Promoting Translation-Oriented Writing Competence in Arabic: A Study in the Field of Language Didactics with Reference to University-Level Teaching

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ABSTRACT

The present dissertation focuses on two questions: Firstly, it tries to define 'translation-oriented writing competence' and discusses to what extent this specific competence can be considered part of 'general' writing competence; and secondly, it asks what translation-orientated writing competences students should have acquired at the end of their BA study programme and how these competences can be efficiently furthered specifically in Arabic-German modules.

The insights arising from this research are both of a theoretical, and of a practical and empirical nature. At a theoretical level, the insights which this research offers to translation studies and to language didactics will be found in the presentation of an innovative model of translation-orientated writing competence and its sub-competences. This model represents a building block for a comprehensive concept of translation-orientated language didactics. At a practical level, the insights lie within the framework of a case study which aims to support and improve the translation-orientated writing competences of students of the Arabic language. This is achieved by optimizing didactic methodologies for the teaching of Arabic and by the creation of a course book which offers a choice of relevant texts which BA students of Arabic will encounter in the course of their studies as well as in different vocational fields. The practical outcome of this dissertation should give support to teachers who wish to make a critical evaluation of their teaching concepts and materials and to adapt them in ways which will optimize translation-oriented language acquisition.

KEYWORDS: translation-oriented; writing competence; course book design; model of competence; language didactics

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