



A Proposed Genre Task-Based Model for Teaching Medical Translation

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ABSTRACT: Producing an accurate translation means communicating meaning successfully to the target text's recipients. It also implies preserving the various relations that the source text exhibits. Hence, translators should first analyze the source text before producing its translation. Medical translation is a technical translation and includes various text types that do not form a homogenous group. However, translator trainers focus only on one text type in class, and less exposure to other text types is expected. The current proposal suggests an integrated approach of Task-Based Learning Teaching (TBLT) and Genre-Based Pedagogy (GBP) for medical translation instruction, where attention is paid to text analysis. As TBLT enhances interactivity, critical thinking, problem solving, learner autonomy, etc., GBP encourages exposure to various genre conventions and enhances textual analysis. The suggested integrated model is of three stages (i.e., pre-tasking, tasking, post-tasking, including reporting, analysis, revision, and reflection) and ensures activating several components in the translation competence. Besides proposing a model to follow in class, the researcher designs a syllabus that gives importance to certain genres (e.g., forms, emails, policies, terms and conditions, reports, etc.), skills (e.g., using dictionary, having good research skills, using technology, and time management), and evaluation criteria.

Keywords: Genre-Based Pedagogy, medical translation, Task-Based Learning Teaching, translation competence, translation teaching

نموذج مقترح لتدريس الترجمة الطبية باستخدام المنهج القائم على أداء المهام وتحليل النصوص

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ملخص: وصف الترجمة بأنها صحيحة يعني بالضرورة نقل المعنى بدقة إلى مستقبل النص الهدف مع الحفاظ على العلاقات المختلفة التي يظهرها النص المصدر. لذلك يجب على المترجمين تحليل النص قبل ترجمته. تُصنف الترجمة الطبية على أنها ترجمة تقنية، وتضم تحتها أنواعاً من النصوص لا تُشكّل مجموعة متجانسة، ولكن يركز مدبرو المترجمين على نوع واحد من النصوص في الصف مما يعني إهمال أخرى. بناءً على ذلك، تقترح هذه الورقة منهجاً متكاملًا لتدريس الترجمة الطبية يعتمد على التعلم القائم على المهام، والتعليم المبني على تحليل النصوص، حيث يعزز الأول التواصل بين الطلبة، والتفكير الناقد، وحل المشكلات، واستقلالية المتعلم، ويشجع الثاني على التعرف على أنماط مختلفة من النصوص بجانب تحليل النص. يُطبق المنهج المقترح على ثلاث مراحل حيث يقوم المتعلم بعدة أنشطة قبل أداء المهمة وأثناءها وبعدها. حيث تركز المهام اللاحقة على مشاركة التراجع مع الصف، وتحليلها، ومراجعتها، والتفكير فيها، وهذا يضمن تفعيل مختلف العناصر المكونة لكفاءة الترجمة. صممت الباحثة أيضاً خطة لمنهج دراسي بالإضافة للنموذج المقترح، حيث تركز الخطة على ترجمة أنماط متعددة من النصوص مثل النماذج، والتقارير، والسياسات، والأحكام والشروط، وتولي قدراً من الأهمية للمهارات مثل استخدام القواميس، والمهارات البحثية، واستخدام التكنولوجيا، وتنظيم الوقت، وشملت الخطة المقترحة أيضاً معايير التقييم. الكلمات المفتاحية: التعلم المبني على تحليل النصوص، الترجمة الطبية، التعلم القائم على أداء المهام، كفاءة الترجمة، تدريس الترجمة.

I. Introduction

Translation is about communicating meaning. However, for meaning to be communicated successfully, students should be competent in the two involved languages. Based on this, translators should first analyze the source text before producing its translation. In other words, they should understand how each linguistic form implies meaning in relation to context. The process of relating form to meaning becomes very complex when one considers a translation task involving two languages. Further, in translation courses, translation instructors may draw translators' attention to such relations in the source text but fail to produce a translation that exhibits the same relations concerning a specific social context. What complicates the problem is the tendency of instructors to stick to one type of text in class. In other words, they do not attempt other genres, especially those required by the workplace.

The present study is based on the results yielded by previous research conducted by Alkatheery et al. (2024). The needs analysis revealed several discrepancies between what professional medical translators typically translate and what teachers emphasize in class. In other words, translation instructors are not aware of the most frequent genres or translation tasks required in the job market. Further, course specifications and syllabi of medical translation do not address learners' target needs, and thus, another source of discrepancy is detected. Since a needs analysis can immeasurably contribute to assessment and curriculum development (Van Avermaet & Gysen, 2006), the present proposal uses the results of the need analysis to develop a model for teaching medical translation in class taking into account the genres, the evaluation criteria, and the skills that should receive more attention. More specifically, the researcher suggests an integrated model of task-based language teaching (TBLT) and genre-based pedagogy (GBP) for teaching medical translation. The importance of the proposal stems from the fact that only a few papers discussed how translation can be taught using TBLT or GBP. In addition, no integrated model of the two is suggested for teaching any specialized translation, and hence the importance of the current study.

The present proposal is divided into two sections. The first section dwells upon the importance of medical translation, the central role of textual competence in translation, the theoretical background of the TBLT model, TBLT in the translation classroom, the concept of *task*, and GBP. The second section, on the other hand, elaborates on the proposed model and syllabus.

A. Importance of Medical Translation

Medical translation is one of the several types of technical translation. It involves a complex process where one cannot achieve a good translation of a text without sufficient knowledge of the target language, its medical terminology, and, more importantly, of the field of medicine. Hence, it is a multidisciplinary field that includes knowledge of pharmacology, surgery, specialties (i.e., nephrology, cardiology, gynecology, obstetrics, psychiatry, etc.), law, and administration. Thus, translated medical texts do not belong to a single text type or form a homogenous discourse, and therefore they can be textbooks assigned to medical students, case studies, articles, reports, research papers, case histories, leaflets, brochures, prescriptions, and the like (Karwacka, 2015).

For potential users of medical texts, there are two types of communication: between experts themselves and between laymen and experts (Karwacka, 2015). For the former group, typical genres are research papers, discharge summaries, case studies, imaging reports, etc. For the latter, it is common to translate leaflets, consent documents, forms, questionnaires, manuals, instructions for using a specific medical device, etc. The first type of genres is marked by the use of medical terminology, passive, long sentences, the third person to denote impersonal tone, nominalization, and pre- and postmodification (Askehave & Zethsen 2000). The second group of genres, on the other hand, is characterized by using less complex terminology (e.g., *bleeding* for *hemorrhaging*, *high blood pressure* for *hypertension*, *fever* for *aprexia*, etc.).

Recently, English has been established as the lingua franca for scientific communication. Thus, it has been estimated that over 80% of medical research papers are written in English (Montgomery, 2009; Kaplan, 2001). According to Salager-Meyer (2014), there are about 25,000 medical journals, of which 15,000 are considered to be Anglo-American, publishing about 10 million papers every year. Such statistics show the need for transferring new findings through translation to a group of readers who do not have any specialized knowledge of medicine. Accuracy in translation guarantees effective communication between patients and physicians and ensures patient safety (Ismayilli, 2024). Focusing on the Saudi context, medicine is taught in English, and it is estimated that 73% of medical practitioners are foreigners (Zawawi & Al-Rashed, 2020), which suggests the importance of training medical translators and improving medical translation instruction.

B. Translation Training in Classroom

It has been postulated that the practical part of translation studies, that focuses on applying theories or training translators, has not received the attention it deserves (Al-Tarawneh et al., 2024). In addition, students always show interest in having practice in translation classes (da Silva & Fernandes, 2016). According to Pym (2011), students use theory whenever they encounter a translation problem. Hence, the relation between the two should not be ignored by practitioners and theorists.

Translation theory means knowledge of the sub-competences that make up the translation competence. Translation competence enables translators to be aware of translation as a process and a product. Translation competence is variously termed *translation ability*, *translation skills*, *translational competence*, *translator's competence*, and *translation expertise* (Hurtado Albir & Alves, 2009, p. 63). The competence encompasses linguistic skills and sociocultural knowledge. According to Schäffner (2000), translation competence is made up of sub-competences that are relevant to translators' training. The first sub-competence is the *linguistic* one, and it is mainly of the languages that a translator possesses knowledge of. However, the second component is the *cultural competence*, and it is of economic, political, and historical aspects relevant to cultures pertaining to the two texts. The *textual competence*, on the other hand, is basically knowledge of genre conventions and text typology. Moreover, knowledge making up the *subject-specific competence* is of a certain area of expertise. Schäffner (2000) also proposed the *research competence* which is a strategy competence, and it is concerned with the ability to resolve problems related to transferring cultural meaning. Nevertheless, the *transfer competence* is about producing target texts that meet the demands of the translation task.

Translator trainers gave importance to the textual competence where translators' attention is drawn to the text's linguistic features that serve certain communicative functions about a specific situation. Translators are thus introduced to different types of genres that follow publicly organized conventions where mapping between form and meaning or function is systematic and predictable (Schäffner, 2000). It is important to note that Schäffner's work on text typology was influenced by Katharina Reiss' (1971) classification of text types (i.e., expressive, informative, and operative texts). However, Schäffner (2000) stated that such categories are not well-defined, and thus it is common to find a text that serves more than one function depending on the situation it describes. Hence, to develop the

textual competence of students, Schäffner indicated that translators should be encouraged to work on existing translations and compare the source text with the target one before they start translating a similar text. Discussing translations helps improve learners' critical thinking ability and provides them with the translation tools peculiar to each text typology.

C. Task-Based Language Teaching

The approach of task-based language teaching became very popular among many English for Specific Purposes (ESP) and EFL practitioners because of its advantages. For example, it emphasizes learning through interaction (Khan et al., 2023; Pica et al., 1993), places a lot of importance on using authentic texts and autonomous learning (Long & Norris, 2000), links what happens in class to what is typically happening in life, and above all it is needs-based (Long & Crookes, 1991). Central to the theory is the use of communicative tasks (Pica et al., 1993). This section dwells on the theoretical background of the method, addresses some relevant models, and explains the importance and nature of tasks.

(a) Theoretical Background

Relating form to meaning is one of the principles of the TBLT Approach, which was first proposed by Michael Halliday (1994) as part of his theory that became known as Systemic Functional linguistics (SFL). According to Halliday, language is a purposeful activity and a tool for making meaning. Thus, any piece of text serves three broad meanings or metafunctions. The first one is the experiential meaning, where language users are more concerned with representing their experience of life through the use of certain participants, processes, and circumstances. The second purpose of using language is to exchange interpersonal meaning, in which individuals use language to establish social roles, form a relationship with hearers or readers, denote a certain level of solidarity or formality, etc. Related to these two metafunctions is the enabling function (the textual meaning), where one organizes their production concerning features of a specific mode of delivery (i.e., spoken or written).

According to functional linguists, language is capable of realizing such functions simultaneously and at different levels involving sounds, words, grammatical structures, clauses, texts, etc., because of its stratified nature. Thus,

analysis of texts should account for the relation between any linguistic feature and the function it serves concerning the immediate context (i.e., a particular situation) and the broader context (i.e., culture). Additionally, a comprehensive analysis should start with identifying the *field* of the text (e.g., its subject matter, the domain-specific vocabulary, its situational context, etc.), the *tenor* (i.e., Who are involved in the text? What is their relationship? their social status? Who is more powerful? What is the level of familiarity and intimacy between participants?) and *mode* (i.e., Which channel of communication is used? Which linguistic features are peculiar to each mode? Does the text writer or speaker expect feedback from the recipient?).

(b) Task-Based Language Teaching in Translation Classes

The principles of TBLT can be easily applied to translation since the purpose of translation is transferring meaning, and this eventually emphasizes the purpose of using language as a meaning-making tool. Language serves a communicative function, and so does translation (Ellis, 2009). Hence, researchers adopted TBLT for teaching translation (e.g., González Davies, 2004; Li, 2013; Liu & Ma, 2015; Rezvani & Bigdeli, 2012). As a result, different frameworks based on proposals by Skehan (2009) and Willis (1996b) have been proposed for translation.

For instance, Li (2013) improved the model proposed by Willis (1996b) to suggest a new one for translation. The adapted model is of six stages: pre-task, task, reporting, analysis, revision, and reflection. Li (2013) added to the improved model the specific competence that will be activated at every stage. In the pre-task, teachers provide students with instructions, resources, and strategies. In the task phase, however, they monitor and facilitate group/pair work. In the reporting session, students report their translations, and the instructor gives feedback. As for the analysis stage, the instructor and the students cooperate to analyze selected translations. Regarding the revision phase, the teacher assists students with their revision, and they have to incorporate her feedback. In the last stage (i.e., reflection), students reflect on the difficulties they face as they translate the text, and the teacher suggests some techniques to cope with such problems.

TBLT proves to be beneficial for translators. For example, Colina (2004) stated that engaging translators in communicative translation tasks facilitates the acquisition of communicative translational competence. Further, da Silva and Fernandes (2016) indicated that TBLT promoted interaction between students, encouraged critical thinking, and helped translators produce better translations.

Additionally, TBLT is learner-centered and guarantees higher levels of achievement once learners become responsible of their learning (Li, 2013). In a recent study, Alenezi (2020) used Li's (2013) customized model to improve students' performance in an introductory translation course. The treatment was of nine weeks, and participants were divided into eight groups of five. Analysis of grammatical, cultural, rhetorical, pragmatic, and lexical errors showed some reduction in errors. The researcher concluded that the utilized model helped improve students' bilingual sub-competence.

(c) Tasks

Teaching through the use of tasks was first adopted by Prabhu in 1987 as part of the Bangalore Project in India. Prabhu believed that learning occurs once learners finish tasks. Prabhu proposed that the pre-task phase is essential for task completion. During this phase, instructors undertake a similar task in class and complete it to ensure that learners will successfully perform the assigned task. On the other hand, Skehan (2009) initiated a three-phase approach to task instruction: pre-task, during-task, and post-task. The first phase can be broken down into some steps that involve doing a similar task, raising consciousness to task intricacies, and observing how a task can be done. The during-task phase, on the other hand, focuses on completing the task, whereas the post-task stage is about publicly performing the task and analyzing it.

According to Lee (2000), tasks are of two types: *real-world* and *pedagogical* tasks. The second category includes tasks to use language interactively to learn it (Nunan, 2004). According to Nunan (2004), pedagogical tasks are of communicative value and can stand alone to achieve it, and hence they have a beginning, a middle, and an end. While using pedagogical tasks in class, instructors should focus on the interrelatedness of form and meaning, and discussion of such can be through either language. On the other hand, real-world tasks form a sequence in a series of activities, and thus, one task cannot be considered without reference to the other. As noted by da Silva and Fernandes (2016), pedagogical tasks help develop translation competence. However, real-world tasks can also be used to prepare students to their professional life. Whatever the type of task utilized in class, Lee argued that tasks should be carried out with a purpose in mind.

Further, Lee (2000) noted that pedagogical tasks represent the other end of the continuum, and thus they are goal-oriented (e.g., rearranging jumbled items),

carefully sequenced, time-paced, of a definite outcome (e.g., a summary of a reading task), involving pair or group work, resource-driven (e.g., materials and resources used with the task), requiring language for task achievement, meeting certain assessment criteria, and following a procedure for completion.

D. Genre-Based Pedagogy

GBP applied the principles of discourse analysis (i.e., Hallidayan grammar) to language instruction (Hatch, 1992). Hence, the analysis is concerned with the textual (e.g., lexical and grammatical units) and the contextual features (e.g., its purpose, social context, potential participants, etc.) of a text (Paltridge, 1994). More importantly, GBP emphasizes the sociocultural dimension of language (Hyon, 1996). As with TBLT, GBP is another model based on Halliday's Systemic Functional Grammar that emphasizes relating form to meaning and social context. Central to GBP advocates is the belief that in teaching, the product and the process are equally important (Hyland, 2007). Based on GBP, text typology is mainly determined by genre conventions texts exhibit and their communicative function. According to Swales (1990), texts of the same function belong to the same genre. A syllabus based on GBP uses genre as the driving force and focuses on formal and functional aspects of language (Macken-Horarik, 2002). Thus, translators should pay attention to the type of text or genre they are dealing with. Such knowledge contributes to the development of the textual competence necessary for translation (Schäffner, 2000).

Speaking of its benefits, GBP is based on students' needs and GBP proponents assume that learners will transfer their knowledge of a certain genre to other relevant texts. In this way, GBP makes learning motivating and relevant (Hyland, 2004). According to Bhatia (1999), genre competence is a transferable skill. GBP should be utilized as an analytical tool for facilitating critical thinking and reflection. In relation to translation, only a few studies explored the effectiveness of GBP in translation instruction. For example, Hewings and Henderson (1987) and Hyon (1996) reported the efficiency of GBP in improving student comprehension of text structure and their translation ability.

In class, to conduct a genre analysis using authentic texts (Bhatia, 1999), Hyland (2007) suggested the Teaching Learning Cycle which is also termed the 'genre cycle' for teaching and learning writing. The first step in the cycle is *constructing the context* (i.e., drawing learners' attention to the purpose and the

setting). The second step, however, is *modeling* the text where the teacher highlights textual features of a text. *Collaborative construction* of the text is the third one in which teacher-guided activities are used to emphasize the text's features. Nevertheless, in *the individual construction* of the text, teachers try to monitor student progress as they attempt to produce the text. The purpose of fifth step, however, is to link related texts together where the teacher compares texts of two distinct genres (Hyland, 2007). Similar to the TBLT model, GBP places a lot of importance on scaffolding (i.e., teacher-supported learning) and learner collaboration (Hyland, 2007).

II. THE PROPOSED MODEL

Based on a needs analysis conducted by Alkatheery et al. (2024), the present paper aims at developing an integrated model of TBLT and GBP to teach medical translation. The model is based mainly on Li's (2013) task cycle and Hyland's (2007) genre cycle. Both pedagogical approaches are based on Halliday's systemic functional grammar and emphasize that the link between form and meaning should be highlighted for students regarding a specific social context. Further, integrating the two is well justified since they are both needs-based and encourage critical thinking and the use of authentic materials. While GBP is concerned with analyzing the textual and contextual features of the text, the TBLT model encourages discussion between students and learner-centeredness. This section elaborates on the characteristics of the syllabus adopted for medical translation (i.e., genres, skills, and evaluation criteria), the role of the learner, the use of authentic materials, and the procedure followed in class.

A. The Proposed Syllabus

The researcher developed a syllabus (see Appendix A) that is based on a prospective decision on what to teach and in what order (Robinson, 2001). It includes a variety of genres such as informed consent forms, medical reports, correspondence between professionals and between professionals and patients, lab test results, leaflets, prescriptions, news releases, policies, and research papers. Based on the results of Alkatheery et al.'s (2024) needs analysis and [Sand et al. \(2012\)](#), more weight is given to informed consent forms (from Arabic into English and the opposite), written correspondences, policies, and reports. Other genres are considered

in line with Karwacka's (2015) suggestions, such as prescriptions and research papers.

Topics selected for the syllabus are the most frequent in ESP books assigned to medical students (e.g., Tiersky & Tiersky, 1992; Leonard, 2017; Davi-Allen, 2014; Thierer, Nelson, Ward & Young, 2010). Thus, the first few classes focus on human anatomy and then topics on common ailments and treatments are introduced. Texts about surgical procedures, emergency care, and policies are important to discuss in class, as they contribute to medical translators' knowledge (Karwacka, 2015). Topics of other text types are determined by frequency and familiarity. Hence, choosing articles on corona and head transplants is well justified since performing a head transplant is a controversial issue in the news nowadays. In addition, using paracetamol as a treatment is more common than other types of drugs.

Further, tasks are carefully sequenced, where the last task is translating a research paper, in which students are required to translate to a language they are less familiar with. Their translation should be characterized by the use of passive sentences, impersonal tone, nominalized and technical terms, and lexically dense language. Such features are typical of scientific research writing, and students, in general, reported that they are difficult to achieve (Halliday, 1994). Moreover, in translating leaflets, articles in newspapers, Wikipedia articles, consent forms, etc. the reader has no specialized knowledge of medicine as opposed to readers of medical articles published in specialized journals. In the latter, the use of very specialized language is important. Even more, the research paper selected for translation necessitates that translators cooperate and read the translations of previous and subsequent sections to provide a coherent translation. Also, in translating research papers, translators need to take into consideration abstract entities (e.g., factors) and research peculiarities they are less familiar with. Hence, translating research papers is source-depleting in terms of task complexity and requires a high level of language proficiency regarding task difficulty (Robinson, 2011). Sequencing is also emphasized through introducing pair work before group work, as this will help timid students gradually establish relations with the rest of the class (Robinson, 2011).

Findings from Alkatheery et al.'s (2024) study suggested equal attention to translations of both directions (i.e., from English into Arabic and vice versa). Hence, instructors should select informative texts in Arabic and English. However, for other genres, it is recommended that instructors choose the direction that is more frequent in each genre. Thus, it is more common to translate prescriptions, reports,

newspaper articles (i.e., about breakthroughs) and leaflets into Arabic and videos about health care issues in Saudi Arabia into English.

In each class, students are exposed to two different genres. The first one is an informative text taken from an encyclopedia, a textbook, or a reliable website. The sources for such informative texts were suggested by EFL translation instructors interviewed in Alkatheery et al.'s (2024) needs analysis. The second text, on the other hand, is of a different genre and thus of a different function. Using Reiss' (1971) text typology, the first one is informative, as it communicates content, and the second is operative because it elicits a specific response from the reader. For each content-communicative text, the researcher ensures that the other text type introduced in the same class addresses the same topic to guarantee a smooth transition between different genres. Hence, a newspaper article about head transplants follows a text on common surgical procedures. By the same token, a text about the human urinary system precedes a translation task of lab test results. After each class, through assignments, students are encouraged to apply the translation techniques peculiar to a specific genre to another text belonging to the same genre.

The syllabus of a medical translation course emphasizes a number of skills such as using a dictionary, having good research skills, using technology, and time management. Interviews with instructors at COLS and document analysis by Alkatheery et al. (2024) showed the importance of such skills in the job market. Hence students ought to use certain software (e.g., Windows Movie Maker and Publisher) or websites (e.g., Piktochart) to make a video and upload it to Youtube and design leaflets in Arabic. Additionally, several English-English dictionaries and English-Arabic dictionaries are included in the syllabus such as *Oxford Concise Medical Dictionary*, *The Charles Press Handbook of Current Medical Abbreviations*, *Hitti Medical Translation*, etc.

The syllabus also gives value to different research skills. For example, to do assignments, students are required to find texts of the same genre to translate. Further, they have to find a text similar to the one in class with its translation to discuss the translation and the strategies used for such a translation task. Though topics in the syllabus are selected by the teacher, students are required to find texts of such topics in encyclopedias, textbooks, reliable websites, etc. This will raise students' awareness of text features of a certain genre and will encourage autonomous learning. For informative texts, the text chosen for class discussion should be lexically dense, of formal style, and uses specialist language. The length of selected texts should be between 250 and 300 words. The software, Text Analyzer, can give

valuable information about the text's features. Students' good translations (e.g., in the form of leaflets, prescriptions, newspaper articles about health issues) will be published in the College's magazine or used for events (e.g., World Cancer Day, World Asthma Day, World Aids Day, etc.) in the university. Publishing Arabic articles in Wikipedia is also recommended. Within the TBLT model, publishing written documents guarantees publishers' commitment and a good quality of the published work (Willis, 2009). Besides research skills, time management is central to the integrated model, and hence students are required to finish tasks in class within a limited period and the same goes for assignments (Ellis, 2000).

As for evaluation criteria, the syllabus reflects the results of the needs analysis, where meaningfulness is given more weight in translations from English into Arabic and vice versa. Additionally, based on findings from interviews with translation instructors, accurate use of structure in translations into English is as important as accurate use of terminology in translations into Arabic. Accurate spelling was emphasized by medical instructors and highlighted by previous research (e.g., Browne, 2016). However, professional translators in the needs analysis did not report its importance for the job market (Alkatheery et al., 2024). Hence, the researcher allocates 10% of the grade for it. Also, the needs analysis results justify the reason behind the inclusion of grammatical accuracy as an evaluation criterion, but it was not emphasized by translation teachers.

B. Authenticity

Authentic materials (e.g., lab test results, prescriptions, newspaper articles, etc.) should be adopted for class discussion, especially for tasks of an operative nature. Hence, students are also prompted to select authentic materials for their assignments. However, only informative texts are taken from textbooks since they include very frequent technical terms peculiar to the topics selected by the instructor.

C. Procedure

The developed model suggested by the researcher is built on previous frameworks and draws on research in Hallidayan grammar, TBLT, and GBP. First, when handling any task of a certain genre for the first time, the instructor follows the following steps.

1. Instructors ask students about the topic of the text, its specialized terms, and its context.

2. Then, they prompt students to think of potential recipients and their level of medical knowledge. In interactive tasks such as written correspondence, they may ask questions about the level of formality, familiarity, intimacy, or solidarity between receivers and senders. Such information is conveyed through specific structures such as the use of interjections, ellipsis, and contracted forms. Other questions include the social roles of participants and their attitudes towards one another.

3. The third set of questions is about the channel used for communication (e.g., written or spoken) and which expressions are used to indicate each channel.

4. After that, instructors have to address the communicative function of the task and its genre conventions.

5. At this stage, instructors can introduce several pedagogical tasks (see Appendix C) that focus on language (e.g., matching abbreviations with their full forms, indicating the difference between words of nearly the same spelling through translation, breaking down a word into its components, etc.). Pedagogical tasks are taken from Davi-Allen (2014), Leonard (2017), and Thierer et al. (2010).

6. After the pedagogical stage, the teacher introduces a similar text with its translation for discussion. Expressions used in both texts are highlighted and their translations are emphasized for students. Then, the teacher provides students with the translation of some specialized terms peculiar to the source text.

7. At this stage, the teacher can supply students with translation strategies on how to translate problematic expressions such as binomials, polysemous words, synonymous terms, etc. The teacher should draw students' attention to the fact that the use of such terms is determined by the text's communicative purpose and its potential readers.

8. Then, the instructor works with students to build the target text sentence by sentence. Students are encouraged to contribute their translations, and the teacher comments on the suitability of each translation.

As shown above, the steps listed above are adapted from Hyland's (2007) genre cycle, where the teacher in the initial stage focuses on the textual (i.e., words and expressions) and the contextual (i.e., purpose) features of the text. Then, the teacher with students will go through the stage of collaborative construction. However, the phase of individualized construction will be kept for the TBLT model

that emphasizes learner autonomy. Hence, for subsequent classes handling similar texts of the same genre, the teacher encourages translators to work in groups (i.e., of five) or pairs. Translators assume full responsibility of their translations. The following outlines the responsibilities of the teacher and the translator. The model below is adopted from Li (2013). Following Li's improved model, the researcher indicates the type of sub-competence activated in each step.

D. Tasks

(a) . Pre-task

1. Teachers give instructions, explain linguistic features, introduce pedagogical tasks, and decide on the amount of time needed to complete each phase. See Figure 1 below.

2. Then, they provide students with resources, tools, or strategies needed for the task. [instrumental and strategic competences]

3. Students are then encouraged to complete the table (see Appendix B) before they translate. The table helps raise students' awareness of text typology. [bilingual competence]

(b). Task

1. The instructor monitors group and pair work. [bilingual, strategic, and psycho-physical competences]

2. Students are reminded to compare the task they do to a similar one that has a translation. [bilingual competence]

3. Group discussion and meaning negotiation are necessary to solve various translation problems (Pym, 2011). [strategic competence]

4. Students complete the assigned translation within pre-decided time constraints (Van den et al., 2009).

(C). Post-task

1. Reporting

1. The teacher coordinates every reporting session.

2. Each group presents their translation orally or in writing on the screen. Each group representative justifies their translation, the strategies they use, and the sources they utilize. At this stage, translators report on the translation process as well as the product (Hyland, 2007). [development of translation knowledge competence]

3. At each reporting session, the teacher gives feedback and invites translators to comment on their classmates' translations. [development of translation knowledge competence]

2. Analysis

1. The teacher comments on common problems, reemphasizes the objectives of the course that can be achieved from the task, illustrates objectives and problems using examples from the task, and answers students' questions.

2. Students are expected to ask questions or give illustrative examples. [development of translation knowledge competence]

3. Revision

1. Instructors assist students with their editing and revision.

2. They evaluate each group's translation taking into consideration that the best translation will be posted as a sample for other students in the course on Blackboard.

3. Using the instructors' feedback, students revise and edit their translations. [development of translation knowledge competence]

4. After revision, students are asked to deliver their translation.

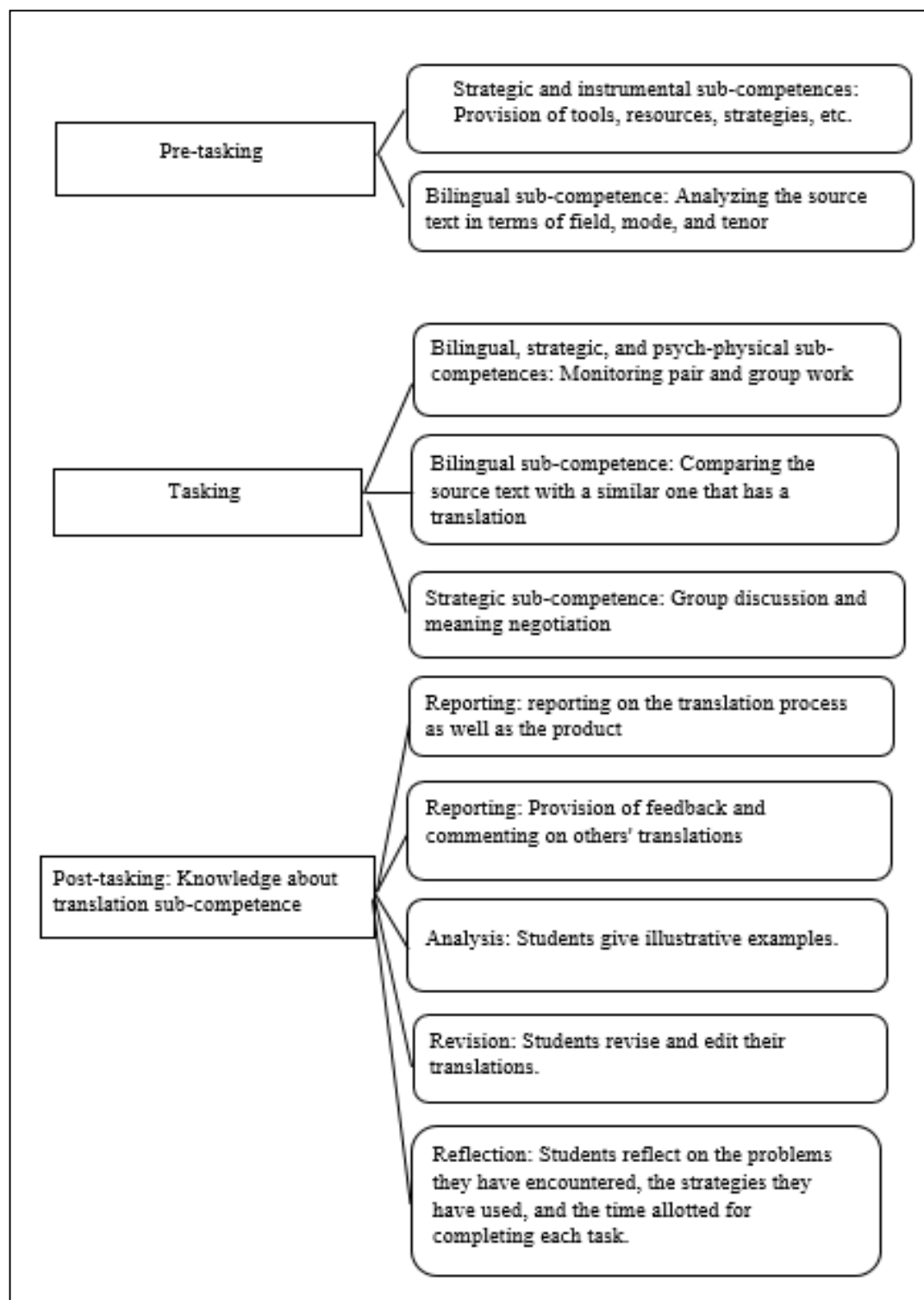
4. Reflection

1. Teachers reflect on some problematic linguistic or translation aspects to be discussed in the next pre-task session.

2. They take notes of useful tips that can be used in future sessions.

3. Students reflect on the problems they have encountered, the strategies they have used, and the time allotted for completing each task. [development of translation knowledge, competence, and strategic competence]

FIGURE 1 A SUGGESTED MODEL FOR TRANSLATION BASED ON TBLT AND GBP



As shown above, the TBLT model followed in class promotes learner autonomy and the activation of a number of sub-competences necessary for the completion of the task. It is of three main phases following Li's (2013) suggestions. Using Schäffner's (2000) classification of competences, employing pedagogical tasks in class activates the *linguistic competence*, whereas analyzing textual and contextual features of the text (i.e., GBP discourse analysis) activates the *textual competence*. The use of the *transfer competence* is evident, as students transfer their knowledge of genre's conventions to a similar text. The *research competence*, on the other hand, is involved when translators search for a similar text with its translation, use translation strategies, or look up a word in the dictionary. Searching for the correct translation can also be achieved through using the Web as a corpus tool.

III. CONCLUSION

Suggesting a model that is based on TBLT and GBP brings theory to practice. The Model is based on translators' target needs, as outlined in Alkatheery et al.'s (2024) study, and it ensures the activation of a number of competences that make up the translation competence. The procedure followed in the Model guarantees students' active participation in class and enough exposure to the textual features of different genres. Specifying the role of the learner and that of the translation instructor helps learners become autonomous with time and encourages them to effectively transfer their knowledge and skills to the job market.

To explore the efficiency of the model, the researcher recommends conducting research where the suggested model is carefully employed in medical translation classes and where translation students' views are surveyed. The integrated model holds some significance for practitioners, medical translation students, medical instructors, curriculum and syllabus designers, etc., as it gives meaning to texts in relation to the wider context. Exposing students to several common medical genres in class and involving them in communicative tasks where discussion and negotiation of meaning are enhanced help promote effective learning and accurate transfer of meaning.

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APPENDIX A: A SUGGESTED SYLLABUS FOR MEDICAL TRANSLATION

Course Overview

In this course, students will acquire experience working with a variety of medical documents focusing on different medical topics. The passages chosen to be translated provide a sampling of typical medical material that professional translators are likely to encounter regularly such as consent forms, medical brochures, hospital reports, etc. Additionally, encyclopedic texts used in the course provide translators with important terminology and phraseology that make up the technical knowledge that every medical translator should have.

Course Objectives

By the end of the course, students will be able to

- *distinguish* between different types of texts;
- *breakdown* medical words into their components: roots, prefixes, and suffixes;
- *tell* the meaning of medical terms by giving the accurate translation;
- *use* grammatical structures and terminology appropriately;
- *avoid* spelling mistakes;
- *recognize* common medical translation problems (translating homonymous, polysemous, and eponymous words and clippings, acronyms, abbreviations, compounds); and
- *reproduce* the source text in the target language.

Class Schedule

Week	Topic	Assignments
Week 1	Human Anatomy: Skeletal System Human Anatomy: Integumentary System Human Anatomy: Muscular System <i>Informed Consent Form</i>	- <i>Pair work</i> - translate a consent form of your choice. (5%)
Week 2	الجهاز الدوري الجهاز التنفسي <i>History and Physical: Consultation</i>	
Week 3	الجهاز الهضمي الجهاز العصبي Human Anatomy: Urinary System <i>Lab Test Results</i>	
Week 4	الجهاز التناسلي جهاز الغدد الصماء نموذج الموافقة المستنيرة	
Week 5	Human Anatomy: Immune System <i>Correspondence Letter</i> <i>Discharge Letter</i>	
Week 6	Non-infectious Diseases <i>Leaflet: Blood Pressure</i>	- <i>Pair work</i> - design an Arabic leaflet using an English website. (5%)

Week 7	<p>الأمراض المعدية</p> <p><i>Wikipedia: Coronavirus</i></p>	- <i>Group work</i> - translate a short Wikipedia article from English into Arabic. (5%)
Week 8	<p>Medical Treatments</p> <p><i>Prescription: Panadol Extra Strength Tablet</i></p>	- <i>Group work</i> - translate a prescription of a common drug into Arabic. (5%)
Week 9	<p>العمليات الجراحية</p> <p><i>Newspaper Article: Head Transplant</i></p>	- <i>Pair work</i> - translate an English article on healthy diet and life style. (5%)
Week 10	<p>Medical Equipment and Tools</p> <p><i>X-Ray Report</i></p>	- <i>Group work</i> - design an English video (2 mins.) about health care in KSA and upload it to Youtube. (5%)
Week 11	<p>Specialties and Sub-specialties</p> <p>حقوق المريض والموافقة المستتيرة</p>	
Week 12	<p>الطوارئ</p> <p>إذن المريض والحالات الحرجة</p>	
Week 13	<p>ورقة علمية في الطب باللغة العربية</p>	- <i>Group work</i> - translate the rest of the article into English. (5%)

Evaluation Grid

From English into Arabic	(Weight %)	From Arabic into English	(Weight %)
Meaningfulness	30	Meaningfulness	30
Accurate use of terminology	30	Structural accuracy	25
Structural accuracy	20	Accurate use of terminology	25
Grammatical accuracy	10	Grammatical accuracy	10
Spelling	10	Spelling	10

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Windows Movie Maker (<https://www.windows-movie-maker.org/>)

Publisher for leaflets (<https://products.office.com/ar/publisher>)

Text Analyzer (<https://www.online-utility.org/text/analyzer.jsp>)

APPENDIX B: TEXT ANALYSIS BASED ON GBP

<i>Field</i>	<i>Tenor</i>	<i>Mode</i>
What is the text about? What is the level of specialization? (specialized language, less specialized language, common language)	Who is involved? Who is the addressee? Who is the writer? What is their relationship (formal or informal)? What is their attitude towards one another? Who is more powerful? What is their social status?	Is it written or spoken? Does the writer expect any response from the reader?
Words, expressions and structures related to the topic	Words, expressions and structures related to the tenor	Words, expressions and structures related to the mode
Translation	Translation	Translation
What is the genre of the text?		
What is its communicative function?		

APPENDIX C: PEDAGOGICAL TASKS

I. Break apart the following words and define each part in the space allowed.

1. somatotropic _____
2. pseudesthesia _____
3. dextrotropic _____
4. algesic _____
5. xiphoid _____
6. litholysis _____
7. cryolysis _____
8. pericardiorrhaphy _____
9. multigravida _____
10. pancytopenia _____

(Thierer et al., 2010)

II. Differentiate between members in each pair below by giving the correct translation.

1. palatal, palatial _____
2. paleodontology, paleontology _____
3. palette, palate _____
4. palpation, palpitation _____
5. panacea, placebo _____
6. parasite, pericyte _____
7. parental, parenteral _____
8. pathogen, parthenogen _____
9. pathogenesis, parthenogenesis _____
10. prostrate, prostate _____

(Al-Otaibi, 2025)

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