Sudan University of Science and Technology
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The Relationship between Translation Theories and Translation Quality under the Moderating Effect of Thinking Styles:

An Empirical Study

العلاقة بين نظريات الترجمة وجودة الترجمة في ظل التأثير التفاعلي للأنماط التفكير – دراسة تجريبية

A Thesis Submitted to the College of Graduate Studies in Fulfillment of the Requirements for the Degree of PhD in Translation

Submitted by:
Whaj Muneer Esmail

Supervised by:
Dr. Mahmoud Ali Ahmed

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Dedication

To my Family and Friends

Acknowledgements

Abstract

Translation quality is one of the most controversial issues in the field of translation studies because of its sophisticated and bewildering nature. The present study tackles important theoretical and cognitive perspectives since it pours at the heart of training, learning, teaching, and assessing translation. It is a multidimensional study aims to propose an exploratory, analytical, and empirical model that serves all those involved in assessing, learning, teaching, and researching in translation studies. It, also, seeks to explore the mechanism of the relationship between its two fundamental constructs: Translation Theories and Translation Quality in terms of the expected moderating effect of Thinking Styles. Besides, it is an empirical study comprising written translation and simultaneous interpretation tests for a group of trainee translators. Having considered the statistical results of both tests, which reported significant variations translation assessors practiced in their assessment criteria, six translation experts were interviewed as a focus group. The results of the interview uncovered certain classification of the assessment criteria for the translation quality. These criteria were accordingly categorized into: Content, Form, and Product Summation. The results, in addition, confirmed the role of the translation theories in affecting the translation quality. Accordingly, a questionnaire was developed and distributed to a number of translation experts and trainers in the fields of linguistics and translation who affiliate to Iraqi universities. After collecting the questionnaire copies and analyzing them statistically by means of multiple statistical methods such as SPSS and Amos, the results were reported accordingly. The hypotheses were tested; their results were duly reported and discussed. The present study, thus, yielded a set of results revealing significant variations in the views of the study sample towards the assessment of the translation quality and the factors that might affect it. These results indicate a profound relationship between translation theories and translation quality in terms of the moderating effect of thinking styles. One of the challenges faced by this study is the lack of studies and research papers on the assessment of translation quality. The study recommends conducting further studies on the concept of translation quality and delving deeper into its theory and practice. This study, in addition, recommends implying newer concepts and some other approaches to introduce a theoretical model that contributes, in a way or another, towards boosting the levels of translation trainees and translators.

Abstract (Arabic Version)

تتناول هذه الدراسة جانبا معرفيا مهما يصب في صميم تدريب و تعليم وتقييم جودة الترجمة، إذ تقدم هذه الدراسة المتعددة الأبعاد نموذج استكشافي وتحليلي وتجريبي كركيزة لجميع المهتمين في تقييم ودراسة وتعليم وإجراء الدراسات في مجال الترجمة على المستوى التحريري والشفوي، وتسعى أيضا هذه الدراسة الى استكشاف العلاقات ما بين المتغيرات الأساسية الثلاثة للدراسة: نظريات الترجمة و أنماط التفكير و جودة الترجمة، وتعتبر هذه الدراسة تجريبية في كونها استندت الى عدة مفاصل اساسية مثل الأختبارات التحريرية و الشفوية لمجموعة من المترجمين المبتدئين، وعلى ضوء النتائج الإحصائية لتلك الاختبارات والتي كشفت عن وجود تباينات كبيرة بين عينة من المقيمين عند تقييم المترجمين المبتدئين، تم مقابلة ستة خبراء في الترجمة كمجموعة تركيز، وأكدت نتائج المقابلة على تصنيف معايير تقييم جودة الترجمة على أساس المحتوى والشكل والمنتج النهائي وأهمية نظريات الترجمة في التأثير على جودتها. وتأسيسا على آراء مجموعة التركيز والدراسات السابقة تم صياغة استبانة وتوزيع نسخ منها الى خبراء ومدرسي الترجمة واللغة في الجامعات والكليات العراقية. وبعد جمع استمارات الاستبانة و تحليلها احصائيا باستخدام وسائل إحصائية متعددة مثل (Amos & SPSS) واختبار الفرضيات توصلت الدراسة إلى مجموعة من الاستنتاجات يدور في جوهرها بأن هناك تباين كبير بين خبراء الترجمة في وجهات نظرهم قدر تعلق الأمر بجودة الترجمة والعوامل التي قد تؤثر عليها. وتوصلت الدراسة أيضا بأن هناك علاقات مؤكدة بين متغيرات الدراسة. ومن التحديات التي واجهتها هذه الدراسة هي قلة البحوث والدراسات بالإضافة الى فجوة المعرفة لعملية تقييم جودة الترجمة. وتوصي الدراسة بإجراء مزيد من الدراسات حول مفهوم جودة الترجمة والتعمق فيه من الناحية النظرية والتجريبية على حد سواء. وتوصي هذه الدراسة أيضا بتضمين مفاهيم واتباع منهجيات أخرى لغرض التوصل الى نموذج نظري يسهم في رفع مستوى خبراء الترجمة و المترجمين في شتى المجالات المعرفية مثل تدريس وتعلم وتقييم الترجمة التحريرية والشفوية على حد سواء.

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List of Abbreviations

SI	Simultaneous Interpreting
SL	Source Language
TQ	Translation Quality
TQA	Translation Quality Assessment
TL	Target Language
ASR	Assessor
TT	Trainee Translator

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CHAPTER I
Introduction

1.1. Background of the Study

The field of *Translation Quality Assessment* (TQA) has not received much convincing studies and enough attention from researchers, Translation teachers, tutors, assessors and on and on. The main reason behind this dereliction might be in the assessment itself due to its sophisticated nature on the one hand, and its dialectical nature on the other hand, which is inevitably a subjective activity par excellence.

Considering the importance of the translation field and the increasing needs of it in recent years, this study sheds light on the significance of the *Translation Quality* in training, teaching and assessing translators/interpreters. Furthermore, the study focuses on two crucial factors: *Translation Theories* and *Thinking Styles* that might, in a way or another, statistically affect the translation quality. *Translation quality* has always been addressed by many scholars and researchers, in which some of them consider translation quality is to be either good or not good without referring to any other issue regarding the assessment criteria involved or any other details show the assessment procedures. Therefore, the question that might glow here is how the translation experts can determine the quality of the translation, viz; how the piece of translation is decided to be good, acceptable, or otherwise. There should be certain criteria adopted by experts in assessing the translation quality. However, studies conducted in the field of translation quality assessment have not considered other factors that might

affect the quality of translation. After a thorough study of the reality of the translation quality and its assessment process in the academic and professional fields, it was found that there are factors that might somehow affect it, which have not been addressed except with limited studies or almost very rare ones. These studies, despite their scarcity, they address certain factors that affect the translation quality, but only and specifically at the descriptive or comparative approaches, without trying to conduct studies at the quantitative level considering these factors as variables that statistically affect the translation quality. In this study, *"Translation Theories"* are adopted as an effective factor affecting the translation quality based on the literature review. Whereas, this study includes the psychological factor *"Thinking Styles"* as another factor might statistically affect the translation quality to some extent.

Furthermore, this study introduces a new trend of "*Thinking Styles"*: as a moderator for the relationship between translation theories and translation quality, and as an independent variable that might statistically affect the translation quality.

This study deals with a very crucial issue regarding the need to propose a model for assessing the *Translation Quality* suits the requirements of the academic environment and the labor market alike. Thus, the study approaches new trends of assessing the quality of translation/conference interpreting that it involves two important factors: *Translation Theories* and *Thinking Styles* to find out their potential influence on translation quality. The study tackles the translation theories to emphasize their role in improving the translation quality if they were skillfully and effectively employed. Exclusively, the study adopts a *Psychological factor* (psychology

of thinking and cognitive processes): **_"Thinking Styles"_** as a **_Moderator_** variable that moderates the relationship between translation theories and translation quality. Furthermore, it seeks to shed light on the expected role of thinking styles in affecting the translation quality as an independent variable.

1.2. Key Definitions

1.2.1. Translation Theories

"*Translation quality assessment can thus be said to be at the heart of any theory of translation*" (House, 2015). Accordingly, it has become clear that the translation theories have a great role in assessing translation quality. Translation theories are characterized by their effectiveness and pivotal role in consolidating the milestones of the translation quality during and after the training of translators/interpreters. Accordingly, translation theories are the soul of any type of translation, whether; it is oral (simultaneous interpreting, consecutive interpreting, sight interpreting) or any form of written translation. According to Munday (2012), he emphasizes the role of applying translation theories in guiding, supporting, and stimulating the translation process and thus improving translation quality. In addition, translation syllabuses in many universities do not pay more attention to the translation theories during the training of translators/interpreters (Katan, 1999). In the other word, the translator/interpreter who graduates from the departments of translation is not exposed to the translation theories in his training programs.

This study discusses some translation theories: (Skopos theory, Relevance theory, Text type, models of TQA, etc.) in order to explore their relationships with the translation quality. Translation theories are helpful solutions might trainee interpreters/translators get benefit of them during the

translation process (Munday, 2016). Moreover, the study deals with the influence of translation theories on the translation quality being oral or written translation.

1.2.2. Thinking Styles

Most models of translation quality assessment do not pay attention to the translator/assessor's psychological aspect, his/her way of thinking, how he/she deals with certain issues during the translation process. In addition, there is no model that even refers to the role thinking styles play in affecting the translation quality. The process of translation/interpretation is viewed as an activity that associates mental and cognitive orientations to process information through texts or messages, the need for reviewing the glowing of thinking styles is a crucial point one has to consider (Robinson 2012, p. 60). It is well known that translation is a cognitive activity involving information processing in the mind of the translator/interpreter.

Only few Studies were conducted pointing to the effect of thinking styles and their importance in improving the quality of translation. One of these studies conducted by (Najafian, 2016) revealed the importance of thinking styles as a factor that significantly affects the translation quality. Accordingly, this study predicts thinking styles that may have a certain effect on the translation quality.

1.2.3. Translation Quality Assessment

This factor has not been widely studied, however; most of these studies did not go further to encompass other factors that might affect the quality of translation/interpretation. This study overpasses the criteria

adopted in the previous studies for assessing translation to engage other factors. These factors are represented by ***Thinking Styles*** and ***Theories of Translation*** and their relationships with the translation quality. Most previous studies classify assessment criteria into three categories: ***Content, Form*** and ***Delivery***. This study explores three theories of translation that are very important and have a great representation in most previous research: ***Relevance Theory, Text Type Theory, and Skopos Theory***. These theories will be dealt, in depth, to explore their relationships with the translation quality through specific statistical analyses.

1.3. Statement of the Problem

The first step of any research project is to define the problem/s followed by the research questions. After extensive observations, this study perceives that there is a large ***Knowledge Gap*** in the diagnosis of the problem with regard to the great variations among translation assessors/raters, trainers and teachers in their various roles: pedagogical instructions, translation training techniques, and translation assessment. The research question revolves around a specific problem that must be addressed, as should the questions focus on the core and essence of the subject of the research (Marczyk et al., 2005, p. 29).

The definition of the research problem according to the situational perspective is the main guide of its structure and methodology in arriving at reasonable logical answers to the research questions that in turn provide viable solutions to its existing problem aims at achieving the basic envisaged objectives. The research problem means that there is a difficulty or a shortage, or that the researcher faces a mysterious situation needs to be

researched to clarify this dilemma, or is there a lack of information about the studied situation or just an unfulfilled need with the desire to satisfy it on the other hand (Marczyk et al. 2005, p. 30).

Through extensive observations targeted TQA procedures in the educational/training environment, it is observed that there are great variations among the translation assessors in the TQA process. Hence, this phenomenon must be considered with great care. The other important thing is to identify the potential factors that affect the translation assessor himself/herself and to determine the reasons that lead to these assessment variations. Moreover, the models adopted in assessing TQ in the educational/training environments are limited only to the linguistic aspects of describing quality without integrating factors that could affect the quality of translation. The paucity of studies in the field of translation quality as a discipline has limited the number of TQA models to the comprehensiveness of the linguistic factors only without paying attention to the possibility of various factors that may contribute in affecting TQA. Moreover, these models entail limited criteria assessors follow in addition to their translation assessment background; ultimately, these models are confined to subjective assessments, but not objective ones.

1.4. Research Questions

1- How do the three basic constructs of this study (*Translation Theories, Thinking Styles, Translation quality*) integrate in a conceptual framework that interprets their expected relationships at the level of the theory before its application?

2- How do the three translation theories (*Relevance, Text Type, Skopos*) contribute in interpreting the variations of the translation quality on its three levels (Content, Form, Product summation)?

3- How do the three thinking styles (Legislative, Executive, Judicial) positively moderate the expected relationship between translation theories (relevance, text type, skopos) and translation quality (Content, form, product summation)?

4- How do thinking styles contribute in interpreting the translation quality? In the other word, Do thinking styles as a 'Moderator' and an ***'Independent/Explanatory'*** variable plays a dual role in the expected relationships between the two variables: independent (translation theories) and dependent (translation quality)?

5- How do the results of the hypotheses testing after their building lead to generating a theoretical model can be used for empirical testing works, if proved, as an interpretative framework for the expected relationships among the three variables in the context of the process of developing the theory?

1.5. Main Research Hypotheses

1. Translation theories (Relevance, Text Type, Skopos) have a statistically significant effect on the translation quality through its dimensions: (Content, Form, Product Summation).

2. Thinking styles: (Legislative, Executive, Judicial) positively moderate the relationship between translation theories (Relevance, Text Type, Skopos) and translation quality (Content, Form, Product Summation) by a specific statistical significance.

3. Thinking styles (Legislative Style, Executive Style, Judicial Style) have a statistically significant effect on the Translation Quality (Content, Form, Product Summation).

1.6. Objectives of the Study

The very limited translation training centers in Iraq gives a motivation for this study to focus on this dilemma. Translation training centers in Iraq have a little background concerning the programs of training translators/interpreters. They do not get enough training instructions in these centers**.** Furthermore, trainers have a little experience in training and assessing translators that they depend on their subjective analysis and training techniques. That is why the need to propose a model that might, in a way or another, help in boosting a good background for trainers and trainee translators. This model aims at training and assessing translators/interpreters. This model suggests other factors have been considered in the previous studies. It highlights the importance of the moderating role of thinking styles as a moderator and an influential variable that affects translation quality. Furthermore, the study aims at finding the influential role of translation theories on the translation quality. Moreover, the study seeks to explore the relationship between translation theories and translation quality in terms of the moderating role of thinking styles.

1.7. The Importance of the Study

It is well known that the translation area is a very difficult and tricky activity as it absorbs many issues relating to the translation as a process, product and evaluation (Baker, 2007). This study concerns with the assessment of the translation quality in relation with other constructs:

translation theories and the psychological factor, exclusively, '***Thinking Styles***'. Trainee translators cannot find a green field to land on after their graduation from colleges. Most centers of language training spread in Iraq are not eligible to receive those trainee translators, nor can they train them in a way that makes them ready to face the realm of a profession as well-qualified translators/interpreters. The most important challenge this study faces is to propose a model that can be applicable to both training and assessment as well. This model has a great benefit for translation trainers and teachers who are responsible for training and assessing trainee translators.

1.8. Scope of the Study

This study covers a very important issue, which is the derivation of the theory from its empirical context, in other words, the derivation of a model for assessing the quality of translation based on two pilot studies: written translation/simultaneous interpreting (SI) tests and a focus group interviews. Studies targeting the influence of the thinking styles on the translation quality were conducted by measuring the influence of the translator's thinking styles on the translation quality. Whereas, this study takes into account the assessor's thinking styles towards the translation quality, not the translator, since the assessor is the one who measures the quality of translation.

This study mainly lacks for the numbers of experts in the field of translation and linguistics in the Iraqi universities and colleges. The participants of the questionnaire as a main instrument are only 129 ranges from translation experts, translation teachers and translation trainers. All participants in this study are affiliated to Iraqi private and state universities and colleges.

1.9. Organization of the Study

This study is divided into five chapters: the first chapter contains an introduction to the title of the study, its goals and its importance in its contribution to the pedagogical implications, educational and training fields including various levels. The second chapter deals with reviewing the relevant literature on the research concepts and its three main constructs: translation theories, thinking styles, and translation quality. The study also selects some previous studies that are directly related to its research path. This study highlights a review of the literature on methodologies of the pilot studies and the importance of them in supporting the study.

As for the third chapter, it sheds light on the study methodology and the approaches used. This chapter deals with conducting the pilot studies, represented by two tests (written translation and simultaneous interpreting). Moreover, this chapter exhibits the significant results of the two pilot studies and how they can contribute effectively in formulating a theoretical framework of the study. This chapter, in addition, focuses on building a theoretical framework derived from the theory and its empirical context. The questionnaire and its elements are clarified in this chapter represented by the three variables: translation theories (independent variable), thinking styles (moderator variable), and translation quality (dependent variable).

Chapter four introduces a description of the study hypotheses in detail, explaining how the relationships between the three study variables are going to be interpreted. This chapter, in addition, presents a significant discussion on the influence of the independent variable '*Translation*

Theories' on the dependent variable '*Translation Quality'* and the moderator variable '*Thinking Styles'* on the translation quality and so on.

Chapter five examines the important conclusions this study comes up with through discussing the statistical research results. This chapter also deals with some recommendations for further studies on how to design a more comprehensive model that contributes in boosting the levels of translators in the academic and non-academic fields.

CHAPTER II

Literature Review

2.1. Chapter Overview:

This chapter deals with the theoretical background related to the area of this study. It aims at reviewing some critical, important and valuable concepts in connection with the study across several paradigms related to the objectives of this study. These study paradigms are: ***Translation Quality, Translation Theories, and Thinking Styles***. This chapter involves discussing views depicted by scholars about the TQA, translation theories, thinking styles, and some other related issues. Primarily, this chapter tries to approach certain points deeply touching the variables of this study: translation theories as an ***Independent Variable***, thinking styles as a ***Moderator Variable***, and finally translation quality as a ***Dependent Variable***. Subsequently, some concepts are introduced in respect with defining their connection with the study needs.

Concepts such as the interview structures, focus group, some pedagogical explanations, translation tests, descriptive statistics tools involved in this study, and some connected topics in detail. Very limited studies have been conducted regarding the translation quality of its relationship with other concepts of translation studies, precisely translation theories, thinking styles. In addition, this study approaches the three concepts as variables formulate the questionnaire as a main instrument of the study.

2.2. Translation Theories

There are many theories of translation, including old and modern ones, all of which deal with the approach of equivalence at the level of a word or a phrase or even a sentence. This study will illustrate some of these theories. At the beginning, some definitions of translation will be discussed. Many definitions of translation have been introduced and one of those definitions and a very simple on i.e. Williams (2015) defines translation as: *"Translation as a simple and straightforward exercise in which a word in one language is replaced by a word in another language, regardless of the type of text, its purpose or its readership"*. Translation, in general, is the transferring of meaning from SL into TL based on a variety of techniques. Different scholars differently define translation as a field of study. For instance, Nida (1982, p. 12) defines translation as *"a process of reproducing in the Receptor Language the closest natural equivalent of the message of the Source Language, first in terms of meaning, second in terms of style."* Newmark defines translation in another way; he states that translation is *"a craft consisting in the attempt to replace a written message and/or a statement in one language by the same message and or statement in another language"* (Newmark 1981, p. 7).

Juliana House, on the other hand, states a different definition of translation that she defines it as: "*It is the replacement of a text in the source language by a semantically and pragmatically equivalent text in the target language"* (House 1997, p. 31). According to the three definitions mentioned above, it is concluded that the translation is viewed as an activity involves dealing with meaning and structure based on certain procedures that should be followed during the translation process in order to shape the final product.

Translation theory, in general, is *"the body of knowledge that we have about translating, extending from general principles to guidelines, suggestions and hints"* (Newmark 2009, p. 9). Accordingly, it has become clear that the main issue in any translation theory is to choose suitable translation methods in accordance with the type of text. Furthermore, the task of any translation theory is to provide a certain structure for translating texts and criticizing translation, as well. In order to find out any relation among the language, meaning, and thought, the translation theory tries to show some prudence in this regard. Obviously, this can be instructed to the translation students of how and when to apply the proper translation theory that fits the text type. Accordingly, any translator needs to follow certain techniques of the stages of the translation process i.e. comprehension, interpretation, restructuring and delivery.

Many definitions are introduced illustrating the translation theory. Some of which emphasize the role of equivalence in the validity of any piece of translation. This part states some important definitions of translation in general and translation theory in particular. Then it tackles the importance of translation theory and its approaches in many aspects: pedagogical implications and applications, enhancing translation quality and translators training.

2.2.1. Translation and Norms

Toury was one of the leading scholars in translation studies whose theories concerning textual interpretation and translation were based on the concept of polysystems (Toury, 1980). Theories based on this concept formulate explanations of the textual manifestations of a given culture based

on a network of related textual and non-textual systems. In this theoretical issue, the translation is seen between the textual manifestations and analyzed from the polysystem point of view, usually in a non-normative way. From this context, Toury's theory of translation norms arises. This theory seeks to explain the factors that lead translators to certain choices in the text formation, and to some extent, it can be said that they could define the norms. According to Toury (2012), the decision-making process is bound to translational norms in translation. The norms in such context govern the equivalence of TT. Different types of norms were proposed and considered as obstacles. Somehow, they limit the task of the translator (Toury 2012, p. 92).

For Toury, translation is an activity naturally guided by textual norms and non-textual ones as it involves at least two languages and cultures, each with its own system of standards. Because of this, translation is subjected to two sets of parameters, or requirements from which it would be possible to assign value to them:

- *Every translation must be a text in a specific language. Thus, every translation should occupy a certain place in the target culture.*

- *Every translation should be the representation, in the target language and culture, of a pre-existing text in another language and culture that occupies a definite place in that language and culture.*

(Toury, 2012).

2.2.2. Lawrence Venuti and Translator Invisibility

"Translation is a process by which the chain of signifiers that constitutes the foreign text is replaced by a chain of signifiers in the

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translating language which the translator provides on the strength of an interpretation" (Venuti, 2012, p. 13). According to Venuti (2012), translation is a semantic substitution of words or phrases from the SL text into the TL text. He attributes this to the potentiality of the intended meaning that cannot be fully conveyed due to the cultural differences between SL and TL. Furthermore, he also stresses the syntactic differences between the SL and TL in terms of the method of building sentences that may ultimately affect the transfer of source text content completely. He addresses the method of error analysis in translation, which depends on the different views and different cultural background critics may have. For example, in literary texts, the differences in cultures and social conditions among critics affect, in a way or another, the assessment of translation.

The notion of invisibility is the trace of a translator is not seen, seemingly, that the TT reflects the exact flavor of the ST without any acknowledgment from the receiver that the text is seen as a translated version. It is regarded as a very active current theory in the theoretical scene of translation studies since the late twentieth century in which it deals with certain matters related to the invisibility of the translator. Currently, it is one of the main theoretical issues devoted to discussing the invisibility of the translator. Lawrence Venuti (2018) in his book "*The Translator's Invisibility: A History of Translation"* addresses issues such as how the use of a ***Fluency*** as a criterion of value in the assessment of translations would be a decisive factor in the translator's invisibility and devaluation of his work. As a proof of this appreciation of fluency in the target language, Venuti quotes textually several excerpts of literary criticism published in various periodicals since the middle of the 19th century. Venuti presents as an alternative to the practice of

fluent and domesticating translation that is the deliberate practice of translation as a form of resistance. However, Venuti explains that a resistant translation (foreignization) would be made in such a way to reduce the unique ideas of the foreign text for target language readers.

In practice, the translation of resistance would be a foreignization. Venuti describes this foreignness metaphorically as an act of violence against the target language. For him (due to the lack of symmetry among languages) every translation involves a certain degree of violence. This violence works as a metaphor of the fact that the translation will never convey exactly the same content as its original one (Venuti, 2018).

2.2.3. Skopos Theory

The linguistic and structural analysis of translation mechanisms have become an old fashion, a new wave of theorists who tried to get translation theory to take other directions. Among them, the work of Hans Vermeer and Reiss (2015) is considered. While equivalence theories generally focus on the relationship between the ST and TT, Vermeer and Reiss studies focus on the practical, and management aspects that not only surround the act of translation, but they guide the decision of what to translate and how to translate. Among these aspects, the question of the purpose of translation, viewed from the perspective of the translator known as the *Skopos Theory*.

For Vermeer, the purpose (Skopos) is the dominant factor in a translation project. Vermeer, thus, claims to ignore the ST and go beyond the source-bound theories of equivalence. This approach accepts that the same ST can be translated in different ways in order to carry out different functions (Nord, 2008). In this case, the translator needs more information about the

specific purpose each translation is supposed to achieve, and this requires extra-textual information of some kind, usually from the client. Hans Vermeer uses many basic terms, such as translation instruction, writer's intention, function, commission and purpose.

The functional theory is employed to describe professional relationships and issues translators and researchers look for. In Vermeer's theory, translation action is not equivalent to translation itself but to mediate intercultural communication. According to (B Hatim & Mason, 1997), the translational action is an intercultural communication replaced by means of a mediator. For Vermeer every translational action is practiced with an aim or purpose. Therefore, there is an intention linked to each act of translation, which needs not necessarily to be the same as the source text originator. At the early stages of every translation action, the process would depend on a translation commission (Du, 2012).

This commission is the set of instructions that would guide the performance of the translation. These instructions may come from the client, should generally be negotiated between him, and with the translator that should make it clear what the intention or purpose of the translation is, what is expected of the way the translation is performed and what information is expected to be transferred (Du, 2012). Moreover, Skopos means intention, purpose, and the function of translation as defined by the commissioner (Nord, 2008). However, Nord stresses that skopos theory should be defined after a proper negotiation with the client, taking into consideration the intention with which the translation is ordered and functioned. For Vermeer, the relationship between the skopos of a translation and the instructions makes the source text become an integral part of this agreement and serves as the basis for all the hierarchically ordered relevant factors, which ultimately

determines the TT (Vermeer, 1996). He explains that one consequence of adopting skopos theory is to change the status of the ST and the way the translator's role is viewed. This change, in turn, would require a process of instructing the client and the public. On the other hand, deconstructing the original text to reveal its possible hidden intentions can be another creation of a text to be received by a particular readership. Thus, skopos can even determine the deviation of the original text, even without any intention to distort it in the target text. For example, when translating a textbook of a specific course, a translator may come across an obvious content error.

The purpose of translation is not to be unconditionally faithful to the original text, but to promote learning in the target language. The translator could correct the content error and notify the problem (Vermeer, 1996). Sometimes the skopos of translation is intended to summarize only the informative content of the ST. In this case, it will hardly include the stylistic elements of the original and may differ greatly from what would be expected from a complete translation. A study done by (Cheung 2011, p. 139) emphasizes the role of skopos theory in which it is considered as a new theory in the field of translation studies. This is because of its contribution in reshaping the functionalist approaches to translation. This study, in addition, has concluded that the functionalist approach deeply contributed in its adopting of foreignization technique in translating religious texts.

Another study by (Andwati, 2013) revolves around skopos theory and its function in boosting the quality of translation. Andwati (2013, p. 46) stresses the role of skopos theory in dealing with culture-bound references. Moreover, there is a brilliant conclusion reached by Andwati's study that Skopos' theory is an ideal model for solving cultural problems in the original text. In addition, his study confirmed that Skopos' theory provides

interpreters with flexible methods such as foreignization technique in order to overcome the cultural problems they might face during the translation process.

2.2.4. Text Type Theory

Before starting to translate any text, the translator must first determine the type of text, because it is certainly the factor that affects determining the translation technique/s that must be followed during the translation process (Reiss et al. 2015, p. 132). Similarly, when assessing a translation, it is necessary at the first step to get a clear idea of what type of text the original belongs to in order to avoid the danger of assessing the translation by applying wrong criteria.

It would be, for example, wrong to assess the translation of a detective novel and the translation of an artistic novel, a translation of an operatic libretto and a patent description by the same criteria. With regard to this, clear prerequisites are needed. A typology of texts that meet the requirements of the translation process and applies to all types of texts found in practice is thus an indispensable prerequisite for an objective assessment of translations (Reiss et al. 2015, p. 92).

In the literature, one can find many attempts to develop a typology of texts that would allow one to draw conclusions about the principles of translation or the choice of special translation methods. This shows the understanding that the methods of translation are determined not only by the recipients, but also by the special purpose of the translation (which is often determined) (Reiss et al. 2015, p. 93).

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In order to create equivalent text harmonies with the ST it is vital to investigate the text type trying not to lose, add or spoil the TT when applying suitable strategy of translation (Pym, 1992, p. 37). In this ordinary case, apparently, the text type most reliably suggests how to translate it. Accordingly, Pym (1992) states that the type of a text primarily determines the choice of applying methods of translation fit to that text.

Research on translation problems has long taken into account the fundamental difference between pragmatic and literary translation (B Hassan 2011, p. 9-10). Although this distinction, as he argues; is unfair, it is interpreted mostly as if the pragmatic translation causes fewer problems and therefore does not require special research. While the theory of literary-artistic translation was developed, improved and discussed intensively.

The differentiation itself is certainly legitimate, and is generally accepted. So, for example, B Hassan (2011, p. 14) believes that, unlike the pragmatic translator, which he calls a "special translator," a literary translator must have a writer's talent. One can unreservedly agree with this, since in pragmatic texts language is primarily a means of conveying information, while in texts of fiction or poetry, it serves as a means of artistic expression, a bearer of aesthetic significance of the work. However, this simplified division into two types of texts is not clearly enough, since in both groups numerous types of texts can be distinguished, posing completely different problems and requiring different translation methods, and therefore, it is subjected to completely different rules (Baker, 2018, p. 232).

Pragmatic texts have much in common, but still not indifferently, whether the translation and assessment of the translation of the specifications

of goods, a legal document or a philosophical study is carried out (House, 2018, p. 15). On the other hand, House argues in a literary translation, along with general factors, there are numerous differentiating factors: other rules than the translation of a lyrical poem determines the translation of a stylistically essay. In drama translation, it cannot generally be taken into account in other types of ordinary artistic texts. This important position has been increasingly asserted over the past decades. However, in all the attempts that have taken place so far to achieve differentiation of text types based on specific features, there was an amazing lack of a unified concept (House, 2018).

House (2018, p. 55) "*In business correspondence, sales reports, tourist brochures, instructions for use, advertisements etc.",* the translators should be aware enough when dealing with technical and specialized terminologies. The matter is the same with medical, military and so on. The selection of an additional type of "philosophical texts" seems to be insufficiently substantiated. Primarily, the condition that the translator must master philosophical or religious terms does not form a new criterion, as compared with any specialized texts (House, 2018). As for the requirements to follow the author's thoughts, seemingly, this principle is applied to all types of texts without any hesitation.

Many attempts to create a classification of text types acceptable for solving translation problems leads to the inevitable conclusion that when analyzing a text type, both the translator and the critic should proceed from the same criterion. "*In a narrow sense, translation theory is concerned with the translation method appropriately used for a certain type of text, and it is therefore dependent on a functional theory of language*"

(Newmark, 2009, p. 9). In his book, Newmark argues that the translation theory has a direct role in shaping the translation of a text by employing translation methods suited to the type of a text. According to Reiss (1981) text types can be categorized into three different types based on their function in a language: 'informative text', 'expressive text' and 'operative text'. For the informative texts, the main function of this type is to convey information, therefore, these types of texts are considered as (content-focus) in their function to the language. The translation method for such types of texts involves reflecting the referential content and usually expressed explicitly in the TT. With regard to the expressive text, this type is well known as a creative composition.

The language of this type of text functions as an expressive aesthetic dimension focusing on form rather than content. The TT in this type of a text should convey the aesthetic values that appear in the ST. The third type of a text as proposed by Reiss is the operative text that involves behavioral responses. The language function in this type of a text is an appellative usually expressed by a dialogue. The TT should be an appellative-focused with desired response involving an adaptive or an equivalent effect.

Until now, the classification as a whole is similar to the usual main differentiation of pragmatic (content-oriented) and artistic (form-oriented) texts. However, as will be shown below, the distribution of texts within this classification needs to be supplemented and refined. For example, campaign texts cannot be classified as meaningful only because their translation requires information equivalence. Campaigning and advertising are based primarily on the conversion function, which it must be transferred during the

translation, along with the descriptive function, and its transference is the main task.

Detective and tabloid novels, despite their lower quality, however, the genre should be attributed to the "literary" texts. Nevertheless, it would be wrong to decide in terms of the choice of a translation method and criteria for its assessment to refer them to text-oriented forms, since readers are interested in them only in fascinating content, which is reflected in the number of their translations (Baker, 2018). Since the reader shows only a slight interest in the aesthetic qualities (usually extremely low) of such literature, it would be unreasonable to ask the translator to increase the time required for recording and transferring form elements.

Pym (1992) greatly points out that during the theoretical analysis of translation problems, the logical parameters of the language are not distinguished from the aesthetic, prosaic from the poetic and leading to "empty theorizing". Since in the discussion on translation the distinction between the logical and aesthetic parameters of a language may well be argued, the third parameter of the language, the dialogic, turned out to be lost (Reiss, 2016). Obviously, this was the main reason that the texts, in which the circulation function dominates, were not distinguished into a separate type.

Attempts to classify the variety of texts found in practice within the four types of texts should be based on the fact that each type of text, depending on the role of the previous main features, can itself be divided into a significant number of text types. While the type of text largely determines the choice of method and the degree of importance of what is to be preserved

during translation, the type of text determines which intangible patterns the translator must first take into account (Reiss, 2016).

On this basis, the type of content-oriented texts may include press reports and comments; reports, commercial correspondence, specifications of goods, operating instructions for technical devices, patent descriptions, letters, official documents, educational and special literature of all kinds, studies, reports, treatises, and special texts of the humanities, natural and technical sciences.

One more thing, however, should be clarified: when we distinguish between content-oriented and form-oriented texts, this does not mean that content-oriented texts have no form. As there can be no language form without content, so there can be no content without form (Smith et al. 2009). Consequently, in content-oriented texts, it should be clear enough that, since form and content are inseparably linked with each other, the way in which language is expressed in a language is no less important than its objective content. Only correctly, formulated texts truly reflect the subject matter described. In content-oriented texts, first of all, the acceptability of the form for expressing this content, its ability to exert the necessary effect is important, and for text-oriented texts, a form that takes into account aesthetic and artistic and creative aspects is important (Smith et al. 2009).

Content-oriented text is analyzed in terms of formal relations defined by semantics, grammar and stylistics, and with their account translated into another language. The text, focused on the form, is analyzed primarily from the point of view of the embodiment of its form, determined by aesthetic,

stylistic, semantic and grammatical parameters, and is translated accordingly (Smith et al., 2009, p. 43).

The assignment of informational materials, textbooks, specifications, etc. to the content-oriented texts is obvious without any additional reasoning (Miller, 1995, p. 73). They are more or less anonymous and, largely, created for the purpose of quick, accurate and extensive information about a particular subject. The situation is somewhat different with comments, often, they are written by authoritative commentators who tend to demonstrate their literary abilities and often have a kind of literary style (Miller, 1995, p. 127). Although these texts are characterized by a very individual style, which is taken into account when translating, this aspect should be taken into account when assessing, however; the comments should be attributed to the content-oriented type of text, since the subject being commented on remains the main thing.

As for official documents and materials of a similar nature, it is possible to raise an objection that they, as a rule, have a very definite form, and even quite often quite strict prescriptions regarding the form, the observance of which is necessary for the document to be adopted (Cheng et al., 2017, p. 75). One can argue against this argument; that the linguistic form should not be confused with linguistic formalization, since in this case we are talking about purely external formal prescriptions of graphic order or concerning certain linguistic clichés (Kussmaul, 1997). However, this connects such texts with special texts of a humanitarian, scientific, natural and technical nature (studies, speeches, reports), in order to adequately reproduce the content of which requires the possession of special terminology and phraseology (Sager, 1997, p. 28).

To clarify the concept of a popular science literature and to classify relevant texts as content-oriented texts, as well as to draw the border between these texts and special texts, it is necessary to define the popular science literature as a public presentation of material on various branches of knowledge. Authors of popular literature at times also have a tendency toward "literary creativity." The decisive characteristic of popular texts is, however, the following: subject correctness, accuracy of information, and modernity of the language (Sager, 1997). Obviously, the authors of such texts use both special terminology and phraseology (with different frequencies). However, decisive for the differentiation and for their language design is ultimately the circle of readers to whom the author is guided.

(Boase-Beier, 2014, p. 42) states that if the author refers to specialists in textbooks or special editions, then when translating, the main thing is an accurate transfer of subject matter. That means if the author appeals to a wide circle of non-professionals interested in a particular subject (popular science books, general type journals), then attention should be paid to the stylistic side of the text. Regarding all these types of content-oriented texts, it can be said that it is important here, though not exclusively, to focus on the rendition of informative content.

When the text is regarded from the perspective of text-oriented content, it is possible to make the first significant conclusion regarding the translation methods. Content-oriented text requires invariance at the content plan level during the translation process. Moreover, during the translation process, one should first make sure that it was possible to fully convey the content and information in the translation text (Munday, 2016). The most important requirement is that the linguistic design of a piece of translation

must unconditionally correspond to cover the TT, i.e., the linguistic layout of the translation is primarily focused on the TL. Unambiguous focusing on the TL is the second criterion for assessing texts in accordance with text type theory. The TT should have the prominent role during the assessment process, because the information in the content is the most important here, and the reader must receive it in the TL.

2.2.5. Translation Relevance Theory

The core element of Gutt's '***theory of relevance'*** is the context. In the light of this concept, translation is primarily seen as a text written in another language used interpretively with respect to the original text. This obviously excludes all cases when the text in another language is used not for the representation and interpretation of the original, but for some other purposes (Gutt, 2000, p. 28). In other words, translation is always an interlingual interpretative use of the language. As in monolingual communication, a general conclusion from the texts of the original and the translation is achieved by interpreting their semantic representations and contextual assumptions selected from the cognitive environment in accordance with the principle of relevance (Levinson, 1989).

This basic principle explains both the essence of the translation and the source of its fidelity to the original, since translation is considered as part of a person's mental activity based on relevance and interpretive use of language. This approach can be called text-oriented, since it connects the communicative intent of the translator with the interpretation of the original text in accordance with the intention of its author (Sdobnikov 2016, p. 97). At the same time, this approach is also a context-oriented one, since its

adherence to the relevance principle always takes into account the role of the cognitive environment of the audience. As noted, various propositions may be the basis for the same contextual implication.

Ernst-August Gutt (2000, p. 123) himself understands that the concept of interlanguage use is in itself insufficient to explain the peculiarities of translation. Therefore, he tries to supplement it with an analogy with the difference between direct and indirect speech. The term "direct translation" is introduced, which should signify something more than a simple interpretative representation of the original (Gutt, 1990, p. 135). He defines direct/indirect translation: *"Direct translation is merely a special case of interpretive use, whereas indirect translation is the general case"*. Like direct speech, quoting some statement, reproducing not only its meaning, but also superficial linguistic signs, direct translation is an interlingual imitation of the original citation because it seeks to convey not only what is said, but also how it is said.

Moreover, this means to reproduce the language stimulus serving as the basis of interpretation. That is because the superficial linguistic signs cannot be saved in translation. Only the communicative clues preserve the ability of linguistic signs to guide interpretation in accordance with the intention of the author of the original (Gutt, 1990, p. 149). Communicative clues are created by various semantic; syntactic and prosodic means, logical connectives, elements of connotation, etc. An imitation of a quotation in translation can only create a presumption of similarity, and various footnotes and notes compensate for the lack of identity (Hombert, 2002, p. 180). It may happen that the goals of communication do not require complete similarity and it will be sufficient to observe the principle of relevance. This means that

the translation will be just as relevant for its readers and will provide an appropriate interpretation (in other words, it will be interpretively identical to the original), without requiring much effort to process the information.

In fact, this requirement is to ensure that the translation is true and natural. The translator decides which assumptions will be relevant in the cognitive environment of his readers (Gutt, 2000, p. 144). It should be noted, however, that the reproduction of the most relevant features of the original does not at all relieve the translator from the obligation to transfer his less relevant features when it is possible.

To sum up, it can be noted that although some of the relevance theory provisions only reformulate the traditional problems repeatedly discussed in the works of other translators, it offers a number of interesting approaches to the analysis of the cognitive basis of translation. A study done by (Zhonggang, 2006) adopted the relevance theory as a theoretical framework in an attempt to conduct a cognitive research that investigates the implicit meaning in literary texts. The results show that the relevance theory can fill the gap might appear in translating literary texts. Moreover, the principle of 'textual properties' belongs to the relevance theory proposed by Gutt (2000) has proved its vital role in shaping the translation and achieved the communication factor emphasized by this theory.

2.3. Thinking Styles according to Sternberg (1997, p. 8)

Thinking style is the preferable way of thinking that affects the mechanism of information processing and cognitive activity in any type of business. *"Thinking is an ability refers to what one can do, whereas a style refers to how one prefers to use one's abilities"* (Zhang, 2002, p. 179).

Therefore, thinking styles according to Sternberg & Zhang (1998) *"are interactive mental processes depending on the environment to which the individual belongs and depend fundamentally on what this individual gains from experiences and what he expects or what he assumes".* In this study, thinking styles inventory by (Sternberg, 1997) will be implemented as a moderator variable. This variable has been recently investigated by many studies dealt with human mentalities and cognitive activities that in a way or another affects actions taken by certain individuals towards a certain task.

Sternberg (1997) classifies thinking styles according to their function, form, level, scope, and leaning. In this study, only the function category will be measured due to the limitation of the study. This study is limited only to measure the effect of thinking styles on the level of the translation assessor. The function category involves three styles: ***Legislative, Executive, and Judicial.***

2.3.1 Legislative Style:

This style is an activity that involves people thinking in a legislative way, in which they tend to perform tasks by exploiting them in their own ways. In this sense, people act differently towards tasks such as planning, assessing, formulating, creating, or any other mental activity. This class of individuals depends on self-solving problems without resorting to pre-prepared solutions. In addition, this group of individuals tends to use their own ideas and suggestions when assigned to a task. In the legislative style, these individuals feel extremely happy when they come to the right decision in their fields of work or tasks assigned to them (Sternberg, 1997, p. 28).

2.3.2. Executive Style:

Exclusively, in this style, individuals are considered to be dependent carefully following a set of instructions without focusing on their role in drafting or planning for a certain task/s. In other words, individuals of this type are characterized as preferring to follow laws rather than enacting them besides tolerating the bureaucratic environment resulting from following those laws imposed upon them, whatever their forms are. The individuals who are categorized under this style tend to deal very cautiously with the tasks assigned to them, which are characterized by a structure and a clear goal. This class of individuals also tends to deal with clear and predefined tasks. Moreover, these individuals tend to deal with problems in the field of work according to procedures previously dictated without trying to impart their own prints (Sternberg, 1997, p. 33).

2.3.3. Judicial Style:

The people who share the traits of this style have an advantage of criticizing others' achievements. They only believe that their achievements, depending on their ideas and analyses, of the tasks assigned to them are done in proper ways. Furthermore, they promote their desires to confront and evaluate ideas opposing their ones; they have a great desire to evaluate the work of others of various fields. People of this style wish to deal with various work projects in an interactive way in terms of assessing the views of others and methods of solving problems. In addition, individuals of judicial style tend to make comparisons with the achievements and decisions of others in terms of their analyses and evaluations of various conditions in the workplace (Sternberg, 1997, p. 39).

In a nutshell, this study adopts thinking styles in terms of their function category, which includes: the legislative, executive, and judicial style. This function category is adopted putting aside other categories because it is closely related to dealing with the concepts based on analysis, criticism and evaluation, dealing with problems and finally decision-making processes. Every style of this function category (legislative, executive, and judicial): has an advantage of dealing with various tasks and achievements of individuals as it falls at the heart of the evaluation/assessment philosophy, thus, it hits the core of the topic of this study, which is the translation quality assessment.

2.3.4. Related studies on thinking styles

Many studies have been implemented taking thinking styles as a main dependent/independent variable that affects the surrounding issues related to the study conditions. Their results reveal the effectiveness of this variable in forming relationships with other variables included in those studies. A study done by Zhang (2000), involves examining the relationship among the study variables. This study adopted thinking styles inventory approach, which is defined by Sternberg (1997) as a theory of mental self-government. This research has studied the relationship between thinking styles and teaching approaches. The sample of the study was a group of teachers requested to answer a questionnaire. The results of the study exhibited that there is a strong relationship between the study variables.

Another important study dealt with the thinking styles conducted by (Alimirzaloo & Hashemnezhad, 2015). It adopted thinking styles as an independent variable based on the thinking styles inventory by (Sternberg,

1997) in order to find out the relationship between the other variables of the study. The results of this study reported a significant relationship between thinking styles and language learning strategies. According to Sternberg's (1997, p. 35) interpretation of mental self-government; individuals indicate how they use their cognitive abilities and organize their ideas according to the tasks assigned to them. Thinking styles differ from one individual to another because it is a mental-based process entirely based on the interaction with situations or tasks (Sternberg & Zhang, 2001). In other words, thinking styles are considered as a process of mental activity that involves reorganizing the elements of the situation in a certain way that allows the realization of relationships or dealing with problems.

Moreover, thinking itself as argued by Sternberg & Zhang (2001) is to perform many mental and cognitive processes aiming to deal with something like cognition, classification, deduction, analysis, synthesis, comparison, generalization and other mental processes. Certainly, this matter varies from one individual to another, each according to his way of thinking about how to deal with the tasks assigned to him. Since the assessment is a decision-making process that requires analysis according to *Certain Criteria* might differ from one assessor to another, so it is necessary to measure the thinking styles of the assessors. The assessors who are involved in assessing the translation quality in order to understand the reasons behind the differences in their assessment, which are often due to the different thinking styles each assessor practices during the assessment process.

To sum up, very restricted studies have included thinking styles as an important factor that might affect learning, teaching, and assessment process in the educational and practical context. Thinking style has not been

given a great importance by researchers in various fields, the areas of language teaching and learning, and areas of teaching translation, especially the assessment of translation quality. Moreover, given the extreme importance of this factor, thinking style according to literature focuses on the vitality of the pedagogical and educational fields and so on. Giving thinking style an important role in dealing directly with intellectual activities including learning, teachings and assessment, etc., makes it a very important field for research ought to be investigated in various fields of research. Thinking styles have been considered in this study as a '***Moderator Variable***'. A moderator variable is defined as: *"a moderating variable, also called a moderator variable or simply M, changes the strength or direction of an effect between two variables x and y. In other words, it affects the relationship between the independent variable or predictor variable and a dependent variable or criterion variable"* (Baron & Kenny, 1986).The effectiveness of a moderating variable in the relationship/s between the research variables lies in its vital tasks in moderating, effecting, and testing the notion of contingent effects (R Andrew Sayer 2000, p. 94). Therefore, this study suggests involving thinking styles as a moderating variable.

2.4. Translation Quality

Considering the quality of any piece of translation is quite good or not, depends entirely on the individual who receives the translated text. In general, translation quality is defined by some scholars in the field of translation studies as a type of performing a perfect product. Nevertheless, firstly, what the quality is: quality as defined by *(Cambridge English Dictionary: Meanings & Definitions 2019)* is *"how good or bad something is"*. It is understood from this very short definition that the quality means

something belongs to the degree of its acceptance or rejection by people who are involved in the assessment of the quality. It is completely a subjective issue since someone who says his/her opinion about the quality of that thing. Translation, generally, is defined as a way of communication between two languages by using different techniques in order to convey the content of the message being at hand. Firstly, the pedagogical implications of translation theories in teaching and learning translation are to be widely discussed in this study.

According to Baker (2018) translation pedagogy as an academic discipline is new and needs lots of attention by researchers. The assessment of the translation quality, as in the evaluation of translation, has been a key objective for both professional and educational purposes. In many years, however, the literature on quality has not been paid much attention by teachers who, on the one hand, express their own perception of market anticipation and, on the other, the standards they deem appropriate to the market independently of the requirements of the latter.

In the 1980s, translators began to recognize the value of a direct observation of expectations and the reaction of users of translation services. It also recognizes the usefulness of testing the weight of all components of quality, taking into account the particular environment, and in particular the user's identity. In other words, this no longer means an absolute single quality, but a comprehensive quality that is defined specifically with the circumstances or receivers of translation (House, 1997).

Translation research has for a long time focused on the literary domain, and much of the work includes linguistics and comparative studies

in the field of translation. Sixties to eighties, however, new theories emerged that gradually moved away from the linguistic and comparative approach (Munday, 2016). The interpretive theory of translation and discourse analysis has thus emerged, moving the translation from segments to the entire text. Text analysis, as another matter, has also been born (Nord, 1991). Nida (1982) defended the concept of dynamic equivalence in translation, which gives priority to the recipient's reaction. Nida then directed the studies towards the TT text and no longer towards the ST text alone.

Another important current issue that is still influencing current research was born at that time: the ***Functional School***. Researchers from this German school such as Juliane House (1977) based on a model of *Systemic Functional Grammar (SFG)* of Halliday have distinguished the role of *Systemic Functional Linguistics* (SFL) in translation studies. House (1977) has notably published a model of evaluating the quality of translations based on the establishment of a textual linguistics to which the translation should correspond to the original text.

Other authors as Vermeer (1996) have also made great contributions in this regard, in which the original text is presented as mere information makes translators to rewrite the information in TT. This theory of quality based on the satisfaction of the objectives of the translation is based on typologies of texts: Reiss (1981, p. 123), in particular, which divides documents into ***operative texts***, ***expressive texts,*** and ***informative texts***. More recently, another author has evolved this theory specified as the theory of *Skopos* (function or destination in Greek): Christiane Nord (1991). In fact, the quality in terms of the adequacy of the translation in relation to the

specifications, and takes into account the situational context of production of the translation product.

It is concluded that people may have different views regarding different issues; this interprets that the quality of something might be accepted by someone and not accepted by somebody else. Therefore, translation quality cannot easily be dealt with since it is an inextricable matter that cannot be judged easily. As far as translation quality is concerned, it is the same with any quality, such as a color, design, or style. Therefore, the term *QUALITY* is a flavor belonging to a personal insight, and for this reason, it is considered as a subjective matter that is differently digested by different people.

Translation quality assessment per se is considered, as a subjective matter ought to be submitted to certain criteria. These criteria are controversial among translation scholars since there are no specific models adopted for the assessment of translation quality and this is exactly what the review of the literature indicates on the assessment of the translation quality (Hague et al., 2001). Most proposed criteria differ depending on the purpose of the assessment and the theoretical framework applied by those who are involved in assessing the translation quality. This study has thoroughly addressed the translation quality and all its aspects in general and in relation to the requirements for the purpose of covering all aspects related to the other variables. It discusses the definition, related studies, and assessment criteria as proposed by some scholars.

Moreover, the study has focused on the most important factor i.e. translation theories. Then, it addresses the translation theories that have a

direct relation to the study. After that, this chapter deals with the other important factor 'thinking styles'. This factor will have a great portion of reviewing some related studies that have a connection with the translation quality. Research on the translation quality provides a number of usable assessment parameters/criteria. Early models of translation quality assessment focus on the error analysis technique. Other models of TQA emphasize functional approaches. While others such as House model of TQA (1977) stresses the conditions of a translation in relation to translation theories. It cannot therefore save one number of parameters or types of conceptual errors, if it wants to be clear that the translation of a text is possible and valid only if the reviser (revised version) knows exactly which parameters will guide the assessment of a text. The final result of the translation from the point of view of the possibilities available to the translator and his degree of freedom in translational decisions ensures the scope in which the translator moves through various dimensions: linguistic as well as extra-linguistic factors. Based on the literature review, the translation quality is divided into three major categories: *Content, Form*, and *Product Summation* that will be meticulously discussed in chapter 3.

2.5. The Relationship between Translation Theory and Translation Quality

It is a good turn to look for the connection between the translation theory and translation quality, in which this study tries to explore. As stated by House (2015, p. 2) *"Translation quality assessment can thus be said to be at the heart of any theory of translation"*. In this regard, House considers TQ cannot be predicted only by applying theories of translation. Her view on the term *equivalence* in translation is the main idea of any translation theory and

the key idea of TQ, as well. Moreover, some scholars have emphasized the role of equivalence in translation as a major procedure in the translation process and product. Such scholars like Nida (1964), his notion of dynamic and formal equivalence. A dynamic equivalence for Nida is a type of relationship between the receiver of the message and the message itself that should have the same effect of the source message (Nida, 1964, p. 159).

Furthermore, Nida's idea of translation focuses on prerequisites of a successful translation summed up as conveying the spirit and manner of the original, having a natural and easy form of expression; producing a similar response and finally making sense. Another scholar is Catford (1965), his idea of equivalence can be as a textual equivalence and formal correspondence. Catford (1965, p. 28) states that a textual equivalence is *"any TL text or portion of text which is to be the equivalent of a given SL text or portion of text"*.

Moreover, a formal correspondence as defined by Catford: *"any TL category which can be said to occupy, as nearly as possible, the same place in the economy of TL as given SL category occupies in the SL"* (Catford 1965, p. 27). For Newmark translation is seen as two categories: semantic and communicative translation. He defines semantic translation as *"attempts to render, as closely as the semantic and syntactic structures of the second language allow the exact contextual meaning of the original"* (Newmark, 1981, p. 39). Moreover, a communicative translation as defined by Newmark (1981, p. 39) is: *"communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original"*. It is clear that Newmark defines the notion of semantic translation as a way of dealing with translation depending on the linguistic bias to the SL

text. In this case, it means the TT is acceptable though it involves the SL culture that does not necessarily be helpful to the receiver. This type of translation seems to be more difficult, critical and full of details that it is connected with the word level.

However, communicative translation as proposed by Newmark has also a linguistic bias connected to the sentence level, but this time for the TL text. This type of translation tries to simplify the readability of TL text in front of the receiver of the message. According to this concept, the reader/receiver of the TL text would have no difficulties or haziness in the text, instead, the focus here goes on the wide cultural issues SL text has. This type of translation might be easier, smoother, clearer, and more traditional than the characteristics of the semantic translation.

2.6. Models of Translation Quality Assessment:

Due to its nature, translation quality has been defined differently by different scholars in relation to the field of translation studies. Newmark (1991, p. 111) defines translation "*A translation has to be as accurate as possible, as economical as possible, in denotation and in connotation, referentially and pragmatically*". This definition sheds light that the reasonable bases refer to the TT; the actual quality of translation with this definition cannot clarify the accurate rendition of the ST content.

According to House (1977), translation is viewed as a mechanism of information storing from the ST transferred into TT. In her model of translation quality assessment, House emphasized the three levels of meaning: text, semantic and pragmatic in analyzing the ST and TT. She stressed that the piece of translation should be analyzed from two sides, i.e.

the ST and TT. Moreover, she proposed a model of translation quality based on an erroneous analysis that is the notion of covert or overt translation. Most models of the translation quality assessment based on descriptive and theoretical models (Waddington, 2001, p. 311). For example, the model proposed by Pym (1992) depends on the nature of the errors made by the translators. For solving the subjective analysis of translation quality, Waddington (2001) proposed a mode of translation quality assessment. His model focuses on a combination of four models proposed by different scholars. In his study, he used 17 different criteria to test 64 students in translation. The results of the study revealed that there are significant correlations despite the great variations among the assessment models.

2.7. The relationship between translation quality and thinking styles:

Very limited studies have investigated the impact of the thinking styles on translation quality. One of these studies is a research paper by (Saeed, 2010) deals with listing the effects of thinking styles as a psychological factor on the translation process for a group of translation students. The most prominent finding of this research is that there is a statistical relationship between the translation quality and thinking styles.

This study adopted the (Sternberg, 1997) model of thinking styles inventory. Furthermore, the study revealed that there is a strong relationship between the dependent variable (translation quality) and the independent variable (thinking styles). The statistical instrument used in the study was a Pearson product-moment correlational analysis and multiple regression analysis. In addition, the results of multiple regression analysis indicated that

the three thinking styles could cumulatively predict a significant variance in participants' scores in translation quality. The results of this study have an important background for theorists to review these thinking styles as a factor that was proved as an important factor affecting the translation quality of the translation students.

(Najafian & Sedighi, 2016) conducted another study taking into consideration the thinking styles as a factor might affect the translation quality of translation trainees. This study was done by involving thinking styles as an independent variable and translation quality as a dependent variable. The model of statistical analysis applied was (Sternberg, 1997). The results showed that there is a direct relationship between the method of judicial thinking and the quality of translation.

Therefore, it can be concluded that the high values in the judicial method lead to better translation thus, teaching this method may help improve the quality of translation of students/trainers. The results of this study are useful in training translators within training programs. This study aims to find out whether there is any relationship between the three main thinking styles: (judicial style, executive style, and legislative style) with the translation quality. In fact, this study could not properly explain how the thinking styles statistically affect the translation quality since it did not apply proper descriptive statistics models of analysis.

Overall, the two previous studies were not entirely successful in presenting an empirical approach intended to emphasize the close and influential relationship between thinking styles as an independent variable and translation quality as a dependent variable. Since, the two studies have

clear weaknesses in their applications to appropriate analytical tools for the purpose of generating results that can be adopted in the field of translation quality assessment. For example, in the two studies, the quality of translation was considered as a mono-variable regression without dividing it into its dimensions that eventually enhance the strength of the possible results. In this regard, the researchers considered the translation quality as an isolated variable without mentioning its dimensions, which are supposed to be divided into items for the purpose of measuring it accurately.

The statistical analysis if it were at the level of one dimension and not at the level of items it would weaken the results. On the other hand, thinking styles were employed as an independent variable with its three dimensions, for each dimension there are items to measure it. According to the Pearson correlational analysis, measuring the relationships should be done between the independent variable and its dimensions and with the dependent variable and its dimensions. This specifically means that the researchers must perform descriptive statistics for each dimension of the dependent and dependent variables.

2.8. Language Assessment: an overview

"The act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made" (Cambridge Dictionary/English Dictionary, Translations & Thesaurus, 2019). From the above definition, we can realize that an assessment is a decision-making process measuring the quality of an object according to pre-established criteria that the rater/assessor relies on in the assessment process. Language assessment, on other hand, *"is an ongoing process to ensure that*

the course/class objectives and goals are met'' (Brown & Abeywickrama, 2019). As concluded from the above discussion that the assessment decision varies from one assessor to another and from one student/trainee to another, and therefore, the assessor and the student have a fundamental role in determining the assessment frameworks/criteria through which the assessment process is carried out (Mackay, 2011). The three above-mentioned definitions of the language assessment reveal that the assessment is a process of decision-making depending on certain criteria.

Accordingly, the assessment of translation quality, as it involves assessing TL, depends entirely on certain criteria developed by experts specialized in the field of TQA. The TQA does not go far from the assessment of a language, but is an identical process in terms of its common criteria: grammar, sentence structures, discourse analysis, etc. However, in translation, a number of issues, which are more complicated, represented by how the assessor deals with a translated text; here the role of the assessor himself is highlighted. In addition, there are inevitably issues affecting the quality of translation, such as the assessor's thinking styles.

Moreover, because the assessment process is in its nature, a subjective matter requires a decision-making process; thus, it would inevitably be reflected in the assessment of the translation quality. Based on that, the assessor himself/herself confronts his view, experience, mood, belief, assessment background, translation competence, thinking style, and the like.

CHAPTER III

Research Design and Methodology

3.1. Chapter Overview

This chapter sheds light on the rationale and methodological issues related to the study environment. The review of literature has revealed that there is a close relationship between translation theories and translation quality. Another relationship is between translation quality and thinking styles. This is based on the empirical designs connected with the analytical review of the theory. Accordingly, a clear view of the appropriate way to design the research process in all its essential folds was born.

Besides, the review of literature has supported a detailed approach of the mechanism in preparing the research in light of the scientific approaches to investigate the origins of the phenomenon and its expected effects in translation training and assessing translation quality. In this study, particularly, and as preceded by very rare studies in the field of assessing translation quality, it has been noted that there are intellectual and psychological factors involved in affecting the translation quality. These studies adopted statistical analyses to describe the effect of thinking styles as a factor from the translator's point of view with questionnaires limited to an independent variable that is the "*Thinking Styles*" and the dependent variable, the "*Translation Quality*".

The results of these studies showed clear effects of thinking styles on translation quality from the translation students/translators' points of view. With regard to the present study, the point of view of the assessor himself is

involved. This study employs a questionnaire consisted of three variables: translation theories as an independent variable, thinking styles as a moderator and independent variable, and translation quality as a dependent variable. The current study considers the translation assessor has the most prominent role in determining the translation quality. Therefore, this study adopts statistical analyses to the effects of thinking styles on the relationship between translation theories and translation quality, in addition to the direct effect of thinking styles on translation quality will also be statistically analyzed.

Translation theories adopted by this study as an influencing factor and an independent variable, statistically affects translation quality that has been discussed and proven theoretically by many studies as reported in chapter two of this study. Concisely, a new perspective is introduced by this study; that it seeks to include a theoretical framework implicating thinking styles as a moderating factor affecting the relationship between translation theories and translation quality. In addition, the fact that thinking styles as a factor affects the translation quality based on the reviewing of the literature of the cognitive models, however, in this study, this factor plays a dual role in its behavior towards the rest constructs.

This chapter is divided into two main sections: the first one is the **Research Design**, which deals with the theoretical framework of the study and hypotheses building. Moreover, this section deals with the methodology of the study, which in turn is divided into the research sample that provides an accurate interpretation of the study and its characteristics. The second section is the **Empirical Design**, in which includes two empirical studies: the first one is a **Translation Test** investigates the significant variations of translation assessors during their assessment to the trainee translators in two

successive sessions: ***Written translation and Simultaneous Interpreting***. As for the second study, is an interview with a focus group addresses the most important orientations of translation experts towards the translation quality. Discussions and results of both studies are reported in detail. After that, the main tool of the study, which is the questionnaire, is discussed, and its variables are clarified in detail.

3.2. Research Design

The strength of any scientific study depends entirely on the accuracy of a researcher's choice for the design that suits the nature of his/her study among the alternatives of the possible designs. This enables the possibility of ensuring access to higher accuracy results that can achieve a high level of reliability required in a scientific research as one of the basic conditions demanded in the investigation process (Sekaran and Bougie, 2010).

Consequently, the design of a research is crystallized based on a scientific method that links the theory to its application. Moreover, the revision of the previous cognitive efforts in TQA with its integration with thinking styles based on the derivation of the hypotheses from their empirical environments, can pave the possibility of building a new model of assessing and analyzing the translation quality. This model might help provide a new assessment model of TQA.

This model in a way or another might contribute in training translators, teaching translation, and assessing translation, as well. In this study, the hypotheses are derived from their empirical scope after linking the theory to its application to generate a new idea based on empirical evidence suitable for formulating a model can be applicable in the method of building

a theory. This approach is widely met great applause by researchers in different fields. This approach is a reasonable and an effective one that forms a hypothesis suggesting a new direction the researcher tries to introduce as a solution for the phenomenon (Peirce et al., 1998, p. 735).

3.2.1. Research Approaches

Many studies emphasize the selection procedures of a proper research approach that provide a powerful ground to support the study path; qualifies it to build an integrated analytical model to help proving an argumentation the study tries to achieve. This study entails a derivative approach based on the derivation of a theory from its empirical environment. According to Kovács & Spens (2005), there are three options of selecting an appropriate approach, which are: inductive, deductive and abductive. Abductive reasoning is selected in this study because it gives a sufficient momentum to the researcher as stressed by (Kovács & Spens, 2005). They state that the abductive reasoning is a pragmatic perspective the researcher uses to decipher a mysterious or unclear code through his observations on a specific phenomenon or a confusing matter. Therefore, this study resorts to this approach to meet the observations of a vague phenomenon that has no clear-cut and cannot be explained based on the ongoing theories. Through this approach, the study pursues to explain the phenomenon based on its empirical context.

3.2.2. Theoretical Framework and Hypothesis Building

After reviewing the literature on the relationships between the variables of this current study and deriving its implications, the theoretical framework was formulated, paving the ground for the research hypotheses as

far as the matter relates to the relationship between translation theories and the translation quality, and the relationship between thinking styles and the translation quality.

Moreover, this approach used to derive the hypotheses from their empirical environment, mainly, is the abductive reasoning. Its role is to include thinking styles in the theoretical framework as a moderator variable moderating the relationship between the translation theories and translation quality. Thus, the theoretical framework is designed in accordance with the above justifications. The theoretical framework for research constructs, as demonstrated in Figure (3.1.), form three basic constructs, each of which are subdivided into sub- constructs. The constructs of the theoretical framework involved in this study are: translation theories as an independent variable, thinking styles as a moderator variable, and translation quality as a dependent variable.

These basic constructs, in turn, are subdivided into dimensions that represent each variable. The independent variable has three dimensions that are included based on the literature review: relevance theory, text type, and skopos theory. The moderator variable embarrasses three dimensions: legislative style, executive style, and judicial style. The dependent variable, in addition, involves three dimensions: content, form, and product summation. These variables with their dimensions are the overall constructs of this study that included in the study based on the reviewing of the literature.
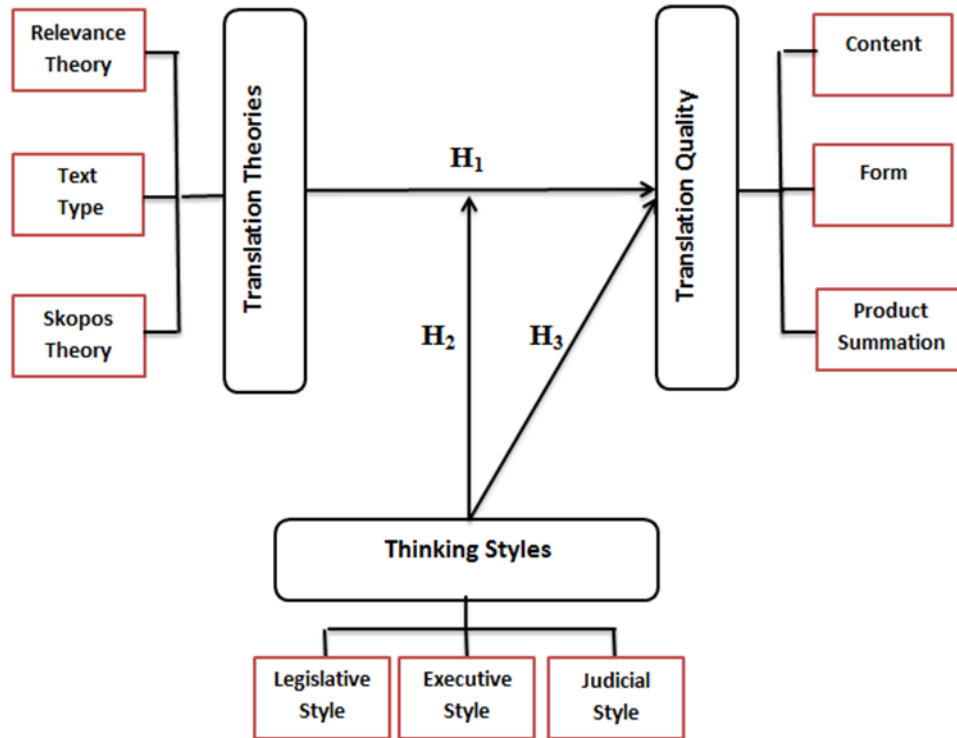
Figure (3.1.) Theoretical Framework

3.2.3. The Hypotheses

This part of the study is designed to present the research hypotheses building. These hypotheses are developed after reviewing the literature with regard to the direct relationship between translation theories and translation quality in terms of the moderating role of thinking styles.

The method of this research is described as a derivation of its hypotheses from its empirical milieu, which is an integration of the inductive and deductive methods. In details, extensive observations of the existence of fundamental variations in assessing the translation quality for trainee translators were reported. Accordingly, two tests were conducted to investigate the variations in assessing the translation quality of trainee translators. The conducted tests confirm that there are significant variations

in the assessment of a number of trainee translators by assessors in the field of translation. Accordingly, the hypotheses were derived from their empirical environment (assessing the translation quality of trainee translators) resulting an ***Abductive Reasoning*** (abductive inference).

An abductive reasoning is an inferential process targeting new derived hypotheses in relation to certain evidence/s through intensive observations (Iddo Tavory & Timmermans, 2014, pp. 88). In a way or another, researchers resort to apply certain approaches to interpret their study dilemmas. Iddo Tavory & Timmermans (2014, p. 90) argue: "*Adductive analysis provides answers to the problems researchers have faced in trying to account for the relation among observation, method, and theory*". Another definition emphasizes the role of abduction analysis in finding solutions to observed problems in the practical sides of studies: *"Abduction is defined by Peirce as the process of forming an explanatory hypothesis from an observation requiring explanation"*, cited in (Flach & Kakas, 2011, p. 7).

➢ **The hypotheses of this study are divided into main and sub-hypotheses as shown below:**

Main H1: Translation theories (Relevance, Text Type, and Skopos) have a statistically significant effect on the translation quality (Content, Form, and Product Summation).

Main H2: Thinking styles (Legislative, Executive, and Judicial) positively moderate the relationship between translation theories (Relevance, Text Type, and Skopos) and translation quality (Content, Form, and Product Summation) by a specific statistical significance.

Main H3: Thinking styles (Legislative Style, Executive Style, and Judicial Style) have a statistically significant effect on the Translation Quality (Content, Form, and Product Summation).

Table (3.1.) Sub Hypotheses

No.	Sub-hypotheses
1	Translation theories through their dimensions affect the content dimension by a statistically significant effect.
2	Legislative style positively moderates the relationship between translation theories (relevance, text type, skopos) and the content dimension by a specific statistical significance.
3	Translation theories through their dimensions affect the form dimension by a statistically significant effect.
4	Legislative style positively moderates the relationship between the translation theories (Relevance, Text Type, Skopos) and the form dimension by a specific statistical significance.
5	Translation theories via their dimensions affect the product summation dimension by a statistically significant effect.
6	Legislative style positively moderates the relationship between the translation theories (Relevance, Text Type, Skopos) and the product summation dimension by a specific statistical significance.
7	Executive style positively moderates the relationship between the translation theories (Relevance, Text Type, Skopos) and the content dimension by a specific statistical significance.
8	Executive style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the form dimension by a specific statistical significance.
9	Executive style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the product summation dimension by a specific statistical significance.

3.2.4. Sampling

The population of this study is limited to translation and linguistics experts; lecturers, trainers, and professors of translation departments in Iraqi Universities and Colleges, with their various educational degrees and academic titles. The sample was randomly selected from different

departments of linguistics and translation who are affiliated to state and private universities in Iraq.

Table (3.2.) Sample Characteristics in Details

Sample Categories		Number of Respondents	Ratio %	Relative Importance
Gender	Male	80	62	1
	Female	49	38	2
	Total	129	100	
Age	30-35	19	15	4
	36-40	37	29	1
	41-45	34	26	2
	46-50	24	19	3
	More Than - 51	15	11	5
	Total	129	100	
Years of Experience	10-15	18	14	3
	16-20	49	38	1
	21-25	41	32	2
	More Than - 26	21	16	3
	Total	129	100	
Education	PhD	73	56	1
	MA	56	44	2
	Total	129	100	
Academic Title	Lecturer	32	25	3
	Assistant Professor	55	43	1
	Professor	42	32	2
	Total	129	100	

This research sample is the main focus of this study, as it includes a group of translation experts, trainers and translation teachers in Iraqi universities and specifically in the fields of specializations: translation and linguistics. The characteristics of the sample as shown in table (3.2.) are divided into certain categories including: gender, age, and years of experience, educational degrees and finally academic titles. The figures: (3.2, 3.3, 3.4, 3.5, 3.6) show the sample characteristics for each category.
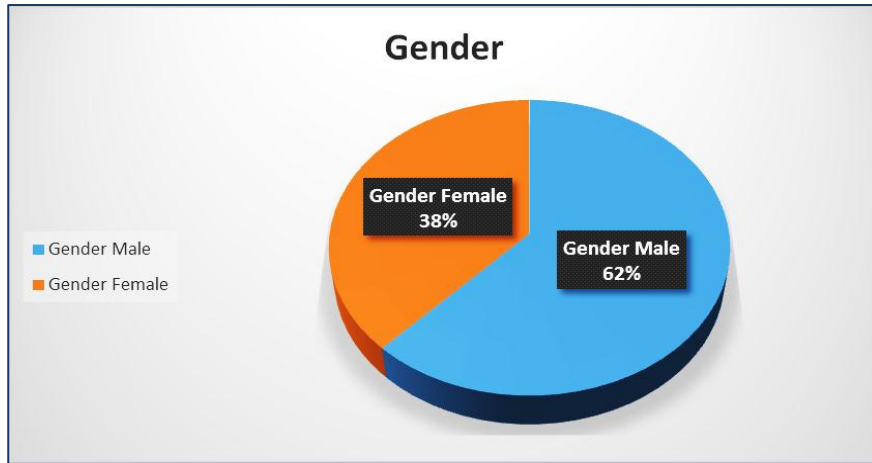
Figure (3.2.) Gender Category
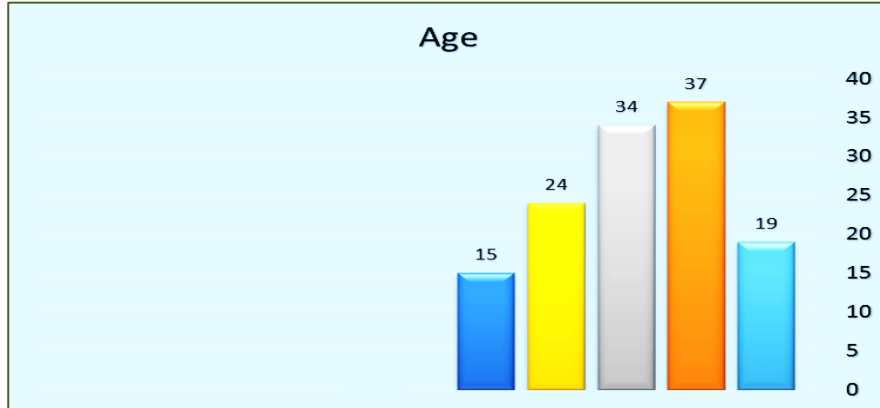
Figure (3.3.) Age Category
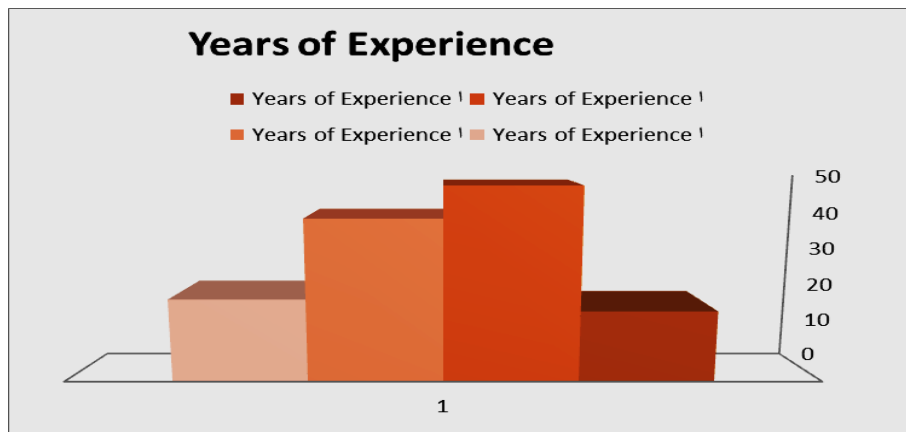
Figure (3.4.) Years of Experience
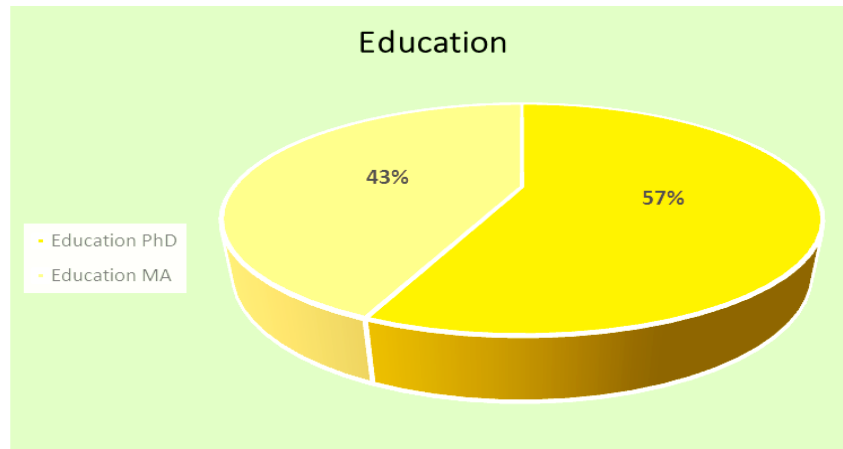
Figure (3.5.) Education Category
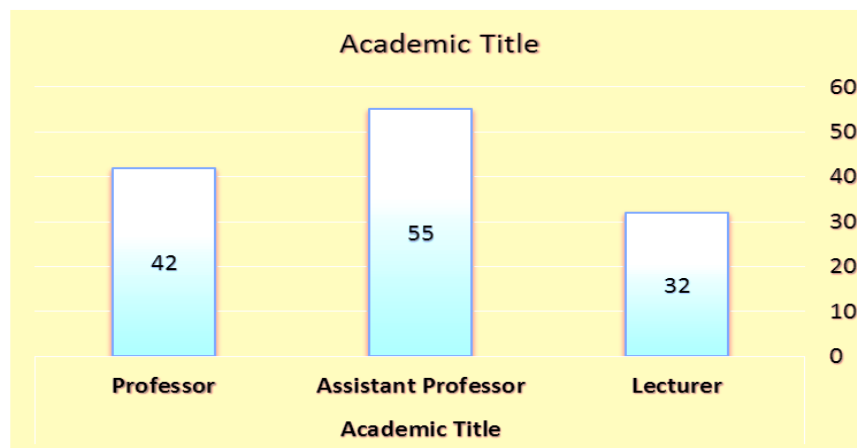
Figure (3.6.) Academic Title

3.3. Empirical Design
3.3.1. Empirical Study (1)

"Investigating the Variations among Translation Assessors in their assessment to the Translation Quality of Trainee Translators"

After observing the variations practiced by the assessors' assessment of TQ, the researcher decided to investigate the variations translation assessors practice in their assessment process of TQ. Based on that assumption, two tests were designed to achieve the purpose of this study. The

first one is a written translation test in which a group of students participates to deliver their translation versions. The second test was a simultaneous interpreting that involves a group of participants to record their interpretations via two Mp-3 audios. Their recordings with assessment sheets were collected and delivered to six assessors to assess the TQ. The sample of the participants in these two tests was trainee translators and interpreters who recently graduated from departments of translation.

The sample in question is a group of translation assessors who have long experience and relevant background in the field of translation for several years. Thereafter, descriptive statistics were done by SPSS version-23 for the purpose of analyzing the data of the written translation test and simultaneous test. T-test is another statistical tool that was involved in this study. This tool measures the mean values of the variations derived from the descriptive statistics resulting from SPSS.

3.3.1.1. Witten Translation Test

This test was a media written text of about 750 words. The participants were asked to translate the English text into Arabic and the Arabic text into English. The participants were 16; however, only twelve took part in this test. Thereafter, the answer sheets with the assessment sheets were sent to 12 assessors in order to assess the translation quality of the 12 participants. Only ten assessors delivered their assessment sheets. The scores out of 20 marks displayed in the assessment sheets were indexed into a table. The names of the translation assessors and the trainee translators were coded in numbers for the purpose of anonymity as shown below in table (3.3.).

Table (3.3.) Statistical Description - Written Translation Test

Marks out of (20)

ASR = Assessors   TT = Trainee Translator/Interpreters

Details	TT 1	TT 2	TT 3	TT 4	TT 5	TT 6	TT 7	TT 8	TT 9	TT 10	TT 11	TT 12
ASR - 1	17	11	16	15	8	9	13	18	8	11	16	7
ASR -2	12	16	12	12	9	10	7	12	11	10	12	12
ASR -3	16	17	18	19	15	15	12	14	16	17	14	17
ASR -4	13	12	8	15	10	7	8	11	7	9	11	15
ASR -5	10	14	8	7	12	11	9	17	12	13	13	10
ASR -6	8	16	16	15	8	6	14	9	6	9	18	12
ASR -7	11	9	8	11	16	13	15	10	17	8	13	16
ASR -8	12	7	19	17	18	12	11	17	10	13	16	15
ASR -9	18	16	13	8	11	17	16	9	14	12	17	14
ASR -10	14	13	11	14	9	11	16	13	7	18	9	11
Mean	13.1	13.1	12.9	13.3	11.6	11.1	12.1	13	10.8	12	13.9	12.9
Std. Deviation	3.17	3.34	4.20	3.80	3.56	3.38	3.28	3.39	3.91	3.36	2.84	3.07
C.V.	0.242	0.255	0.32	0.285	0.307	0.30	0.271	0.261	0.362	0.28	0.204	0.23
Relative Importance	3	4	11	8	10	9	6	5	12	7	1	2

- **Discussing and Concluding Remarks**

The statistical results represented by the coefficient of variance (CV) to the assessment sheets show clear variations in the levels of the assessors' assessments to the translation quality. This can clearly be noticed in table (3.3.). The higher ratio is (.362) of the TT-9 and the lowest ratio is (.204) of TT-11. It is obvious that the ratio goes down for TT-9 because of the decline occurred in the ratio of the standard deviation (SD) of (2.84) with mean ratio of (13.9), and that is the highest among the rest of the trainee translators. Particularly, the numerator of the CV in question is the SD and its denominator spontaneously interprets the rise of CV of TT-9. That is because of the high convergence of the two ratios: the numerator as well as its denominator among the rest of the trainee translators.

Overall, the increase of CV reflects a bigger difference and variability in the assessment process fulfilled by the assessors, while the decline in this ratio is quite the opposite one. Moreover, figure (3.7.) perhaps clarifies this fluctuation in CV of the trainee translators' scores who responded to the test. These results are very clear justifications for the TQ assessment variations among translation assessors.

	T.T-1	T.T-2	T.T-3	T.T-4	T.T-5	T.T-6	T.T-7	T.T-8	T.T-9	T.T-10	T.T-11	T.T-12
c.v.	0.242	0.255	0.32	0.285	0.307	0.3	0.271	0.261	0.362	0.28	0.204	0.23
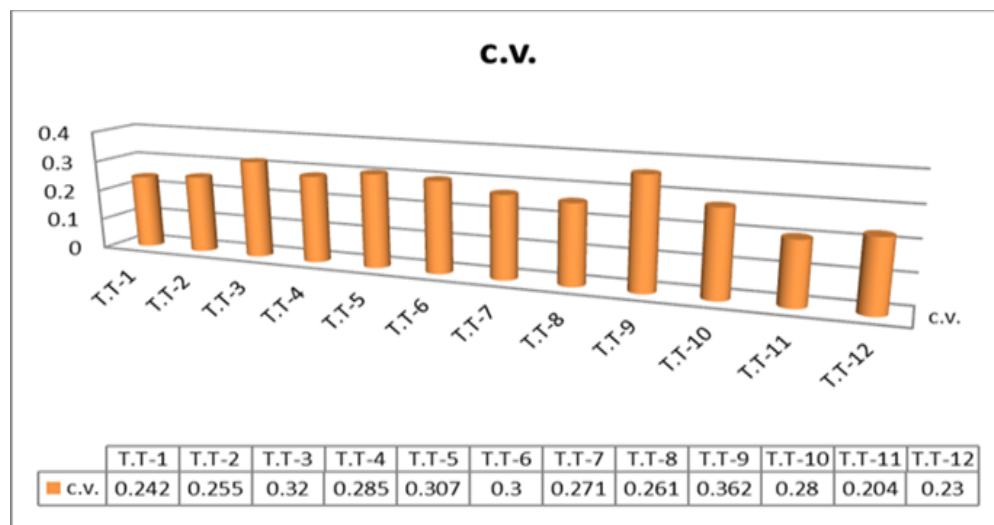
Figure (3.7.) Statistical Description of the Written Test

3.3.1.2. Simultaneous Interpreting Test

Simultaneous interpreting test was conducted to check the assessment variations among assessors. This time 14 trainee interpreters were invited to participate in an oral translation test. These trainee interpreters involved in simultaneous interpreting session with two audios suite their interpreting levels

Their recordings were collected and delivered to six assessors to assess TQ of the trainee interpreters. The test included two political speeches delivered in UN General Assembly as shown in the table (3.4.):

Table (3.4.) Political Speeches (Mp-3 Audios)

1	**PM Theresa May speech to the UN General Assembly: 26 September 2018.**	**English into Arabic**	**Mp-3**
2	**President Sisi speech to the UN General Assembly: 26 September 2018.**	**Arabic into English**	**Mp-3**

Only 12 trainee interpreters participated in this test, however; two trainee interpreters withdrew from the test before ending the recordings because they could not follow the audio within the exact time. The rest of the trainee interpreters delivered their interpretations. Their Interpretations were recorded with a form of mp-3 audio. Since two recordings were not clear and with a sort of distortion, only eight of them were involved in the assessment.

- **Discussing and Concluding Remarks**

Simultaneous interpreting test of the trainee translators/interpreters with their scores were analyzed with SPSS statistics. Thus, the task here is to summarize descriptive statistics to reveal the ratio of variations among the assessors. Table (3.5.) shows the statistical results showed CV via calculating the scoring variations among trainee translators. This demonstrates great variations in the assessment levels done by the assessors. The highest ratio of CV was (.328) of TT-5 with highest relative importance (8). The lowest ratio of the relative importance was (1) with CV (.206) of TT-4.

It is a natural result in which the rate of CV for TT-4 decreases with relative importance (14.16) after a decline in SD of (2.92) as compared to the highest mean among the other trainee interpreters. In other words, the

numerator of CV is the SD and its denominator is the mean. This interprets that the CV of TT-5 is the highest among the other trainee translators since the value of the numerator and the denominator is closer to each other in their ratios. In all cases, this reflects the increase of CV ratio due to the great variations and fluctuations in the assessment levels among the assessors as shown in figure (3.8.). Moreover, the decline in CV refers exactly to the opposite.

Table (3.5.) SI Test- Statistical Description
Marks out of (20)
ASR = Assessors   TT = Trainee Translator/Interpreters

Details	TT 1	TT 2	TT 3	TT 4	TT 5	TT 6	TT 7	TT 8
ASR - 1	13	16	15	14	18	15	11	8
ASR -2	15	12	11	16	7	10	10	12
ASR -3	9	18	8	13	10	12	8	15
ASR -4	11	8	13	9	10	14	18	13
ASR -5	11	9	9	16	14	10	15	7
ASR -6	7	11	10	17	11	7	9	10
Mean	11	12.33	11	14.16	11.66	11.33	11.83	10.83
Std. Deviation	2.82	3.93	2.60	2.92	3.82	2.94	3.86	3.06
c.v.	0.257	0.318	0.237	0.206	0.328	0.259	0.326	0.282
Relative Importance	3	6	2	1	8	4	7	5
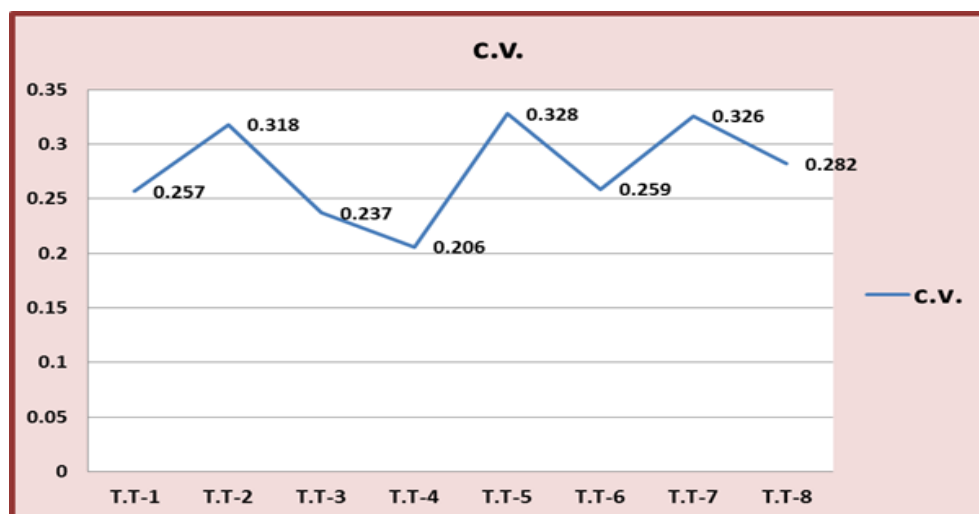
Figure (3.8.) Statistical Description of the Simultaneous Interpreting Test

- **One sample T-test**

Another statistical analysis was done (one sample T-Test) in order to shed light on the variations in the assessment of TQ exercised by the translation assessors. One sample t-test is used to show the possibility of creating some observations by using certain means (Holcomb, 2017).

One sample t-test was used in this study to compare the mean of the sample represented by the assessors in order to find out the assessment variations done in TQ. If the t-test is statistically significant, then the hypothesis of variations is definitely acceptable (V Rajagopalan, 2006). For example, it is possible to use t-test to test the extent of any significant variations in the results of the assessment of the translation assessors for a number of trainee translators. In other words, there are real variations in the assessment of the translation experts. The opposite is true if the t-test is statistically not significant then it confirms that there are no variations in the assessments of TQ of the trainee translators done by the translation assessors.

The review of the literature has revealed possible differences in TQ levels for several reasons. These reasons, perhaps, include the difference in the results of TQA that might have contributed to factors associated with translation theories or other factors in relation to the assessor's multiple thinking styles that he/she functions during the TQA process.

Accordingly, the variations of TQ might be as a result of the interaction of several factors with each other that can hopefully interpret the expected difference of the TQ levels during the assessment process. In order to investigate the extent of the variations between the results of the assessment done by translation assessors to trainee translators, the following hypothesis was tested, viz; ***"There are significant variations among***

translation assessors when assessing the translation quality of trainee translators/interpreters".

One sample t-Test was done as shown in the table (3.6) clearly calcifies the results of testing this hypothesis at the level of a written translation. Whereas, table (3.7.) highlights the results of testing the hypothesis itself at the level of simultaneous interpreting mode. These results have uncovered the existence of significant variations among the results of TQA.

This could lead us to berth the ship, viz; there is an apparent existence of significant variations in the TQ based on the assessment results of the assessors who fulfilled the testing of both the written and the oral translation for the trainee translators/interpreters as shown in the figures (3.9.) and (3.10.).

Table (3.6.) One Sample T-test of Written Translation Test

Details	"t" Statistics	Mean Difference	95% Confidence Interval of the Difference	
			Lower	Upper
TT – 1	13.035	13.10000	10.8266	15.3734
TT –2	12.372	13.10000	10.7048	15.4952
TT –3	9.708	12.90000	9.8942	15.9058
TT –4	11.062	13.30000	10.5802	16.0198
TT –5	10.289	11.60000	9.0496	14.1504
TT –6	10.381	11.10000	8.6811	13.5189
TT –7	11.661	12.10000	9.7527	14.4473
TT –8	12.093	13.00000	10.5683	15.4317
TT –9	8.734	10.80000	8.0029	13.5971
TT –10	11.272	12.00000	9.5917	14.4083
TT –11	15.444	13.90000	11.8641	15.9359
TT –12	13.282	12.90000	10.7029	15.0971
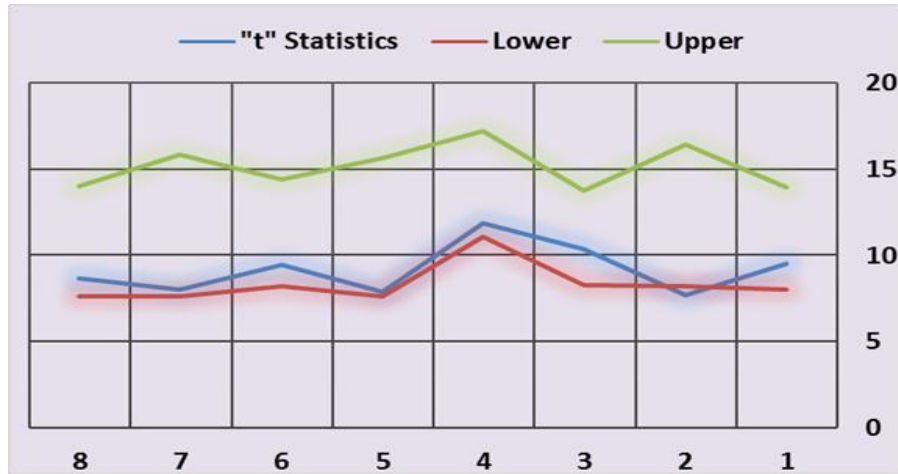
df= 5, (p<.01)

Figure (3.9.) Significant Variations TQA of Written Translation Test

Table (3.7.) One Sample T-test of SI Test

Details	"t" Statistics	Mean Difference	95% Confidence Interval of the Difference	
			Lower	Upper
T.T-1	9.526	11.0000	8.0317	13.9683
T.T -2	7.682	12.3333	8.2061	16.4605
T.T -3	10.333	11.0000	8.2634	13.7366
T.T -4	11.856	14.1667	11.0951	17.2382
T.T -5	7.862	11.6667	7.6476	15.6857
T.T -6	9.430	11.3333	8.2439	14.4228
T.T -7	7.992	11.8333	7.7734	15.8933
T.T -8	8.671	10.8333	7.6215	14.0451
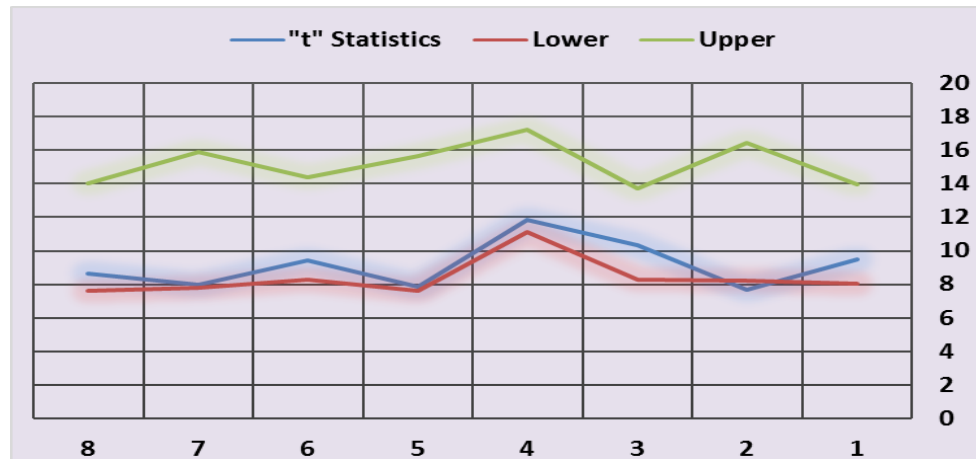
df= 5, (*p*<.01)

Figure (3.10.) Significant Variations TQA of SI Test

3.3.2. Empirical Study (2):

"Orientations of a Focus Group towards Translation Quality Assessment"

Translation quality has never had a great interest among researchers, since only few studies have been conducted on this vital topic. In fact, many reasons encourage this study to look for certain solutions to put hand on the reasons and factors that might affect the assessment of translation quality. Having considered the differences and contradictions among translation assessors in both written and oral modes of translation within the academic educational field, this paper tries to approach some important issues relating to the translation quality from different angles.

Furthermore, this interview helps finding out proposed criteria of *Translation Quality Assessment* (TQA) employed by translation assessors in the academic context and training institutions. Interview forms with sample answers are shown in the appendixes (3, 4, 5, and 6).

Therefore, ten experts in translation and conference interpreting were requested to participate in an interview. However, only six experts responded. The study starts with interviewing the six translation experts as a focus group. Two unstructured interviews were conducted to collect data from the focus group. This group was chosen to put hand on the criteria employed in assessing translation quality and to best explore some related ideas to translation quality. Based on the "*five why techniques"*, the researcher gets a good opportunity in developing questions through the answers of the interviewees (Gubrium, 2012).

Furthermore, the selection of unstructured interviews has an advantage due to its flexibility in time scheduling and amount of information that allows the respondent to freely express his/her own views and freely move among the questions introduced. Moreover, the unstructured interviews help in raising new questions during the interviewing process. This study is a preliminary study in which the views of translation experts on the area of translation quality will be determined. In addition, this study provides basic touches for a broader and more comprehensive study relating to the translation quality. Moreover, the study tries to approach factors might affect the TQA of trainee translators.

- **This study tries to answer the following questions:**

1. What are the criteria employed in assessing TQ of both written and oral translation in a training context?

2. How do assessors depend on certain models of TQ in their assessment process?

3. What are the most important factors that might affect the assessment process of TQ?

4. How do translation theories contribute in interpreting the variations of assessing TQ?

3.3.2.1. Focus Group Interviews:

The main objective of conducting this interview is to uncover certain issues related to the great variations among the assessors when assessing trainee translators. These great variations were noticed through the two tests of simultaneous interpreting and written translation to a group of trainee translators who were assessed by some translation assessors. The tests were conducted for the purpose of detecting the extent of differences in the assessment of the translation quality by translation assessors to a group of trainee translators. Accordingly, this issue prompted the researcher to interview some experts in the field of translation in order to determine the criteria employed in TQA, and finally identify factors that might affect the assessment process of the translation quality. As a result, there must be some reasons to interpret the great variations in the assessments of each trainee translator.

3.3.2.2. Related Literature

Very few studies have been done using a qualitative research method in dealing with TQA. Harding (2019) argues the role of qualitative research methods in this type of research can provide the researcher with different views about his/her research area. Furthermore, this method allows making interaction with people and supporting the researcher with primary information shaping the first paths of his/her studies (Krueger & Mary Anne Casey, 2015, p. 37).

This study tries to approach the TQA field from the standpoints of some experts in translation and conference interpreting field. A focus group approach might be a useful tool to solve some outstanding issues (Budden, 1999). It is intended to conduct two or more successive interviews as a pilot study to meet the study requirements. As stated by Elliot (1996) a pilot study can be considered as a pre-testing for the main instrument of the study. It is very clear because just at the early stages, the study might initially discover some pitfalls before the study progression.

The Focus group interview is a very important procedure researchers can follow in order to explore the first touches of the study methodology (Krueger & Mary Anne Casey, 2015, p. 39). Moreover, the pilot study provides remarkable feedback that might involve the sample of the study or warn the researcher that he/she has to make some changes regarding the main issues of the study (Elliot, 1996, p. 81). Sliverman (2016) argues that this type of interviews with open-ended questions can give more opportunity to the researcher to obtain more information regarding his/her topic under investigation. This type of interviews can give an opportunity to the researcher to adapt his questions in accordance with the interviewees' answers (Elliot 1996). Additionally, focus group interviews provide in-depth questions and can create a clear understanding of the concepts and ideas related to the main themes of a study (Gill et al., 2008). Furthermore, as stated by Budden (1999) these interviews with open-ended questions let the interviewees guide or, if necessary, alter the direction of an interview in a way or another in order to support the theoretical events or/and the practical elements of the study.

- **Justification for using a focus group interviews:**

A Focus group can provide several forms and serve many purposes at a time (Morgan, 1998, p. 403). Morgan also emphasizes the role of a focus group in the interaction between the researcher and the interviewees. The most important reason Morgan (1998) states that the focus group is very beneficial for applied studies. The focus group also has an advantage over other methods of interviewing; it is considered as a part of the population of the study.

Moreover, a focus group technique is considered as a moderator that moderates, opens fruit discussions, proposes ideas, and guides the interview session/s in order to obtain better information. Taking notes by the research or an assistant is also a possible technique in this context (Brinkmann, 2013). The focus group has become more prevalent in recent study trends. Wilkinson (1998) stresses the role of a focus group in conducting qualitative approach and multiple interviews due to their flexible and dynamic nature since they resemble the everyday discussions.

3.3.2.3. Focus Group Interviews as a Pilot Study

A focus group technique supports wide discussion about the subject matter being researched. However, this approach has some cons, but still as an effective one because of its ability to provide a wide range of information that ultimately pours into the interest of the researcher (Morgan, 1998). Conducting a pilot study for modeling the study-selected methodology and at the same time predicting the pitfalls, if any, in advance is a very creative decision a researcher may make in his primary development of a study (Morgan, 1998). It is worthy to mention some pilot study benefits; it defines the research questions and states primary data that might be an advantage for

a researcher to look for, for instance; another study sample, research question, hypothesis, etc. A pilot study, in addition, helps assess the proposed approach. Accordingly, the researcher should note that at his early stages of study (Denzin & Lincoln, 2005).

3.3.2.4. Interview Practical Section

Over ten experts in translation and conference interpreting were invited to participate in focus group interviews with open-ended questions as usual in this type of an interview. Only six experts attended the interviews. Silverman (2016) argues that this type of interviews with open-ended questions can give more opportunity to the researcher to obtain more information regarding his/her topic under investigation.

This type of interviews can give an opportunity to the researcher to adapt his questions in accordance with the interviewees' answers (Silverman, 2016). Additionally, focus group interviews provide in-depth questions and can create a clear understanding of the concepts and ideas related to the main themes of a study (Gill et al., 2008). Furthermore, as stated by Budden (1999) these interviews with open-ended questions let the interviewees guide or, if necessary, alter the direction of an interview in a way or another in order to support the intention of his study. Primarily, ten translation experts were requested to attend an interview session as *key informants* in translation/conference interpreting to respond to interview questions; however, only six of them responded. Brinkmann (2013) proposes that the number of the interviewees can be in between (6 – 10). Interview questions were introduced to the informants who are the focus group this paper depends on in answering the introduced questions.

The focus group examined the questions and gave their views about some questions. By reading and discussing with each other, the focus group was extremely engaged to set forth some ideas and views about the core elements of the questions introduced. The floor was with them to open discussions. Some informants added some other ideas related to the idea of the study. This interview was noted down, and then transcribed.

The second interview was more complex and comprehensive; the informants received verbal questions from the researcher. Notes were written down detected from their answers. They were requested to write down some of their answers for documentary purposes. In relation to the assessment direction of the translation quality, most informants said that the quality in our context is completely subjective one. However, some of them have other views that some translation assessors try their best to let the assessment be an objective one.

The main question introduced to the informants dealt with the translation theories and their influence on the translation quality and the criteria that should be employed during the assessment process. Moreover, the informants were asked to deliver their opinions regarding the question *(Is there any assessment model at hand applied in assessing the translation quality?)*. Most of their answers were negative. They commented that there is no clear integrated model that can help translation assessors mutating their assessment to an objective one. Key informants, in addition, stressed that most translation assessors have significant variations in their assessment to the translation quality. However, the variations of the assessment ought to be as low as possible.

Translation theories have a significant role in the two sessions of the discussion conducted with the key informants. Translation theories have a great influence on translation quality and an important role in shaping translation quality, this issue discussed widely by the informants. They also stressed that the translation theories when employed carefully by translators/trainee translators can improve the translation quality, thus facilitating the text or message to the receivers.

Translation theories can guide the translator through a variety of techniques and strategies in choosing proper equivalences on the levels of words, sentences and texts. Most informants agreed that the decision-making process is completely depending on the determination of a proper translation theory that fits the ST message. Informants have further indicated to the importance that assessors should be acquainted enough with translation theories and their employments in the translation process and assessment process, as well.

All the informants confirmed that the translation theories should have a fundamental role in the pedagogical implications and have to be included in the courses of the translation departments, in addition. Sign-vehicle is also regarded in this analysis. Sign-vehicle is defined as any information that can be of a great benefit in interpreting the data extracted from the interview, that might be a word, sentence, gesture, hand movement…etc., (Krippendorff, 2004) .

3.3.2.5. Data Coding Procedures

For the purpose of data analysis, a content analysis method is applied. This method is widely used for analyzing the interview transcription

that it turns the textual data into a set of categories involving words, phrases or any form to help researchers report their analysis (Vaismoradi et al., 2013). The process of data coding was done after filtering and probing the interview answers to get some relevant codes. The two interviews conducted with the focus group were transcribed and coded into the main category: **Translation Quality**. The category was further indexed into three categories: **Content, Form, and Delivery**, as shown in the table (3.8.) below:

Table (3.8.) Interview Coding Categorization

TQA Criteria Dimensions		
Content	Form	Delivery
Standard of Textuality	Grammar	Translation Techniques & Strategies
Covering Main Ideas	Cohesive Devices	The application of Translation Theories
Proper word Meaning	Spelling	Time Saving
Suitable Equivalences	Punctuation	Correct use of Punctuation Marks
Writer's Intentions	Verb Tense Mastering	Final form / Delivery Techniques

3.3.2.6. Results and Discussion

Unanimously, the focus group agreed that almost all the TQA models are hard to be applied in the academic context due to their complex structures, precisely; most of them are structured to meet the assessments of professional translators; but not for the training context. Another controversy issue spread in the academic environment in which many researchers reject the most current TQA models followed in the marketplace that are not

suitable to meet the training purposes of newcomers to the translation/conference interpreting field.

Moreover, translation instructors/teachers in the translation field undermine some TQA models due to their ambiguous nature. From the academic perspective, TQA models are divided into two main categories: *Functional Approach* and *Equivalence Approach* (Drugan, 2013). The content analysis of the interviews reveals that the models followed in the translation classes are equivalence-based approaches neglecting the functional ones. That means the assessment models depend only on some restricted models such as error analysis, content-based meaning and grammatical mistakes.

It seems that these models are specific and cannot rise to the basic standards applied in translation training, not even in assessing the quality of translation. Examining the content of the table above one can clearly understand that the interviewees did not go further to mention the details of the dimensions. However, the focus group could set the key elements of the concepts of this project. For the translation quality category, most informants stressed that there are only three dimensions of the translation quality assessment as represented by **content, form,** and **delivery**.

- **Content Category:**

Content as emphasized by most informants is the most important part of TQA. In this category, the informants discussed the most important issues related to the meaning on the three levels: word, sentence, and text. This category as was described by the group of experts as the most important one since it conveys the core elements of a given message. For a suitable

equivalence item, all the interviewees stressed the importance of using the right equivalence in the right context. The first criterion stressed by the informants is **standards of Textuality**. This criterion involves seven standers: cohesion, coherence, informativity, acceptability, intentionality, intertextuality, and situationality. These standards are stressed by all informants due to their importance in getting a good translation quality that should be realized by translators.

Apparently, this criterion was the most acceptable among the informants. They said that during the translation process it is recommended that the translator conveys the main ideas but this does not mean ignoring the secondary ones. Certainly, informants consider this might be more effective at conference interpreting mode. *Proper word meaning and suitable equivalence* are other criteria that have been emphasized, especially in written translation. The last criterion of the content dimension is the *writer's intention* or intentionality where it was emphasized by the informants, because of its importance in conveying the content of the message and the important information that must be conveyed to the TL with clarity, transparency, and fidelity.

- **Form Category**

Some interviewees lessened the perfect *grammar* that the translator should show during the translation process. While others disagreed with this turning point, they emphasized the role of grammar in communicating the intention of the text or message. Sometimes grammatical mistakes might affect the whole meaning of a written text, as stated by some informants. Moreover, they stressed that the trainee translators should have at least the basics of grammar; however; professional translators should master grammar

in all its aspects. Another item of grammar is the *cohesive devices.* This item is also stressed because it has a direct connection with translation, as noted by most informants. *Spelling* was also discussed by informants that had a great impact on meaning. This item might change the whole meaning, for example: dessert/desert, bark/park… etc.

For *Punctuation* item: the informants commented that this item also has an important role in translation due to its pivotal role in determining the meaning of a sentence. Since languages have different rules of using punctuation marks, it is necessary for translators not to apply these rules randomly. Translators have to be aware of using these writing elements. For example, English and Arabic have different rules of using punctuation marks; therefore, translators should inevitably master these rules.

Obviously, translators have to take care of using punctuation marks, for example; the use of '*comma'* for its importance in determining the meaning being communicated. *Verb tense mastering:* it is widely believed that the verb tense is a controversial area, as seen by grammarians, for non-native speakers for a certain language. Moreover, this item pointed to different views among informants that some said it has a little impact on the whole meaning of a sentence.

- **Delivery Techniques**

This dimension is widely stressed by all informants. They all agree that this dimension is the core of any piece of translation whether it is a written or an oral translation. The item of translation techniques and strategies is widely stressed by informants due to its importance in the process of conveying the ideas of the ST. Theories of translation had more

attention and discussion among the informants. Some said the application of a certain theory helps the translator/interpreter supporting his/her selection of the method of translation that fits the text type. Furthermore, translation theories can shape the correct project in dealing or solving the problems might come up during the translation process. However, **"*not all the problems are expected to be settled*"** as reported by all informants who were involved in this study. Thus, the translator should resort to certain strategies in order to solve problems that might appear during the translation process.

Almost all informants ensured the importance of *time controlling* as a factor that extremely affect the process of translation, especially during the oral interpreting process. Translators/interpreters ought to manage and preserve their time during the interpreting process (consecutive and simultaneous interpreting). Because time might be very limited, especially in oral translation, the translator should pay attention to the limitation of time and organize his time during the translation process.

Furthermore, informants discussed the last item and the most important one, is the *delivery techniques* and *strategies*. This item, as emphasized by informants, is a vital tool for smooth and acceptable translation. For example, translators have to choose among translation techniques and strategies when confronting any problem during the translation process.

For question number one, only four informants characterized the criteria of translation quality in a compatible way with the literature. However, they emphasized the content and the form criteria ignoring the delivery techniques as a major criterion of assessing the translation quality.

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The other two informants have a clear vision regarding the criterion of delivery through their description represented by mentioning the items of the quality assessment such as: the application of translation theories, translation techniques and strategies, and time controlling.

With regard to question number two, consensually all informants argued that most assessors do not depend on a certain model of assessing translation quality, since the term *'Quality'* is a *'Taste'* belongs to the assessor himself/herself. Another reason for the variations in TQ that translation for some translation experts is an '*Art*' rather than a science. However, they support some models as '***House model***' of translation assessment, '***Wadding's model***' of assessment and some other models. The most important factors affect the assessment process, question number three; only two informants commented that depends entirely on the assessor's assessment background. Regarding question four, only three informants gave their opinions.

They stated that the translation theories have a deep impact on framing and determining the translation quality level. The level of translation quality might be high or low relying mainly on the proper application of a suitable translation theory that fits the text type. Seeing that translation theories are practical in their nature, they powerfully take part in improving translation quality.

It is concluded that the informants have different views regarding the criteria of translation quality. However, they could have some common points regarding the research main ideas. They define translation quality as a final product of a process of translation. Translation quality might be so poor,

poor, acceptable, high or so high. Mostly, an outcome product is characterized by certain features. The quality of translation is governed and being changed by those features. Quality is something cannot be judged easily because translation quality is a sort of personal taste of self-created rules. For these reasons, an outcome quality would be distinctive and subjective in nature.

Consequently, in translation assessment, a rule-driven quality is quite an absence. The main criteria of translation quality, as informants characterized, are content, form, and delivery. It is recommended to conduct further studies in the field of translation quality assessment including the factors that might affect the process of the assessment. Using a mixed-method approach in exploring the assessment criteria needs quite more attention because it gives detailed results as stressed by most scholars.

3.4. Instrumentation Background

After reviewing the literature concerning the field of TQA, it has become clear that there are very few studies dealing with translation quality from an empirical or practical perspective. These studies are limited to questionnaires focused on certain criteria of measuring TQ. Some of these studies are restricted only to apply some models of assessing the translation quality such as: House's model of TQA, models based-error analysis, and Wadding's holistic model, and on and on.

Moreover, it is very important to realize that there are no clear ideas in the previous studies arguing the effect of translation theories as a factor that has a key role in affecting the translation quality represented, for instance, by empirical studies. It must be pointed out that there are very rare

studies conducted on the factors affecting the translation quality, including "***Thinking Styles***". Thinking styles as an influencing factor is considered in these studies from the point of view of the translator/translation student only without any reference to the role of the assessor himself in influencing the translation quality, since; it is he who performs the assessment and analysis of the translation quality.

Furthermore, the previous studies hypothesize thinking styles as an absolute independent variable affects the translation quality with limited function, namely; translators' thinking styles as a factor directly affect TQ. The samples of these studies are translator/trainee translator-centered without paying attention to the fact that the quality of the translation does not depend only on this type of sample, but the main role of the assessor must be taken into consideration. More precisely, it is the assessor who has the final decision-making in measuring the TQ. In addition, the sample referred to in previous studies is of a small-scale, which may not provide sufficient and accurate data to contribute in strengthening the debate of the researcher for the purpose of discussing his findings.

However, exclusively in this study, thinking styles as an effective factor hypothesized as a moderator and an ***Explanatory/Independent*** variable. As a moderator variable its primary task is to moderate the relationship between TQ as a dependent variable and translation theories as an independent variable.

Thinking styles, in addition, is hypothesized as an independent variable whose task is to directly affect TQ. As for the questionnaire, there are infrequent studies involving quantitative analysis, since, the prevailing

analysis in these studies is only qualitative and at the level of a small-scale sample. It is worth noting that thinking styles as a factor is not hypothesized as a moderator and independent variable at the same time in any previous studies. Nevertheless, this study makes an active contribution based on its proposed conceptual framework with its hypothesis "to include thinking styles as a moderator and independent/explanatory variable".

3.4.1. The Questionnaire: Main Instrument of the Study

The questionnaire is a group of various questions related to each other in a way that achieves the goal the researcher seeks through the research problem introduced by his study. The questionnaire is sent by mail or any other way to a group of individuals or institutions that the researcher chose for his research in order to be filled out and then returned to the researcher (Creemers et al., 2010, p. 129).

Closed-items questions involved in this questionnaire that can support the testing of the hypotheses presented. *"Closed-items questions typically involve a greater uniformity of measurement and therefore greater reliability. They also lead to answers that can be easily quantified and analyzed* (Makey & Gass, 2016)"*. This study involves a statistical analysis through SPSS-version 23 and Amos- version 24. These tools their main task is to describe and analyze the data of this study.

The questionnaire is designed to obtain opinions of a large sample of experts, trainers and teachers in the field of translation. Moreover, this questionnaire is prepared to explore the relationships between the translation quality and translation theories in terms of the moderating effect of thinking styles. In addition, thinking styles are embodied as a moderating factor

directly affecting the translation quality on the one hand and affecting the relationship between the translation quality and translation theories on the other hand. Furthermore, the questionnaire administered to include three variables: independent variable – *Translation Theories*, a moderator variable – *Thinking Styles* and the dependent variable – *Translation Quality*. Each of these variables consists of three dimensions represented by items; their main task is to describe each of these dimensions, which were adapted according to the review of the relevant literature. This questionnaire includes closed-ended items, the respondent chooses between the items introduced with five-Likert Scale ranges from *(strongly agree, agree, undecided, disagree, strongly disagree)*. The questionnaire form and its items are shown in appendix (1).

3.4.2. The Study Variables with their Dimensions

3.4.2.1. Translation Theories

The independent variable *'Translation Theories'* consisted of three dimensions: *Relevance Theory, Text Type Theory, and Skopos Theory*, each one of them has a number of items. The function of these items is to describe their dimension in accordance with the literature review.

• **Relevance Theory**

This dimension involves seven items that were adapted from many related sources, the most important one by (Gutt, 1989). This dimension represents a description of the relevance theory of communication. These items focus on the analysis and the assessment of stylistic aspects of translation. Furthermore, they stress the role of informative intention that should be clarified in TL. In addition, the items of this dimension confirm the matching the cognitive aspects of the contents of TL and SL. Moreover, these items emphasize the completion of the optimal relevance of the TL,

according to what is quoted from the SL. These items, in addition, revolve around the methods of comparing between the SL and TL through an accurate and required interpretation for communicating information from ST into TT in accordance with the relevance theory of communication.

- **Text Type Theory**

This dimension involves the description of the text type theory based on Riess' theory of text type (1981). Text type theory of translation can be understood through presenting of the functional equivalence approach. Determining the text type as explained by Riess (1981) is the major element of supporting translators during the translation process. According to Riess (1981, p. 124) texts are classified into three main types: informative, expressive, and operative. Informative texts involve acts of content-based communication. SL texts such as: legal and scientific ones involve communicating their content not the form. Expressive types of texts are form-oriented and involve communicating literary texts such as: fiction, poems, etc. As for the operative texts, they involve communicating texts such as: advertisements (ads), tourist brochures, products and on and on.

- **Skopos Theory**

Hans J. Vermeer (1996) developed his theory in translation; a theory that enables translators to develop translation focuses a lot on the skopos (purpose) of translation. This theory considers the purpose of an ultimate translation that determines the strategy translators should follow. Translation according to skopos theory may have many purposes at the same occasion. The items of this dimension describe many issues; as dealing with the skopos behind the translation represents these issues. Any piece of translation, according to skopos theory, has a purpose/s should be regarded during the

translation process. The theory, in addition, emphasizes the role of commissioner/s in notifying the translator/s, in advance, by its/their skopos in a brief document. Consequently, the translator can choose what a proper strategy/s should be applied during the translation process of a given text/s.

3.4.2.2. Thinking Styles: Sternberg, R.J. (1997)

This is the most prominent variable that it has a vital role in its relationships with the other two variables: translation theories and translation quality. Thinking styles, exclusively, in this study is a *Moderator Variable*. This study presents a new turn in its adaptation to include thinking styles as a moderator and an independent variable with two major functions: statistically affecting the translation quality and statistically moderating the relationship between the independent and the dependent variable. This variable comprises three dimensions: *Legislative Style, Executive Style,* and *Judicial Style* (Sternberg 1997, p. 33 – 39).

- **Legislative Style**

This is the first dimension of the moderator variable that involves people who legislatively tend to establish their own rules. Furthermore, they tend to use their ideas and strategies when facing any obstacle in their jobs. Therefore, these kinds of people who represent this dimension are considered as self-reliant people.

- **Executive Style**

People of this style prefer adhering to rules and laws while carrying out their tasks. , and prefer that the roles assigned to them be specific and planned in advance. Moreover, they prefer to adhere to directives and use

available methods to deal with instructions addressed to them. They stick to solving problems depending on realism and objectivity.

- **Judicial Style**

People with this type of style, prefer tasks when they can analyze, categorize and compare things. They tend to criticize others' tasks. They like to evaluate rules and procedures. They have great abilities to imagine things might come up with new ideas.

3.4.2.3. Translation Quality

This is the dependent variable of this study, in which it involves three dimensions: ***Content, Form, and Product Summation.*** These dimensions have items each widely describing its dimension, in which they were adopted from the related literature (House 1997; Munday 2016; Nord 1991; Ondrej Molnar 2019; Pym 1992; 1981; Vermeer 1996; et al). As a dependent variable, translation quality has long been discussed throughout this study. In this study, translation quality is measured by its dimensions depending on a statistical analysis to find out the relationships between translation quality and translation theories, and between translation quality and thinking styles.

- **Content Dimension**

This dimension is characterized by its superior importance in completing a successful translation process to some extent, which is based on several characteristics such as loyalty to the ST because of the information that must be transferred to the TT using the appropriate means of translation for a specific type of a text. In addition, translation scholars have stressed a lot about the importance of this dimension in succeeding the translation

process. This dimension includes basic items such as conveying the significance of intentionality of the SL text that should in a way or another be rendered into TL text. Moreover, the translator should have a barrage of vocabularies that qualifies him to translate any types of texts. The content items are illustrated in appendix (1).

- **Form Dimension**

Most translation scholars are aware that this dimension has slight significant effects on transferring information from SL text into TT text. However, it can be more influential in literary texts, which are often based on the principle of aesthetic in the form and the content, as well. The type of text here, in particular, has a major impact on the translation quality in the event that the translator fails to transfer the form with the content at the same time. This dimension involves, for example, grammar in general, punctuation, spelling mistakes and other items as shown in the appendix (1).

- **Product Summation**

This dimension has the advantage of being the final product of the translation process, which may be of a high quality or vice versa, according to the visions of translation assessors, experts, translation trainers, or translation teachers. All of them participate in their presentation of the concept of the final product of translation, or the so-called TT. Among the priorities for the success of this dimension are: how the translator maintains the quality of the translation under pressure conditions, in addition to how the translator decides to use the appropriate methods, techniques, or strategies for the purpose of preserving the content of the ST and so on as described in Appendix (1).

3.4.3. Procedures of the Questionnaire Distribution

The questionnaire form was introduced to six experts and professors in the translation departments with the rank of professor and assistant professor, according to the appendix (7). Those experts examined the form and adjusted it in terms of providing, delaying or replacing some items.

Once the questionnaire with its final draft reviewed and evaluated. Some major items were modified in accordance with noticeable points feed backed by the experts. Then, the final draft of the questionnaire was accredited by the six experts. Thereafter, the questionnaire was distributed via special emails, and the other way required more effort to go to the translation departments and to provide respondents with copies. About 170 copies of the questionnaire were distributed to a number of universities. Thereafter, copies of the questionnaires were collected and counted. Some forms were lost and torn. The rest of the questionnaires were carefully reviewed and a number of them were neglected because some forms were not completed or not clear.

3.4.4. Validity and the Reliability of the Scale

In order to check the validity of the scale, it was introduced to six experts in translation and linguistics as shown in the appendix (7). These experts were involved in this study to state their opinions as reviewers/referees for the items of the scale. Their main task is to check the scale's validity in accordance with its representation to the dimensions of the study variables. Face validity for the scale was done and reported by the experts that it has a logic link to its objectives. The experts checked out the scale from the perspective of its content validity. The scale as reported by the six experts has a logic association with the items that represent it. That means

its items have a close representation for each other in terms of its content validity. For some items, the experts reported some corrections and modifications should be done. Their consultations were considered and carried out based on their feedback. The content validity was tested through the two tests (Exploratory Factor Analysis, EFA) and (Confirmatory Factor Analysis, CFA). The internal consistency among the items and the variables was measured by Cronbach's alpha.

- **Exploratory Factor Analysis, EFA**

This type of analysis uses the method of a factor analysis in order to find out the extent of the need to reduce and modify some items of the scale. This can be done through resorting to the basic construct method implemented on the statistical program to identify the items that may not be associated with the construct of the scale that requires SPSS for a statistical analysis. Another test (Kaiser-Meyer-Olkin, KMO) was involved to measure how the data is compatible for factor analysis. This type of test is applied to measure how the study sample is adequate with the study variables in the scale. The value of this test should approach (1) in order to be conditionally accepted. It is considered as an accepted value when approaches (.50). Moreover, (Bartlett Test) is also used to make sure that the correlation coefficients do not approach the zero value in light of the acceptable correlations among the items of the questionnaire associated with the significance of (Chi-Square) test, as shown Table (3.9.).

Table (3.9.) Bartlett Test

Dimensions	KMO	Bartlett Test
Relevance Theory	.826	x^2= 44.651, df=18, P=.000
Text Type	.762	x^2= 64.829, df=27, P=.000
Skopos Theory	.875	x^2= 46.713, df=18, P=.000
Legislative Style	.869	x^2= 65.860, df=26, P=.000
Executive Style	.846	x^2= 49.907, df=20, P=.000
Judicial Style	.859	x^2= 53.140, df=23, P=.000
Content	.861	x^2= 72.752, df=21, P=.000
Form	.883	x^2= 34.636, df=18, P=.011
Delivery	.836	x^2= 34.341, df=18, P=.011

- **Confirmatory Factor Analysis, CFA**

This type of test is a multivariate statistical technique, measuring the compatibility of the dimensions with their items within the scale of the study in terms of its theoretical background in the literature review. This type of factor analysis represents one of the applications of the structural modeling implemented with the statistical program (AMOS).

Moreover, it is possible to verify the validity of the confirmatory construct in light of a number of quality indicators of confirmatory, which were represented in relation to the current study, both from the ratio of (Chi-Square) to the degree of freedom (df). While df should not exceed (5) to ensure the construct validity, as demonstrated by the results at the dimension level expressed by the three variables of the study and as detailed in the Figures (3.11.), (3.12.) and (3.13.), respectively. This also includes the saturation coefficients of the scale and its dimensions that should approach

(40%) or might exceed this percentage as a second indication of the quality of compatibility implemented in this study.
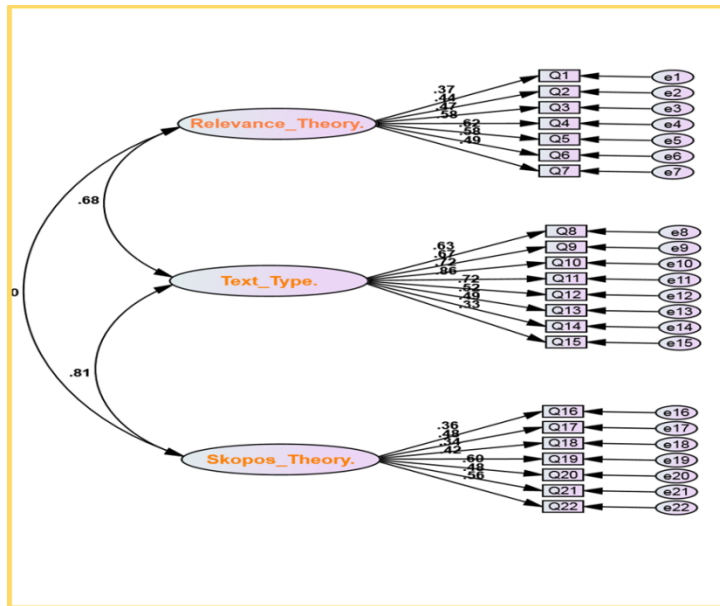
Figure (3.11.) Confirmatory Factor Analysis of the translation theories
The Independent Variable
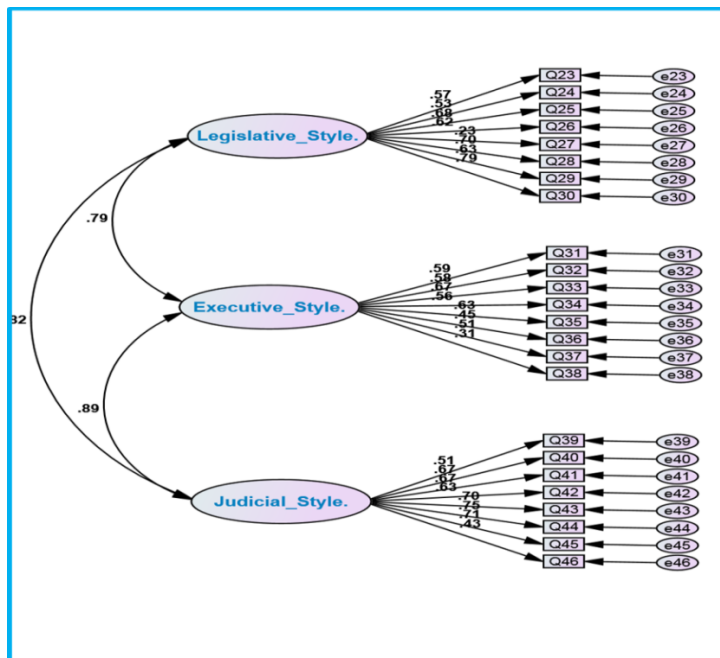
Figure (3.12.) Confirmatory Factor Analysis of thinking styles
The Moderator Variable
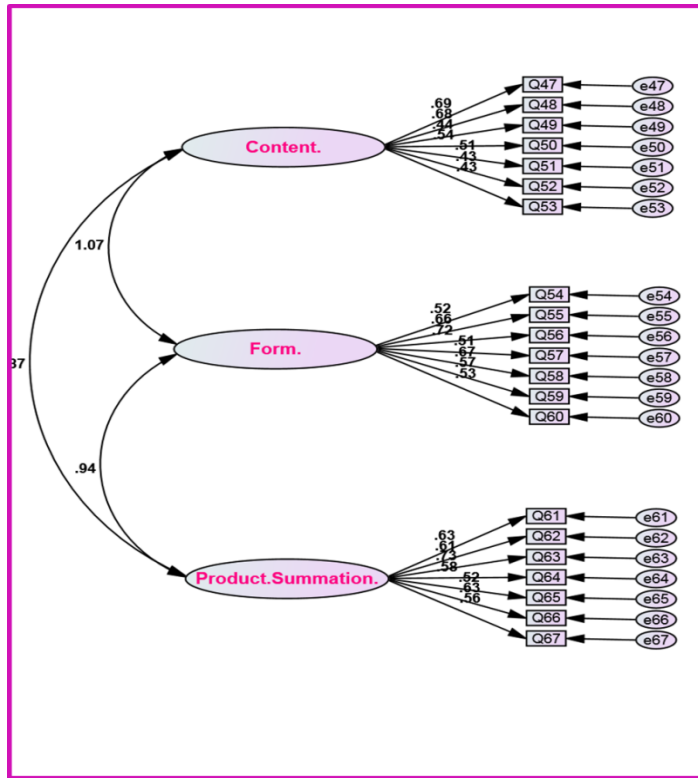
Figure (3.13.) Confirmatory Factor Analysis of the Translation Quality
The Dependent Variable

CHAPTER IV

Data Analysis, Results, and Discussions

4.1. Descriptive Statistics, Data Discussion, and Analysis

Followed by chapter three that its main focus targeted the methodological framework of this study; this chapter deals with the practical aspect, which is based on descriptive statistics using the statistical analytical tools: SPSS version-23, Amos version-24. Chapter four reports, analyzes, and interprets the data collected from the *Statistical Calculations* involved in this study. The main tool for data collection consists of a *Questionnaire* that constitutes three variables: *Translation Theories* as an independent variable and *Thinking Styles* as a moderator and independent variable, *Translation Quality* as a dependent variable. The variables of this study are emphasized due to their great contributions in developing the field of translation in general and assessing translation in particular. In addition, this extends to the inclusion of the dimensions of those variables in terms of their selection and use in favor of the questionnaire. It is worth mentioning that the choice of these variables and their dimensions is in tune with the review of the literature related to the subject of this study. The following are the details of the descriptive statistics and tests of the normal distribution of the data.

4.1.1. Descriptive Statistics of the Study Variables

This item shows the results of the descriptive statistics of the variables based on several statistical tools at the descriptive levels. The tools are: *Central Tendency* represented by the mean of the sample's answers of the dimensions of each variable dimension and items or the questions

appearing in the given questionnaire. The central tendency is considered as the main tool of data collection in this study. Furthermore, the descriptive statistics also determine the ***Dispersion Tool*** by means of calculating the standard deviation (SD). Another tool is the ***Coefficient of Variation*** (CV) in which the relative importance is determined for each item of the scale or the questionnaire and for every selected dimension related to the three variables of the study. The descriptive statistics, in addition, includes the relative importance for each item through the comparison with the hypothetical mean of (3) after dividing the sum of the total values by applying the five-scale (Likert Scale) to the number of these values.

In order to ascertain the adequacy of the sample's data with the hypothesis testing models for which ***Multiple Hierarchical Regression*** (MHR) and ***Structural Equation Modeling*** (SEM) are applied to test the interaction term of thinking styles on the relationship between translation theories and translation quality. The normal data distribution of these variables is tested to ensure that there is a linear relationship between the variables according to the literature review, including the theory, as well as the correlation matrix design among the research variables including their dimensions in the framework of the statistical description. The normal distribution is done in order to detect the probability of multicollinearity problem among the independent variables.

Moreover, the normal distribution is also done for studying the adequacy of data of the models (panels) used to test the research hypotheses in accordance with the two regression methods that mentioned in advance. That is because this study has latent variables that are not subjected to direct measurement except through their dimensions. These dimensions are

regarded as observable variables, in which they can be measured through statistics. In addition, to the causal relationships between an explanatory or an independent variable (translation theories) and a moderator (thinking styles) and their effects on the response variable or the dependent variable (translation quality).

The following is a detailed presentation of the statistical description results of the study variables with their multiple dimensions:

4.1.2. Description results: scales of the central tendency and dispersion Statistics

The statistical description of the variables in this item is sequentially carried out in accordance with the dimensions expressed below:

4.1.2.1. Translation Theories

This independent variable includes three dimensions: *Relevance Theory, Text Type Theory and Skopos Theory.* The following is a detailed presentation of the results of these three dimensions:

- **Relevance Theory Dimension:**

The results of the descriptive statistics for this dimension are shown in the table (4.1.). This dimension was measured via seven items. The item number six *"The relevance-theoretical approach allows comparing translation and original directly in terms of their interpretation, without recourse to descriptive taxonomies or **PARAMETERS"*** achieved highest relative importance of the SD reduction of (0.87313). Firstly, this reduction expresses less dispersion in the sample's answers. Secondly, the observed rise in the mean (2.8372) of this item is very close to the hypothetical mean (3). This led to the reduction of CV to a minimum of (0.307) as compared to

the rest of the items. Accordingly, this clarifies a high compatibility among the members of the sample on the content of this item, which goes in line with the views of the sample.

Unanimously, the sample coincided on the effective role of the relevance theory in solving the problems faced by trainee translators in the first place at the linguistic, cultural and stylistic levels. Moreover, the lowest relative importance, i.e. the seventh and final relative importance, was in the fifth item (*To achieve optimal relevance, the audience must fully comprehend the translation of the given text).* This is due to the high dispersion among the study sample that the (SD) value came to (0.99606). In addition, that also can be attributed to the low mean value of the sample (2.6589).

\Thereupon, the rise of (CV) into (0.374) reflects limited consensus about the content of the fifth item. This means that translation experts interpreted the fifth item (optimal relevance) differently. This indicates that most translation experts underestimated the importance of this item, which entails the translator trainee to take into his/her considerations during the translation process. With regard to the rest items of this dimension (relevance theory), the method of the analysis is applied depending on the following data interpretation: *"descriptive statistics show observable differences in the items of the relevance theory dimension ranging from maximum to minimum relative importance",* as shown in table (4.1.). The interpretation of the data has been done by dividing SD by the mean of the sample answers.

Table (4.1.) Descriptive Statistics of Relevance Theory Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	The relevance-theoretical approach shows the notion of translation is important, as a contextual constrain, not as a basic theoretical concept.	2.8605	0.89044	0.311	3
2	The relevance-theoretical approach allows explicit analysis and evaluation of stylistic aspect, not as formal embellishments, but as important guideposts to the intended interpretation.	2.8295	0.87611	0.309	2
3	According to the relevance theory, an act of communication enables the audience to recognize the communicator's informative intention.	2.6977	0.88921	0.329	4
4	Target text should resemble the source text in such aspect that the resulting cognitive relevance will be felt to be adequate for the interpretation effort involved.	2.7519	0.9604	0.348	5
5	To achieve optimal relevance, the audience must fully comprehend the translation of the given text.	2.6589	0.99606	0.374	7
6	The relevance-theoretical approach comparing translation original directly in terms of their interpretation without recourse to descriptive taxonomies of parameters.	2.8372	0.87313	0.307	1
7	in order to maintain the intention of any text type, translators should have a solid background to employ the principles of the relevance theory.	3.0155	1.08242	0.358	6

However, it can be inferred that there is a great consensus among the respondents in connection to the second item: *"The relevance-theoretic approach allows explicit analysis and evaluation of **STYLISTIC ASPECTS**, not as formal embellishments, but as important guideposts to the intended interpretation."* It has become clear that the translation as a final product presupposes meaning and interpretation of ST as stipulated in the relevance theory.

- **Text Type Theory:**

The results of the descriptive analysis of this dimension presented in Table (4.2.), after the measurements of the eight items, revealed that item number seven: *"The TEXT rather than the word or the sentence as the level at which communication is achieved"* (Reiss 1997, p. 79) got the highest relative importance due to the low SD (1.036). On the one hand, it expresses less dispersion in the sample responses, and the rise of the mean value to (3.8372) of this item, on the other hand, it overpasses the hypothetical mean of (3). Moreover, this led to a decrease in CV of the item number 7 into a minimum of (0.270), as compared to the rest of the items. Furthermore, the description of data in this regard indicates compatible views the sample of this study has towards highlighting the functional role of the text in achieving the communicative purpose during the translation process.

The lowest relative importance was in the third item *(Translators can realize the fact that every text has multiple functions to deal with.)* due to the rise of the SD up to (1.264) as well as the decline of the mean up to the lowest level (2.9457) as compared to the rest of the items of this dimension. Hence, it can be concluded that this is lower than the hypothetical mean of (3), which leads to a rise in CV or variation of the sample responses to its highest level (0.429). This gives a clear indication of a less compatibility on the content of this item, i.e. there is a limited agreement among the respondents on the ability of the translator to recognize the multiple functions of the text to be dealt with.

As for the other items of this dimension, their descriptive statistics show major variations ranging between the upper and lower values of the relative importance as shown in Table (4.2.) in accordance with the CV.

However, we can say that there is a great noticeable harmony among the respondents regarding ads and some political speeches as a descriptive educational function for trainee translators. Moreover, literary and fiction works as an evidence for trainee translators to resort to literary translation as an expressive function.

Table (4.2.) Descriptive Statistics of Text Type Dimension

No.	Descriptive Statistics Items	Mean	SD	CV	RI
1	Functional equivalence of TL text can be achieved through clarifying the FUNCTION of SL text.	3.155	1.1	0.348	5
2	Determining the text type and variety can help translators to achieve the INTENTION of SL text.	3.124	1.104	0.353	6
3	Translators can realize the fact that every text has multiple functions to deal with.	2.9457	1.264	0.429	8
4	Legal and scientific texts are clear and explicit examples of informative function in text type approach when conducting translation.	3.1705	1.054	0.332	4
5	Literature and fiction works are clues for trainee translators to resort to literary translation and that is best example of Expressive function.	3.3876	1.077	0.318	3
6	Text variety demands considerations for the language and text structure convention.	3.4031	1.079	0.317	2
7	The TEXT rather than the word or the sentence as the level at which communication is achieved.	3.8372	1.036	0.270	1
8	In order to achieve the communication effect on TT readers, adaptive translation should be employed to operative texts.	3.3333	1.226	0.368	7

- **Skopos Theory:**

The results of the descriptive analysis of this dimension as shown in Table (4.3.) were measured via seven items-scale. The report of these results clearly revealed that the fourth item: (*Intentionality is fulfilled via translation instructions that should be obvious enough to guide translators towards a certain situation*) has obtained the highest relative importance because of the decrease in the value of the SD (0.945). Moreover, this analysis reflects less dispersion in the sample's responses with a rise in the mean value to its highest (3.6202) as compared to the other demonstrative items or questions of this dimension. At the same time, the mean value is seen as a superior to the hypothetical mean of (3). Undoubtedly, this led to the lowering rate of CV to its lowest value (0.261).

It is very clear that these values show high compatibility in the responses of the sample within this item. Consequently, the study sample agrees that the translators should in a way or another stick to the translation instructions that contribute in achieving the intentionality of the ST. In accordance with the statistical results, item number six, namely; *(The role of translation commission is to support audience, text function, reception's time and place, medium and ST information)* records a minimum value of the relative importance (7).

This can, perhaps, be contributed to the increase in SD up to (1.060) as a main reason. However, the mean value of (3.4574), as it is higher than the hypothetical mean, is not significantly declined as compared to the rest of the items presented in this dimension. In other words, there is a very limited accord among the sample's respondents concerning the role of translation commission in supporting the audience, text function, time, place medium,

and ST information. Moreover, this pattern of analysis can be repeated for the remaining items of this dimension, which have been identified at a lower level than the size of the accord among respondents on the content of the fourth item. Nevertheless, it is possible to understand that there is a clear harmony among the study sample relating to the concept of *'translation brief'* that entails a translation task as well as specifying the conditions of the procedures to be accomplished by the TT. In addition, the sample showed significant possibility of determining any translation process through the purpose of the translation performance that comes in accordance with the results presented in Table (4.3.).

Summing up, the results of the descriptive statistics are very obvious that the independent variable and its three dimensions (relevance theory, text type theory and skopos theory) has a great consensus among the respondents. However, skopos theory dimension has the greatest interests among respondents. That is because its CV was (0.1630). Furthermore, relevance and text type theories are reported based on the relative importance each theory achieved. The value of the answers of the respondents towards relevance theory were (0.2009) and (0.2287) for text type theory.

Table (4.3.) Descriptive Statistics of Skopos Theory Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	Recipients can understand any message if it was adequately coherent.	3.3566	0.998	0.297	6
2	It is regarded that the revision of the purpose of ST does not affect the fidelity rule, however; it expresses priority over it.	3.2713	0.966	0.295	5
3	Any translation process can be determined by the purpose of translatorial action.	3.5814	1.005	0.280	3
4	Intentionality is fulfilled via translation instructions that should be obvious enough to guide translators towards a certain situation.	3.6202	0.945	0.261	1
5	Text function comprises viewing translation as: intentional, communicative, intercultural, interpersonal, and text-processing action.	3.4806	1.023	0.294	4
6	The role of translation commission is to support audience, text function, reception's time and place, medium and ST information.	3.4574	1.060	0.306	7
7	The notion of 'brief' entails any translation task and specifies the conditions of the actions that TT has to accomplish.	3.5271	0.976	0.276	2

Table (4.4.) Descriptive Statistics of the Independent Variable (Translation Theories)

No.	Descriptive Statistics / Dimensions	Mean	SD	CV	RI
1	Relevance Theory	2.8073	0.5640	0.2009	2
2	Text Type	3.2946	0.7537	0.2287	3
3	Skopos Theory	.4707	0.5659	0.1630	1

The results of the descriptive statistics are shown in the Figure (4.1.) exhibit the translation theories as an independent variable on the level of its dimensions.
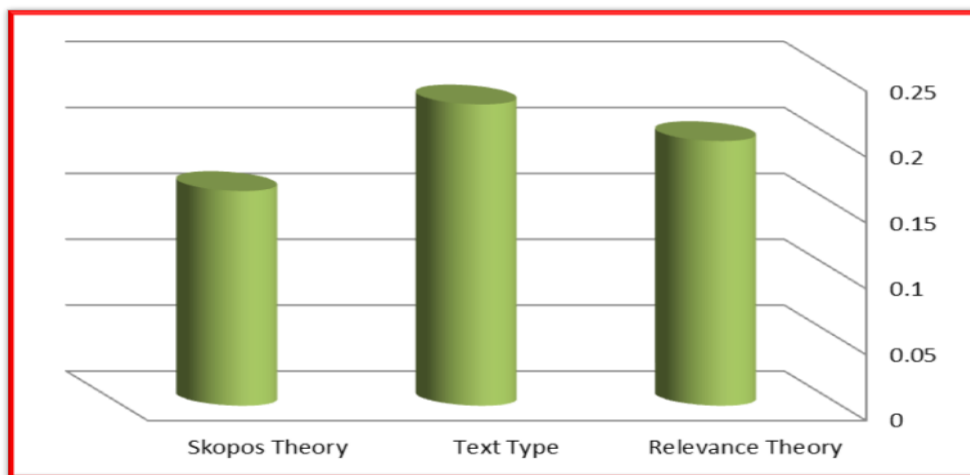
Figure (4.1.) Relative Importance of Translation Theories Dimensions

4.1.2.2. Thinking Styles as a Moderator Variable

In this study thinking styles variable is regarded as a moderator variable within the intellectual ties at the level of the concepts and the relationships with other variables at the empirical levels. This variable was measured through three dimensions: *Legislative, Executive, and Judicial Styles*, the contents of which will be presented at the level of the following descriptive statistics. The following are the descriptive statistics of this dimension in details:

- **Legislative Style:**

This dimension was measured in accordance with the statistical analysis. Table (4.5.) clearly shows the results of the descriptive statistics of the eight included items. The first item: *"When making decisions, I tend to rely on my own ideas and ways of doing things"* has got maximum value of

relative importance in terms of the low CV (0.353). Firstly, that is because of the high mean of (3.0775) that this item achieved during the statistical analysis. Secondly, the significant decrease of SD (1.086). This can express the low variance of the sample's views (CV) towards this item. Moreover, the rise of the mean value over its counterpart of (3) is also considered in this item. This led to the decline of CV into its low value as compared with other items. In other words, this reflects a high collective agreement among the sample of this study i.e. the respondents have agreed about the content of this item. This item clarifies the tendency of the experts towards adopting their views and techniques in dealing with a variety of decisions related to their professions.

On the other hand, the relative importance of the seventh item: (*I feel happier about a job when I can decide for myself what and how to do it)* is of a low value because of the decline that recorded in the mean value of the sample's answers to this item (2.7054). That means the mean value is below the hypothetical mean (3), in addition, to the apparent rise in its SD (1.092). Thus, the CV of the sample's responses rises to its maximum (0.403) at the level of the legislative dimension between the other dimensions of this variable.

Definitely, this confirms the limited consensus among respondents or the higher dispersion in their answers about the content of this item as far as the matter is related to the association of a greater happiness in the event of determination of actions and the mechanism to do it. Accordingly, this reflects variant views of the sample on these contents; as divided between supporters and opponents of its concept.

Table (4.5.) Descriptive Statistics of the Legislative Style dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	When making decisions, I tend to rely on my own ideas and ways of doing things.	3.0775	1.086	0.353	1
2	When faced with a problem, I use my own ideas and strategies to solve it.	3.0078	1.189	0.395	5
3	I like to play with my ideas and see how far they go.	2.876	1.082	0.376	3
4	I like problems where I can try my own way of solving them.	2.7364	1.086	0.396	6
5	When working on a task, I like to start with my own ideas.	2.155	0.833	0.386	4
6	Before starting a task, I like to figure out for myself how I will do my work.	2.7674	1.107	0.400	7
7	I feel happier about a job when I can decide for myself what and how to do it.	2.7054	1.092	0.403	8
8	I like situations where I can use my own ideas and ways of doing things.	2.845	1.034	0.363	2

As for the other items that express this dimension, this type of analysis is applied according to the relative importance of each item. The results of their descriptive statistics are varied between the upper and lower values of the relative importance according to CV values as a result of dividing SD by mean values of the sample's answers. Based on that, it is possible to claim that there is a remarkable consensus among the respondents in addition to the preference translation experts have for certain attitudes that allow them to adopt their own ideas and implement them, as well. Moreover, this analysis was done based on the results of statistics of the eighth item, which ranks second of the relative importance among other items as shown in the table (4.5.).

- **Executive Style**:

Table (4.6.) clarifies the descriptive analysis of this dimension as measured by seven items. The relative importance of the item number (2) *(I am careful to use the proper method to solve any problem)* was (1) according to the statistical analysis. The item (2) got the lowest CV among the rest of the items because of the decline of its value of SD (0.810). This is reflected in the limited variations of the sample responses in connection with the maximum of the mean value of (3.5426) as compared to the rest of the items of this dimension, and at the same time, the mean itself exceeds the hypothetical mean (3). Moreover, the max value of mean leads to decreasing CV into its minimum value (0.228). Consequently, this reflects a clear consensus of the sample on the content of this item. As a result, the relative importance (1) of the item (2) indicates the personal concern of the translation experts to look for suitable methods for solving potential problems during the translation assessment.

While the item number (8) *(I like to follow definite rules or directions when solving a problem or doing a task)* obtains less value of the relative importance i.e. (8). That is because of the high value of SD (0.971) and low mean value of (2.8682). These values are low as compared with the values obtained by the rest of the items belonging to the executive style dimension. For further illustration, the mean value is lower than the hypothetical mean of (3). Thus, CV in the sample answers approaches the highest level of (0.338), indicating significant variations of the respondents' views to the content of this item. This method of analysis can also be repeated for the other items belonging to this dimension. For further clarification, it can be inferred to the keenness of the translation experts to

find appropriate ways to solve problems after following specific rules deduced in the context of problem-solving as expressed in the sixth item.

Table (4.6.) Descriptive Statistics of Executive Style Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	When discussing or writing down ideas, I follow formal rules of presentation.	3.124	0.866	0.277	6
2	I am careful to use the proper method to solve any problem.	3.5426	0.810	0.228	1
3	I like projects that have a clear structure and a set plan and goal.	3.4341	0.864	0.251	3
4	Before starting a task or project, I check to see what method or procedure should be used.	3.3953	0.922	0.271	5
5	I like situations in which my role or the way I participate is clearly defined.	3.2171	0.959	0.298	7
6	I like to figure out how to solve a problem following certain rules.	3.4496	0.838	0.242	2
7	I enjoy working on things that I can do by following directions.	3.2791	0.828	0.252	4
8	I like to follow definite rules or directions when solving a problem or doing a task.	2.8682	0.971	0.338	8

- **Judicial Style**

Table (4.7.) presents the results of the statistical description of the judicial style dimension among the dimensions of the thinking styles. From which it appears the relative importance as (1) that is achieved in the fourth *item (I like projects where I can study and rate different views and ideas).* This is due to the decrease of SD (0.828), which reflects the limited variance of the sample responses, coinciding with the rise of the mean to its max value (3.6357) as compared with the rest items of this dimension. As a result, the mean value in this context surpasses the hypothetical mean (3). This leads to

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a decrease in the ratio of CV to its lowest level (0.227). Accordingly, this confirms a clear harmony among respondents according to their opinions, as far as the content of this item is concerned. Therefore, it is indicated that the desire the translation assessors have in those opportunities or projects through which they can study and evaluate different views or opinions expressed by others regarding a particular situation.

The item (7) *(I like situations where I can compare and rate different ways of doing things)* rates the least relative importance (8) as compared with the other items. Obviously, the low relative importance attributes to the increase in the SD value (1.035) and significantly decreases in the mean value (3.1163) at the same time. Whereas, the ratio of this item is the lowest as compared to the other items, and it is even lower than the hypothetical mean value (3). Then, the CV in the answers of the sample increases to its highest level estimated at (0.332). This indicates great variations among the respondents about the content of this item.

It is clear that this item reflects a lesser desire by the study sample based on their opinions of adopting special rules or specific directions in the event of problem-solving or performing various tasks. Other items of this dimension also can be described statistically following the same procedure of the described items. After that, it can be inferred that the translation trainers, teachers or assessors prefer opportunities to study and evaluate different points of view and different opinions that others may express in specific situations relating to TQA. These translation experts always verify opinions or conflicting ideas in the framework of the translation assessment process, away from adhering to specific directives, adopting special rules when dealing with tasks or solving problems.

Table (4.7.) Descriptive Statistics of Judicial Style Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	When discussing or writing down ideas, I like criticizing others' ways of doing things.	3.5891	0.853	0.237	3
2	When faced with opposing ideas, I like to decide which is the right way to do something.	3.4186	0.907	0.265	6
3	1 like to check and rate opposing points of view or conflicting ideas.	3.5271	0.829	0.235	2
4	I like projects where I can study and rate different views and ideas.	3.6357	0.828	0.227	1
5	I prefer tasks or problems where I can grade the design or methods of others.	3.3953	0.947	0.278	7
6	When making a decision, I like to compare the opposing points of view.	3.4264	0.890	0.259	5
7	I like situations where I can compare and rate different ways of doing things.	3.1163	1.035	0.332	8
8	1 enjoy work that involves analyzing, grading, or comparing things.	3.2713	0.845	0.258	4

In conclusion, by reviewing the results of the statistical analysis of the variable "thinking styles", which is considered as a moderator (interactional) variable, in this study, is embodied in three dimensions, as presented in the table (4.7.) which are legislative style, executive style, and judicial style. It was found that the study sample agreed unanimously on some essential points.

The greatest unanimity among the respondents appears on the *Executive Style*, as it has the highest value with relative importance (1) when compared to the other two dimensions of thinking styles Figure (15). Moreover, this highest value of the relative importance was revealed after achieving a higher consensus with minor differences in responding to the

items of the executive style. This might be attributed to the decline in CV to (0.1630). Consequently, the *Judicial Style* comes at the second level with CV of (0.2009), then the *Legislative Style* with CV (0.2287) in terms of their relative importance.

According to the statistical analysis shown in Table (4.8.), it is possible to say that this variable "thinking styles" as a moderator has received a great attention by the study sample through what they unanimously agreed on the importance of this variable in its relationship to decision-making and so on. Obviously, those in charge of the translation training or translation assessment are keenly and clearly interested in finding effective methods for solving problems through their own efforts by following specific rules drawn from the context of problem solving after studying and evaluating different views and opinions.

Table (4.8.) Descriptive Statistics of the Dimensions of Thinking Styles Variable

No.	Descriptive Statistics / Dimensions	Mean	SD	CV	RI
1	Legislative Style	2.7713	0.7074	0.2552	3
2	Executive Style	3.2888	0.5373	0.16333	1
3	Judicial Style	3.4225	0.6175	0.1804	2

Others may have different views after verifying those conflicting opinions or ideas within the framework of the assessment process. That they try to be apart from adhering to specific directives or adopting special rules when carrying out the tasks assigned to them or starting to solve potential

problems, and then seeking to adopt their ideas, and implement them personally without following others' ideas.
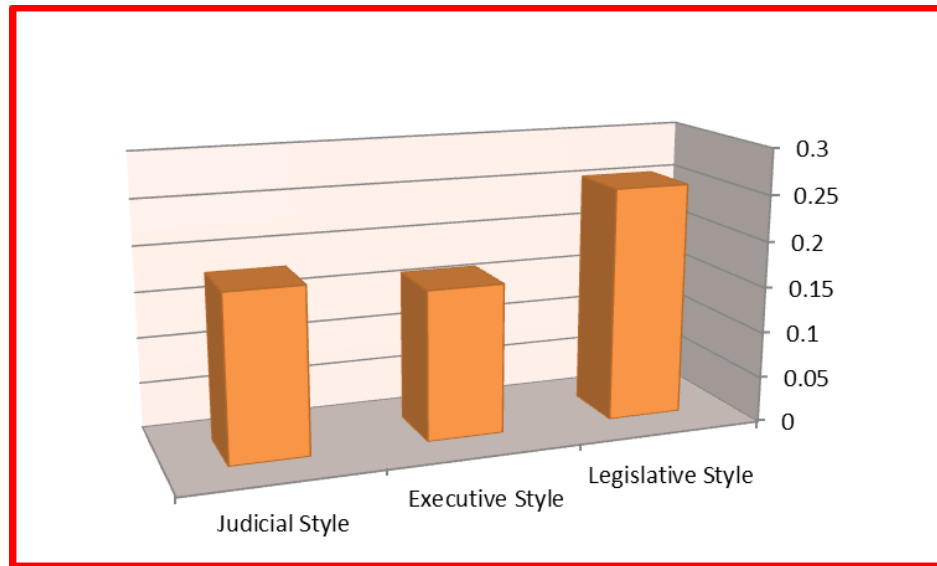
Figure (4.2.) The Relative Importance of Thinking Styles Dimensions

4.1.2.3. Translation Quality

Translation quality in this research was determined as a (respondent variable) or as a (dependent variable) in relation to the other studied variables. Moreover, this variable is embodied by its three dimensions, namely; *Content*, *Form*, and *Product Summation*. Their contents presented in the framework of the statistical description results in accordance with the following:

- **Content**

Table (4.9.) shows the results of the statistical description of the content as a first dimension of translation quality. This dimension is formed according to the opinions of the translation experts who are within the respondents of this study. The results show that the second item comes first (1) in terms of the relative importance: *(Ability to convey source message*

content (content faithfulness), functional adequacy). This reflects the limited variance of the sample responses, coinciding with the rise of the mean value up to the upper limit (3.1705) as compared with the other items of this dimension. At the same time, this item has got great attention by the respondents that its mean value is ahead of the hypothetical mean (3).

This leads to a decrease in the CV to its lowest level (0.310), reflecting the clear consensus among respondents about the content of this item, in which they unanimously agreed on the importance of having the ability to transfer the content of the source message to reflect faithfulness and functional adequacy during the translation process.

With regard to the lowest relative importance (7) is specified to the sixth item: *(Completeness of SL information with rendition of numbers and proper names)* due to the increase in SD to (1.042) and, at the same time, the decrease in the mean value to (2.4109). Whereas, the relative importance value of this item was the lowest as compared to the values of the relative importance of the rest items involved in this dimension (content).

The value of the sixth item is even lower than the hypothetical medium of (3), and then CV in the sample responses increases to its highest level (0.432), indicating great variations between respondents about the content of this item. In addition, this method of analysis can be repeated on the rest of the remaining items of this dimension.

Summing up the results of this dimension indicates that the most important factor that plays a great role, according to the opinions of the sample, is the ability to embody the functional adequacy in the translation process. That can be achieved via transferring the content of the source

message with its specific content secured by content faithfulness according to the textual criteria as a second factor that has a high importance from the sample point of view in the quality of translation at the content level.

Table (4.9) Descriptive Statistics of the Content Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	Knowledge of SL & TL (terminologies, special expressions, rhetorical devices, extensive vocabularies).	3.1473	1.118	0.355	3
2	Ability to convey source message content (content faithfulness), functional adequacy.	3.1705	0.985	0.310	1
3	Knowledge of different varieties of source and target language.	2.8062	1.09	0.388	6
4	Ability to achieve appropriate tone and register in TL.	2.9147	1.068	0.366	5
5	Standards of Textuality.	2.9297	1.013	0.345	2
6	Completeness of SL information including: (rendition of numbers and proper names).	2.4109	1.042	0.432	7
7	Writers/speaker's intentions and feelings.	2.8837	1.05	0.364	4

- **Form**

The form is another dimension among the dimensions of translation quality expressed by seven items. The following is the statistical analysis for this dimension based on the responses of the study sample as clarified in the table (4.10). The sixth item: *(Grammatical and lexical cohesion between the textual materials)* is stressed by most respondents coming at the first place with relative importance (1). Comparing the relative importance values of the other items, the sixth one comes first due to its remarkable low ratio of SD (0.837). This can be assigned to the limited variations of the sample's answers regarding the content of this item. The mean value of the sixth item

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(3.1008) is close to the rest of the items involved in this dimension; however, its mean value exceeds the hypothetical mean of (3). This leads to a decrease in the CV to its lowest level (0.269), and this result makes sure that respondents agree on the importance of this item as it deals with the grammatical issues and the lexical cohesion between the textual materials. Accordingly, this point is very important in shaping the translation quality that should not be ignored by trainee translators.

The second item: *(Grammatical function of the textual material)* has recorded the lowest ratio of the relative importance when compared with the rest items. This ration was the lowest one because the mean was at its minimum value of (2.8295) in a comparison with the other items. The second item *(Grammatical function of the textual material)* value, in addition, is lower than the hypothetical mean. Its SD ratio (1.016) is high as appears, and a high ratio of CV (0.359) in the responses of the study sample to its max value. The value of high CV indicates great variations among the respondents towards the second item. Definitely, this method of analysis can also be applied to the rest of the items of this dimension.

Accordingly, the reported results of the descriptive statistics of the form dimension refer to the studied views of the study sample regarding the grammatical and lexical cohesion of the target text. In other words, the translation experts ensure the importance of this item that every trainee translator should be acquainted enough of how to maintain the cohesion and coherence reflected in the target text based on the source text material.

Table (4.10.) Descriptive Statistics of the Form Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	Syntactic structure of the SL & TL (morphological, phrase, clause and sentence structures).	3.1008	0.983	0.317	5
2	Grammatical function of the textual material.	2.8295	1.016	0.359	7
3	Inflectional forms (verbs- voice, mood, aspect, tense) and other word classes.	3.0388	1.026	0.337	6
4	Grammatical complexity of sentences (simple, compound, complex).	2.907	0.804	0.276	2
5	Cohesive devices (reference, ellipsis, substitution, repetition).	3.093	0.979	0.316	4
6	Grammatical and lexical cohesion between the textual materials.	3.1008	0.837	0.269	1
7	Spelling and punctuation rules of SL & TL.	3.2713	0.949	0.29	3

- **Product Summation**

Product summation is the third and the last dimension of the dependent variable of the translation quality. This dimension is measured by seven items based on the results of the statistical descriptions as shown in the table (4.11.). After conducting statistical descriptions for this dimension, the results show that the fifth item: *(Use of appropriate translation methods, skills and techniques)* comes at the first position. Perhaps, the main reason behind this result attributed to the decrease of SD ratio into (0.813).

This expresses a very limited variation in the responses of the study sample towards the content of this item. The mean value of this item was high (3.3876). Anyway, this mean value is not the greatest one as compared with the rest items expressing this dimension. Nevertheless, this value (3.3876) has overrun the hypothetical mean i.e. (3). Accordingly, the mean

value in this context causes decreasing CV ratio into its lowest one (0.24). This result confirms a great accord among the respondents on the role of optimal use of translation methods, techniques, procedures and skills in improving translation quality.

So far, the results of the statistical analysis clearly report the importance of this dimension as one of the dependent variable dimensions. Accordingly, it is possible to notice that the rational use of translation methods, techniques, and skills, including the translator's memory after taking into account the factors of time and effort, as well as the ability to sentence reformation, outlining and replacing sentences when necessary.

Table (4.11.) Descriptive Statistics of the Product Summation Dimension

No.	Descriptive Statistics / Items	Mean	SD	CV	RI
1	Keeping translation quality even under pressure and time.	3.3178	0.909	0.274	3
2	Produce translation that flows smoothly and tactfully (fluency in translation).	3.4109	0.973	0.285	5
3	Accurate Recasting of the sentences in the target language.	3.1705	0.919	0.29	7
4	Memory retention skills.	3.3333	0.904	0.271	2
5	Use of appropriate translation methods, skills and techniques.	3.3876	0.813	0.24	1
6	Ability to paraphrase, summarize, compensate, substitute, and illustrate.	3.1938	0.884	0.276	4
7	Problem solving, decision-making and fast reaction.	3.1783	0.913	0.287	6

Overall, these techniques contribute to the development of the target text towards the process of TQA in the context of the improvement required to be conferred.

Moreover, up to this point the level of the statistical analysis turns to report the three dimensions of the translation quality based on its statistical results as shown in the table (4.12.). This table respectively clarifies the three dimensions: *content*, *form*, and *product summation*. In accordance with results stated in the table (4.12.) it has become very clear that there is a great consensus among the respondents towards the dimension of *product summation*. This dimension has achieved the highest ratio of compatibility among the study sample with very little variations in terms of the decrease in the ratio of CV into (0.1863).

Based on the results of the statistical analysis, the CV ratio of the *form* dimension is (0.2071), and the CV ratio of the *content* dimension is (02238). In terms of the relative importance, the product summation comes at the first position (1); the form dimension comes secondly (2), and thirdly comes the content dimension with (3) relative important ratio. In this regard, it is concluded that all the respondents could express their views towards the translation quality dimensions through their close answers to related questionnaire items. This reflects that the respondents could come across the importance of the translation quality and its dimensions that could reflect the actuality of this dependent variable.

In other words, those who are in charge of the training process or the translation assessment are keenly and conclusively intensive on optimizing the use of different methods and techniques of translation and

their skills without losing sight of the importance of the time and effort factors involved in that. Moreover, what respondents confirmed is coupled with the possibility of reformulating sentences, outlining them and replacing them when necessary with clarification of their contents, in addition to the quality of the linguistic structures of sentences in terms of whether they are simple, compound, or complex, and grammatical and lexical consistency between textual materials.

Finally, the ability to embody functional competence in the translation process by being able to transfer the content of the source message with its specific content, all of which contribute as a final outcome to improve the process of TQA.

Table (4.12.) Descriptive Statistics of TQ Dimensions

No.	Descriptive Statistics / Dimensions	Mean	SD	CV	RI
1	Content	2.8937	0.6478	0.2238	3
2	form	3.048	0.6314	0.2071	2
3	Product Summation	3.2846	0.6119	0.1863	1

Figure (4.3.) clarifies the results of the relative importance of the translation quality dimensions based on the ratio of CV. As seen in this figure, the product summation has the highest ratio of the relative importance (1). Then, the second dimension is the form (2) and the last one is the content (3). These ratios were calculated in accordance with the responses of the study sample. However, the dimension of the product summation occupies

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the first degree; still the ratios of the other two dimensions are very close to each other. In other words, the three dimensions of the translation quality as they close in their ratios of CV based on the respondents' views have the same value in their contribution to the assessment of the translation quality.
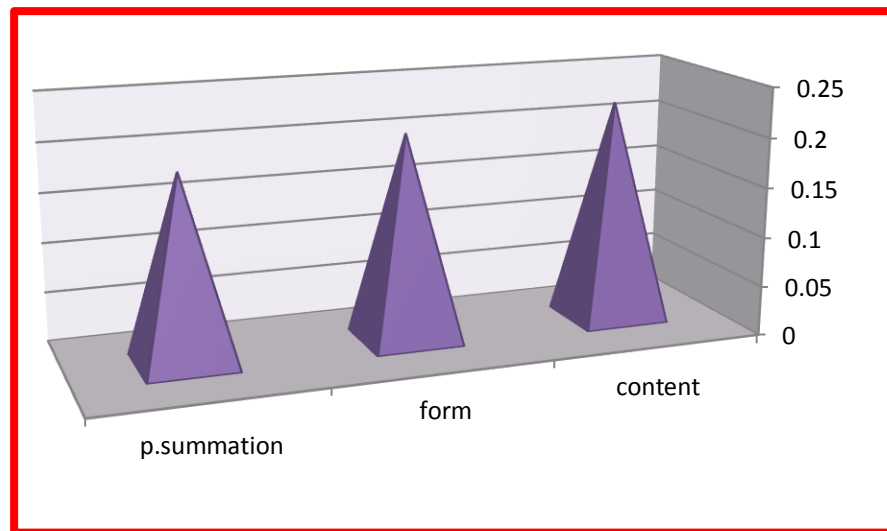
Figure (4.3.) The relative importance of TQ dimensions

In order to verify the strength of the correlations between the dimensions of the independent variable and the moderator variable that is included in the test models as a second independent variable to reveal the existence of the problem of multicollinearity between them, in one hand. Moreover, to verify the strength of relationship of the two variables: the independent and the moderator with the dependent variable at the dimensional level as a preliminary step for testing the expected effects of the relationship among the three variables, on the other hand. Accordingly, the correlation matrix is built for the dimensions of the three variables, as shown in the appendix (1). This correlation matrix represents the matrix of correlation coefficients for the dimensions of the studied variables, which are not very high, except for a very limited number of them exceeding the ratio

of (0.70). This confirms the absence of the problem of multicollinearity among these dimensions, as well as all the correlation coefficients between them are positive, especially with the dependent variable. Furthermore, this can confirm a positive relationship between translation theories and thinking styles with the translation quality as a preliminary prelude to testing these relationships in its inferential framework, after employing hierarchical multiple regression models (HMR Models) included in the research hypothesis test.

4.1.3. Reporting the Results of the Normality Distribution Test

Table (4.13.) shows the results of the normal distribution of data by using the Kolmogorov-Smirnov Test. The test was done on the level of each dimension of the study variables that are included in the hypothesis testing models as explanatory, moderator, or response variables. The Normal distribution figures and the table (4.13.) for the dimensions of the three variables clarify that their data achieved the conditions of normality for all the mentioned dimensions with the value of ($p>0.05$).

Accordingly, this can guarantee the possibility of using ***Linear Regression Models*** in testing the hypotheses of this study. Moreover, this result can be consistent with the nature of potential relationships according to the literature review of those variables. The hypothesis of the normal distribution is formulated as shown below in the table (4.13.) and figure (4.4.). If the test results are non-significant, the natural distribution hypothesis is accepted and the alternative hypothesis is rejected and vice versa (Pallant, 2005, P. 58).

H$_0$: Data with normal distribution (H$_0$:P=0).

H$_1$: Data does not achieve the normal distribution (H$_0$:P#0).

Table (4.13.) Results of the Normality Test

Test Conditions	Kolmogorov-Smirnov		
	K.S Test	(Sig.) Value	Sig.
Dimensions with their Variables	Translation Theories		
Relevance Theory	0.062	.200[*]	Non-Significant
Text Type	0.061	.200[*]	Non-Significant
Skopos Theory	0.061	.200[*]	Non-Significant
	Thinking styles		
Legislative Style	0.070	.200[*]	Non-Significant
Executive Style	0.053	.200[*]	Non-Significant
Judicial Style	0.070	.200[*]	Non-Significant
	Translation Quality		
Content	0.073	0.090	Non-Significant
Form	0.071	0.188	Non-Significant
Product Summation	0.069	.200[*]	Non-Significant
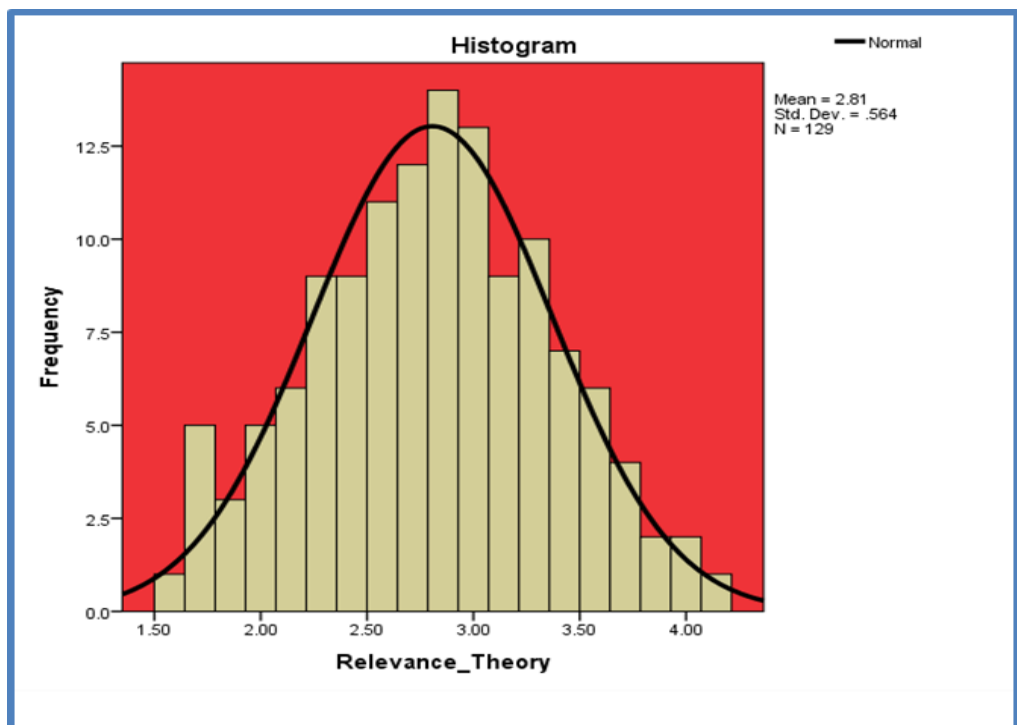
Figure (4.4.) Histogram: Probability Distribution of 'Relevance Theory

• *The rest of the probability distributions for the other dimensions are show in the appendix 8.*

4.2. Discussion of the Hypotheses Testing Results

4.2.1. Outlines

This topic is designed to present and discuss the study of hypothetical test results. The study hypotheses were developed after reviewing the literature with regard to the positive relationship between translation theories and translation quality. As for testing the moderating role of thinking styles in the relationship between these two variables, its hypotheses were derived according to what is known as the method of deriving hypotheses from its empirical environment (an ***Abductive Reasoning***). The moderating role test requires meeting number of conditions, each represents one of the following three testing steps (panels):

• The first step or the first condition is the statistical significance of the relationship between the independent and dependent variables at the level of some/or all their dimensions represented in panel one of each table of testing the relationships between the variables of the study.

• The second step is to confirm the continuation of the statistical significance between the independent and the dependent variables after adding the moderator variable to the statistical test model.

• The third step is the significance of the relationship between the independent and dependent variables with the significance of the moderator variable, at some/all the dimensions levels; after adding the interaction term to the test model.

Interaction Term or sometimes called interaction effect is a very complex statistical method added to the model of analysis to analyze the more complex relationships between two or more of the study variables. The interaction term between the dependent and independent variables results from the product of multiplying them with each other (Frost 2017).

The main objective of this type of statistical test is to investigate the magnitude of the ***Effect*** that the moderator variable *(Thinking Styles)* shows in the relationship between the other two variables *(**Translation Theories as an Independent Variable, and Translation Quality as a Dependent Variable**)*. This involves a scientific investigation at the current study level to determine the effect magnitude of the moderator variable in the relationship between the independent and dependent variables. This can be achieved through the strength and direction of this relationship in the context of the process of continuous improvement of the theory. This study, in addition, tries to measure thinking styles with its direct effect on translation quality.

It is worth noting that the statistical tests of the study hypotheses were done by using the powerful statistical software (AMOS), which is an advanced statistical program used in analyzing the complex and multivariate relationships between variables in order to build models support scientific ideas based on an empirical evidence that might be promoted to the level of theory.

The hypotheses will consequently be tested within the current section i.e. one hypothesis after another, at the level of the study variables with its representative dimensions. The following is a detailed presentation of

the test results with intensive discussions to the details as clearly shown in the following items specified for testing each hypothesis.

4.2.2. Reporting and Discussing the Hypotheses Test Results

A number of sub-hypotheses are branched from the study hypotheses. Table (4.14.) presents the results of testing the first two hypotheses. The first (Panel) of the table (4.15.) shows a test of the first sub-hypothesis. The second and third panels of the same table represent a statistical test for the second sub-hypothesis after adding the moderator variable of the test model with its first dimension. Following that process is adding the interaction term between the first two dimensions of the independent and dependent variables. This type of analysis will be followed with its steps in testing the rest of the study hypotheses, including the main hypotheses and the derived sub- hypotheses.

1. Translation theories via their dimensions affect the content dimension by a statistically significant effect.

2. Legislative style positively moderates the relationship between translation theories (relevance, text type, skopos) and the content dimension by a specific statistical significance.

The results of the first sub-hypothesis test shown in Table (4.14.) prove the effect of the three translation theories in the first dimension of TQ variable represented by the content dimension. The regression coefficients reported as: beta for the dimensions: relevance ($\beta = .280$, $P < .01$), text-type ($\beta = .170$, $P < .05$), and skopos ($\beta = .376$, $P < .01$). Positive beta coefficients reflect the relationship of translation theories with TQ in terms of the content dimension. This means that the application of the principles and procedures

of these theories leads to an improvement in the level of TQ in terms of content dimension by the amount of beta coefficients and vice versa. The three translation theories in the overall model of this test interpret a statistical significance with a percentage coefficient of determination (R^2 = 58%, P=0.00) of the content dimension.

The rest of this percentage, expressed by the coefficient of non-determination (1-R2) of 42%, is associated with other reasons or factors that do not fall within the model of testing this hypothesis. Thus, the first condition of testing for the hypotheses of the moderator effect has been fulfilled, leading to the possibility of including the moderator variable with the resulting interaction term into the test model and thus the validity of the first sub-hypothesis was verified from the first main hypothesis of the study.

With reference to panel-2 of the table (4.14.), the results of the test of the relationship between translation theories and TQ at the content level are shown after including the first dimension of thinking styles as a moderator variable represented by the legislative style. The results of the test confirmed the significance of the moderating with a positive effect of this dimension (β = .545, P = 0.00) and in the positive direction with the significance of the relevance theory alone (β = .085, P <.05) without the text type theory (β = .106, P>. 05) and skopos (β = .157, P> .05). This model interprets the variations in TQ as (R^2 = 65%, P=<0.1).

The third test whose results are shown in Table (4.14.) after adding the interaction term between the legislative style and the three translation theories, the significance of the legislative dimension continues to be shown as a moderating variable (β = 1.267, P = 0.00). However, the significance of

the effect of the three translation theories represented by the relevance theory (β = 0.227, P> .05), text type theory (β = 0.354, P> .05) and the skopos theory (β = 0.263, P> .05) does not continue with the content dimension. The coefficient of determination is (R^2 = 67%, P=<0.1) interprets the statistical significance of the overall model of the test. This means that the first sub-hypothesis emanating from the first main hypothesis of the study cannot be accepted. That is, the dimension of the legislative style does not have a moderating role on the relationship between translation theories and TQ as far as the matter relates to the content dimension.

Table (4.14.) The results of testing the relationship among the dimensions of the independent variable with the first moderator dimension and the interaction term in the first dependent dimension

Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	.015	.062	.951	0.58	48.208	.000
	Relevance Theory B_1	.280	3.153	.002			
	Text Type B2	.170	2.088	.039			
	Skopos Theory B3	.376	3.903	.000			
Panel-2	Intercept Term B_O	.316	1.425	.157	0.65	57.286	.000
	Relevance Theory B_1	.085	1.011	.014			
	Text Type B2	.106	1.472	.144			
	Skopos Theory B3	.157	1.722	.087			
	Legislative Style B4	.545	6.302	.000			
	ΔR^2				0.07		
Panel-3	Intercept Term B_O	-1.348	-1.976	0.05	0.67	35.365	.000
	Relevance Theory B_1	0.227	0.561	0.576			
	Text Type B2	0.354	1.441	0.152			
	Skopos Theory B3	0.263	0.631	0.53			
	Legislative Style B4	1.267	4.455	0.000			
	Relevance Theory by Legislative Style B5	-.342	-.404	0.687			
	Text Type by Legislative Style B6	-.454	2.216	0.02			
	Skopos Theory by Legislative Style B7	-.340	-.363	0.717			
	ΔR^2				0.02		

This is confirmed by the output of the Amos program as well as graphically represented as it is illustrated in Figure (4.5.). The graphical figure exhibits the values that appear above the arrows towards the dimension of the content as a dependent variable representing the values of the beta regression coefficients. While the values shown above the convex arrows, combining the dimensions of the independent variable and the moderator variable, at the legislative style level represent the values of the joint variations among them.
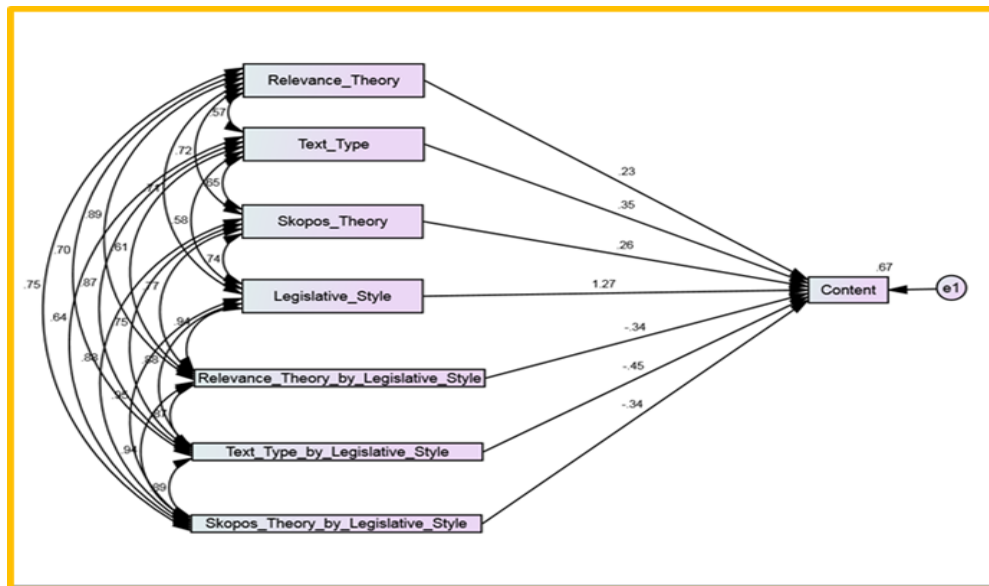
Figure (4.5.) Illustrates the graphical relationship of the dimensions of the independent variables and the first moderator dimension with the interaction term in the first dependent dimension

3. Translation theories via their dimensions affect the form dimension by a statistically significant effect.

4. Legislative style positively moderates the relationship between the translation theories (Relevance, Text Type, Skopos) and the form dimension by a specific statistical significance.

Table (4.15.) represents the test of the third and fourth sub-hypotheses. The test results demonstrate the significance of the effect of the three translation theories in the second dimension of the TQ variable represented by form dimension. The regression coefficients betas are: the relevance theory (β = .272, P <.01), text type theory (β = .212, P <.05), and the skopos theory (β = .384, P <.01). A positive beta coefficient reflects a positive relationship of the translation theories with the dimension of form among the dimensions of TQ. This means that applying the principles of these theories leads to an improvement in the level of TQ by the amount of beta coefficients and vice versa, as far as the matter is concerned with the form dimension.

The three translation theories in the overall model of this test interpret a statistical significance with a coefficient of determination (R^2 = 59%, P=0.00) as a result of the variations in form dimension. The rest of this percentage, interpreted by the coefficient of non-significance (1-R2), which is (41%), is associated with other reasons or factors that did not embodied within the model of testing this hypothesis. Thus, the first condition of testing the hypotheses of the positive moderating effect has been fulfilled, leading to the possibility of introducing and validating the moderator variable with its resulting interaction effect into the test model.

Moreover, the second panel of the table (4.15.) illustrates the results of testing the relationship between translation theories and TQ at the level of form after introducing the first dimension of thinking styles as a moderating variable represented by the legislative style. The test results significantly confirmed the moderating effect of this dimension (β = .278, P = 0.00) and reported a positive direction with the significance of the relevance theory

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(β = .172, P <.05) and the text type (β = .179, P < .05) and skopos (β = .272, P < .05). This model clarifies the variations in TQ as (R ^{2} = 62%, P<0.1).

Moreover, the results of the third test shown in Table (4.15.), after including the interaction term between the legislative style and the three translation theories, show the significance of the legislative dimension continues to appear as a moderating variable (β = 0.607, P = 0.05). However, the significance of the effect of the three translation theories represented by the relevance theory (β = 0.044, P> .05), text type theory (β = 0.12, P> .05) and skopos theory (β = 0.616, P> .05) does not continue in the form dimension as one of TQ dimensions.

The coefficient of determination amounted to (R^2=62%, P<.01) interpreting the statistical significance of the overall model of the test. This means that this sub-hypothesis cannot be accepted as well. That is, the legislative style does not have a moderating role for the relationship between translation theories and TQ as far as the matter related to form dimension. This is graphically confirmed by the outputs of the Amos program as illustrated in Figure (4.6.).

Table (4.15.) The dimensions of the independent variable with the first moderator
dimension and the interaction term in the second dependent dimension

| Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	0.124	.544	.587			
	Relevance Theory B_1	.272	3.233	.002	.59	58.916	.000
	Text Type B2	.212	2.747	.007			
	Skopos Theory B3	.384	4.218	.000			
Panel-2	Intercept Term B_O	0.274	1.210	.229			
	Relevance Theory B_1	.172	1.962	.05			
	Text Type B2	.179	2.374	.019	0.62	49.532	.000
	Skopos Theory B3	.272	2.855	.005			
	Legislative Style B4	.278	3.073	.003			
	ΔR^2				0.03		
Panel-3	Intercept Term B_O	-.506	-.707	0.481			
	Relevance Theory B_1	0.044	0.101	0.919			
	Text Type B2	0.12	0.453	0.651			
	Skopos Theory B3	0.616	1.373	0.172			
	Legislative Style B4	0.607	1.982	0.05			
	Relevance Theory by Legislative Style B5	0.255	0.28	0.78	0.62	28.141	.000
	Text Type by Legislative Style B6	0.092	0.203	0.839			
	Skopos Theory by Legislative Style B7	-.814	2.304	0.021			
	ΔR^2				0.00		
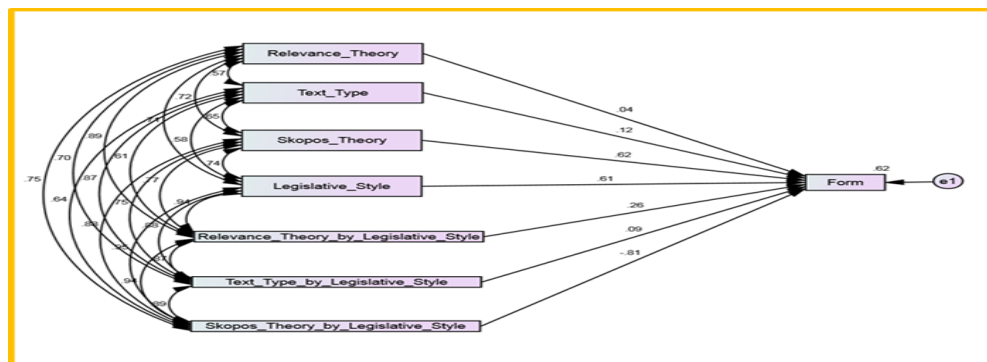
Figure (4.6.) The graphical relationship of the dimensions of the independent
variable with the first moderating dimension after adding the interaction term to the
second dependent dimension

5. Translation theories via their dimensions affect the product summation dimension by a statistically significant effect.

6. Legislative style positively moderates the relationship between the translation theories (Relevance, Text Type, Skopos) and the product summation dimension by a specific statistical significance.

Table (4.16.) shows the results of testing the fifth and sixth sub-hypotheses. The results of testing these two hypotheses prove a significance effect of the three translation theories on the product summation as a dimension of TQ. The regression coefficients of beta are: relevance theory (β= .250, P <.01), text type theory (β = .176, P<.05), and skopos theory (β=.396, P <.01). Positive beta coefficients reflect a positive relationship of translation theories with the dimension of product summation among the dimensions of TQ. This means that applying the principles of these theories leads to an improvement in TQ represented by the amount of beta coefficients and vice versa, in relation to the product summation.

The three translation theories in the overall model of this test provide a statistically significant interpretation with a percentage coefficient of determination of (R^2 = 53%, P=0.00) of the variations in the dimension of the product summation. The rest of this percentage is interpreted by the coefficient of non-determination (1-R2) of (47%), which is associated with other causes or factors that were not included in the test model for this hypothesis. Thus, the first condition of hypothesis testing for the moderating effect is achieved, leading to the possibility of introducing the moderator variable with its interaction effect into the test model with validating the hypothesis in question. Furthermore, the second panel of the table (4.16.) shows the results of testing the relationship between translation theories and

TQ at the product summation level after including the first dimension of thinking styles as a moderator variable represented by the legislative style.

The results of the test confirmed the significance of the moderating effect of this dimension ($\beta = .348$, P = 0.00) with a positive direction. However, both the relevance theory ($\beta = .125$, P> .05) and the text type theory ($\beta =. 135$, P> .05) show non-significant effect of the moderator variable. Whereas the moderator variable significantly affects skopos theory ($\beta = .256$, P < .05). This model interprets the variations of TQ levels as (R^2=58%, P< .01).

Table (4.16.) The results of testing the relationship between the independent variable and dependent variable with the role of the interaction term

Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	.566	2.407	.018	0.53	47.441	.000
	Relevance Theory B_1	.250	2.799	.006			
	Text Type B2	.176	2.149	.034			
	Skopos Theory B3	.396	4.099	.000			
Panel-2	Intercept Term B_O	0.747	3.257	.001	0.58	42.536	.000
	Relevance Theory B_1	.125	1.360	.176			
	Text Type B2	.135	1.710	.090			
	Skopos Theory B3	.256	2.570	.011			
	Legislative Style B4	.348	3.680	.000			
	ΔR^2				0.05		
Panel-3	Intercept Term B_O	0.341	0.476	0.635	0.59	25.253	.000
	Relevance Theory B_1	-.313	-.694	0.489			
	Text Type B2	-.613	-1.145	0.254			
	Skopos Theory B3	1.051	2.265	0.025			
	Legislative Style B4	0.487	1.539	0.126			
	Relevance Theory by Legislative Style B5	0.926	0.984	0.327			
	Text Type by Legislative Style B6	0.776	1.666	0.098			
	Skopos Theory by Legislative Style B7	-1.788	2.016	0.041			
	ΔR^2				0.01		

As for the third test model whose results are shown in Table (4.17.) after including the interaction term between the legislative style and the three translation theories, the legislative dimension shows non-significant results as an interactive variable (β = 0.487, P = 0.05). The significance effect of the translation theories represented by the relevance theory (β = - .313, P> .05) and the text type theory (β = -. 613, P> .05 is not reported.

However, skopos theory shows a significant effect (β = 1.051, P> .05) in the product summation as a dimension of TQ. The ratio of the coefficient of determination is (R^2 = 59%, P<0.01) to interpret the statistical significance of the overall model of the test. This means that this sub-hypothesis cannot be accepted as well. That is, the dimension of the legislative style does not have a moderating role for the relationship between translation theories and TQ specifically with the third dimension namely; the product summation. This is confirmed by the outputs of the Amos program as well as graphically illustrated in Figure (4.7.).
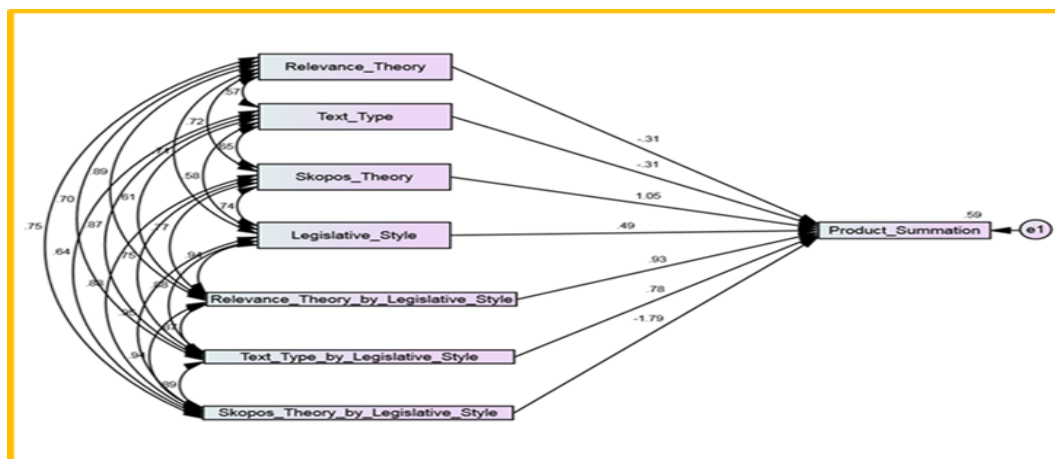
Figure (4.7.) The graphical relationship of the dimensions of the independent variable with the first moderating dimension and the interaction term in the third dependent dimension of TQ

Results of the other sub-hypotheses test will be presented starting from the seventh hypothesis, with a direct focus on the moderating relationships of the dimensions of the moderator variable (Thinking Styles). The results of the direct effect test of the translation theories on the dimensions of TQ proved their statistical significance without exception according to the following:

7. Executive style positively moderates the relationship between the translation theories (Relevance, Text Type, Skopos) and the content dimension by a specific statistical significance.

Table (4.17.) shows the results of testing the relationship between translation theories and TQ at the content level after inserting the second dimension of thinking styles as a moderating variable represented by the executive style. The results of testing this hypothesis ensures a positive significance of the moderating effect for this dimension (β = .214, P<.05). Moreover, this dimension ensures a positive significance with both relevance theory (β = .222, P <.05) and skopos theory (β = .300, P<.05). Whereas, the dimension of text type has non-significant results by the executive style (β = .114, P> .05). This model interprets the variance of translation levels with the ratio of (R^2 =55%, P< .01). Regarding the third test model whose results are shown in Table (4.17.) after entering the interaction term between the executive style and the three translation theories, the significance of this dimension becomes clear as a moderator variable (β=1.337, P = 0.000).

Moreover, the significance of the effect of the translation theories represented by both the relevance theory (β = 1.043, P> .05) and skopos (β = -. 279, P> .05) continued to be significant against the non-significance of the effect of the text type (β = 0.492, P> .05) in the content as a dimension of

translation quality. The coefficient of determination becomes (R^2=69%, P.01). This ratio interprets the statistical significance of the overall model of the test. These results confirm the acceptability of this hypothesis. In other words, there is a moderating role of the executive style, in which it positively moderates the relationship between translation theories and the content dimension. This is what the outputs of the AMOS program indicated graphically, as they are illustrated in Figure (4.8.).

Table (4.17.) The results of testing the relationship between the independent variables and dependent variables with the role of the interaction term

Statistical Models	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	.015	.062	.951	0.58	48.208	.000
	Relevance Theory B_1	.280	3.153	.002			
	Text Type B2	.170	2.088	.039			
	Skopos Theory B3	.376	3.903	.000			
Panel-2	Intercept Term B_O	-.185	-.713	.477	0.55	38.564	.000
	Relevance Theory B_1	.222	2.435	.016			
	Text Type B2	.114	1.357	.177			
	Skopos Theory B3	.300	2.977	.004			
	Executive Style B4	.214	2.237	.027			
ΔR^2					- 0.03		
Panel-3	Intercept Term B_O	-2.871	-3.336	0.001	0.69	38.141	.000
	Relevance Theory B_1	1.043	3.31	0.001			
	Text Type B2	0.492	1.638	0.104			
	Skopos Theory B3	-.279	-2.322	0.022			
	Executive Style B4	1.337	5.339	0,000			
	Relevance Theory by Executive Style B5	-1.667	-3.209	0.002			
	Text Type by Executive Style B6	-.653	-1.436	0.154			
	Skopos Theory by Executive Style B7	0.777	6.346	0.000			
ΔR^2					0.14		
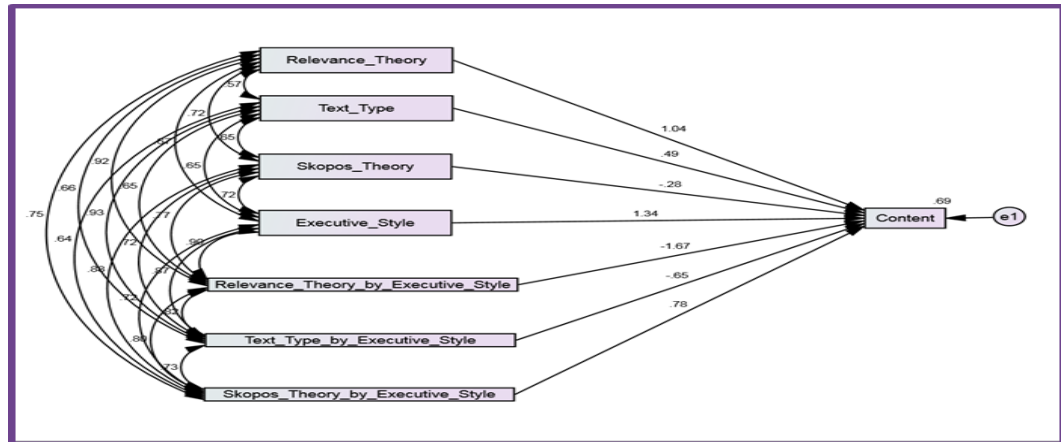
Figure (4.8.) The graphical relationship between the dimensions of the independent variable and the second dimension of the moderator with the interaction term in the first dependent dimension

8. Executive style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the form dimension by a specific statistical significance.

Table (4.18.) illustrates the results of testing the relationship between translation theories and TQ at the level of form dimension after inserting the second dimension of thinking styles as a moderating variable represented by the executive style. The test results confirm the continuation of the positive significant effect of this dimension as (β = .285, P <.05). Furthermore, the results point to the significance of both the relevance theory (β=.194, P <.05) and skopos theory (β=.283, P <.05). However, the dimension of text type points to the non-significant value as (β=.137, P > .05). This model interprets the variations of the translation theories with the ratio of (R^2= 62%, P < .01).

As for the third test model whose results are shown in Table (4.18.) after inserting the interaction term between the executive mode and the three translation theories, the high significance of this dimension was confirmed as

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a moderating variable (β= 0.777, P < 0.01). The significance of the effect of the translation theories represented by both the relevance theory (β=0.738,P>.05) and skopos theory (β = 0.013, P> .05) continued to be significant against the non-significance of the text type (β = 0.086, P> .05) in the form dimension of TQ. The coefficient of determination comes as (R^2= 65%,P.01), which interprets the statistical significance of the overall model of the test. Accordingly, the results ensure partial support for the sub-hypothesis. In other words, there is a moderating role of executive style dimension that positively moderates the relationship between translation theories and TQ represented by the form dimension. These results are graphically represented based on the outputs of the (Amos) the statistical program as illustrated in Figure (4.9.).
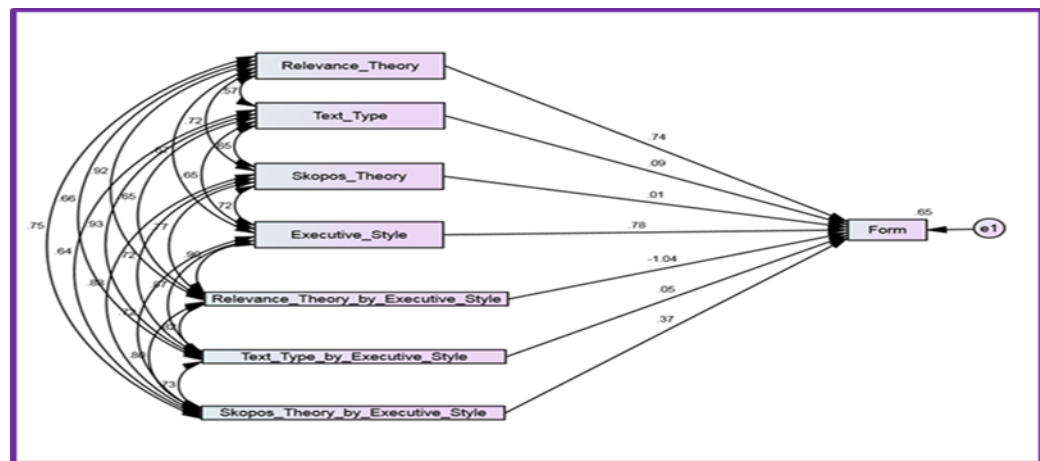
Figure (4.9.) Graphical clarification of the relationship between the dimensions of translation theories, second dimension of the moderator variable and the interaction term on the second dimension of the dependent variable

Table (4.18.) The effect of the dimensions of the independent variable after including the second moderator and the interaction terms on the second dependent variable

Statistical Models	Statistical Indicators / Details	Beta Coeff.	T test statistic	Pro. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	0.124	.544	.587			
	Relevance Theory B_1	.272	3.233	.002	.59	58.916	.000
	Text Type B2	.212	2.747	.007			
	Skopos Theory B3	.384	4.218	.000			
Panel-2	Intercept Term B_O	-.136	-.579	.564			
	Relevance Theory B_1	.194	2.300	.023			
	Text Type B2	.137	1.759	.081	0.62	50.061	.000
	Skopos Theory B3	.283	3.031	.003			
	Executive Style B4	.285	3.212	.002			
	ΔR^2				0.03		
Panel-3	Intercept Term B_O	-1.236	-1.385	0.169			
	Relevance Theory B_1	0.738	2.2	0.03			
	Text Type B2	0.086	0.27	0.787			
	Skopos Theory B3	0.013	0.102	0.019			
	Executive Style B4	0.777	2.918	0.004	0.65	31.694	.000
	Relevance Theory by Executive Style B5	-1.043	-1.972	0.048			
	Text Type by Executive Style B6	0.048	0.1	0.92			
	Skopos Theory by Executive Style B7	0.365	2.806	0.006			
	ΔR^2				0.02		

9. Executive style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the product summation dimension by a specific statistical significance.

The results presented in Table (4.19.) show the test of the relationship between translation theories and TQ at the product summation level after inserting the second dimension of thinking styles as a moderator variable represented by the executive style. The test results confirm a positive continuation of the significance of the moderating effect of this dimension (β= .209, P < .05). Additionally, the results refer to the significance of both relevance theory as (β=.193, P <.05) and skopos theory as (β=.322, P <.05). While, the results of the dimension of text type indicate non-significant value as (β=.121, P > .05). This model interprets the ratio of the variations in the translation quality as (R^2=55%, P < .01).

The results of the third test model shown in Table (4.19.) report the following: after including the interaction term between the executive style and the three translation theories, the results were non-significance of this dimension as a moderator variable (β=0.454, P>0.05). The results, in addition, report the non-significance of the effect of the three translation theories represented by: relevance theory comes as (β=0.508, P > .05), skopos theory as (β=0.002, P > .05) and finally text type theory as (β=.007, P> .05) with the product summation as one of the dimensions of TQ. The coefficient of determination was (R^2 = 59%, P>.01) to interpret the statistical significance of the overall model of the test. These results confirm that this sub-hypothesis cannot be accepted. In other words, there was no moderating role for the dimension of the executive style modifying the relationship between translation theories and TQ with regard to the product summation. The refusal to accept this hypothesis has been demonstrated graphically based on the outputs of the statistical programs (Amos) as shown in Figure (4.10.).

Table (4.19.) The relationships between the independent variable dimensions, second moderator variable and interaction term with the third dimension of the dependent variable

Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	.566	2.407	.018			
	Relevance Theory B_1	.250	2.799	.006	0.53	47.441	.000
	Text Type B2	.176	2.149	.034			
	Skopos Theory B3	.396	4.099	.000			
Panel-2	Intercept Term B_O	.381	1.542	.126			
	Relevance Theory B_1	.193	2.105	.037			
	Text Type B2	.121	1.433	.154	0.55	37.823	.000
	Skopos Theory B3	.322	3.182	.002			
	Executive Style B4	.209	2.174	.032			
	ΔR^2				0.02		
Panel-3	Intercept Term B_O	0.324	0.346	0.73			
	Relevance Theory B_1	0.508	1.401	0.164			
	Text Type B2	-.007	-.020	0.984			
	Skopos Theory B3	0.002	0.013	0.99			
	Executive Style B4	0.454	1.577	0.117			
	Relevance Theory by Executive Style B5	-.689	-1.991	0.046	0.59	24.653	.000
	Text Type by Executive Style B6	0.163	0.311	0.756			
	Skopos Theory by Executive Style B7	0.466	3.312	0.001			
	ΔR^2				0.04		
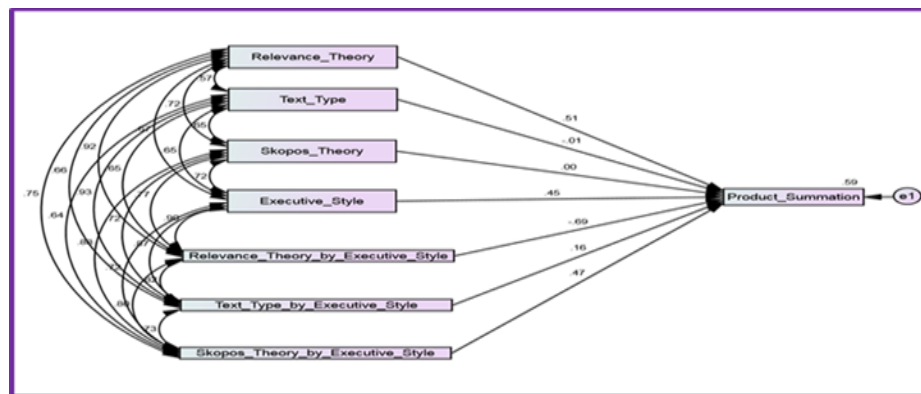
Figure (4.10.) Graphical clarification of the relationship between the dimensions of independent variable, second dimension of the moderator variable and the interaction term in the third dimension of the dependent variable

10. Judicial style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the content dimension by a specific statistical significance.

In this hypothesis, the third dimension of the thinking styles is inserted as a moderator variable represented by the judicial style as seen in the table (4.20.). The results of testing this hypothesis confirm the significance of the moderating effect of this dimension as (β = .007, P <.05), showing a positive direction with the significance of both the relevance theory: (β = .020, P <.05) and skopos theory: (β = .012, P <.05). While the text type dimension shows non-significant value: (β = .189, P> .05). This model interprets the variance in translation levels as: (R2=56%, P<.01).

Table (4.20.) The independent variables with the third moderator dimension and the interaction term in the first dependent dimension

Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	.015	.062	.951			
	Relevance Theory B_1	.280	3.153	.002	0.58	48.208	.000
	Text Type B2	.170	2.088	.039			
	Skopos Theory B3	.376	3.903	.000			
Panel-2	Intercept Term B_O	-.107	-.434	.665			
	Relevance Theory B_1	.212	2.348	.020			
	Text Type B2	.109	1.322	.189	0.56	39.940	.000
	Skopos Theory B3	.261	2.538	.012			
	Judicial Style B4	.271	2.749	.007			
	ΔR^2				-0.02		
Panel-3	Intercept Term B_O	-2.511	-2.490	0.014			
	Relevance Theory B_1	0.13	0.289	0.773			
	Text Type B2	0.283	0.769	0.443			
	Skopos Theory B3	0.83	1.545	0.125			
	Judicial Style B4	0.957	3.259	0.001			
	Relevance Theory by Judicial Style B5	0.112	0.149	0.882	0.58	24.362	.000
	Text Type by Judicial Style B6	-.286	-.507-	0.613			
	Skopos Theory by Judicial Style B7	-1.096	-2.125	0.026			
	ΔR^2				0.02		

Regarding the third testing model whose results are shown in Table (4.20.) and just after inserting the interaction term between the judicial style and the three translation theories, the significance of this dimension becomes clear as a moderating variable with a value of: (β = 0.001, P < 0.05). As for the effect of the three translation theories on the dimension of content among the dimensions of TQ, it has non-significant value. The coefficient of determination: (R^2 = 58%, P<.01) interpreting the statistical significance of the overall model of the test. These results confirm the unacceptability (not supported) of this sub-hypothesis due to the lack of an interactive role of the judicial style dimension as a moderator for the relationship between translation theories and TQ, specifically the content dimension. Moreover, this rejection of the sub-hypothesis comes in accordance with the statistical program outputs (Amos) that graphically indicated, as shown in Figure (4.11.)

Figure (4.11.) the relationship between the independent variables with the third dimension of the moderator variable and the interaction term in the first dimension of the dependent variable

11. Judicial style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the form dimension by a specific statistical significance.

Table (4.21.) presents the results of testing the relationship between translation theories and TQ at the level of the form dimension just after inserting the third dimension of thinking styles as a moderating variable represented by the judicial style. The results of the test confirm the significance of the moderating effect of the form dimension as: (β = .258, P <.05) by a positive direction with the significance of the influence of the three translation theories in the dimension of the form. The significance effect of the three translation theories valuated as follows: relevance theory is (β = .206, P <.05), skopos theory (β = .274, P <.05) and text type theory (β=.153, P < .05). This model interprets the variance of translation levels as (R^2=61%, P < .01). Regarding the third test model whose results are shown in Table (4.21.), and just after including the interaction term in the model between the judicial style and the three translation theories, the significance of this dimension becomes clear as a moderator variable (β = 0.668, P <0.05). Consequently, this model can positively moderate the relationship between translation theories and the second dimension of the translation quality.

As for the effect of the three translation theories on the dimension of form, which is among the dimensions of TQ, shows non- significance except for the skopos theory in which the effect demonstrates a statistical significance: (β = 1.019, P = 0.05). Moreover, the coefficient of determination is: (R^2=1.019, P=0.05) interpreting the statistical significance of the overall testing model. Furthermore, these statistical results indicate the possibility of a partial acceptance of this sub-hypothesis because there is no

moderating role for the dimension of the judicial style modifying the relationship between translation theories and TQ as far as the matter related to the form dimension, except for the skopos theory, which statistically shows the significance of the relationship.

Table (4.21.) The independent variables with the third moderator dimension and the interaction term in second dependent dimension

Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	0.124	.544	.587			
	Relevance Theory B_1	.272	3.233	.002	0.59	58.916	.000
	Text Type B2	.212	2.747	.007			
	Skopos Theory B3	.384	4.218	.000			
Panel-2	Intercept Term B_O	0.011	.049	.961			
	Relevance Theory B_1	.206	2.422	.017			
	Text Type B2	.153	1.967	.05	0.61	48.469	.000
	Skopos Theory B3	.274	2.826	.006			
	Judicial Style B4	.258	2.771	.006			
	ΔR^2				0.02		
Panel-3	Intercept Term B_O	-1.441	-1.531	0.128			
	Relevance Theory B_1	-.041	-.095	0.925			
	Text Type B2	-.054	-.153	0.879			
	Skopos Theory B3	1.019	1.98	0.05			
	Judicial Style B4	0.668	2.376	0.019			
	Relevance Theory by Judicial Style B5	0.398	0.554	0.581	0.62	28.144	.000
	Text Type by Judicial Style B6	0.313	0.579	0.563			
	Skopos Theory by Judicial Style B7	-1.389	-2.289	0.039			
	ΔR^2				0.01		

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These results are graphically indicated by (Amos), the statistical program as demonstrated in Figure (4.12.).
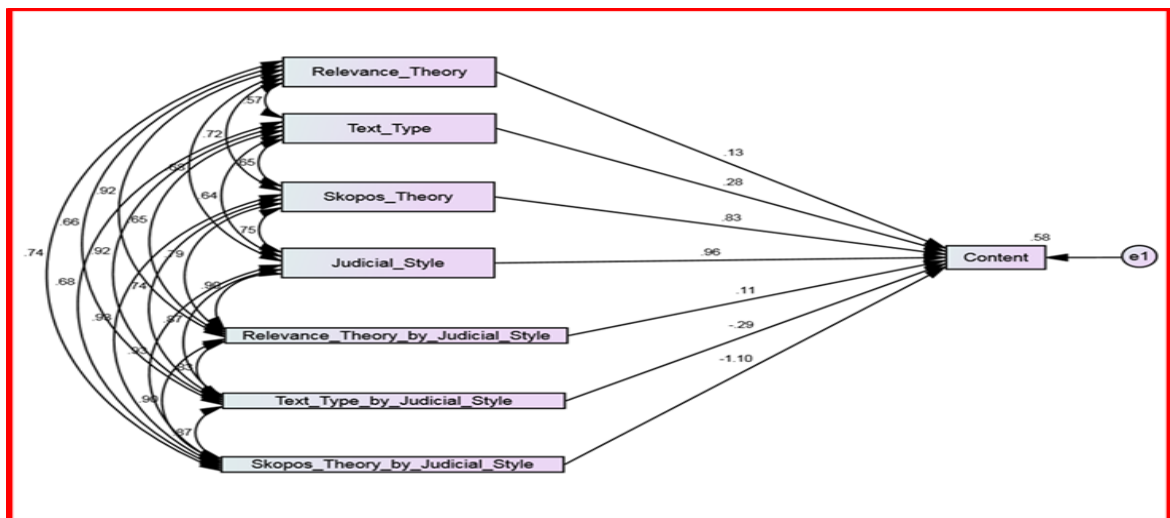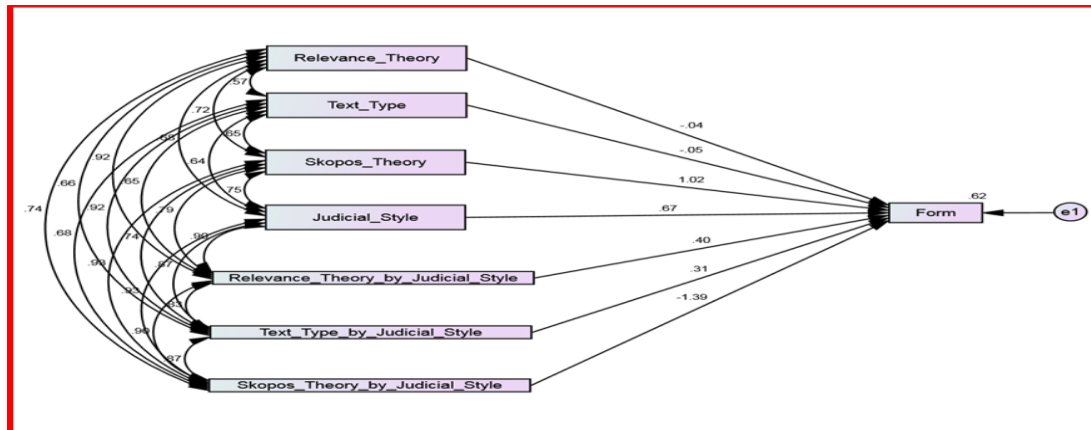

Figure (4.12.) The relationship between the independent variable, with the moderator variable in terms of the interaction term on the second dependent dimension

12. Judicial style positively moderates the relationship between translation theories (Relevance, Text Type, Skopos) and the product dimension by a specific statistical significance.

Table (4.22.) displays the results of testing the relationship between translation theories and TQ at the product summation level after inserting the third dimension of thinking styles as a moderator variable represented by the judicial style. The test results ensure a statistical significance of the moderator effect for the judicial style dimension (β=.173, P <.05) that has a positive direction to the significant effect of the relevance theory (β=.206, P <.05) and skopos theory, as well: (β=.323, P <.05). However, the effect of the text type theory on the product summation as one of the TQ dimensions refers to a non-significant/not supported value. This model interprets the variance of the translation levels (R^2=54%, P < .01). The results of the third testing model are shown in the table (4.22.). Then, just after including the

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interaction term between the judicial style and the three translation theories, the significant effect of this dimension as a moderator variable has become clear: (β=0.519, P < 0.05).

Moreover, the effect of the three translation theories in the product summation as one of TQ dimensions reports an non-significant value except for the skopos theory that has a significant relationship with the product summation: (β=1.692, P = 0.05). The coefficient of determination (R^2=57%,P < .01) interprets the statistical significance of the overall testing model. Consequently, these results refer to a partial acceptance of this sub-hypothesis. This refers to the inactive role of the judicial style as a moderator for the relationship between the translation theories and TQ with regard to the product summation. However, judicial style reports an active role at the level of skopos theory. These results are graphically reported by the statistical program (Amos), that are illustrated in Figure (4.13.).
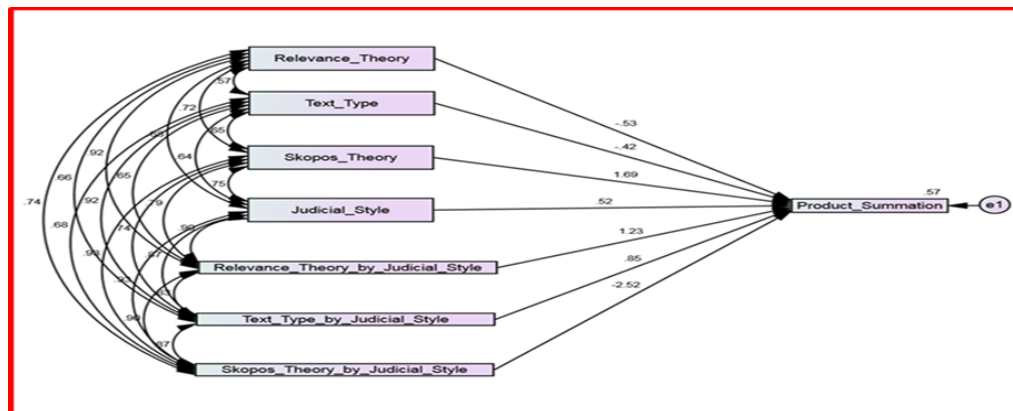

Figure (4.13.) The relationship between the dimensions of the independent variable and the third moderator dimension and interaction term in the third dependent dimension

Table (4.22.) The relationship of the independent variables with the third moderator dimension in the third dependent dimension

Testing Samples	Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
		B	|t|	P>|t|	R^2	F	P>F
Panel-1	Intercept Term B_O	.566	2.407	.018			
	Relevance Theory B_1	.250	2.799	.006	0.53	47.441	.000
	Text Type B2	.176	2.149	.034			
	Skopos Theory B3	.396	4.099	.000			
Panel-2	Intercept Term B_O	.492	2.076	.040			
	Relevance Theory B_1	.206	2.235	.027			
	Text Type B2	.137	1.623	.107	0.54	36.870	.000
	Skopos Theory B3	.323	3.074	.003			
	Judicial Style B4	.173	1.716	.049			
	ΔR^2				0.01		
Panel-3	Intercept Term B_O	-.787	-.809	0.42			
	Relevance Theory B_1	-.532	-1.156	0.25			
	Text Type B2	-.421	-1.120	0.265			
	Skopos Theory B3	1.692	3.082	0.003			
	Judicial Style B4	0.519	1.731	0.046			
	Relevance Theory by Judicial Style B5	1.227	2.301	0.022	0.57	22.607	.000
	Text Type by Judicial Style B6	0.853	1.479	0.142			
	Skopos Theory by Judicial Style B7	-2.523	-2.534	0.013			
	ΔR^2				0.03		

13. Thinking styles (Legislative Style, Executive Style, Judicial Style) have a statistical significance effect on the content dimension. Table (4.23.) clarifies the test results of the thirteenth hypothesis related to the relationship between the dimensions of the moderator variable (thinking styles) with the first dimension (content level) of TQ. The test results ensure the significant effect of the three dimensions of thinking styles: the legislative style ($\beta=.553$, P <.01), the executive style ($\beta=.145$, P <.05), and finally judicial style ($\beta=.186$, P <.05). The overall model of the test (R2=65%, P <.01) interprets a high statistical significance that makes a noteworthy variance of the content dimension by the ratio of 65% as a one of the TQ

dimensions. Consequently, the possibility of accepting this hypothesis has been statistically proven since it indicates the relationship between thinking styles and TQ at the level of the first dimension represented by the content dimension. Moreover, Figure (4.14.) depicts these relationships in accordance with the statistical program (Amos) outputs.

Table (4.23.) The relationship between the dimensions of the moderator variable with the first dimension of the dependent variable

Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
	B	|t|	P>|t|	R^2	F	P>F
Intercept Term B_O	.25	1.127	.262			
Legislative Style B_1	.553	6.986	.000			
Executive Style B2	.145	1.781	.047	0.65	78.595	.000
Judicial Style B3	.186	2.200	.030			
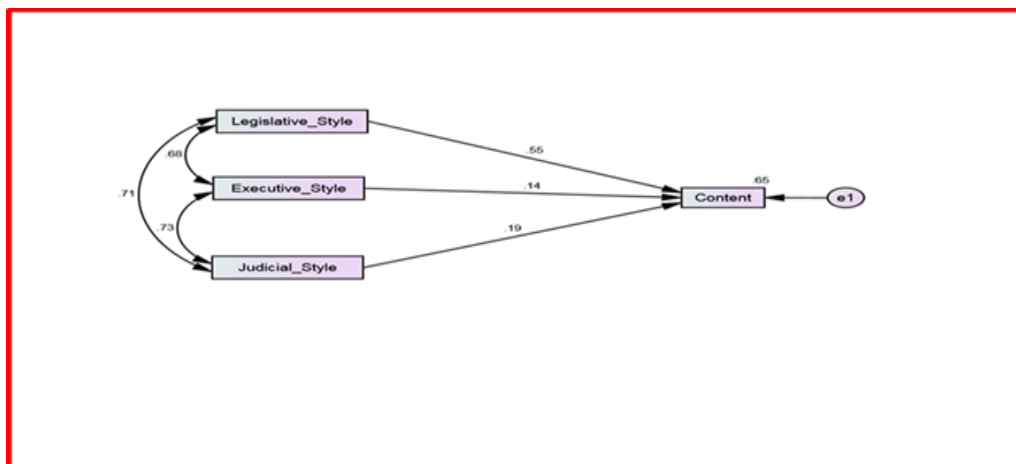
Figure (4.14.) The relationship between the dimensions of the moderator variable with the first dimension of the dependent variable

14. Thinking styles (Legislative Style, Executive Style, Judicial Style) have a statistical significance effect on the form dimension.

Table (4.24.) clarifies the test results of the fourteenth hypothesis related to the relationship between the dimensions of the moderator variable (thinking styles) with the second dimension (form level) of TQ. The test results ensure the significant effect of the three dimensions of thinking styles: the legislative style (β=.313, P <.01), the executive style (β=.308, P <.05), and finally judicial style (β=.260, P <.05). The overall model of the test (R^2=62%, P <.01) interprets a high statistical significance that makes a clear variance of the form by a ratio of 62% as a one of the TQ dimensions. It has become clear that this hypothesis could be accepted since it indicates the relationship between thinking styles and TQ at the level of the second dimension represented by the form. Moreover, Figure (4.15.) depicts these relationships in accordance with the statistical program (Amos) outputs.

Table (4.24.) The relationship of the moderator variable with the second dimension of TQ

| Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
	B	|t|	P>|t|	R^2	F	P>F
Intercept Term B_O	.176	.781	.436			
Legislative Style B_1	.313	3.789	.000			
Executive Style B2	.308	3.628	.000	0.62	68.399	.000
Judicial Style B3	.260	2.934	.004			
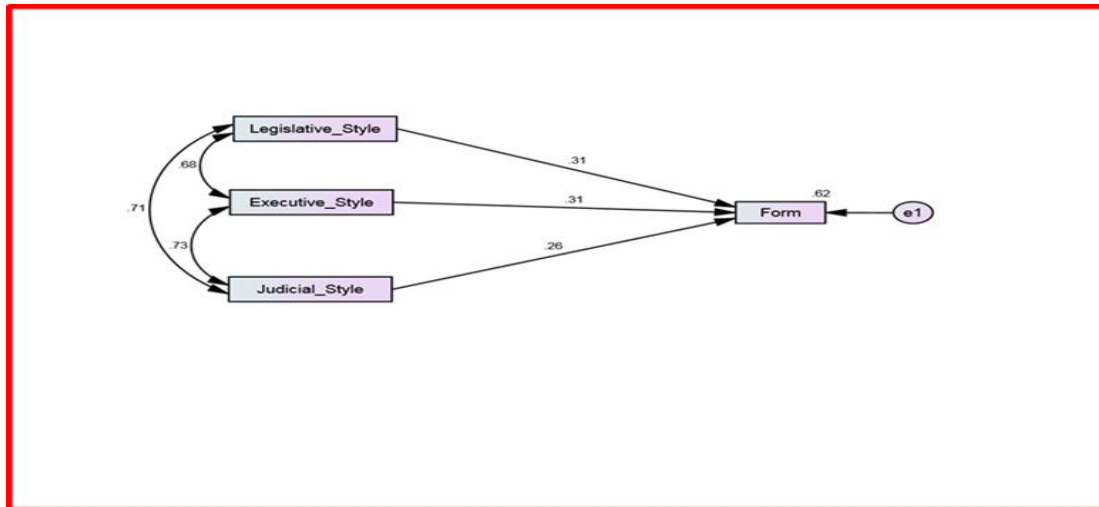
Figure (4.15.) The relationship between the dimensions of the moderator variable with the second dimension of the dependent variable

15. Thinking styles (Legislative Style, Executive Style, Judicial Style) have a statistical significance effect on the product dimension.

Table (4.25.) clarifies the test results of the fifteenth hypothesis related to the relationship between the dimensions of the moderator variable (thinking styles) with the third dimension (product summation) of TQ. The test results ensure the statistical significant effect of the three dimensions of thinking styles: the legislative style ($\beta=.419$, P $<.01$), the executive style ($\beta=.239$, P $<.05$), and finally judicial style ($\beta=.175$, P $<.05$). The overall model of this test (R2=62%, finally judicial style ($\beta=.175$, P $<.05$). The overall model of this test (R2=62%, P $<.01$) interprets a high statistical significance that makes a clear variance of the product summation by the ratio of 62% as a one of the TQ dimensions. Accordingly, it is possible to accept this hypothesis since it indicates the relationship between thinking styles and TQ at the level of the third dimension represented by the product

summation. Moreover, Figure (4.16.) depicts these relationships in accordance with the statistical program (Amos) outputs.

Table (4.25) The relationship of the moderator variable with the third dimension of TQ

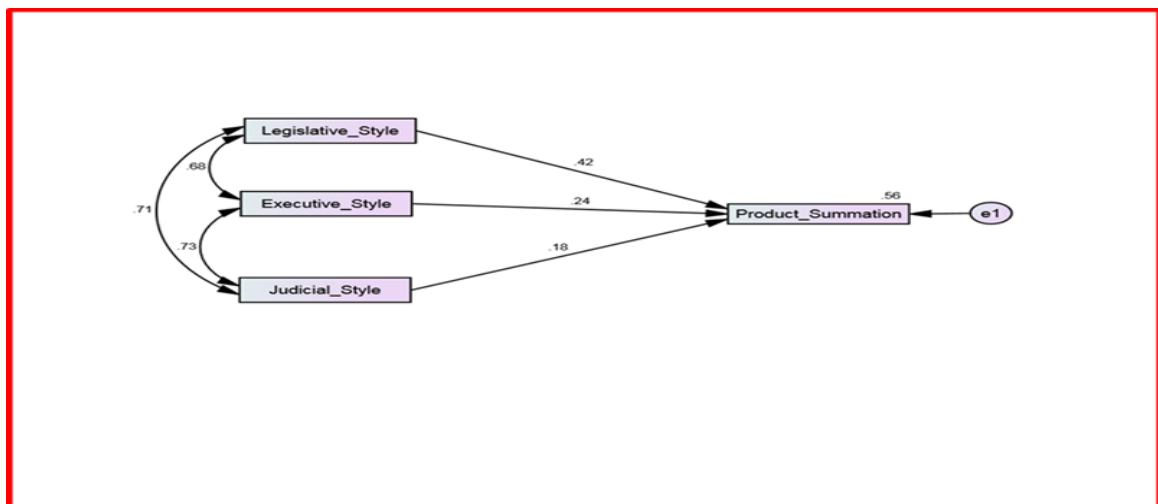| Statistical Indicators	Parameters	T test statistic	Sig. Level	Coff. Of Determination	F test statistic	Pro. Level
	B	$|t|$	P>$|t|$	R^2	F	P>F
Intercept Term B_O	.791	3.367	.001			
Legislative Style B_1	.419	4.718	.000			
Executive Style B2	.239	2.624	.010	0.62	53.726	.000
Judicial Style B3	.175	1.842	.048			

Figure (4.16.) The relationship between the dimensions of the moderator variable with the third dimension of the dependent variable

4.2.3. Summary of the Hypotheses Testing

Having tested the main hypotheses and sub-hypotheses respectively in accordance with the variables and their dimensions, the next step is to demonstrate a brief reporting of the testing results as clarified in details in the table (4.26.). The results point to the acceptance of the most hypotheses; however, five hypotheses were rejected, third hypothesis sub-1; third hypothesis sub-2, first hypothesis sub-3, third hypothesis sub-6, and finally the third hypothesis sub-7. Some other hypotheses were marginally supported since, for example, The rejection of the third hypotheses as illustrated in the table (4.26.) panel-3 was a result of inserting the interaction term between the legislative style and the dimensions of translation theories. In this context, the continuation of significance of the legislative dimension as a moderator variable was clearly reported: (β=0.607, P=0.05). However, the significance of the independent variable did not continue in the form dimension reporting (R^2 =62%, P<.01) as a value of coefficient of determination. Accordingly, the third sub-hypothesis is rejected (unsupported). In this regard, it can be inferred that the legislative dimension did not have any moderating role that moderates the relationship between the translation theories and translation quality.

Moreover, the rest of the rejected hypotheses were also analyzed in the same way as the third rejected hypothesis, and their analysis is clear in the previous tables. The analyses and the results of the study hypotheses are compatible with the allegations introduced by the study in terms of the great variations among the study community in terms of the basis of assessing the translation quality. These results were precisely based on the rejection of five hypotheses related to the moderator variable (Thinking Styles).

Table (4.26.) Results Summary of the Moderator Variable Testing

Tables	Panel	Type of Testing	Sig.	Prob.
Table- 26	Panel-1	Direct Re.	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Non-significant	Rejected
Table- 27	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Non-significant	Rejected
Table- 28	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Non-significant	Rejected
Table- 29	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Significant	Accepted
Table- 30	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Significant	Marginally Accepted
Table-31	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Non-significant	Rejected
Table- 32	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Non-significant	Rejected
Table-33	Panel-1	Direct Re	Significant	Accepted
	Panel-2	Moderator	Significant	Accepted
	Panel-3	Interaction Term	Significant	Marginally Accepted
Table- 34	panel-1	Direct Re	Significant	Marginally Accepted
	Panel-2	Moderator	Significant	Marginally Accepted
	Panel-3	Interaction Term	Significant	Marginally Accepted
Table- 35	Panel-1	Direct Re	Significant	Accepted
Table- 36	Panel-1	Direct Re	Significant	Accepted
Table- 37	Panel-1	Direct Re	Significant	Accepted

CHAPTER V

Conclusions, Limitations, and Recommendations for Further Research

This study revealed certain results important for understanding TQA within its empirical applications. These applications, as the study concluded, are very important contributions to the field of assessing the translation quality. Moreover, the study applied different methods in order to achieve answering the questions introduced. This study was conducted under the main motive of observing noticeable variations among the assessors/raters during the assessment of TQ. Moreover, in order to develop an assessment model suitable for training, teaching and assessing of various types of translation activities.

Having reviewed the literature related to the study field, certain remarks were noted. The need for conducting more and more studies investigating the translation quality concepts, issues, criteria is a very necessary for valuing this bewildering and tricky field. Based on the reviewing of literature, it was revealed that some studies have come with emphasizing the relationship between translation quality and thinking styles. Although these studies were very rare, however, they could stress the great role of thinking styles as a psychological factor affecting the translation quality. More specifically, these studies could prove a positive relationship between the translation quality as a dependent variable and thinking styles as an independent variable at the level of their restricted samples involving only trainee translators.

This study deals with the translation quality through several facets: empirical tests, written translation test, simultaneous interpretation test, focus group interview, applying different statistical methods of describing and reporting data, and testing hypotheses.

5.1. Empirical Tests

Two empirical tests were conducted for a group of translation students; the purpose of both tests is to determine the probable variations in the assessment of the translation quality for a group of specialized assessors. The two tests were at the level of written translation and SI tests. The results of the two tests revealed that there were great and noticeable variations done by translation assessors for the translation quality of a group of translation students. Based on the results of the two tests, the study conducted two focus group interviews for a number of experts in translation and linguistics. The main objective of conducting focus group interviews was to interpret the variations the translation quality assessors practice during the assessment process, on the one hand, and to identify factors that might affect the assessor himself or the process of TQA, on the other hand.

The results of the two focus group interviews demonstrated different perspectives in their perception of translation quality and the criteria to be followed in the TQA process. This certainly shows the case of the lack of convergence in the views of translation experts in determining what the translation quality is and what criteria are to be followed in the TQA sessions. The focus group stressed the lack of an integrated model intended for the purpose of assessing translation quality. TQA did not receive the attention of many researchers, experts, trainers and others, as reported by the

focus group. According to the focus group's opinion, the quality of translation is a product that follows the taste and opinion of the assessor himself. With this conclusion, translation quality seems a subjective activity based on factors that could be intellectual, assessor's experience in the field of TQA or may prolong psychological factors. Thus, TQA is not based on certain parameters and is not considered as a rule-driven activity. The focus group, in addition, ensured the role of the translation theories in affecting the translation quality.

5.2. Descriptive Statistics

The results of the descriptive statistics and the normal distribution tests of the study data, by using multiple and suitable statistical instruments, uncovered certain important conclusions as clarified below.

5.2.1. Translation Theories

1- High compatibility the study sample showed towards the vital role of the relevance theory in dealing with problems translators face during the translation process at the levels of linguistics, culture and stylistics.
2- The study sample had a limited agreement towards the item of achieving the optimal relevance through understanding the whole text.
3- The study sample had a common view to consider translation as a final product that targets communicating and interpreting the ST language based on the context of the relevance.
4- Most respondents showed their satisfactions that communicating the intentionality of ST could be achieved at the text level but not at word or sentence levels.
5- Limited number of the respondents showed their harmony about the multiple functions of the text every translator has to realize during the translation process.

6- However, it can be said that there is a more noticeable agreement the sample showed in considering advertisements and some political speeches as pedagogical implications for trainee translators. Texts such as literary and fictional works present evidence for the trainee translators to resort to literary translation as an expressive function.

7- Most respondents strengthened the role of skopos theory in training translators due its valuable instructions when dealing with certain texts.

8- The role of translation instructions in fulfilling the intentionality had the most concern by the study sample.

9- The item dealt with the role of translation commission reported limited agreement among the respondents.

10- There was a great compatibility among the respondents of the concept of translation brief and its role in defining the purpose behind the translation.

11- General translation theories with their dimensions had a remarkable concern by the study sample since their vital role in shaping and supporting the translation as a process and a product, as well.

5.2.2. Thinking Styles

1. Regarding the legislative style, most respondents agreed that the translator has a tendency to always adopt his personal ideas and means as much as it is related to making decisions regarding his task. This leads to understanding that the assessors depend on their ways and procedures to perform their assessment task.

2. There was no significant agreement on the part of respondents regarding the items of the legislative style. This reflects clear variations in the views and opinions of the study sample, and consequently their different thinking styles might lead to different methods of performing their tasks.

3. Executive style reflects a clear consensus of the sample on the content of its items, which indicated personal keenness of translation experts in their trying to find the best methods suitable for solving potential problems during the translation assessment process.

4. It can be inferred that the translator/assessor is keen to find appropriate methods to solve problems after following specific rules that he/she deduces in the context of the problem solving. This style occupied the second of the relative importance to reflect a considerable harmony among the sample regarding its content.

5. Significant harmony was indicated among respondents regarding the desire of the translation assessor for any opportunities or projects through which he can study and assess different opinions or views expressed by others regarding a specific situation such as assessing the translation quality.

6. A clear discrepancy was indicated among the respondents regarding the item related to the desire of the translator/assessor to rely on specific rules or directives. Nevertheless, he wishes to rely on his own ideas and methods in dealing with the task appointed to him/her.

7. Accordingly, it can be inferred that the assessors prefer opportunities to study and assess different points of views or opinions others may express in specific situations or ideas within the framework of the assessment process. That might be far from adhering to specific directives or adopting special rules when carrying out the tasks assigned to them or commencing to solve potential problems.

8. With regard to the judicial style, the responses of the sample were relatively consistent with regard to the translator / assessor's desire to assess and study the opinions or to evaluate the tasks of others.

9. Great variations among the respondents were reported about the lukewarm desire of the translation assessor to adopt special rules or specific directives as solutions to the problems or the performance of various tasks. In the other word, translation assessors according to the sample of the study try not to follow instructions or rules set by others. Instead, they depend on their own rules to judge others' tasks.

10. Accordingly, those involved in the process of training or assessing trainee translators are clearly and concretely keen to find effective methods for solving problems through their own efforts by following specific rules drawn from the context of problem solving. This comes after studying and evaluating different points of view and opinions that others might express in specific situations. Consistently, teachers,

experts, and translation trainers determine the conflicting opinions or ideas within the framework of the evaluation process. Therefore, they always try their own rules or models far from adhering to specific directives or adopting special rules when carrying out the tasks assigned to them. This is in addition to embarking on solving potential problems and then seeking to adopt their own ideas and personally implement them without adhering to the ideas of others.

5.2.3. Translation Quality

1. The research sample stressed the importance of transferring the content of the text/message, the aim of embodying its functional competence through the proper transmission of the original text content, with all its information and scientific integrity, in line with the standards of textuality.
2. The great harmony among the respondents was about the possibility of applying translation methods and techniques by the translators, which ultimately enhances the quality of translation.
3. In general, the responses of the sample were relatively different, as far as the quality of translation is concerned, ranging from the optimal applications of translation methods, techniques to different skills.
4. This should be done within the limitations of time and effort, coupled with the possibility of reformulating sentences, outlining them or replacing some of them as strategies employed by translators for the purpose of boosting the quality of translation.
5. This should be done with keeping sight of the content of ST specified by the author of the text, all of which contribute in improving the translation quality, and improving the performance of its assessment on the other hand.

5.3. Summary of the Conclusions

1. The results of the study make sure the direct relationship of the selected translation theories represented by its three dimensions on the translation quality, with its three dimensions. This relationship

between the two main constructs of the study has a high value of statistical significance. This means that the study sample emphasizes the importance of employing translation theories in the process of communicating meaning and determining the appropriate technique according to the text type and the skopos of the text.

2. The results of the moderating role of thinking styles (executive, legislative, and judgmental) varied in strength and direction between the relationship of the translation theories and translation quality. These variations are based on the scale of the thinking styles' dimensions. Moreover, their results were not in the same direction, thus resulting in partial acceptance of the hypotheses of the moderating effect on the relationship between translation theories and translation quality, as outlined in the following items.

3. The results of the hypotheses testing did not report any moderating role for the legislative style in the relationship between the translation theories and translation quality represented by its three dimensions. In other words, the preferences of the study sample allow them to adopt and carry out their personal ideas could not affect the interpretations of the translation theories for the variations at the level of the translation quality as far as the sample of this study is concerned.

4. The results also did not prove the existence of a significant effect and a moderating role for the judicial style on the relationship between translation theories and translation quality except at the level of skopos theory. More precisely, the study sample preferred certain opportunities to study and assess different points of view and opinions in the assessment process away from adhering to specific directives or adopting special rules. Strictly speaking, carrying out the tasks

assigned to them or starting to solve potential problems had a moderating role specifically in supporting the relationship between skopos theory and translation quality in terms of the dimensions: form and product summation; however, content dimension could not have a portion of interest among the study sample.

5. Regarding the moderating role of the third dimension of thinking styles represented by the executive style, the results of testing the hypotheses emphasized the significance of this role through its powerful effect on the relationship between translation theories and translation quality at the level of its three dimensions in terms of content, form, and product summation. These factual results indicate the keenness of the study sample since they try to find the best methods suitable for solving potential problems during the translation assessment process. In other words, the study sample relies on specific rules being inferred in the context of problem solving. Apparently, this can increase the strength of the role that translation theories and their applications play in interpreting the variations in the levels of translation quality from one person to another, from one field to another, from time to time and place to another.

6. Thinking styles had not only a moderating effect on the relationship between translation theories and translation quality, but the results of the hypotheses testing had been in line with the direct significant effect of the three thinking styles on the translation quality with its three dimensions. This is fully consistent with the literature in terms of the expected relationship between these three variables. As a result, the moderating role of thinking styles has become so clear through their ability to interpret the variations in the translation quality.

Answering question one was very clear through the revision of the literature. The previous studies have clearly reported the relationships between translation theories and translation quality in terms of their results. The direct relationship between translation quality and thinking styles has also been proven by some studies. However, this study has come up with a new approach of integrating these relationships in one model. The translation theories, thinking styles and translation quality, are the constructs of this study. They were formed based on the abductive reasoning concept that involves building a theory from its context to come up with a theoretical framework. This framework could interpret the relationships among the three constructs of this study as shown in Figure (3.1.).

For question two: translation theories with their dimensions could statistically contribute in interpreting the variations of the translation quality at its three levels, as clarified in the panel-1 of every model.

With regard to question three and four, the results of the hypothesis test confirmed the existence of an interactive role of thinking styles modifying the relationship between the dimensions of translation quality and the dimensions of translation theories. For example: In the seventh hypothesis, when the objective and relational hypotheses were tested, there was an interactive role for the thinking styles in the positive direction, excluding text type theory, and this was evident in the third panel of the model. However, it is clear in the third panel table ( ) when adding the interaction term to the model; the effect of the translation theories stopped to continue on the content as a dimension of the translation quality. In this context, the role thinking styles as a moderator, with its three dimensions, was very clear in its effect on the relationship between the other two

variables: translation theories and translation quality. Moreover, the role of thinking styles as an independent variable was reported through the significance effect of the direct relationship on the translation quality with its dimensions.

The answer to the fifth question lies in the clear representation of the thinking styles as a moderator variable based on its active contribution to the interpretations of the relationships between the three constructs of the study. Therefore, this theoretical model can be adopted in empirical tests according to its role shown in the hypotheses-testing chapter.

5.4. Limitations of the study

Because of the methodology followed by this study, it resorted to use advanced and multivariate statistical methods, and therefore reflected on the time and effort factor. The lack of translation institutions and translation departments in the country had made it difficult to involve the largest possible sample in the study. The lack of studies and sources that support the research direction of the study is an enormous challenge this study has encountered.

5.5. Recommendations for Further Research

The theoretical framework introduced in this study is confined to the translation quality and its relationship with translation theories in terms of the moderating role/effect of thinking styles. Accordingly, this study recommends the following:

1. It is widely recommended to conduct more studies that deal with different concepts and approaches other than those covered in the current study.
2. The study also recommends taking thinking styles in a broader and more comprehensive way in order to obtain better results of the psychological thinking field of the translator and the assessor/evaluator at the same time.
3. It is recommended to test other translation theories that may be more effective and ultimately feed into an integrated model that can contribute in one way or another to enhance the study in teaching, training, and assessing translation.
4. In addition, the study also recommends to include a larger sample of translation experts, trainers, teachers, students and professional translators, and covers the largest number of local and international universities.
5. The study, also, recommends applying the proposed theoretical framework in researching, teaching, and assessing translation.
6. Academically, it seems fundamental that all translation educational institutions ought to pay more attention to providing new curricula that give translation trainers and trainees translators/interpreters a strong background to be familiar with what translation quality is, and what are the factors that might affect it.

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Appendixes

Appendix (1)

A questionnaire Form

Dear Respondents,

As a part of a thesis requirement, I am conducting a study under the title: "***The Relationship between Translation Theories and Translation Quality under the Moderating Effect of Thinking Styles***". Your participation will be of great helpful in supporting this study. Please fill up the needed information as a part of the study background. Your personal information will remain confidential.

Respondent Details:

Gender: ……………………………., Age:…………………………..

Years of Experience……………….

Education:…………………….

Academic Title……………………..

	Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)					
No.	Questionnaire Items/ Translation Theories					1	2	3	4	5
	Relevance Theory									
1	The *RELEVANCE-THEORETIC APPROACH* shows that the notion of translation is important, as a contextual constrain, not as a basic theoretical concept.									
2	The relevance-theoretic approach allows explicit analysis and evaluation of *STYLISTIC ASPECTS*, not as formal embellishments, but as important guideposts to the intended interpretation.									
3	According to the relevance theory, an act of *COMMUNICATION* enables the audience to recognize the communicator's informative intention.									
4	Target text should resemble the source text in such aspect that the resulting *COGNITIVE EFFECTS* will be felt to be adequate for the interpretation effort involved.									
5	To achieve *OPTIMAL RELEVANCE*, the audience must fully comprehend the translation of the given text.									
6	The relevance-theoretical approach allows comparing translation and original directly in terms of their interpretation, without recourse to descriptive taxonomies or *PARAMETERS*.									
7	In order to maintain the *INTENTION* of any text type, translators should have a solid background to employ the principles of relevance theory.									
	Text Type									
1	Functional equivalence of TL text can be achieved through clarifying the *FUNCTION* of SL text.									
2	Determining the text type and text variety can help translators to achieve the *INTENTION* of SL text.									
3	Translators can realize the fact that every text has multiple functions to deal with.									
4	Legal and scientific texts are clear and explicit examples of *INFORMATIVE* function in text type approach when conducting translation.									
5	Literature and fiction works are clues for translators to resort to literary translation and that is best example of *EXPRESSIVE* function.									
6	Text variety demands consideration for language and text structure convention.									
7	The text rather than the word or the sentence as the level at which communication is achieved.									
8	In order to achieve the communication effect on TT readers, adaptive translation should be employed to *OPERATIVE* texts.									
	Skopos Theory									
1	Recipients can understand any message if it was adequately *COHERENT*.									
2	It is regarded that the revision of the purpose of ST does not affect the *FIDELITY RULE*, however; it expresses priority over it.									
3	Any translation process can be determined by the purpose of *TRANSLATORIAL ACTION*.									
4	Intentionality is fulfilled via *TRANSLATION INSTRUCTIONS* that should be obvious enough to guide translators towards a certain situation.									
5	Text function comprises viewing translation as: *INTENTIONAL, COMMUNICATIVE, INTERCULTURAL, INTERPERSONAL*, and *TEXT-PROCESSING ACTION*.									
6	The role of *TRANSLATION COMMISSION* is to support audience, text function, reception's time and place, medium and ST information.									
7	The notion of '*BRIEF*' entails any translation task and specifies the conditions of the actions TT has to accomplish.									

Strongly Agree (1)	Agree (2)	Undecided (3)	Disagree (4)	Strongly Disagree (5)

No.	Questionnaire Items/ Thinking Styles	1	2	3	4	5
	Legislative Style					
1	When making decisions, I tend to rely on my own ideas and ways of doing things.					
2	When faced with a problem, I use my own ideas and strategies to solve it.					
3	I like to play with my ideas and see how far they go.					
4	I like problems where I can try my own way of solving them.					
5	When working on a task, I like to start with my own ideas.					
6	Before starting a task, I like to figure out for myself how I will do my work.					
7	I feel happier about a job when I can decide for myself what and how to do it.					
8	I like situations where I can use my own ideas and ways of doing things.					
	Executive Style					
1	When discussing or writing down ideas, I follow formal rules of presentation.					
2	I am careful to use the proper method to solve any problem.					
3	I like projects that have a clear structure and a set plan and goal.					
4	Before starting a task or project, I check to see what method or procedure should be used.					
5	I like situations in which my role or the way I participate is clearly defined.					
6	I like to figure out how to solve a problem following certain rules.					
7	I enjoy working on things that I can do by following directions.					
8	I like to follow definite rules or directions when solving a problem or doing a task.					
	Judicial Style					
1	When discussing or writing down ideas, I like criticizing others' ways of doing things.					
2	When faced with opposing ideas, I like to decide which is the right way to do something.					
3	1 like to check and rate opposing points of view or conflicting ideas.					
4	I like projects where I can study and rate different views and ideas.					
5	I prefer tasks or problems where I can grade the design or methods of others.					
6	When making a decision, I like to compare the opposing points of view.					
7	I like situations where I can compare and rate different ways of doing things.					
8	I enjoy work that involves analyzing, grading, or comparing things.					

Very Important (1)	Important (2)	Moderately Important (3)	Slightly Important (4)	Not Important (5)

No.	Questionnaire Items/ Translation Quality	1	2	3	4	5
	Content					
1	Knowledge of SL & TL (terminologies, special expressions, rhetorical devices, extensive vocabularies).					
2	Knowledge of different varieties of source and target language.					
3	Ability to convey source message content (content faithfulness), functional adequacy.					
4	Ability to achieve appropriate tone and register in TL.					
5	Standards of Textuality.					
6	Completeness of SL information including: (rendition of numbers and proper names).					
7	Writers/speaker's intentions and feelings.					
	Form					
1	Syntactic structure of the SL & TL (morphological, phrase, clause and sentence structures)					
2	Grammatical function of the textual material.					
3	Inflectional forms (verbs, voice, mood, aspect, tense) and other word classes.					
4	Grammatical complexity of sentences (simple, compound, complex).					
5	Cohesive devices (reference, ellipsis, substitution, repetition).					
6	Grammatical and lexical cohesion between the textual materials.					
7	Spelling and punctuation rules of SL & TL.					
	Product Summation					
1	Keeping translation quality even under pressure and time.					
2	Produce translation that flows smoothly and tactfully (fluency in translation).					
3	Accurate recasting of the sentences in the target language.					
4	Memory retention skills.					
5	Use of appropriate translation methods, skills, and techniques.					
6	Ability to paraphrase, summarize, compensate, substitute, and illustrate.					
7	Problem solving, decision-making and fast reaction.					

Appendix (2)

The correlation matrix of the dimensions of the study variables
Pearson product-moment correlational analysis and multiple regression analysis

Dimensions		Relevance Theory	Text Type	Skopos Theory	Legislative Style	Executive Style	Judicial Style	Content	Form	Delivery
Relevance Theory	Pearson Correlation	1	.566**	.716**	.714**	.674**	.685**	.646**	.666**	.633**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Text Type	Pearson Correlation	.566**	1	.649**	.582**	.646**	.644**	.573**	.614**	.574**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000
Skopos Theory	Pearson Correlation	.716**	.649**	1	.736**	.719**	.752**	.687**	.716**	.689**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000
Legislative Style	Pearson Correlation	.714**	.582**	.736**	1	.676**	.708**	.782**	.705**	.704**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000
Executive Style	Pearson Correlation	.674**	.646**	.719**	.676**	1	.725**	.653**	.708**	.649**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000
Judicial Style	Pearson Correlation	.714**	.582**	.736**	1.000**	.676**	1	.782**	.705**	.704**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000
Content	Pearson Correlation	.646**	.573**	.687**	.782**	.653**	.682**	1	.828**	.694**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000
Form	Pearson Correlation	.666**	.614**	.716**	.705**	.708**	.704**	.828**	1	.775**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000
Delivery	Pearson Correlation	.633**	.574**	.689**	.704**	.649**	.645**	.694**	.775**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	

(Correlation is significant at the 0.01 level (2-tailed)
b. Listwise N=129

Appendix (3)

Interview Form (1)

Dear informants,

For the purpose of supporting my study, which is intended to target the assessment of translation quality, please enrich me with your excellent information by answering the following questions.

1- How do you assess your students in simultaneous interpreting Courses?

2- Do you believe the assessment of oral language tests is subjective or objective?

2- Do you have a set of criteria you depend on during the assessment session?

3- What are your personal criteria for this assessment?

4- Describe your assessment criteria in details?

5- What different types of assessment do you employ?

6- Do you think that there is a need for revision to your assessment procedure?

7- How often do you update and revise your criteria for assessment?

8- Do you ever discuss your assessment experience with your colleagues?

9- Do you believe the role of the external raters in evaluating your students' performance in order to reduce the possibility of test bias?

10- how do you define the translation quality?

Thank you for your dazzling contribution in supporting this study…

 Thank you all,

The researcher…

Appendix (4)

Interview Form (2)

Name: Education: Academic Rank:

Job Title: Contact Details:

Years of experience in the field: Dear Experts,

Study Outline:

Title: *"The Relationship between Translation Theories and Translation Quality under the Moderating Effect of Thinking Styles"*

The study aims at exploring the relationship between translation theories and translation quality to analyze data based on a principle of multivariate statistics, which involves monitoring and analyzing over one variable at a time.

Interview Questions:

1- What is **'Quality'**?

2- Quality is something cannot be **judged** easily. Comment…

3- What does translation quality (TQ) **mean** to you?

4- According to the importance, state the criteria **you employ** in the assessment of TQ.

5- Is there any substantial **influence** of the **translation theories** on the TQ?

6- Do translation theories **contribute** in improving TQ of the trainee translators during and after training sessions?

7- You as an expert of translation, do you employ **translation theories** during the translation process on any text?

8- In your opinion, do you believe that there is an **integrated model** of assessing the TQ?

9- Is the assessment of TQ considered as (**subjectiv**e or **objective** process), state reasons.

10- In your view, how do translation theories **contribute** to improving TQ if they were employed in well-organized procedures?

11- Do you employ translation theories in your training for novice translators?

12- How do you **categorize** the criteria of TQ assessment into major groups?

- Please provide any feedback you consider appropriate to support this study.

Thank you for your outstanding contribution to support this study…

The researcher,

Appendix (5)

Sample Assessment Form SI Test

ASSESSMENT CRITERIA

Marks have been divided according to the following criteria:

	Criteria	Marks
1	Content	10 M.s
2	TL Fluency/ TL Competence	2 M.s
3	Time-Management: Pressure Pauses Retrieving	4 M.s
4	Oral Interpreting Strategies "Paraphrasing"	4 M.s
Total Mark		**20 M.s**

Student 1

	Criteria	Marks
1	Content	8
2	TL Fluency/ TL Competence	2
3	Time-Management: Pressure Pauses Retrieving	2
4	Oral Interpreting Strategies "Paraphrasing"	1
Total Mark		**13**

Student 2

	Criteria	Marks
1	Content	6
2	TL Fluency/ TL Competence	1
3	Time-Management: Pressure Pauses Retrieving	2
4	Oral Interpreting Strategies "Paraphrasing"	1
Total Mark		**10**

Student 3

	Criteria	Marks
1	Content	5
2	TL Fluency/ TL Competence	1
3	Time-Management: Pressure Pauses Retrieving	1
4	Oral Interpreting Strategies "Paraphrasing"	2
Total Mark		**09**

Student 4

	Criteria	Marks
1	Content	6
2	TL Fluency/ TL Competence	1
3	Time-Management: Pressure Pauses Retrieving	2
4	Oral Interpreting Strategies "Paraphrasing"	1
Total Mark		**10**

Student 5

	Criteria	Marks
1	Content	8
2	TL Fluency/ TL Competence	0
3	Time-Management: Pressure Pauses Retrieving	4
4	Oral Interpreting Strategies "Paraphrasing"	1
Total Mark		**13**

Student 6

	Criteria	Marks
1	Content	8
2	TL Fluency/ TL Competence	2
3	Time-Management: Pressure Pauses Retrieving	4
4	Oral Interpreting Strategies "Paraphrasing"	3
	Total Mark	**17**

❖ The assessor here neglected the form criterion all over his assessment.

Appendix (6)

Interview Form (2)

Name: Ismail Abdulwahhab Ismail

Education: Ph.D.

Academic Rank: Lecturer

Job Title: University Teacher

Contact Details:
Mosul University –College of Arts
Dept. of Translation

Years of experience in the field: 8 years

Interview Questions:

1- What is **'Quality'**?
Quality is the final version of producing; a piece of work of translation is a product with a particular quality. Translation quality might be so poor or so high. Mostly, an outcome product is characterized by certain features. The quality of translation is governed and being changed by those features.

2- Quality is something cannot be **judged** easily. Comment…
It is quite sure to state so; quality is a personal taste or a manner of self-created rules. For these reasons, an outcome quality would be so various and subjective. In translation, a rules-driven quality is quiet absent.

3- What the translation quality (TQ) **means** to you?
It is simply characterized as being :
•A well coded TL content
•A coherent work of translation
•loyal to ST

4- According to the importance, state the criteria **you employ** in the assessment of TQ.

I do employ the following criteria in my TQA:

		Criterion	Mark
	1	Content	40%
	2	Translation Strategies	15 %
	3	Cultural Issues	15%
	4	TL Coherence and Grammar	10 %
	5	Fluency	10%
	6	Stylistic norms	10 %
		Total	100%

4- Is there any substantial **influence** for the **translation theories** on the TQ ?

Yes, to certain extent. Translation has a practical aspect. It is a training oriented activity. Theories of translation participate in improving TQ.

5- Do translation theories **contribute** in improving TQ of the trainee translators during and after training sessions?

Yes, it does heavily contribute to improving TQ during and after training. The fruits of translation theories are mostly shown after training sessions

7- You as an expert of translation, do you employ **translation theories** during the translation process to any type of text?

Of course, any text should, particularly according to its type, follow the appropriate theory of theories of translation.

8- In your opinion, do you believe that there is an **integrated model** for assessing the TQ ?

No, there are integrated models, which fit the written translation. But for simultaneous interpreting, I think those models are no more applicable.

9- Is the assessment of TQ considered as (**subjectiv**e or **objective** process), state reasons.

It is totally subjective, even if we had established rules and principles for its judgments. Still, its factors and dimensions are subject to personal and individual preferences. Translation is an "Art" which is impressive.

10- In your view, how do translation theories **contribute** to improve TQ if they were employed in well-organized procedures?

60 %

11- Do you employ translation theories in your training for novice translators?

Mostly yes. I do use it as a pedagogical method for my students of translation to show them the differences between literal, word-for-word and communicative types of translation approaches.

12- How do you **<u>categorize</u>** the criteria of TQ assessment into major groups?

- o Text types TQ (written Vs. oral)
  - Students' attitudes
  - And the level of students
- Please provide any feedback you consider appropriate to support this study.

Thank you for your outstanding contribution to support this study…

The researcher,

Appendix (7)

Translation Experts

Name of the translation experts

Prof. Dr. Mohammed Nihad Ahmad

University of Mosul / College of Arts - Translation Dept.

m_nihad2001@yahoo.com

Prof. Dr. Ali Sulaiman Ahmed Al-Dulaimy

University of Tikrit / College of Arts - Translation Dept.

Dr.sulaiman@tu.edu.iq

Assist. Prof. Dr. Sammer Salih Mahdi

Mustansiriya University / College of Arts - Translation Dept.

samirdahwi@gmail.com

Prof. Dr. Hamid Al-Hajaj

Kerkuk University/ College of Basic Education – English Language Dept.

Hamid.Hajaj@uokirkuk.edu.iq

Asst.Prof.Nabil M. Altaan

University of Cihan - Erbil / Translation Dept.

nabil.altaan@cihanuiversity.edu.iq

Dr. Ismail Abdulwahhab Ismail

Al-Ma'mon University College / Department of Translation

ie2floor@gmail.com

Appendix (8)
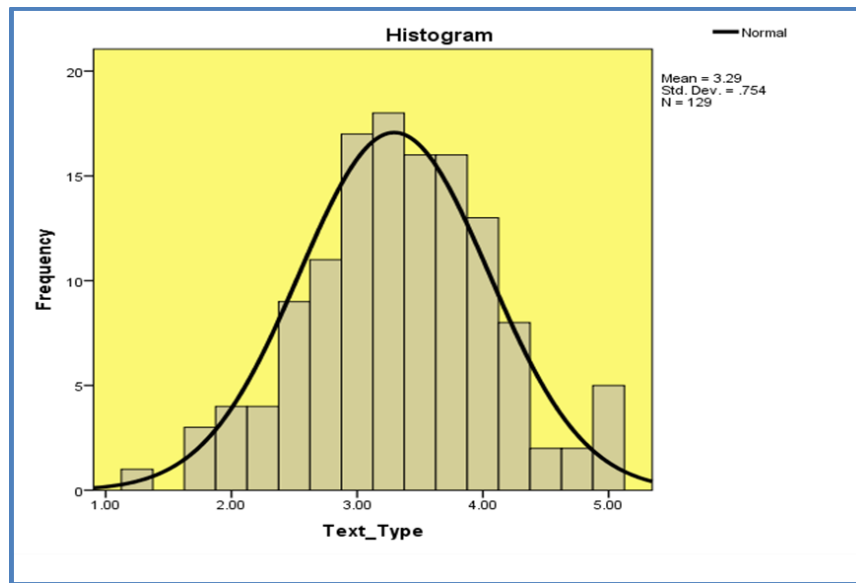
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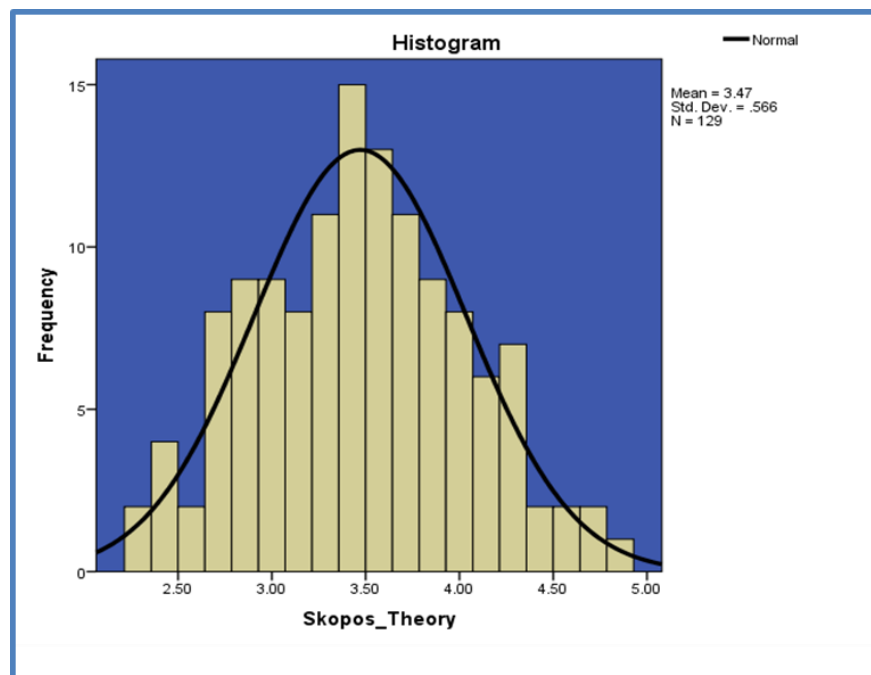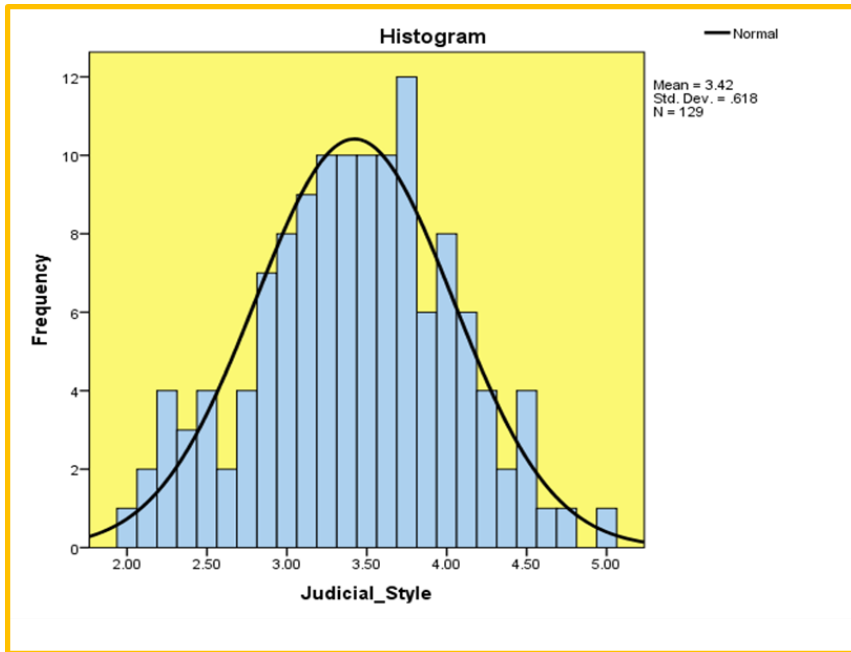

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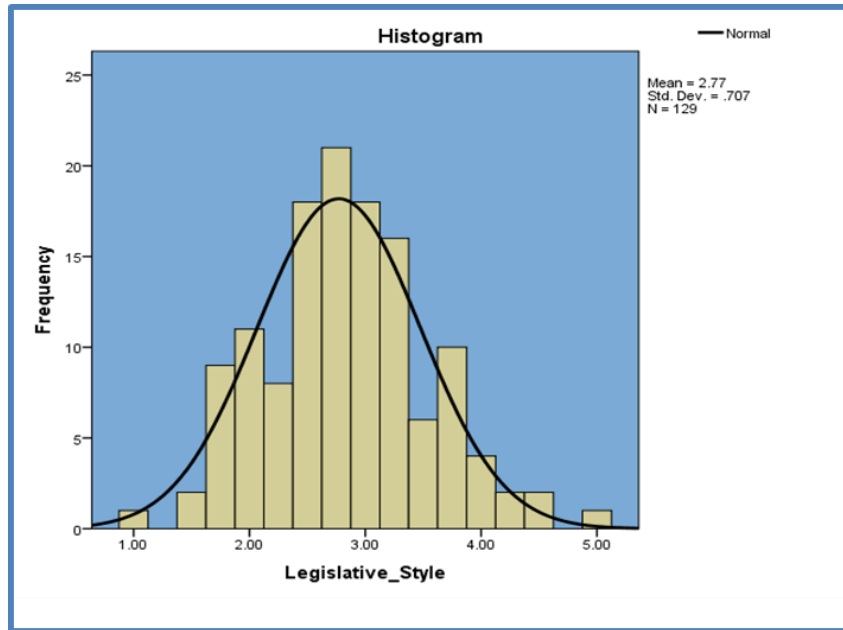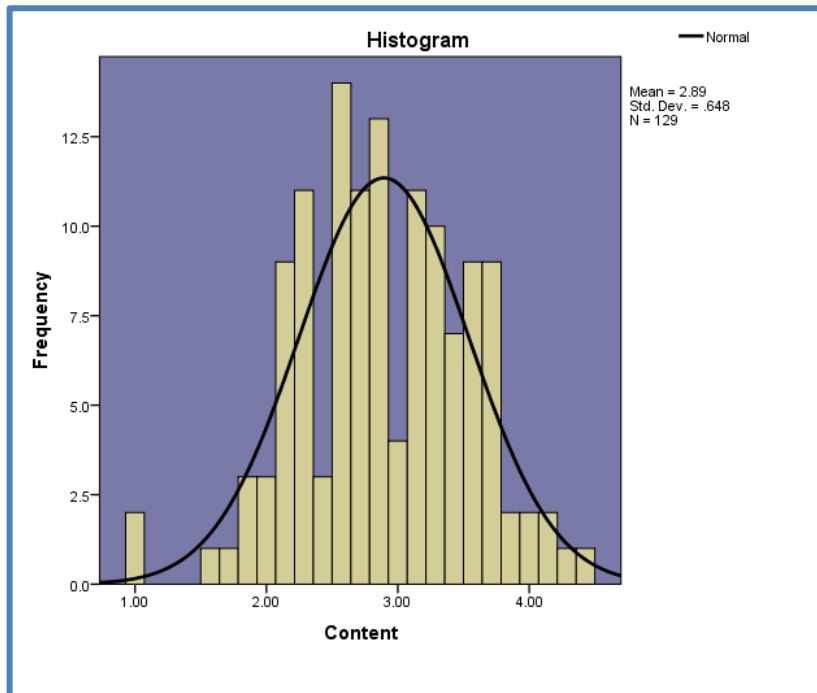
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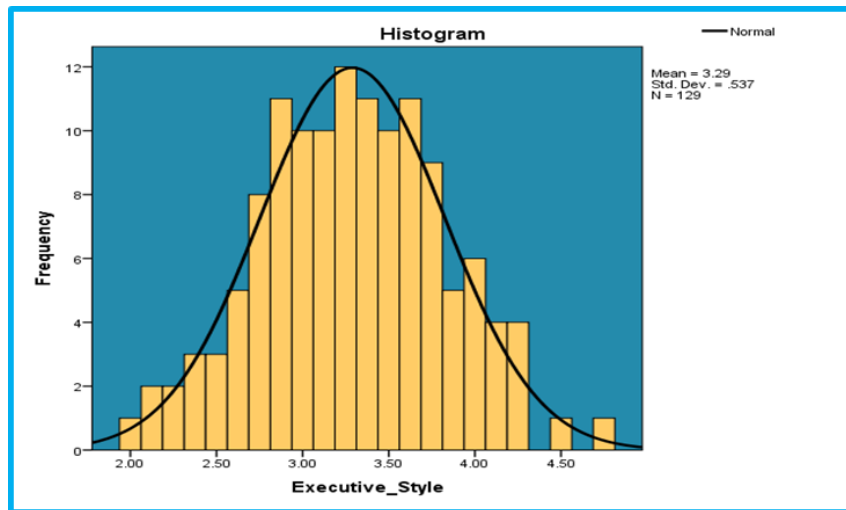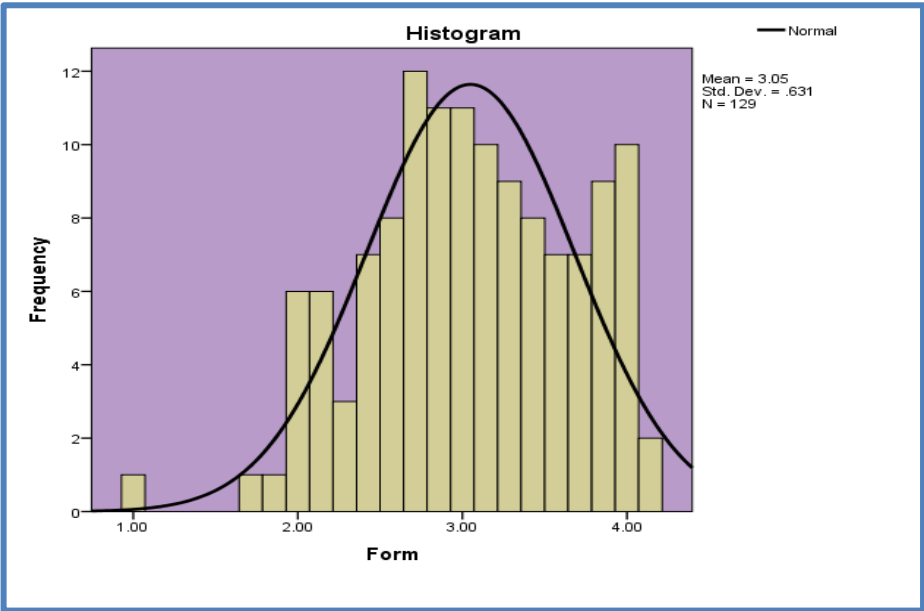

Histogram – Probability Distribution of the Executive Style
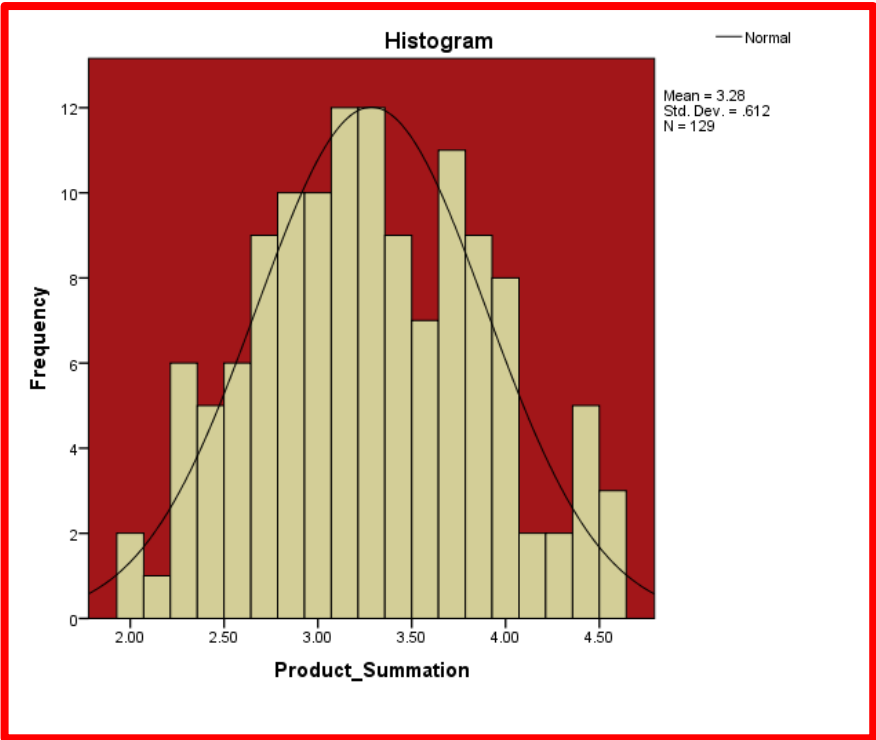
Histogram – Probability Distribution of the Judicial Style

Histogram – Probability Distribution of the Content Style

Histogram – Probability Distribution of the Form Style

Histogram – Probability Distribution of the Product Summation Style