



A Survey on the Attitudes of Students Majoring in English Language towards the Teaching Methods in Translation Courses

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Received: 01 June, 2018

Accepted: 11 October, 2019

Abstract

As a subset of descriptive studies, the current research focused on learners' perception of the common teaching methods in translation courses. Accordingly, a multi-item Likert-scale questionnaire with 29 items was developed based on the proposed strategies applied in the three traditional, complex and modern methods of teaching for collecting the research data. Cronbach's alpha was administered for estimating the reliability of the items. Besides, experts' judgment and factor analysis were used for the coverage and relevance of content and construct validity. After administering the questionnaire among 100 homogenized participants, the answers were processed into numbers and applied in the final data analysis and reported. In conclusion, although all the methods were common in the educational context, the modern methods resolved the challenges which existed in previous methods and put emphasis on the necessity to provide a combined approach towards the existing principles of teaching translation. The results of the study would be helpful for students and instructors in teaching and translation studies via providing an interdisciplinary perspective in teaching translation and languages based on students' attitudes towards the teaching methods in translation courses.

Keywords: English-major students; Methods of teaching translation; Translation courses

INTRODUCTION

Regarding the ever changing needs in higher education and the increasing demand for the adaptation of education to the novel needs, various courses and methodologies applied in different programs of study come into attention (Tiropanis, Davis, Millard, Weal, White & Wills, 2009). In this respect, one of the academic resources of study which has a crucial role in paving the grounds for other resources and equips the learners with an updated knowledge of several different fields is the Translation Courses-TCs

for English-major students.

TCs have not given much attention in the field of language teaching, since the specific courses focusing on translation were not the determining factors in the related procedures (Dudley-Evans & St. John, 1998). The published reports in specific fields of language learning were also limited and organized for specific objectives, although some exceptions such as the study of interlanguage use in relation to discourse domains existed (Selinker & Douglas, 1985). Considering other methods, Gerding-Salas (2000) proposed a

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cooperative translation work procedure for training the translators at undergraduate levels.

Through studying translation within functional perspective, Holmes' (1988) proposed framework for translation studies in an attempt to develop the map for the field via focusing on what was called the 'missing link' of Holmes' map of translation studies. The gap was regarded as training in translation which could be the evolution of translation studies (Munday, 2001) and a basis for other works like Toury's (1955) map of translation studies.

Regarding the findings of other branches of the map, that is, the theoretical pure and applied branches, the new category in translation studies could bring together all the previous attempts to settle a systematic training procedure. In this respect, translation can be regarded as a language skill which can be taught according to eclecticism theories in teaching methodologies.

Besides, all the efforts carried out in recognizing the resources for translation training and the consequent effects in teaching methodologies, it is valuable to refer to the present age of digital technology which brings fundamental changes to translation studies, through which the activities involved in translation training have been changed dramatically. The changes are shaped via the students' access to many different resources of science proposed by the internet infrastructures (Cronin, 2012, p. 8). Incorporating the high-tech resources in the teaching learning process, modern didactics significantly compensates the lack of materials for trainers and trainees in translation. However, the ever increasing interest on electronic resources in translation studies led the instructors to benefit the advantages of large multifunctional and free available databases found in a simple survey on the web.

The use of such resources in the professional sphere and corpora use for learning to translate are now getting more and more common in the academic curriculum of higher education institutions (Corpas Pastor, 2008; Beeby, Rodríguez-Inés, & Sánchez-Gijón, 2009; Gallego Hernández, 2012). However it is important to consid-

er the barriers of using online resources in the process of developing translation proficiency via applying different methods of teaching since they are very different from one another. However, answering to the queries like "can translation be taught? If so, can it be taught through precepts, rules, and principles? Or can it only be "taught" through doing it and getting feedback?" (Robinson, 2012, p. 87), the authors of corpus-informed didactic resources provide the opportunities to make the teaching-learning process active and natural. In this view, due to the importance of the E-learning resources in the modern perspectives of teaching methodologies, it is noteworthy to consider the resources as one of the determining factors for both language and translation learning.

What has been shown by the experienced instructors of languages was to put emphasis on the role of translation abilities in developing languages among the learners which was emphasized by the use of Grammar-Translation Method-GTM. Accordingly, the common methods of teaching TCs were needed to be examined concerning the major classifications in traditional, complex and modern methodologies proposed by Alekseeva (2000).

The traditional methods consisted of four sub-branches. The first branch was training translation in a specific field, in which the teaching process proceeded with studying the terms and the equivalents of a field and learned how to deal with complex grammatical structures. The second reputable branch for teaching translation was text analysis and translation which resulted in identifying the general principles of the text types and intuitive choices. The third branch consisted of finding all existing translation equivalents based on the form-content relations. The last branch of traditional methods was comprised of the translation training, implemented by an experienced talented translator which can be used alone or along with other branches. The trainer relied on his/her own knowledge, by which the branch of teaching can be called the "authoritarian-creative" method.

Alekseeva (2000) also proposed complex methods of teaching TCs in which the training process passed through preparatory, basic, and training stages. Through the stages, the students could examine different types of texts by investigating the issues like critical reading, text analysis and writing practices. Thanks to the method, students can familiarize themselves with the types and skills for reproducing different peculiarities of texts.

Finally, the last methods of teaching TCs applied to the translation of specialized texts, called modern methods, proposed by Alekseeva (2010). In her opinion, the methods were the specific branch of translation studies, which challenged previous methods of teaching in which the text was treated as an objective phenomenon and translation was defined as dealing with signs of an original text.

Most recent studies on the methods of teaching translation have focused on mere teaching methods, neglecting translation learning techniques. By considering this fact, Garant (2010) discussed Nord's model of translation-oriented text analyses, the process-oriented and the competence and skill-led approaches to teach translation, for which Alekseeva (2000) also referred to the necessity of separation in training interpretations and written translations.

Methods of teaching translation were also considered as the sub-branch of second language acquisition by pointing out the input-based systems for the assessment of students' translation practices or the output based systems to focus on the feedback provided for the learners including Krashen's (1982) Monitor Model and Swain's (1985) Comprehensible Output Hypothesis. Thus, the commonalities existed in all methods of teaching TCs made it necessary to find out more about their effectiveness by applying different perspectives in educational researches and designs. In this view, according to O'Donoghue and Punch (2003), the data could be checked and verified from multiple sources of data collection via qualitative and quantitative procedures to reach the intended regularities in the research data, the

results of which might be valuable to apply better teaching practices in translation classes.

TCs were also influenced by the linguistic types of research in translation, such as what had been proposed by Vinay and Darbelnet (1995) and Catford (1965), that linguistics did not incorporate sociocultural and pragmatic factors, nor did they emphasize the role of translation as a communicative act sufficiently. All these issues might be challenging to the instructors and learners since they are expected to ensure effective interlanguage communication and to provide adapted teaching ideas to different learning environments (Davis, 2004). Thus, based on the aforementioned problems and importance of taking into account the viewpoints of the learners, as the main influential element in education setting, conducting studies to provide the instructors with the learners' attitudes about the teaching methods in translation is significant since their results provide the instructors of field with the solutions to the challenging aspects of teaching. In this respect, the present study was carried out among the English-major students, studying at the Islamic Azad University-IAU foreign languages faculties to find out more about the phenomenon through providing answers to the following research questions:

Major Question: How differently TCs are taught to the Iranian English-major students with respect to the different methods of the teaching including traditional, complex and modern methods?

Minor Question 1: What are Iranian English-major students' perceptions about the significance and justification of traditional methods of Teaching TCs?

Minor Question 2: What are Iranian English-major students' perceptions about the significance and justification of complex methods of Teaching TCs?

Minor Question 3: What are Iranian English-major students' perceptions about the significance and justification of modern methods of Teaching TCs?

METHODS

Participants

From among 140 English-major students at their third and fourth academic semesters, 100 homogenous participants were selected to participate and answer the questionnaire items. The participants were selected from Islamic Azad University-IAU North and South branches and homogenized by the results obtained from the Preliminary English Test-PET. In doing so, after the administration of PET, the students whose scores fell within the range of one standard deviation above and below the mean formed the main participants of the study at intermediate level of English proficiency containing both male and female students, speaking Persian as their first language with the mean of 16.18 and standard deviation of .31.

Instruments

Language Proficiency Test: The Preliminary English Test-PET, provided by Cambridge English Language Assessment for selecting homogenous participants was used.

Questionnaire: Since a questionnaire was used as the instrument for the data collection, after developing the items, the instrument underwent several piloting studies for estimating the reliability and validity of the items. The item analysis with Cronbach's alpha, as the measure of internal consistency, was needed and administered for estimating the reliability of the items. The item analysis results helped the researcher to understand how well a set of items measured a characteristic (or construct). As a result, the researcher identified the problematic items before the final administration. For this purpose, the reliability of the questionnaire's items was examined based on the data gathered from the pilot study and computed through SPSS software. The items resulting in a lower reliability coefficient (lower than .7) were deleted which included 3, out of 35 items scoring a lot higher or lower than other items. The overall Cronbach's alpha reliability coefficient of the questionnaire was 0.934 before delet-

ing the problematic items and reached to 0.935 and 0.939 after estimating the Cronbach's alpha coefficient. In addition, the validity of the questionnaire to measure what it was intended to measure or according to Smith (1991), the degree to which the researcher was measured what he/she had set out to measure-was of importance for the survey's results and findings. In doing so, the face validity of the items regarding the readability, feasibility, clarity of wording as well as layout and style of items were examined. Experts' judgment was also used for the content coverage and relevance in content validity. The experts were the instructors of the field and were acquainted with the principles of the three methods of teaching TCs due to their experience in teaching and translation. In addition, for investigating the construct validity of the items, factor analysis was used as a method to empirically determine the interrelationship among items and to identify the clusters of items that share sufficient variation to justify their existence as a factor or construct to be measured by the instrument. In doing so, the various items of the questionnaire were gathered into common factors and labeled by traditional, complex and modern components of the questionnaire. The common factors were synthesized into fewer factors and then the relation between each item and factor was measured by using a panel of experts and a field test in the pilot study. Through this process, further modifications were made to the items before the final administration of the questionnaire to the samples.

Design

As a subset of descriptive studies, a survey research design, which was a procedure in quantitative research studies, was carried out by using the sample of the whole English-major students' population to describe their attitudes towards the methods. Thus, by delimiting the study to the theme-based quality, the relevance to course evaluation, and availability of resources, the three traditional, complex and modern methods of teaching TCs were investigated through a cross

sectional survey study. Since surveys are well suited to descriptive studies, and can also be used to explore aspects of a situation, or to seek explanation and provide data for testing hypotheses. In this process, it is important to recognize that ‘the survey approach is a research strategy, not a research method’ (Denscombe, 1998).

Procedure

As a survey study, for which a questionnaire was required for the data collection from among the homogenized participants, a questionnaire was developed and modified through pilot studies in order to estimate the reliability and validity of items. Since then, the final questionnaire with 32 items was administered in class time, so that the participants answer the items by themselves after receiving the questionnaire and reminding how to answer the items in their English translation classes via a brief description of the methods used for developing the items. After completing and submitting the questionnaire to their instructor, the students’ responses to the items, as the data of the study, were collected and analyzed through SPSS software.

RESULTS

Data Analysis

Reliability Indices for the Questionnaire’s Items

Table 2.

Items-total reliability statistics resulted in increasing the alpha if deleted

| Items | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach’s Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|------------------------------|----------------------------------|
| Item 6 | 83.43 | 412.185 | .272 | - | .935 |
| Item 26 | 82.60 | 392.938 | .314 | - | .939 |
| Item 32 | 83.30 | 411.941 | .242 | - | .935 |

Table 3.

Scale statistics of the items in the pilot study

| Mean | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 85.97 | 423.89 | 20.58 | 35 |

To ensure the existence of reliability in the questionnaire, the items were divided into three basic components, based on different characteristics for grasping the students’ viewpoints towards the appropriateness and usage of the current teaching methods and their relevant consequences on learning procedures. The reliability analysis was carried out on the perceived task values scale comprising 32 items. The result from Cronbach’s alpha revealed the acceptable reliability ($\alpha=0.934$) for the questionnaire based on the standardized items analysis in the pilot. Most items appeared to be worthy of retention, however the exceptions were items 6 (in traditional methods) and 32 (in modern methods) which would increase the alpha to 0.935 as well as item 26 (in complex methods) which would increase the alpha to 0.939, if deleted as shown in Tables 1 and 2. Thus, the removal of the items was considered for the acceptable reliability and the data was gathered via the reliable questionnaire including 32 items. The scale statistics of the items in the pilot study are shown in Table 3.

Table 1.

Reliability statistics of the items in the pilot study

| Number of Items | Cronbach’s Alpha Based on Standardized Items | Cronbach’s Alpha |
|-----------------|--|------------------|
| 35 | .939 | .934 |

Items Data Analysis

Items Data Analysis for Major Research Question

The major research question concerned with how differently TCs are taught to the English-major students with respect to the different methods of teaching including traditional, complex and modern methods as well as other common methods. Thus, in order to provide an answer to the ques-

tion, the results and statistical analyses retrieved from the students' responses are reported and

the summaries of the data analysis are shown in Table 4.

Table 4.
Frequencies and percentages of teaching methods applied in TCs

| Method | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Traditional Methods | 37 | 37.0 | 37.0 | 37.0 |
| Complex Methods | 26 | 26.0 | 26.0 | 63.0 |
| Modern Methods | 22 | 22.0 | 22.0 | 85.0 |
| Other Methods | 15 | 15.0 | 15.0 | 100.0 |
| Total | 100 | 100.0 | 100.0 | |

The results represent that almost all the mentioned methods were common in teaching TCs, through which 37% of the participants indicated the use of traditional methods in their TCs classes.

Items Data Analysis for Minor Research Question 1

The first Minor Research Question of the study was proposed to find out the English-major students' perceptions about the traditional methods of teaching applied in TCs. The items were classified into the teaching methods in a specific field (items 1-4), teaching translation as text analysis (items 5-8), finding translation equivalents (items

9-13) and training by an experienced talented translator (item 14-16) as the traditional methods' sub-branches.

The frequencies and percentages of the students' responses to the items regarding the first branch of traditional methods of teaching TCs are shown Table 5.

The Likert-scale values for each question are shown in numerical values, as 1, 2, 3, 4, and 5 standing for the students' responses to the items (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, respectively). These values are applied to all questionnaire items.

Table 5.
Summary of the participants' responses to items for traditional methods' sub-branch 1(Questions1-4)

| Q1 | Freq. | Percent | Q2 | Freq. | Percent | Q3 | Freq. | Percent | Q4 | Freq. | Percent |
|----|-------|---------|----|-------|---------|----|-------|---------|----|-------|---------|
| 1 | 14 | 14.0 | 1 | 11 | 11.0 | 1 | 18 | 18.0 | 1 | 11 | 11.0 |
| 2 | 66 | 66.0 | 2 | 59 | 59.0 | 2 | 44 | 44.0 | 2 | 48 | 48.0 |
| 3 | 12 | 12.0 | 3 | 16 | 16.0 | 3 | 26 | 26.0 | 3 | 27 | 27.0 |
| 4 | 6 | 6.0 | 4 | 14 | 14.0 | 4 | 10 | 10.0 | 4 | 9 | 9.0 |
| 5 | 2 | 2.0 | 5 | 0 | 0 | 5 | 2 | 2.0 | 5 | 5 | 5.0 |

As the responses to the first question indicate, 66% of the students believed that the training which began with studying and training the vocabularies of a specific field and giving equivalences in the language of translation was useful in the first sub-branch of traditional methods.

Besides, 59% of the participants asserted that since the methods proceeded with the complicated grammatical structures of specialized written texts, the learners were able to acquire translation within specific fields.

To mention to the disadvantages of the first sub-branch of traditional methods of teaching, it should be noted that nearly half of the learners (44%) believed in the unawareness of the learners from the stylistic peculiarities of the texts that probably caused failure in the translation, in addition to the limitation of the sub-branch for its mere application in a specific genre of translation which was indicated by 48% of the participants.

Another sub-branch in traditional methods of teaching TCs was translation as the text analysis,

for which the items 5, 6, 7, and 8 of the questionnaire were provided. The summary of the

participants' responses to the items are shown in Table 6.

Table 6.

Summary of the participants' responses to items for traditional methods' sub-branch 2(Questions 5-8)

| Q5 | Freq. | Percent | Q6 | Freq. | Percent | Q7 | Freq. | Percent | Q8 | Freq. | Percent |
|----|-------|---------|----|-------|---------|----|-------|---------|----|-------|---------|
| 1 | 11 | 11.0 | 1 | 13 | 13.0 | 1 | 16 | 16.0 | 1 | 14 | 14.0 |
| 2 | 49 | 49.0 | 2 | 26 | 26.0 | 2 | 51 | 51.0 | 2 | 44 | 44.0 |
| 3 | 24 | 24.0 | 3 | 41 | 41.0 | 3 | 21 | 21.0 | 3 | 22 | 22.0 |
| 4 | 12 | 12.0 | 4 | 18 | 18.0 | 4 | 9 | 9.0 | 4 | 16 | 16.0 |
| 5 | 4 | 4.0 | 5 | 2 | 2.0 | 5 | 3 | 3.0 | 5 | 4 | 4.0 |

Through investigating the second sub-branch of traditional methods it was revealed that 60% of the participants believed in appropriateness of the text analysis which resulted in identifying the features of texts and principal aspects in training languages and translation within higher education context which may result in intuitive choices in a translation work. On the other hand, further to the 51% of the participants' viewpoints, the method may not be appropriate for considering the features of the text as complete substance and required additional drawbacks to the processes in translation. Thus, the features such as the type of the text, sphere of application and recipients might be neglected. Also, according to responses provided for item 8, 58% of the participants expressed their positive viewpoints towards the second sub-branch of traditional methods. The

reason for the students' viewpoints might rely on the existence of text analysis which could be completed by discourse analysis and concerning the translation as an integral communicative message.

The third sub-branch of traditional methods applied by instructors of TCs consisted of finding of all existing translation equivalents which were examined through items 9, 10, 11, 12, and 13 of the questionnaire.

The participants' viewpoints revealed that through investigating the form and content relations, it was possible for the learners to find out further equivalents and thus a better translation was resulted. On other hand, as shown in Table 7, almost 50% of the participants believed that the method still lacked the necessary polysemanticity in equivalents finding and cooperative learning as the integral elements in teaching translation.

Table 7 .

Summary of the participants' responses to items for traditional methods' sub-branch 3(Questions 9-13)

| Q | Fre | Per- | Q | Fre | Per- | Q | Fre | Per- | Q | Fre | Per- | Q | Fre | Per- |
|---|-----|------|----|-----|------|----|-----|------|----|-----|------|----|-----|------|
| 9 | q. | cent | 10 | q. | cent | 11 | q. | cent | 12 | q. | cent | 13 | q. | cent |
| | 13 | 13.0 | 1 | 15 | 15.0 | 1 | 17 | 17.0 | 1 | 9 | 9.0 | 1 | 5 | 5.0 |
| | 37 | 37.0 | 2 | 37 | 37.0 | 2 | 13 | 13.0 | 2 | 40 | 40.0 | 2 | 10 | 10.0 |
| | 26 | 29.0 | 3 | 30 | 30. | 3 | 27 | 27.0 | 3 | 25 | 25.0 | 3 | 36 | 36.0 |
| | 16 | 16.0 | 4 | 14 | 14.0 | 4 | 39 | 39.0 | 4 | 22 | 22.0 | 4 | 37 | 37.0 |
| | 8 | 8.0 | 5 | 4 | 4.0 | 5 | 4 | 4.0 | 5 | 4 | 4.0 | 5 | 12 | 12.0 |

According to Table 7, finding many equivalents for a single word might be time-consuming, and upon taking into consideration the type of the text, word compatibility, and meaning shades the variety of equivalents invariably reduced. Due to

this fact, the role of text's types came to the field, for which 52% of the participants believed in so.

Besides, the polysemanticity of vocabularies and cooperative learning in translation would be

considered as the topic for instruction and equivalent finding consisted of colored, literal, emotional and neutral terms. However, 49% of the respondents considered the sub-branch as an extensive practice in active vocabularies in a translation task without much concerns to make intuitive choices in translation.

The last sub-branch of traditional methods

consisted of the training translation by an experienced and talented translator which could be used alone or together with other branches. As shown in Table 8, further to the participants' responses to item 14, learners indicated their positive attitudes (61%) towards the method. The summary of the participants' responses to the method's items is shown in Table 8.

Table 8 .

Summary of the participants' responses to items for traditional methods' sub-branch 4(Questions 14-17)

| Q14 | Freq. | Percent | Q15 | Freq. | Percent | Q16 | Freq. | Percent | Q17 | Freq. | Percent |
|-----|-------|---------|-----|-------|---------|-----|-------|---------|-----|-------|---------|
| 1 | 8 | 8.0 | 1 | 8 | 8.0 | 1 | 12 | 12.0 | 1 | 8 | 8.0 |
| 2 | 53 | 53.0 | 2 | 49 | 49.0 | 2 | 42 | 42.0 | 2 | 10 | 10.0 |
| 3 | 28 | 28.0 | 3 | 29 | 29.0 | 3 | 32 | 32.0 | 3 | 24 | 24.0 |
| 4 | 8 | 8.0 | 4 | 10 | 10.0 | 4 | 9 | 9.0 | 4 | 54 | 54.0 |
| 5 | 3 | 3.0 | 5 | 4 | 4.0 | 5 | 5 | 5.0 | 5 | 4 | 4.0 |

Instructors of TCs, through applying the method rarely gave the grounds to the students and the assessments were provided with the instructors' own variant of translation that might be due to the application of the method in a specific field with a specific type of analysis. This was concluded by the respondents' viewpoints to item 15 which was considered as the disadvantage of the method.

The next item considered the method's reliability on experts' knowledge through which 54% of the respondents believed in. The issue would be considered whether as the advantage of the method when the human resources were sufficiently supplied, or as the disadvantage which made the method inapplicable due to the lack of experts.

The discussion in the traditional methods was finalized by the responses provided for item 17 in the questionnaire aiming at grasping the perspectives towards traditional methods of teaching TCs. As shown in Table 8, the students' responses to item 17 revealed that more than 50% of participants believed in the inappropriateness of traditional methods of teaching TCs despite its advantages for the beginners and basic stages of translation training.

Items Data Analysis for Minor Research Question 2

The second minor research question of the study was proposed to find out the English-major students' perceptions about the complex methods of teaching applied in TCs, for which the total of 8 items were provided.

The first item of the questionnaire for the complex methods asked the participants' general viewpoints about the helpfulness of methods in teaching translation, for which 60% of the responses agreed with the concept as shown in Table 9.

Table 9 .

Summary of the participants' responses to the first item in complex methods (Question 18)

| Q18 | Freq. | Percent |
|-----|-------|---------|
| 1 | 9 | 9.0 |
| 2 | 51 | 51.0 |
| 3 | 24 | 24.0 |
| 4 | 14 | 14.0 |
| 5 | 2 | 2.0 |

The next three items (19, 20 and 21) were provided for the preparatory stage in details by providing the stage's specific features consisted of studying the different types of texts in the language of translation, practicing for analysis of texts type and synthesis in the native language to

enable the learners of TCs to familiarize themselves with the types of texts and acquire the skills of reproducing the features of different

types of text. The summary of the participants' responses to the items is shown in Table 10.

Table 10.

Summary of the participants' responses to the preparatory items in complex methods (Questions 19-21)

| Q19 | Freq. | Percent | Q20 | Freq. | Percent | Q21 | Freq. | Percent |
|-----|-------|---------|-----|-------|---------|-----|-------|---------|
| 1 | 9 | 9.0 | 1 | 6 | 6.0 | 1 | 11 | 11.0 |
| 2 | 43 | 43.0 | 2 | 46 | 46.0 | 2 | 40 | 40.0 |
| 3 | 33 | 33.0 | 3 | 30 | 30.0 | 3 | 27 | 27.0 |
| 4 | 13 | 13.0 | 4 | 14 | 14.0 | 4 | 15 | 15.0 |
| 5 | 2 | 2.0 | 5 | 4 | 4.0 | 5 | 7 | 7.0 |

As it is shown in Table 11, according to the students' responses to the items (22, 23, and 24) provided for the basic stage of training approximately, 50% of the respondents expressed their

positive attitudes towards the importance of the basic stage in complex methods of teaching TCs as the learner centered approach of teaching.

Table 11.

Summary of the participants' responses to the basic items in complex methods (Questions 22-24)

| Q22 | Freq. | Percent | Q23 | Freq. | Percent | Q24 | Freq. | Percent |
|-----|-------|---------|-----|-------|---------|-----|-------|---------|
| 1 | 11 | 11.0 | 1 | 13 | 13.0 | 1 | 12 | 12.0 |
| 2 | 39 | 39.0 | 2 | 33 | 33.0 | 2 | 40 | 40.0 |
| 3 | 29 | 29.0 | 3 | 33 | 33.0 | 3 | 30 | 30.0 |
| 4 | 17 | 17.0 | 4 | 17 | 17.0 | 4 | 13 | 13.0 |
| 5 | 4 | 4.0 | 5 | 4 | 4.0 | 5 | 5 | 5.0 |

The last items (25 and 26) of the complex methods in the questionnaire were provided to grasp the general perspectives of the participants towards the processes and properness of the methods, by which about 50% of the respondents believed in the concept that at the beginning of the basic stage of training, it was the teacher who should edit students' translations; later on, the students were to edit one another's translation and finally, students should edit their own translations and read it aloud to the audience.

Also, by investigating the processes applied in complex methods, more than 50% of the participants declared their positive attitudes towards the applicability and properness of training translation via complex methods. The summary of the participants' responses to the items is shown in Table 12.

Table 12.

Summary of the participants' responses to the basic items in complex methods (Questions 25 and 26)

| Q25 | Freq. | Percent | Q26 | Freq. | Percent |
|-----|-------|---------|-----|-------|---------|
| 1 | 10 | 10.0 | 1 | 9 | 9.0 |
| 2 | 43 | 43.0 | 2 | 46 | 46.0 |
| 3 | 32 | 32.0 | 3 | 28 | 28.0 |
| 4 | 12 | 12.0 | 4 | 12 | 12.0 |
| 5 | 3 | 3.0 | 5 | 5 | 5.0 |

Items Data Analysis for Minor Research Question 3

The third minor research question of the study was proposed to find out the English-major students' perceptions about the modern methods of teaching applied in TCs, for which the total of 8 items of the questionnaire were included.

Items 27, 28 and 29 were provided in the survey's questionnaire by focusing on the limitations provided by the traditional methods and the contemporary views of modern methodologies in

teaching TCs. In this view, more than 50% of the participants declared that modern methods challenged previous methods that treated the text as an objective phenomenon and defined translation as working with signs of an original text.

Besides, modern methods via ignoring the signs and symbols of a language put emphasis on other principles and statements for teaching based on (a) handling with text; (b) dependability on the learners' choice; (c) adding comprehension to the final translation; and (d) text integrity. The issue was asked from the students through

item 28, for which more than 50% of the respondents confirmed the existence of claimed statements in modern methods. In addition, the other items mentioned to the limitation of the other methods and the necessity for their incorporation as a supplementary element in modern perspectives.

The issues were provided in item 29 and more than 50% of the respondents believed in their vital role in teaching TCs. The summary of the participants' responses to the items is shown in Table 13.

Table 13.

Summary of the participants' responses to the items in modern methods (Questions 27- 29)

| Q27 | Freq. | Percent | Q28 | Freq. | Percent | Q29 | Freq. | Percent |
|-----|-------|---------|-----|-------|---------|-----|-------|---------|
| 1 | 8 | 8.0 | 1 | 14 | 14.0 | 1 | 14 | 14.0 |
| 2 | 48 | 48.0 | 2 | 43 | 43.0 | 2 | 46 | 46.0 |
| 3 | 23 | 23.0 | 3 | 23 | 23.0 | 3 | 24 | 24.0 |
| 4 | 17 | 17.0 | 4 | 17 | 17.0 | 4 | 13 | 13.0 |
| 5 | 4 | 4.0 | 5 | 3 | 3.0 | 5 | 3 | 3.0 |

DISCUSSION AND CONCLUSIONS

In this study, the English-major students' attitudes towards the teaching methods applied in TCs were examined in an attempt to provide the instructors of the field with the guidance in adopting and adapting their teaching methods that best fit the students' needs.

There were some limitations for this study including the number of participants who were familiar with the methods of teaching TCS and considering teaching translation as a newborn field of study, through which the teaching methods investigated for the students' viewpoints were limited to the general classification of traditional, complex, and modern methods. Regarding the instruments for collecting the data, it should be mentioned that since there were a few studies carried out on the topic, the researchers had to develop an appropriate questionnaire to achieve the purposed of the study. In this respect, the findings of the study confirmed that nearly all the focused methods besides further creative activities through other methods were applied in the Iranian educational settings via

applying the various resources of learning including the online and electronic materials.

Most recent studies on the topic mainly focused on the use of different resources and activities by the instructors to make the students feel in a real and professional context via the use of dictionaries, parallel texts' information, online resources and other specialized presses. In this view, teaching translation has been regarded one of the major topics of translation studies which could target not only future professional translators but also advanced language learners. Even the map of translation teaching studies which was proposed by Holms (1988) is generally accepted as the starting point of the new or interdisciplinary discipline and does not make a distinction between training for professionals and non-professionals. The map, according to Toury (1995, p.10) does not consider the "translator training" exactly the same as translation education at university level and thus, the framework explicitly includes "translator training" in the applied part of the new discipline.

Therefore, when investigating translation education, all related factors within the discipline could be taken into consideration. A good example in this topic is “function oriented” translation training which is of great importance due to it is pertinent to register and its translation strategies.

Although, all the mentioned studies and the related tools can be the convenient guides during the translation process for the terminology and documentation purposes, but it was also crucial to know more the students’ convenience with the procedures within a specific method of teaching that might result in the best use of such guides and techniques as well as encouraging the students to translate in a real-life experience or work in a collaborative project through applying the accessible resources.

Respectively, the results of the survey made it clear that instructors of TCs used different resources and activities in developing the students’ translation proficiency via providing a professional context of use in a translation task in different methods.

Via the traditional methods of teaching which were quite common within the Iranian higher education context, students may need further aids to develop a professionally competent ability to translate in various genres and contexts concerning the quality and relevance of the methods.

Although the use of vocabularies and their equivalences along with complicated grammatical structures were among the crucial components in the methods, but the stylistic features may be neglected, since the methods applied to the particular examples of specific genres or contexts of use.

The need for a combination of different teaching techniques was investigated through the items provided for the complex methods of teaching TCs. The items were provided based on the different and important stages of training in the methods including the preparatory and basic stages which were new in comparison with traditional methods.

In addition, with respect to the participants’ attitudes, complex methods were more helpful through providing the stages, in which different

text genres, critical reading and analysis and synthesis were required to assure the quality and relevance of teaching methods.

Also, according to the students’ viewpoints, the concept of ideal translation was also achievable through the methods since the existed factors in the methods were considered as the suitable guides during the translation training processes, but may deemphasize the cooperative learning procedure by neglecting the role of teacher as a facilitator and feedback provider according to the participants’ perspectives.

However, concerning the participants’ responses to the items devoted for modern methods of teaching TCs, the case was changed by pointing out the efficacy of the modern methods in the Iranian context in the transfer of meanings and linguistic abilities as the categories for quality and relevance assurance. In addition to challenging the previous methods of teaching TCs, the items in modern methods disclosed the limitation of the other methods and the necessity for their incorporation with modern perspectives in teaching TCs for assuring the quality and relevance to the learners’ needs.

Concerning the pedagogical implications of the study, it is noteworthy to mention the fact that in almost all higher education settings, the concepts of quality and relevance could be investigated through the teaching methods applied in various programs and filed of studies. Thus, a specific method’s principles might be considered as the bases for the others within the specific educational contexts for teaching and learning. The Examples of such cases are presented as follows:

- (1) The procedure of equivalents’ finding which was emphasized in the traditional methods seems to be fundamental to the all the methods due to the fact that the meaning concepts should be challenged by a translator to achieve the best results. Thus, the ignorance of equivalents was not regarded as a neutral procedure in this context.
- (2) On the other hand, syntactic features of various text types should be in-

cluded in any method of teaching, whether through text analysis or through other types of recognition processes. This was the reason for the necessity of providing a mixed perspective in teaching TCs that was partially satisfied in complex methods.

(3) Also, the combination in itself was not enough since the translation was a creative process in which ideal translations and equivalents may be created by the translator. The emphasis on the role of translators in the teaching process required a method in which the translator could maneuver in various translational concepts.

The results of the present study can be used by practitioners and researchers in the language teaching and translation studies via providing an interdisciplinary perspective in teaching methodologies. However the

methods of teaching translation should be adapted to the learners' needs and thus it is crucial to conduct research studies for gaining the students attitudes towards the methods applied in the courses.

The results can also be useful for the students and teachers of translation studies, since all the examined methods in the current study are among the most popular methods of teaching TCs all over the world. Moreover, since courses and methods of teaching are among the major elements of evaluating the effectiveness of higher education, the results of the current study could be beneficial for the syllabus designers, curriculum developers and decision makers to develop the necessary plans in the higher education context. In this regard it is important to consider different aspects of a learning environment into account based on which further adaptations should be implemented for a successful learning.

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