An Integrated Approach to Develop Media Translation among Faculty of Specific Education, Media Department Students

Submitted by

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Abstract

Different approaches to translate political news are covered in methodology research moving from translation at the text level to translation at macro or discourse level (text in context). Translation as communicative approach can be reflected in critical discourse analysis (CDA) which reveals hidden ideologies in the text. The researcher suggested Fairclough's model, affiliated to CDA, to translate political news in order to reveal the hidden arguments and elements of power in the news at discourse level. Toulmin's model is also integrated with Fairclough's model to reveal elements of argument in the news at text level. This quasi-experimental design was conducted on 20 students of Media at the Faculty of Specific Education to be trained on revealing the elements of power in the source text and how the author used certain linguistic elements that revealed his ideology. This integrated approach (Fairclough and Toulmin) was also used to translate media texts. The post test results of this quasi-experimental study showed the efficiency of the integrated approach to shift the students' translation from literal based form to argument based form in the target language context.

Keywords: Translation approaches-Political news- Fairclough's model of critical discourse analysis- Toulmin's model of argument

Introduction

Blommaert (2005) defines discourse as communicative action-spoken or written- in the medium of language. It is a text in context. Thus , its analysis moves from its narrow analysis at micro level (Halliday& Matthiessen,2004): lexical devices (reiteration, collocation, repetition, reference, substitution, ellipsis, conjunctions) ; synthetic patterns (simple, compound, assertive, exclaim, quest, active, passive ,nominal and verbal) and stylistic devices(descriptive, slang, simile and colloquial) to what Hatch (1992)calls macro level analysis which focuses on theme (time of occurrence, place of occurrence, and the goal of communication. Such themes are influenced by social and cultural norms of the society that we are part of (Fairclough,1994). The production of political news is shaped by definite institutional routines concerning the collection, selection, editing and transformation of the material. The complexity of news production process is due to several steps that it undertakes, such as collecting press agency reports, transforming them into a draft, creating a headline and deciding where to place the article in the newspaper. This process reflects the values and the ideologies of the journalist

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(Lau,2004). Consequently, newspapers are not neutral and political news are inherently argumentative. Toulmin model can be used to mine the argument, at text level, that is framed by the values of the organization that release the news (Mc- Chesney (1998) and Herman & Chomsky (2002). The elements of news production also affect the production of the translated text which is a reconstruction of a constructed reality due to contextual influences(Darwish,2006). Both Toulmin model and Fairclough model can serve as analytical tools of the political news text as well as reconstructive tools of the translated political news text. Toulmin model targets argument at text level. However, Fairclough model targets argument in political news as a call for action or as a mean for decision making and persuasion by a dominant party.

Statement of the problem

Political news discourse as an act of communication is described as argument that call for action by Fairclough. The aim of this paper is to develop the translation of political news as an act of communication via Fairclough's model that reveals elements of argument and power within the news.

Research Question:

What is the effect of Fairclough's model on the development of political news translation among Faculty of Specific Education, Forth year Media Department students?

Research Hypothesis

There will be no statistically significant differences between pre-post translation of political news in terms of overall performance at .05 level. This main research hypothesis is divided into the following sub hypotheses:

1. There will be no statistically significant differences between pre-post translation of political news in terms of word choice at .05 level.

2. There will be no statistically significant differences between pre-post translation of political news in terms of structure at .05 level.

3. There will be no statistically significant differences between pre-post translation of political news in terms of content at .05 level.

4. There will be no statistically significant differences between pre-post translation of political news in terms of organization at .05 level.

Review of Literature

Political news is understood as institutionalized means of communication through which political power may be obtained, retained and through which related ideology can be maintained

(Van Dijk,1995).   Such news is featured by media interventionism that necessitates news formulation by journalists rather than by politicians (Esser & Stromback,2009). The language of the news is distinguished by certain features (Fowler,1991): vocabulary is emotive—dramatizing the speaker with strong feelings and opinions—or in other words it carries evaluative adverbs and adjectives; modality—the speaker carries a claim—and argumentative in nature to defend a claim. Moving from politicians' logic to journalists' logic, political news frame is no longer theme frame. It is a conflict frame that include oppositional voices(Patterson,1994). Such frame reflects independence of journalism (Aalberg et al.,2012) and its interpretative frame (not only to describe events, but also to analyze them). Such frames are elaborated in CDA (critical discourse analysis) leaders.

CDA emerged as a school or shared perspective in 1990s, bound by a handful of researchers with like interests represented in revealing power and hidden ideologies in discourse. The foundational members of CDA (Wodak,Van Dijk,Fairclough,Kress and Van Leeuwen)were influenced by theories and models of discourse found in critical theory, cultural theory, literary theory and linguistics. All share at their core a focus on discourse speech, talk or text (Wodak &Meyer, 2016). However, the research question, context and type of text determine which approach the researcher aligns with (Philips and Hardy (2002). Unlike Van Dijk and Wodak (2000), cited in Khosravinik (2010), who depend on their analysis on two major dimensions namely the micro level (local structure represented in the text) and the macro structure (represented in the text in political context) ignoring the complexity of interaction through various intermediate levels, Fairclogh's (1995) model critically analyzes discourse at three levels or dimensions. The first dimension aims at analysis at word level. The second dimension focuses on text production and interpretation or in other words the way we compose sentences to change our view that is why journal language is not neutral. It contains values and attitudes to recipients. The third dimension refers to the society that we are part of. It maintains social, economic, and structural inequities and dominance. Isabella &Norman Fairclough & Fairclough (2012) outline the elements of discourse analysis represented in the action that is called for, the means of achieving it, the goals behind achieving it, the circumstances around it and the arguments that maybe against this call for action.

Fairclough's model can be enhanced by Toulmin model (2003) that clarifies more the discursive practices (the integration of other sources such as experts' opinion to support the writer's view) of discourse or how text is produced as long as political news are argumentative in nature. As a model that follows argumentation theory, Toulmin model can offer effective way of backing CDA up to integrate normative and explanatory critique into the analysis of texts. Normative critique compares social realities to values of good societies. Explanatory critique, on the other hand, explains why social realities are as they are (Zarebski,2009 &Langsdorf,2011).

According to Zarebski(2009) ,Toulmin model consists of the claim (the conclusion or the thesis that someone tries to justify).The claim according to Driver, Gast and Lowman(2016)

can be classified into a claim of fact, problem, definition, evaluation and cause. The second element is the data or the evidence that supports the claim (it may be expert's opinion, statistics, interviews,   surveys   or observations. The third element is the warrant (whose task is to prove that the leap from the data to the conclusion is legitimate). Warrants may be based on the types of persuasive appeals represented in logos (logic   whether   deductive   or inductive—deductive   argument   is   evaluated   by its validity (Walton,1999) which means that the premises   necessitates the   conclusion, for example, all men are mortal (premise 1), Socrate is a man(premise2). Therefore, Socrate is mortal(conclusion).   The inductive argument is evaluated by its strength(Walton,2008) in which the conclusion is very likely to be true given the premises. For example, most Chinese have dark hair(premise), Julie is Chinese(premise). Therefore, Julie has dark hair(conclusion)-- pathos(emotions) or ethos(authority) or cultural values that the writer and the readers share. The forth element is backing (what   makes   the   warrant   legitimate). Backing   takes the same form   of data (facts, statistics, logic, expert testimony and so on). Both of the evidence and backing are assessed by reliability, currency, sufficiency, and being free of logical fallacies. The fifth element is the qualifier (whose task is to express the strength of the data to the conclusion such as probably, some, etc.), and finally the sixth element which is the rebuttal that proves that the leap from the evidence to the claim is not legitimate. For example,*the claim Peterson is not a Catholic* can be supported by the data Peterson is Swede. The warrant here may be *appeal to logic* which is *Scarcely any Swedes are Roman Catholics*. The backing can be statistics such as *Catholic Swedes is less than 2%.*The qualifier can be *almost certainly that Peterson is not Catholic*. The rebuttal can be *Unless; he is a Catholic Swede.* Such a model, Toulmin model, can be used to mine the argument at micro structure to check if it reflects Faiclough 's claim for action in political discourse which reveals power and hidden ideologies. The sociocultural context of the source text differs from the sociocultural context in which the ST is translated (Elewa,2019). Such differences influences translation. Fairclough   model   integrated   with Toulmin model can also be applied to formulate the target text which is inherently communicative. The linguistic features of the target text reflect the ideologies of the publisher and the target audience. ST analysis & TT production based on Fairclogh & Toulmin.

Related Studies

This section covers previous studies on discourse analysis using CDA in discourse analysis in a way that serves the research then studies on CDA in translating political news and how the current research make use of them.

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Section (1) CDA studies in news analysis and their connection to the current research

First , Critical discourse analysis (CDA) studies based on Fairclough model Zhang(2014)analyzed the war on Iraq as described in New York Times magazine. The researcher depended on Fairclough's CDA model which aims at analyzing the text in context. The

three stage model reveals that language and ideology is mutually determined. The language is far from being neutral as the American media report the war in Iraq for the interest in their own nation. At linguistics level, the American side looks like the liberator of Iraqi people from the tyrant Sadam who opposes his people. At the second level, the writer determines whose speech is to be quoted directly or indirectly to directs the readers thinking toward the justification of war on Iraq. Thus, the third level (macro level) which is the ideology of American power shapes the construction of the text. This study reveals the importance of the critical analysis in helping newspaper readers to increase critical sensitivity and awareness.

Iqbal, Danish & Iqbal (2014)examined the ideology of Americans on the Muslims in Time Magazine. In the American world, the Muslims are known as "terrorists "which can be a threat to the Americans. Fauzan, Surabto& Poedjosoedarmo (2014) investigated the hidden ideology in the Indonesian TV news reports represented in the discovery of the entity that was responsible for the tragedy of mudflow (it was not natural), the competing powers behind the tragedy and its devastating economic consequences. Behnam &Mahmoudy(2013) unveiled the political ideology in Iran's nuclear report through the structure of the discourse. This can be depicted through negative sentences such as *Iran has not provided requested information'.* the country such as Iran is trying to conceal information from the world view.

Kaur, Arumugam& Yunus(2013)explored the advertisements of beauty products .The language used in the ads reflects the a women's ideology and social status; thus, women with fair skin, and attractive appearance possess more power than ordinary women in society. Through these extraordinary qualities of women, an ideology is created portraying the image of being in group rather than being old- fashioned.

Mayasari, Darmayanti & Riyanto(2013) discovered the relationship between the language and ideology in the Indonesia Daily Newspapers based on the establishment of the Corruption Eradication Commission building(CEC). The clichés between both the parties, CEC and parliaments, have resulted in a positive ideological formation for the CEC as the public backed up the anti-corruption body which encouraged donations in order to construct the building. However, the parliament strongly opposed the construction of the new building which resulted in a negative ideological image. Thus, the negative ideological construction towards the parliament has been created as members in the parliament are believed to be corrupted and are involved in corruption.

Second: **Studies on mining political argument via Toulmin model**. Safitri,D.(2015) used Toulmin model to evaluate Jokowi(president of Indonesia)political decisions. The use of Toulmin model of argument analysis revealed the disjointed relationship between executive actions and legislation. Haddadan ,Cabrio and Villata(2019)used the three main argument elements according to Toulmin model represented in claim, data and warrant to analyze

arguments. The interrater reliability revealed that discrepancy in the analysis is due to the belief that the claim in some cases is perceived as premises for other arguments.

Third: CDA studies that depend on both Toulmin and Fairclogh Jensen(2004)integrated between CDA and Toulmin model of argumentation to elicit systematic overall presentation of responsibility in environmental crises such as the mad cow crisis in the Spanish media as well as to reveal the relationships between social domains represented in moral, politics, economics and science in discourse. Discourse analysis shows that in the Spanish newspaper, the focus was on the concept of high risk and on the understanding of national Spanish politicians, the EU and the British nation as scapegoats with no responsibility associated with the customer.

Anderson, Bodker,Emil, Franck and Konig (2017) aimed at analyzing Trump's speech to judge if it is only an argument aimed at replying to media criticism or it is a call for action represented in urging media to be honest. Toulmin model and Fairclough and Fairclough(2012) mdel have been used.Toulmin model is used to analyze arguments in general and Fairclough model is used for political discourse. The analysis of the r e s u l t s revealed the weakness of the argument at text level and thus the call for action although it has noble values represented in the right of the public to deliver honest news by media. Toulmin argument reveals that Trump's speech is only a reply to criticism.

The previous studies reveal that Fairclough is the most prevailing model in news analysis whether politics or in terms of adverts to reveal the hidden ideology of the news 'message. Studies that use Toulmin model only or Toulmin model and Fairclough model are relatively few comparing to Fairclough alone. The studies that depended on Toulmin model focused on argument analysis at linguistics level represented in argument elements. The studies that combined both models helped in connecting between the ideology and the argument elements of the discourse. However, the meso representation of the argument and the micro representation at words and grammar levels were not deeply covered. The current research covers the three level of discourse as illustrated by Fairclough that embeds Toulmin model to embark on the line of the argument at text level.

Section(2) Studies on CDA in political news translation Guangjun,W.&Huanyao,Z.(2015). Revealed that in the Chinese translations of the English news headlines, translators' priority is on producing translations suitable to target readers and censors' ideology, rather than linguistic equivalents.

The study of Liambo, E.&Triyono(2018) revealed that the translator's ideology is reflected in the translated text version. The researcher analyzed 20 translated news headlines from B2B, news website, by one translator. Based on Fairclough's model, the translator used different strategies-omission, addition, etc.-to reveal her ideology and her point of view.

The results of the previous studies on Fairclough's model in translation clearly show that the translator's attitude is reflected in the TT.

The current study is an extension to the previous studies as the researcher targets the translation of the political news based on both Toulmin model and Fairclough model. The same models are also used in the pre translation stage where the news is analyzed first. Fairclogh model which mines the purpose of the argument(a call for action or a mean of persuasion) is reflected and assessed by mining the argument at text level based on Toulmin model. The same models are used to reconstruct the translated text. In this current study, the translator can reorganize the elements of argument at text level to reflect on the purpose of the target text.

Methodology

The methodology handles the research design, the participants, the research tools, the research material , the experiment and the training strategy.

The research design

The present study will adopt quasi-experimental design in which one group will receive news translation instruction based on combined model of Fairclough and Toulmin.

Participants

A group of 20 forth year Media department students at the Faculty of Specific Education, Tanta University. The participants, aged 19, are both boys and girls who are randomly selected.

The research tools (the translation test and its rating scale)

The translation test

Reviewing related literature and research (e.g. Farahzad,1992; Delisle,1993; Hurtado and Kussmaul1995; Nord,1996 and the University of Michigan,2007), translation assessment can take different forms such as cloze tests, fill in the blanks, matching, reversed translation and translating essay into target language. The researcher suggests essay translation to guarantee students' understanding of the source language text and to assess the students' ability to deliver its meaning to the target readers. The translation test included an essay to be translated on corona virus from English into Arabic.

Test description

The translation pre-posttest contains news article from English into Arabic on up-to date corona events as media students have translation syllabus that targets translating media news (see appendix A).

The rating scale

A 5 scale translation rubric (see appendix B) is adapted based on the translation target namely translation accuracy, clarity and fairness(Sutopo,2016). To achieve this target, the translation training in this study depending on CDA (critical discourse analysis) and Toulmin model of argument, is reflected in the translation test instruction and which results are assessed via the rubric which assesses content, organization, word choice and mechanics.

Test Validity

The test is known to be valid when it assesses what it is designed for. This current translation test and its rubric are submitted to 8 jury members: 4 of them are Media professors, 2 of them are professors of linguistics who supervise Media translation syllabus and 2 English instructors affiliated to the Faculty of Specific Education. These referees responded to the following questions: a) Are the exam instructions clear? ; B) Does the exam suit what it is designed for in terms of assessing translation skills namely content, organization, word choice and mechanics form source language to target language?; C) Does the exam content match the students' specialization? And D) Does the rubric cover the translation skills that reflect translation proficiency?

The jury comments were supportive as the test match the students' level in translation and its passage reflects the students' major. Regarding the test instructions, three of the referees recommended clarifying how the content organization in the light of CDA and Toulmin model. Thus, the researcher added the referee's recommendation regarding the test instruction. As for the correction rubric, it was recommended to extend the rubric from 3 scale rubric to 5 scale rubric and the skill of positioning which refers to actors of power in the article to be translated is deleted as it represents part of the organization skill which reveals all elements of argument in the article included in the test. Thus, the correction rubric considered to measure 4 skills in translation namely word choice, mechanics, content and organization via 5 scale rubric.

Test Reliability

Reliability refers to the consistency of assessment results. It can be assessed by applying the same test on two different occasions, applying two equivalent tests on the same or different occasions getting two or more raters mark students' performance on the same test(Nitko,1996). The researcher measured the test reliability via inter-rater method. The correlation coefficient between the two raters, the researcher and Linguistics lecturer, for the whole test was.80. The correlation coefficient between the two raters for word choice, mechanics, content and organization was .70,.80,.70 and.70 respectively. This method proved the test reliability and the points of disagreement were negotiated.

The research material

The research material has been selected from the political news available at BBC news website(https://www.bbc.com/news/uk-scotland-54631004) . Such news can be approached by the both Toulmin model and Fairclough model as elements of power are represented. Such material is vivid with idiomatic expressions, content words and varied sentences' structure. The material is submitted to 7 TEFL jury members and they approved it for the purpose of the study.

The experiment and the training strategy

This quasi- experiment, based on pre-post design, was applied on 19 rear old twenty students were randomly selected from Forth year, Faculty of Specific Education, Media Department students. It lasted for 6 sessions, 90ms each, 6 weeks. The material selected is from BBC news that cover current political events. Critical discourse analysis based approach was adopted to analyze the source text in terms of word choice. mechanics, content and argument based organization. This approach is also used to translate into target text. Because political media news is an act of persuasion or a call for action, Wolpert-Gawron(2016) model of inquiry based learning is adopted as it stimulates critical thinking in terms of who is the writer of the article, why does he write it, which ideologies are dominant, what are the hidden arguments? Etc. The same strategy was also used in translation. The model starts with a question that stimulates learners to investigate. The results of the investigation and research are discussed followed by the learners' reflection on what they have learnt. (see appendix C).

Statistical Analysis of Data and Discussion of Results

T-test for paired samples was used to compare between the students' pre- test and post – performance. The null hypotheses of the current study are rejected at all levels of the translation test as a whole as well as its skills as the results is significant at p<.05.

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Table (1)

T- Test Results of Students' Overall Performance on the Pre Application VS. the Post Application of the Overall Performance on the Translation Test

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Difference	Scores	Calculations
Mean		6.2
$\mu =$		0
$S^2 =$ SS/DF	53.2/(20-1)	2.8
$S^2M = S^2/N$	2.8/20	0.14
$SM = \sqrt{S^2M}$	$\sqrt{0.14}$	0.37
T value $=(M- \mu)/ SM$	(6.2-0)/0.37	16.57

The null hypothesis is rejected at overall translation test as the value of P is <.0001

Table (2)

T- Test results of students' performance on the Pre Application VS. the Post Application of the translation test in word choice

Difference	Scores	Calculations
Mean		1.3
$\mu =$		0
$S^2=$ SS/DF	6.2/(20-1)	0.33
$S^2M= S^2/N$	0.33/20	0.02
$SM =\sqrt{S^2M}$	$\sqrt{0.02}$	0.13
T value $=(M- \mu)/ SM$	(1.3-0)/0.13	10.18

The null hypothesis is rejected at word choice as the value of P is <.0001.The rejection of the null hypothesis can be due to vocabulary strategies used in the light of critical discourse analysis such as addition to connect between words ex. HongKong CNN is translated by students as نقلا عن ;مراسلي شبكة السي ان ان الاخبارية بهوننج كونج ,avoiding literal translation ,ex. Novel coronavirus is no longer translated literally asفيروس كورونا, قصة they translate it according to its contest such as ;relational strategies such ,ex. تدابير طارئة emergency measures are translated asكورونا فيروس المستجد, Markets not only translated as الاسواق التجارية, but also translated as a reference to economy, and deletion في جميع انحاء العالم,repetition strategy ,ex. Worldwide, globally can be translated asالدمار. The word choice in TT reflects the ST writer's attitude. For example, negative expressions such as spread is translated as تفشي الفيروس instead of انتشار to reflect the negative expand of the virus. Positive attitude of apparent and discharge are translated in TT with the same effect ex. ومن الواضح , تم اجلائهمrespectively.

Table (3)

T- Test results of students' performance on the Pre Application VS. the Post Application of the translation test in grammar & mechanics

Difference	Scores	Calculations
Mean		2.05
$\mu =$		0
$S^2=$ SS/DF	6.95/(20-1)	0.37
$S^2M= S^2/N$	0.37/20	0.02
$SM =\sqrt{S^2M}$	$\sqrt{0.02}$	0.14
T value $=(M- \mu)/ SM$	(2.05-0)/0.14	15.16

The null hypothesis is rejected at mechanics level as the value of P is <.00001.The rejection of the null hypothesis can be due to mechanics strategies in the light of CDA. Most of the TT sentence structure is compound sentences or complex sentences that reflect the connection between the news story's events and how they are related in terms of cause effect relation. Both of the ST and The TT use the same tenses, mostly present, to reflect facts represented in the number of corona virus patients and dead cases. Regarding the voice of the verbs, most of the

verbs in TT are active to reflect the responsibility of who do the actions. The only verb used in passive is in "patients were discharged from hospitals" to reflect the Chinese government authority. As for the content.

Table (4)

T- Test results of students' performance on the Pre Application VS. the Post Application of the translation test in content

Difference	Scores	Calculations
Mean		1.35
$\mu =$		0
$S^2=$ SS/DF	4.55/(20-1)	0.24
$S^2M = S^2/N$	0.24/20	0.01
$SM = \sqrt{S^2M}$	$\sqrt{0.01}$	0.11
T value $=(M- \mu)/ SM$	(1.35-0)/0.11	12.34

The null hypothesis is rejected at content level as the value of P is <.00001. The students covered not only the main ideas but also the details. What is considered unique is that after subjecting the students to CDA is that they reshape the content. In other terms, they reposition it in a way that reflects text production via selecting certain vocabulary and structure that reflect their attitude.

Table (5)

T- Test results of students' performance on the Pre Application VS. the Post Application of the translation test in organization

Difference	Scores	Calculations
Mean		1.5
$\mu =$		0
$S^2=$ SS/DF	11/(20-1)	0.58
$S^2M = S^2/N$	.58/20	0.03
$SM = \sqrt{S^2M}$	$\sqrt{0.03}$	0.17
T value $=(M- \mu)/ SM$	(1.05-0)/0.17	8.82

This is due to CDA that helped students in organizing the news in TT within the light of argument elements based on Toulmin model. The students presented the content as argument that reflects the ST author. Because each student has his own perception of the author's claim. Thus, each translation is approved as long as it presents a claim which is consistent with its supporting details. For example, some students' main claim is "global effort to hinder coronavirus". The evidences are statistics represented in corona virus infected and dead cases as well as facts represented in measures such as to stop it. The warrant is inductive. Words such as almost and close to refer to the qualifier. The counterargument of the hinder movement is the new cases in China, the country from which the virus spread, as well as cases coming from outside to China. The rebuttal or the reply to the counterargument is represented in such new cases are few comparing to the beginning of the virus spread. The backing is represented in gain instability in

China and economic recovery, although slowly, worldwide. Some students built their translation according to the claim" China is not the only cause of corona virus' spread". The evidences can be referred to by finding new cases infected by corona virus from outside Wuhan, the epic center of corona in China. The claim is supported by statistics by foreign cases that caused the disease in China. The warrant is inductive and the qualifier is represented by expressions such as numbers"2 were imported". The counterargument can be represented by statistics as the majority of the infected cases come from China. The rebuttal is the decrease of the infected cases due to lockdown procedures. The backing is gaining stability again in China.

Discussion of the results

This current research shifts the direction of translation from text level to the discourse level. Such shift does not imply the negligence of textual elements. However, mining the argument elements in the text ignites the translator's way to check if the discourse argument is a call for action or just a logical reasoning that combines the sentences. Such direction entails an integrated approach represented in Toulmin model which mines argument at text level and Fairclogh model which examines the use of this argument in interacting with real situations in the community via calling for action or directing the attitude of the audience and the readers. The call for such integration is enhanced by Zagar(2010), Alwazna(2015) and Gonçalves-Segundo(2020). The rejection of the null hypotheses for the sake of the post treatment is due to the consideration of the text in new context. The new context reframes the translated text in terms of the selected ideology based vocabulary, the structure of the sentences, the content and its argument based organization as noticed in the results of the post-test.Such integrated approach is suggested to be extended to verbal and non-verbal features of political spoken discourse(Ponton,2016).

Conclusion

The results of this study reveal the importance of Fairclough model to improve the translators' ability to reshape the ST in TT form that matches the target language culture. It also helps the translator to reflect on his ideology and the elements of power in argumentative form for the sake of the side that he/she believes in and at the same time, the content of the ST is rendered in TT. All in

all, the CDA can help in reshaping the content according to the translator's ideology. In the next researches, machine learning can be investigated to help in identifying the hidden arguments in the newspapers articles.

Suggestions for further research
- Fairclough model and Toulmin model can be used in teaching language skills
- Fairclough model and Toulmin model can be used to enhance the learners' critical thinking skills

• Extend the use of Toulmin model and Fairclough model to translate other types of news

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Appendix(A)

Translation Test

Student's name:

Test duration:45 minutes

Test Instructions:

Translate the following article from English into Arabic. The target text(TT) should reflect the hidden ideologies, the elements of power and the line of argument.

Note: you are allowed to reshape the content that matches your line of argument

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Hong Kong(CNN) The novel coronavirus outbreak continues to spread globally, sparking a total lockdown across Italy and emergency measures worldwide, as markets recover from Monday's historic rout. The virus, known as Covid-19, has now infected close to 113,000 people worldwide and resulted in more than 4,000 deaths. The majority of these cases are in mainland China, where the outbreak first emerged-but the rate of infection stabilizing, even as the virus wreaks havoc elsewhere. In apparent show of confidence, Chinese president XI Jinping arrived in virus-stricken Wuhan Tuesday, his first visit to the city at the epicenter of the global outbreak since the crisis began. The trip comes as Chinese authorities recorded 19 new cases,17 of which were in Wuhan, and two were imported from overseas-marking the third straight day of no locally transmitted cases outside Hubei, the province of Wuhan is the capital. Of the country's 80,754 patients ,nearly 60.000 have recovered and been discharged from hospitals.

Appendix(B)

The Translation Assessment Rubric

	1	2	3	4	5
Word Choice	Contains excessive inappropriate terms	Contains frequent inappropriate terms	Contains occasional inappropriate terms	Contains few inappropriate terms	Appropriate in context of target language
Mechanics	Contains excessive errors	Contains frequent errors in target	Contains occasional errors	Contains few errors in target language	Totally follows the target language

	in target language mechanics(grammar, spelling, capitalization& punctuation)	language mechanics(grammar, spelling, capitalization& punctuation)	in target language mechanics(grammar, spelling, capitalization& punctuation)	mechanics(grammar, spelling, capitalization& punctuation)	mechanics(grammar, spelling, capitalization& punctuation)
Content	Totally inadequate transfer of ST content	Transfer undermined by serious inaccuracies	Transfer of general ideas with a number of inaccuracies	Almost complete transfer of ST content	Complete transfer of ST information
Organization	Lacks all the necessary structural elements of argument	Basic elements of the argument are somehow clear	Basic elements of the argument are structured coherently	Most of the argument elements including the counterargument are coherently organized	All elements of argument including the counterargument are coherently organized

Appendix(C)

Learning Strategy

Faiclogh model combined with Toulmin model of argument are used for both text analysis at SL level and for translating the text into TL.

The learning strategy: inquiry based learning

(1)	**Objective:** • To approach the current text in terms of extra – textual analysis (who is the writer and to whom is it addressed? Why did he write this article? • To paraphrase the underlined vocabulary and to classify the words	**Material of translation** https://www.bbc.com/news/uk-scotland-54631004 **Procedures:** • Orientation: The lecturer informs the students that this experiment targets translating political news based on different approach which aims at mining argument in the news and how such argument is connected to the context of the society and news journal as well as how text elements are integrated to call readers for action or to shift their attitudes. The lecturer tells them that such approach is also applied in translation. The students are informed that the learning process depends on inquiry to stimulate the learners who search for answers based on web resources and that their findings are to be reflected. The lecturer functions as a guide and facilitator. • Students are asked to approach the article to answer the questions :who is the author?To whom does he write?and why does he write it? • Students are divided into 4 groups to browse the website on which the news are available to respond to the previous questions and each group writes their findings • Each group presents their findings in class to discuss them.

	into themes. • To highlight the importance of vocabulary in reflecting the writer's attitude.	• The learners reflect on their findings represented in a checklist of what they have learnt and what they still want to learn. Based on that reflection, the lecturer informs the students that the news writer has attitude when he writes the article. Although the role of the journalist is to inform people with facts, he/she has attitude which usually goes hand in hand with the journal that he/she is affiliated to. • Now, students are asked to paraphrase the following vocabulary in the passage :(hospitality-curbs-central belt-short term restrictions-five tier system-extremely disappointed-hammer blow-expire-strategic framework-infection-recess-hit out at the move-get the virus down-indication-restrictions-stalling-conservative-turn down ito) • At investigating stage, students are supported by English –English dictionary. They write down their answers in a sheet to present and discuss their findings • The students' reflection reveals to how far they understand that not all words are to be literally paraphrased. Then,they classify the words into a set of topics <table><tr><td colspan="2">Themes Note: the learner may add or delete themes</td></tr><tr><td>Government responsibility</td><td></td></tr><tr><td>Public health</td><td></td></tr><tr><td>Awareness of coming danger</td><td></td></tr><tr><td>Prediction and expectations</td><td></td></tr><tr><td>interest in citizens' health</td><td></td></tr><tr><td>Sustain the bar owners</td><td></td></tr></table> Now, students realize that words represent themes not only events. • The lecturer gives explicit illustration on the power of words and how they reflect the tone of the news. For example; curb reflects the power of the government to take action;extremely disappointed reflects the frustration of bar owners, and hammer blows is a rhetorical expression of the devastating effect of the pandemic on the economy,etc. • The lecturer asks the each student to deliver a task on the writer's attitude as supplementary material from https://www.brainfuse.com/jsp/alc/resource.jsp?s=gre&c=37217&cc=108841 .
(2)	To track the line of argument in the article based on Toulmin model	**Procedures** • Students, in groups of 4, are asked to underline elements of power in the news article(the Scottish government, the conservatives, the bar owners, the citizens,etc.) • The lecturer asks the students to skim the news for answering the following questions:(Why did the Scottish government set five-tier system? Did the number of the infected people decrease after such action? Are the bar owners and labor financially protected in action?) • After checking the students' response, the instructor informs them that competing elements of power in the news try to support their argument based on logical reasoning. The government argues for the short term closure of bars to curb the spread of the virus. Such action may extend depending on the situation. The bar owners and the labor are financially supported in the crisis. The other side represented in conservatives and the labor are against the government and they support their claim by figures represented in the increasing number of patients.The government refutes

		the counterclaim by putting strategic plan that calls for extended lockdown in case the patients' number increases. • Students are asked to search online for argument elements according to Toulmin model (https:// englishcomposition.org/advanced-writing/the-toulmin-model-of-argument/). They are also asked to present ppt on types of reasoning in argument and check if the news that they work on follow a line of reasoning. • The students' responses are checked and feedback is given to them via whatsapp.
(3)	To reveal the power in the discourse and to mine the macro-argument	• Students ,in groups of 4,are asked to conclude the elements of power in the article and who dominated in the article according to the line of the argument. They are also asked if the argument is a call for action or just to defend the government. • Students check the elements of power based on verbs of action and their consequence. • After the discussion, the students are informed that this article is a call for action by the Scottish government which extends tiers of defense against the pandemic.
(4)	To translate the vocab and grammar based on CDA	• Students ,in groups of 4, are asked to translate the words and grammar of the text based on CDA approach and they have access to e-English to Arabic dictionary **Experiential values** | vocab	grammar
---	---
-synonyms -hyponymy -overcrowding -antonymy	-negative statements-positive statements | **Relational values** | vocab	grammar
---	---
-formality	-declarative
-informality	-imperative
-euphemism	-question mode | **Expressive** | vocab	grammar
---	---
Ideologically contrastive classification schemes(omission, addition of expressions)	Logical connector	 • The lecturer reflects on the students' translation of vocabulary and grammar in terms of their association with tones not only as literal transmission.
(5)	To translate the text in terms of argument outline not only events.	• Each student is asked to outline the argument of the source text and present a similar outline in the target language. They are supported by the following outline

	The translation should reflect the power of the parties involved.	• Each student transforms the outline into a written text in the light of the line of the argument. He/she has full freedom to reshuffle the order of sentences as long as such order serves the purpose behind translating the text.
(6)	To edit the translated texts	• In pairs, students exchange the texts they translated to check if their translation reflect the hidden ideologies in the ST and how they organized it. They are supported by the following editing guide source: http://www.arabic-keyboard.org/editor/. • The lecturer supports the learners with evaluation rubric that shows the criteria of performance.
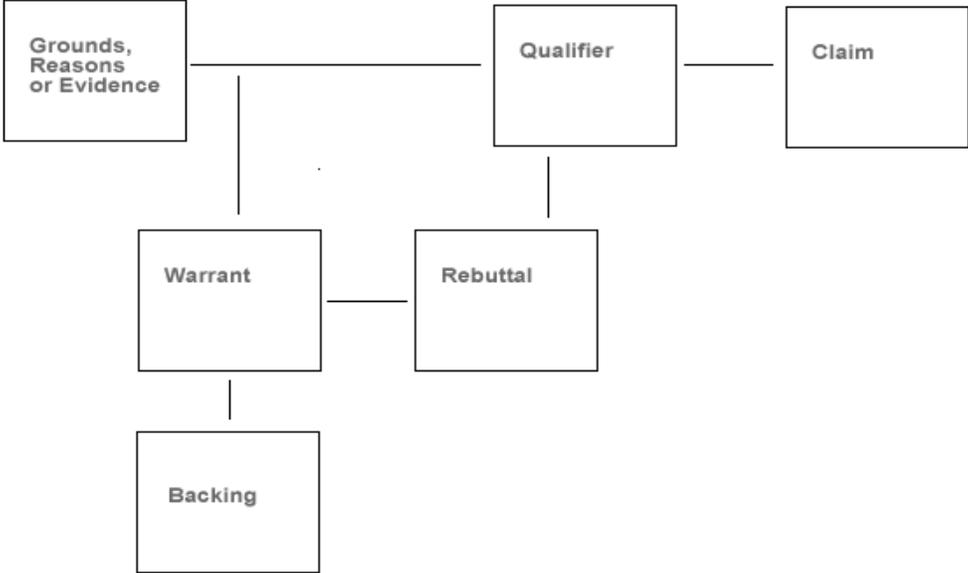
مدخل متكامل لتنمية مهارات الترجمة الاعلامية لدي طلاب التربية النوعية بقسم الاعلام

د/ شيماء الخولي

المستخلص:

تناولت بحوث المناهج وطرق التدريس المداخل المختلفة لترجمة النصوص السياسية التي يتم تغطيتها في الصحف ابتداءا من مدخل الترجمة الحرفية التي يتم فيها ترجمة النص دون اعتبار للسياق الذي يتم فيه تناول النص . ومؤخرا مدخل الترجمة التفاعلية التي تتناول التص في ظل البيئة المحيطة به والوضع في الاعتبار اتجاهات المؤسسة التي يتم فيها اصدار الاخبار.

ولقد اقترحت الباحثة مدخل متكامل لتحقيق الترجمة التواصلية وذلك من خلال نموذج فيركلوف الذي يكشف الاراء الجلية الضمنية علي مستوي السياق من خلال ابراز عناصر القوة في الخطاب او التقرير بالإضافة الي نموذج تولمن الذي يبرز عناصر الجدل علي المستوي اللغوي.

ولقد اعتمدت الباحثة علي المنهج شبه التجريبي حيث تعرض ٢٠ طالب بكلية التربية النوعية ،قسم اعلام الي اختبار قبلي للترجمة ثم منهج ترجمة قائم علي المدخل التكاملي ثم الاختبارالبعدي. وباستخدام اختبار ت، تم رفض الفرض الصفري حيث اظهرت نتائج الاختبار البعدي نمو مهارات الطلاب في الترجمة الاعلامية ومهارتها.

ولقد اوصت الباحثة باستخدام نموذج فيركلوف وتولمن في تدريس مهارات اللغة (القراءة ةالكتابة والاستماع والتحدث) تدريس مهارات التفكير الناقد بالاضافة الي ترجمة انواع النصوص الاخبارية المختلفة.

الكلمات المفتاحية : مداخل الترجمة – الاخبار السياسية-نموذج فيركلوف-نموذج تولمن