
On the Plausibility of Accommodating Manipulative Transliteration Norms in Medical ESP Course Books: A Needs Analysis Study

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Abstract

The significant role of needs analysis in enriching the design and content of ESP course books could be in no way ignored. The present study based on a three-year longitudinal needs analysis study of medical students, a medical ESP course book was developed and approved by experts. The feedback of the four-semester practice of the approved book revealed that practitioners showed great interest in the translation notion of the course book, hence considering the cultural turn in translation studies, the researchers opted to compare the satisfaction level of the medical students once they received a translation-focused instruction based on transliteration strategy. Thus two samples of 74 and 67 medical students were randomly selected by the Training Department at Islamic Azad University, Tehran Medical Sciences and through a quantitative approach; an accredited needs-analysis questionnaire was utilized to ascertain the needs, desires and satisfaction of the medical students. Comparing both groups' needs and satisfaction questionnaire results revealed that the transliteration-focused group displayed a higher level of satisfaction and fulfilment during the ESP course. The study suggests that manipulative transliteration is the pivoting factor in empowering teachers, prosperous students, materials developers, and stakeholders as the truly involved practitioners of medical ESP courses.

Keywords: ESP course book; Manipulative transliteration; Needs analysis

INTRODUCTION

Many scholars recognize needs analysis as an integral part of ESP courses (Al-Sudais, 2004; Cowling, 2007; Kim, 2006; Khorvash & Koosha, 2015), and the success or failure of the ESP program can be dependent upon the way it is performed (Khuwaileh, 1992). It should be

mentioned that needs analysis is not limited to ESP and rather it has always been connected with course development for both EFL as a general course or ESP as many researchers such as Al-Husseini (2004), Al-Sudais, (2004), and Benesch (2001) have admitted. Along the same line, Hutchinson and Waters (1987) point out that the difference between ESP and General English is not the presence of needs but the "awareness of

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needs” (p. 53). In sum, needs analysis in ESP, of which EAP and EMP are as subcategories, has been recognized as the foundation for curriculum design, text selection, and materials development (Benesch, 1996, p.729; Long & Crookes, 1992, p.43).

The purpose of ESP courses is to teach English language and related specialized skills that a special group of learners need to be able to function successfully and work efficiently in their own major fields of study, or workplaces. In medical discipline, in particular, the need of the practitioners to utilize English language as English for medical purposes (EMP) and have good command of it is so vital (Kurfurst, 2004) as the practitioners need to negotiate, manoeuvre successfully and discuss the medical subjects in their meetings and symposiums through English medium in order for them to keep updated. That is mainly because in medical discipline, the human errors are directly targeted at the lives and health of human beings and individuals in the societies.

The medical population directly deals with authentic texts as they should work with technical devices and observe medical standards internationally and under the legislations in force. They also should have the proper skill to discuss the health problems with patients who are mainly lay people. So the significance of their ability to manipulate translation of medical texts considering the audience is crucial as the sick people’s morale and mental readiness to fight the infections or diseases is more important than the prescriptions they receive. Jacquemet (2005) elaborates that some medical translators choose one of the translation strategies as addition, deletion, or transliteration to manipulate the translation of medical texts. They do so to alleviate the side effects or the harsh information presented to patients. On the other hand, as there are also macro factors (Munday, 2013) affecting the translation of texts as: culture, politics in target contexts, history, ideological manipulation, and institutional rules. In this respect, institutions embrace any organization or establishment which set erratic

strategies to legitimize the dominant practice (Eagleton, 1994); institutions such as hospitals, banks, universities, etc. The researchers of the present study believe that medical universities are the pivoting institutions to dominate manipulative transliteration through medical ESP course books, to empower medical students to propose the proper translation while tuning in different audience ranging from professors, experts, colleagues, patients and lay people.

ESP Courses, Materials, Evaluation and Enrichment

The main purpose of an ESP course is to teach those necessary elements and linguistic points which a particular group of learners need, in order to enable them to perform more efficiently in a branch of science, or occupation. Usually material developers first decide on the major and variety of activities that the program would include and the rules for choosing the activities. Also, they will decide on the weight of each activity in each lesson, and the type of interaction between the teachers and learners required in each activity (Brown, 1995). Curriculum designers might confront particular limitations and thus not be able to perform all these steps. These limitations might include lack of time to prepare the course, having to prepare a course for a large group of learners, or even not knowing the situation or the environment in which the course book is going to be used (Nation, & Macalister, 2010).

Richards (2001) declares that the materials should make the learning process enjoyable and innovative for the learners. They should allow them to work independently, and make learners feel they have gained something useful. Moreover, course books should contain activities which supply the use of authentic language data and make the learners achieve the language with the use of cognitive processes such as analysing (referred to as “language awareness activities”) (Bolito, 2003, p. 425). Such tasks encourage the learner to think critically about the way language is used for various goals (Bolito, 2003). McDonough (1984, p.70) claims that “it will

come as no surprise to most people to discover that, in ESP terms, by far, the most significant skill is that of reading.” McDonough (1984, p.70) calls English specifically in a foreign language as a “library language”, since it is used in many scientific textbooks and journals. Therefore, there are significant reasons for focusing on reading skill in ESP courses throughout the world including Iran. Occasionally, reading is taught as a skill by itself and sometimes in combination with another skill such as writing. Whether it is taught as a separate skill or in conjunction with another, the major focus is inclined to be the improvement of sub-skills associated with retrieving information from texts (Bruce, 2011). In today’s life, learners are surrounded with writing. Customarily, writing was pictured as a “process” and it was believed to be taught by copying experts’ writings (Hyland, 2013, p.96). In ESP, usually particular forms of writing i.e. the writing which is acceptable in the eyes of the professionals are taught (Hyland, 2013).

In the same line as materials preparation is significant, materials evaluation is a procedure in which the value of textbooks are assessed (Tomlinson, 2003). Evaluation “involves not only assembling information but interpreting that information – making value judgments” (Nunan, 1992, p.185). On the one hand applied linguists from Cunningsworth (1979) to McGrath (2002) have restated that “evaluation (of textbooks) needs to be learner- and context-related” (cited in McGrath, 2002, p.18). On the other hand, Rubdy (2003) maintains that “course book criteria are emphatically local” (p. 44). Therefore, evaluation should involve the assessment of the particular situations in which the course books are to be used. This can be performed in two phases as macro-level and micro-level assessment. The former involves focusing on the users of the course book i.e. teachers and students, and the institutions where these books are to be utilized. The latter involves investigating the socio-political environment where the targeted institution is located. In the same line, Soori, Kafipour, and Soory (2011) mention that students as well as

the teachers and researchers can evaluate the quality of the materials being taught, although Lee (2013) maintains that in decision-making concerning textbook selection, it seems as if the major role has been given to the instructors and the learners have been put aside.

The Developed Medical ESP Course book

The researchers in the present study developed an ESP course book based on the results of the needs analysis of medical students at Islamic Azad University, Tehran Medical Sciences Branch. The materials were provided based on a longitudinal needs-analysis program lasted for three years. The ESP learners’ needs were presumed to include their reasons for studying ESP, their future needs in the main language skills, English language tasks, functions and activities that will be used both in their academic studies and target careers. After putting the materials into practice through a pilot study, the developed ESP course book was evaluated by the experts and scholars in the field both technically and content-wise. Many useful and due recommendations were accumulated and wherever necessary, the erroneous or vague parts were modified and inserted. The modified and approved ESP course book for the medical students was released finally in 2015 and was put into practice for four consecutive semesters embracing over 50 ESP classes and 20 instructors. At the end of each course, a needs analysis questionnaire was administered and a profile of the strength and weak points was released by the instructor of each course. The result of the in-service survey revealed that situating transliteration strategy on the part of the instructors in translating passages, scenarios and cases embedded in the book displayed a greater uptake on the part of the students. This notion raised the idea of conducting a subordinate study on accommodating transliteration strategy with the medical ESP course book to enrich the materials provided.

The Notion of Institutional Rules

Concerning the institutional rules and the promi-

ment role of the institutions such as universities, Davidson (2000, p.4) states that "Institutional discourse is defined, in large part, by the fact that institutionally defined goals and institutionally reinforced habits for achieving provide clear signposts on how communication should be and at least to those speakers familiar with the institution in question". To scholars, institutional settings are the pillars of dominant ideology (Beaton, 2007). To them, ideology is regarded as a set of erratic strategies to legitimize the dominancy of certain practices and habits (Eagleton, 1994). The foundation of an institution is so a complex entity as it is a self-governing also a self-constructing entity which is not limited to the elements of its ingredients, hence as it is dynamic in nature, it is susceptible to outside adaptability (Luhmann, 1995). As Nyroos (2012) believes that the specific elements of an institution is not accommodated in the infrastructures, logos or walls of a hospitals or a university. The performed activities and the established routines of the participants either as principles or commuters would in the long run form the institutional rules of that particular place. The idiosyncratic feature of a particular institution which makes it distinguishable from others is regarded as its "figure print" (Heritage & Gretbatch, 1991). The figure prints which may resemble so easy and simple performed by the participants of the institution, but so constraining and unique for a stranger to the field.

Toury (2012) believes that the social systems of the target culture is so pivotal for translators to establish certain strategies. That is due to the fact that such social systems act as the institutional norms in that culture. Institutional norms embrace what to say and how to say it (Tracy, 1997). So institutional rule paves the ground for specific norms to be established and maintained. The case with medical universities as the emerging points of institutional norms concerning translating agenda in medicine, selecting a particular translation strategy by the practitioners in the field could be in turn so significant.

Related Studies

In Academic ESP context of Iran, where the teachers are traditionally considered as the sole authorities in dissemination of knowledge, the attitude of the medical university students towards their ESP course and the respected teacher was studied by Arani (2004). She conducted a thorough investigation at Kashan University of Medical Sciences through utilizing three standard questionnaires administered in three phases of the study (at the beginning, in the middle and at the end of the study) with a sample size of 45 medical students in their second year of study. The results indicated the positive attitudes of ESP students towards ESP language teacher and learning English at university ESP course.

In another study by Baleghizadeh and Rahimi (2011), it was highlighted that systematic evaluation of ESP course books in Iran is an absent notion and even in its presence, it is not in line with the ESP learners' needs and requirements i.e., the practitioners' opinions regarding the materials developed are somehow neglected. In the same vein, Eslami-Rasekh (2010) has also spotlighted the issue once more by indicating that the ESP course books are not the true manifestation of any systematic needs analysis, whereas the Ministry of Higher Education has prescribed sort of vague and general guidelines to be accomplished through the ESP materials. Amirian and Tavakoli (2009) have conducted another study to ascertain the assessment and evaluation programs in designing ESP materials and concluded that the evaluation process deemed useful and successful in providing proper background knowledge for the ESP practitioners before entering their specific fields of occupation in advance. In another study by Atai (2008) concerning the ESP programs, it was concluded that the written skills and language elements are the notions of great importance to ESP academic students.

The most recent study was conducted by Khorvash and Koosha (2015) through a needs analysis study of the medical students from two prominent universities as of Isfahan University and Azad Medical University of Yazd. A subject

pool of 272 medical students were divided into two groups of subjects, the first group were 147 students who had already completed the ESP course (post-study group) and the second group were the 125 students who were participating in the ESP course (In-study group) while the research was performed. The result reconfirmed the high dissatisfaction level of the ESP learners with the materials and the methodology practiced in large populated ESP courses in both universities.

Regarding institutional rules, there have been several studies by prominent researchers. Davidson (2000) studied the linguistic and social role of oral translators and interpreters in General Medicine Clinic (GMC). The interpreters had one central role and that was to keep the interview on track, also not to disturb the physicians' schedule. The patients were mostly immigrants from the Third World and were convinced that due to medical constraints and time pressure, an institutional rule was formed and exerted that the patients' time is less valuable, contrary to the physicians' time, and they should not interfere the interpreters and the physicians' tasks. Such norm created the situation that the interpreters asked questions from the patients and the interpreters provided the patients with proper answers in a fill-in-the-blanks fashion. The interpreters believed that they are helping the patients to save time and receive medical care from the physicians. Davidson concluded that the interpreters were following proper institutional rules because asking direct questions is believed to act as a threat to the physicians' authority and would in turn have negative impact on the law of medical care. Jacquemet (2005) also studied the interviews with refugees in Albania in order to inspect the influence of institutional rules on the translation strategies adopted by the interpreters. Lack of time and the pressure exerted through it formed the impeding element for the refugees to move so quickly through their story in interviews and save more time. That institutional rule was double-sided and interpreted in two phases as Albanian refugees reluctant to narrate their un-

pleasant situation and the institutions ignoring the humanities issues.

In a recent study in Iran by Afzali and Madani (2018), the role of institutional rules in translators' adopted strategies was studied. The case of translating patient information leaflets (PIL) from English to Farsi was studied. Due to the biomedical discourse and the information on the side effects, storage condition and dosage of the medicine, as some information had to be emphasized, some had to be roughly touched in order not to threaten the patients, and some others as cancer issue had to be encoded, the translators intend to enforce the institutional rules as addition, omission and transliteration strategies respectively. The study was certified in the qualitative phase as the role of institutional rules on translators' adopted strategies was examined through an interview with 10 major administrators of pharmaceutical companies in Iran.

As observed in the previous studies, there has been a gap. The gap lies between the practitioners of health care and the translators or interpreters of medical discourse. The present study aimed to bridge the gap by investigating the health-care population as the medical students in universities and their adopted translation strategies dominated through the university ESP courses as the institutional rules. To this aim, the researchers in the present study implemented the approved version of the medical ESP course book with two sample groups of medical students in order to find answer to the following questions:

- 1) Has the course book addressed the ESP needs of Iranian medical students towards Reading and Writing skills?
- 2) Is there any significant difference between manipulative transliteration-focused (TFG) group's satisfaction levels and needs fulfilment and those of the non-translation focused group (NFG)?

METHODS

Participants

The present study aimed to find the needs and desires of medical ESP Learners attending the ESP course with the newly developed course book by the researchers of the present study, meanwhile comparing the added value in the uptake and satisfaction of the ESP practitioners once manipulative transliteration norms in translation agenda was added to one group of ESP course participants. The target population of this study included two samples of ESP learners of medicine chosen randomly by the Training Department, Islamic Azad University, Tehran Medical Sciences Branch. One sample (transliteration-focused group TFG) was 74 participants (43 Girls and 31 Boys) and the second sample (non-translation-focused group NFG) was 67 participants (38 Girls and 29 Boys). The participants in both groups were medical university students between the age of 22 to 31 years old, having passed the general English course and signed up for the medical ESP course in Fall 2018. The materials as the developed approved ESP course book was the same for both groups with the same teacher as the instructor.

Instruments

The modified version of the needs analysis and satisfaction questionnaire developed by Mazdayasna and Tahririan (2008) with the Cronbach alpha reliability index of 0.959 was utilized in the present study in order to fulfill the aim and scope of the study. Demographic information regarding age, gender, the semester, etc. was the first part and the participants in both groups were asked to fill out. The core questions were assigned into three main phases originally, twenty one items for the four skills (listening, speaking, reading and writing) as the first phase, 23 to 31 as the second phase of the questionnaire asking students questions regarding their satisfaction level towards their language demands, the content of the course, the length of ESP program, their attitudes, etc. and the questions in the third phase (32 to 42) were designed to elicit information con-

cerning the methodologies and syllabus, etc. The questionnaire was in a six-point Likert scale. The final version of the needs analysis and satisfaction questionnaire was given to both groups of 74 and 67 ESP students who had taken this course during fall semester 2018. As mentioned earlier the questionnaire which was designed in Farsi (for ease of comprehension and self-expression on the part of the respondents) consisted of three sets of questions. Each set of questions started with an introduction which was meant to familiarize and motivate as well as to explain the effects of the questionnaire results on the future possible modifications to the program. The questionnaire was given to the learners during the last meeting of the class. The finalized modified version of the questionnaire was administered thoroughly; hence only three out of five sub-sections of the questionnaire needed for the present study were presented in the results and discussion section. That is to say, the whole information was obtained and kept for probable use, but only the relevant sections related to the aims and scope of the present study were statistically analyzed and presented here.

Data collection

This study was conducted on fall semester 2018 at Islamic Azad University, Tehran Medical Sciences Branch. In order to evade any undesired misconceptions or fault in data collection procedure, the researcher personally distributed and collected the accredited questionnaire as the instrument of the present study. The researchers utilized SPSS software (version 17) to perform statistical analysis concerning the collected data.

Procedure

Concerning the procedure of conducting the present study, it should be mentioned that the whole process lasted during a sixteen-session of the fall semester 2018 at Islamic Azad University, Tehran Medical Sciences branch. The researchers opted to implement the ESP materials with two samples in order to investigate two notions as: First the ESP learners' needs analysis and atti-

tudes towards the ESP materials, and second, by accommodating manipulative transliteration strategy throughout the texts, cases, scenarios and passages in the course book, their satisfaction level and desires were checked. The whole process of the course for both groups was identical and the discrepancy was put on the teaching methodology where the researcher as the teacher presented the passages and the technical texts through transliteration norm by translating the terminologies and the concepts in their mother tongue (i.e., Farsi). The teacher explained and translated the problematic and new concepts in Farsi by using translation strategies such as addition, omission, transliteration (Jacquemet, 2005) and some techniques as emphasizing the meta-discourse markers (Mardani, 2017), etc. to the extent that the ESP learners had no opportunity but to understand the new terminologies and concepts. It should be highlighted here that ESP students of medicine usually do not have serious problems with the new terminologies and concepts. That is because they get familiar with the notions and concepts in the courses of the curriculum in related discipline; but when they want to communicate (even in offline mode as reading ESP texts or writing in medical ESP genre), they have serious problems to understand and make themselves understood. This problem is highlighted when they enter their professional era and when they want to communicate with their patients to prescribe a medication and lowering their anxiety, with their colleagues to get recommendations and counseling points in front of their patients, or any mixed situation which may devastate the psychological readiness of the patients with fatal diseases.

The researcher as the teacher in the study elaborated the addition, omission, and transliteration strategies as the medical university students proceed with the course book and experience different texts as case reports, medical profiles and scenarios embedded in the units of the ESP course book. Baker (2011) believes that addition strategy refers to the strategy frequently used by translators in order to facilitate the comprehen-

sion of the texts. It is adding units of meaning as the absent information within the original or source texts in order to elevate the uptake and comprehension of the texts. Bakers (2011) adds that omitting some parts of the source texts is also a rare practice by the translators once they want to avoid awkwardness or repetition in target texts. The teacher elaborates that providing patients with too much knowledge and information might be dangerous. In most cases, there is no need to elaborate the hopeless points to the patients receiving medical health care. For the sake of not losing the psychological spirit on the part of the patients, it is recommended to use omitting strategy while prescribing or giving medication to the patients, especially the one with fatal diseases. And transliteration as converting the letters of source texts into target texts in order alleviate the side effects and the harsh, disappointing and threatening wordings at the presence of the patients is the strategy recommended by translators. In medical health care units where the pressure of the epidemic or fatal diseases are high and stress governing the situation is doubled by the patients due to their anxiety and fear, the health care population need immediate actions or recommendations from colleagues or their professors. It is usually happened at the presence of the patients and in such mixed-genre situations, the care givers should use manipulative transliteration strategies by the technical or medical terminologies. That is emphasized due to the crucial moments when the minutes count and the lives of human beings might endanger as a result of human errors in medications and care-giving tasks. These were parts of awareness raising performed by the teacher in the class receiving manipulative transliteration strategy (TFG) in their ESP course. Of course the procedure for the control group as the NFG was an ordinary one with the least focus on translation agenda except one drill of translation at the end of each unit.

RESULTS

This phase of the present paper encompasses a thorough analysis of the results gained from the

data collection process regarding the research questions of the study. This was done by the statistics shown in tables below and the results which are then described to prove the researchers' disagreements or agreements on the research questions. As mentioned before, an accredited questionnaire was utilized to obtain the medical ESP students' needs, desires, and satisfaction level, for which the two groups of transliteration-focused and non-translation-focused were given the questionnaire and the results were compared.

The first phase of the questionnaire was devoted to the four macro skills as listening, speaking, reading and writing. The second phase was also devoted to the satisfaction level of learners facing the new trend of practice with the ESP

course book. It was highlighted at the beginning of the present paper that the focus of attention in designing the developed ESP course book was mainly on the two macro skills of reading and writing meanwhile the less focus was put on listening and speaking respectively. As the questionnaire was administered entirely and the subjects were asked to answer all of the items in the questionnaire, hence for the sake of saving time and also to be to the point, only the two macro skills of reading and writing in the first phase and the satisfaction level on the second phase of the accredited questionnaire developed by Mazdayasna and Tahririan (2008) were presented here:

Table 1
Questionnaire Items Statistics of Reading Skill between TFG & NFG

	Q13	Q14	Q15	Q16	Q17
Mann-Whitney U	5253.500	6528.000	6612.000	5829.500	5413.000
Wilcoxon W	12357.500	15402.000	14623.000	11379.500	12509.000
Z	-2.338	-2.317	-1.913	-2.781	-3.270
P-Value	.231	.309	.273	.424	.189

Regarding the Reading Skill (Q13 – Q17) as one of the four macro skills, the results implied that the ESP learners mainly “agree” or “quit agree” that there is a great need for improving their reading skill, the TFG (transliteration-focused group) showed a significant difference in the need for improving reading specialized textbooks, abstracts of the related journals and

papers, or reading specialized and up-to-date texts on the internet, compared to the NFG (non-translation-focused group). This highlights that the ESP learners felt more engaged with the passages in the new trend of practice with the developed course book once manipulated transliteration norms accommodated by the teacher.

Table 2
Questionnaire Items Statistics of Writing Skill between TFG & NFG

	Q18	Q19	Q20	Q21	Q22
Mann-Whitney U	5743.500	6203.000	6768.000	5218.500	6870.000
Wilcoxon W	12370.500	13496.000	13846.000	14732.500	13153.000
Z	-2.357	-2.013	-2.191	-3.015	-2.0120
P-Value	.382	.516	.872	.591	.437

As displayed in the table (Table 2.), ESP learners who participated in the TFG group experiencing transliteration of texts, passages, and cases quite agree that they need due improvement in their writing skill (Q 18 to Q 22) and once they

were compared to the NFG group whose chance to translation activities was so meager and limited to the translation drills at the end of each chapter of the book, the p-value indicated that there is a significant difference concerning their

writing skills. The TFG group showed a noticeable higher degree of attitude towards writing paper for oral presentation, writing term papers,

writing case reports and accomplishing scenarios, etc.

Table 3

Questionnaire Items Statistics of Satisfaction between TFG & NFG

	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31
Mann-Whitney	7603.000	6943.500	6833.000	7091.000	6455.000	6713.000	8981.000	5328.500	6590.000
Wilcoxon	15362.000	13650.500	14937.000	17839.000	13747.000	14198.000	18469.000	12735.500	13693.000
Z	-3.211	-2.332	-3.591	-2.018	-4.025	-2.816	-2.319	-2.044	-2.813
P-Value	.712	.483	.916	.725	.747	.633	.779	.570	.461

The questions 23 to 31 in the questionnaire was developed to delve into the satisfaction level of the ESP learners experiencing the ESP course book with regard to the new method of practicing manipulative transliteration norms in their class. The statistics in the table (Table 3.) indicated that the TFG group showed a higher degree of satisfaction in comparison with the NFG group. In other words, the manipulative transliteration-focused group (TFG) outperformed NFG group

in the needs and satisfaction questionnaire. The P-value indicated a significant difference between the two groups (TFG and NFG).

Having investigated the related macro skills and the satisfaction level of the students between the two groups of TFG and NFG individually for every item in the questionnaire, it is felt necessary to have a general and overall scope of the categories discussed in order to compare and contrast the two TFG and NFG meticulously (Table 4).

Table 4

The Mean Scores of the TFG and NFG in two macro skills and Satisfaction Level

		N	Mean	Std. Deviation	P-Value
Reading Skill	TFG	74	87.23	17.340	.005
	NFG	67	79.35	24.837	
	Total	141	82.69	21.354	
Writing Skill	TFG	74	78.83	21.372	.033
	NFG	67	70.92	28.903	
	Total	141	73.51	24.762	
Satisfaction Level	TFG	74	68.57	21.639	.000
	NFG	67	38.34	30.812	
	Total	141	54.33	30.752	

The table above (Table.4) displayed that the differences between the two groups i.e., transliteration-focused and non-translation focused groups (TFG and NFG) in the need for improving the two skills of reading and writing along with the satisfaction level deemed significant. In a nutshell, while the TFG group asked for the need for improvement more than the NFG group, the differences are significant in reading and writing and the satisfaction level (P-value < 0.05). Also it

was astonishing to indicate that the level of satisfaction from the course book in manipulative transliteration-focused group was significantly more than the non-translation group.

DISCUSSION and FINDINGS

The present study was based on the finding of a longitudinal study delving into the needs of the medical ESP learners. Most academic ESP courses in Iran are conducted in a way that they pro-

vide ESP learners with a myriad of new terminologies and lexicons. What counts in the present study is that the knowledge of technical terms is neither the indication nor the linguistic power or mastery in the specific field. The task of ESP learners is to make a pig out of sausages, i.e. to get the overall intention of the writer of the texts, and while writing a passage, be capable of making them understood in the least wordings possible. In line with the findings of the related studies such as Atai (2008) and Mardani (2017), the present study reassured that through awareness raising of medical ESP learners towards the mechanics and elements of translation strategies such as addition, omission, and transliteration norms, ESP learners would be empowered to communicate well in reading and writing of academic tasks. Starting from translating in word-level and gradually being guided by the ESP teacher to moving towards sentence-level of translation, bearing in minds the notions of pragmatics and dominancy of contents rather than forms are the primary goals of ESP courses. In turn, ESP students would become the health-care population as their future careers. They should be empowered to translate the case according to their audience. If the case is a discourse with their professors, they should be able to put on addition norms to elaborate on the issue. If it is the case with a fatal disease and the infected patient, they should be able to avoid extra threatening information by putting on omission norms. And in cases where the health care medical team decides to convert the letters in source language into the target language, then transliteration norm is put on. The interesting part is that the term manipulative transliteration is the norm put on in mixed situation where the medical team intends to establish a discourse with a colleague or a professor at distance but the scenario is taking place at the presence of the patient with the fatal disease. The present paper intended to imply that such categorization of various translation strategies as addition, omission and transliteration norms rarely happen in isolation. The awareness raising practiced through manipulative

transliteration norms, imposes different positions to health-care population and could be a good departure in ESP course books and courses to be accommodated, which in turn guarantee their success in academic and professional lives.

The present study aimed at accommodating transliteration norms and strategies along the texts and passages in such a way that the teacher emphasized on different aspects of translating strategies as addition, omission and transliteration. The teacher provided these three norms whenever possible. For instance, the phrase “CT Scan” is readily named as “CT” in medical genre and health-care population, because the phrase is known to lay people already. These instances are examples of omission as the text in source language is reduced to serve the meaning. Of course instances of omission prevail where it necessitates to cut down on the stress, anxiety and fear of the patients with infectious or fatal diseases. The phrase “Over dose of the medicine” should not be translated as “اور دوز این دارو” because the phrase “over dose” in social culture of lay people is a taboo expression which connotes “suicide” concerning young generation. So in this case it should be translated through addition strategy as “مصرف بیش از حد، خودسرانه و خارج از دستور پزشک این دارو” to avoid any misconception and threatening effects once the patient is young and the physician is prescribing at the present of the patient’s parents. Addition strategy is the translation strategy through which the translators use more units of words to alleviate the harsh meaning of the terms in the source language. In cases where the phrases elaborates the fatal diseases such as Cancer or Ebola for instance “Breast Cancer” or “Breast Carcinoma” the health care physician is recommended to use transliteration strategy while translating the text before the patient. Transliteration strategy is the translation strategy where the translators convert the letters in source language into target language for the sake of lowering the anxiety or the fear of the patients once the disease is a fatal one. In the case above, transliteration norm suggests “کارسینوم برست” for translating “breast cancer”.

A plethora of medical expression and phrases exist which have dubious characteristics. The medical terminologies which are prevalent in everyday conversation and such presence would exacerbate the psychological condition of the patients with the disease. Also, it is the other ways round. There exist some medical terms which have a moderate and ordinary position in medicine, but the translated version is so threatening. The reason behind the adverse connotation of the translated version of such medical terminologies is beyond the scope of this paper as it is usually rooted in politics and business issues. Besides what was noted above, there are several medical cases mainly in health care issues that the therapy or the care suggested by the health organization is imported from a foreign country along with the original culture of the source country. A disease, a precaution or an abnormality in body of human beings, for example girls at a certain ages of puberty or maturity might need special health care due to biological and physical changes and that special care is provided by the Ministry of Health and Hygiene in a foreign country as the source country. In the target country or better to say in the target culture, due to ideological or religious precautions, the girls' biological situation in certain age is kept untouched or considered rude to be openly discussed in society. Once the therapy or the health care provision imported into the target culture, but there exist some limitations ideologically or otherwise, the translators may opt to provide extra information i.e., addition strategy, or omitting the rude section of the information i.e., omission strategy, or as the best remedy in such bombasts, decide to use manipulative transliteration i.e., by omitting the rude parts and at the same time adding extra useful information to the patients or the person in need of the health care, through using some letter-conversion of the source letters into target language, draw the attention of lay people to a brand new medication, serve at the service of human health care, humanity and human rights issues globally.

There are plenty of cases in the world, mainly Third World countries, in which some families do not allow to have their infants and babies tested regularly by the relevant Health Organizations' agents. They believe that their infants are not sick and do not need any medications. They have a big fossilized question in their minds that "When my infant is not ill, why should s/he be injected / tested?" It seems that the medical translators can help. By utilizing manipulating transliteration strategy and convert it to a prestigious term as "انترکسیون سلامت", then the lay people might be attracted towards the prestigious terminologies which challenges their identities. The medical students studying at medical institutes and universities are the ones be prepared to take health care responsibilities in society once serving in their occupations and careers. The choice of manipulative transliteration strategy in translation is an art to be institutionalized during their academic education; the art to optimize their job satisfaction and efficacy in their prosperous career.

In sum, the present study attempted to answer the following questions: Had the course book addressed the ESP needs of Iranian medical students? And, was there any significant difference between manipulative transliteration-focused group's satisfaction levels and needs fulfilment and those of the non-translation focused group?

The results of the descriptive statistics through questionnaire indicated an average or more success in each field, i.e. overall improvement, reading comprehension, vocabulary, translation, being up to date, being attractive, fulfilment of the learners' needs, vocabulary; and no need for revision was indicated except for some minor parts in the writing exercises which could have been influenced by the large size of the class.

As the analysis of the findings revealed, in sum, the participants' feedback to 42 of the questionnaires' items were positive. This was indicated by the mean which was above 2 for all questions which was acceptable, except question #39 which was the only one item which had a mean below 2 (i.e.1.68). This question was concerned

with the suitability of the pictures for the age and interest of the learners in the course book. The course book consisted of only one picture at the beginning of each unit which was related to the reading comprehension. Apparently this part was due to the publication constraints and might bear modification. Since the ESP course book was not published commercially and it was given to the learners as a handout, the layout and physical structure and its format was believed not to be very good. Therefore, the results indicated that in addition to the content and sequencing, the physical appearance of the course book should also receive the due attention in order to make attraction for the ESP learners.

The point to be concluded here is that, through accommodating transliteration agenda throughout the ESP materials, the ESP learners felt more engaged in the technical texts and passages. That could be mainly because ESP learners expect to receive and be equipped with the necessary armaments needed to delve into any technical texts, passages, articles, medical cases and reports, medication profiles and whatever deemed specific in their field of study and prospective careers once they have gone through their ESP course book. The researcher as the teacher in the present study received and analyzed the profiles and feedback of all the ESP teachers who taught the ESP book during the four semesters of the book implementation. The researcher admits that her medical students in TFG class showed more readiness and enthusiasm in the process of the course. She witnessed their delightedness especially from those students who had part time jobs at medical and health care units and hospitals. The researcher recommends that ESP teachers should perform the needs analysis procedures during each session of the course if they intend to enhance the uptakes of the learners. If transliteration of new terminologies in isolation as well as in phrases and combinations could in turn, enhance the uptakes and the understandings of ESP learners, so there exists a good opportunity for the teacher to manage the learning and teaching situation in order to make it

surely come true through continuous needs analysis. Once the medical students as ESP learners faced the true compatible equivalent of the terminologies, the compounds, the collocations, the phrases, and their transliterated norms etc., then teachers as the sole authoritative agents present at the scene of learning process would manage to make it due evitable in real-life situations.

Finally, it was recommended that if at all possible, the training departments should lead the instructors of ESP courses to prepare the instructional materials based on the learners now-and-then needs instead of choosing a course book from among the available ones. The results of the present study indicated that an ESP course book designed on the basis of specific and vocational needs of the learners would definitely yield to favorable outcome.

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