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CONVERTING GRAMMAR TRANSLATION METHOD (GTM) TO TRANSLATION TEACHING METHOD (TTM) EXERCISING CAL BOOK MODERN STANDARD ARABIC: A PRACTICAL INNOVATIC APPROACH

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ABSTRACT

The current paper deals with a method applied to teach the students translation and interpretation through an online Quadric- lingual Arabic book (English-German-Urdu- Persian) 'Modern Standard Arabic'. The book is basically for Arabic language designed with latest new CAL (computer assisted learning) tools. A team of Translation Teachers (Arabic-English) in the Department of Translation& Interpretation collectively applied method to teach Arabic grammar practicing four language skills, converting GTM to teaching translation and Interpretation (from Arabic into English). The objectives of the study are to find out to what extent a CAL book can

be used for Teaching Translation & Interpretation finding out the positive and passive results of this method.

1-Introduction

As the Lord declares, "The Most Gracious, who created man, taught him speech." Lord's strength and love were manifested in the first human. According to the Lord teaching is Divine Profession. He told all the spiritual beings (angels and jins) to bow in front of him and accept the human's dominance over them. The term "Pen" has been utilised by God as a teaching instrument, help, and explanation technique.With the passage of time, humans began to employ God gifted cognitive abilities and adopted new educational methods, approaches, and instruments.

Today is a time of technological advancement, particularly in the field of education. Scholars, without a doubt, adopted a variety of practical approaches for improving education and better understanding according to the level and preferences of students, but the space for improvement and new innovations is constantly open and extended.

GTM is the oldest technique of language education, and it has a lot of positive aspects as well as some drawbacks, but it is still the greatest approach for teaching religious and literary texts.

Teaching is a difficult job whereas teaching translation is a challenge for language teachers as it deals with the faithful transfer of a text in another language that involves the study of all linguistic sciences. Educators and scholars have used a variety of CAT approaches to help learners and teachers, but the case of Teaching Translation is unique.

1-A HISTORICAL PERSPECTIVE ON TEACHING AND TEACHING METHOD

The Lord Himself is the first teacher, hence teaching is a sacred profession. In the Quran, he stated:

(He is the one who has taught the Qur'an.) He created man and taught him how to speak (and intelligence). (Quran: 2-3:55, Yousaf Ali)

In chapter the Pen, the Lord of Humanity not only mentioned the teaching, but He also narrated the teaching assistance in detail. (al-Alqalam):

(Nun.) By the Pen and the (Record) that (men) write, (Quran: 1:68, Yousaf Ali)

The Lord mentioned the use of 'Pen' as a teaching tool in chapter the Clot (al-Alaq):

(He who taught you how to use a pen, -)(Quran: 4: 96, Yousaf Ali)

Since the beginning of recorded history the intellectuals and educationists have been utilizing all of their skills to use in improving teaching profession.They used unique and creative ways and tools duringteaching a wide range of texts and sciences.

Since the 16th century, when the Grammar Translation Method first appeared, theteaching process passed through innovative experiments(SayukiMachida 2008: 141).After 19th century a number of innovative methods in the field of education and teaching were practiced for keeping pace with the fast growing technology. The scholars evaluated the shortcomings of GTM due to

these shortcomings translation was condemned in the teaching system and consequently, went out from the field. The pedagogues then used a variety of effective techniques

The innovation in approaches is the latest in a long line of pedagogical methods and teaching tools cannot be ignored which, further become a science of "innovatics" that, as Elena G. Tareva (2013:327) points out, fall under the broad term "Humanitarian Innovation." Scholars such as A.A. Kazantseva, T.K.Klimenko, E. A. Malyenov, A.A. Ponukalin, T.F.Berestove, and Elina.G.Tereva mentioned a variety of types of innovatics, such as "pedagogical Innovatics, Social Innovatics, Sociocultural Innovatics, and Lingo-didactical Innovations." (Elena G. Tareva2013:327).

The scholars and researchers discussed pedagogical innovation, teaching methodologies, and audiovisual aids, with a focus on pedagogical innovation. Elena G. Jareva (2005) said "This can be regarded as the theory of the invention of educational innovations, their assessment, acquisition, and use by the pedagogical community of Pedagogical Innovatics". (Ibid: p.328). As Elena G. said that it strives to improve the education system, its process, and its outcomes through the use of innovative methods, new concepts, new curricula, techniques, tools, new textbooks and methods of education and training.All of these are examples of instructional innovation (Ibid: p.328). As a continuation of innovations, the current paper proposes the usage of a bilingual grammar book for translation and interpretation.

Through this method teacher tried to cope with the challenges presented by the Cognitive Model as mentioned by BrainJames Baer and Geoffrey S.Koby(2003: ix) thatare;

- "How to communicate procedural knowledge (conceptual understanding), as well as declarative knowledge (facts, rules) which are generally referred to as knowledge and information, respectively.
- How to make teaching more successful and learners more resourceful and flexible by involving higher-level cognitive processing.
- How to encourage professional conduct and the development of the student's self –image as a translator.
- How to promote the development of the translator's self-image and professional behavior.

Koby and Baer suggested that the best and appropriate method for teaching translation technology isTask-Based- Instruction(TBI) because "It enhances student engagement, simulates real-life scenarios, activates higher-level cognitive thinking, and addresses a number of useful TBI competencies in the translation classroom," (Brain James Baer and Geoffrey S.Koby: 2003: xiii).

Using the prescribed book and applying the methodology the students addicted to self-learning hand writing along with learning English-Arabic typing which considered the essential parts of a bilingual translator. The method applied in a way that covered many aspects of teaching and learning translation as those aspects are pointed out by Brain & Geoffrey that "a responsible translation studies programme should transmit knowledge of the fundamental principles in fields such as terminology management and software localization, in addition to teaching technology skills." (2003: x).

2.**"Modern Standard Arabic"(CAL book).**

2.1. Introduction of the book:

Modern Standard Arabic is a four-language online book that includes Arabic, German, English, and Urdu. Professor Echehard Schulz of Leipzig collaborated with Sebastian Maisel on an Arabic-German translation. Dr. InamulHaq Ghazi has translated the book into Urdu, and MsMunnazaKhanum has translated it into Persian.

It is primarily structured and created for the teaching of Modern Standard Arabic, which includes grammatical principles, listening, speaking, reading, and writing skills, as well as English translations of vocabulary and sentences. Each major Arabic text is preceded by a blue-colored list of vocabulary with English translation, animation and sound.

2.2. Salient Features of the Book

The book includes 24 lessons and three rigorous reviews that include hearing, speaking, reading, and writing skills in Standard Arabic as well as four important Arabic dialects: 1-Iraq/Gulf/Arabian Peninsula, 2-Syria/Lebanon/Palestine, and 3-Egypt, 4- Morocco.

Cultural backgrounds, historical facts, usage-based, realistic grammar, varied communication situations, vocabulary by frequency, and a written test at the end of each session are all included in the book.[1]

The book's vocabulary and grammar are organized based on communicative needs found in texts about religion, society, politics, culture, science, and sports, using Arabic linguistic terminology.There are recurrent exercises to master numerous communicative situations such as greetings, whishes, feelings, addresses, apologies, introductions, proverbs, and stereotypical words for the objective of achieving communicative and cultural competency.

The author took a novel technique by introducing all essential Arabic dialects in each session and recording the primary text in MSA and four major Arabic dialects so that students could begin speaking Arabic dialects.

According to the author, a learner will reach level A2 after reading the first 12 lessons and level B1-B2 after reading the remaining 24 lessons, as defined by the Common European Framework of Reference for Languages (CEFR).According to the American Council on Teaching Foreign Languages' rating scale, this is equivalent to Novice High and Intermediate Mid-Level (ACTFL).

It includes an answer key for those exercises with only one right answer[2]. Some exercises are self-answered because the answer is hidden and appears in colour when the cursor is moved over it. Audios have been inserted in all of the vocabulary, sentences, and texts in blue. Writing activities, homework, audio files, and unique computer-based drills are all represented by symbols.

There are 24 lessons in the book. The book was divided into two parts by the team. For the First Term, the first section begins with Lesson 1 and ends with Lesson 12. Under the Course Codes: TI(A)-101, TI(A)-102, TI(A)-103, TI(A)-104, each lesson is provisionally divided into four sections denoting four subjects:1- Grammar,2 - Listening Skill &Speaking Skill, 3-Reading Skill,4- Writing Skill.Second Term Provisional has been designated for the second part, which

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[1] -http://www.modern-standard-arabic.com/en/textbook.php
[2] -http://www.modern-standard-arabic.com/en/textbook.php

begins with lesson 13 and ends with lesson 24, designating four subjects: TI(A)-108, TI(A)-109, TI(A)-110, TI(A)-111 are the course codes for Grammar -2, Listening & Speaking Skill-2, Reading Skill-2, and Writing Skill-2.

3. Turning GTM ((Teaching Method for Grammar) to TTM (Translation Teaching Method)

3.1. Teaching Method for Grammar

Grammar Translation Method was used to teach the classical languages. But, later on it was adopted for teaching all languages. The study Using Grammar Translation Method (GTM) to convert it into Teaching Translation Method(TTM). It becomes much difficult when the class consists of students vary in language levels.Bilingual (Arabic-English) book for teaching translation and interpretation is, no doubt, a debut and innovative.

The team practiced the book for the purpose of Arabic language teaching is leading to teaching translation and interpretation to the students of BS Translation & Interpretation[3].For solving various problems, the teacher's team arranged meetings and sessions of discussions to find out the merits and demerits and solve the problems faced by the students and teachers. The guidingsessions were led by the authorof the article.[4]

3.2. Principles andMethodology Adopted for Teaching:

The following ideas, methodologies and instructional techniques were used to use the book for the purposes of translation and interpretation as well as learning Arabic language:

1. For better comprehension of the lesson and proper application of the acquired vocabulary in translation and interpretation, the class teacher advised the students to memorize Arabic vocabulary with English translation the day before.
2. After explaining the grammar rules to the students, the teacher recommended them to memorize all of them. The teacher used to confirm the memorizing task as a feedback activity to determine the pupils' comprehension level.
3. At the beginning of each session, the teacher asked some questions as feedback on the previous lesson for no more than 15 minutes, although homework checking is at the convenience of the teachers.
4. The teacher communicated the grammatical rules, and the students used their cognition to do the activities that fell within those rules, utilizing their memorized knowledge of rules. The majority of the tasks were self-answered, as the answer appeared in colored text when you clicked on the space in front of the activity. The teacher assisted and led the students in completing all of the grammatical rules activities.

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5. Students were instructed and prompted to complete all oral or audio exercises in class by loudly repeating the computer-generated sounds loudly. The teacher corrected their pronunciation errors and assisted them in pronouncing Arabic terms and their English translations correctly.

6. The teacher carefully observed the listening activity and guided the students to listen closely and repeat both the Arabic and the translation. The students were then given the task of interpreting what they had carefully listened to and repeated at least five times.

7. The vocabulary list includes multiple definitions for each term, as well as a comprehensive glossary at the end of each session. The teacher guided the students to choose the English meanings of Arabic terms based on their own comprehension and cognitive process; if they were unable to do so, they might seek help from their classmates and the teacher.

8. Reading, memorizing, and translating all of the new Arabic terms and their English translations were assigned as homework. The teacher acted as a mediator, inciter, and guide in this situation.

9. In reading comprehension, students focused on reading the text correctly, recognizing the words, and then memorizing their translations.

10. Students were urged to use pocket size dictionaries such as Al-Mawrid and HansWeir, as well as electronic dictionaries, at this stage of learning.

11. Students completed all computer-assisted activities, while the teacher explained the questions and their translations if they were not included in the vocabulary list.

12. Every action was graded, and the teacher urged the students to get all of the points by completing the activities correctly on time.

13. The teacher formed a pair of strong and weak students to assist each other in understanding the lesson, correcting speaking and recalling or memorizing the words' meanings, and providing appropriate interpretation and translation.

14. Students were asked to listen at home to the "audio" file 10 to 20 times, then repeat it, and accurately translate and comprehend it

15. The students were directed to write the computer-assisted activities in the book as well as in their homework folder. They brought their folder to class for correction.

16. All of the harder and non-computer assisted problems were done as a group task in class, with the teacher acting as a guide and initiator throughout.

17.All group exercises were given a time constraint, with time allotted for listening to Arabic text, speaking the same text, and finally translating and interpreting.

18. The students were guided to email the teacher the completed exercises. The teacher's job is to take down a comment, point out the flaws, and send back the assigned word with positive compliments for being on time with the assignment submission.

19. The teacher used to exercise the exams given in the book at the end of each class, or sometimes two lessons, to assess the students' understanding level.

20. To increase students' intrinsic motivation, each activity was assigned a defined number of points, with out-of-class tasks such as listening, speaking, reading, and writing receiving 20 points out of a possible 40. (Arabic- English). The concerned teacher entered the scores into a formatted perform to calculate the total score for all activities.

21. In this type of teaching, two teachers are assigned to all four disciplines and have complete coordination over the lectures, student feedback, shortcomings or flaws, and solutions.

3.2. Analysis of Translational, Interpretational Techniquesand Gains:

a) Description: The book contains a rich data for language learning embedded in the latest audio, color and unique computer techniques that can be used for translation&interpretation.Every lesson in the E-book consists the followings:

- Arabic grammatical ruleswith applied sentences,
- grammatical terminologies with English translation along with embedded audios which sound on clicking,
- one text lesson with audios and bilingual vocabulary with audios that sound on clicking,
- one dialogue with audio in MSA and four other Arab dialects (Syrian, Moroccan, Iraqi and Egyptian) along with bilingual vocabulary with audio voice that sounds on clicking the word,
- Questioning sentences Arabic and English.

b)Analysis T & I Learning: An analysis of one lesson from Chapter 5 is presented below to know   the extent of translational and interpretational learning and the of competencies achieved in result of the class activities during the practice:

c) Linguistic Data: One lesson contains the following linguistic data:

Types of data	Single Language Learning	Total Learning
Grammatical bilingual (Arabic-English) terminologies with audio voice	24 terms	24 SL+24TL=48 total
Bilingual Vocabulary (Arabic-English) of one lessonwith	63 words	63 SL+63 TL=126 total

audio voices (text and dialogue)		
Sentences: small and long, in one lesson	24	24 SL+24TL=84 total
Names of Days	7	7 SL+7TL=14 total
Names of Countries	13	13 SL + 13 TL= 26 total
Verbs	19	19 SL+19TL=38 total

d) Teaching Techniques:

1. Self-Responsibility: students were motivated for various kinds of self-responsibilities prior to the class room activities such as;

- to memorize the vocabulary of every lesson,
- listen the lesson thrice or as much as possible to comprehend the theme
- and finally translate the Arabic text into English.

2. Classroom Techniques:

- **Step One**: Vocabulary Refreshing: The students were directed to:
- o listen the vocabulary carefully starting from ten words with an increase of five words so on;
- o repeat them loudly ;
- o then translate them into English.
- **Step Two**: Sentence Refreshing: after vocabulary refreshing technique, the students were once again directed to:
- o listen actively the text in breaks starting from one minute till 3 minutes;
- o then repeat the Sentences preserved by the short term memory of the students:
- o With selecting quickly the equivalent meaning from the Bilingual Memory Bank.
- **Step Three**:Note- taking Exercise: after the previous rigorous listening and cognitive exercises, the students were directed to:
- o 'Take notes' according to the principles of "Note Taking in Interpretation".
- o Thenafter oneminute or more as convenient, the students were directed to use their Linking Cognitive Abilities and with the help of their 'Note-taken Words' interpret the text consecutively.
- **Step Four:** after this tiresome activity the students were given a break of 15 minutes to become fresh for the toughest activity and that is SimultaneousInterpreting. This is the last activity of the text lesson or dialogue but due to its nature little emphasis was given to this activity.

4. **Findings:**

The usage of an online bilingual language book for teaching Arabic as well as translation and interpretation is a relatively new trend or practice.During the new kind of practice, the following good points were observed:

- This practice helped the students in building confidence to learn a language along with translating and interpreting to another language.
- It enhanced the bilingual speaking fluency of the students.
- It enhanced the active listening skill of the students which is an essential part of language learning and a crucial part of interpretation activity.
- It helped the students in enhancing their bilingual reading skill.
- It enhanced the bilingual writing skill of the students.
- It provided an adequate practice of learning English-Arabic typing.
- It acquainted the students with emailing their works to the tutor.
- • It resulted in bilingual grammatical comprehension.
- It enhanced bilingual vocabulary building.
- Answering multi-choice questions in both English and Arabic .
- The students observed the mysteries of Computer-assisted Arabic language study and teaching, as well as translation and interpretation into English.
- The use of a computer lab for several purposes, including Arabic and English teaching , translation and interpretation, and vice versa.
- • Successful practice of teaching both declarative and procedural information (facts, rules).
- Providing the students sufficient time to think aloud, solve the question, answer bilingually, then self-assessing by checking their computer-aided answers.
- Using different colors sounds and symbols for various grammatical, translational entities.
- Creating the interest of students by various kinds ofaudio, junks, dialectal techniques.
- A new way to cope with the new translational, interpretational and language learning challenges faced by the teachers and students.
- **In a period of 1 day, daily two hours, the students learnt; translated & interpreted a good** number of:
    - Grammatical Terminologies (monolingual:24 bilingual:84),
    - Vocabulary (monolingual: 63 bilingual:126),
    - Sentences (monolingual:24 bilingual: 48),
    - Country names (monolingual:13 bilingual: 26)
    - Verbs (monolingual:19bilingual: 38).

5. Conclusion:

As human nature changes with the passage of time, every innovation, according to the science of innovatics and the philosophy of human innovation, attracts the attention of spectators. The most sacred and significant vocation as a teacher is the player of minds, and innovation in teaching is a crucial element of that sacred and important profession. In all fields of education and pedagogy, computer-assisted teaching, tools, and resources have brought about a remarkable and astounding evolution. It provided the students a chance to use their own cognition, practice their own style in aneasy way with their own taste of answering, interpreting, translating, writing and emailing. The method coped with so many new challenges faced by the students and teachers of translation & interpretation.

We came to the conclusion that computer-aided and online resources may be easily used for language teaching, as well as translation and interpretation into a target language, as a result of

this creative technique. Both translation and interpretation are highly skilled and mentally demanding jobs. Both require a high level of bilingualism.

Interpretation necessitates the use of specialized laboratories, but our experience with the "Modern Standard Arabic Online Book" in a computer lab has shown that if teachers are properly trained, they can easily use online bilingual resources in a computer lab for teaching translation and interpretation as well as for their practical activities.

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