two evaluators to maintain satisfactory ethical standards as required by both King Saud University and The University of New South Wales. All participants gave their informed consent and agreed to participate after listening to an explanation of the research and its purposes. The evaluators, who were recruited to evaluate the translations of the students signed non-disclosure agreements to prevent them from disclosing information of any nature in regard to the research or students' participation, unless otherwise permitted. The analysis of the data concentrated on quantitative and systemic functional approaches to determine any differences in the translation approaches between the two groups and to distinguish patterns if there are any. The source text chosen for this study is an English text entitled Mark Rothko 1903-1970. It is a biography text that has a typical textual structure for such texts. That is, it introduces the subject of the text by giving information about the birth of Mark Rothko and proceeds along chronologically through the major happenings of Rothko's life. The text does produce potential difficulties for translators. One such difficulty is the way in which the text only implicitly refers to the major subject of the biography. Other difficulties include the overt and extensive referencing to dates, which would need to be formatted differently in the target language, and this difficulty would increase with the distinction between the grammar of the source and target languages. A unique coding system will be used to categorize data and to promote easy access and discussion.

**Literature Review**

**Systemic Functional Linguistics and Translation**

Systemic functional linguistics (SFL) views language as a type of social semiotic system (Witte, Harden and de Oliveira Harden). Michael Halliday is generally considered to be the founder of this understanding of language. According to systemic functional linguistics, language is an act of communication that involves the speaker making choices. These choices can be mapped on a system network, which represents the decisions made. This map represents the systemic aspects of this understanding of linguistics (Pawlak and Bielak).

The SFL approach to linguistics is functional because it views language as having evolved due to pressures for certain functions that a language system serves (Shiyab). This means that the functions the language serves leave a mark on the organization and structure of the language and its many levels. These are sometimes referred to as meta-functions (Krawutschke).

The twenty-first century has seen interest develop in the role of SFL in relation to translation studies (Cronin). In addition to a number of research papers in translation studies referring to SFL, a number of systemic functional linguists have become involved in translation studies (Ray).

An important aspect of SFL is its comprehensive nature, as it considers the entirety of language (Pawlak and Bielak). Each aspect of language is understood as being a part of the holistic understanding of language. This means that from the perspective of SFL, translation is viewed as having a focus at the macro level, which is contextual and concerned with ideology. On the micro level, socio-cultural factors influence the textual linguistic features (Shiyab).

According to functional linguistics theory, a given text is a piece of language that is in use (Pawlak and Bielak). It is considered to consist of meanings, which are appropriate in the context. The SFL view is that language is multidimensional, which means that it consists of meta-functions, instantiation, stratification, a system, and structures. Stratification involves language being understood as a semiotic system, which is complex. This means there are several levels of meaning, beginning with the phonetics and phonology involved in expression. They then moved to the lexicogrammar and semantics of content. The highest level is context (Witte, Harden and de Oliveira Harden).

Systemic functional theory can be applied to translation since the act of translation involves a process of meaning realization (Krawutschke). This realization involves making language choices. Systemic functional grammar is a way that grammatical lexical choices can be described. This system helps one understand how language can be used to create meaning, as two translations of a source text will almost never be identical. This is because lexicogrammar and semantic meaning choices are made that differ from one translator to the next. Different choices made regarding lexicogrammar can result in varied semantic meanings. These distinct semantic meanings are often associated with distinctive contexts with regard to culture and situation (Cronin).

**Language teaching education**

As stated in Chapter 1, the participants of this research are 10 final-year students; 5 are from the school of translation and 5 are from the school of language Education. Since each group has distinct qualities, particularly regarding education, it is important to identify the differences between the groups and their relevance in terms of the research questions. The following section provides a review of the nature of education for both groups with a focus on the differences and similarities.

Due to globalization, the need for language-teaching education has increased (Johnson and Golombek). The twenty-first century has seen an increasing level of connections between organizations, states, and nations, which has increased demand for individuals who are bilingual or multilingual. There are multiple uses for common languages in areas of science, media, technology, international relations, tourism, and trade (Bernaus). Some countries, such as China and Japan, have education policies that include at least one foreign language at both the secondary and primary school levels (Newby). There are other countries such as the Philippines, Malaysia, Singapore, and India, which use a second official language for their governing system. China has also recognized the increased importance of learning foreign languages, especially with regard to the English language (Burns and Richards).

Language teaching education can be delivered either in a general school setting or within a specialized language school (Bartels). There is a wide variety of methods for the teaching of languages. There are hierarchical concepts in teaching languages, which include technique, method, and approach. The approach consists of a set of correlated assumptions concerning the nature of the language being studied and language learning. However, it does not involve details or specific procedures to be used in the classroom. Many have suggested that approach should be used predominantly for second language acquisition theories (Long and Doughty).

There are three basic views regarding the technique of language teaching (Phipps and Borg). The first is a structural view, which sees language as a type of system, which is composed of structurally related elements that are used to code meaning (Davis). This is what makes up the grammar of the language. The second view is functional and understands the language as a vehicle that is used to accomplish a certain function or express ideas. The final view is an interactive one that sees language as a method for maintenance and creation of social relations. This approach focuses on the interactions, negotiation, acts, and patterns of movement involved in interactions in exchanges of conversation. This has been the dominant view since the 1980s (Chambers, Farr and O'Riordan).

The method for language learning consists of a plan that is used to present the language material (Johnson and Golombek). This plan is based on a particular type of approach. The foreign approach can be translated into a particular method; there must be an instructional system that has been designed to consider the objectives for the teaching and learning which is to occur (Bigelow and Tedick). This system must also consider the way in which the content will be organized and selected, as well as the types of language tasks that will be performed. It is important to take note of the roles of teachers and students. The technique is usually quite specific and concrete. It can be understood as a strategy to accomplish an immediate language-teaching objective. These techniques are derived out of the controlling method (Kumaravadivelu).

**Translation Education**

Like language-teaching education, translator education consists of a wide variety of approaches (Gile, Hansen and Nike). However, there are general professional objectives that define translation education. One of these objectives is an understanding of the discipline. Successful schools of translation education help students understand the problems and issues they may be called upon to consider in actual translation situations. Another important aspect of translator education is a familiarity and fluency regarding the symbol system and vocabulary used in the translation field. It is also important that the students understand the traditions of translation (Gile). Effective schools of translation will also instill in their students the importance of continuity of learning. This serves to ensure that the graduating students will continue to develop professionally and learn important skills after they have exited the program. A final program goal of translation schools is helping students become resourceful. This allows the students to use their intellectual sources to ensure they can successfully engage in a wide variety of professional work and projects. It should be noted that these goals are much broader than those of language-teaching education, which merely requires that students be able to fully understand the other language and explain its use to others ((Gambier and Van Doorslaer)).

There are a number of important standards and traditions in the field of translation that it is important for students to understand (Hung). For example, it is generally accepted among translators that individuals are better translators when they are interpreting from their second language into their primary language. This is because it is unusual for an individual who is learning a second language to be completely fluent in it. Within the profession of translation, it is considered standard procedure to translate from a second language into an individual's primary language.

Another important concept in the field of translation education is that a competent professional translator must not only be bilingual, but they must also be bicultural (Sofer). This is because the interpretation of language often involves cultural aspects, which are essential to providing a proper translation. Often there are spoken or written words that can have multiple meanings when changed from one language to another. However, an accurate translation will involve understanding which meaning is applicable due to the cultural situation. This involves an underlying understanding of both cultures. This is one reason that computer translations are often inaccurate (Rodrigo).

The profession of translation is not regulated like law or medicine; while there are translation organizations that offer accreditation, this type of verification is not legally binding. For this reason, many individuals who are bilingual, yet have no training in translation, will attempt the process commercially (Rodrigo). This can lead to inaccurate translations. If such translations are done for political or high-level business reasons, serious misunderstandings can result.

There are clear differences between the systemic and authorized educations of those trained in translating and those trained in language teaching. The most obvious differences are related to practicality and maintenance; translation students get more "hands-on" education compared to TESOL or languages students, who tend to learn more "about" the language and its technicalities. The following section highlights the various similarities and differences noted above.

**Comparison of Language and Translation Education**

**Similarities**

There are similarities between language-teaching (Davis) and translation education. One of these similarities is the types of schools teaching the information. Both translation and language teaching can be taught in general or specialized schools. When either of these topics is taught in a general school, it is usually done within a department that focuses on language (Gambier and Van Doorslaer). Both types of education involve a learning plan that is based on a particular type of approach. The approaches for both types of education are grounded in theory and historical practices. The translation and language teaching education programs are both taught in a wide variety of ways based on a number of factors, including the specific orientation of the instructors or the school (Kumaravadivelu).

Another similarity between translation education and language learning is that both involve the full understanding of a second language (Kumaravadivelu). Both types of education have the goal of helping students become completely fluent in a new language. This means the students must be able to speak, read and write in this new language. This involves an understanding of the underlying structure, grammar, and semantics used in the new language (Hung). Both types of education frequently involve interpreting texts or speeches in one language and repeating them in the second language.

**Differences**

There are a number of differences between translation and language-teaching education. Language-teaching education focuses only on helping the student understand a second language and transferring this knowledge to others (Bigelow and Tedick). Conversely, there is a vast number of additional considerations involved in translation education. Translation education aims to help the student understand the profession of translation. While this requires a thorough knowledge of the second language, this knowledge is not enough. This is similar to many other professions. For example, memorizing laws is not sufficient to make an individual a competent attorney. As another example, a thorough knowledge of biochemistry and medical facts is not sufficient to practice as a competent physician.

The successful translator must not only understand the second language, but the culture as well (Gambier and Van Doorslaer). In most languages there are many phrases and words that have multiple meanings. For these to be translated accurately the full context of the situation must be understood. This often involves a thorough understanding of the culture in which the writing or speech is being presented (Pym, Shlesinger and Jettmarova). Additionally, translators must be well versed in the profession of translating. This means they must understand the general profession and certain standards in the field. The importance of continuing education is part of any translation education, but may not be included in simply teaching a second language. This means that the education of the translator is more involved than that of simply teaching a second language. While the second language is essential to the active successful translation, a number of other skills must be learned in order for this process to be completed accurately.

When it comes to the education of the two groups, there are differences and similarities in education for the two groups; however, the differences are far more pronounced than the similarities, so the question of differences in approaches to translation is of great significance.

**Discussion of issues for both groups.**

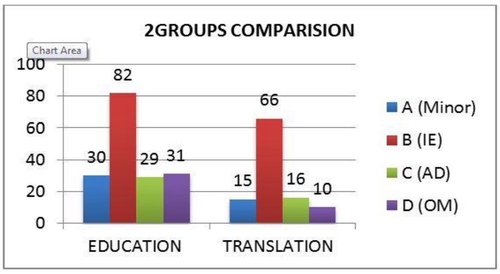


Figure 1 Two groups comparison

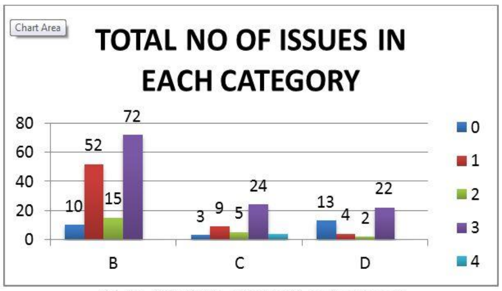


Figure 2 Total No of issues in each category

**Minor (a).**

As can be seen in Figure 1, both groups committed together 45 minor issues; 30 issues were committed by the education group and 15 issues were committed by the translation group. Those issues did not affect the transmission of meaning and can go unnoticed. They varied between phonetic issues and very minor grammatical issues. For example, issue 1-1-A1 is related to the pronunciation of the name of the character our translated text refers to. The name of the character is Mark Rothko (مارك روثكو) /mɑrk rɒθkɔ:/. Most of the phonetic issues lay in the name / rɒθkɔ:/, especially with the two sounds /θ/ and /k/. All issues related to a section translated either as (روتخو)/rɒtxɔ:/ or as (روسكو) /rɒskɔ:/.

| No | Clauses | Translation | Back translation | Comments |
|---|---|---|---|---|
| 1-1 | Mark Rothko was born Marcus Rothkowitz on September 25,1903, in Dvinsik, Russia | ولد مارك روتخو باسم ماركوس روتخويتز في الخامس والعشرين من سبتمبر عام 1903في مدينة ديفينسك التي تقع في روسيا | Mark Rottko was born with the name Marcus Rottkowitz on the 25th of September in the year of 1903 in Dvinsik which is located in Russia | The name is written phonetically wrong (a) |

**Table 1- Minor issue (1-1-A1)**

**Idiomatic expression (b).**

Figure 1 shows that both groups committed together 149 issues related to this category; 83 issues were committed by education students and 66 were committed by translation students. The issues varied between process issues with 52 issues like 45-17-A3, Participant issues with 15 issues like 198-5-B3 and Circumstance 72 issues like 32-4-A3.

| | | | | |
|---|---|---|---|---|
| 45-17 | Rothko took his own life February 25, 1970, in his New York studio. | وبدا حياته في فبراير 25, عام 1970 بأستوديو بمدينة نيويورك | He started his life in February 25 In the year of 1970 in a studio in New York city. | Major error – idiomatic expression (b.1) |

**Table 2- Process issue (45-17-A3)**

| | | | | |
|---|---|---|---|---|
| 198-5 | ..simple flat shapes, and imagery inspired by primitive art. | اشكال سطحية بسيطة و التماثيل المستلهمة من الفن البدائي | Simple flat shapes and statues inspired by primitive art. | Major error participant issue "statue" (b.2) |

**Table 3- Participant issue (198-5-B3)**

| | | | | |
|---|---|---|---|---|
| 32-4 | He participated in his first group exhibition at the Opportunity Galleries, New York, in 1928. | كما شارك في اول مجموعة طلابية استكشافية لمعارض الفنون بمدينه نيويورك عام 1928 | He also participated in 1928 in the first students' exploration group to Art exhibitions. | Major error- circumstance (b.3) |

**Table 4- Circumstance issues (32-4-A3)**

What distinguishes this category is that it contains all the major meaning changing and altering issues. For example, in issue 45-17-A3 the translator translated the verb (process) wrongly, since the literal meaning of this verb in Arabic is very different than its meaning in English, especially in this position. To judge an issue to belongs to this category reveals a lot about the approach translators take while transmitting information.

**Addition (c).**

Figure 1 shows that both groups committed together 45 addition issues, varying between 3 minor addition issues and 4 process addition issues like 66-9-A5, 6 participant addition issues like 139-7-B1, 24 circumstance addition issues like 131-14-A and 4 modifier addition issues like 218-7-B5. In this category a minor issue means there has been no change in the functional meaning by adding constituents to the translated sentence.

| | | | | |
|---|---|---|---|---|
| 66-9 | He executed easel paintings for the WPA Federal Art Project from 1936 to 1937. | ولقد نقد بعض رسوماته وأهداها لمشروع الفن الفيدرالي من عام 1936 الى عام 1937 | And he had criticized some of his paintings and dedicated them to the Federal Art Project from the year 1936 to the year 1937. | Major error process addition(b.1) Process wrongly presented (c.1) |

**Table 5- Process issue (66-9-A5)**

| | | | | |
|---|---|---|---|---|
| 139-7 | …Simple flat shapes, and imaginary inspired by primitive art | الأشكال المسطحة البسيطة كما تأثر في رسمها بالفن البدائي | … simple flat shapes (missing) as he got inspired by primitive art | (c.2) (Participant) (he) |

**Table 6- Participant issue (139-7-B1)**

| | | | | |
|---|---|---|---|---|
| 131-14 | Rothko took his own life February 25, 1970, in his New York studio. | توفى روسكو عام 1970 عن حوالي 66 عام في نيويورك | Rosco died in the year 1970 around the age of 66 in New York. | Major error idiomatic expression (b.1) and addition of propositional phrase (c.3) |

**Table 7- Circumstance issue (131-14-A5)**

| | | | | |
|---|---|---|---|---|
| 218-7 | In 1947 and 1949, Rothko taught at the California School of Fine Arts, San Francisco, where Clyfford Still was a fellow instructor. | وفي عام 1947 الى عام 1949 قام روسكو بالتدريس في مدرسة الفن الراقي في كاليفورنيا بسان فرانسيسكو وكان يوجد بها العديد من الطلاب مثل كليفورد ستيل الذي يعتبر من اشهر فناني الجيل | In the year 1947 and 1949 Rosco taught at at the California School of Fine Arts, San Francisco, where there was many students like Clyfford Still who was one of the famous artists in that generation. | Major error – addition of post modifier "where there was many students" (c.4) |

**Table 8- Modifier issue (218-7-B5)**

**Omission (d).**

As shown in Figure 1, our two groups committed together 41 omission issues. The issues varied between 13 total omission issues like 76-18-A5. They committed for example 4 process issues like 162-9-B3, 2 participant issues like 43-15-A3 and 22 circumstance addition issues like 23-8-A2. What distinguishes this category form the others is the fact that it is the category with the least issues in it. This reveals a lot about the translation approach of our translators. Generally speaking, as per the systemic analysis, the translation students group has less propensity to commit issues than our education group.

| | | | | |
|---|---|---|---|---|
| 76-18 | … and in 1964 accepted a mural commission for an interdenominational chapel in Houston. | (مفقودة) | (Missing) | Major errors (d) |

**Table 9- Omission issue (76-18-A5)**

| | | | | |
|---|---|---|---|---|
| 162-9 | By mid-decade, his work incorporated Surrealist techniques and images. | وفي اوساط عقوده عمل بتفنن اسلوب حديث في التصويرية | In his mid-decades he worked stylistically with a modern visionary technique. | the mid-decade not Rothko's mid-decades and omission of process "incorporated" (d.1) |

**Table 10- Process issue (162-9-B3)**

| | | | | |
|---|---|---|---|---|
| 43-15 | The Museum of Modern Art, New York, gave Rothko an important solo exhibition in 1961. | اعطى روثكو انفراد تام وهام عام 1961 | Rothko had been given an important and total solo in 1961. | missing (d.2) the name of the museum and exhibition |

**Table 11- Participant issue (43-15-A3)**

| | | | | |
|---|---|---|---|---|
| 23-8 | Peggy Guggenheim gave Rothko a solo show at Art of This Century in New York in 1945. | وقد اعطى بيجي جوجينهام روثكو صالة عرض فنية بنيويورك عام 1945 | Peggy Guggenheim(he) had given Rothko a show gallery in New York in 1945 | 1- Gender issue (b.2)<br>2- Deletion. Instead of saying that Rothko had been given a solo show at a place, he said he was given a "show gallery" deleting "Solo" and the name of the Gallery. (d.3) |

**Table 12- Circumstance issue (23-8-A2)**

**Distinctive translation patterns and features.**

Based on the functional systemic analysis conducted on the samples of our two groups, we identified some features and patterns in the way both groups approach translation and transmit information through translation. Some of those features and patterns apply exclusively to one group rather than the other and some of are more pronounced in one group than the other.

**Pattern 1:** The first evident pattern that will be discussed here is the pattern of translating the pronunciation of a name. Referring to the discussion on minor issues, we stated that our two groups committed issues with the name of the character in the translated text. Those issues related to transferring the correct pronunciation of his name into Arabic. It is suggested that such name pronunciation issues are common when it comes to translation due to the differences in the phonetic systems of different languages (Krasovec). Moreover, it is suggested that since some languages have many different dialects which promote different pronunciations of names sometimes pronounced the same, this issue arises frequently, as sometimes translators find it permissible to change the pronunciation and sometimes they find themselves obliged to stick with the pronunciation in the standard dialect regardless of the change in the pronunciation over time (Krasovec). This is exactly the case with Arabic. Arabic has many different dialects, which promote different pronunciations of the name of the character in the translated text; however, when it comes to translation it is conventional to translate taking into consideration the formalities and pronunciation rules of standard Arabic. It is evident that the group of translation students adhered more to the rule of translating names using standard Arabic pronunciation, as they committed fewer issues in that category than students from the education group.

**Pattern 2:** The second pattern discussed here is in relation to the category of idiomatic expression. This category comprises the highest number of issues, as can be seen in Figure 1. The translation group committed 66 issues and the education students committed 82 issues. Notably, even though there are direct equivalences, especially for process, which are usually direct and subjective-less (Pym), education students were less able to employ them in their translations. In most cases they put whatever process suited their understanding and added explanatory sentences that explained the process in order to obtain the explicit meaning. This led them to commit process and addition issues with other constituents, such as participant and circumstance. This pattern was found in the translation of our both groups; however, translation students had fewer instances of this pattern than education students.

**Pattern 3:** The third pattern also relates to the previous category. In the quantitative data for both groups there are 45 addition issues, 24 of which are circumstance addition issues. The quantitative data support the previous point, despite the fact that it is a feature of the constituent of circumstance to illuminate the constituent of process and locate it in time and place (Butt, 2009). In most of the issues related to circumstance addition, we can find issues related to process, which we can then formulate in the following way. Whenever we find a process issue we are more likely to find a circumstance issue affected by process. Such pattern is more evident within education group, which scored higher in this category than the translation group.

**Pattern 4:** The fourth pattern relates to proper names. The pattern was identified in the translations of both groups that, in most cases, when proper names, which are names of persons or places, fall in the category of circumstance, students from both groups tended to break down the name and not translate it as a whole name. This gave them more addition and circumstance issues in general. However, translation students committed fewer issues of that kind since as shown in Figure 1, they committed fewer circumstance issues.

**Pattern 5:** It was evident from the data (Figure 2) that both groups took great care in translating one of the translated sentence components; participant. The category of participant made up the least issues from the issues, second to (modifier) issues; however, since all modifier issues are addition issues, we can claim that this is the category in which we have the least issues. As stated, the pattern derived from this is that both groups translate a sentence by first locating the participant and then proceeding with other meaning-making constituents in the sentence. This pattern can be seen more clearly in the translations of the education students, as they committed more issues in the participant category. This assumption is supported by both research and literature. It is suggested that when translators translate they differ in the way they approach the basic unit of translation, which is the sentence; however, translators should first locate the subject - the person or thing that performs the action in the sentence, and wrap all other experiences around him/it (Yusuf). Functionally speaking, in Arabic and English the subject (or the actor, agent, doer) and many other constituents that come under participant are all “names” that either act in the sentence or “action” is done to them. So, to determine what process to attach to what participant, the translator needs to know first the participant that is usually responsible for bringing about the unfolding of the process (Bardi), and then attach it to the right process.

**Pattern 6:** Both of our groups feel comfortable when dealing with the text. Based on the number of idiomatic expression issues omission and addition issues, we can assume that our students find it permissible and easy to change, add and omit wherever they believe it is necessary, regardless of what the genre and register require. We can see from our data that there has been a deletion of very vital information from some of the translations. The students took risks and deleted that information. Deletion and addition must be done with great care, as they can have a big impact in terms of culture and direction (Pym). However, students from the translation group were less inclined to commit such issues, as they scored overall fewer issues of those kinds than the education students.

**Pattern 7:** Drawing on Patterns 3 and 6, it can be seen from the data that some meaning-making constituents are higher risk than others. For example, in Figure 2 we can tell that the category of circumstance is a high-risk category and that participants tend to take risks with that category or that part of meaning more than would they with other constituents of the translated sentence. The two groups of students are willing to take more risks with some meaning-making functions than with other meaning-making constituents. However, this pattern is more evident with the education students since they committed more circumstance issues.

**Pattern 8:** It is evident from our data that both groups have certain preferences regarding translation. When confronted with an idea to transfer, they would rather add to that idea than to delete from it. However, the small number of omission issues did not mean that the omission issues committed were minor; on the contrary, some were very major and serious, especially for the education students.

**Pattern 9:** To justify the variation in the number of issues between the two groups, we will discuss education and in particular education in the ethics of translation. Ethics is one of the biggest issues that professional translators are concerned with (Pym) and that “codes of ethics” in translation are written to control and guide translation as a profession (Pym). It is also suggested that translators or teachers of translation are obliged to let their students feel “ethical” and responsible for their translations (Schäffner). While some of the issues committed in the translations of the two groups may relate to ethics, this aspect requires further investigation and is beyond the scope of this study. Suffice to say, it appears that the translation students were more adherent to ethical principles of translation, as they committed fewer issues in every category, both systemically and quantitatively.

**Conclusion**

Based on the patterns discussed above, it can be concluded that there are marked differences between the two groups in terms of their translation approaches. While the two groups are not totally different, some approaches are more prominent in the translations of the education group and some are more evident in translations of the translation group. At this stage, such differences could not be attributed wholly to education alone; however, the only variable between the two groups is education. Further investigation is needed to obtain more persuasive findings regarding the interaction between education and different approaches to translation.

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