

**Towards a Methodology for Improving
Strategy-based Translation Training:
Explored through an English-Persian Case Study**

Thesis Submitted for the
Degree of Doctor of Philosophy in
Translation Studies

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Abstract

This study initially aims to draw up a plan for the implementation of the concept of translation strategies in translation training. It presents a new method to improve translation competence in an educational context. Moreover, it is an attempt to determine how the application of different facets of the concept of competence can lead us to establish an effective plan for translation training courses in any environment. This will be sought for through the analysis of more significant strategies in terms of educational value and through a novel methodology.

The scope of the concept of strategies for pedagogical purposes is initially identified, while various considerations of the same term within the discipline are examined. As an important related notion, the issue of translation universals and their link to corpus-based translation studies are presented before introducing and developing a strategy-based translation training model.

In order to recognise the educational significance of strategies, i.e. to find and classify the degree of the importance of translational solutions for any language pair, an analytical paradigm is proposed. The paradigm is based on the relation between the frequency of the occurrence of each strategy, on the one hand, and the average scores which are given to that strategy by the raters, on the other and examined through English-into-Persian translation practice in an academic setting. As the theoretical framework of the study, the main categorisation of translation problems proposed by Baker (1992/2011) and slightly revised by González Davies (2004) is analysed and modified based on different theoretical discussions as well as the findings of the mentioned paradigm.

Though, the ultimate goal of this study has not been confined to the two languages involved, the researcher has reached some important findings for English-Persian pair through such an exposure. Baker's primary categorisation that sees translation problems 'at word level' and 'above word level' is extended by adding a new category, 'at the level of non-lexical items', by considering difference and less popularity of using punctuation marks in languages like Persian as the target language. In the second degree, and according to the analysis of academic translation data, new subcategories are added to her list, while the importance of some of her subcategories is not observed in reality of current students' works. Therefore, by introducing and

testing a problem-strategy paradigm, the areas of educational significance of translation strategies are demonstrated, not only by re-defining the Baker-Davies' model but also by proving the practicality of the methodology. On the whole, the research has aided to explore a developed strategy-based translation training model by linking the principal concepts categorized as: 'translation strategies', 'translation competence' and 'paradigm of educational significance'.

I, Seyed Hossein Heydarian, confirm that except where indicated by specific reference, the work submitted is the result of my own investigation and the views expressed are those of myself. I also confirm that no portion of the work presented has been submitted in substance for any other degree or award at this or any other university or place of learning, nor is being submitted concurrently in candidature for any degree or other award.

Seyed Hossein Heydarian

11/12/2017

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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List of Abbreviations

General abbreviations:	Abbreviations Used in this study:
SL: Source Language	P-S table: Problem-Strategy table
ST: Source Text	P-S set: Problem-Strategy set
TL: Target Language	EC list: Extensive list of Competencies
TT: Target Text	P (when comes before and attached to a number, eg. P1): Problem (P1= Problem No. 1)
SOV: Subject-Object-Verb	

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Declaration

This work has not been submitted in substance for any other degree or award at this or any other university or place of learning, nor is being submitted concurrently in candidature for any degree or other award.

Signed *S.H. Heydarian* Date *11/12/2017*.....

STATEMENT 1

This thesis is being submitted in partial fulfillment of the requirements for the degree of(insert MCh, MD, MPhil, PhD etc, as appropriate)

Signed *S.H. Heydarian* Date *11/12/2017*.....

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This thesis is the result of my own independent work/investigation, except where otherwise stated, and the thesis has not been edited by a third party beyond what is permitted by Cardiff University's Policy on the Use of Third Party Editors by Research Degree Students. Other sources are acknowledged by explicit references. The views expressed are my own.

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S.H. Heydarian

11/12/2017

Introduction

The number of publications has increased enormously. However, this does not imply that translation pedagogy is now based on clear and strong pedagogical and translation principles. There is actually no consensus on a basic methodology of translation training...

Yves Gambier (2012, p. 163)

Despite the importance of translation to communication, in an era of globalisation, the profession of translation training still does not seem to have been developed significantly. One of the areas left aside in translation training is the importance of translation strategies which help find answers to the question: What should we say in the translation classroom regarding suggestions for class activities and for compiling skill-oriented course books?

This study initially aims to draw up a plan for applying the concept of translation strategies in translation training. It could be assumed that, by finding common strategies applicable to different translation classrooms with different source text-target text (ST-TT) pairs, we could find a way to a general model for improving translation *competence*. The study introduces a new method for improving translation competence in an educational context. It will initially aim at pinpointing the area of linguistic strategies to be considered for pedagogical purposes. By finding educationally significant translation strategies for any language pair, we could set up a new model for improving translation training in academia. The method will be examined through English-into-Persian translation practice in an academic setting. However, the aim is to lead us to a firm paradigm, not limited to the specific characteristics of either of the languages involved.

To survey students' most challenging translational aspects in non-specialised texts, various paragraphs of texts were distributed to groups of senior university students studying BA English Translation at Tehran universities. Some instructions were given for the task, which was to be

completed in their free time. For the lengthy procedure of scoring around 50 pages of translational text, 3 professional examiners are used to fulfil the requirements of the project.

An empirical study of the results of the translation task will be presented as a valid method to identify the educationally significant translation strategies. The results will show the area of educational deficiencies both in theoretical and practical aspects of the previous researches in the field. An attempt will then be made to demonstrate the practicality of the methodology not only for English-Persian set but also for any other language pairs.

Having stated my involvement with the notion of strategy, and pedagogical considerations, I will now outline the contents of the thesis.

Chapter One contains the definition of the key term related to the thesis, translation strategy, and provides an overview of other related terms. The evolution of the term and its presence in Translation Studies, particularly in translation pedagogy, will subsequently be examined. The chapter will show how the definition of the term has been diverse and underwent challenge over time. The area of its application will then be discussed, based on Lörcher's influential definition (1991, p. 76) which is called 'conscious goal-oriented procedures for solving problems', in the words of Chesterman (2000, p. 82) who himself refers to considerable terminological confusion around translation strategy (1997, p. 87). In the second part of the chapter, the term will be schematised for the pedagogical purposes, specifically based on Baker's definition and González Davies's model for using the classification in the translation classroom. In the final section of the chapter the issue of universality in translation will be discussed. After drawing out their importance and searching for their origins in linguistics, the detailed modification and precise difference between universal strategies and translation universals will be argued. Linked to the various assumptions, the importance of corpus-based translation studies in finding universal aspects of translation will be scrutinised.

Chapter Two examines the two main models of translation training with specific consideration of the notion of competence. While various aspects of translation training will be discussed, a strategy-based model as the best suggested method of translation training will be explained. In order to study the current situation of translation pedagogy, questionnaires were given to the translation teachers at a number of Iranian universities; these questionnaires were filled in

electronically and analysed. The findings established significant results regarding their views about the research questions. The results include the teachers' attitudes to teaching objectives, working with strategies and the course books available, as well as their level of experience and the matter of taking teacher training courses.

Chapter Three will attempt to suggest an empirical method for making a relation between translation problems and strategies. It will be shown that a model is needed to establish such a relation. The chapter will start by identifying the problematic points of translating texts in a specific language pair, and studying translational strategies in an educational context. Persian-into-English direction will be considered as a case study, in order to re-think and re-define the meaning of strategies. A pilot study will be set and described, in order to analyse the problem-strategy sets in a particular format and evaluate and re-conceptualise the Baker-Davies' model. This will be done by a systematic scoring and analysing method.

In Chapter Four, data analysis will be carried out, after finding the titles for translational problems and strategies in a comparative and conceptual method. An initial consideration of the average scores given by three raters to the students will be evaluated. Subsequently, each problem and strategy in the defined educational context will be given a code, and the scoring system will be analysed in terms of the frequencies of occurrence of strategies and their total average scores. The paradigm of educational significance will assess 32 problems out of 9 texts. The number of strategies and non-strategies employed by the students in the case study is 23. In this chapter some related issues regarding particular strategies for Persian as the target language will be addressed. The specific consideration of punctuation in translation, which will play a leading role in the main revised categorisation of Baker-Davies' model will be thoroughly discussed in Chapter Five.

Finally, Chapter Six is dedicated to the conclusions of the study as well as a discussion of the expandability of the paradigm of educational significance. Some suggestions for further studies will be provided.

Research Aims and Questions:

- What is the best approach and model for translation training at university?¹
- How could the linguistic strategies which are important for translation training be identified?
- Are the current categorisations for translation problems and strategies based on the practical facts? What are their deficiencies? How could they best be revised based on the educational significance?
- Which translation strategies would be the best candidates to be considered as the most educationally significant?²

¹ By ‘translation’ (and translator) in this research, unless otherwise stated, ‘written translation (and translator i.e. not oral translator/interpreter)’ will be intended.

² They initially came to my mind when I was teaching translation to translation students at BA course at Azad University (IAU) – Tehran South Branch and later at Shahid Rajaei University, Tehran.

Chapter 1: The Concept of Strategy and Its Pedagogical Value

1.1 Introduction

This chapter discusses the main idea of the thesis related to translation strategy, and provides a thorough introduction to answer the research questions. Due to the importance of the term ‘strategy’ in the literature of translation training, a major part of the chapter is dedicated to the definition of the term and its context. It will be discussed from its evolution to its recent application in Translation Studies. The chapter tries to show how the term is conceptually used differently in the discipline and how other terms may be semantically replaced or confused with it. Subsequently, the application of the term in translation training will be discussed.

Knowing the very notion of the term could help determine the translation pedagogical boundaries. As it will be seen in this study, the most translation-training-related activities are the ones which are related to teaching skills through familiarizing the students with the appropriate strategies and warn them to avoid the inappropriate strategies. The Chapter tries to show the initial theoretical path in order to discover the real practical and training-oriented strategies within any defined language pair. Understanding the delicate difference between the natural ways of conveying the message from ST to TT with is called strategy as an intended solution is important.

A widely-used linguistic/pedagogical categorisation of translation strategies, provided by Mona Baker in her course book *In Other Words* (1992/2011) and revised by Maria González Davies (2004), will be analysed and modified, whenever necessary to address the research questions. In the last section the notion of universality and its potential influence on translation pedagogy will be examined. We will try to determine how far such appealing universal properties could even relate to translation strategies and how far they may assist in finding universal strategies within the fields. What will be provided here is just an introduction and discussion of the limitations of this interconnected concept. Despite a rather detailed discussion on universality, the aim of this study is not finding universals nor arguing on the area of universal aspect of the translation strategies, but to reveal the relation and importance of those aspects in a strategy-based approach for translation training. Being aware of general tendencies of languages is an essential part of our challenge to reach an ideal translation training model. Therefore, these undisclosed but potential

areas of understanding could be highly advantageous and will be referred to after introducing the methodology.

1.2 Defining Translation Strategy

The term strategy has had several different meanings in the history of the humanities, and in the terminology of Translation Studies. It has also been used in other areas of study. In military usage, for example, it refers to ‘the skill of planning the movements of armies at war’¹. It has extended into a variety of fields of human activity, from management and marketing to chess and football. In each of these instances, the connotation of the term focuses on the long-term plans or direction of an organisation, player or team to achieve a certain goal e.g. to increase sales in marketing or to win a game. The term has evolved in certain academic areas such as modern linguistics and psychology to have a new, specific sense, denoting an individual solution at a certain time to a certain problem. In Translation Studies, the concept is most often employed in the latter sense, denoting a *single* decision made by an individual (translator) in the process of translating, although it sometimes comes with slightly different definitions.

An example of its significance may show how often the term is used in the literature of Translation Studies. If we simply search for the words ‘strategy’ and ‘strategies’ in the new edition of the *Encyclopedia of Translation Studies* (Baker and Saldanha 2009), a book comprising articles which define the general features, history and traditions of translation, we will see its importance. Using computer analysis, the word occurs 203 times, 171 of which are in articles relating to entries other than ‘strategies’. Few other terms in the field occur so frequently. Since this is the first, and arguably only, reference work of this scope and status in the relatively young discipline of Translation Studies, the recurrent usage of the term in other entries in the encyclopaedia shows the extensive use of the term across the discipline.

¹ Cited from *Longman Dictionary of Contemporary English* (2007)

1.2.1 The Concept of Strategy: An Overview of Historical Development

As a word, ‘strategy’ is a recent one. The etymology of the word demonstrates that it evolved from ancient Greek (Luttwik 2009). Its current lexical meaning across European languages is highly convergent, despite the divergence of the lexicons of the languages themselves. For example, the form of its use does not show major variation in languages like French (as ‘*stratégie*’), German (as ‘*strategie*’) and Italian (as ‘*strategia*’). Luttwik maintains that ‘it is derived indirectly from the classic and Byzantine *strategos* (general)’ (Luttwik 2009, p. 267). He adds that none of the languages used this word until 200 years ago, when the word was first employed by security communities.

As we shall see in the next section of this chapter, by reviewing the history of the term in Translation Studies, we find evidence of the widely-known dichotomy of translation strategy which has been used in various eras since at least the fourth century, with the widely known example of St Jerome (Venuti 2002, p. 23), translating a text either ‘literally’ or ‘word-for-word’ at one extreme, or ‘freely’ at the other. This could be considered the first indication of the application of strategy, although the term was not used.

1.2.2 Strategies in Translation Studies

Historically, in some classic contributions to translation studies, the two extremes have been vaguely defined, on the basis of the degree of the translators’ faithfulness to the source text in terms of grammar, form or meaning. What St Jerome indicated could be considered one of the first recorded observations of the dichotomous meaning of translation strategy. St Jerome claimed that he rendered ‘not word-for-word but sense for sense’ (2002, p. 23). Taking an approach different from the idea of two opposed extremes, later writers and theorists refer to the idea of grading the level of literalness or freedom in translation. This idea constitutes the grounds for one of the main theories of translation in recent centuries. Kearns (2009) sketches the route of the debate from the twofold consideration of strategy to almost all other important bilateral classifications of translation:

[...] much of the general discourse on translation theory up to the late twentieth century [...] has been that of ‘literal’ vs. ‘free’ translation. This division has been expressed in

many different ways through history, from St Jerome's espousal of the 'sense-for-sense' approach to more recent distinctions between 'formal' and 'dynamic' equivalence (Nida 1964), 'semantic' and 'communicative' translation (Newmark 1981), 'documentary' and 'instrumental' translation (Nord 1991), 'overt' and 'covert' translation (House 1981, 1997 cited in Krings 2009) and others (Kearns 2009, p. 284).

To this list we could add the important categorisation of 'direct' and 'oblique' translation, introduced by Vinay and Darbelnet in the 1960s (1958/1995 cited in Venuti 2000, pp. 84-85).

One of the most important categorisations of the term in Translation Studies has indubitably been based on a global/local distinction, which itself relies on the concept of a free-literal scale. The global sense here relates to a general strategy for the whole text, as opposed to the local one for its specific translational features.

Barkhudarov claims that the size of the unit of translation should help translators decide which position they should adopt on the continuum between free and literal translation. He affirms that, 'if a translator uses larger translation units than is necessary to convey the basic meaning of ST, this will lead to free translation being produced; similarly, translating at a lower level than necessary will result in a literal translation' (1993, cited in Shuttleworth and Cowie 2014, p. 192). The theme of necessity in Barkhudarov's statement is a vital point, which could lead us to the very definition of the area of the translator's presence and individual decision. Why should a translator adopt a method beyond the necessity, either 'lower' or 'higher' than unit of translation? The consciousness concept we find here reveals a difference between the normal and natural way of translating and what is going to be called strategy, as something – if not unnatural – intentional, which has to be looked upon as an individual-dependant linguistic change. With this premise, and in order to find an appropriately narrow and precise definition of the term, I will try to pinpoint the area of application of the concept, as well as the points of its vagueness, in the following sections.

1.2.3 Solving a Problem or a Natural Shift?

A subtle point in the definition of the term strategy, is the clarification of the notions of consciousness, intention and individual choice when using the term. Could the name shift in Catford's sense, which is an inevitable linguistic process during any sort of translation, be considered as strategy? Catford's shifts can occur naturally in any translation task for any pair of languages. Therefore, considering the notion of intentionality, the answer is simply, no. For instance, alteration from the SVO to the SOV¹ structural pattern while translating from English into Persian would not normally be regarded as a strategy, in that intentional and individual-dependant sense. It refers only to accommodating the dissimilarity between the syntactic natures of the two languages. This change is a kind of 'departure', by Catford's definition².

We should either call uncontrolled and inevitable shifts the second observation of the strategy, or discard them from this terminological construction. In some shifts, in which we do not normally have any other choices, the common use of strategies cannot be employed. In fact, we could exclusively call those alternatives, chosen from two or more options, mere *strategy* in terms of the nature of their individual-dependence. Gambier (2010, p. 414), while recalling the usage of both concepts in the literature of TS as strategy, still maintains that, despite the second consideration of the term, the notion of shift as strategy, as conventionally considered by most archetypal scholars, such as Vinay, Darbelnet, Nida and Newmark, is not 'a constitutive element of a general translation theory but a tool to tackle the possible problems that emerge during the translation process', and recognises the second consideration of the term as solutions that are not 'retrieved through automatic or routine processes'.

In order not to blur this distinction, the issues of consciousness, intentionality and, more importantly, individual-dependence should be observed, even though these subjects could arouse a lot of controversy. This is because the choices of every individual could vary even in those natural and uncontrolled shifts which seem self-evident at first glance.

The other important point here is that strategy, even in its second sense, could not be formulated. Jääskeläinen (1993, p. 21) states this fact when she claims that the rules or principles for

¹ 'Subject + Verb + Object' to the 'Subject + Object + Verb'

² Catford's treatment of shift could be categorised to be matched with the definition of strategy into: non-strategic and strategic shifts, depending on the nature of their individual-dependent sense.

employing strategies could be only ‘determined by the translating situation’. The uncertainty of defining and locating strategies links firstly to the endless variety of problems and then to their associated solutions. There are many factors that contribute to indistinctness in such problem-solution strings. For example, different translators may have different problems, not only because of their individual competence (for elaboration on translation competence, see Chapter 2) but also their different cultural backgrounds and views. Each translator may come up with different solutions by using different strategies to approach a single problem, or a single strategy may manifest itself differently when applied by different translators or even the same translator in a different situations.

These concepts have prompted the conceptualisation of further types of significant modern translation categorisations, from very different angles. A widely-known example is Schleiermacher’s distinction of alienating and naturalising translation (1813/1977 cited in Munday 2008, p. 29), which was reformulated as ‘foreignisation’ and ‘domestication’ by Venuti (1995), and which could be conceptualised as an exclusive classification of dichotomous observation which presents only two alternatives – either to make more familiar or to make less familiar. Venuti’s description of strategy is linked to power relations and domestic and foreign cultural values, rather than the decision of an individual to use a linguistic solution to a textual problem. He seems so assured of his earlier explanation of the term, that he devotes almost all of his encyclopaedic definition of ‘translation strategies’ (Baker 2000, pp. 240-44) to cultural, economic and political factors only. This overshadowing of the term’s other implications, makes his classification seem biased and dissimilar to other scholars. The compilers of the revised edition of the related encyclopaedia replaced Venuti’s article with another by Kearns (Baker and Saldanha 2009, pp. 282-286). The replacement discusses the term in its conventional usage while mentioning Venuti’s classification. Other considerations and categorisations of the term are examined in the following sections.

As we have seen, the word ‘strategy’ has not been clearly defined or consistently used across all scientific areas. Within this study, the term principally and specifically refers to a solution intentionally employed by a translator to solve a specific textual problem in the process of written translation.

1.2.4 Debate and Diversity in Definition and Naming

Wolfgang Lörcher, the German psycholinguistic and process-oriented translation scholar, is one of the most influential commentators on the nature and scope of translation strategies. His definition of the term has been frequently quoted in recent works in the literature of Translation Studies. His work has been described by Kearns as a development of a descriptive definition of the term (2009, p. 283) which is used, and referred to, by many scholars, e.g. Chesterman (1997, p. 91; 1998, p. 139), Schäffner and Wieseemann (2001, p. 26), Krings (2001, p. 153) and by Kearns himself (2009, p. 282). Lörcher's definition and discussion of strategy in translation appeared in his book first re-written from German into English in 1991¹. He defines Translation Strategy as 'a potentially conscious procedure for the solution of a problem which an individual is faced with, when translating a text segment from one language to another' (1991, p. 76).

Chesterman claims that a 'preliminary general definition states that strategies are potentially conscious goal-oriented procedures for solving problems. Strategies represent well-trying, standard types of solution to a lack of fit between goals and means; they are used when the means that first appear to be at hand seem to be inadequate to allow the translator to reach a given goal' (2000, p. 82). In addition, there have been various other definitions of the term strategy, and such variation has sometimes resulted in a similarity of meaning with other related terms in Translation Studies. To seek another term for this definition (apart from strategy) one could use 'method' or 'way (of solving)'. Referring to the distinctions between similar terms, like tactics, plans, methods, rules, processes, procedures and principles, taken from Lörcher, Chesterman reveals the existence of 'considerable terminological confusion' (1997, p. 87). He tries to attach them to what he calls the 'memes of translation'. He argues that there are some relationships between the recent phenomena of translation strategies and strategies in applied linguistics, in which terms such as language learning strategies and communicating strategies have been dealt with (Chesterman 1997). He suggests, in his more recent explanation of strategy, that 'in English, confusion in the use of strategy, as it refers to both procedures and their results,

¹ Séguinot (1992, p. 271) accentuates the importance of the Lörcher's book as follows: "For those of us whose knowledge of German is less than adequate, the fact that his 1987 professorial dissertation or Habilitationsschrift from the University of Essen, *Übersetzungsperformanz, Übersetzungsprozess und Übersetzungsstrategien. Eine psycholinguistische Untersuchung*, has been published in English is very welcome news. In this book, as in his articles, Lörcher can be counted on to provide a thorough explanation of the current thinking in cognitive psychology and language learning relevant to the interpretation of data-driven research in translation."

may be a consequence of the fact that many words used to describe textual translation procedures are nominalisations of verbs: “compensation”, “omission”, etc.’ (Chesterman 2005, cited in Kearns 2009, p. 283).

The word ‘potentially’ in Lörscher’s words renders the definition ambiguous and restricted. It obscures the importance of consciousness in the process of translating. However, it could be meant to stress the possibility of the unconscious nature of employing strategies. Kearns, in some respects, supports this view and explains that Lörscher’s definition is a descriptive one that contains a ‘procedural’ sense and represents a mental phenomenon. He then concludes that no strategy can be detected in such a cognitive sense unless ‘through analysis of strategy indicators’ which might be processed by researchers (2009, p. 283). When examining these strategies he seems to ignore the role of translators and/or translation teachers, and focuses exclusively on researchers.

1.2.5 How Could Other Words Replace the Term Strategy?

A comparison of the other words which have been used in the Translation Studies literature may be useful to get a precise definition of the term. Table 1-1 demonstrates some alternative words which could be compared with, or be replaced by, the term strategy on some occasions. One point left out of such terminological comparisons is the plurality of the term’s meanings. We might divide the similar related terms into two distinct levels, according to whether those words can be compared with strategy in the singular, or strategies in the plural. Some terms which are taken singularly, like ‘tactic’ and ‘plan’, to cover the wider meaning, could indicate or replace strategies in a plural form. However, Bastin (2008 cited in Krings 2009) uses the terms ‘procedure’ and ‘strategy’ in the same way, when considering Vinay and Darbelnet’s seventh translation procedure, i.e. adaptation as ‘one of a number of translation strategies’ (whenever the context referred to in the original text does not exist in the culture of the target text, thereby necessitating some form of recreation) (Bastin 2008, pp. 3-4). The second column in Table 1-1 indicates the distinction between the single/plural sense and its sub-position in comparison with other terms in the hierarchy.

Table 1-1: Comparison of alternative ways to describe translation strategy/strategies

Term	Relation to Strategy/ies	Property/ies	Example(s) of usage Asterisk (*) in quotations means: (* = cited in Kearns 2009)
strategy [Procedural sense (Kearns 2009)]	---	Cognitive, both individual (local, micro-strategy) and general (local/global the latter: macro-strategy)	Most of recent TS scholars
rule	Can be replaced by <i>strategy</i>	More socially prescriptive	Kearns (2009, p. 283)
tactic	Can be replaced by <i>strategy</i>	Less sequentially prescriptive	(Kearns 2009, p. 283)
	<ul style="list-style-type: none"> • As top-category of <i>strategy</i> • Can also be replaced by <i>strategies</i> 	Overall decision	van Dijk and Kintsch (1983, p. 66 *) Gambier (2010) [believes that strategy is achieved through tactics]
plan	<ul style="list-style-type: none"> • Can be replaced by <i>strategy</i> • Can also be replaced by <i>strategies</i> 	More concerned with mental representation than with procedural knowledge (Kearns 2009, 283)	Nord (2005), Neubert and Shreve (1992, *) Newmark (1998, cited in Gambier 2010)
	As top-category of <i>strategy</i>	---	Færch and Kasper (1980, p. 60, *)
procedure	Can be replaced by <i>strategy</i>	More similar to current use of strategy but mostly in textual sense. Pym suggests that we ‘reserve “procedures” for when there is pre-established set of actions that have to be carried out’ (2012, p. 88)	Vinay and Darbelnet (1958), Kwieciński (2001, *), Bastin (2008, *), Kang (2008, *), Chesterman (2000, p. 82), Pym (2012)

techniques of adjustment	Can be replaced by <i>strategies</i>	[additions, subtractions, alterations]	(Nida 1964, *)
shift	Can be replaced by <i>strategy</i>	[... departures from formal correspondence...]	Catford (1965), Holmes (1972), Toury (1978/ 1995)
method	<ul style="list-style-type: none"> • Can be replaced by <i>strategy</i> • As top-category of <i>strategy</i> (see last column) 	<p>It has not commonly been used as a term.</p> <p>Less subject to individual circumstances (Kearns 2009, p. 283)</p>	<p>Methods are based on the whole text</p> <p>(Newmark in Gambier 2010)</p>
principles	<ul style="list-style-type: none"> • As plural: Can be replaced by <i>strategy</i> • As single (by Krings) can be replaced by the same 	---	<p>Jääskeläinen (1993)</p> <p>Krings (1995 cited in Krings 2009)</p>

Using Kearns' main categories of strategies, and as explained in the initial part of this chapter (page 1), consideration of the term in this study relates to its textual-linguistic rather than procedural sense.

In a bid to study translation strategies more thoroughly one should also observe their relevance to various aspects of norms. Chesterman describes the relation between norm and strategy very precisely in his definition of strategies as 'ways in which translators seek to conform to norms ... not to achieve equivalence, but simply to arrive at the best version they can think of' (1997, p. 88). Kearns (2009, p. 285) in his recent article, states that studies on the relation of these two concepts have been very rudimentary and might be improved in the future development of the discipline.

Snell-Hornby reminds us of confusion around other associated terms, including 'norms,' when discussing the variation of terminology in the field of Translation Studies during its evolution in the 1990s. She emphasises the necessity of a sort of compatibility and comprehensibility between terms such as 'norm', 'policy' and 'strategy', saying that 'Vermeer's norm is not the same as Toury's norm, and the latter is used sometimes in the sense of policy, sometimes to mean

strategy, sometimes convention'. She also believes that 'the use of other terms, such as *adequacy* or *equivalence* remains idiosyncratic and hence opaque. It might indeed be helpful if the common ground evidently existing between the two approaches could be marked by compatible and mutually comprehensible terminology' (Snell-Hornby 2006, p. 76, her emphasis).

There have been other classifications of the term for special purposes which are not of great importance to this study but need to be considered. Chesterman (in Chesterman and Wagner 2002) tends to look at other, non-textual, factors when classifying strategies. In their practical classification, translation problems are divided into 'search strategies', 'creativity strategies' and 'textual strategies', which respectively arise from 'search', 'blockage' and 'textual' problems. His two first problem/strategy subcategories are unique and notable. He explains that a search strategy is employed when a translator needs to know 'how to find a specific term, where to look on the internet, whom to telephone and the kind of thing a taught student in professional translation courses faces, like how to use dictionaries, how to find and use parallel texts (in TL¹) etc. will be dealt with' (Chesterman and Wagner 2002, p. 57). Blockage problems are 'when you get stuck and when the brain no longer seems to flow while translating. Popular creative strategies include solutions like going for a walk, having another coffee, asking a colleague, listening to jazz or Mozart, sleeping on it, thinking about something unrelated' (Chesterman and Wagner 2002, p. 57). As is clearly apparent, he applies the term either to solve textual problems of translation or a practical problem of the translator, not the translation, but still uses the term 'translation strategy'. Despite their observation, the latter application would apparently be fittingly called a 'translator's strategy'. Schäffner and Wiesemann (2001) offer a similar approach to the concept, by finding an even wider perspective of the term. They comment on the previous works of Lörcher and Chesterman on the process of translating as a purposeful activity, and propose 'a difference between macro- and micro-strategies'. They call what other scholars sometimes call 'plan', 'tactic' or 'global strategies', macro-strategies (see Table 1-1) and the small textual decisions of a translator, micro-strategies.

¹ Parallel texts are the similar non-translational TL texts which exist in the same topic as ST.

Krings' classification of the term is similar to the global/local distinction. Drawing on the findings of TAP studies¹, he introduces a division between 'holistic' and 'linear' strategies in terms of the translator's expertise (2001, p. 310). He believes that 'professionals use holistic strategies involving the text as a whole, whereas non-professionals follow linear strategies involving small translation units such as words and structures'. These findings are worth special scrutiny for pedagogical purposes, and are seen by Snell-Hornby to already be confirmed by later Finnish TAP-studies (Tirkkonen-Condit 1989 cited in Snell-Hornby 2006, p. 124), which show that professionals activate their general knowledge and experience and focus on the sense of a text, whereas learners concentrate on words and formal elements.

As a concluding point, the relative shortcomings of other definitions and approaches to the notion of strategy, as well as its different definitions, have made its use in Translation Studies rather imprecise. Its definition, as it is suitable to be used in translation pedagogy and is of use in this study, relates to its textual/linguistic consideration. Our assumption is that the term is much closer to that implied in Baker (1992/2011) and González Davies (2004). By referring to their considerations in the following section, efforts will be made to make a link between these useful elements, the nature of translation pedagogy and translation competence.

1.3 Schematising Strategies for Pedagogical Purposes

As discussed, one of the main purposes of studying strategies is to apply them in translation training. The first step in finding the scope of translation strategies which could be linked to pedagogical purposes is to understand the meaning of a 'problem'. As we observed, knowing a translation problem could be totally different for learners and professionals in a variety of ways. Translation problems are also different for various language pairs.

¹ Think-aloud Protocol: A technique used to probe the cognitive processes entailed in different kinds of mental activity. TAPs constitute one of a number of empirical methods used in the investigation of the psychological aspects of the act of translating. When used in the field of translation studies, TAPs will typically involve the "subjects" verbalising everything that comes into their minds and all the actions they perform as they work on the creation of a TT. (Shuttleworth and Cowie 2014, p. 171)

One famous linguistic/pedagogical categorisation of translation strategies has been provided in Baker's (1992/2011) *In Other Words*. The term has particularly been connected to translation 'problems' as its companion term. She proposes detailed lists of 'useful' or 'common' and sometimes 'suggested' strategies as linguistic solutions for translation problems. González Davies (2004), in the role of a translation teacher and researcher, tries to re-arrange and slightly expand Baker's categorisation into a typical pattern with three lists of problems followed by a series of unmatched lists of related strategies. We will see in Chapters 3 (table 3.1 and 3.2) that by schematising her pattern, we could obtain a series of tables in which each of the first columns includes translation problems, and the second column for possible related strategies without knowing which one is for which strategies. Though González Davies insists it is not possible to establish a one-to-one correspondence between problems and strategies, she asserts that it 'has always proved useful to introduce' her adopted model during an academic course (2004, p. 192). This is what Kelly calls a task-based approach, referring to Davies' methodology (Kelly 2005, p. 16; 2010, p. 394), which she claims to have adopted from findings in foreign language learning (Kelly 2010, p. 394). Despite the importance of the Baker-Davies model, it seems to be more beneficial for teachers than students. The model is one of the very rare samples of educational contemplation of the categorized strategies which may have not been scrutinised before. Taking a general overview of this model, we could approach it as a teaching method and we subsequently may gain a tool for assessing students' translation projects. González Davies ranks this as a 'task' in her series of proposed activities and tasks, to make the students aware of translation problems and enable them to explore possible ways to solve these problems (2004, p. 190). An overall picture of these lists shows instructive means as the first and main subject of any translation issue, including in an institutional context.

One idea to be expanded is identifying the two concepts theoretically and assessing them practically to understand that which ones are more suitable for educational settings in general as well as for any specific language pairs. For studying the general behaviour of the translation strategies, it may be useful to have a look at the universal aspects of translations and naturally the theoretical aspects of universality in translation.

It is worth mentioning that the aim of the following sections is not to find the universals but to give the essence of this delicate notion by getting acquainted to its very controversial aspects

which could subsequently lead us not to search for them, at least in the existing traditional method for our pedagogical aim. Therefore, we may explore other theoretical bases to propose our translation training model based on the measurable importance of translation strategies. Though, and as will be shown, such behaviors are to be found in our suggested methodology.

1.4 Universal Strategies and Translation Universals

As mentioned, the application of universals to translation strategies is an important issue. It could be assumed that by finding universal strategies applicable to different translation acts, with different ST-TT pairs, we could find a way to a general model for increasing translation ‘competence’. Therefore, searching for universals could hold vital educational value.

As we will see, a link can be found between research carried out for finding translation universals on one side and linguistic translation strategies on the other. This fact makes us think that the origins of all translation strategies might relate to universals. In the following section, the issue of universality in translation will be scrutinised along with its evolution from linguistics.

1.4.1 Application of Translation Universals

The concept of translation universals is a relatively new trend in Translation Studies. To put it simply, it refers to specific language properties of translated texts that cannot be found in original texts. The very existence of such properties has been highly controversial since the beginning, that is, over the last two decades. It has been mentioned that the search for translation universals began in linguistics with its root in corpus studies (e.g. Mauranen 2008, p. 93; Laviosa 2002, p. 75). Understanding linguistic universals which have been dealt with before conducting such studies in translation might be useful to find the origin of the argument. It is supposed that this section will help the forthcoming discussion on the next two chapters on the method. Therefore, it should be emphasized that universality is not the main purpose of this study. We will also discuss that the universal aspects have not yet clearly and standardly been identified, nor have they been considered in a specified translation training method.

1.4.2 Linguistic Universals

The notion of language universals has been the focus of attention, from at least two perspectives and by two famous linguists throughout the modern era of linguistics. Joseph Greenberg, the influential American linguist, is claimed to be the first who pointed out and emphasised the importance of the concept (Denning and Kemmer 1990, p. xvi). He organised a conference in 1961 on Language Universals at a time ‘when prevailing attitudes among American linguists were decidedly anti-universalistic’ (ibid.). The outcome of the conference was later published in the volume *Universals of Language*, in which linguists, anthropologists, and psychologists mapped out generalisations about language, not only of a phonological and morphogrammatical but also of a semantic kind (ibid. see also House 2008, p. 7). With his article and his later contribution, he tried to accentuate the notion of an empirical methodology (Greenberg 1966). By putting forward 45 universals based on data taken from 30 language samples, Greenberg defined universals as characteristics or tendencies which are shared by all human speakers.

Table 1-2: Three word order categories based on Greenberg’s 30-Language sample

SOV [<i>Hassan the apple ate.</i>]	SVO [<i>Hassan ate the apple.</i>]	VSO [<i>Ate Hassan the apple</i>]
Basque Burmese Burushaski Chibcha Hindi Kannada Japanese Loritja Nubian Quechua Turkish [Persian]	Finnish Fulani Greek Guaraní Norwegian Italian Malay Maya Serbian Songhai Thai Swahili Yoruba [English]	Berber Hebrew Maori Masai Welsh Zapotec [Arabic]

One of his primary grammatical universals, asserts that ‘in declarative sentences with nominal subject and object, among six logically possible word orders [SVO, SOV, VSO, VOS, OSV, OVS], the dominant order is almost always one in which the subject precedes the object’ (Universal 1) (Greenberg 1966, p. 77). According to this regulation, and as shown in Table 1-2, sentences like *the apple Hassan ate* are unlikely to be found in any languages. Another universal states that ‘all languages have pronominal categories involving at least three persons and two numbers’ (Universal 42) (Greenberg 1966, p. 96). Greenberg’s assumptions on language universals are mainly made on the basis of observation and extremely empirical findings.

The other important milestone, and the most widely recognised research into universals, is Noam Chomsky’s revolutionary generative grammar, which was first introduced in the late 1950s and expanded and explained in the mid-1960s. Chomsky believes the main task of any linguistic theory is to develop an account of linguistic universals. The term universal employed by Chomsky reflects a very different connotation. Unlike Greenbergian ones, Chomskian universals do not have to occur in all languages. Moreover, one of the most interesting issues in the Chomskian hypothesis is the concept of local properties which, contrary to the general assumption, are not considered opposed to universals (Cook and Newson 2007).

The ‘deep structures’, of the languages of the world i.e., the underlying abstract layer which determines the meaning of sentences and exists in the mind of human being are the same. In the Chomskyan tradition, Universal Grammar (UG), the initial state of the Language Acquisition Device, is used to explain what the language universal is (Chomsky 1981 cited in Cook and Newson 2007).

1.4.3 Universals in Translation Studies

The greatest part of the empirical investigation into translation universals has so far focused on linguistic characteristics. Mauranen & Kujamäki (2004) report this tendency when they state:

Clearly, the quest for translation universals is meaningful only if the data and methods we employ are adequate for the purpose. The value of universals in deepening our

understanding of translation lies in developing theory and accumulating evidence from all the three main domains that are relevant to universals: cognitive, social, and linguistic.

Views on universality in Translation Studies have been widespread. Baker defines universals of translation as mainly linguistic ‘features which typically occur in translated texts rather than original utterances and not the result of interference from a specific linguistic system’ (Baker 1993, p. 243). The other influential scholar advocating the search for general laws of translation, but avoiding the term ‘universals’, is Gideon Toury, who formulated some general translation laws, such as ‘the law of growing standardisation’ and ‘the law of interference’ (Toury 1995).

Chesterman makes more contribution to universal terminology. His categorisation of translation universals (2004) has been frequently quoted in recent studies about universality (e.g. Maurnen 2008). He sees translation universals as possible features distinctly reflecting differences, either between translations and their source texts, which are called S-universals, or between translations and comparable non-translated texts, which are called T-universals.

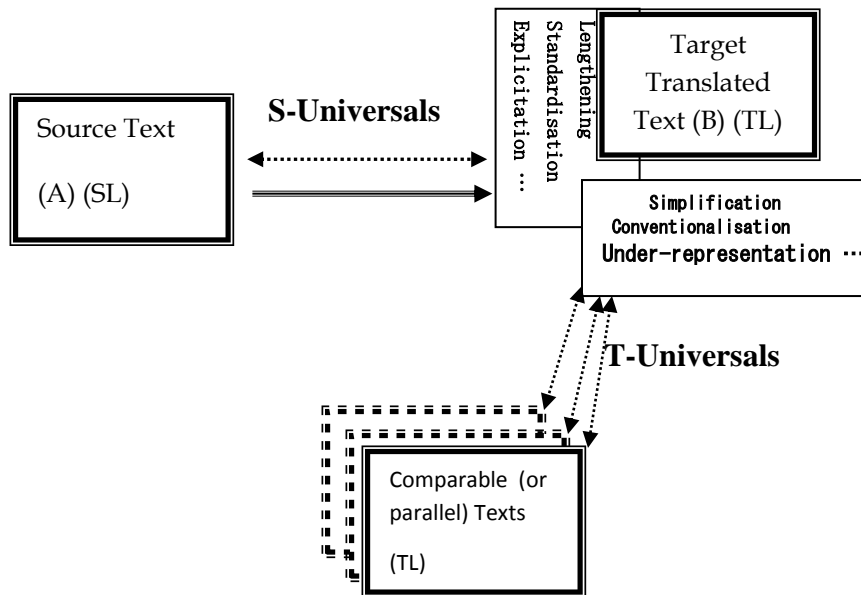


Figure 1-1: Relations between two kinds of universals and different texts according to recent studies according to the recent studies

Chesterman presents his list of universals as primary hypotheses which need to be examined by researchers. He tries to extract the translation features previously found by other scholars as generalities and place them into one of the two above-mentioned categories. He includes, for instance, *lengthening*, *standardisation* and *explicitation* (more cohesion in translation) as potential S-universals, and *simplification* (less lexical variety, more use of high-frequency items, lower lexical density), *conventionalisation* and *under-representation* as potential T-universals (2004, pp. 30-40). The terminology of the universal features is rather thought-provoking as some of them are the same as translation strategies. Could this fact reveal that the bases of all translation strategies are universals?

Chesterman's categorisations do not seem to be clear-cut, and show a lack of conformity with real empirical research. Anderman and Rogers (2008, 39), believe 'simplification, would seem to refer more appropriately to S-universals than T-universals', though they later relates it to the latter, according to some recent studies. They also argue that 'actual empirical research does not seem to reflect this division equally clearly, either in research design or in results' (ibid).

1.4.4 Corpus and Translation: Hundreds of Millions of Words

The widespread use of corpora in linguistic research began at the same time as the development of machine-aided techniques for data analysis. The very first evidence of computerised investigation was in the 1970s at University College London by Jan Svartvik. He re-examined the manual-corpus project set out a decade earlier by Randolph Quirk at the same university. They decided to investigate 'to what extent "corpus-passives" differ from "rule-generated passives" and from "actives"' (1966, p. 6 Cited in Anderman and Rogers 2008).

The next evidence, and the first milestone in utilising corpora, was in the mid-1980s when some linguists used corpora to support compiling grammars, and employ them in language learning.

Corpus study was very difficult and slower than it is now because, at the time, using a computer was still more laborious and complicated than today (Anderman and Rogers 2008, p. 12).¹

The concept of corpus-based Translation Studies was first raised by Baker in 1993 (Mauranen 2006; Diriker 2008, p. 59). In her seminal conference paper, she highlights the distinction between translation and linguistic corpora and emphasises the emergence of the concept:

...at this point [...] although the words *corpus* and *corpora* are beginning to figure prominently in the literature of translation, they do not refer to the same kind of corpora that we tend to talk about in linguistics. Corpora in Translation Studies have so far been very modest affairs. Their size is not generally expressed in terms of number of words but number of texts, and they are searched manually. (Baker 1993, p. 241)

There is now an urgent need to explore the potential for using large computerised corpora in Translation Studies. (Baker 1993, p. 248)

The development of the corpus-based approach to Translation Studies is strongly linked to the improvement in information technology. In most recent Translation Studies literature, a corpus is mostly defined as the electronic form with great quantities of text, which are presented for analysis by computer tools (Diriker 2009). To provide a broader definition of the term Olohan adds, ‘the texts in corpora are selected and compiled according to specific criteria in a machine-readable form and capable of being analysed automatically or semi-automatically in a variety of ways’. (2004, p. 1).

Corpus researchers such as Olohan (2004) include other properties of a translation corpus such as *open-endedness* and *representativeness*. *Open-endedness* refers to the flexibility that a corpus in Translation Studies should have to enable researchers to answer specific research questions. In other words, using an opened-ended corpus, researchers can select and use the texts of this corpus for different types of comparisons and studies (Fernandes 2006, p. 89). *Representativeness* is typically achieved by balancing the corpus through sampling a wide range of text categories which are defined primarily in terms of our criteria.

¹ As researchers, they were aided by ‘physically large mainframe computers which operated in batch mode with data input mechanisms which relied on punch cards or tape’. (Anderman and Rogers 2008, p. 12).

The reason for strongly proclaiming scientific and objective judgments and conclusions from corpora is the vastness of the quantities of words and sentences and the double precision given by the aid of information technology, through corpus-processing software.

Baker (1993, p. 248) presented two important types of translation corpora which are candidates to be examined and analysed by corpus-based Translation Studies:

- A. *Parallel Corpus*; that is a corpus consisting of source texts and their translations (which can be bilingual/multilingual or unidirectional/bidirectional/multidirectional)
- B. *Comparable Corpus*; that is a corpus consisting of comparable original texts in several languages.

The terminology of this classification has sometimes been altered by later researchers. McEnery and Xiao (2008) remind us that there is ‘some confusion surrounding the terminology used in relation to these corpora’. They indicate at least five other researchers following Baker, who have used two different terminologies for the same concepts. The term *parallel* is sometimes used for both types of corpora, according to Table 1-3.

Table 1-3: Different terminologies used for the two main types of translation corpora
Adopted from McEnery and Xiao (2008)

		Baker (1993, 1995), McEnery & Wilson ¹ (1996), Hunston (2002)	Aijmer and Alterberg (1996), Granger (1996)	Johansson & Hofland (1994), Johansson (1998)
Type A	Source Texts + Translations	Parallel Corpus	Translation Corpus	Parallel Corpus
Type B	Monolingual Subcorpora (original texts in SL)	Comparable Corpus	Parallel Corpus	Parallel Corpus

¹ The references in table are cited from the same source of the table [McEnery and Xiao (2008)].

The extent and number of linguistic corpora is much higher than parallel translation corpora, which can be partly considered as comparative corpora. It is claimed there are huge numbers of texts in the linguistic corpora, from hundreds of millions of words to even the entire World Wide Web (e.g. in Baker and Saldanha 2009, p. 59).

McEnery and Xiao (2008) determine two different types of corpora, specialised and general. The majority of the existing parallel corpora, as they state, are specialised, and can be used in applied branches of Translation Studies to find terminology and specialised translation strategies. The direction of the corpora is also a significant fact. For example when we deal with the legal corpora of English and Persian we should define the direction of the translation (either from or into English). A bidirectional corpus, involves at least one translation from English into Persian and one in the reverse direction.

Since the introduction of corpora into Translation Studies, it seems there has been an exaggeration of the effects and results of CBS (corpus-based study). Baker, as a founder of CBS once stated that it could revolutionise Translation Studies in all aspects (1993, p. 243). Further emphasis is placed on this by subsequent scholars, such as Baker's previous student, Sara Laviosa, who believes that 'corpus-based research into the universals of translation is strengthening the pivotal role of description in Translation Studies through the development of an explicit, coherent methodology' (Laviosa 2008).

1.4.5 What Will the Ideal Universal Corpus Look Like?

Attempts have been made in recent studies to use corpora for analysing style, norm, ideology, and many other cognitive and socio-cultural issues that might be relevant to the field. Meanwhile, the concept of universals, which was historically interwoven with the creation and growth of corpora in Translation Studies, is very different both in terms of its relevance and the type and extent of corpora we might need. A typical parallel corpus, as stated in Figure 1-1, may resemble a simple scheme of A : B, which shows a mutual relationship between source language (here indicated as A) and target language (here indicated as B). In a reverse situation A and B could be target and source language respectively (a reverse parallel corpus B : A).

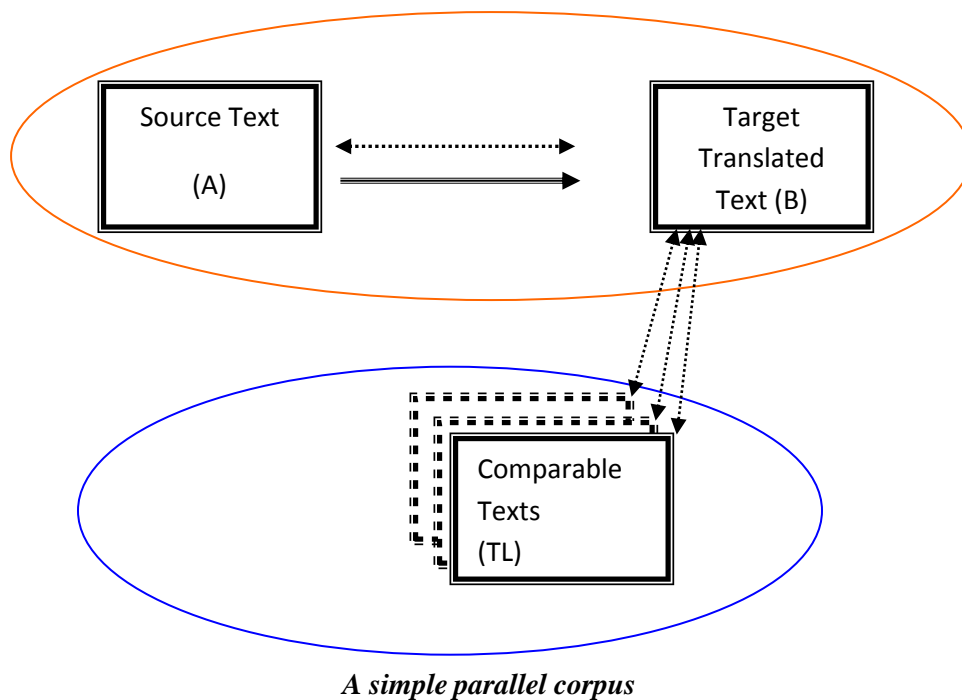


Figure 1-2: A Cluster of Comparable Corpora and a simple scheme of two types of corpora

In the following figure, the relations of the texts across two languages (language A and B) in a corpus are shown.

A [G]₁ [S] : B [G]₁ [T]
 Or
 A [G]₁ [L]₁ : B [G]₁ [L]₂

A [G]₁ [S] : B [G]₂ [T]
 ...
 A [G]₁ [S] : B [G]_n [T]

A / B: A Specific Languages S: Source (non-translated) text T: Target or Translated Text G: Gender

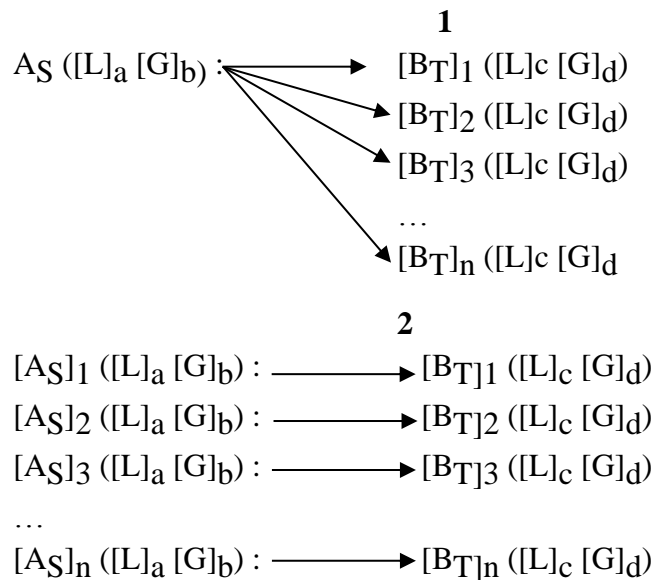
Figure 1-3: The situation of two texts A and B across two languages in a translational corpus

To expand this pattern, through the process of finding universals we could make a similar pattern for another text with the same genre and the same T and S as follows:

A [G]_a [S] : B [G]_b [T]

...

It seems that there are typically two models for analysing corpora, as presented in Figure 1-4 (below), each with their own disadvantages and limitations. The following figure shows the relations between the parts and characteristics of each model. The details provided in parenthesis are the specifications of each text. In pattern 1 we have one text in language **a** shown as **A_S** with **n** translations provided for it in language **c**, while in pattern 2 we have **n** texts in the same language with one translation for each. The same genre in the two languages has been shown by the same naming, **[G]_d**.



A_S = Text in Source Language L = Language G = Genre

a, b, c,... each indicates a particular case

Figure 1-4: Two typical patterns for analysing translational corpora between different Texts A and B in two languages a and c

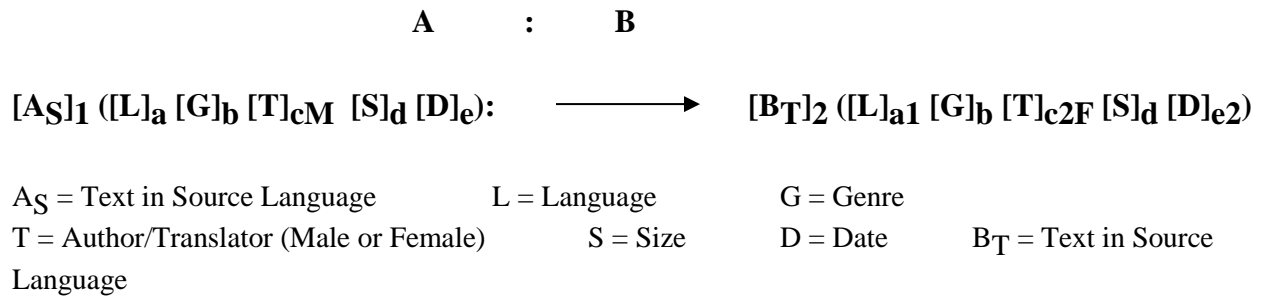


Figure 1-5: Possible factors involved in a simple unit of a translational corpus

It is likely that the homogeneity of a corpus will cause statistical reliability. An imaginary ideal example of English-Persian corpora for literary texts and specialised legal texts is shown in Figure 1-6.

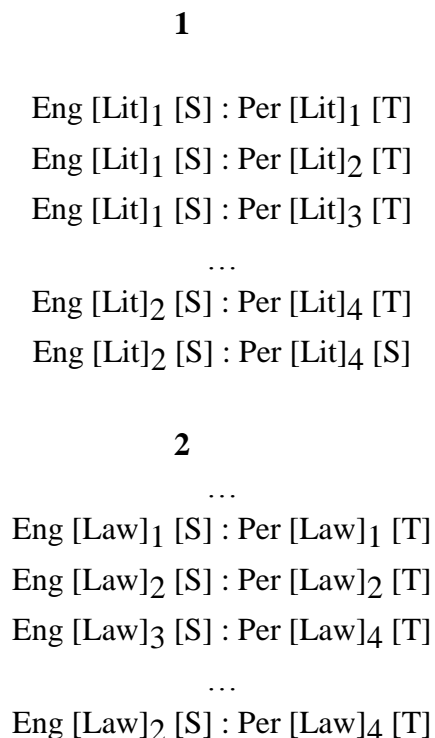


Figure 1-6: Two examples of ideal English-Persian corpora for literary and legal texts

The pattern of ideal homogenous corpora which could be called *universal multilingual translation corpora* will be even more complicated. It is an extension to the term used by McEnery and Xiao (2008, p. 19). It seems, in most reported corpus studies, the real extent of the project and practical aspects of corpus compilation have often been neglected. Since it is not the

aim of this thesis to provide a perspective, the process of a typical corpus translation study, as outlined by Olohon (2004) is as follows:

1. Funding a corpus compilation project (though it is possible for an individual researcher to compile single-handedly a small corpus for their own translation research, but not for universals!).
2. Making texts machine readable.
3. Obtaining copyright permission.
4. Tagging and annotating the corpus.
5. Aligning a parallel corpus.
6. Collecting and encoding data.

Still, in some cases, we may see genre alteration in target texts.

1.4.6 Limitations and Debates

As stated, there have been fundamental debates not only in the definition of translation universals but also in its very existence. Some of the primary deficiencies will be discussed here and then the doubts which are cast by the researchers will be explained. These issues are the ones which could lead us to totally disregard the role of such properties in our study and in any other theoretical reflections. Some of them could be solved by changing the method; however, some of them are very fundamental.

1.4.6.1 Data and Reality

Excluding some literary texts, we can rarely find two individual translations of the same specialised text in normal circumstances (as in Figure 1–6). To cope with this deficiency, corpus researchers resort to employing a series of parallel corpora for the same genre with different translators. The only way of finding texts such as multiple comparable corpora is in institutional

works, such as classroom projects, which are not appropriate and effective for finding universality due to at least the two following facts:

1. Artificiality, because the students are often trying to use instructed rules unnaturally or being influenced by some paralinguistic factors while translating, although translation itself is sometimes known as artificial writing.
2. Interference of the lack of language mastery of the students which may lead them to acquire extra, non-standard, translational aspects.

However, such corpora would be beneficial at least for pedagogical purposes, or when we alter the definition of translation universals.

1.4.6.2 Non-specificity

Toury, who is himself one of the pioneer scholars in proposing generalities in language, in his recent writings reminds us to avoid some universal-like concepts which are self-evident and involve non-specificity. He argues that many attempts to find translation universals lead us to self-evident conclusions. He states: ‘[by] forming an integral part of the very notion: claiming that a translation will necessarily reveal shifts is virtually like saying: “well, translation is translation (2004, p. 22)

Juliane House should perhaps be named as the strongest opponent of universality in translation. She considers the quest for any specific translation universal as a fundamentally futile activity (House 2008, pp. 6-11). She substantiates her claim by pointing to some detailed reasons, the most important of which are *Language-pair specificity*, *genre-specificity* and *time-specificity*.

For *Language-pair specificity* she claims that candidates of universality suggested for one particular translation direction need not necessarily be candidates for universality in the opposite direction. She presents an example of her recent work (House 2004) with a corpus of translations of children’s books from English into German and German into English that has clearly shown for instance that procedures of explicitation common in translations from English into German are not traceable in the opposite translation direction.

Regarding *genre-specificity*, based on some observations, she argues that while there is a tendency for explicitation in the German translations of popular science texts, this is not the case to the same degree for economic texts. This fact has also been emphasised by other scholars (e.g., Mauranen 2008, p. 39). To support the problem of *time-specificity* she argues that the use and occurrence of some linguistic features has changed over the past 25 years in German translations as well as German comparable texts over the same period.

The rationales used by House, as above, are themselves based on the limitations of the observation. In fact, the results may be totally changed when the issue of huge corpora is involved, which may be seen in the ideal *universal corpus*. Otherwise it will be someday necessary to change the terminology of the concept, at least what have been named general tendencies by Toury.

The issue of genre-specificity resembles a factor mentioned long ago by Antoine Berman. The French translator and theorist relates an alteration in translation to psychological aspects inevitably and inherently resulting from ethnocentric forces (Berman 1985; 2000 cited in Venuti 2000, pp. 284-289). Without applying the term universals, he categorises those translation tendencies into twelve unfavourable and even ‘deforming tendencies’, which a literary translator is exposed to when translating fiction.

Universal tendencies in a specific genre, for instance, could be a good term for such generalities if they proved to not be language-dependant or time-dependant. However, our ideal corpus must be even more comprehensive than our previous model, gathering and aligning a variety of parallel and comparable corpora, as far as possible.

There are some further potential discussions to be raised for translation universals which are described here. For instance, one of the further issues to be studied is self-translation or autotranslation and universals. Self-translation, according to the Dictionary of Translation Studies is defined as ‘the translation of an original work into another language by the author himself’. Popovič argues that autotranslation cannot be regarded as a variant of the original text but as a true translation (cited from Shuttleworth and Cowie 2014, p. 13). Could we then consider such translations as showing universal aspects of translation?

1.5 Concluding Remarks

The meaning of strategy was studied in order to be linked to translation training. To find the scope of the term, we discussed the necessity of understanding the meaning of ‘problem’. The manifestation of both terms is totally different for students and professionals and in different language pairs. One of the most famous demonstrations and categorisations of translation problems and strategies which is suitable for the purpose of this study is the one provided by Baker whose definitions relates to both the textual and pedagogical considerations.

It was shown in this Chapter that universal strategies could theoretically be considered as a tool to assist translation training and its objectives. However, the issue of universality is still highly controversial, while some of the scholars have even cast doubt in their existence. It was also shown by a model that how vast is an ideal corpus to find universal aspect of translation, and therefore finding such universals is a farfetched reality. It should be reiterated that finding general behaviours of translational texts is not the purpose of this thesis. As a concluding point, finding universals to design a method and then to be included in an academic training model, like the meaning of universal itself, could directly be a matter of great controversy. The very notion of these general tendencies could be considered as a marginal theoretical part to which we may come back in this study once we will encounter the common behaviours of translation strategies. In the following chapter the notion of ‘competence’ as one of the two main concepts of this study will be discussed¹.

¹ The other notion, as stated in introductory part of the study, is ‘strategy’.

Chapter 2: Translation Pedagogy and the Concept of Competence

2.1 Introduction

Translation pedagogy is a set of rules and instructions to educate or train competent translators. The facets of the concept of *competence* have had different manifestations over time and across academic and institutional translator training environments. The term has actually been accepted and widely employed in recent years and has gradually replaced other terms in the literature of translation training. Gile, for instance, uses the term only in the second edition of his seminal book on translation pedagogy, *Basic Concepts and Models for Interpreter and Translator Training* (2009, p. 8) where it notably replaced ‘translation expertise’ used in the previous edition of his book, published 14 years earlier (Gile 1995, p. 4 and other pages)¹. Kearns (2008) reminds us that the ‘Developing Translation Competence conference held at Aston University in 1997 was one of the first attempts to bring together Translation Studies scholars to debate the definition of translator competence’.

In this chapter, translation pedagogy will be examined based on the concept of competence. This study will try to show how considering different aspects of the concept could lead us to establish a better foundation for understanding and re-planning translation training courses in any specific environment. The link between improving competence and the focal notion of translation strategy, as an underestimated educational point and the core subject of this study, will subsequently be discussed, and a model for translation training based on educationally significant translation strategies will be offered².

2.2 Defining Translation Competence

The areas of definition and classification of translation competence have always been dealt with by those scholars who decide to survey the translation training as well as by some organizations for their vocational purposes. Whether it has aimed for using the term for training or for the other drives, naming the competencies could be beneficial for our aim. We will first create a list of necessities in order to prove how a translator is competent in one aspect or in general.

¹ Like other uses of the term in the educational tradition, it has been changed to a countable noun in Translation Studies in contrast with its everyday non-terminological usage. However, in some contexts, writers prefer to use the term *competencies* in its plural form, which is followed in this study.

² Whenever the term *course* or *translation course* is mentioned in this study, unless otherwise stated, we mean an academic translation course, specifically a BA translation course.

The following extensive list of translator¹ abilities and qualities is a good ground for explaining the different considerations of the concept of competence in translation and in translation pedagogy. The list comprises 19 elements, and is outlined for a specific set of ST-TL, the source and target languages, which are called here Language A and Language B respectively, in one direction: A(SL) → B(TL)². The starred (*) cases are replacements for their preceding numbered abilities and refer to extra abilities which are higher than the expectations of an ordinary translator and represent super-competency. The list aims to be as comprehensive as possible to cover all possible relevant abilities and expertise including the background qualities of a translator. It is prepared based on existing findings in the literature of Translation Studies as well as some points, which appear to be less emphasised by researchers in translation pedagogy and which are being proposed in this study as a hypothesis. The list of important scholars who have raised aspects of the issue of competence include Nord (1991; 2005), Gile (1995; 2009), Neubert (2000). Some of the abilities or background qualities which are specifically adopted from the others have been given references in the footnotes.

1. Adequate understanding and grasp of a specific sort of text in the Source Language
2. * Adequate understanding and grasp of (two, three or) any varieties of texts in the Source Language
3. Knowing the grammatical structure and linguistic aspects of the Source Language
4. Knowing the grammatical structure and linguistic aspects of the Target Language
5. Knowing the subject area of the source text either actively (e.g. being a physician or pharmacist to translate medical texts; or being a lawyer or solicitor for translating legal documents) or passively³
6. * Knowing (two, three or) more subject areas
7. Having the art (and/or ability) of re-expressing the linguistic system of the Target Language, with regard to cultural elements for a specific audience

¹ As stated in the introduction of this dissertation, by ‘translation’ (and translator), unless otherwise stated, I mean ‘written translation (and translator i.e. not oral translator)’

² The reverse direction B(SL) → A(TL) which could lead us to bidirectional translation competence will be discussed later.

³ As Neubert (2000, p. 9) states, ‘subject knowledge, i.e. encyclopedic as well as highly specialist knowledge, is, of course, not necessarily active knowledge for them, and available all the time, but they must know the ways and means of how to access this when they need it’ (see section 2.2 for more explanation of subject competence including comparison between Gile and Neubert’s detailed viewpoints).

8. Having the art (and/or ability) of employing an acceptable selection of the vocabulary or coining new words (if necessary) related to the specific subject, style and genre
9. Having the art (and/or ability) of setting the vocabulary in any given subject areas: terminological competence
10. Adequate awareness of textual translation strategies within the determined direction
11. Adequate awareness of translation theories
12. Adequate skilfulness in dealing with translation tools and information technology (machine translation, localisation tools, online translation, corpus software, etc.)
13. Having the professional standard of a translator (punctuality, preciseness, neatness in organising the final product, having the skill of teamwork, meeting deadlines¹ etc.)
14. Being familiar with the ethical codes and level of confidentiality for translation of the specific texts²
15. Being practically experienced in translation in the specific subject area (a relevant CV)
16. * Being practically experienced in translation in (two, three or) more subject areas
17. Being practically experienced in authoring and publishing in the related subject areas (a relevant CV)
18. * Being practically experienced in writing and publishing in different subject areas (a relevant CV)³
19. * Having the poetic talent for the translation of poetry

The above list of abilities and qualities, as mentioned, is based on *one* direction or expertise of a translator and takes into account possible knowledge, skills and situations. To complete the list, if we consider the ability of a person in the reverse direction (B(SL) → A(TL)) the list will double up in some factors. This will clearly happen for abilities 1, 2, 7, 8, 9, 10, 15, 16, 17 and

¹ The importance of the influence of the deadlines is mentioned as one of the few points that should be taught through a simulation process in translation training methods (Gouadec 2005, pp. 33-108 cited in Gambier 2012, p. 164).

² Montalt (2011, p. 79), for instance, reminds us that medical translation has some specific features that distinguish it from other types of translation. In the first place, it is conditioned by the ethical codes of biomedical research and health care. Accuracy and reliability of the information contained in the texts, confidentiality and sensitivity towards patients are paramount. Competence in medical translation depends on being familiar with all of these.

³ The last four factors may better represent background potency rather than ability, which is highly influential in appraising overall translation competence.

18, while a set of abilities like 3 and 4 already covers the reverse direction. This list will be referred to as the extensive competencies list, or simply as EC list, in this study.

In view of the above, we could hardly confirm that the sentence; *he is a competent translator*, is individually a meaningful one. Which set of the above-mentioned abilities are appropriate for evaluating total ability, i.e. the competence of a translator for a specific context? A particular selection of the above list could represent a special definition of competence for some vocational or pedagogical evaluation purpose. On the other hand, since we have, practically, encountered versatile translators who are competent in translating texts in various subjects, particularly based on ability 16 above, it would be reasonable to redefine and classify translators based on their abilities into mono-subject, bi-subject and multi-subject competent translators and to even consider unidirectional and bidirectional competence in specific subject. The phrase *competent translator* could be, therefore, pointless per se. It will sometimes be irrelevant and sometimes too narrow to refer to someone who has one or some of the abilities shown starred above for translating from one language into another and/or vice versa.

Each scholar's and institution's definition of the term competence has considered some different selection of the abilities mentioned. While being accepted as a standard term, translation competence has been categorised differently based on conceptual considerations and the needs or goals of the institutions which intend to define it while dealing with improving translation competence. The requirements and objectives of the institutions defining the term have sometimes highlighted one or a few aspects of ability, and disregarded others. Some scholars may prefer to categorise competency into more elements of a translator in a specific translation assignment, or consider it a comprehensive or umbrella term to cover general translator abilities¹.

With regard to the conceptual classification of the term, some have only covered few facets. The oldest demonstration of the term may refer back to Wills (1976, p. 120 cited in Kelly 2005, p. 28) which is a rather concise classification of translation competence. His conceptual-academic

¹The list of the other terms used to describe translation competence stated by Hurtado Albir (2010, p. 56) includes *translation ability*, *translation skills*, *translational competence*, *translator's competence* and *translation expertise*. The term has also been replaced by translation *competency*, as mentioned, specifically in its plural form (*competencies*).

classification divides translation competence into only three major umbrella abilities, *receptive*, *productive* and *super-* competence as follows:

- a) A receptive competence in the source language is the ability to decode and understand the source text
- b) A productive competence in the target language is the ability to use the linguistic and textual resources of the target language
- c) A supercompetence, is basically defined as an ability to transfer messages between linguistic and textual systems of the source culture and linguistic and textual systems of the target culture (ibid.).

His list covers only a selection of the competencies translators may need from the exhaustive list of abilities mentioned. How, and to what extent this classification and the modern definitions of the term match the list of abilities, will be discussed. Moreover, we will try to explore translation abilities from a pedagogical perspective in line with finding the major requirements of a translation course.

2.2.1 The Main Query of a Translation Course

As discussed, there are many facets of translation competence, each related to one or a combination of abilities, however, the educational aspect of translation competence will include some of those abilities. I shall try to find the most concise classification of requirements of a translator, by condensing the competency elements into more thorough ones and relate them to what is logically and practically needed by a general translation course. I will then return to some well-established definitions and categorisations of translation competence which have been proposed by scholars and study them more meticulously in order to compare them with the proposed classification and to reach a fruitful educational assumption from all definitions. Using a more succinct classification, a person needs to fulfil the following three requirements to be considered a competent translator in any given subject.

1. To have a professional language competence in both SL and TL
2. To be acquainted with the subject area of the translation task s/he wants to translate (e.g. literature, law, chemistry or the shipping industry) and the associated terminology
3. To have a sufficient writing ability in TL

Despite the importance of the above factors for a translator, none of them have anything directly to do with translation. They relate to language and writing abilities as well as knowledge of the subject. Therefore, it may not be logical to call a course a *translation* course unless adding the fourth requirement:

4. To be familiar with related linguistic rules and translational skills (not mere theoretical assumptions) derived from empirical and descriptive studies

The above factor has, more or less, been accepted by teachers and scholars (see the results of interviews/questionnaires in section 2.6). Although some parts of the first three requirements should be considered as areas of concern for translation institutions, none of them relate directly to *translation training*. The importance of all four factors is prominent for someone to be considered as a capable translator in their specific field; however, it has traditionally been shown that lesser emphasis has been devoted to the most *translation-training-related* requirement which is translation skill. This seems to be an ongoing practice which can be seen in the results of the recent questionnaire filled in by current translation teachers (see section 2.6).

Among the other three, most focus has been on improvement of the first requirement. This is happening in academia, despite the fact that trainees should already have mastery of the languages involved. As Kelly (2005, p. 115) reminds us, as a result of the reality of the low level of language proficiency, especially in undergraduate translation courses, language learning is often a necessary part of translation training centres in order to ‘remedy the overall situation’. Looking through the course syllabi for the educational systems in Iran will also show that the emphasis is less on this main requirement (section 2.4). The excessive emphasis on the first factor, i.e. the ability to understand both languages, has sometimes resulted in altering translation classrooms into language learning environments, in which the majority of the in-class and out-of-class activities are focused on learning vocabulary. Even in cases where the curriculum shows a variety of syllabi, modules and credits with the word *translation* in their titles, in practice the

courses consist of *foreign language learning orientation*. In non-English translation courses an EFL educational system replaces translation syllabi by being the focal concern of translation classrooms. As will be shown later in this chapter, EFL course objectives form about 50 percent of BA translation courses in a model of translation training in Iran.

The second requirement, often called subject competence, mostly in the realm of specialised translation training, indicates overall knowledge of the subject and is not normally associated with general translation pedagogy.

The main focus of this chapter is to address that which relates more directly to translation pedagogy which is the fourth requirement. It is worth mentioning that the linguistic rules for this requirement may sometimes be part of the first requirement which is itself part of language competence (i.e. *requirement 1* above). However, our focus on language rules and translation skills merely relates to translational strategy as defined in the previous chapter.

Some translation scholars put emphasis on one or more of these requirements and underestimate the importance of the rest. Kassmaul is a good example of a scholar who emphasises *requirement 3* for pedagogical purposes. He says that the majority of texts are produced by people who know two languages, but that these texts are hard to understand, because the ‘people who produced these texts knew what they were writing about but they did not sufficiently know how to write’ (1995, p. 1).

Gile on the other hand, argued that subject competence (our *requirement 2*) is of lower significance. He attempts to prove that translators can produce a good job ‘by relying on their linguistic knowledge, their extralinguistic knowledge and analysis’ in spite of a lack of familiarity with the field ‘even in the case of highly specialised texts or speeches’ (Gile 2009, p. 89; see also the following sections)¹. Neubert provides a different suggestion for coping with this deficiency. He believes that it is better for translators to acquire familiarity, and they should possess related ‘passive’ subject knowledge. He suggests that subject knowledge:

¹ By the word Translator, which he specifically employs with a capital T in his famous book *Basic Concepts and Models of Interpreter and Translator Training*, he refers to both translators and/or interpreters.

... still has to be sufficiently broad and deep to satisfy the specialists, who, are always called upon to assist translators in their quest to approximate, as closely as possible, the *real thing*. If translators are lucky and can afford to specialise in their career the difference between translators' and experts' knowledge will tend to decrease step by step, that is, translation after translation. (Neubert 2000, p. 9; his emphasis)

2.2.2 Development in Defining Translation Competence

Krings (1986), Nord (1991; 2005), Gile (1995; 2009), Kussmaul (1995), Toury (1995), Chesterman (1997), Schäffner (2000), Neubert (2000) have all contributed in different forms to the development of the concept of translation competence. As mentioned, competence is a rather recent umbrella term which seeks to convey the range of abilities translators require to translate competently, and which has been used widely in modern pedagogical writing on translation.

Clearly, what this research says about translation pedagogy will be directed to developing competence, and knowing the exact definition of the term and its sub-categories is important. The first important distinction to be made is between competence and sub-competences, also called partial competences, which is demonstrated in the extended list above (section 2.2). This may result in confusion as we consider other related terms. Orozco and Hurtado (2002, p. 375) raise the issue of denomination and offer a useful survey of terms used by previous scholars, which they argue refer broadly to the same concept, such as *transfer competence*, *translation performance* or *translation skills*. While one can see the semantic relations between those terms, a close look at their usage reveals that they are not conceptually identical. For example *transfer competence* is seen by Kelly as one of the sub-competences, while Nord (2005, p. 12) sees it, on the basis of Wills' argument, as one of the skills or abilities of a translator which 'comprises the skills of text reception, text production, and the use of translation tools, as well as the ability to "synchronise" ST reception and TT production'. The latter definition is much more comprehensive than Kelly's.

The variation in definition and classification of the concept is pervasive. In most definitions, it refers not only to the linguistic and textual ability or aptitude of a translator in the source and target languages, but also any tools which are employed in the translation tasks. Neubert (2000, p. 3) is one of the commentators who have discussed the issue extensively. He explains the

difficulties and the complexity around this concept and defines translation competence as follows:

Translation involves variable tasks that make specific demands on the cognitive system of the translator. What enables translators to cope with these tasks is their translational competence.

His updated categorisation of competence¹ consists of five, as he calls them, sub-competencies: (1) language competence, (2) textual competence, (3) subject competence, (4) cultural competence, and (5) transfer competence, the latter includes ‘tactics and strategies of converting L1 text into L2 text’. Looking deeply into his definition we could conclude that this categorisation covers the extensive list of abilities in section 2.2 (EC list) as in table 2-1 below. In this comparison, each element of competencies is equal to the numbered element given in the EC list. As can be seen in the table, competency elements in Neubert’s classification can be matched with 10 elements in the extensive list of competencies. Language competence, for instance, covers element 3 and 4 in the EC list, etc. This comparison reveals that even the important classifications do not have such exhaustiveness to cover all aspects of competencies. Some areas which have not been regarded within most categorizations, including Neubert’s, are items 11 and 12 in EC list which are named as ‘adequate awareness of translation theories’ and ‘adequate skilfulness in dealing with translation tools and information technology’.

¹ Neubert had specified three main competences as language, subject and transfer competences in his earlier article in 1994 (Translation studies: an interdisciplinary, edited by Snell-Hornby et al.)

Table 2-1: Inclusion of Neubert and EC elements of translation competencies

Neubert's competency element	Corresponding elements in EC list (extensive list of competencies)	Number in EC list?
(1) language competence	Knowing the grammatical structure and linguistic aspects of Source Language	3
	Knowing the grammatical structure and linguistic aspects of Target Language	4
(2) textual competence	Adequate understanding and grasping of a specific sort of text in Source Language	1
	Adequate understanding and grasping of (two, three or) any varieties of texts in Source Languages	2
(3) subject competence	Knowing the subject area of the source text either actively or passively	5
	Being practically experienced in translation in the specific subject area	15
(4) cultural competence	Having the art (and/or ability) of re-expressing the linguistic system of Target Language, with regard to cultural elements for specific audience	7
(5) transfer competence	Having the art (and/or ability) of employing acceptable selection of the vocabulary or coining new words (if necessary) related to the specific subject, style and genre	8
	Having the art (and/or ability) of setting the vocabulary in any given subject areas: Terminological competence	9
	Adequate awareness of textual translation strategies within the determined direction	10

Kelly's (2005, pp. 32-33) important pedagogical description of the term also sees translator (not translation) competence as 'the overall intended outcome of all translator training programmes' while trying to classify the competence elements. She maintains that her main purpose in this categorisation is 'based on the analysis of numerous previous descriptions in Translation Studies literature and standard documents from the profession'. Kelly classifies the main areas of translator competence as (1) communicative or textual, (2) subject area, (3) instrumental, (4) psycho-physical, (5) interpersonal, (6) strategic, and (7) cultural and intercultural. If we provide a similar comparison to show how her categorisation could cover the elements in our EC list, we will find another case of insufficiency in this theoretical categorisation. It seems that item 11 could not be placed in any part of the Kelly's list, while at the same time, no direct emphasis has

been made on items 3 and 4 in EC list which are related to grammatical structures and linguistic rules.

Some categorisations do not consider the different aspects of competency. *Translation confidence*, with its psychological definition has been used to reflect the cognitive ability of trainers, but again with a mixture of the elements of translation competence (Fraser 1996). Lörcher seems to use the Chomskian notion of competence when he refers to the old observation of Translation Studies being *competence-oriented* (2005, p. 597), although he himself sometimes uses the same term, linked to the above-mentioned pedagogical usage.

As can be seen, the majority of approaches consider the four main requirements, as mentioned in section 2.2. However, some aspects of the extensive abilities mentioned in section 2.2, like *requirements 14 and 15 (familiarity with the ethical codes and level of confidentiality; and being practically experienced in translation in the specific subject area)* are generally less well accounted for. It is logical to consider all related aspects of competence in designing a curriculum for a translation course and when planning the course syllabus for specific purpose. To find an effective translation pedagogy, our aim in this survey is not the analysis of the requirements of curricula for a course, but to find how to focus on improving the most important facet of translation competence which is teaching translation, not teaching language or mere theory. Let us return to the list provided in section 2.1 in order to elucidate this point. Disregarding the starred extra abilities, which are not normally educational, to arrange the pedagogical translation-related competencies into an ideal translation course, we could exclude the main language-related abilities, which are 1, 3, 4, 7 and 8, which all relate to either the source or target language.

It could be supposed that the following elements, which are translation-related, could be focused on exclusively in a translation training course:

(Element 10) Adequate awareness of linguistic translation strategies (in one direction)

(Element 11) Adequate awareness of translation theories

(*Element 12*) Adequate skilfulness in dealing with translation tools and information technology (machine translation, localisation tools, online translation, corpus software, etc.)

(*Element 13*) Having the behavioural standard of a translator (punctuality, preciseness, neatness in organising the final product, having the skill of teamwork, meeting deadlines etc.)

(*Element 14*) Being familiar with the ethical codes and level of confidentiality for translation of the specific texts.

Increasing the awareness and familiarity of students with each of the above five elements is the mission of a general translation course. Furthermore, and as can be seen, the most important translation-training-related ability (how to translate) which corresponds to *requirement 4* mentioned in section 2.2 (to be familiar with related linguistic rules and translational skills ...) is *ability 10* above. Plotting, measuring and showing the importance of this aspect is the focal point of this study. Knowing the importance of this ability, the more educationally significant translation strategies should be pinpointed. It was shown in the last chapter that the various aspects of translation strategies need to be studied linked to their related problems. Such relations will be set in the next chapter as problem-strategy sets while an attempt will be made to find the method for measuring degree of importance of each set.

2.3 Which Method for Translation Training?

The role of a translation teacher is to adopt a method through which the students' translation competence will be improved. As discussed, the pedagogical aspects of competence may vary. However, the central consideration of translation didactics is indisputable. These aspects should be defined in relation to the needs and abilities of the students as well as the aim of the academic course. All this may force us to resort to specific methods of training not only for curriculum and syllabus design but also for in-class and out-of-class activities for each translation module or credit. Kelly believes that defining the elements of competence in an educational context is dependent on 'the role of training programmes' (2005, p. 32).

Since it is not intended to investigate curriculum and syllabus design in this study, among all the aspects mentioned, we will pursue the goals and methods in relation to what a translation teacher may need, and emphasise translation-training-related activities. This in itself, as mentioned, should be based on the issue of teaching translational skills. These activities should inevitably be linked to an umbrella model of translation training. A suitable training method which will be examined and explored here will prove to be associated with a strategy-based model in its effective manifestation.

It has been a commonly acknowledged fact that there is no single method of teaching, or in-class activities within the typical translation classrooms, which can be prescribed generally or even for a particular class environment. Some teaching proposals are more traditional and some are more student, rather than teacher, centred. Some of the methods highlight *transfer* or strategic competence while others emphasise more particular, even peripheral, sub-competencies. The pros and cons of the methods, and especially their degrees of effectiveness, are varied. However, a good distinction can be made between the *ad-hoc* or *traditional* model and the *strategy-based* model. The traditional model is called an ad-hoc model in this study, because of its trial-and-error nature and its faltering pedagogical value.

The traditional teaching model involves two sub-models which are common in translation training classes. The first sub-model entails the teacher giving a lecture about some theoretical concepts and/or some selected translational skills and secondly discussing, criticising or revising students' translated texts, typically by comparing them with each other or with the teacher's version of the target text. These activities cover all translation training procedures, whether in general or specialised translation modules. Kiraly, Kelly and González Davies are some of the scholars who have cast doubts on the effectiveness of this model for training purposes. Such lectures have been further criticised by Kearns (2008, p. 208). However, Kearns, himself seeks a new approach to translation training, stating ironically that the reality of current academic practice is the best support provided for the practical advantages of traditional classrooms. Pym, on the other hand, believes that the 'traditional didactic translation' model involves students producing text only for the teacher to read, such that the translation is only evaluated positively. He calls such kinds of translation 'entirely unprofessional' (2011, p. 481).

As can be seen, this model is actually based on analysing the translations which have already been produced by others, either by the students or by the teacher, and are being selected and analysed in an ad-hoc and subjective manner. Unlike the traditional model, with the strategy-centred approach we could introduce a strategy-based model. The strategy-based model (as seen in Table 2-2) consists of its own characteristics which are similar to the process-oriented model but in a narrower sense. It is purposeful and decisive, and can be implemented using local and universal strategies, as well as considering language pair specifications to arrive at optimal results. The most important consideration with such an approach relies on the concept of strategy. As stated in the previous chapter, the classification of strategies has to be defined in terms of general/global strategies as well as language pair specifications.

Table 2-2 is an attempt to represent different possible models of in-class activities in a translation classroom with an ad-hoc approach. Besides referring to some common examples of those activities, it goes further to mention some arguments for and against those activities. Then, in the last column, some numbers have been used to represent the estimated place of those activities in a continuum on one extreme of which resides the traditional (ad-hoc) teaching approach, and on the other one, the modern strategy-based teaching approach. Among the five common activities referred to, 'reading and translating in the class' is the first activity enumerated in the table which has got the first place on the continuum, on the traditional extreme of course, and it shares its place with another activity, 'students translate a text, read it out in the class and have it evaluated'. The last activity that has been enumerated in this table is 'collecting the translation' commentaries, then scoring them' which has got the fourth place on the continuum, nearer to the traditional extreme though. The tables reveal how different are the models of teachings translation with regard to the in-class activities.

Table 2-2: Possible models of in-class activities in a translation classroom with an *ad-hoc* approach

No	Activity	Examples of significant features		Estimated place in traditional-modern continuum
		Pros	Cons	
1	Reading and translating in the class	A basic translation activity / Practice makes perfect (even if casual or un-purposeful) / Gives students a taste of translation	Not coordinated with the real practical situation / Interfering oral factors for written translation	1
2	Students translate a text, read it out in the class and have it evaluated = Basic model [Pym 2011, p. 484]	Easy to handle for the teacher	Translating for the teacher	1
3	Distribution of hand-outs including segments of original texts, collecting the translations, correcting and returning them	An activity related to translation/ Practice makes perfect (even if casual or unpurposeful)	Artificial selection/ Passivity of the role of the class	2
4	Collecting translations and discussing in the class, either group-wise or teacher-centred	Gives understanding of different options	Not coordinated with real practical situation / Discussion in terms of what series of defined criteria?	3
5	Collecting the translations commentaries, then scoring them	Same as above/ Challenging students and letting them discover their cognitive decisions / Student-centred approach	Same as above/ Commentaries on the basis of which model? Will the teacher spend time to evaluate and return all commentaries?	4

Table 2-3 attempts to show the different possible models of in-class activities in a translation classroom with a strategy-based approach. Besides referring to some common examples of those activities, it goes further to mention some arguments for and against those activities (just like table 2-2 in case of translation classes with an ad-hoc approach). Then, in the last column, some numbers have been used to represent the estimated place of those activities in a continuum on one extreme of which resides the traditional (ad-hoc) teaching approach, and on the other one, the modern strategy-based teaching approach. Among the six common activities referred to, ‘explaining and teaching a series of strategies’ and ‘real life activities’ are the first two activities enumerated in the table which have got the fifth place on the continuum, on the modern extreme of course. The last activity that has been enumerated in this table is ‘exploring and discussing strategies for real translations with the aid of competent translators’ which has got the seventh place on the continuum, nearer to the modern extreme, and shares its place with ‘practice by one strategy each time, with different examples’ activity.

Table 2-3: Possible models of in-class activities in a translation classroom with a *strategy-based approach*

No.	Activity	Examples of significant features		Estimated place in traditional-modern continuum
		Pros	Cons	
1	Explaining and teaching a series of strategies	Purposeful activity ¹	How could all strategies be discovered let alone be taught? / The strategies do not cover a whole set of possible examples	5
2	Real life activities (according to professional standards) (González Davies 2004, p. 19)	Purposeful activity / Market-oriented	Difficult to provide and manage the situation with favourable results in terms of time and money available	5
3	Exemplification of strategies in real texts (Chesterman, 2000)	Purposeful activity	Risk of prescription and conditional act	6
4	Practice one strategy each time, with different examples (Chesterman 2000)	Gives good understanding of acquiring skills	Lack of time to deal with all translational problems	7
5	Role plays / doing translation in small groups with supervision of the teacher / running specified workshops	Experiencing other interactions (other than teacher-student)	Time consuming / Sometimes superficial	6
6	Exploring and discussing strategies for real translations with the aid of competent translators	Purposeful activity	Generally difficult to manage / Not appropriate for early stages of training	7

¹ *Purposeful* is used in contrast with *ad hoc* in this study. Purposeful activity means a clearly pre-planned educational activity.

The term *training*, as it is used here, may itself sometimes be confused or have some overlap with the other terms like teaching or education. The following section aims at disambiguation of the term to reach a clearer definition of translation training linked to our survey in translation competence and translation strategies.

2.3.1 Translation Pedagogy: Training or Education?

Applying the word ‘training’ to academic translation courses is contentious. The controversy is mainly due to the underlying connotation of the term ‘training’, especially in contrast to concepts more traditionally associated with academia like education and qualification. Kearns reminds us that the verb ‘to train’ is ‘one which is inherited from the vocational tradition, a tradition with its origins in the specificity of the apprenticeship rather than the generality of academe’ (2008, p. 208). This could be the reason why translator training has traditionally been carried out in schools of translation and interpreting, rather than universities. Giving the example of a well-known University in Geneva, Switzerland, Citroen claims that such schools have proved to produce ‘magical outcomes’ by training many outstanding translators and interpreters despite being ‘mainly based on the practice of classical philology’ (1966, p. 141). The contradiction between such schools which may better be categorised as institute, rather than university, education, is a matter of controversy mostly due to the limitations of the concept of ‘training’ for developing translation competence.

The distinction between translator training and translator education has been cited by Pym (2011, pp. 482-483) following Kiraly (2000), who makes a distinction, which is fundamental for the study of translation pedagogy, between ‘translation competence’ and ‘translator competence’. Table 2-4 clearly shows the different characteristics of each of these two notions which, before Kiraly, were often conflated within the same category.

Table 2-4: A comparison between characteristics of Translator Training and Translation Education

(Based on Pym 2011, pp. 482-3)

Translation competence	Translator competence
Related to Translator Training	Related to Translator Education
Training: associated with (mostly linguistic) skills needed to produce an acceptable translation	Education: recognises the need for the students to acquire a wide range of interpersonal skills and attitudes and purely technical skills.
They simply absorb linguistic information	They have to be taught how to locate and evaluate information for themselves
They should just absorb professional norms from seeing translations corrected	They should be able to discover the norms and ethical principles, mostly through work on authentic professional tasks or while on work placements, contributing to debates on these issues as they go along.
Its acquisition will always be a combination of instruction and practice	Students must learn how to work interactively not just with other translators, but with terminologists, project-managers and end-clients
Trainees are (almost) bearers of industrial skills.	Young professionals must be allowed to develop as multifaceted citizens by the institution.
They are taught how to do things	They are taught how to do things, plus they must become members of the various overlapping professional communities engaged in the production of translations
Suited to short-term training programmes.	Suited to long-term training programmes
Professional translators tend to experience such training.	Modern academic objectives

As is shown in the table, translation education is more related to thinking and analysing, which are the goals of academia, rather than practicing and learning skills. This study has used the word ‘training’ since the beginning. What is happening in translation classes is of practical nature without any thinking and analysis activities. This will also be proved for the case of Iran, in section 2.4 from the results of the questionnaires. It was mentioned that translation-training-related activities that are linked to *element 10* in the EC list are the more important factors in translation training. Since within the current tradition the task of training/educating translators has mostly rested on the shoulders of universities, it could be said that a combination of training skills and education is required for any effective translation course. This means that although we use the term *training* for our ideal translation courses, designing a university course encompassing a mixture of practicing and thinking/analysing is essential, either in curriculum design or in each translation-related module plan. Therefore, the term ‘training’ should be used as an umbrella one encompassing both ‘training’ and ‘education’.

Nord maintains his model for training translators as follows:

‘To train functional translators, trainers need both practical and theoretical knowledge. They should know the skills and abilities that are required in the profession (= practical knowledge), and they should know how describe them using the concepts and terms of some kind of theory (= theoretical knowledge).’ (2005, pp. 214-215).

2.3.2 Towards a Global Model of In-class Activities

There have been various attempts to provide methods and models for in-class activities to enhance translation competence. The majority of the existing teaching materials point at activities that focus on a particular language pair, without general pedagogical benefit or universal validity. González Davies, suggests the notion of ‘action research’ (2005, p. 67) and outlines some ways in which more generalised pedagogic tasks could be developed, for instance placing emphasis on the translation product instead of the process, to reach what she calls ‘alternatives to traditional translator training’ (2005, p. 72). Although she maintains that her proposed ‘training principles’ (including classroom activities, tasks and projects) have the value of being generalised into other language combinations (2004, p. 7), her examples and

considerations are mostly around English-Spanish or English-Catalan. Kussmaul (1995, p. 5) believes that ‘translation teaching ought to be based on data-based research’ and gives some fixed strategies to solve psychological, cognitive and linguistic problems on the issue.

2.3.3 The Strategy-based Translation Training Model

Tables 2-2 and 2-3 revealed some features of possible models of in-class activities. We can draw a continuum in which the ends illustrate the traditional and modern models (from number 1 which stands for entirely traditional, to 7 for especially modern forms). A modern approach could also be added to the two above-mentioned approaches to complete the normal translation teaching observations. Possible model tools and tactics for in-class activities in a translation classroom with a modern approach might have various forms. In a specialised translation classroom, the students can be asked to give presentations on their own translations and commentaries, to work with subject related terminology. Practicing ways of triggering (not enhancing) their creativity as Chesterman and Wagner (2002, p. 57) state are also interesting. To work with the aid of a modern translation course book (either a general or a specialised one for a specific subject) based on defining and exemplifying strategies for a specific language pair, including various individual and group-based exercises and activities, and to employ modern tools such as computer-based translational corpora and online terminological sites are important. Furthermore, they are needed to be exposed to real world situations by providing them with opportunities for contact with professional translators and consultation with the authors of the source texts they are working on.

Any combination of the listed models could be in accordance with the real situation of the class and the language pairs. However, one question remains. Are these activities well suited to general translation tasks, or could they be considered as the practice of particular translation strategies in themselves? Some instructive points to be addressed with students in a typical translation classroom could be recommended, based on the following points:

They are to be motivated to sketch and define their either global or local strategy for choosing strategies, to understand the concepts of style, genre and register for maintaining or re-forming the style of the source text in terms of the strategies acquired, to adopt a unique writing style, to

realise the function and to choose their style (Skopos theory) in terms of the target audience or readership (Nord 2005 based on Vermeer 2001), to maintain the level of formality, to choose macro-strategies (communicative/semantic or foreignisation or domestication, especially for cultural elements), then pursuing micro-strategies. (a term adopted from Lawrence Venuti (1995), in *The Translator's Invisibility* but used in a rather different sense), to allow for and to practice the professional tool of compensation, and finally to employ features of translation technology.

A combination of methods, focusing on the most effective ones with fewer disadvantages, could direct a teacher or an institution to design a particular class activity plan and appropriate translation methodology according to specific needs and objectives of each institution and the students' levels of competence. Any efforts should take account of modern pedagogical and psychological aspects of translation training in which the understanding and application of translation strategies needs to be regarded. Numerous pieces of research into finding global and local translation strategies for application and directing the translation education system to a reasonable and solid foundation are needed. To complete this subject matter, it is instructive to note the points made by González Davies with regard to finding new pathways of translation and translation teaching. She believes that 'multiple voices should be heard in the classroom: those of the teachers and the students, as well as those of different theorists and researchers, and those of the practitioners and initiators. New paths should be explored instead of keeping to one approach to translation or to its teaching'. (2004, p.4)

2.3.4 Traditional Translation Training vs. Classic Foreign Language Teaching Grammar-Translation Method

There are some relations and similarities between classic (or traditional) translation training methods and classic language teaching. For example the grammar-translation method is used extensively both in translator training and modern languages teaching. Applying the traditional model to translation training is as outdated as employing a grammar-translation method to language teaching, which has been criticised as being irrelevant and ineffective. As was seen, in this model, which might be called an *assignment-based model* or *transmission teacher-based*

model, the teacher distributes texts, in one session after a general lecture about translation. A general lecture about translation, encompassing translation methods, text types, genres, registers, but rarely mentioning any specific translation problem or its appropriate strategy. The class reviews the students' translations in a following session and compares the texts with one another. This approach has sometimes been called the 'chalk-and-talk' approach (Davies and Kiraly 2006, p. 83).

In order to explore the various elements of classic translation training, we should first clarify our definition of a typical foreign language teaching (FLT) class. Due to wide dissemination of English as a lingua franca and the consequent rise in the popularity of English language teaching (ELT) as an academic subject (Cook 2002, p. 118), research on language learning methodology has tended to draw on ELT contexts rather than FLT contexts. This tendency has affected studies within the field of Translation Studies during the most flourishing era of language teaching methodology, on various fronts. According to Cook (*ibid.*) 'the most influential ideas about language teaching have often been developed with explicit reference to English language teaching (ELT), accompanied by an implicit assumption that they apply to foreign language teaching in general'. The same situation has happened for teaching translation. Cook (*ibid.*) warns us that the 'case for and against translation may vary with the social and linguistic relationship between a student's L1 and L2'. The reliance of the research on English language dominance should sound an alarm for new researchers, and alert them to the fact that the results of these studies may not be generalisable to other language pairs in which English is neither the target nor the source language. We could conclude that the translation of various corpora has been influenced by English intervention, making it non-universal and hence, to some extent, unreliable.

Despite the lack of popularity of the classic translation method in language teaching, the advantages of using translation in those contexts have been emphasised by some recent researchers. A group of supporters of this method, listed by Cook (2002, p. 117), have cast doubt about its omission from the language classroom, claiming that the formal inaccuracy of language learners could be due to their lack of practice of translation and their 'exclusive focus on communication'.

Students themselves have been observed to have a tendency to use translation for their language learning, primarily by experiencing psychological satisfaction with their own improvements. Sewell's work confirms this tendency, as she states that language students 'buzz round the translation class like bees round the honey pot' (2004, p. 151). This metaphor reflects the psychological needs of the student, for instance, to enhance their self-esteem and enjoy demonstrating their translation and language skills. Translation courses could involve the application of a part of an old-fashioned language teaching method. This is a controversial point, since it is important to make a distinction between applying translation in a language teaching course and associating the language teaching elements in a translation course.

2.4 An Example of Course Syllabus in BA English Translation in

Iran

BA translation courses in Iran contain 51 principal modules¹. These modules are in addition to 16 general modules which are compulsory in all university courses in Iran (including physical education, history of Islam, Islamic ethics, etc.) not a matter for this study. Table 2-5 shows the list of the principal modules in the BA English translation course in Iran. The course is comprised of 9 semesters, 51 modules and 118 credits. The first three semesters are dedicated to general language related modules (mostly English language modules, i.e. only four out of 34 credits are dedicated to Persian language, e.g. 'The structure of Persian language' and 'Writing in Persian'). The first translation related module, 'Techniques and principles of translation' is offered in semester 4 as a theoretical module, while the other modules are language related (still mostly English language, i.e. only 2 out of 8 language related credits are related to the Persian language). This may be due to the logic that most of their students are native speakers of Persian, whose foreign language is English; therefore, they are in greater need of becoming familiar with English than Persian. 'Translation of simple texts' is the first practical translation module that is offered to the students of English translation in semester 5, while all the other modules are still language related. The following semesters are those in which we mostly have translation related modules, either theoretical (6 credits) or practical (34 credits, while 6 are oral). On the whole, the

¹ Cited from http://www.birjand.ac.ir/lit/files/zaban_karshenashi%20motarjemi.pdf (available on 25/12/2015)

BA English translation course in Iran comprises 6 ‘Persian language’ (about 5%), 54 ‘English language’ (45.7%), 36 ‘translation practice’ (about 30.5%) and 22 ‘translation (or other) theory’ (about 18.6%) credits. Considering language (not translation) related modules, including English and Persian, we see that 50.7% of the course is dedicated to language related activities.

Table 2-5: List of modules in BA English translation course in Iran

Number	Modules	Persian Language	English Language	Translation Practice	Others (Theory)
Semester 1					
1	Reading I	-	4	-	-
2	Conversation I	-	4	-	-
Semester 2					
3	Reading II	-	4	-	-
4	Conversation II	-	4	-	-
5	Grammar and Writing I	-	4	-	-
6	Language Learning Skills	-	2	-	-
Semester 3					
7	Grammar and Writing II	-	4	-	-
8	Reading III	-	4	-	-
9	The Structure of Persian Language	2	-	-	-
10	Writing in Persian	2	-	-	-
Semester 4					
11	Techniques and Principles of Translation	-	-	-	2
12	Introduction to Contemporary Literature of Iran	2	-	-	-
13	Oral Production of Stories I	-	2	-	-
14	Linguistics I	-	-	-	2
15	Advanced Writing	-	2	-	-
16	Introduction to English Literature I	-	2	-	-
Semester 5					
17	Linguistics II	-	-	-	2
18	Introduction to English Literature II	-	2	-	-
19	Translation of Simple Texts	-	-	2	-
20	Oral Production of Stories II	-	2	-	-
21	Essay Writing	-	2	-	-
22	Letter Writing	-	2	-	-
23	Simple English Prose	-	2	-	-
Semester 6					
24	English Phonology	-	2	-	-
25	Advanced Translation – 1st Module	-	-	2	-

26	Idioms and Metaphorical Expressions in Translation	-	-	2	-
27	Audio-Visual Translation	-	-	2	-
28	Reading Journalistic Texts	-	2	-	-
29	Simple English Poetry	-	2	-	-
30	Morphology	-	2	-	-
31	Contrastive Analysis of Sentence Structure	-	-	-	2
Semester 7					
32	A Survey of Translated Islamic Texts I	-	-	2	-
33	Interpretation I	-	-	2 oral	-
34	Translation of Literary Texts	-	-	2	-
35	Translation of Legal Correspondence and deeds I	-	-	2	-
36	Translation of Journalistic Texts I	-	-	2	-
37	Advanced Translation – 2nd Module	-	-	-	2
38	Principles and Methodology of Translation	-	-		2
Semester 8					
39	Translation of Political Texts	-	-	2	-
40	Interpretation II	-	-	2 oral	-
41	Techniques and Principles of Research I	-	-	-	2
42	Teaching Methods of English Language	-	-	-	4
43	A Survey of Translated Islamic Texts II	-	-	2	-
44	Translation of Journalistic Texts II	-	-	2	-
45	Individual Translation Project I	-	-	2	-
Semester 9					
46	Translation of Legal Correspondence and deeds II	-	-	2	-
47	Techniques and Principles of Research II	-	-	-	2
48	English Language Testing	-	-	-	2
49	Translation of Economic Texts	-	-	2	-
50	Individual Translation Project II	-	-	2	-
51	Interpretation III	-	-	2 oral	-
Total Credits		6	54	36	22
Grand Total Credits		118			

Looking through the list of modules and the details of the course, it can be seen that practical translation modules start from semester 5 onward, after passing the general modules. From among the modules mentioned here, ‘Advanced Translation – the first Module’ is the only one during which the students may learn some of the translation strategies. The other modules are considered practical or theoretical modules, in which the actual act of translation is practiced, which could be seen as the product-oriented or traditional model. During these modules, the students are mainly asked to read their translations of the assigned texts and the teacher selects the best based on his/her own knowledge, experience or even taste. In all modules of a similar nature, students are not systematically familiarised with various translation problems or the potential strategies which can be applied to solve them. This fact was concluded from the results of the questionnaires for the translation professors (section 2.4). Although it can roughly be assumed that almost 30% of the modules passed by the students of translation majors are of practical nature (see Table 2-5).

2.5 Questionnaires for Translation Training in Iran

Based on the conceptual discussion, an electronic questionnaire was designed to investigate the various aspects of translation training in Iran. This took the form of an interview with translation professors to discover their opinions for translation training, course books and their experiences and actions (Appendix 3). The analysis was carried out following the collection of 18 questionnaires received from translation teachers, in the form of emails or other online methods.

The results (see Table 2-6, next page) reveal that 83% of the teachers (by their direct or indirect answers, the latter shown as ‘Similar to No’ in the table) do not teach strategies prior to giving their students translational tasks or exercises. This primary result is in favour of the claim of this thesis that traditional or ad-hoc methods of translation training are still popular in translation courses. While, almost all the teachers had not undertaken any teacher translation training, abbreviated as TTT, courses the currently available and suitable translation course books for English into Persian or vice versa were not seen to be insufficient, except by only 22% of the teachers. Another 22% believed that the books were moderately good. Therefore, 56% saw the current course books as sufficient. The beliefs mentioned by the majority of the teachers

concerning the adequacy of the course books, along with their tendency to give lower priority to teaching translation skills on a general translation training course, showed that the necessity for a strategy-based method was not strongly felt by the teachers.

All the modules named in the table, may be provided with at least 2 published books (either in Persian or English); however, they are not based on a specific model or considering defined educational necessity. The only module is not availed of a particular book is “Individual Translation Project”, which may be due the specific nature of the course. Does availability of the books reflect the adequacy of them?

The disharmonious answers from the teachers on the importance of translational tasks were also noteworthy. There was no adequate conformity between their views about the priority of educational tasks in a translation course. This could, firstly, be the result of the prevalence of traditional perspectives regarding the translation training system, in which teaching translation skills, or what we see as strategies, are overshadowed. The second reason is associated with lack of defining any translation training methods and the specific definition of the role of the courses in relation to the notion of translation competence, which could have been offered through a specific teacher training course (TTT).

Table 2-6: Overall answers received from the translation teachers to the questionnaire

	Teach St. prior to...?	Taken any TTT?	Three Most Important Elements			Less Important	Necessity of CourseBook	Sufficiency coursebooks	Years of Experience
1	No	No	2	4	3	1	b	c	2
2	YES	No	1	2	4	3	b	b	5+
3	No	No	4	2	1	3	c	c	5+
4	No	No	1	3	4	2	b	c	5+
5	YES	A module in Phd?	1	4	3	2	b	c	5+
6	YES	No	1	4	3	2	c	c	5+
7	No	No	1	2	3	4	a	c	5+
8	Similar to No	No	1	2	4	3	b	a	5+
9	Similar to No	No	4	2	3	1	a	c	5+
10	Similar to No	No	1	2	4	3	b	c	1.5
11	No	No	1	4	3	2	b	c	5+
12	Similar to No	No	1	4	3	2	a	b	5+
13	No	No	4	3	1	2	c	d	2
14	Similar to No	A module in MA	1	3	4	2	a	b	5+
15	Similar to No	No	4	2	3	1	b	d	4
16	No	No	2	4	3	1	b	c	3
17	No	No	2	4	1	3	b	c	3
18	No	No	4	2	1	3	c	c	5+
Total			36	53	51	40			

2.6 Other Important Issues on Translation Training

Any planning for translation training can not be effective without consideration of its relation to its objectives and requirements. One of the realities of the translation training framework is the lack of a clear-cut position, i.e. recognition of the significance of the educational course for translators. We shall now turn to the practical application and evaluation of market-related translation and translator competences to show how society tries to accept and define translation pedagogy. In the second part, training teachers will be focused upon as the main requirement of translation courses that has been mentioned before.

2.6.1 Translation Training and the Market

The effectiveness of translation training for vocational purposes has not been clearly proven. Debates on translation training in academia have contributed to consolidating the assumption that translation skills are either fundamental or fruitless and irrelevant, and range from regarding it as a necessity, even to hostility. The tendency towards hostility was initially prevalent according to Kearns (2008, p. 185) who asserts that ‘[m]uch writing on translator training has started out by being hostile to the other idea of translators being trained in a specific kind of university environment’.

Market demands have normally been at odds with academic pursuits. Translation, in most academic contexts, does not, consequently, have a strong link to the market (see e.g. the concept of ‘language in the real world’ compared with that considered in the classroom, as stated by Kearns (2008, p. 199). Kearns continues that ‘university departments are focused on language in the abstract, language in linguistics, language in literature, and emphatically not language in the ‘real world’. Camindae and Pym (2001, p. 283) argue that ‘a series of reforms in the 1980s and early 1990s removed many barriers between vocational and academic education in virtually all fields’. While they discuss the impact of this unity in translation training followed by a booming increase in the number of translation institutions, they raise the other aspect of that conflict, not in the name of hostility but with the titles ‘concerns’ and ‘accusation’. They state that critics refer to graduates’ lack of competence in some educational factors such as teaching language

rather than translation, and their emphasis on impractical theories (ibid.). On the other hand, all the newly established translation quality control institutions have been shown to be independent of universities. This could be good evidence that agrees with Camindae and Pym, that some complaints regarding a lack of professional standards may be true. Mostly there is a wall between translator teachers, translation researchers at universities and translation practitioners in the industry. The importance of coordination of academia with the market, nevertheless, is matter of great concern. Moreover, there is no clear answer to how we could harmonise a four-year BA or one to two year Master's translation course with the actual demands of the market.

Relatively little research has been carried out into aspects of the usefulness of courses on vocational grounds. Kearns (2008, p. 185) suggests that the reason behind the lack of research into those aspects is linked to the fact that academics are at the service of societies rather than markets. Overall, it is more difficult to assess translation training's effectiveness because the measures of competence by which it could be assessed are inevitably less clear-cut (being subject to variations of taste, time, culture and theoretical approach) than in other areas of non-academic vocation, like driving or calligraphy.

In his recent contribution to the role and capability of academia for translator training, Pym argues more optimistically, that the process of translation training could be as flexible and market-friendly as the process of manufacture of a car, with translators learning to cater to the clients' special demands as a car manufacturer would, by providing the client 'with the desired colour and series of extras' (2011, pp. 481-482). This idealistic view of training is not the aim of this study. However, we could see the academic definition of translation pedagogy as defined based on specific requirements, followed by an expectation of the notion of competence. The approach of looking at competence, in view of the objective of this study, will inevitably shift to translation-training-related issues which, as mentioned, are translation strategies.

2.6.2 Training the Trainers

Another dilemma in the area of translation education is finding appropriate translator trainers corresponding to specific academic objectives. The recent flourishing of educational courses in translation and Translation Studies have made the issue of defining 'higher competence' involved in the process of translation, a vital task, which has influenced the selection and training

of translation teachers. Here, some questions that come to the mind are: Should a translator teacher, trainer, educator or tutor be aware of all the related knowledge and skills required by students? Could we introduce or train different teachers with different expertise to be involved in various aspects of improving translation sub-competences? To what extent is training the trainers essential and significant?

Despite the existence of more than 300 academic centres for translation education around the globe (Davies and Kiraly 2006, p. 81; Pym 2011, p. 477), there has still not been a single report of any university-based degree programme for training translator trainers or educators (Davies and Kiraly 2006, p. 81). On the other hand, academic obligations and conventions hinder not only the recruitment of potential trainers, but also, to some degree, their collaboration with universities. Professional translators, even those with degrees up to Master's level, do not qualify for teaching posts, which are generally given to PhD holders from other fields like philology, linguistics or language teaching methodology. Moreover, the PhD programmes in Translation Studies that have been developed globally, rarely match the functional requirements and pragmatic definition of a system of training that seeks to improve several translation sub-competences. PhD holders according to the current convention, have proved to be effective researchers and lecturers, but less competent trainers.

In Spain, there were no Translation Studies graduates until 1995, although serious modern translation courses started in 1987 (González Davies 2004, p. 70). A combination of freelance part-time and permanent full-time staff (translators with university degrees and PhD holders in philology) were chosen to run courses, to address the pedagogic needs of the degrees. González Davies mentions that philology-based teachers 'wish to see more linguistics and literature in the curriculum' despite the needs and requests of their students (ibid.).

In section 2.5 we saw that almost all translation teachers in Iran have not taken any teacher translation courses. It seems that it has mainly been related to the lack of such courses in the country as the global tradition. Two of the teachers have also stated they have passed a module only in their higher education system in Iran one in MA and one in PhD course. (Table 2-6: rows 5 and 14).

2.7 Concluding Remarks

In this Chapter the two main models of translation training were studied with a specific consideration of the notion of competence through the discussion of different related viewpoints. It was argued that how strategy-based model as the best suggested method could be of higher benefit for improving translation competence. Among the four requirements of a translator to be considered as a competent one, we presumed that language competence is being followed by excessive emphasis. However, the main requirement and also the most translation-training-related necessity, i.e. teaching the skills, has always been overshadowed.

A practical study has been carried out by the researcher to realize the current academic trends in translation training through the analysis of the questionnaires filled by translation teachers, confirmed the above claim regarding the insufficient attention to the main requirement. The study also revealed that traditional methods of training are still popular in translation courses in Iran, while the necessity for a strategy-based method was not deemed essential by the teachers.

In order to achieve the translation training objectives, designing a theoretical perspective as well as defining a practical methodology could be the first steps to reach the major milestones in translation pedagogy while considering the courses for market demand. The next step could be planning and running the proper teacher training course, in which the notion of the translation competence will be reconceived. The methodological framework for the investigation of the significance of educational strategies which is also a key concept of this study will be explored in the next chapter.

Chapter 3: Introducing a Practical Methodology to Find Educational Strategies

3.1 Introduction

Unfortunately our educational institutions tend to separate theory from practice... However, the theories and their implications should still be drawn out from a series of practical tasks, structured as discovery processes.

Anthony Pym (*Exploring Translation Theories* 2010, p. 5)

This chapter intends to find and introduce an empirical method not only for finding the problematic points of translating texts in a specific language pair, but also studying translational strategies in an educational context. The very concept of the translational strategy was illustrated in Chapter 1, however, as stated, we would need to re-think and re-define the strategies firstly by scrutinising the problems of the texts, to add and/or modify the Baker-Davies problem-strategy paradigm, and secondly by focusing on the educational value of that problem-strategy setting.

As explained, the method will focus on English-into-Persian translational practice in an academic setting. However, this aims to serve as a case study and the method, which will lead us to a certain paradigm, is not based on the specific characteristics of either of the languages involved. Even though its manifestation is apparently locally bound to only two languages, the broad view will always be considered. Therefore, the paradigm will be shown to have the capability of being generalised into other language pairs. This might, accordingly, include the possibility of changing the direction of the source and target languages even in this specific language pair.

To achieve the above-mentioned aim, a systematic study of students' most problematic translation points will be carried out in the initial phase. These points will be examined in the translation of selected ordinary texts in various subjects. Segments of text were distributed to groups of senior students at BA English Translation courses in Tehran with lower knowledge of

professional translation and in the higher educational stage. Three competent raters¹ marked the texts and the results were compared and analysed based on the Baker-Davies problem-strategy paradigm.

3.2 Need for a Model to Find Educational Significance

Any process-oriented model including the strategy-based model as explained in section 2.3 (previous chapter) will require definition of the problems which the students will have to deal with. Focusing on the challenging areas will help us find and categorise the strategies suitable for translation courses. Few modern scholars in recent years have emphasised teaching strategies to students instead of working with them in an ad-hoc manner on the product of the already prepared texts, which have been translated either by others or by the students themselves. We used the example of Chesterman (2000), a pioneer scholar, to emphasise the importance of teaching strategies. However, we argue that the degrees of educational significance of strategies have often been overlooked. We have seen how such an insight could assist the translation training system and how it has widely been ignored by the teachers.

For such a purpose, we should first have a brief overview of the Baker-Davies' classification which has been considered as the basis of our survey. It will then be tried to reach and expand our discovering and analytical methodology towards knowing and understanding the nature and importance of educationally significant areas of problems and strategies. Therefore, we will gaze only at those aspects which will seem educationally important to build up our methodological framework. Our method which will thoroughly be expressed here will then be examined in an English-Persian language pair in the next chapter to reveal its practicality.

3.3 Review of Baker's Model for Non-equivalence

The term which Baker uses for translation textual problems, is 'non-equivalence'. She uses the phrase 'problem of non-equivalence' which could be interpreted as problem of problem in the

¹ They were teachers with at least 5 years experience in teaching translation. The procedure of scoring will be explained in Chapter 4 (Data Analysis).

text while translating. For non-equivalence at word level appears when ‘the target language has no direct equivalent for a word which occurs in the source text’. She introduces her non-equivalence with different levels of difficulties. The required strategies to overcome such problems could sometimes be very straightforward and sometimes very challenging.

There seems to be at least two deficiencies in her selection and relation between two sets of non-equivalence at one point and the strategies in the other. Firstly, her arguments about the pros and cons of those strategies are not on the basis of practical facts, but through sporadic examples of different languages. As the initiation of her discussion, for problems at word level and before introducing the strategies, she precisely states:

It is neither possible nor helpful [1] to attempt to relate specific types of non-equivalence to specific strategies, but I will comment on the advantages and disadvantages of certain strategies whenever possible [2]. (2011, p. 18)

She later reveals the same attitudes when discussing on non-equivalence above word level in an independent chapter. From the above quotation, we understand that not only particular attempts have not been done to make a relation between two sets of problems and strategies but the usefulness of such relation has also been rejected. We then understand that her attitude is based on experiential findings rather than quantitative observations.

González Davies (2004) tries to expand Baker’s (1992) categorisation of linguistic translation strategies in a typical pattern with a list of problems again followed by a series of unmatched lists of related strategies. Schematising their pattern, we could obtain the following two tables (Tables 3-1 and 3-2) in which each of the main second columns is highlighted as a ‘strategy box’. The lists within the boxes consider 11 strategies for non-equivalence at word level and 15 strategies for non-equivalence above word level which are linked to 11 and 10 problems respectively.

Table 3-1: Strategies presented to solve non-equivalence at word level

Problems	Related Strategies
<ul style="list-style-type: none"> a. Culture-specific concepts b. The source language concept is not lexicalised in the target language c. The source language word is semantically complex d. The source and target languages make different distinctions in meaning e. The target language lacks a superordinate f. The target language lacks a specific term (hyponym) g. Differences in physical or interpersonal perspective h. Differences in expressive meaning i. Differences in form j. Differences in frequency and purpose of using specific forms k. The use of loan words in the source text 	<p>Strategy Box 1</p> <ul style="list-style-type: none"> 1. Translation by a more general word (superordinate) 2. Translation by a more neutral/less expressive word 3. Translation by cultural substitution 4. Translation using a loan word or loan word plus explanation 5. Translation by paraphrase using a related word 6. Translation by paraphrase using unrelated words 7. Translation by omission 8. Translation by illustration <p>Students' additions to the previous list¹</p> <ul style="list-style-type: none"> 9. transliteration 10. footnote 11. glossary at end of book

¹ This is a list in additions to the two Baker's main strategy lists which are made by González Davies (2004). This has happened in the next table (3-2) as well.

Table 3-2: Strategies presented to solve non-equivalence above word level

Problems	Related Strategies
<p>a. COLLOCATIONS</p> <ul style="list-style-type: none"> • The engrossing effect of source text patterning can lead, e.g., to involuntary calques • Misinterpreting the meaning of source language collocation • The tension between accuracy and naturalness • Culture-specific collocations • Marked collocations in the source text <p>b. IDIOMS AND FIXED EXPRESSIONS</p> <ul style="list-style-type: none"> • Recognition • No equivalent in the target language • A similar counterpart in the target language with a different context of use • An idiom used in the source text both in its literal and idiomatic sense at the same time • Difference between the convention, context and frequency of use in the source and target languages 	<p>Strategy Box 2</p> <p>a. COLLOCATIONS</p> <ol style="list-style-type: none"> 1. Translation by a marked collocation depending on the constraints of the target language and the purpose of the translation <p>b. IDIOMS AND FIXED EXPRESSIONS</p> <ol style="list-style-type: none"> 2. Using an idiom of similar meaning and form 3. Using an idiom of similar meaning but differing form 4. Paraphrase 5. Omission 6. Compensation 7. Rewording 8. Translation by paraphrase using unrelated words 9. Translation by illustration <p>The students' additions:</p> <p>a. Total correspondence</p> <ol style="list-style-type: none"> 10. Find an exact equivalent in meaning, lexis and grammatical structure <p>b. Partial correspondence</p> <ol style="list-style-type: none"> 11. Find a correspondence in meaning or form (lexis or structure) 12. Coin a new phrase keeping the traditional characteristics of these expressions: lexis, structure and especially, internal rhyme 13. Non-correspondence 14. Footnotes, especially for word play 15. Leave ("") in the target text and either paraphrase or translate literally in a footnote or use explicitation

These boxes of problems and strategies are the basic measurement tools for current study to be matched with the solutions suggested by the students. Moreover and in our experience, we will see that how the lists will be altered, expanded and united to a more practical one.

3.4 Refining the Strategy Boxes

As mentioned, Baker has occasionally provided some recommendations for matching these two sets (our two columns) of problems and strategies. As an exceptional instance, in her first introduced strategy (i.e. translation by a more general word), she states the appropriateness of its application for ‘propositional meaning’ (notably, no problem has even been named as such in her list). However, she does not try to define or propose a clear relation between the two lists. González Davies also maintains that it is not possible to establish a one-to-one correspondence between problems and strategies, while she tries to build up a model of ad-hoc relations between the two sets of problems vs strategies. She claims that her adopted model ‘has always proved to be useful’ (2004, p. 192)¹, which refers to her experience in English-Spanish/Catalan set of languages.

As was seen, two tables resulting from Baker-Davies’ list of problem-strategies, considered 11 strategies for non-equivalence at word level and 15 strategies for above word level. Having considered the list of non-equivalence, to find the related strategies named by them in two opposite levels, at first glance, one may consider (see Tables 3-1 and 3-2) that the number of problems (or non-equivalences) ‘at word level’ and ‘above word level’ are as low as 11 and 10 respectively. However, when we attempt to consider how many sets of problem-strategies could be found at work in a general translation course, we will theoretically find a higher number, which could be derived from the multiplication of the two problem and strategy columns in the list, according to Table 3-3 (below).

¹ Even in her second edition, Baker (2011) does not add new strategies, including those which have been mentioned by González Davies as the students’ additions.

Table 3-3: Number of problem strategy sets at word and above word level based on Baker-Davies model

Problems	Number of problems	Number of related strategies	Total
at word level	11	11	121
above word level	10	15	150
Total	21	22	271

In this table, the first two columns of numbers indicate the number of problems and the number of strategies in the said model. The last column shows the multiplication of the first two numbers. Even though some of the sets may not practically exist, the total number is still more than this calculation, because manifestations of each problem and strategy may vary.

Using English into Persian as an example, we may refer to the translation of a word like *standard*, which is not lexicalised in Persian; however, we cannot employ *cultural substitution* to find its equivalent. We can only use *a more general word* (superordinate: معیار which literally means ‘special criterion’), *a less expressive word* (ضابطه which stands for ‘law’), or even a *loan word* (استاندارد = transliteration of the word *standard* in Persian) as three possible strategies. These are named and listed in the second column of the strategy box (Table 3-1, right column). Therefore, Strategy No. 1, No. 2, No.4 etc. may match, however strategy No 3 (i.e. translation by cultural substitution) may not.

In our matrix of relations, an example of a non-existing set from the non-equivalence at word level is $b \rightarrow 3$ (see Table 3-1). In this particular set, the problem *the source language concept is not lexicalised in the target language* in the first column, does not match *translation by cultural substitution* in the second column as strategy.

Figure 3-1 shows the relation of category ‘b’ with the opposite strategies in the upper part of the twin problem-strategy box by the said classification. The dotted arrow shows the impossibility or rareness of the relation.

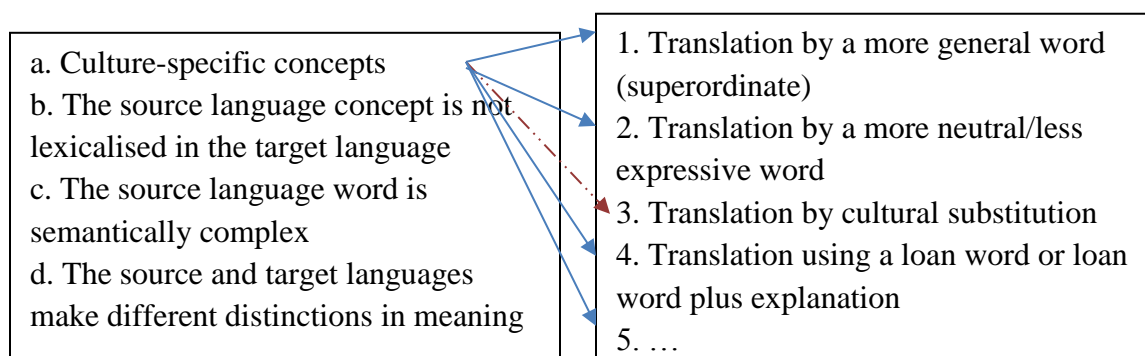


Figure 3-1: A sample of P-S relation for category b

I will attempt to show the general relation of the first three problems which were mentioned in table 3-1, mainly for clarification of such a relation, and to verify the validity of the above calculation. Along the lines of this sample survey, I will also try to address some deficiencies within the words of Baker’s classifications.

Problem a: culture-specific concept.

This problem seems to be able to relate to all strategies in the right box.

Problem b: the source language concept is not lexicalised in the target language.

It seems that ‘b’ itself could be part of ‘a’ (culture-specific concepts). However, if we consider the cultural behaviour has not been the basis of these types of problems (non-equivalence), then we could conclude as follows about the relation of this problem with the right box:

- Lack of lexicalisation in TL could be resolved by → Employing a more general word (Strategy 1)

- Lack of lexicalisation in TL could be resolved by → Using a more neutral/less expressive word (Strategy 2)
- Lack of lexicalisation in TL could NOT be resolved by → Cultural substitution (Strategy 3)
- Lack of lexicalisation in TL could be resolved by → Using a loan word or a loan word plus expression (Strategy 4).
- etc.

Problem c: the SL word is semantically complex.

Baker (1992, p. 22) claims that ‘this is a fairly common problem in translation’. However, she does not even bring an example of such a problem among the clusters of examples in her book. Her examples, surprisingly, are strategy-based rather than problem-based. She seems to see no benefit in relating a strategy to its associated problem¹. This issue will be discussed and exemplified later. Problem c also seems to be a culture-specific concept rather than anything else, which could be included again in part ‘a’ of the said categorisation.

There is also an issue regarding its naming. Its name reflects the *complexity* of this category, whilst the only example provided shows that it relates to the *markedness* or oddness of meaning rather than its complexity. This semantic oddness is due to the socio-cultural specification of the target language. *Complex* words are those which have two, or more than two, meanings at the same time. These are also different from polysemous words, which have one meaning in each context.

The cases of the sets which are to be disregarded from our consideration may vary. As we will see in this study, the current list is not comprehensive and should be re-defined and expanded both at the ‘word’, and ‘above word’ levels for a variety of reasons. Moreover, the above calculation has not considered strategies to solve the other kinds of non-equivalences in Baker’s categorisation, i.e. grammatical, and pragmatic non-equivalences and their related strategies. If we take these cases into account, the total number of sets will be much higher.

¹ She even ignores the problem when she used the strategy, which seems to be against what she has claimed earlier. This will cause her course book to not follow the way of solving the problems she has herself mentioned in early chapter, and leave them, more or less, unsolved for the reader.

When we ask a translation teacher, ‘which sets of the strategies should be taught and when, and with what priority?’ they often refer to their own feelings and experiences, without any practical non-subjective answer (see Appendix 3). No references have been found to address the level of significance. Identifying the educational significance of the problem-strategy sets is an important missing part of designing translational course syllabuses as well as translation-related practical course books. Since teachers often develop their teaching methods through experience, it is important to offer a quantitative study of common mistakes and relevant problem-strategy sets in students’ work. This thesis tries to propose develop a methodological framework for such a study and test it for the English-Persian language pair.

3.4.1 Additional Observations on Some Strategies in the Current Strategy

Boxes

Some observation could be made for the strategy boxes within the said tables. Firstly, *omission* and *compensation* have been mentioned as two separate categories of strategy in Table 3-2, i.e. strategy box for non-equivalence above the word, which seems to be also appropriate for Table 3-1 to be included in non-equivalence at word level. Moreover, according to the canon of faithfulness, omission without compensation is not acceptable as a normal strategy. The researcher suggests that the two concepts should be combined and made into a broad category, ‘omission by compensation’.

As the second observation, the suggested strategy, which has been mentioned by González Davies in the students’ additions to Baker’s list, and should come under scrutiny, is *using footnotes*. Using footnotes as a method seems not to be a linguistic strategy. It could theoretically cover some of the strategies already mentioned. The strategy *using parentheses as a translation* could also have the similar implication and application. Employing these methods may sometimes depend on the direct strategies which have been used by the translator. For instance, the cases such as providing a calque, using a less expressive word, or using a loan word might logically occur while employing methods by using a footnote or parentheses for explanation.

3.5 How to Devise a Model (Strategies Based on Their Educational Significance)

To categorise the educational problems in a classroom one may realise that two important considerations should be observed: teaching the strategies that are either ‘to be recommended’ or ‘to be avoided’ in a given context and for a particular text type. These are the main concerns of any teacher who wants to teach translation skills. However, a model for finding these considerations has not yet been put forward in the literature of translation training. This will be explained and proposed in this section.

There have always been two significant questions for teaching strategies regarding these two issues in any translation classroom. What are the strategies to be recommended and practiced? What are the strategies (mistakes) to be avoided by the students?

To answer the above ‘do’ and ‘don’t’ questions in any educational setting, we should concentrate on findings the actual practice of students, both in terms of specific language pairs and in terms of general linguistic considerations (discussion of the relation between the local and general/universal considerations is given in Chapter 1, however, it is worth mentioning here that local strategies play a significant role in translation training, some of which could be separated and re-named later as general strategies).

The educational question to be answered, which is even more important than the two primary questions, and reflects that missing part of the current educational setting is: What are the *degrees of educational significance* for each of the strategies ‘to be recommended and practiced’ and ‘to be avoided’? The importance of the answer lies in the fact that it is important for a teacher to focus on a given strategy or invest time in teaching particular strategies, or warn the students not to employ strategies for specific problems, in the limited time given to her/him e.g. in a semester. Ways of finding answers to the above question may vary. Whatever the answer is, it will result in what we call, the paradigm of educational significance. In consideration of the paradigm, our reliance on the results of the frequency of each strategy used or not used by the students in our corpora, per se, is not that fruitful for the aim of arriving at our answer. What is important in this consideration is the relation between the frequency of the occurrence of each

strategy, on the one hand, and the average scores which are given to that strategy by the raters, on the other. In other words, to seek the degree of educational importance of each given strategy, the level of the correctness of each strategy in relation to the frequency of its occurrence is important. This could be the basis for defining the educational significance paradigm. The detailed relation between conditions of frequencies and scores to achieve such a paradigm will be expressed in the following sections.

Before any attempt, unveiling the very nature of the practical framework of the study which relates to the tables called *students' problem-strategy (P-S) tables* is necessary. As we said, the students were asked to translate the selected ordinary texts of various subjects. The overall view of the students' P-S tables for analysing the strategy-based results of their work for the given Problem No. 1 is set according to the following schematizing pattern (Figure 3-2) as an example that will be applied to all the similar tables. Each Student (1,2,...,n) provides a target text (TT-1, TT-2,... TT-n) in which he/she has employed a particular strategy (Strategy X) for the problem 1 (P1). X does not relate to the number of the students (=n), but to the possible solutions they have found. It is limited to possible areas of defined strategies and could be the same for two or all students. As an example, it ranges from 1 to 11 according to Baker-Davies' strategy Box1 (table 3-1 and 3-2) in the case that students try to solve a problem at word level, or from 1 to 15 in the case for the problem above word level. We will see later, the number of the strategies may differ because of the specific outlook of this study.

Students	ST→TTs	Strategies Employed by Students for P1 in ST	Average Scores Given by 3 or more raters
	ST: ...		
Student-1	TT-1: ...	Strategy X	0.0 – 4.0
Student-2	TT-2: ...	Strategy X	0.0 – 4.0
Student-n	TT-n: ...	Strategy X	0.0 – 4.0

Figure 3-2 Common pattern of a students' P-S table

Some related columns may be added to this schematic table for the ease of understanding the data and a faster and more careful analysis. For example, a column to illustrate the exact equivalent word or phrase used in TTs will be necessary next to the ST→TT column. Another column for rating the equivalents will also be necessary when the final tables will be delivered to each rater for scoring. Moreover, a column for providing the back-translations may be added for the readers who are not familiar with the target language.

The real tables often seem to be quite lengthy when the number of the students are high. They are also sometimes repetitive when some answers received from the students in 'ST→TT' or equivalent columns are the same. However, due to the nature of linguistic observation and existence of contextual subtleties between the similar equivalents used by the students, presenting those cases in tables is imperative for a meticulous evaluation. We may try to summarize the table in a reasonable way to reflect more distinctive features of the data.

The method of analysing the data derived from such tables will be explained and then illustrated through a pilot study. However, some aspects related to our paradigm should be defined and clarified in advance. The paradigm of educational significance will depend on two basic aspects of the data from the mentioned P-S tables: firstly, the frequency of occurrence to show the initial

educational importance of the strategies and, secondly, the average scores, given by the raters to show the appropriateness of each strategy. The meanings and definitions of the two sides of this paradigm, related to frequency and score, will be observed as follows.

3.5.1 Frequency

The results of the average percentage of the frequencies could be limited to the following four possibilities for employing each specified strategy. This is in accordance with the average number of occurrences, which could be calculated for each strategy and demonstrate the frequency:

- *Low Frequency* (with an occurrence equal to or less than 33%),
- *Medium Frequency* (with an occurrence between 33% and 66%),
- *High Frequency* (with an occurrence equal to or more than 66%), and
- *Zero frequency* (with no evidence in the answers, which are only proposed by the rater(s)).

3.5.2 Score

Classification of the strategies used for this study, in relation to their scores is defined as follows.

- *Low score*: with an average score of less than 2 but more than 1 (including 1)
- *High Score*: with an average score of 2 or more than 2
- *Non-strategy*¹: the concept of non-strategy, as defined in this study, will statistically be a strategy with an average score of less than 1, as has evidently occurred the pilot study, for unacceptable translation of a proper noun.

The scores are those which are given by the raters based on the Likert scale. This is the score from 0 to 4 where 0 is irrelevant/wrong and 4 is excellent². We could also consider medium frequency to make the results clearer.

¹ The term 'non-strategy' is coined in comparison with 'non-equivalence' which is used by Baker (1992/2011)

² For Likert scale, see section 3.8 which is based on Trochim (2006).

3.5.3 Possible Results from the Students' P-S Tables to Achieve the Paradigm

The possible areas of significance for consideration of the results of the data for educational purposes in relation to the scores which are given to the students for the same strategy, are shown in Table 3-4. In this table, non-strategy is sub-category of low score strategy and therefore is included. As is evident, the important areas, with higher educational significance, are in tiers 1, 2 and 5 of the table which are planned to be derived from the results of the empirical study, in terms of the average scores and the frequency of occurrence of each strategy employed. This will be discussed in the next chapter.

Table 3-4: Possible results of the scores and frequencies and their educational significance

	Possible Results	Educational Significance
1	Low/Medium Score Strategy + High frequency	Important Area to Be Considered for Training: <i>To be avoided</i>
2	High Score Strategy + Low Frequency	Important Area to Be Considered for Training: <i>To be recommended and Practiced</i>
3	High Score Strategy + High Frequency	(May not be considered as strategy due to definition of the strategy which is based on the linguistic problem)
4	Low/Medium Score Strategy + Low Frequency	---
5	High Score Strategy + Zero Frequency (Strategies Proposed by the Rater(s))	Highly Important Area to Be Considered for Training

In this table, the relation between frequency and average score might need to be made clear by some examples. If 1 student out of 10 translates 'x' as 'y', i.e. using the strategy Y for the problem X, and the strategy is generally marked as incorrect/inappropriate by the raters (average score of less than 2), the educational significance does not seem high, as few students make the mistake, and therefore it is not imperative to teach this strategy extensively (row 4 in the table). Similarly, if 9 out of 10 use a strategy that is deemed correct by the raters, it is not necessary to invest time in teaching a strategy that tends to be used correctly (row 3 in the table). If, however,

only 1 out of 10 uses a ‘correct’ (high score) strategy, or 9 use an ‘incorrect’ one, there is certainly scope for training (row 2 in the table). Examples of such strategies in a given text are provided in the pilot study in section 3.8.

No special assessment criteria are defined for scoring. The methodology is designed in such a way that no judgment regarding evaluation of the translation will be inferred, either for the sentences or the whole texts. The macro-strategies will also not be evaluated, while each strategy, individually, will be scored. Therefore, the issue of quality assessment, as usually mentioned in Translation Studies as matter of great controversy, is not the subject of discussion in this study.

The cases for interference of the raters or researcher are when occurrence of ‘low score strategies + high frequencies’ occurs through the results, for a single problem i.e. evidence of no proper strategies for that problem. This happens when the rater(s) or researcher realise the necessity to suggest a new strategy for that specific problem. Their suggestions happen either when all the employed strategies are poor (low scores) or when no strategy is suggested by the students. The latter case could be seen in the 5th row of the above table (high score strategy + zero frequency)¹.

¹ It is worth mentioning that in the real calculations in Chapter 4, and for the sake of achieving more clarity, the range of scores is divided into low (equal to or lower than 1.33), high (equal to or higher than 2.67) and medium (in between), similar to frequencies.

3.5.4 Other Probable Findings of the Paradigm

Some more ideas, in the form of additional questions, might be raised for the ‘to do’ and ‘not to do’ queries referring to the strategy-based translation training model. Which strategies have more emphasis? Which strategies suit each different course (the rule of higher importance first)? Which strategies are more prone to being wrongly employed by the students? Answering to such questions could be very helpful for improving the strategy-based training system. The marginal questions may also be important which could be beneficial for cultural and behavioural studies. Is there any difference between the genders for consideration of teaching problem-strategy sets in their training? Which strategies are more employed by beginners?

In the Iranian academic setting, we have seen many modules which aim at teaching translation. Some questions may also be suitable to be answered with the aid of such a consideration. Which strategies are more suitable for each general translation module? Which strategies in which specialised courses are more important?

3.6 Research Methodology

In this study the activities as per the following phases are carried out to reach the best results for analysing the relevant data. The first phase of the research plan is comprised of a number of preparatory actions including the selection of the texts that constitute the basis of all the data that are collected and analyzed in the course of the study and the determination of the research population.

Regarding the texts, due to the researcher’s more than five years of experience in teaching translation courses, 10 texts of about 600 words containing some potential translational problems are chosen. These texts have been worked on over and over by the trainee translators in different translation training classes including “Translation of Journalistic Texts”, “Translation of Simple Documents” and “Advanced Translation” and have been discussed in terms of the most appropriate strategies to be applied in order to come upon the best equivalents for the potential translational problems. Being of various text types has been another criterion that was in the mind of the researcher which led to the selection of texts in different areas of management,

environment, children's games and journalistic texts which have themselves been in various areas of politics, athletics, science and economics.

Regarding the selection of the population of the study, each and every trainee translator can be a part. However, due to such points as accessibility of the researcher to various universities in Iran and feasibility of the research process, a representative sample of the aforementioned population needed to be selected. Therefore, the BA students of Translation Studies at the four universities of "Islamic Azad University of Arak; Islamic Azad University – South Tehran Branch; Islamic Azad University – Central Tehran Branch; and Iran Broadcasting University" constituted the sample either in the pilot study or for the main research. There needs to be mentioned that the main point determinative in the selection of these universities has been their accessibility. The names of the universities (i.e. various branches of the Islamic Azad University) are just names and have nothing to do with any ideological views especially Islamic ones. To clarify the point more, the researcher needs to add that there are different types of universities in Iran, including: State Universities, Azad Universities (conventionally accompanied by word 'Islamic'), Payam-e-Noor Universities, Non-Profit Institutes of Higher Education and Universities of Applied Science and Technology all of which accept students following a similar and unified procedure of a scientific entrance exam. The students who go to these universities can be of various sociological backgrounds. Just it can cautiously be stated that the students who take part in Islamic Azad Universities are availed of at least a relative prosperity, since they themselves are needed to provide the expenses of their education and the government does not support them in any way; however, the opposite cases are also common. Therefore, bias is tried to be avoided in the selection of the texts and universities in the course of this study.

As for the data collection phase of the study, the researcher had to distribute segments of non-specialised texts to groups of senior students following BA English Translation courses in order to study their most challenging translation areas. These students' not being involved in a profession related to translation was another point that was tried to be controlled by the researcher in order to avoid intervening variables as much as possible. The students were from two universities and from two genders, with Persian as their native language. They are called senior, because they have all passed primary modules including general English at least in their last three semesters according to Table 2-5, the list of the current translation modules in Iran.

They have been given sufficient time to translate the texts from English into Persian. The time allowed was at least a week, to let them concentrate on their translation at home while they were told to do the tasks individually. Some of them have been given more than a week for their tasks by their professors. The level of their language competence (in the two languages involved) has been presumed to be high, not only because of the professional admission exams for the course, but also for the general English modules they have passed in the first semesters of their studies.

In this study the activities as per the following phases are carried out to reach the best results for analysing the relevant data.

Deciding upon the problematic parts of the texts to focus upon, arranging particular tables to include the problems encountered and strategies applied by the students, finding and asking three experienced translation teachers to score the the equivalents provided, locating the problems and strategies in accordance with Baker-Davies' problem-strategy lists (Tables 3-1 and 3-2), codifying the strategies, calculating the average scores given to specific problems and strategies and analysing inter-rater reliability are the steps that should have been followed in order to analyse the data which are collected.

Finally, it should be decided about the problems that must be focused on in the translation training courses and the strategies that must be suggested, reinforced or avoided with regard to the specific problems under investigation. This step will finally lead to the conclusion that the researcher seeks to reach, i.e. a method to improve translation competence while concentrating on the most problematic areas and the common strategies applied by the sample designated above.

3.6.1 Foremost Measures for Ensuring Usefulness of Data Collection

To achieve the correct data and for simplicity of further reference as well as suitability of steps, some measures were observed for selecting the texts. The source texts were given to 8 university professors of the main selected modules, to be distributed in the class. They were provided with the necessary information, both of the research aim and the necessity of obtaining

students' voluntary consents before involving them in the research. The prepared consent forms were provided for them in advance.

Each source text was selected based on the name and the aim of the module which the students involved in the research were studying. For example, for the module 'Advanced Translation' general texts were considered, while for 'Translation of Economic Texts' financial news was used, and political news was selected for 'Translation of Political Texts'. All the news was authentic text selected from recent issues of English-language newspapers.

The students were briefed, mostly by the instructions given by their teachers and partly by the presentations the researcher delivered to them. In the case of the non-presence of the researcher, a sufficient amount of time was dedicated for instructing the professors and making them aware of the purpose of the research. The title of the texts and their related details are shown in Table 3-5 (below).

3.6.2 Collected Data and the Modules

As Table 3-5 shows, the study has based its data collection procedures on 403 English to Persian translated texts out of 21 original texts administered in seven different classes teaching translation of different types of texts as the required modules to be passed by the Bachelor of Art students of English Translation in Iran. These modules are chosen to be taught from the sixth semester on after passing some general, introductory, basic and elective modules that are supposed to be prerequisite to be successful in these ones. (See Table 2-5, the list of the translation modules in Iran).

Table 3-5: Titles of the collected source texts and their details

	Source Text Title	Students' Module	No. of Translations
1	Euro Slide Reignite Talk of 'Currency War'	Translation of Economic Texts	10
2	Russian Ruble Returns to Recovery	Translation of Economic Texts	18
3	Babies Feel Pain like Adults *	Translation of Journalistic Texts - 2	15
4	Guardiola: Bayern's Victory *	Translation of Journalistic Texts - 2	13
5	Ethiopian	Translation of Political Texts	15
6	Air Pollution *	Advanced Translation – 1st Module	33
7	WTTC (<i>World Trade and Tourism Council</i>) Report*	Translation of Economic or Political Texts	65
8	Brent Rises...	Translation of Economic or Political Texts	62
9	Mass Media *	Advanced Translation – 1st Module	26
10	French police foil imminent terror attack *	Translation of Political Texts	19
11	Ice Cream (A recipe) *	Advanced Translation – 1st Module	19
12	Brainstorming *	Advanced Translation – 1st Module	18
13	Torching Tag *	Advanced Translation – 1st Module	28
14	Developing Country	Translation of Journalistic Texts - 2	9
15	New Synthetic...	Translation of Journalistic Texts - 2	9
16	Singapore	Translation of Journalistic Texts - 2	6
17	LVG	Translation of Journalistic Texts - 2	9
18	Two Soldier	Translation of Journalistic Texts - 2	8
19	HRW: South Sudan..	Translation of Journalistic Texts - 2	7
20	Tuberculosis (Ebola)	Translation of Journalistic Texts - 2	7
21	Snedeker bags seventh..	Translation of Journalistic Texts - 2	7
			403

From among those 21 English texts that had been translated by the students, nine texts (starred ones) were selected to be particularly analysed as *Brainstorming*, *Babies Feel Pain like Adults*, *Mass Media*, *French police foil imminent terror attack*, *Guardiola: Bayern's Victory*, *Air Pollution*, *Ice Cream (A Recipe)*, *Torchlight Tag* and *WTTC (Word Trade and Tourism Council) Report*.

Two of the selected texts (i.e. 'Babies Feel Pain like Adults' and 'Guardiola: Bayern's Victory' have been translated by the students of the module 'Translation of Journalistic Texts'; five texts (i.e. 'Air Pollution', 'Mass Media', 'Ice Cream (A Recipe)', 'Brainstorming' and 'Torching Tag' have been given to the students of 'Advanced Translation – first Module' to be translated; and finally two texts (i.e. 'WTTC' and 'French Police' which have been translated by the students of the module 'Translation of Economic Texts' or 'Translation of Political Texts'.

As it has been referred to previously, selecting the specific texts from the variety of STs is very important and challenging for any studies related to translation. Its importance and complexity will appear when it is intended to prevent bias and to work with a wide range of texts to achieve a high level of generalisation i.e. to make the results as general as possible. The general view of selecting the texts or text segments for this study is provided below. First, it is stressed that the aim of the research is not the study of professional or specialised texts in which a lot of terminological words can be found. Literary works which possess literary merit have also been disregarded from this primary case study, because of their complicated structure; whether poetry or prose, fiction or non-fiction. Furthermore, the following measures were observed for selecting the general texts from low to medium level of difficulty.

1. Appropriateness, to match the level of students' knowledge as well as their language competence
2. The educational points being evident in the texts, which should contain potential translation problems in the estimation of the researcher
3. Newness of the news (not applicable for non-news texts)

To cover the educational points, the texts had to be extracted or selected from already educationally tested texts in previous projects or the pilot study. Such texts could be better candidates for analysis for the reason that the challenging problems in them have previously been estimated.

3.7 Rating the Projects

Three competent raters were appointed to evaluate students' translation projects. They were instructed to assess the students' work in terms of the Baker-Davies problem-strategy lists, focusing on the problems for 'non-equivalence at word level' and 'beyond word level' (see Tables 3-1 and 3-2). The Baker-Davies problem-strategy lists and the modifications to them have been discussed. The inter-rater reliability was also calculated, which will give a score for how much homogeneity or consensus exists in the scores given by the raters. The Likert scale, with five ordered response levels, is used for the following 5 possible scores for each strategy employed (from 0 for irrelevant or wrong translation, to 4 for excellent).

None of the three raters were made aware of the other two raters' names or, more importantly, their scores. To prevent the possibility of influence of other factors on their scoring, they were also prevented from knowing the students' identities. In the tables for the pilot study, each student, for each text, was given a number only. The difference in the forms which were given to them was the presence of only one column for their scores, instead of three.

Table 3-6: Likert scale used for scoring translation strategies

Suitability Level	Score
Irrelevant/wrong	0
Weak	1
Acceptable	2
Good	3
Excellent	4

3.8 Pilot Study

To study the students' most challenging areas in the non-specialised texts, as expressed previously, segments of texts were distributed to groups consisting of a total of 11 students on BA English Translation courses. The students were from Arak IAU¹, of two genders and with Persian as their native language. The pilot study was conducted in order to evaluate the feasibility of the project, suitability of the text size, and the possible reaction of the students, as well as to assess the administrative issues and to study the practicality of the research.

3.8.1 Method

Eleven students in their last semester of BA in English Translation were selected and two non-specialised English texts about study skills were given to them for translation.

From the 11 translations received from the students in the following session of the class, and on the basis of the lists of possible translation strategies taken from Baker-Davies' strategy boxes, problems and strategies were extracted. Traces of some other strategies, in addition to those listed in the mentioned boxes, were found, and all were typed up and put into analysis tables (for instance, see Table 3-7). The strategies were rated by three raters, who had been English-Persian translation teachers for at least five academic years. They were instructed to provide model translations if all 11 translations seemed irrelevant or unacceptable to them. The three sample tables (Tables 3-7, 3-8 and 3-9) show the results of this scoring.

The distinction between the strategies (accepted strategies) and non-strategies (unacceptable strategies) have been highlighted. The pilot study showed that the number of problems which could be rated and compared is normally more than two in each single sentence, and the three sample tables which are provided here are some evidence of the important problems which are typically to be solved by the students. Beneath each table the attested strategies are provided. The nature of the problems and the number of strategies shows that modifications and additions are needed to design a more thorough classification than that proposed in Baker-Davies' categorisation. Strategies were identified as suitably categorized, according to the criteria

¹ Arak Islamic Azad University

mentioned in section 3.5.3 of this study, for educational purposes and for the strategy-based model of translation training.

In table 3-10 the relation between the frequency and strategy is illustrated as the column of 'Possible Results' based on the mentioned criteria. The educational significances of each result with examples are given in the next two columns. This table could be a typical model for demonstrating the paradigm of educational significance of this study which will be developed in the next chapter.

Table 3-7: Problem: The source language concept is not well lexicalised in the TL

Translators	The text and translations	Problematic words/expression	Scores				Strategy
			Rater 1	Rater 2	Rater 3	Average	
	This requires knowledge of apparatus, experimental design, sampling, test administration, and analysis of data.	test administration					
1	این امر ملزم به داشتن دانش همکاری، طراحی تجربی، نمونه‌گیری، آزمون عملکرد و تحلیلی اطلاعات است. [Literal meaning:] performance test	آزمون عملکرد	0	1	0	0.3	Misinterpretation of syntactic structure of the compound
2	این طراحی نیازمند آگاهی به ابزارها و طراحی آزمایش و نمونه‌برداری و تست و تحلیل داده‌ها می‌باشد. [Literal meaning:] Test (loan word)	تست	0	0	2	0.6	Misinterpretation of syntactic structure of the compound
3	این امر نیاز به شناخت لوازم، تجربیات طراحی، نمونه‌برداری، امتحان مدیریت و تحلیل داده دارد. [Literal meaning:] Management examination	امتحان مدیریت	0	0	0	0.0	Misinterpretation of syntactic structure of the compound
4	این دانش به تجهیزات، طرح تجربی، نمونه، رسیدگی آزمایش و تحلیل اطلاعات نیاز دارد. [Literal meaning:] Taking care /investigating examination(s)	رسیدگی آزمایشی	1	0	0	0.3	Misinterpretation of syntactic structure of the compound
5	این کار به آگاهی از دستگاه، طرح تجربی، نمونه‌گیری، نتیجه آزمایش و تحلیل داده‌ها نیاز دارد. [Literal meaning:] The result of an examination /experiment	نتیجه آزمایش	0	0	0	0.0	Misinterpretation of syntactic structure of the compound
6	این روش به آگاهی از وسایل تحقیق، طرحهای آزمایشی، ساده‌سازی، اجرای آزمون و تجزیه اطلاعات نیازمند است. [Literal meaning:] Test administration	اجرای آزمون	4	4	3	3.7	Terminological equivalent
7	این اطلاعات از دستگاه، طرح آزمایشی، نمونه‌گیری، تست دستگاه، و تجزیه داده‌ها مورد نیاز است. [Literal meaning:] Testing an apparatus/machine	تست دستگاه	0	0	0	0.0	Misinterpretation of syntactic structure of the compound
8	این امر نیازمند اطلاعاتی در مورد طراحی وسایل آزمایشگاهی، نمونه‌سازی، برگزاری امتحان و بررسی اطلاعات است. [Literal meaning:] Test administration	برگزاری امتحان	4	3	3	3.3	Terminological equivalent
9	این نیازمند دانشی درباره تجهیزات، طرح آزمایشی، نمونه‌برداری، تست سرپرستی و آنالیز مدارک است. [Literal meaning:] Supervision Test	تست سرپرستی	0	0	0	0.0	Misinterpretation of syntactic structure of the compound
10	این مهارت ملزم به شناخت لوازم، برنامه‌ریزی تجربی، نمونه‌گیری و آزمایش و تحلیل داده‌هاست. [Literal meaning:] Test, experiment, trial	آزمایش	0	0	0	0.0	Misinterpretation of syntactic structure of the compound
11	این کار مستلزم اطلاعات در مورد ابزار، طرح آزمایشی، نمونه‌گیری، اجرای آزمون، و تحلیل داده‌هاست. [Literal meaning:] Test administration	اجرای آزمون	4	4	3	3.7	Terminological equivalent
Average			1.2	1.1	1.0	1.1	

Table 3-8: Problem: Inconsistency of Translation of Proper Nouns in TL

Translators	The text and Translations	Problematic words/expression	Scores				Strategy
	[I]s there intelligent life on Alpha Centaurus? Alpha Centaurus (Centaurus is a southern constellation between the southern Cross and Hydra.)	Alpha Centaurus	Rater 1	Rater 2	Rater 3	Average	
1	آیا زندگی هوشمندانه بر روی پولوتن وجود دارد؟ /poloton/ = [meaning:] Pluto	پولوتن	0	0	0	0.0	Using (Wrong) loan word
2	آیا زندگی روی ستاره قنطورس امکان پذیر است؟ /setâreye qontures/ = [Literal meaning:] star of Centaurus	ستاره قنطورس	3	3	4	3.3	Terminological Equivalent
3	آیا در رجل قنطورس زندگی هوشمند وجود دارد؟ /rajol'e qontures/ = [Literal meaning:] rajol of Centaurus	رجل قنطورس	1	2	1	1.3	Terminological Equivalent
4	آیا زندگی هوشمندانه در قنطورس وجود دارد؟ /qontures/ (Terminological Equivalent)	قنطورس	3	3	4	3.3	Terminological Equivalent
5	آیا حیاتی در ستاره قنطورس وجود دارد؟ /setâreye qontures/ = [Literal meaning:] star of Centaurus	قنطورس	3	3	4	3.3	Terminological Equivalent
6	آیا در ستاره آلفا زندگی هوشمند وجود دارد؟ /setâreye alfâ/ = [Literal meaning:] star of Alpha	ستاره آلفا	1	1	0	0.7	Using loan word
7	آیا در آلفاسنتروس زندگی کامپیوتری وجود دارد؟ /âlfâsentrus/ [Loaned]	آلفاسنتروس (loan word)	1	1	2	1.3	Using (Wrong) loan word
8	آیا حیات علمی در وجود دارد. [blank]	[No equivalent]	0	0	0	0.0	Omission (Non-strategy)
9	آیا زندگی هوشمندانه برای رجل قنطورس وجود دارد؟ /rajolé qontures/ = [Literal meaning:] Rajol of Centaurus	رجل قنطورس	1	2	1	1.3	Terminological Equivalent
10	آیا در مرکز قنطورس زندگی عادی جریان دارد؟ /qontures/ (Terminological Equivalent)	قنطورس	3	3	4	3.3	Terminological Equivalent
11	آیا زندگی هوشمندانه در قنطورس وجود دارد یا نه؟ [with diacritic marks] /qontures/ (Terminological Equivalent using diacritic marks)	قنطورس	3	4	4	3.7	Terminological Equivalent
		Average	1.7	2.0	2.2	2.0	

Table 3-9: Problem: The occurrence of non-strategy is very low

Translators	The text and Translations	Problematic words/expression	Scores				Strategy
	What Makes a Person a Good Scientist? (Title of the Chapter)	Makes ...	Rater 1	Rater 2	Rater 3	Average	
1	چه چیزی یک فرد عادی را به یک دانشمند خوب تبدیل می‌کند؟ [Literal meaning:] Changes into	تبدیل می‌کند	3	3	2	2.6	Producing a different lexical chain
2	چه چیزی از یک انسان یک دانشمند خوب می‌سازد؟ [Literal meaning:] Makes from	از... می‌سازد	3	3	3	3.0	Producing a different lexical chain
3	چه چیز فرد را دانشمندی خوب به بار می‌آورد؟ [Literal meaning:] Bring about	به بار می‌آورد	2	2	2	2.0	Producing a different lexical chain
4	چگونه انسان می‌تواند دانشمند کارآمدی شود؟ [Meaning:] How the human-being could become a capable scientist?	nil	1	1	2	1.3	Re-structuring
5	آنچه از یک شخص یک دانشمند خوب می‌سازد. [Literal meaning:] Makes from ...	از ... می‌سازد	2	3	2	2.3	Producing a different lexical chain
6	چه چیزی از یک شخص یک دانشمند زده می‌سازد؟ [Literal meaning:] Makes from ...	از... می‌سازد	1	3	2	2.0	Producing a different lexical chain
7	چه عواملی باعث می‌شود یک شخص دانشمند خوبی شود؟ [Literal meaning:] becomes	شود ...	0	1	1	0.6	Producing a different lexical meaning
8	چه چیزی شخص را دانشمند می‌سازد؟ [Literal meaning:] Makes	را ... می‌سازد	2	3	3	2.6	Producing a different lexical chain
9	چگونه دانشمند خوب بسازیم؟ [Literal meaning:] How do we make a...	بسازیم	1	1	3	1.6	Re-structuring
10	راهکارهایی برای دانشمندی خبره شدن [Meaning:] Strategies for Becoming a Knowledgeable Scientist	..شدن...	1	1	1	1.0	Re-ordering
11	چه چیزی از یک آدم عادی دانشمند خوبی می‌سازد؟ [Literal meaning:] Makes from ..	از... می‌سازد	2	3	2	2.3	Producing a different lexical chain
Average			1.6	2.2	2.1	2.0	

3.8.2 Analysis of Each Attested Strategy¹

In this section each strategy in the Table 3-7 and 3-8, including *Misinterpretation of syntactic structure of the compound* and *Terminological equivalent* will be analysed.

The numerical data achieved for each strategy are provided as follows and then will briefly be analysed in the next table which is manifestation of the criteria mentioned in section 3.5.3.

Misinterpretation of syntactic structure of the compound:

Frequency: 73% ; Average Score: 0.18 (low score; Strategy/Non-strategy?: Non-strategy

Terminological equivalent:

Frequency: 27 % ; Average Score: 3.8 (high score); Strategy/Non-strategy?: Strategy

Table 3-10: The possible results regarding educational significance and their meanings and instances

	Possible Results	Educational Significance	Example (based on the pilot study)
1	Low/Medium Score Strategy + High frequency	Important Area to Be Considered for Training: <i>To be avoided</i>	Table 3-7: Misinterpretation of syntactic structure of the compound 0.18 + 73%
2	High Score Strategy + Low Frequency	Important Area to Be Considered for Training: <i>To be recommended and Practiced</i>	Table 3-7: Terminological equivalent 3.8 + 27%
3	High Score Strategy + High Frequency	(May not be considered as strategy due to definition of the strategy which is based on the linguistic problem)	Table 3-8: Terminological equivalent 2.8 + 63%
4	Low/Medium Score Strategy + Low Frequency	(May not be considered as strategy due to its very low score and low frequency)	Table 3-8: Using (wrong) loan word 0.0 + 18%
5	High Score Strategy + Zero Frequency (Strategies Proposed by the Rater(s))	Highly Important Area to Be Considered for Training	(Not found in the pilot study)

¹ The range of scores and definition of non-strategies is explained in Section 3-5-2.

As could be seen in the table, *Misinterpretation of syntactic structure of the compound* with ‘low score + high frequency’ is a good candidate to be considered as an educationally significant strategy. *Terminological equivalent* is another potential strategy that is presented in two instances but with two different observations. In one example (derived from Table 3-7, mentioned in the row 2 in the above table) it is considered as educationally significant, while in the next instance (derived from Table 3-8, mentioned in the row 3 in the above table) could not be even called a strategy because of high frequency of its usage by the students. This shows that the interpretation of each strategy should be seen in relation to the problem from which it has been arisen. The case of ‘low score + low frequency’ for strategy *Using (wrong) loan word*, which is in row 4 in the table, is also a non-strategy with the lower degree of importance in education. This is the strategy which is not used by the majority of the students in the mentioned example (Table 3-8).

3.9 What is the Third Dimension of the Matrix?

We call the analytical tables (such as Tables 3-7 to 3-9) multidimensional. Here, the concept of multidimensionality will be explained as it relates to the matrix of problems and strategies.

As we have seen, and according to the presumed fact, each strategy can be related to one of the problems in the opposite box of the problem-strategy boxes (Tables 3-1 and 3-2). If we see a simple relation between three imaginary translation problems (Ps) and three strategies (Ss), we could realise that the possible relations between problems and strategies are as simple as in the following figure.

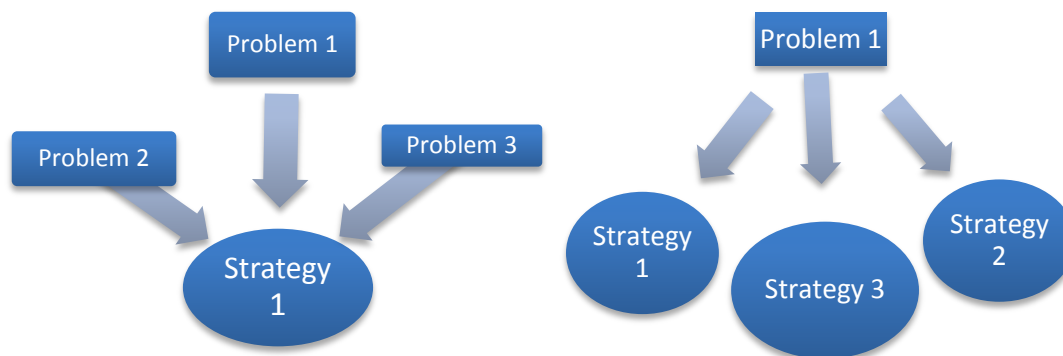


Figure 3-3: Simple relation between problem and strategy

To determine the full number of relations, there could, theoretically, exist 9 possible problem-strategy sets. This is obtained by multiplying the number of Ss and the number of Ps, which will give a 3x3 simple 2-dimensional matrix. However, if we look at the problem-strategy analytical method from another linguistic point of view, we will discover other dimensions that need careful scrutiny.

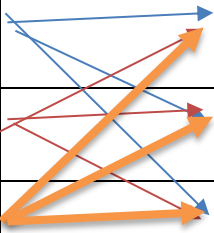
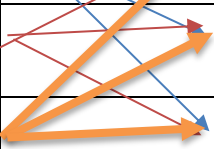

Table 3-11 (below) shows these additional relations schematically. In this table, P1-1 stands for Strategy 1 for Problem 1, P1-2 for strategy 2 for problem 1 etc. We disregard the rareness/impossibility of some relations to show the possible number of relations. As stated, the possible relations between Ps and Ss, which we call PS sets, could be simply summarised in the fourth column of the table by multiplying the number of problems and the number of strategies. However, because of the linguistic observation, the reality of these problems is not the same in the different texts, though their naming is the same after analysing the all frequencies related to the strategies.

In other words, we should analyse all instances of P1s in relation to S1. Studying other P1s in other texts is important in that the slight differences in the nature of the problems may make a significant difference to the total result. These P1s could further be called P1(1), P1(2), P1(3), etc. which respectively stand for Problem 1 of Text 1, Problem 1 of Text 2, Problem 1 of Text 3,

etc. Therefore, the relations of the texts will have three dimensions, if we consider the relations of the problems to the texts. This can be seen in the last column of Table 3-11 (below).

In this study the researcher tries to analyse not only the P-Ss but also the P(n)-Ss in which $n \geq 1$ and relates to the number of texts with similar problems, with the same name.

Table 3-11: Web of relations and possible P-S sets

	Web of Relations	Possible strategies for each problem	Possible P-S Sets	Possible Sets of Text-related Ps with Ss
Problem 1		Strategy 1	P1-1 P2-1 P3-1	P1(1)-1, P1(2)-1 and P1(3)-1 P2(1)-1, P2(2)-1 and P2(3)-1 P3(1)-1, P3(2)-1 and P3(3)-1
Problem 2		Strategy 2	P1-2 P2-2 P3-2	P1(1)-2, P1(2)-2 and P1(3)-2 P2(1)-2, P2(2)-2 and P2(3)-2 P3(1)-2, P3(2)-2 and P3(3)-2
Problem 3		Strategy 3	P1-3 P2-3 P3-3	P1(1)-3, P1(2)-3 and P1(3)-3 P2(1)-3, P2(2)-3 and P2(3)-3 P3(1)-3, P3(2)-3 and P3(3)-3

In other words, we do not want to confine our outcome to the selected consideration; and interpretations of all P1-1s are important. Each set of these P1-1s relates to the individual text, and therefore could make an independent dimension of our matrix.

An example can be used to illustrate the point. If, according to the results of the study, P1-5 is considered as having high educational significance, and it relates to ‘paraphrasing by using the related words’ (Strategy 5 in Strategy Box 1) for the ‘translation of the culture-specific concept’, the importance of this conclusion will only be evident if we can recognise out of which text(s) the result has come. It may work in P1(1)-5 and P1(2)-5, but may not work in P1(3)-5. If the first two abbreviations refer to the financial texts and the third one to the political, for the financial texts this strategy will be recommended for that specific problem and in the political it may not. In previous section (Table 3-10) it was shown that how the relation of a problem to a strategy could alter its nature and importance to make its role different in new context.

As stated in Chapter 2, in the Iranian academic translation landscape, we have many modules, which aim at teaching translation. Considering the other dimensions of the matrix, we will look for strategies which are suitable for each of the general translation modules.

3.10 The Phases of Data Gathering and Data Arrangements

To outline the activities in this study we could mention the following main phases which were carried out for collecting and analysing the achieved data.

1. Choosing suitable texts to be translated from authentic materials
2. Distributing the texts to the senior students in translation modules and instructing them in the aim of the research and the procedure
3. Collecting the translations and deciding to choose the more problematic parts of the texts
4. Arranging the specified tables in strategy-selecting formats
5. Having them scored by the three experienced translation teachers
6. Locating the problems and strategies according to the problem strategy boxes based on Baker-Davies' lists (Tables 3-1 and 3-2, described in the previous chapter) and codifying the problems and strategies
7. Calculating the average scores and frequencies with the aid of Excel worksheets
8. Undertaking inter-rater reliability analysis
9. Organising some statistical considerations with regards to the aims of the study and the research questions

The first five phases of this procedure were briefly explained in this chapter. The most challenging step after the data gathering was preparing the tables before and after scoring, which is the sixth phase above. This phase, which included providing the strategy tables by identifying the nature of the problems, locating the related strategies in accordance with the problem-strategy boxes (Tables 3-1 and 3-2) or the researcher naming them, was found to be the most laborious part of the methodology of this chapter. This phase also proved to be the most important and time-consuming part of the data analysis, which needed thorough comparison of source texts and the available related target texts on the one hand, and with the

current available classification on the other. The importance of this aspect lies in at least the following three facts which could also be called limitations of the data analysis.

- The nature of the translational problems has not been shown precisely in the Baker's categorisation. In the previous chapter we showed the area of indistinctness of Baker's model. For instance 'the source language concept is not lexicalised in the target language' as a translation problem could be still placed in the 'culture-specific concepts' category (see sections 3-3 and 3-4 for initial criticism of Baker's classification).
- The definitions of some translation problems themselves are blurred. For example when we intend to claim that a particular 'source language word is semantically complex', the complexity is not that straightforward. None of the existing dictionaries indicate the level of semantic complexity of words. Still, and with regard to Baker's explanations (2011, p.22) of her classification, the definition of semantic complexity, like other examples, is more related to the target language or target text rather than the word itself, as it is used in the source text. We may need to compare the word in the source text with all available target texts to identify whether the problem could be called a problem, and therefore be test-worthy or not. In other words, if the source and target language contain a similar semantic complexity for a word, studying its educational significance will be impractical.
- Not only could no sufficient examples be found for each introduced strategy for different text types, but also the researcher could not find a single piece of evidence for a Persian counterpart example of translation strategies in typical books or contributions to Translation Studies, including the books provided by Baker (2011). Despite Baker bringing forward examples from different languages, no sign of examples of Persian strategies was discovered. Therefore, investigation of the problem-strategy in the English-Persian pair was found to be very novel, needing meticulous observation.

Some problems are linked to the features and capabilities of the source texts. Some of the features relate to the oddness of the structures and should firstly be decoded before deciding on the strategy. They may not normally be seen as problems, because their equivalents

unquestionably exist in the target language; however, they have caused problems for the students. From another angle, these are held in the category of *related to* problems and strategies, which are linked somehow to the *translators'* problems rather than *translation* problems. Examples are as follows:

- Translation of punctuation marks into Persian; due to unfamiliarity of the trainee translators with the nature of these marks
- Wrong interpretation caused by the odd structures
- Wrong interpretation caused by polysemous words
- Mismatching of the semantic field of words (e.g. relating to early age of human, child, young people)
- Ambiguity caused due to the sameness of equivalence for a single word in TL
- Extra length of sentence in SL texts
- Wrong interpretation caused by the lengthy sentences in ST which will cause even lengthier, and hence, unaccepted sentences in TL
- Translation of the emphatic repetition in ST

3.10.1 How the Excel Sheets Were Organised and Employed

For the sake of achieving the objectives of the study the data were inserted into a specifically designed Excel workbook. The explanation of the data arrangements is discussed here because of the significance of the procedure of computerisation and software in the methodology.

Apart from the technical issues of arranging and programming the worksheets, the following features related to capturing the study method were found to be worth mentioning. These features could highlight the strength of the practicality of the methodology as well as showing how the results could be as error-free as possible, specifically when a researcher intends to apply the model to a larger body of data.

- The expandability: The data and data worksheets could be added and the results in the results worksheets will be changed.

- **Updatability:** In any stage of the research, for any reason, whenever data were changed, the change automatically resulted in changing and updating all related results worksheets including the score, usage, and categorisation of them.

The expandability and updatability of the results will be helpful for the future addition and modification of the Excel workbook, and could be called a striking aspect of this methodology. It could be considered a significant factor of the methodology and contribution to future research.

Table 3-12: A screenshot from the analysable Excel workbook, showing the P1 worksheet with 17 translation samples and scoring strategies for one of the translational problems

1	P1	Marked collocations in the source text							
Student	Text To Translate <i>In 1953 the method was popularized by Alex Faickney Osborn in a book called Applied Imagination.</i>	Problem To Test <i>Applied Imagination</i>	Strategy	Strategy Description	Rater 1	Rater 2	Rater 3	Average	
2	1	این اصطلاح اولین بار در سال ۱۹۵۳ توسط الکس فیکنی اوزبورن در کتابی به نام تخیل عملی محبوبیت پیدا کرد.	تخیل عملی	1	Translation by a marked collocation	2	1	4	2.33
3	2	در سال ۱۹۵۳ این روش در کتاب تخیل عملی از الکس فکنی آیزن به شهرت رسید.	تخیل عملی	1	Translation by a marked collocation	2	1	4	2.33
4	3	تصویر انجام شده در سال ۱۹۵۳ این روش به وسیله الکس فکنی آیزن در کتابی به نام تصورات انجام شده شناخته شد.	تصویر انجام شده	2	Misinterpretation	0	0	0	0.00
5	4	در سال ۱۹۵۳ مهارت نام برده توسط الکس فیکنی آیزن در کتابی به نام تصویر کاربردی همگنی شد.	تصویر کاربردی	3	Partial Misinterpretation	0	2	1	1.00
6	5	در سال ۱۹۵۳ میلادی روشی که توسط الکس فیکنی آیزن در کتاب خیال کاربردی بود مورد پسند واقع شد.	خیال کاربردی	1	Translation by a marked collocation	2	1	2	1.67
7	6	در سال ۱۹۵۳ میلادی روشی که توسط الکس فیکنی آیزن در خیالات کاربردی بود مورد پسند واقع شد.	خیالات کاربردی	1	Translation by a marked collocation	2	1	2	1.67
8	7	در سال ۱۹۵۳ این روش توسط الکس فیکنی آیزن تحت عنوان "انتکار کاربردی" معروف بود.	انتکار کاربردی	3	Partial Misinterpretation	1	1	1	1.00
9	8	در سال ۱۹۵۳ این شیوه توسط الکس فیکنی آیزن در کتاب تصورات کاربردی معروف شد.	تصویرات کاربردی	3	Partial Misinterpretation	2	3	1	2.00
10	9	این روش در سال ۱۹۲۵ توسط الکس فکستی آیزن در کتابی تحت عنوان تصورات کاربردی مطرح و به شهرت رسید.	تصویرات کاربردی	3	Partial Misinterpretation	2	3	1	2.00
11	10	این شیوه در سال ۱۹۵۳ میلادی در قالب کتابی به اسم خلاقیت کاربردی (applied imagination) توسط الکس فیکنی آیزن برسر زبان	خلاقیت کاربردی	4	Translation by a contextual equivalent	1	3	2	2.00
12	11	در سال ۱۹۵۳ این روش توسط فردی به نام الکس فیکنی آیزن در کتابی که نامش انتکار عملی بود رواج یافت.	انتکار عملی	4	Translation by a contextual equivalent	1	0	2	1.00
13	12	این شیوه در سال ۱۹۵۳ توسط الکس فیکنی آیزن یا کتابی به نام تصورات کاربردی شهرت یافت.	تصویرات کاربردی	3	Partial Misinterpretation	1	3	1	1.67
14	13	این روش در سال ۱۹۵۳ توسط "الکس فیکنی آیزن" در یک کتاب به نام انتکارات کاربردی محبوبیت پیدا کرد.	انتکارات کاربردی	3	Partial Misinterpretation	1	1	1	1.00
15	14	در سال ۱۹۵۳ این روش توسط فردی به نام الکس آیزن در کتابی که اسم آن انتکار عملی بود رواج یافت.	انتکارات عملی	4	Translation by a contextual equivalent	1	0	2	1.00
16	15	این روش در سال ۱۹۵۳ توسط الکس فکنی آیزن در کتابی به نام تصور کاربردی مشهور شده است.	تصور کاربردی	3	Partial Misinterpretation	2	3	1	2.00
17	16	این روش در سال ۱۹۵۳ توسط الکس فیکنی آیزن در کتابی به اسم خیال پردازی کاربردی رواج یافت.	خیال پردازی کاربردی	4	Translation by a contextual equivalent	3	2	1	2.00
18	17	در سال ۱۹۵۳ این روش توسط الکس فیکنی اوزبورن در کتابی به نام "به کارگیری قدرت تخیل" مورد محبوبیت مردم واقع شد.	"به کارگیری قدرت تخیل"	11	Literal translation	1	1	2	1.33
19	18					1.41	1.53	1.65	1.52

The workbook built for data analysis contained n problem data sheets (which may be called *P-sheets*) and 4 *results sheets*. For the initial phase $n=10$, and for the extended analysis $n=51$. Table 3-12 shows analysable Excel workbook, which reflects the *P1* worksheet with 17 translation samples. As can be seen, the name of the problem is mentioned on the top of the table, i.e. *marked collocation in the source text*. The next Column shows the different translations done by the 17 students and the next column shows the strategies that are employed by them to solve the related problem which is here the problematic expression (*applied imagination*). On top of the same column, the expression is mentioned. Columns E and F show the strategy code and the name of the strategy which is used by each student. The last four columns reveal the scores given by the three raters to the strategies followed by their average scores.

A minor addition can be seen in the Excel P-sheets in comparison to the problem-strategy tables in the pilot study (section 3.8) and in the data scoring sheets.¹ In P-sheets, which are Excel worksheets, because of the necessity of codifying the strategies, column E is added. This is a strategy test column which initially shows whether the name of a strategy is within the considered list of strategies (subsequently be shown in Table 4-21) to avoid any ignoring or non-inclusion in further analysis, and secondly exchanges the strategies' names with traceable codes which could be automatically compared and analysed in the other related worksheets. These codes are numbered from 1 to 23 and are in accordance with our selected 23 strategies in Table 4-21. As can be predicted from the names below the sheets in Table 3-12, the four initial worksheets, which are located before the P-sheets, are related to the automatically updated analytical result, which we simply called *result worksheets*. The results worksheets automatically show the primary analysis of the P-sheets such as scores, frequencies and the pattern of the problem-strategy sets.

The first result worksheets which is called global, relates to the main factors that could affect the P-sheets and the other three result worksheets. It contains an open-ended list of strategies used in the research with the codes given to them. These codes inter-related with the P-sheets and could ensure us of the unification of the naming which is important factor in data analyses. For example, strategy 1, which is the first strategy found in the corpus of this study is named as 'Translation by marked collocation', is given code 1, and the second one, which is named as 'misinterpretation' is given code 2, etc. When a strategy is identified by the researcher to be used for each problem in any of the worksheets, these numbers could be given to them (in column E as is shown in Table 3-12 above), while their name will be automatically be presented in the following cells in the right side of the given numbers in the P-sheets (Column F above). This codification and arrangements are linked to data analysis in the next three result worksheets.

¹ There might be other columns and rows which were added in the actual P-sheets in the Excel file which are not of special importance. They are not mentioned here not just because they cannot be seen in the samples of the thesis to require clarifying. They were only created for ease of calculation and reference in the process of working with the data; therefore, they do not possess any significant value in our data analysis.

3.11 Concluding Remarks

Following a conceptual discussion in the previous chapter on defining a strategy-based model for translation training, the need for exploring a quantitative methodology for finding the educationally significant strategies was discussed. This chapter started with critical scrutinizing of Baker-Davies' problem-strategy model. The deficiencies found in their model directed us to define a new paradigm for a systematic study of students' most problematic points and appropriate strategies for any language pair. Teaching strategies either *to be recommended or practiced* or *to be avoided* assumed to be the main imperative considerations for running a translation classroom as well as designing a translation-based course book. The important question of degree of educational significance found to be vital for the teaching program based on teaching strategies.

At the first practical step, the methodology introduced for studying the segments of the texts distributed to groups of students at translation courses. We discussed how the analytical review of the projects through the specifically designed P-S tables could lead us to reach a methodological framework for our educational goals. Locating the problems and strategies based on Baker-Davies's tables and codifying the new problems and strategies seem to be the most delicate phases of the method.

It was discussed how the relation between frequency of the occurrence and the average scores given to the designated strategies are important considerations to find the areas of educational significance, e.g. when the low frequency will have confluence with the low score given by the raters. It was also revealed that such a paradigm have the capability of being generalised into any language pairs, though the pilot study was established in a Persian-to-English case. This methodology will be attested and put on show by its different aspects and details through the next Chapter.

Chapter 4: Data Analysis and Discussion

4.1 Introduction

To achieve the fundamental requirement for application of the strategy-based model in translation training pinpointing the most important linguistic strategies will be needed either as general or universal or language-pair-specific ones. In this chapter, the results taken from the translation projects collected from the students according to the methodology described will be analysed.

To provide for the mentioned necessity in translation training, the need for more pertinent materials and practical methodologies for teaching strategies in order to improve translation competence in translation classrooms, as well as the need to compile more effective translation course books for specific language pairs, are significant issues with which translation pedagogy is dealing. Therefore, it is important to develop and employ a systematic quantification method in order to provide more empirical evidence regarding translation strategy teaching and learning in an academic context.

It will be aimed at providing data analysis based on translations done by students and linked to a systematic scoring method introduced by the researcher, i.e. the average numbers given by the raters to strategies employed for specific textual translation problems. The statistical analysis will be carried out firstly to test the original research model introduced in the previous chapter and, secondly, to provide a considerable amount of data for analysing educationally significant strategies in the English-Persian translation language pair. Moreover, some related statistical considerations for translation problems as a whole will be scrutinised.

As discussed in Chapter 2, the most important *translation-training-related* requirement for any translation course is teaching and practicing translation skills, which is encapsulated in teaching translation *strategies*. The systematic analysis in this chapter is intended to open a pathway to finding an answer to one of the key problems of a translation course by establishing a model for finding educationally significant translation strategies in any language pair. Educationally significant translation strategies were earlier defined as those strategies that provide appropriate,

or indeed preferred, solutions to specific translation problems that have not yet been mastered by students. The model, which was briefly introduced in the previous chapter, takes into account the relationship between the frequency of occurrence of each usage of a given strategy, or no-strategy, by the students and the value of the strategy based on the average score derived from the raters' assessment. Needless to say, teaching the strategies that have been identified as educationally significant for a given language pair or context, should be a priority in that context. Accordingly, the studies using this model can inform syllabus design and be of benefit to the production of pedagogical materials.

4.2 Overall Number of Data

To seek an answer to two important queries of any translation classroom: 'What are the strategies to be recommended and practiced?' and 'What are the strategies to be avoided?', the researcher needed to concentrate on the projects of the specified students, both in terms of the specific language behaviours and in terms of the general linguistic considerations which are related to the data analysis. Details of the methods for translation of texts by senior university students on BA English Translation courses were explained in the previous chapter.

The students were given sufficient time to translate the text(s) from English into Persian. The time was at least a week to let them concentrate on the project at home. They were told to do the tasks individually, meaning not consulting with their teachers or their classmates for translation problems.

Among the 21 groups of translations collected from the students, nine texts which presented a sufficient number of translation challenges were chosen for the study. This selection was mainly based on the potential capability of the texts to present more challenging problems and, secondly, to cover as many areas of text types as possible in non-literary subjects. The problems in this study, refers to non-equivalence within or above word level. As shown in Table 4-1, the selected data includes 205 translation projects in various modules, constituting 760 strategies used by the students. The 'total strategies' are here defined as the total number of solutions provided by the students. Some of them may be the same for a single problem, but are used with contextual

differences in each student’s work. Because of the contextual differences, we could hardly say that the problem-strategy sets used by two students are identical, even if they have chosen the same word as equivalent.

Table 4-1: An overall view on the number of the translation projects and the problems and strategies which are analysed in this study

Source Text No.	Source Text	No. of Translations	No. of Problems for Analysis in Each Text	Total No. of Strategies
1	Brainstorming Origin: Capital, Nai, <i>Marketing Solution behind the Scenes</i>	17	3	51
2	Babies Feel Pain like Adults Origin: <i>Iran Daily [Newspaper]</i> , 23 Apr 2015, p.11 (Health Page)	23	4	92
3	Mass Media Origin: <i>American Medical Association General Report</i>	25	7	175
4	French police foil imminent terror attack Origin: <i>Iran Daily [Newspaper]</i> , 22 Apr 2015	19	4	76
5	Guardiola – Bayern’s Victory Origin: <i>Iran Daily [Newspaper]</i> , 23 Apr 2015, p.11 (Sport Page)	13	2	26
6	Air Pollution Origin: Antony Giddens, 2006.	33	4	132
7	Ice Cream (A Recipe) Origin: Miranda Walker, 2007, p. 80	17	2	34
8	Torchlight Tag Origin: Miranda Walker, 2007, p. 44	28	3	84
9	WTTC Reports Origin: <i>Financial Tribune (Iranian Economic Daily)</i> , 16 April 2015	30	3	90
Total		205	32	760

After analysing the source and target texts, based on the definition of the translation problems and using the Baker-Davies problem-strategy tables described in the previous chapter as the main structure of categorisation, 51 problems were identified for analysis. The problems were identified and pinpointed based on the diversity found in the translations obtained from the students. Some of them were found according to the experience of the researcher while working with the texts. Nevertheless, all efforts were done to include any novel non-equivalents which were not found in the Baker-Davies model. These are not claimed to cover all problems within the texts; however due to the above observations and the points that was mentioned in the methodology, they tried to be as thorough as possible. The results of the initial analysis of the problems will be discussed in the next section. The main analysis in order to examine the fundamental properties of the ‘paradigm of educational significance’ specifically through a visual/comparative modelling of the paradigm will be discussed in sections 4-7 and 4-8.

4.3 Identifying the Translation Problems

Translation problems in the source language are judged and identified through the perspective of the target language. Nonetheless there might be some linguistic areas in which the source language could individually and inherently entail the translational problems regardless to the target language. The important point here is that linking the problems merely to either of the two sides is not reasonable. This study also tries to consider problem-strategy sets, the latter of which is the assessment for the existence and the importance of the former. For instance, if all strategies employed by the students to solve a single problem are statistically identical or in a high level of similarity, the problem will not be considered as a problem by definition. In the other extreme, if a problem matches the exceedingly variable strategies used by the students, this could be a candidate to be considered as a serious translation problem.

The paradigm of educational significance will try to reform and re-define the educational importance of translation problems. This means that if, subsequently, some of those strategies are found to be lowly scored by the raters with higher frequencies they will be higher *educationally significant* ones, which will be discussed in the concluding parts of this chapter.

Regarding this consideration, 32 problems out of the mentioned 9 texts were selected to be analysed in this study. The criteria for choosing the problems were discussed in the previous section, including diversity found in the translations of the students, experience regarding the specific points found by the researcher, inclusion of any new non-equivalents which were not found in the Baker-Davies model. By discarding the identical problems from the list, there will be 17 translation problems. Table 4-2 (below) shows translation problems which are found in each of the nine selected texts, and indicate their presence in Baker-Davies model. In this table, the second column shows the number indicating the text (according to numbering in Table 4-1 and the Appendix 2) and the third and fourth columns indicate the problematic words or expressions in the related texts, and the name of problem respectively.

Some of the problems are the same but with dissimilar forms in translation tasks. It relates to the third dimension of the problem-strategy matrix which was discussed in Chapter 3. For example, for the marked collocation in the source text we have three forms or manifestations which happened in three collocated words as *Applied Imagination* (From Text 1), *Brain... light up* (from text 2) and *arsenal of weapons* (from text 4), each of which has its own unique characteristics. In this example, each of the collocated words has its own degree of markedness as well as the average response from the students¹. It means, as was said, each problem-strategy sets have their individual importance for that specific context and for that specific word or expression. In this chapter, we will numerically and conceptually study what the origins and specific features of the mentioned problems are.

¹ As indicated in Table 3-4, the responses of the students are shown by the average scores given to their employed strategies which are 1.53 as the lowest for *Applied Imagination*, and the highest as 2.72 for *brain... light up*.

Table 4-2: The translation problems found in 9 selected texts and their relevance with Baker-Davies model

Problem No.	Text No.	Related word, phrase or expression in text	Name of Translation Problem	Presented in Baker-Davies Model?
P1	1	<i>Applied Imagination</i>	Marked collocations in the source text	YES
P2	1	popularised	The source language word is semantically complex	YES
P3	1	to run	Situational word or expression in source text	NO
P4	2	Brain ... light up	Marked collocations in the source text	YES
P5	2	, Oxford (UK), [As an Adverbial clause]	Lack of specific use of punctuation marks in target language	NO
P6	2	Medical Xpress	A proper noun contains a semantic value which is worth preserving in translation	NO
P7	2	recruited	Situational word or expression in source text	NO
P8	3	[Punctuation] : _..._	Lack of specific use of punctuation marks in target language	NO
P9	3	the way people view the world around them	The tension between accuracy and naturalness	YES
P10	3	youngster	The source language concept is not lexicalised in the target language	YES
P11	3	any one cause	The tension between accuracy and naturalness	YES
P12	3	(Wonder) if	Difference in the role of non-basic ¹ structural elements	NO

¹ Conjunctions and propositions are called non-basic here based on Nida's definitions (1956: 39), who calls verbs, nouns, adjectives and adverbs 'basic structural elements' in all languages while discussing about kernel sentences.

		[Adverbial clause]	(Conjunction) in source and target languages	
P13	3	Including	Difference in the role of non-basic structural elements (proposition) in source and target languages	NO
P14	3	Aggravated assault	Translation of a terminological concept	NO
P15	4	foil	Situational word or expression in source text	NO
P16	4	arsenal of weapons	Marked collocations in the source text	YES
P17	4	station	Situational word or expression in source text	NO
P18	4	[Ambulance] service	Difference between the convention, context and frequency of use in the source and target languages: One of the two parts of collocated word in ST has high tendency to be omitted in TL (because of the different transliterated meaning of the part)	YES
P19	5	About (life and death)	Misinterpreting the meaning of source language collocation (Misinterpreting the role of preposition in an idiomatic expression)	YES
P20	5	first-leg	Translation of a terminological concept	NO
P21	6	emissions	The source language word is semantically complex	YES
P22	6	Outdoor – indoor	The SL contains purposefully harmonised words whose conformity is worth preserving in translation.	NO
P23	6	Burning fuel	The tension between accuracy	YES

[Nida, E and C, Taber (1969), *The Theory and Practice of Translation*. Leiden: E.J. Brill.]

			and naturalness (Difficulties in pronunciation when adjoining two parts of collocated words in translation)	
P24	6	propane	Translation of a scientific name	NO
P25	7	zip lock	The source language concept is not lexicalised in the target language	YES
P26	7	pint	Translation of a culture-specific word	YES
P27	8	hidey-holes	The source language concept is not lexicalised in the target language	YES
P28	8	it	Translation of a terminological concept	NO
P29	8	Tagged	The source language concept is not lexicalised in the target language	YES
P30	9	WTTC	Error in source text	NO
P31	9	Travel Pulse	A proper noun contains a semantic value which is worth preserving in translation	NO
P32	9	Ahead of	Difference in the role of adverb in source and target languages	NO

The titles of the translational problems are provided in the fourth column and the last column shows whether the mentioned problems could be found in Baker-Davies problem-strategy model (Tables 3-1 and 3-2) or not. Determining the new problems will be a basis for re-defining the model, i.e. supporting the hypothesis of the study related to the necessity of expanding the model. 17 problems, disregarding the repeated ones, could be found and are matched with the initial model; however some of the problems are the newly added problems (with NO in the last column) which should be specifically discussed.

To explain the problems which are shown in the table those with more than one instance, i.e. 8 problems, will be analysed and discussed in this study according to Table 4-3. This will be in line with emphasising the expandability of the results. The table shows the overall numerical fact about the mentioned problems studied in this research. The important facts related to each

problem will be discussed distinctly in order to provide a picture for our further investigation of the relation between the problems and strategies.

After surveying these strategies, the results will be analysed in accordance with their matched strategies to achieve the answer for the main question of the study. The higher occurrence of these problems does not mean that they are the more educationally important ones. The issue of educational significance will be discussed in the concluding parts of this chapter. Moreover, and like any other statistical results in this study, the frequency and the importance are solely considered on account of the examined problems within the defined corpora and within the analysed projects. The last two columns of the Table 4-3 indicate the average scores given to the strategies employed by the students for solving that problem and the total average scores for the strategies related to each group of the same problems respectively. Those with the lower average scores are considered as problematic ones for the students but, again, not necessarily the most educationally significant ones. This subject will be studied within the next sections and through the paradigm which is one of the focal points of this study.

Although the problems are based on a study within two languages, they should not be considered as necessarily unique to the English-Persian language pair. However, from this table, we could identify some non-universal problems. Problem 8, i.e. *Lack of specific use of punctuation marks in target language*, is the only one which relates to some languages like Persian with lack of specific use of punctuation. Likewise, the issue of lack of capitalisation which is an aspect of Persian language in Problem 5 may also be considered as a non-universal one. Studying all the problems one-by-one might not be possible in this thesis; however, the problem-strategy tables for the words or expressions which are in bold fonts in the Table 4-3, are explained in the study. The selections were made as examples and mainly in terms of their importance or noticeable points which were found in them.

Table 4-3: Overall numerical fact about the high-frequent translation problems in the study

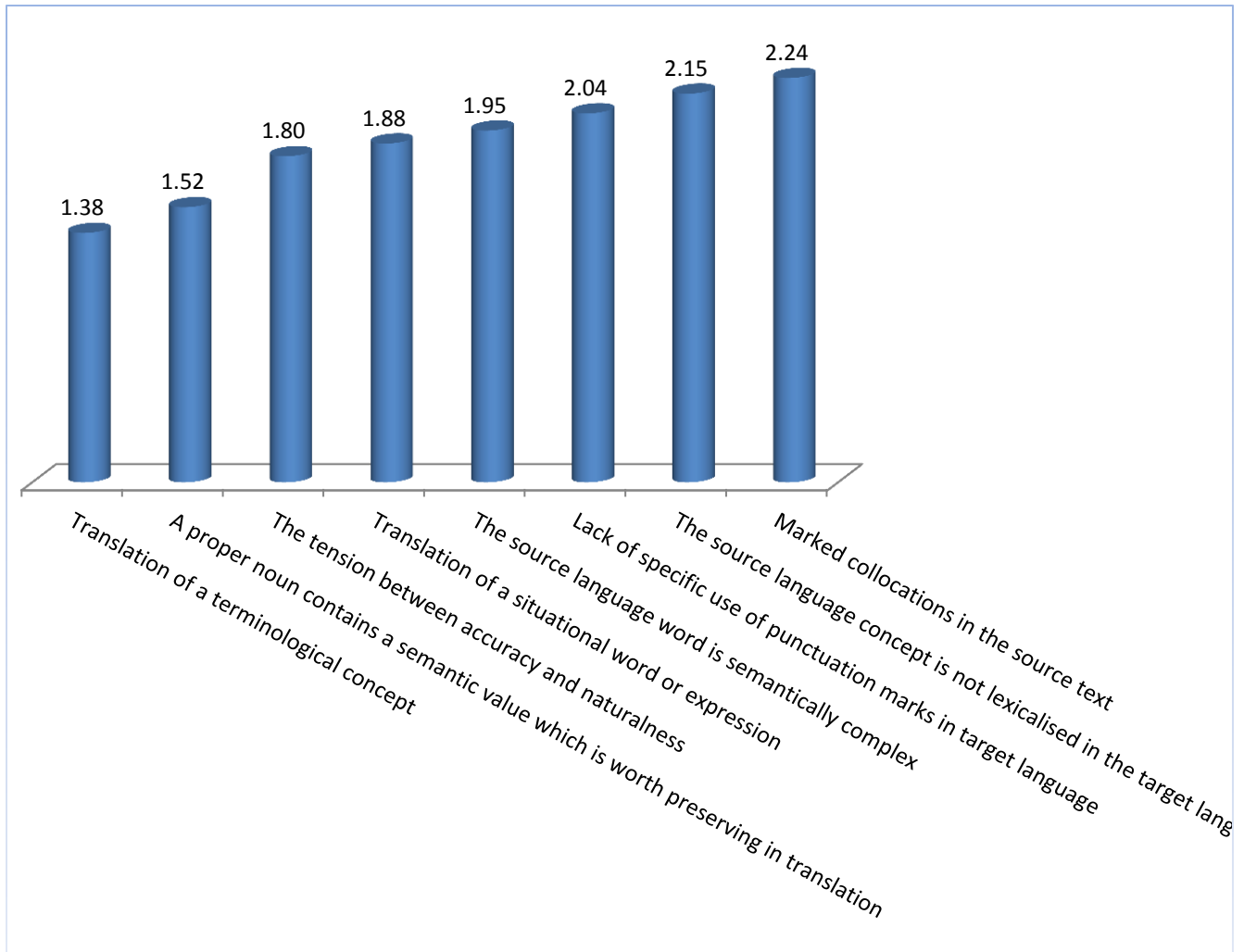
	Translation Problem	Presented in Baker-Davies Model?	Problematic words or expressions with their related problem (=P) numbers*	Average Scores	Total Average Scores
1	The source language concept is not lexicalised in the target language	YES	P10. youngster P25. zip lock P27. hidey-holes P29. tagged	2.04 2.47 2.30 1.80	2.15
2	Situational word or expression in source text	NO	P3. to run P7. recruited P15. foil P17. station	1.55 1.30 2.49 2.16	1.88
3	The tension between accuracy and naturalness	YES	P9. the way people view the world around them P11. any one cause P23. burning fuel	2.11 1.85 1.45	1.80
4	Marked collocations in the source text	YES	P1. Applied Imagination P4. Brain ... light up P16. arsenal of weapons	1.53 2.72 2.46	2.24
5	A proper noun contains a semantic value which is worth preserving in translation	NO	P6. Medical Xpress P31. Travel Pulse	1.29 1.76	1.52
6	Translation of a terminological concept	NO	P14. Aggravated assault P20. first-leg P28. it	1.19 1.69 1.26	1.38
7	The source language word is semantically complex	YES	P2. popularised P21. emissions	1.51 2.38	1.95
8	Lack of specific use of punctuation marks in target	NO	P5. ,Oxford (UK),	1.39	2.04

	language		P8. [appositive]:_..._	2.69	
9	Difference in the role of non-basic structural elements (Conjunction) in source and target languages	NO	P12. (Wonder) if	1.52	n/a
10	Difference in the role of non-basic structural elements (proposition) in source and target languages	NO	P13. Including	2.32	n/a
11	The SL contains purposefully harmonised words whose conformity is worth preserving in translation	NO	P22. Outdoor – indoor	2.13	n/a
12	Translation of a scientific name	NO	P24. propane	2.45	n/a
13	Error in source text	NO	P30. WTTC	1.02	n/a
14	Difference in the role of adverb in source and target languages	NO	P32. Ahead of	1.16	n/a
15	Translation of a culture-specific word	YES	P26. pint	1.80	n/a
16	Difference between the convention, context and frequency of use in the source and target languages: One of the two parts of collocated word in ST has high tendency to be omitted in TL (because of the unmatched transliterated meaning of the part)	YES	P18. [ambulance] service	2.00	n/a
17	Misinterpreting the meaning of source language collocation (Misinterpreting the role of preposition in an idiomatic expression)	YES	P19. About (life and death)	2.56	n/a

* The problem-strategy tables for the words or expressions which are in bold fonts are explained in the study. The others could be seen in Appendix 2 along with the unmentioned problem-strategy tables.

Graph 4-1 shows the total average scores of higher frequent problems occurring more than once in Table 4-2. This graph has been set in an ascending order based on the total average scores. As can be seen, among 8 studied problems the lowest scored problem is *Translation of a terminological concept* and the highest one is *Marked collocation in the source text*. For each one of the 8 problems, two sample students' problem-strategy tables (P-S tables) will be provided in this chapter to clarify the way of consideration and analysis of the problem-strategy sets. Therefore, 16 tables will be analysed in detail along with a description and brief theorisation, which are related to those bold-font problems in table 4-3. Their names and total average scores are also evident in the graph 4-1. In the meantime, the other 16 problems from the table (which themselves linked to their 16 students' P-S tables) will only be considered in our data analysis section. These cases consist of some repetitive or less frequent problems as are also apparent in table 4-3 (i.e. P25: zip lock, P29: tagged, P15: foil, P17: Station, etc.). The repetitive ones in the table are those problems with occurrence of more than twice and the less frequent ones are those which are happened in one occasion.

For the sake of brevity and repetition, the lengthy students' P-S tables which are planned to be analysed, are summarized as precise and illustrative tables and are called 'representative selection of the tables' here in this chapter. The main students' P-S tables which are presented in appendices will not be presented in the body of the study.



Graph 4-1: The total average scores of high frequent problems (Occurring more than once) in the study in ascending order

4.4 Analysis of the Most Frequent Problems Based on P-S Tables

The aim of this section is to analyse the problems, their scores and the most important factors of each high-frequent translation problem based on students' P-S tables for English-Persian translation projects. The focus will be on one side of the P-S set which is the problem. Therefore, the issues regarding the last columns of each student's problem-strategy table, which relates to the nature of the related strategies, will be discussed later in sections 4.5 and 4.6. Unlike the pilot study, an independent column for back-translation is added for each table. The researcher realises that back-translations may sometimes seem an imperfect tool but are nonetheless the

only way to provide insight into the examples for readers who do not read Persian. In some cases additional explanations will be provided in the back-translation columns in order to prevent disambiguation by a non-native Persian speaker.

For the sake of preciseness, an illustrative table is provided instead of each student's P-S table in this chapter as its representative. First of all, one of the main students' P-S tables will be explained here briefly using a short excerpt of it, and then the way of taking a representative table out of it will be explained. The representative tables are those tables which are taken out of the main students' P-S tables and are the basis of our investigation in this chapter. The main students' P-S tables are provided in Appendix 2.

As a sample of the main students' P-S tables, a short excerpt of one of them for P10, which is taken from Table A2-10 in Appendix 2, is shown as Table 4-4 below. These tables were designed to show all the equivalents (both in context and separately) that are chosen by the students which are very similar to that in pilot study. Back-translation, the scores that are given by the three raters, and the strategies based on which these equivalents are selected in a complete and detailed manner are the tools and properties which are accompanied with the students' extracted equivalents in the tables. An attempt to show all the strategies that have been applied by the student translators in order to transfer the meaning of the word "youngster" as an instance of the problem "The source language concept is not lexicalised in the target language (from Source Text 3: Mass Media) has been made in taking the excerpt from the respective table (Table 4-5).

Table 4-4: A short excerpt taken from the main students' problem-strategy table for P10: The source language concept is not lexicalised in the target language (from Source Text 3: Mass Media)

Students	ST→TT	Equivalent for:	Back-translation	Scores			Strategy
	The typical <u>youngster</u> in the United states watches about four hours of television each day.			youngster	R1	R2		R3
1	برای نمونه یک پسر بچه در آمریکا روزانه بیش از چهار ساعت تلویزیون تماشا می کند.	پسر بچه	Juvenile boy [the word signifies male gender]	2	1	1	Translation using a hyponym
2	هر نوجوان آمریکایی به طور معمول روزانه در حدود چهار ساعت تلویزیون تماشا می کند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
3	یک نوجوان معمولی در ایالات متحده هر روز در حدود چهار ساعت تلویزیون تماشا می کند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
4	یک جوان عادی در آمریکا، روزانه حدود چهار ساعت تلویزیون تماشا می کند.	جوان	Young	2	0	2	Translation using a hyponym
7	یک فرد شاخص در آمریکا روزانه ۴ ساعت تلویزیون تماشا می کند.	فرد	Individual	1	0	1	Translation by a more general equivalent
25	برای مثال کودکان عادی در آمریکا روزانه حدود چهار ساعت تماشا می کنند.	کودکان	Children	2	3	2	Translation by a more neutral /less expressive word
Average Scores and Ttl.Ave.Scr				1.96	1.64	2.52	2.04
Overall View of the table: The first two more frequent strategies: 7: Translation using a hyponym (48%) and 4: Translation by a contextual equivalent (36%) // The Best Scored: 4: Translation by a							

contextual equivalent // The Worst Score: 5: Translation by a more general equivalent (or superordinate) // Inter-rater reliability¹: Acceptable (**0.89**)

As mentioned, in order to avoid repetitive information in rather lengthy tables, the shortened form of 16 selected problem-strategy tables have been used to represent just the most significant and related information to the purposes of the study. Tables 4-5 to 4-20 in this chapter are in fact the summary of the main students' P-S tables which are provided in Appendix 2. For the sake of uniformity of the tables, they have been arranged in four rows or less, sorted based on the frequency of occurrence of the equivalences, and not the strategies, and in a descending order, which demonstrate the most important features and figures worth of being mentioned.

The tables are followed by one or more short descriptive paragraphs that refer to such elements as the specific problem being examined, the context in which the problem has been introduced, the number of the students who have translated the problem in the context provided, the number of the strategies applied and the number of the euivalences selected. Furthermore, the first two most frequently applied strategies together with the best and worst scored ones are generally provided, as the most prevailing aspects to be analysed which can be a great help to determine the problems that need to be focused upon in translation training classes, the strategies that are needed to be emphasized or avoided in the case of the particular problems under investigation. Moreover, the total average scores that are given to all the applied strategies by each one of the raters together with the total average scores that are granted to all the strategies applied by all the three raters on the whole and the inter-rater reliability are also referred to which reveal first the relative ability of the students in dealing with the respective problems and the urgency of the problems to be focused upon or not on the one hand, and the need to repeat the scoring task with more scorers or the sufficiency and appropriacy of the scoring method on the other. In some cases, the researcher preferred to show more equivalences related to one strategy, either because of the importance of those cases or practicality of the analyzing process.

For the sake of consistency and uniformity of the information given in the aforementioned tables and the related paragraphs thereof, the text may seem somehow repetitious or odd; however, the

¹ The issue of inter-rater reliability including the meaning of the numbers will be discussed in section 4.7.5.

researcher has tried to mention the same information with regard to each one of the tables using various words and structures to lessen this as much as possible.

4.4.1 The Source Language Concept Is Not Lexicalised in the Target Language

This problem is one of the two most frequent problems which were found in this study with four instances: “Youngster, zip lock, hidey-holes and tagged” which are the best candidates to be included in this category from the list of problematic words and expressions. Tables 4-5 and 4-6 below, represent the students’ problem-strategy tables for lack of lexicalisation in Persian language for the two words “youngster and hidey-holes” respectively.

This problem arises when the target language does not contain a linguistic element for a specific word in the source language. Lack of lexicalisation sometimes is due to lack of an object or atypical nature of a concept in target language culture. For example, there are two floor coverings in Persian, as «گَبّه» (transliterated as “*gabbeh*”) and «زِيلو» (transliterated as “*zilu*”), not found in English, and therefore, while translating Persian text into English, they could be rendered by transliteration (as a dominant strategy) or explanation, or other strategies depending on the decisions of the translator¹. These words may seem too long in meaning to be glossed in a single word in the target language. Other examples for Persian speakers from English are *upstart* (someone who behaves as if they are more important than they are and shows a lack of respect towards people who are more experienced or older, *LDOCE: Longman Dictionary of Contemporary English*, 2007), or *debut* (the first public appearance of an entertainer, sports player etc. or of something new and important, *ibid*).

The above-mentioned four examples in the translation texts do not also have clear one-word dictionary equivalents in Persian. In the following sub-sections, the two instances of lack of lexicalisation problem will be studied. Utilizing Tables 4-5 and 4-6, the words “youngster and hidey-holes” which were translated by students within the related texts using different strategies and were assessed by three raters will be evaluated based on P-S relation method.

¹ *Transliteration and Transliteration + Using classifier or explanation* are two strategies in the list used in this study, as strategy 9 and strategy 18, respectively (Table 4-2).

Table 4-5: A representative selection of students' problem-strategy table for P10: The source language concept is not lexicalised in the target language (from Source Text 2: Mass Media)

Students (Total: 25)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl.Perc.Usage → Ave.Scr
	The typical <u>youngster</u> in the United States watches about four hours of television each day.	youngster					
1	هر نوجوان آمریکایی به طور معمول روزانه در حدود چهار ساعت تلویزیون تماشا می کند.	نوجوان	8	Youngster	Translation by a contextual equivalent	The second most frequent strategy / The best scored	36% → 3.44
2	یک جوان عادی در آمریکا، روزانه حدود چهار ساعت تلویزیون تماشا می کند.	جوان	6	Young	Translation using a hyponym	The most frequent strategy	48% → 1.31
3	برای نمونه یک پسر بچه در آمریکا روزانه بیش از چهار ساعت تلویزیون تماشا می کند.	پسر بچه	5	Juvenile boy [the word signifies male gender]	Translation using a hyponym	The most frequent strategy	48% → 1.31
4	یک فرد شاخص در آمریکا روزانه ۴ ساعت تلویزیون تماشا می کند.	فرد	3	Individual	Translation by a more general equivalent	The worst scored strategy	12% → 0.67
Inter-rater reliability: Good (0.89)						Ttl.Ave.Scr	2.04

The first problem worked on in the course of this study, “The source language concept is not lexicalised in the target language”, is translated by 25 students, not separately from the text but

as a part of their given task, and in “The typical youngster in the United states watches about four hours of television each day” context. The data collected demonstrate that these 25 students have provided the researcher with 7 various equivalents, mostly in diverse contexts, based on 4 different translation strategies. As can be seen in the table, “Translation using a hyponym” strategy has been the most frequent one (48%) which has resulted in the provision of 2 different Persian equivalents including «جوان» (6 times) and «پسر بچه» (5 times) which can be back-translated as “young” and “juvenile boy” respectively. Moreover, the second most frequent strategy (36%) and the best scored one (3.44) has been “Translation by a contextual equivalent” which is substantiated in the choice of the most frequent equivalent that is «نوجوان» back-translated as “youngster” (8 times). Some students have decided to apply “Translation by a more general equivalent” strategy (12%) resulting in the selection of the equivalent «فرد» back-translated as “individual” (3 times). This strategy has been scored the worst by the raters though.

Interestingly, all the students have correctly realized the function of the word (i.e. subject) under question and correctly transferred it to the target language¹. Another point to add is the co-occurrence of the features “the most frequent strategy” and “the best scored” one which can be indicative of the relative ability of the students to overcome the translational problem. However, while the worst scored strategy is related to an equivalent which has only been used in 3 of the cases (i.e. 12%) can indirectly reconfirm the students’ relative ability to overcome the translation problem under study. In another hand, the total average score given by the raters to all the strategies applied to solve the translational problem is 2.04 which is indicative of the medium level of ability of the students to overcome such a problem in the translation process. Finally, the point that the inter-rater reliability of the scores given by the raters has been good (0.89) needs to be mentioned which proves the assured nature of the rating process administered in the course of the study for this specific instance of the problem under question.

¹ . However, in other instances which are not demonstrated in the above table (see: Appendix 2) there are some cases of miscomprehension, e.g. choosing back-translated equivalents like “a prominent individual” or “children” or “those who are younger”...

Table 4-6: A representative selection of students' problem-strategy table for P27: The source language concept is not lexicalised in the target language (from Source Text 8: Torchlight Tag)

Students (Total: 28)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl.Perc.Usage → Ave.Scr
	This game is best played outside after dark, but can be played inside with the lights off if you have plenty of <u>hidey-holes</u> .	hidey-holes					
1	... اما داخل خانه با چراغ های خاموش هم می توان بازی کرد البته تعداد زیادی مخفی گاه داشته باشید.	مخفی گاه	7	hideout	Translation by a more general equivalent (or superordinate)	The second most frequent strategy	25% → 2.81
2	... اما می توانید داخل خانه هم با چراغ های خاموش آن را بازی کنید. اگر مکان های کافی برای مخفی شدن داشته باشید.	مکان های ... برای مخفی شدن	4	The places for hiding [using non-informal word مخفی شدن for <i>hiding</i> and formal word مکان ها for places]	Coining a new phrase	The most frequent strategy / The best scored	46% → 2.85
3	... اما اگر شما مکان هایی برای پنهان شدن داشته باشید، این بازی را در داخل با چراغ های خاموش نیز می توان بازی کرد.	مکان هایی برای پنهان شدن	3	Places for hiding [using non-informal word پنهان شدن for <i>hiding</i> and formal word مکان ها for places]	Coining a new phrase	The most frequent strategy / The best scored	46% → 2.85
4	... اما داخل خانه نیز می توان این بازی را انجام داد. اگر خانه روشن است همه چراغ ها را خاموش کنید.	-	2	-	Omission	The worst scored	7% → 0
Inter-rater reliability: Good (0.88)						Ttl.Ave.Scr	2.30

28 students have tried to translate the sentence “This game is best played outside after dark, but can be played inside with the lights off if you have plenty of hidey-holes” into Persian. The underlined word is not lexicalized in Persian which is exactly the problem that is going to be focused on. The data obtained show that there have been 12 different equivalents used by the students through the application of 7 various translational strategies in order to transfer the meaning of the word “hidey-holes” including «مخفی‌گاه» (back-translated as “hideout”) that has been chosen 7 times which can be regarded as the most frequently used equivalent based on the strategy “Translation by a more general equivalent (or superordinate)” (i.e. the second most frequent strategy). «مکان‌هایی برای پنهان شدن» (→The places for hiding) and «مکان‌هایی برای مخفی شدن» (→ The places for hiding - using the synonym word) are the second most frequently utilized equivalents (each 4 times) based on the strategy “Coining a new phrase” which has been recognized as the most frequent strategy and the best scored one at the same time. These equivalents can be back-translated as “Places for hiding” (using non-informal word «پنهان شدن» and «مخفی شدن» for hiding and formal word «مکان‌ها» for places). The point to mention is that although the range of equivalents chosen is really diverse (12 different equivalents selected by just 28 student translators), they are mostly synonymous and interchangeable ones like the ones mentioned above together with «جایی برای پنهان شدن» (back-translated as “places for hiding [using non-informal word «پنهان شدن» for *hiding*]), and «فضا برای پنهان شدن» (back-translated as “place for hiding [using non-informal word «پنهان شدن» for *hiding*] and formal word «فضا» for places). The only difference found between these equivalents is their being formal or not. Moreover, there have been 2 cases of ‘omission’ which have been the worst scored ones by the raters as well. ‘Omission’ is a strategy which is often used as the last solution and is usually not accepted by the raters without compensation. Its highest occurrence could be a good indication of the level of difficulty of the problem and will be studied through the other sections in this chapter. It will be seen that it happens with higher frequencies for a problem like ‘lack of punctuation marks’ (P5) or some odd ‘culture specific concepts’ (P26). Another point to refer to, which seems necessary to mention, is that although some of the equivalents have been used frequently, their contexts of usage have not been the same in all cases which makes them worthy of being referred to separately and were found in the main table (see the appendix 2). Regarding the total average score given to all the strategies applied to solve the translation problem (2.30),

it can be concluded that the students are already able to determine and solve the problem up to a medium level; this is the same as score in the previous table for the same problem. Though the level of the educational significance of this problem will be studied later, there of course is a need for the problem to be focused on in the translation training classes. Furthermore, the calculation of the inter-rater reliability (0.88) indicates the suitability of the rating process that has been administered in the course of this study regarding this specific instance of the problem under investigation.

On the whole, both of the words “youngster” and “hidey-holes”, the translated equivalents of which have been focused on so far, are among the instances which are not lexicalized in the Persian language. In the case of the word “youngster”, the students have tried to expand the meaning of the near Persian equivalents to encompass the meaning of the non-lexicalized word, i.e. they have not tried to explain the concept and all the equivalents proposed are one-word ones. A completely reverse method has been applied to translate “hidey-holes”. Majority of the students have tried to explain the word using some newly coined phrases which shows their awareness of the problem, because this strategy has been a highly scored one by the raters. However, the total average score granted by the raters to the student translators for the translation of the two words shows that the students are needed to focus on the problem under question and practice more to be able to overcome similar challenges in future.

4.4.2 Situational Word or Expression in Source Text

There are cases where some simple words or expressions, which do not have any complexity, are situated in a specific context and attain a new and non-frequent¹ meaning whether in relation with another word or expression or individually. This problem is different from the one which arises from marked collocations, in which the meaning of the collocated words are evident and defined, albeit in an unfamiliar way, but before being used in a specific context. In most collocations the words are known by the predetermined company they keep.

¹ The word non-frequent is used instead of unusual or unconventional, because derived from the word frequency which is a key concept in this empirical/statistical research.

The meaning of the situational words or expressions cannot be easily found in general dictionaries, because their meanings are created in unpredicted contexts and/or situations. Their meanings originate in connection with the writer's intention. The role of a translator is to decode the text to find that specific meaning which is intended by the writer. "Run", for example, has several dictionary meanings, none of which refers to the meaning of *administration*¹. However, and as can be seen in Table 4-7, the situation of the word in "To run a group brainstorming session effectively" is different. The nearest dictionary meaning of the word "run" is "to organise or be in charge of an activity, business, organisation, or country" (LDOCE²); however in our context, it is the most suitable strategy to find an equivalent nearest to "manage" (مدیریت کردن in Persian) or "administer" (اداره کردن in Persian) is done in a special event. It has broader meaning in comparison to "organise" and "being in charge of" something.

The following three cases of analysed words and expressions in this study are also found to be situation-specific problems which were referred to in the two tables (4-2 and 4-3): "Recruited" in "Infants were recruited from the John Radcliffe Hospital" in the text "Babies Feel Pain like Adults" (Text 2), "Foil" in "French police foil imminent terror attack" in the text with the same phrase as title (Text 4), and "Station"³ in "police station in French police foil imminent terror attack" (Text 4). The first and the last instances will be studied here.

¹ This is according to the search done by the researcher. *Management* in the sense which could be used in Persian can be found in advanced dictionaries

² *Longman Dictionary of Contemporary English* (2007).

³ *Station* in *Police station* could also be considered as *misinterpreting the meaning of source language collocation* as one the Baker-Davies categorised problems, same as problem 19 in Table 4-2.

**Table 4-7: A representative selection of students' problem-strategy table for P3:
Situational word or expression in source text (from Text 1- Brainstorming)**

Students (Total: 17)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl.Perc.Usage → Ave.Scr
	To run a group brainstorming session effectively...	To run ... [effectively]					
1	برای اجرای موثر طوفان فکری در جلسه گروه...	برای اجرای موثر	4	For the effective implementation	Translation by a more general word	The most frequent strategy / The Best Scored	29% → 2.07
2	برای راه اندازی جلسه کارآمد اندیشه گشایی...	برای راه اندازی کارآمد	2	For the efficient establishment	Literal equivalence	The second most frequent strategy	18% → 1.56
3	برای ایجاد یک نشست گروهی در مورد فکر بکر...	برای ایجاد	2	For the creation	Mis-interpretation	The second most frequent strategy / The Worst Scored	18% → 0.44
4	برای برگزار کردن یک جلسه ی طوفان مغزی گروهی...	برای برگزار کردن	1	For running	Partial Mis-interpretation	The second most frequent strategy	18% → 1.56
Inter-rater reliability: Low (0.32)						Ttl.Ave.Scr	1.55

The phrase “To run ... [effectively]” has been decided to play the role of the first instance related to the problem “Situational word or expression in source text”. It has been used in the context

“To run a group brainstorming session effectively...” and translated by 17 students, the result of which has been the provision of 12 different equivalents in accordance with the application of 6 various translation strategies. The most frequent strategy used, “Translation by a more general word” (29%), has also been the best scored one (2.07) and has led to the selection of such equivalents as «برای اجرای مؤثر» (back-translated as “for effective implementation”) that has been the most frequent equivalent (4 times) as well. The point that three strategies of “Literal equivalence”, “Misinterpretation” and “Partial misinterpretation” have all been applied 3 times make them all to be tagged as “the second most frequent strategies”. However, it needs to be mentioned that the equivalent «برای ایجاد» (back-translated as “for the creation”) has been selected through the application of “Misinterpretation” strategy which has also been the worst scored one (0.44) regarding this specific example. The other two strategies, “Literal equivalence” and “Partial misinterpretation” have led to the selection of such equivalents as «برای راه اندازی» and «کارآمد» which can be back-translated as “For the efficient establishment” and “For running” respectively.

Table 4-8: A representative selection of students' problem-strategy table for P7: Situational word or expression in source text (from Text 2- Babies Feel Pain like Adults)

Students (Total: 23)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl.Perc.Usage → Ave.Scr
	Infants were <u>recruited</u> from the John Radcliffe Hospital	recruited					
1	کودکان از بیمارستان... انتخاب شدند.	انتخاب شدند	7	Were selected	Translation by a more general word	The best scored	26% → 2.33
2	این نوزادان از بیمارستان ... آورده شده بودند.	آورده شده بودند	3	Were brought	Translation by a more neutral word	The most frequent strategy	39% → 1.30
3	نوزادان از بیمارستان... گرفته شدند.	گرفته شدند	2	Were taken	Translation by a more neutral word	The most frequent strategy	39% → 1.30
4	نوزادان تازه به دنیا آمده در بیمارستان ... بودند.	تازه به دنیا آمده	2	Newborn	Misinterpretation	The second most frequent strategy / The Worst Scored	35% → 0.54
Inter-rater reliability: Low (0.28)						Ttl.Ave.Scr	1.30

The second example to be focused upon, regarding the problem “Situational word or expression in source text” is the word “recruited” which has been used in the context “Infants were recruited from the John Radcliffe Hospital” in the source language. 23 student translators have been asked

to translate the aforementioned example who have provided the researcher with 12 different equivalents in accordance with the application of just 3 different translation strategies including “Translation by a more general word”, “Translation by a more neutral word” and “Misinterpretation”. “Translation by a more neutral word” strategy has been the most frequent strategy applied (39%) and has resulted in the introduction of such equivalents as «آورده شده بودند» and «گرفته بودند» which can be back-translated as “were rough” and “were taken” respectively. Moreover, the use of the equivalent «انتخاب شدند» (back-translated as “were selected” (7 times, i.e. the most frequent equivalent) has led the “Translation by a more general word” strategy to be designated as the best scored one (2.33). The interesting point regarding this equivalent is the use of a similar context for all of them, the only different point to be noticed is the tense of the selected equivalent (i.e. some has used simple past tense, while others have used past perfect tense). The issue of confusion of the tense is a prevailing problem which has also happened in other occasions in this study and could be the base for other educational study within the field. This can be considered as a case of partial misinterpretation, which is classified under strategy No. 3 in table 4-21. Finally, the “Misinterpretation” strategy, based on which the equivalent «تازه» (back-translated as “newborn”) has been chosen” is tagged as the worst score strategy (0.54).

The fact that the total average scores given by the raters to all the strategies in the case of both examples have been 1.55 and 1.30 respectively is indicative of the relative low ability of the students in solving this problem and the need for further concentration in translation training classes. Of course, the total average score that has been given in the case of the first example can be considered as an indication of the students’ medium level ability to overcome the problem. Moreover, the calculation of the low inter-rater reliability of the scores given (0.32 and 0.28 respectively) demonstrate the need for the rating process to be repeated once more in order to come upon more reliable results. On the whole, the two instances of this translational problem together with the equivalents chosen, the strategies applied, and the scores granted indicate the low level of the students ability to overcome the problem and the need for further consideration. There have been both cases of total misinterpretation of the source text meaning and inexpression of the intended meaning in the target language. The reason may be the over-reliance of the students on the dictionaries or their background knowledge and non-consideration of the situation of the words in context.

4.4.3 The Tension between Accuracy and Naturalness

The issue of naturalness is so substantial in translation that could be found in almost all new and old contributions within the discipline. It seems that one of or the most central concerns of all translation theorists has been disclosing or theorising this lengthy battle between accuracy and naturalness. In the challenge to provide ‘communicative translation’ of Newmark and ‘dynamic translation’ of Nida, for example, the issue of overcoming the unnaturalness has been dealt with. Baker mentions non-literary examples of this problem only under an umbrella term ‘collocation-related pitfalls’ which is itself a part of ‘non-equivalence above word level’ (see section 3.3 and strategy boxes, table 3-1 and 3-2). Therefore, she does not directly refer to the lexical unnaturalness relating to a single word.

The nature of naturalness could not be seen as a clear-cut idea. As Hashemi-Minabad (1388/2010)¹ states even when a translation is comprehensible and good enough in conveying the message, it may seem unnatural. In a translation, naturalness will be achieved by considering normal and unmarked structures of target language lexically, grammatically and pragmatically. A sentence, for example, may be correct grammatically and semantically, but may sound unnatural and awkward. This issue is named by Baker (1992, p. 57) as observing the important role of ‘common target language patterns’ considering the fact that ‘certain amount of loss, addition or skewing of meaning is often unavoidable in translation’. It means that the balance between accuracy, i.e. keeping the meaning, and naturalness is a problem which should be highly considered in translation training.

In this study, and among three cases of observing this challenge which could be seen in table 4-2, Problem 9 (“the way people view the world around them”), Problem 11 (“any one cause”), and Problem 23 (“burning fuel”), showed one of the lowest average scores received by the students which was 1.8.

For this problem, the most problematic instance, with the very low score of 1.45, for translation of words linked to problem 23, “burning fuel”, resulted in the appreciation of another aspect of unnaturalness as *difficulties in pronunciation when adjoining two parts of collocated words in*

¹ Hashemi-Minabad, Hassan (1388/2008), *Articles on Translation*, Arak (Iran): Arak Islamic Azad University.

target language. This could be seen in table 4-9 for which the “literal translation” strategy with occurrence of 73% was not accepted, and therefore did not receive good scores, from the raters.

Table 4-9: A representative selection of students’ problem-strategy table for P23: The tension between accuracy and naturalness (from Source Text 6: Air Pollution)

Students (Total: 33)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl.Perc.Usage → Ave.Scr
	And indoor pollution, which is caused by <u>burning fuel</u> in the home for heating and cooking	burning fuel					
1	آلودگی خانگی که به وسیله ی سوزاندن سوخت ها در خانه برای گرمایش و پختن ایجاد می شود.	سوزاندن سوخت ها	20	Burning fuels	Literal Translation	The most frequent strategy	73% → 1.29
2	آلودگیهای درونی که از سوختن سوخت ها در منازل برای گرم کردن محیط یا آشپزی حاصل می شود.	سوختن سوخت ها	3	Burning fuels [For subtlety in difference in form with the previous one, see the text below]	Literal Translation	The most frequent strategy	73% → 1.29
3	آلودگی درونی ناشی از سوخت مواد قابل اشتعال گرمایشی و پخت و پز استفاده می شود.	سوخت مواد قابل اشتعال	2	Burning flammable materials	Mis-interpretation	The second most frequent strategy / the worst scored	9% → 0.78

4	آلودگی درونی (خانگی)، که توسط مصرف سوخت ها در خانه برای ایجاد گرما و پخت و پز ایجاد می شود.	مصرف سوخت ها	2	Consumption (=burning) of fuels	Translation by a contextual equivalent	The second most frequent strategy / The best scored strategy	9% → 3.67
Inter-rater reliability: Good (0.83)						Ttl.Ave.Scr	1.45

The issue under investigation in this table is the most representative equivalents that have been chosen by 33 student translators to translate the noun phrase “burning fuel” in the context “And indoor pollution, which is caused by burning fuel in the home for heating and cooking” into Persian. These students have used 10 different equivalents in accordance with the application of 5 various strategies in an attempt to transfer the meaning of this noun phrase. The most frequent strategy that has been applied is “Literal translation” (73%) based on which the equivalents «سوزاندن سوخت‌ها» and «سوختن سوخت‌ها» have been selected. Both of these 2 equivalents can be back-translated into English as “burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]” and “burning fuels [again: using two words with the same root and similar spelling and pronunciations: /suxtane suxta/]. The selection of these 2 equivalents by most of the students reveals that the problem has been correctly focused on. In other words, the equivalents chosen are the best ones in terms of accuracy (chosen based on the Literal translation strategy), but they do not seem to be natural and hence are scored very lowly by the raters (1.29: the average score of the strategy). The cause of this unnaturalness was stated before which relates to the sameness in root as well as pronunciation of the two adjoined words in Persian. Using such an accurate strategy is as odd as when in English we use collocations like ‘collecting the collection’ or more similarly though meaninglessly: ‘fuelling the fuel’. Considering that in Persian the root of burning (سوختن) inherently resides in the word سوخت (/suxt/) as the only equivalent for ‘fuel’, using such collocations are accurate but extremely unnatural. The point for the mistake is that the students have either relied on their dictionaries and background knowledge or have not searched for a natural equivalence, an equivalence that is both correct and natural as much as possible.

There are 2 cases of the application of the “Translation by a contextual equivalent” strategy – the second most frequent strategy (9%) and the best scored one (3.67) – which has been resulted in the selection of a natural equivalence which is «مصرف سوختها» that can be back-translated as “consumption of fuels”. This equivalence is not as accurate as the ones referred to above, but it is more natural and acceptable. This appropriateness is proved when we check out the average score received from the raters, which is very high.

Another equivalent that has been used is «سوخت مواد قابل اشتعال» which can be back-translated as “burning flammable material”. Being an obvious instance of the translation strategy “misinterpretation”, it has been scored the worst (0.78) by the raters, since it is neither accurate nor natural.

Table 4-10: A representative selection of students' problem-strategy table for P9: The tension between accuracy and naturalness - for translating noun clause (from Source Text 3: Mass Media)

Students (Total: 25)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl.Perc.Usage → Ave.Scr
	Have a huge influence on <u>the way people</u> , especially young people <u>view the world around them</u>	the way people view the world around them					
1	تاثیر به سزایی که نحوه ی نگرش افراد مخصوصا جوان ها به دنیای پیرامونشان است.	نحوه ی نگرش افراد به دنیای پیرامونشان	1	The way individuals look at the world around them	Replacing noun clause by noun phrase	The most frequent strategy / The best scored	40% → 3.03
2	تاثیر زیادی بر راه مردم، مخصوصا جوانان دارد که دنیای اطراف خود را می بینند.	راه مردم که دنیای اطراف خود را می بینند	1	People's way that they look at the world around them	Mis-interpretation	The second most frequent strategy/ The worst scored	20% → 0.53
3	تاثیر بسیار زیادی بر روی رفتار انسانها مخصوصا جوانان و نگرششان به جهان اطراف دارند.	رفتار انسانها و نگرششان به جهان اطراف	1	Men's behaviour and their view of the world around	Translation by additional explanation	The second most frequent strategy	20% → 2.33
Inter-rater reliability: Good (0.90)						Ttl.Ave.Scr	2.11

25 student translators have translated the noun clause “the way people view the world around them” using 25 different equivalents. Although in some cases the equivalents chosen are

synonymous, the researcher could not find any two exactly similar instances. The reason may be the relatively long nature of the clause under study in terms of the number of words. However, in the case of the strategies applied, “Replacing noun clause by noun phrase” has been the most frequent (40%) and the best scored one (3.03), perhaps due to leading to a natural equivalence in the target language. As an example of the application of this strategy, the equivalent «نحوه ی» can be mentioned, the back-translation of which is “the way individuals look at the world around them”. Moreover, the strategy “Misinterpretation” has been recognized as the second most frequent strategy (20%) and the worst scored one (0.53) at the same time, based on which the equivalents like «راه مردم که دنیای اطراف خود را می بینند» (back-translated as “People’s way that they look at the world around them”) has been selected. The strategy “Translation by additional explanation” has a similar situation as “Misinterpretation” strategy in terms of frequency, i.e. it can be considered as the second most frequent strategy (20%). Such equivalences as «رفتار انسانها و نگرششان به جهان اطراف» which can be back-translated as “Men’s behaviour and their view of the world around” has been selected based on this strategy.

The total average score given to the translational equivalents of these 2 instances of P-S tables for the problem “The tension between accuracy and naturalness” have been 1.45 and 2.11 which indicates the inability of the students to cope with this translational problem on the one hand and the need to focus on this problem in translator training courses on the other. The students are required to go beyond what is in their minds or on dictionary pages, to consider the contexts, to look after the collocations, common jargon, etc. in order to come upon a natural equivalent in context. Furthermore, the inter-rater reliability of scores given by the raters has been 0.83 and 0.90 (good) respectively, which can be regarded as the assured nature of the rating process that has been applied in the course of the time this specific problem has been dealt with.

4.4.4 Marked Collocation in the Source Text

This problem, which is found and analysed three times in the sample texts with total average score of 2.24, refers to a combination of words which are not normally used together in the source language. Baker believes that ‘ideally, the translation of a marked collocation will be similarly marked in the target language’ (2011, p. 61) but she does not specify the extent of markedness. Table 3-4 reveals that for all cases of its usage for the more unusual collocation which is “Applied imagination”, the average scores given is 1.53 which is significantly low, in contrast with, the “brain light up” with the average score of 2.72 and “arsenal of weapons” with average score of 2.46.

Description of the problem in table 4-11: “Applied” as an adjective has different equivalents in Persian such as: علمی, کاربردی and کاربری, with different meanings, which might have caused confusion for the students specifically for the compound word “Applied imagination” with its high degree of markedness. To consider the degree of markedness one simple method is searching the exact phrase in search engines like Google using their advanced tools. Inserting apostrophe in two sides of a compound or collocated word in the search engines is a way of advanced search and could estimate frequencies of the combinations. For “Applied Imagination”, Google advanced search provided about only 79,000 results in comparison with “applied linguistics” and “applied science” which proved 4,000,000 and 13,000,000 results respectively at the same time¹. It is also worth mentioning that many collocated words like “Applied Imagination” might be specialised collocations, which are used e.g. in a narrow sub-field as psychology but may indeed be marked outside.

¹ The results were taken from: https://www.google.com/advanced_search, on 30/01/2016.

Table 4-11: A representative selection of students' problem-strategy table for P1: Marked collocations in the source text (from Source Text 1: Brainstorming)

Students (Total: 17)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	In 1953 the method was popularised by Alex Faickney Osborn in a book called <i>Applied Imagination</i> .	<i>Applied Imagination</i>					
1	در سال ۱۹۵۳ این شیوه توسط الکس فیکنی اسبرن در کتاب تصورات کاربردی معروف شد	تصورات کاربردی	4	Applied imaginations	Partial Mis-interpretation	The most frequent strategy	41% → 1.52
2	در سال ۱۹۵۳ این روش توسط فردی بنام آلکس فیکنی اسبرن در کتابی که نامش ابتکار عملی بود رواج یافت	ابتکار عملی	2	Practical innovation	Translation by a contextual equivalent	The second most frequent strategy	24% → 1.50
3	در سال ۱۹۵۳ میلادی روشی که توسط الکس فیکنی آزبون در خیالات کاربردی بود مورد پسند واقع شد	خیالات کاربردی	2	Applied thoughts (dreams)	Translation by a marked collocation	The second most frequent strategy / The best scored	24% → 2
4	در سال ۱۹۵۳ این روش به وسیله الکس فکنی اسبرن در کتابی به نام تصورات انجام شده شناخته شد.	تصورات انجام شده	1	Carried out assumptions	Mis-interpretation	The worst scored	6% → 0
Inter-rater reliability: Low (0.21)						Ttl.Ave.Scr	1.53

17 students' translations have been considered for the sentence "In 1953 the method was popularised by Alex Faickney Osborn in a book called *Applied Imagination*." while the main focus has been on the 10 various equivalents that have been used for the marked collocation "Applied Imagination" through the application of 5 translational strategies. The best equivalent is expected to be a marked collocation in the target language. This expectation has just been fulfilled in 2 cases where the strategy "Translation by a marked collocation" has been applied and resulted in the equivalence «خیالات کاربردی» back-translated as "applied thoughts (dreams)". This strategy has been significant with regard to this specific problem since it has been recognized as the second most frequent strategy (24%) and the best scored one (2). However, the most repetitious equivalent i.e. «تصورات کاربردی», (4 times) back-translated as "applied imagination" has been chosen due to the students' partial misinterpretation (41%) of the phrase. This lack of a totally correct interpretation has prevented the students from the selection of an appropriate equivalent which should ideally be a marked collocation in the target language. Moreover, there has just been one instance of a completely wrong equivalence due to the misinterpretation of the source text item («تصورات انجام شده», back-translated as "carried out assumptions") and led to being recognized as the worst scored strategy (0). In contrast, the equivalence «ابتکار عملی» (back-translated as "practical innovation") has been decided upon the application of the second most frequent strategy, i.e. "translation by a contextual equivalent" (24%).

Table 4-12: A representative selection of students' problem-strategy table for P4: Marked collocations in the source text (from Source Text 2: Babies Feel Pain like Adults)

Students (Total: 23)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	The <u>brains</u> of babies “ <u>light up</u> ” in a very similar way to adults when exposed to the same painful stimulus.	Brain... light up					
1	مغز کودکان به شیوه ای کاملاً مشابه به بزرگسالان هنگام مواجهه با محرک های یکسان درد از خود واکنش یکسانی نشان می دهد.	مغز...واکنش نشان می دهد	5	Brain light up	Translation by a marked collocation	The most frequent strategy / The best scored	39% → 3.56
2	زمانی که کودکان در معرض بدنی محرکات دردناک قرار می گیرند مغز آنها در بسیاری از موارد مشابه مانند بزرگسالان عمل می کند.	مغز...عمل می کند	4	Brain of... work	Translation by a more general equivalent	The second most frequent strategy	30% → 2.38
3	مغز کودکان مانند بزرگسالان در محرک های دردآور ظاهر شده، عکس العمل نشان می دهند.	مغز...عکس العمل نشان می دهند	3	Brain light up (plural)	Translation by a marked collocation	The most frequent strategy / The best scored	39% → 3.56
4	مغز نوزادان به هنگام مرگ شباهت زیادی به بزرگسالان دارد.	مغز...- [به هنگام مرگ] شباهت دارد	1	Brain [in time of death] is similar to ...	Mis-interpretation	The worst scored	4% → 0.33
Inter-rater reliability: Good (0.86)						Ttl.Ave.Scr	2.72

Regarding the translational problem of “marked collocations in the source text”, “Brain... light up”, extracted from text 2, is the second example which has been dealt with. 23 student

translators have provided the researcher with 12 different equivalents ranging from «مغز...واکنش» (back-translated as “brain ... light up”) and «مغز ... عکس العمل نشان می دهد» (back-translated as “brain ... light up” similarly) as the best scored ones and «مغز -... [به هنگام مرگ]» (back-translated as “brain ... [in the time of death] is similar to”) as the worst scored one. These equivalents have been chosen in accordance with the strategies of “Translation by a marked collocation” and “Misinterpretation” respectively. Logically, choosing a marked collocation in the target language in order to transfer a marked one in the source is the ideal solution and has been truly rewarded as the best scored strategy (3.56). This strategy has also been tagged as the most frequent strategy (39%) that has been applied to overcome the problem. However, some of the students have decided to apply “Translation by a more general equivalent” strategy – i.e. the second most frequent one (30%) – and have not paid enough attention to the markedness of the collocation they are translating. Finally, the strategy “Misinterpretation” has been applied in 4% of the cases and scored the worst (0.33)

All in all, the total average score that has been given to the translation equivalents of these two examples of the problem “marked collocation in the source text” has been 1.53 and 2.72 respectively. These medium scores are indicative of both the appropriate selection of the problem to focus on and the need to concentrate on the point more seriously in translation training classes. First, the students are required to recognize the markedness or otherwise of the collocations they are encountered with and then they need to apply an appropriate strategy in order to render a marked one in the target language ideally. The low amount of inter-rater reliability in the first table made us ponder over the necessity of more P-S tables for this problem in order to achieve more robust results.

4.4.5 A Proper Noun Contains a Semantic Value Which is Worth Preserving in Translation¹

When the word “Eli-gasht” (transliterated from «الی گشت») is read or heard by a non-native Persian speaker, it may not echo any feelings or reflection on him/her, because he/she will not

¹ The explanation by Baker might be worth mentioning here. Ahead of her categorisation, she states: ‘Understanding the difference in the structure of semantic fields in the source and target languages allows a translator to assess the value of a given item in a lexical set’ (2011, p. 19); though, she does not mention the importance of the value of the semantic elements for proper nouns.

find out any semantic interpretation or exception of the word. You will only know that it is a proper noun or you know from the text that it is the name of an Iranian travel agency. “Gasht” as the second part of this proper noun reflects the semantic value of travelling and tourism, which is an important part of this made-up name in Persian. Sometimes, the importance of the meanings residing in the proper nouns is even more important than this example. Examples are the names of organisations, institutes or political parties: «موسسه تنظیم و نشر آثار امام خمینی» (→The Institute for Compilation and Publication of Imam Khomeini's Works) and «حزب اعتدال و توسعه» (→Moderation and Development Party).

It may also affect the comprehension of linguistic meaning of parts of a text. Baker provides a slight reference to this points in her course book when she writes: ‘A proper name or even a reference to a type of food or gadget which is unknown to the reader can disrupt the continuity of the text and obscure the relevance of any statement associated with it’ (2011, p. 230).

Sadigh-Behzadi (1375/1996, p. 5)¹ believes that two strategies have been used for foreign proper nouns in Persian: either translating them into an already-existing form like the translation of “Socrates” into «سقراط» (soghrât), or “Plato” into «افلاطون» (Aflâtun), or transliteration of them. Some beginner translators may transliterate the already-existed proper nouns, such as “Cordoba, Spain”, into «کوردوبا» (“kordobâ”), while the word has already existed in Persian in the form of «قرطبه», pronounced completely differently as “Qurtabe”. It seems that the most valued form of transliteration, resulting from correct understanding of their pronunciations in the source language, has been important which has also always been considered by the examiners. It should also be added that due to close relation between Iran and Europe since early 18th century, up to Reza Shah (reigned 1925-41), the dominant language had been French, therefore, many transliterations (and of course loan words) came from that language. However, after Reza Shah’s kingdom, transliteration tended to be based on English pronunciation of the proper nouns. It is also worth mentioning that some wrongly transliterated nouns, which have established their ways in Persian and even registered in Persian style manuals, are recommended to be accepted as equivalences.

A part of the problem may also relate to the lack of knowledge about the function(s) of capitalisation. In the second example of Table 4-14, i.e. “Travel Pulse”, some students could not

¹ Mandana Sadigh-Behzadi (1357/1996), *Transcription of English Names into Persian: Rules and Methods*, Tehran: Iran University Press.

recognise the difference between a proper noun and a noun phrase, thus, considered “Travel Pulse” as the latter to translate it into «نبض سفر» or «پالس سفر» (both of them literally mean: pulse of travel). In the former example, the unconventional writing style in Persian for using X in “Xpress” was shown to be cause of some mistakes or unacceptable omissions by some students.

Table 4-13: A representative selection of students’ problem-strategy table for P6: A proper noun contains a semantic value which is worth preserving in translation (from Source Text 2: Babies Feel Pain like Adults)

Students (Total: 23)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	<u>Medical Xpress</u> reported.	Medical Xpress					
1	-	-	6	-	Omission	The most frequent strategy / The worst scored	26% → 0.06
2	به گزارش مطبوعات پزشکی	مطبوعات پزشکی	3	Medical press	Translation using more general words	The most frequent strategy	26% → 1.56
3	به گزارشی از مدیکال اکسپرس	مدیکال اکسپرس	3	Medikâl Ekspers	Transliteration or using a loan word	The second most frequent strategy / The best scored	17% → 2.92
4	به گزارش بیانات پزشکی	بیانات پزشکی	1	Medical statements	Partial Mis-interpretation	The less frequent /	4% → 0.67
Inter-rater reliability: Good (0.91)						Ttl.Ave.Scr	1.29

As the data presented in the table above reveals, 23 student translators have been exposed to the translational problem where “A proper noun contains a semantic value which is worth preserving in translation”. They have tried to solve the problem deciding to apply 8 various strategies which have resulted in the selection of 14 different equivalents. From among all the strategies applied, “Omission” has been the most frequent one (26%) which, of course, is not a desirable solution and thus it has been given the worst scores (0.06). Some of the students have decided to apply “Translation using more general words” strategy (that has resulted in the choice of the equivalent «مطبوعات پزشکی» back-translated as “medical press”) which is equivalent to the previous mentioned strategy in terms of frequency of usage (26%). However, the translation strategy “Transliteration or using a loan word” (which has resulted in the choice of the equivalent «مدیکال اکسپرس» back-translated as “Medikâl Eksperes”) has been the second most frequent strategy (17%) and the ideal solution which has logically been the best scored one (2.92) as well. There has also been a case of partial misinterpretation of the point under investigation. All in all, the data represent the students’ little awareness of the problem, though their solutions have not always been the best one.

Table 4-14: A representative selection of students' problem-strategy table for P31: A proper noun contains a semantic value which should be exposed in translation (from Source Text 9: WTTC)

Students (Total: 30)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	... the World Trade & Tourism Council (WTTC) recently announced that the tourism sector's contribution to global GDP is forecasted to grow by 3.7 percent in 2015, according to a press release, <u>Travel Pulse</u> reported.	Travel Pulse					
1	- بنا به گزارش مطبوعات منتشر شده در تراول پالس	- تراول پالس	17	trâvel pâls	Transliteration or using loan word	The most frequent strategy / The best scored	57% → 2.39
2	..... بر اساس اعلام مطبوعات و خبرگزاری ها صورت پذیرفت.	-	6	-	Omission	The second most frequent strategy / The worst scored	20% → 0.44
3	..... طبق گزارش منتشر شده نشریه Travel pulse	Travel pulse	2	Travel pulse [in Latin alphabet]	Translation using loan word in SL alphabet	The third most frequent equivalent	7% → 0.83
4	.... با توجه به آزادی مطبوعات و سندهای گزارش شده	سندهای	1	documents	Mis-interpretation	The third most frequent equivalent	7% → 0.83
Inter-rater reliability: Low (0.67)						Ttl.Ave.Scr	1.76

In order to provide another example to investigate the ability of the student translators to solve the problem “A proper noun contains a semantic value which should be exposed in translation”, 30 students were asked to solve a problem when translating a sentence including the proper noun

“Travel pulse” within the text. The students have used 8 different equivalents while applying 6 various translation strategies. Examining the equivalents provided, it is noticeable that the most frequent one has been «تراول پالس» back-translated as “trâvel pâls” which has been selected in accordance with an ideal solution to the problem that is the application of “Transliteration or using loan word” translation strategy (57%). However, the next most frequently applied strategy (20%) and the worst scored one (0.44) has been “omission” which can surely be indicative of the students’ lack of ability in solving this problem. The data collected is also representative of the point that there have been 2 cases of the application of “Translation using loan word in SL alphabet” (i.e. the use of “Travel pulse” [in Latin alphabet] equivalent) which can be regarded as another desirable solution to the problem, while the best scores has been awarded to “Transliteration or using loan word” translation strategy (2.39). Furthermore, there has been 1 case of misinterpretation of the proper noun under question which has led to the selection of the equivalent «سندہای» back-translated as “documents”.

In general, the total average scores given to all the equivalents chosen by the student translators to render the proper nouns under investigation in the Persian language have been 1.29 (Medical Xpress) and 1.76 (Travel Pulse) which are obviously low and indicative of the students’ low level of ability to solve the problem. This can be the basis for the conclusion that on the one hand, the problem has been properly selected and worked on, and on the other, there is an urgent need for the problem to be focused on in translation training classes considering that capitalisation does not exist in Persian language. The students are required to first become familiar with the specific clues that specify proper nouns (e.g. Capitalization in English) and then to determine whether the proper noun encountered contains a semantic value which should be exposed in translation or not. Finally, they need to learn the ideal strategies that can be applied in order to translate this specific kind of proper nouns. The last point to be added is the low amount of inter-rater reliability in the second table that made us ponder over the necessity of more P-S tables for this problem in order to achieve more robust results.

4.4.6 Translation of a Terminological Concept

A term is a specialised word or compound which relates to scientific or technical fields. As Arnold *et al.* state, the special character of terms which distinguishes them from general words is that the term ‘designates a single concept’. Therefore, and as he concludes: ‘terminology is ... less ambiguous than general vocabulary’. (Arnold *et al.* 1994, p. 107, cited from Shuttleworth and Cowie 2014, p. 166). Surprisingly, and despite this potential simplicity, this study showed that students have faced a higher degree of difficulty while dealing with this problem. The average of the scores given to the equivalents used by the students for tackling translation of the terminological concept in this study was in the lowest extent as total, i.e. 1.38, in comparison to the other highly frequent problems, and not higher than 1.69 in each 3 cases (see graph 4-1 and table 4-3).

Referring back to what was said in Chapter 2 about translation competence, we will find another area of concern relating to terminological problems which is different from other translation problems. Unlike the other problems which require *transfer competence* (Neubert (2000, p. 3, which was described in section 2.2 and 2.3), this problem, will by some means relate to *subject competence* by its definition. It seems that the students’ insufficient familiarity with the subject matter of the text to be translated, and therefore with its related terminology, has resulted in inadequate solutions to this problem. It may also relate to their lack of adequate instruction or lack of access to use the specialised dictionaries for each term. Therefore, in considering the issue of subject competence in any translation training queries, a high degree of importance should be given to terminological problems.

Table 4-15 and 4-16 represent students’ problem-strategy relations for the translation of the terms *aggravated assault* (in law) and *first-leg* (in a football competition) respectively.

Table 4-15: A representative selection of students' problem-strategy table for P14: Translation of a terminological word or expression (from Source Text 3: Mass Media)

Students (Total: 25)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave. Scr
	Serious violence (defined as murder, aggravated assault...)	Aggravated assault					
1	خشونت های جدی (تعریف شده بعنوان به قتل رساندن، حمله خشمگین...)	حمله خشمگین	3	Furious attack	Partial misinterpretation	The most frequent strategy	32% → 1.17
2	خشونت های جدی (از جمله قتل، حمله های شدید...)	حمله های شدید	3	Fierce attacks	Translation by a more general equivalent / superordinate	The second most frequent strategy	24% → 1.33
3	خشونت آمیز جدی (قتل، ضرب و جرح شدید...)	ضرب و جرح شدید	2	Aggravated assault	Translation by a contextual equivalent	The best scored	8% → 3.67
4	خشونت های جدی (قتل، -- (...)	-	2	-	Omission	The worst scored	8% → 0
Inter-rater reliability: Low (0.69)						Ttl.Ave.Scr	1.19

As the first example dealing with the problem “Translation of a terminological word or expression”, the equivalents provided by 25 student translators for the term “Aggravated assault” have been analysed. These 25 students have provided the researcher with 17 various equivalents chosen based on the application of 6 different translation strategies. The most frequent strategy has been “Partial misinterpretation” (32%) which has resulted in the selection of equivalents like «حمله خشمگین» back-translated as “furious attack” by 3 of the students. “Translation by a more general equivalent / superordinate” has been designated as the second most frequent strategy (24%) applied to select such equivalents as «حمله های شدید» back-translated as “fierce attacks” (3 times). Moreover, the best scores have been given to the application of “Translation by a

contextual equivalent” strategy based on which the equivalents like «ضرب و جرح شديد»(back-translated as “aggregated assault”) have been chosen. On the contrary, the strategy “Omission” has been given the worst scores.

Despite the simplicity of the point under consideration (due to the supposed one-to one relation among the source and target specialized terms), the data obtained prove the importance of subject competence on the part of the student translators to first recognize the specialized terms of the field they are active in, and to use an appropriate equivalent in the target language. However, the application of such strategies as “Omission”, “Partial misinterpretation” and “Misinterpretation” can be indicative of the low level ability of the students to overcome the problem.

**Table 4-16: A representative selection of students' problem-strategy table for P20:
Translation of a terminological concept (from Source Text 5: Guardiola – Bayern's Victory)**

Students (Total: 13)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave. Scr
	The Germans overturned a 3-1 <u>first-leg</u> deficit against Porto, winning 6-1 to advance 7-4 aggregate.	first-leg					
1	تیم بایرن در بازی اول از تیم پرتو ۳ بر ۱ شکست خورد و در بازی بعد ۶ بر ۱ از سد این تیم گذشت که در مجموع ۷ بر ۴ از تیم مقابل پیشی گرفت.	بازی اول	3	First game	Translation by a more general equivalent	The most frequent strategy	46% → 2.33
2	آلمان ها ۳ بر ۱ پرتغالی ها را شکست دادند، ۶ بر ۱ جلو رفتند که در مجموع امتیازشان ۷ بر ۴ شد.	-	3	-	Omission	The second most frequent strategy / The worst scored	23% → 0
3	آلمانی ها نتیجه شکست ۳ بر ۱ دور اول مسابقه در مقابل پرتو را با برد ۶ بر ۱ به نفع خود تغییر دادند و در مجموع با نتیجه ۷ بر ۴ به برتری رسیدند.	دور اول مسابقه	2	First-leg	Translation by a contextual equivalent	The best scored	15% → 3
Inter-rater reliability: Acceptable (0.79)						Ttl. Ave. Scr	1.69

The next example to focus on in relation to the problem “Translation of terminological concepts” is the term “first leg” and the 8 target text equivalents that have been proposed by 13 students through the application of 5 translation strategies. The most frequent strategy has been “Translation by a more general equivalent” (46%) which has led to the selection of such equivalents as «بازی اول» which can be back-translated as “first game”. This equivalent has been one of the two most repetitive ones (3 times) chosen by the student translators. The second most

frequent strategy has been “Omission” (23%) that has been designated as the worst scored one (0) as well. In contrast, the best scored strategy, “Translation by a contextual equivalent” is none of the frequent strategies (15%) the application of which has resulted in the provision of such equivalents as «دور اول مسابقه» that can be back-translated as “the first round of the game”.

This example is an appropriate one to represent the importance of subject competence on the part of translators, i.e. possession of just transfer competence is not sufficient to provide an acceptable rendering of specialized terminology. They need to first decide upon the specialized or otherwise nature of the text elements (on which they are working), according to which they need to select a suitable resource to refer to, i.e. specialized dictionaries, corpora, expert of the field, common dictionaries, encyclopedias, ...

On the whole, the total average scores given to all the strategies applied to solve the two instances of the “Translation of terminological concepts” problem which have been concentrated on so far are 1.19 and 1.69 respectively. This reflects a kind of contradiction in the ability of the students to solve the aforementioned problem, i.e. the first score reflects the low level ability of the students, while the second one, the medium level of their ability. Thus it can be concluded that the rating process should be repeated with more examples or student translators in order to come upon a trustworthy result. Moreover, the inter-rater reliability of all the scores granted by the raters to each one of the examples under consideration have been 0.69 (Low) and 0.79 (Good). Thus, the rating process is required to be repeated again at least in the case of the first instance of the problem under investigation. Finally, it is to be mentioned that the students are needed to first become familiarized with the subject field they are going to work on, the resources they can refer to during the translation process and the most desirable strategies to be applied.

4.4.7 The Source Language Word is Semantically Complex

This problem, which occurred and was analysed twice in this study, was found to receive relatively low total average score of 1.95. Semantic complexity could happen for many words even with morphological simplicity. This problem was briefly discussed in the previous chapters. As stated, the semantic complexity should not be confused with semantic oddness. As can be seen in table 4-17, the total average score given by the raters for the strategies employed by the students for *popularised* in the text *Brainstorming*, is lower than normal (Average: 1.51). For the

translation of *emissions* (table 4-18), despite the disparity between the choices, the total average score is moderately high (2.38).

Table 4-17: A representative selection of students' problem-strategy table for P2: The source language word is semantically complex (from Source Text 1: Brainstorming)

Students (Total: 17)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	In 1953 the method was popularised by Alex Faickney Osborn in a book called Applied Imagination.	popularised					
1	در سال ۱۹۵۳ این روش توسط فدوی به نام آکس فیکنی افسیرن در کتابی که نامش ابتکار عملی بود رواج یافت.	رواج یافت	3	Came into vogue	Translation by a more neutral word	The most frequent strategy / The best scored	65% → 1.76
2	این اصطلاح اولین بار در سال ۱۹۵۳ توسط الکس فیکنی اوزبورن در کتابی بنام تخیل عملی محبوبیت پیدا کرد.	محبوبیت پیدا کرد	2	Found popularity	Contextual Mis-interpretation	The second most frequent strategy	24% → 1.17
3	در سال ۱۹۵۳ این روش توسط الکس فیتکی اوزبورن در کتابی به نام "به کارگیری قدرت تخیل" مورد محبوبیت مردم واقع شد.	مورد محبوبیت مردم واقع شد	1	Became popular among people	Mis-interpretation	The worst scored	12% → 0.83
Inter-rater reliability: Low (0.27)						Ttl.Ave.Scr	1.51

The semantically complex nature of the source text items may lead to some difficulties in the decision making and problem solving processes of translators. This fact is tried to be illustrated

by the two examples that have been focused on in tables 4-17 and 4-18. The first example, “popularised” has been translated in 13 different ways by 17 students applying just three various translational strategies. The most frequent strategy has been “Translation by a more neutral word” (65%) that has also been recognized as the best scored one (1.76). Such equivalents as «رواج یافت»(back-translated as “came into vogue”) have been chosen through the application of this strategy. Moreover, the second most frequent strategy has been “Contextual Misinterpretation” (24%) based on which the equivalent «محبوبیت پیدا کرد»(back-translated as “found popularity”) has been chosen. The last strategy applied (12%), which is also designated as the worst scored one (0.83), has been “Misinterpretation”. Equivalents like «مورد محبوبیت مردم» «واقع شد»(back-translated as “became popular among people”) are chosen through the manifestation of this translational strategy.

The collection of the strategies applied by these 17 student translators together with the range of equivalents provided demonstrate their need to focus more on these kinds of items and learn to decide upon the most important and related semantic dimensions of the complex word to be transferred as complete and condensed as possible. As a distinguished point, the low level of inter-rater reliability for this problem makes us be cautious for judgment unless the issue is proved by more P-S tables.

Table 4-18: A representative selection of students' problem-strategy table for P21: The source language word is semantically complex (from Source Text 6: Air Pollution)

Students (Total: 33)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	Air pollution, caused by toxic <u>emissions</u> into the atmosphere	emissions					
1	آلودگی هوا، که به وسیله ی انتشار گازهای سمی در اتمسفر (جو) ایجاد می شود	انتشار گازهای	8	Emission of ... gases	Translation by a contextual equivalent	The second most frequent strategy / The best scored	27% → 3.56
2	آلودگی هوا ناشی از تولید گازهای سمی گلخانه ای در هوا است	تولید گازهای	8	Production of ... gases	Coining a new phrase	The most frequent strategy	30% → 2.47
3	مواد سمی که به واسطه آلودگی هوا وارد جو میشود	-	1	-	Omission	The worst scored	3% → 0.67
Inter-rater reliability: Good (0.80)						Ttl.Ave.Scr	2.38

The data provided in this table is to demonstrate the most frequent strategies applied, the best and worst scored ones and the most frequent equivalents proposed by 33 student translators for the semantically complex source text item that is “emissions” (which has been delivered in a complete text to be translated not by itself). The students have resorted to 7 various strategies the most frequent of which has been “Coining a new phrase” (30%), in order to render the aforementioned word into Persian. It is noteworthy to be mentioned that the most frequent strategy has been collocated by one of the two most frequent equivalents, i.e. «تولید گازهای» (8 times) which can be back-translated as “Production of ... gases”. The second most frequent and the best scored strategy has been “Translation by a contextual equivalent” (27%) in accordance with which the equivalent «انتشار گازهای» (back-translated as “Emission of ... gases” has been

chosen. Finally, in 3% of the cases, the strategy “Omission” has been applied by the students which has been scored the worst by the raters.

Regarding the total average scores granted by the three raters to all the strategies applied in the translation process of the two instances of the problem under consideration (1.51 and 2.38 respectively), the strategies applied and the equivalents proposed, the researcher could come upon the conclusion that the students possess a medium level of ability to overcome the problem. This situation needs to be improved by a translation training class in which the problem is specifically going to be focused upon. However, the inter-rater reliability of the two instances have been 0.27 and 0.80 respectively which proves the need for the rating process to be repeated again at least in the case of the first instance of the problem under investigation, or to be attested by more examples through P-S tables.

4.4.8 Lack of Specific Use of Punctuation Marks in the Target Language

Punctuation is relatively new to Persian writers and readers. This unfamiliarity or lack of knowledge has caused students to fail to properly distinguish its role in the sentence. In two instances provided in this research, as was mentioned in table 4-3, the presence of punctuation posed a challenge for the students, one of which is described here. As it will be pointed out in the next chapter, commas, apart from full stops, are the most frequently used punctuation marks in Persian. However, many students of translation with Persian as native language, are not sufficiently acquainted with punctuation, and therefore, do not attempt to find a proper equivalent for each punctuation mark. Omission is widely employed as a dominant strategy to translate the use of punctuation.

As can be seen in Table 4-19 below, for the translation of the phrase *From John Radcliffe hospital, Oxford (UK)*, diverse strategies are used by the students. It seems that the Persian translators could not distinguish the role of the adverbial phrase *Oxford (UK)*, which is situated between two commas. Moreover, the Persian writing tradition for an adverbial phrase is to use the relative clause to fill the graphic and/or phonological gaps between it and the rest of the sentence. This issue relates to contrastive rhetoric which is the study of similarities and differences between writing in the first and second languages. Richards (2002, pp. 119-120) believes that ‘writing conventions in one language influence how a person writes [or translates]

in another'. Because of the reality of writing conventions, the function of the words situated between two commas, which are a specific usage of punctuation, are not pre-defined in the mind of the young translators in the target language, Persian. The punctuation may therefore sometimes be seen as redundant and therefore omitted by translators. A high tendency to omit the phrase (68% total omission plus 13% partial omission), as is shown in Table 4-19 was detected. It could be interpreted that the adverbial clause, surrounded by punctuation marks, seemed redundant for most of the Persian translators within the structure of the sentence. Omission as a strategy will be explained later in section 4.6.2 which is one of the most common trends in translating punctuation marks. This point will also be dealt with in detail in chapter 5.

Table 4-19: A representative selection of students' problem-strategy table for P5: Lack of specific use of punctuation marks in target language (from Source Text 2: Babies Feel Pain like Adults)

Students (Total: 23)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave. Scr
	From John Radcliffe hospital, Oxford (UK),	Oxford(UK),					
1	بیمارستان رادکلیف	- -	14	- -	Omission	The most frequent strategy / The worst scored	61% → 0.50
2	بیمارستان ردکلیف آکسفورد انگلیس	آکسفورد انگلیس	2	[Jân Radklif hospital] of Âksford of England	Replacing commas by genitive construction (non-lexical by lexical items)	The second most frequent strategy / The best scored	35% → 2.88
3	بیمارستان رادکلیف انگلیس	انگلیس	2	[Râdklif hospital] of England	Partial omission	The third most frequent strategy	4% → 2
Inter-rater reliability: Good (0.95)						Ttl.Ave.Scr	1.39

The data provided in this table is trying to illustrate the level of ability of the student translators in solving the “Lack of specific use of punctuation marks in target language” problem. 23 students have applied just 3 translational strategies (i.e. Omission, Replacing commas by genitive construction (non-lexical by lexical items), and Partial omission) in accordance with which 6 various equivalents have been provided. The “Omission” translational strategy has been applied in 61% of the cases which makes it the most frequent strategy; however, it has been scored the worst by raters (0.50). The second most frequent strategy that has been applied in 35% of the cases is “Replacing commas by genitive construction (non-lexical by lexical items)” which has been objectified by the selection of such equivalents as «آکسفورد انگلیس» that can be back-translated as “[Jân Radklif hospital] of Âksford of England”. This strategy has also been

designated as the best scored one by the researcher. “Partial omission” has been the third strategy applied (in just 4% of the cases) and can be realised in the choice of such equivalents as → «انگلیس» which can be back-translated as “[Rådklif hospital] of England”.

These data demonstrate the unfamiliarity of the student translators with the function of the specific punctuation marks used in this example. This lack of knowledge has made most of the students to omit either completely or otherwise of these punctuation marks without any consideration for their role or function in the source text. We will study another case for the problem related to punctuation marks, by analyzing the next table, before proposing the concluding comment.

Table 4-20: A representative selection of students’ problem-strategy table for P8: Lack of specific use of punctuation marks in target language (from Source Text 3: Mass Media)

Students (Total: 25)	ST → TTs	Equivalent for:	Repetitions	Back-translation	Strategy	Significance	Ttl. Perc. Usage → Ave.Scr
	The mass media _ radio, television, movies, and the Internet _ have a huge influence . . .	Punctuation : -... -					
1	رسانه های جمعی- رادیو، تلویزیون، سینماها و اینترنت-...	-	14	-	Punctuation Transference	The most frequent strategy	52% → 2.08
2	رسانه های عمومی رادیو- تلویزیون، فیلمها و اینترنت...	-	1	-	Omission	The worst scored	4% → 1.33
3	رسانه های همگانی از قبیل رادیو، تلویزیون، فیلم ها و اینترنت...	از قبیل	3	as	Replacement by verbal signs	The second most frequent strategy / The best scored	44% → 3.55
Inter-rater reliability: Low (0.65)						Ttl.Ave.Scr	2.69

As the second example of the translation problem” Lack of specific use of punctuation marks in target language”, the researcher has focused on the equivalents that have been provided by 25 student translators for the punctuation “-... -“ in the text they have been translating i.e. Source Text 3: Mass Media). The collected data demonstrated the use of just 3 translational strategies, including “Punctuation transference, Omission and Replacement by verbal signs” to render the aforementioned punctuation in 6 various ways in Persian. The most frequently applied strategy has been “Punctuation transference” (52%). “Replacement by verbal signs” like «از قبیل»(back-translated as “as”) has been the second most frequent strategy and also the best scored one (3.55). On the contrary, “Omission” has been granted the worst scores (1.33).

All in all, the total average scores given to all the strategies that have been applied by students in the equivalence selection process (1.39 and 2.69 respectively), the collection of all of the strategies applied and the equivalents provided reveal the medium level ability of the students to overcome this translation problem. They are needed to become familiarized with the functions that various punctuation marks have in both their source and target language and aware of the sometimes rather subtle differences among them. Moreover, they need to get familiar with the most desirable strategies that can be applied in their translation process. Finally, the calculation of the inter-rater reliability of the two instances of the problem under investigation (0.95 and 0.65 respectively) pointed to the need for the rating process to be repeated again at least in the case of the second one.

According to the experience of the researcher, punctuation marks in English texts, as non-lexical linguistic items, are commonly misinterpreted and wrongly been translated by the students of Persian as their native language. Considering the problem of punctuation marks, it seems that an initial change could be done in Baker’s twofold categorisation (1992/2011). She sees translation problems ‘at word level’ and ‘above word level’¹ which could be extended by adding a new category as ‘*at the level of non-lexical items*’, by observing different and less popular trend of using punctuation marks in Persian. We have also seen how the punctuation marks could play an important role in analysing the students’ translation projects. Based on the above facts, the subject of punctuation marks for translation from English into Persian will be discussed exhaustively in the next chapter.

¹ Apart from these two main categories, Baker (ibid) suggests ‘textual equivalence’ for thematic and information structures as well as cohesion, which relates to whole texts and message.

4.5 Initial Considerations of Employed Strategies

In the preceding samples, it was shown that the students used various strategies to cope with a single translation problem in the given texts. A list of strategies used in the selected translational problems in this study was obtained after completing the naming procedure, as part of the sixth phase mentioned in section 3-10 the names of the translational strategies and the total average scores given to each strategy are provided in Table 4-21 below. As can be seen, the list contains 23 strategies, 13 of which have not been included in Baker-Davies' problem-strategy model (the model which was discussed earlier and summarised in Tables 3-1 and 3-2). This inclusion is shown in the last column of the table. Similarly to the new problems, determining the new strategies will help to re-define the model, i.e. supporting the hypothesis of the study. It was said in the introduction that the current categorisations for translation problems and strategies are not based on the practical facts and should be revised by analysing English-Persian language pair.

Table 4-21: The names and facts about translation strategies and their inclusion in Baker-Davies' model

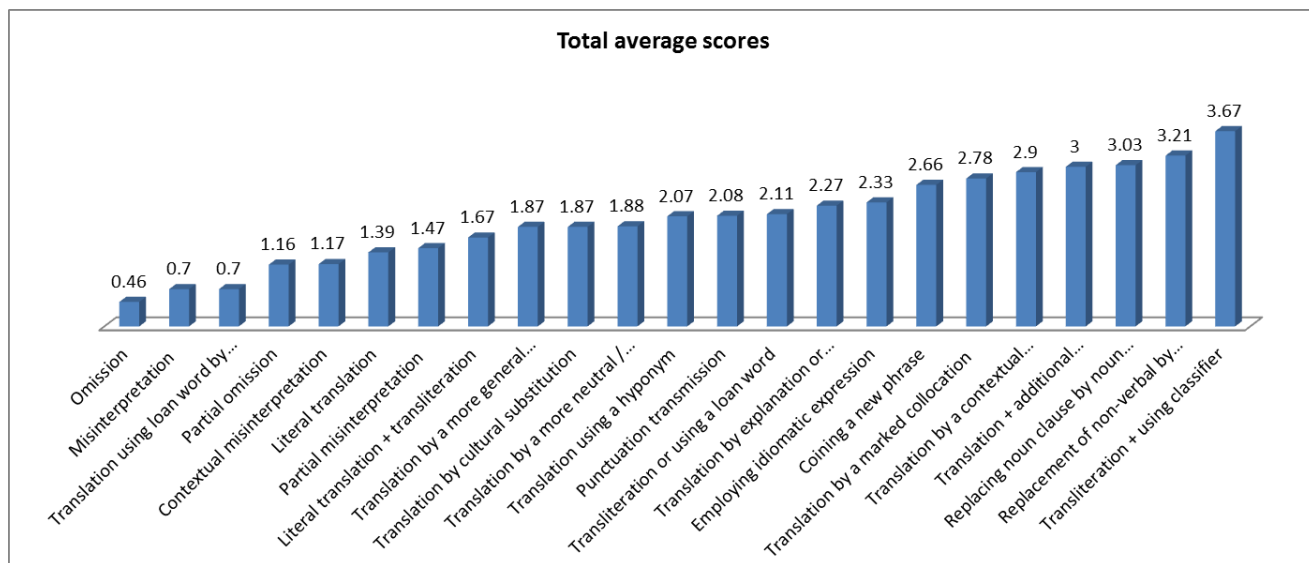
No.	Name of the strategy	No. of related problems	Total average scores	Inclusion
1	Translation by a marked collocation	2	2.78	Yes
2	Misinterpretation	22	0.70	No ¹
3	Partial misinterpretation	13	1.47	No
4	Translation by a contextual equivalent	19	2.90	No
5	Translation by a more general equivalent (or superordinate)	15	1.87	Yes
6	Translation by a more neutral / less expressive word	9	1.88	Yes
7	Translation using a hyponym	8	2.07	Yes
8	Omission	19	0.46	Yes
9	Transliteration or using a loan word	7	2.11	Yes
10	Replacing noun clause by noun (under-translation as a strategic shift)	1	3.03	No
11	Literal translation	11	1.39	Yes
12	Translation by explanation or paraphrase	5	2.27	Yes
13	Translation + additional explanation (whether in the text or by parenthesis, footnote, etc.)	2	3.00	No
14	Literal translation + transliteration	2	1.67	No
15	Employing idiomatic expression	1	2.33	No
16	Partial omission	5	1.16	No
17	Translation by cultural substitution	2	1.87	Yes
18	Transliteration + using classifier	1	3.67	No
19	Translation using loan word by exact SL alphabets	5	0.70	No
20	Punctuation transmission	1	2.08	No
21	Replacement of non-lexical by lexical items	2	3.21	No
22	Coining a new phrase	2	2.66	Yes
23	Contextual misinterpretation	1	1.17	No

As can be seen in the table, while some of the new strategies are alterations of the previously studied strategies or a combination with new features, some are completely new linguistic

¹ *Misinterpreting* is used by Baker (2011, see Table 3-2) as one of the problems that relates to collocations in non-equivalence above word level. Misinterpretation may not seem to be a strategy, but it has been included for practical reasons which will be explained in this chapter. It could also be applied for its two sister strategies (strategies 3 and 23)

considerations. For example, Strategies 9 (*Transliteration or using a loan word*) and 12 (*Translation by explanation or paraphrase*) are a combination of two comparable strategies, while 2 (*Misinterpretation*), 3 (*Partial misinterpretation*) and 4 (*Translation by a contextual equivalent*) are completely new. Like the new problems which were listed in table 4-3, these new strategies along with the old ones have been extracted from the available data obtained from P-S tables during the analysis of the students' translation projects. The mentioned novelty for these strategies and problems exists in their absence in the Baker-Davies model and indicated in the last column. Names of these strategies are all extracted from the P-S tables, those in the body of the thesis and those in the Appendix. They were tried to be matched with the said model whenever felt they play the similar roles in source or target texts. They are set in the table one by one through the study without being sorted according to any criteria or prejudgment about their importance. There had obviously been no priority either in their relation with the problems or in their total average scores before the data are gathered and analysed.

Graph 4-2, which is derived from the above table, may better illustrate the range of average scores given to each strategy as a total. It shows the total average scores of 23 strategies in ascending order. It can be seen among strategies that *omission*, in one extreme, is the lowest scored (0.46) and *Transliteration + using classifier*, in the other extreme, is the strategy highest scored (3.67) by the raters.



Graph 4-2: The total average scores of translation strategies

Apart from the nature of the strategies, the issue of frequency and usability of each strategy is also important. As discussed in Chapter 2, the relation between each strategy and problem is

important, while the web of relations between these two concepts was theoretically analysed. Calculation of the frequencies and average scores given by three raters was done automatically using Excel software and was provided in separate worksheets. Table 4-22 below, which is a list of usage of the strategies, shows that the frequency of usage of each strategy is extremely variable. Some of the strategies are used widely, like Strategies 2, 3, 4 and 5, while some of them are linked only to a specific problem, e.g. Strategies 10 and 15. Strategy 16, for *partial omission*, could also logically be used only for problems linked to collocations, compounds or two word verbs.

Table 4-22: Percentage usage of the strategies for each problem

Strategy	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32		
0																																		
1	24%			39%																														
2	6%	12%	18%	4%			35%		20%		48%	64%	4%	24%				21%	8%	8%			9%	21%	6%	6%	7%	7%	18%	7%	7%	70%		
3	41%		18%	26%	4%				16%					32%		16%						6%	3%			18%			4%	4%	17%			
4	24%		12%							36%	40%	28%	80%	8%	89%	68%	74%	16%	54%	15%	27%	42%	9%		35%				39%	7%		27%		
5			29%	30%		26%	26%			12%				24%	5%	11%	21%		8%	46%	9%	9%		12%			25%							
6		65%	6%				39%			4%	8%			4%						8%	9%						4%							
7										48%		4%	8%			5%	5%		8%			45%			24%									
8					61%	26%		4%			4%	4%	4%	8%	5%			47%		23%	3%		3%		6%	47%	7%	21%	4%	10%	20%	3%		
9						17%												16%						61%	6%	12%			4%			57%		
10										40%																								
11	6%		18%						4%				4%						15%		15%		73%					21%	21%	23%	3%			
12						4%																												
13										20%															3%									
14						4%																											7%	
15																			8%															
16					4%	13%																	6%					4%			10%			
17																																		
18																									3%		35%		25%					
19						4%																							4%	7%	27%	7%		
20										52%																								
21					35%					44%																								
22																										30%								46%
23		24%																																
Count	17	17	17	23	23	23	23	25	25	25	25	25	25	25	19	19	19	19	13	13	33	33	33	33	17	17	28	28	28	30	30	30		

In order to define the exact percentage of the frequencies and score levels, the model of scoring is defined as in the following table. The table includes a column indicating the abbreviations which will be used in other tables and patterns in this study. It shows that if the value of frequencies is 33% or lower, it is called *Low* in level with L as abbreviation. Similarly, in the lower part of the table, the given scores are rated as *Low* (abbreviated as L), for value of average score equal or lower than 1.33. The values and abbreviations used for *medium* and *high* are also indicated in the similar way in the table for both frequency and score.

Table 4-23: The value of low, medium and high frequencies and score levels

Frequency level			
<=	33%	L	Low
	between	M	Medium
>=	67%	H	High
Score level			
<=	1.33	L	Low
	between	M	Medium
>=	2.67	H	High

If we codify each percentage mentioned in Table 4-23 with the abbreviated frequency symbols, Table 4-24 is obtained, which will later be the basis of the combination table of frequency and score. Taking a general look at the table, we have higher instances of low frequency strategies (L stands for low, i.e. <=33%), while there are fewer cases of strategies with high frequency (H stands for high, i.e. >=67%).

Table 4-24: Percentage usage of the strategies for each problem (with frequency symbols)

Strategy	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32	
0																																	
1	L			M																													
2	L	L	L	L			M		L		M	M	L	L				L	L	L			L	L	L	L	L	L	L	L	L	H	
3	M		L	L		L		L						L		L					L	L			L				L	L	L		
4	L		L	L						M	M	L	H	L	H	H	H	L	M	L	L	M	L		M				M	L		L	
5			L	L		L	L			L				L	L	L	L			L	M	L	L		L			L					
6		M	L				M			L	L			L						L	L							L					
7										M		L	L	L	L	L	L		L		L	M			L								
8				M	L		L			L	L	L	L	L	L			M		L	L		L		L	M	L	L	L	L	L	L	
9					L													L						M	L	L			L		M		
10									M																								
11	L		L					L					L						L		L		H					L	L	L	L		
12					L																				L								
13								L																									
14					L																											L	
15																				L													
16				L	L																			L				L			L		
17																										M		L					
18																								L									
19					L																							L	L	L	L		
20							M																										
21				M			M																										
22																						L						M					
23		L																															
Count	17	17	17	23	23	23	23	25	25	25	25	25	25	25	19	19	19	19	13	13	33	33	33	33	17	17	28	28	28	30	30	30	

Looking through the numbers of the strategies used for each problem is also noteworthy. As Table 4-24 shows among the answers it was found that only 3 to 8 strategies were used by the students for each problem. In the classroom with higher number of study participants, for the problems P21 to P22 as well as problems P30 to P32, the numbers of the employed strategies are between 3 to 7. This shows that there is not always a relation between the number of the students and the number of the strategies. They are also not very consistent unless the natures of the problems are the same. Scattered pattern of the usage of the strategies could be seen in Tables 4-23 and 4-24 (the above main tables), while the pattern for some identical problems are more or less the same. Examples of the usage of the similar strategies for the identical problems are as follows:

- Patterns of using strategies for problem 25 and 29 (*The source language concept is not lexicalised in the target language*) are much the same.
- Patterns of using strategies for problem 5 and 8 (*Lack of specific use of punctuation marks in target language*) has some similarities. They both used strategy 8 (*Omission*) and strategy 21 (*Replacement of non-lexical by lexical items*) in a medium frequencies.

Table 4-25: Number of students and strategies for each problem

Problem	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16
No. of Students	17	17	17	23	23	23	23	25	25	25	25	25	25	25	19	19
No. of strategies	5	3	6	4	3	8	3	3	5	4	4	4	5	6	3	4
Problem	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32
No. of Students	19	19	13	13	33	33	33	33	17	17	28	28	28	30	30	30
No. of strategies	3	4	6	5	7	4	5	5	7	4	7	7	8	7	6	3

4.6 Analysing the Translation Strategies and Reliabilities

In this section, the researcher will discuss the strategies which were found to have the higher average frequencies. Similar to the discussion on problems, it is worth mentioning here that the higher frequency of these strategies does not mean that they are more educationally significant. The issue of educational significance will be discussed in the concluding parts of this chapter. The frequency and importance are exclusively considered on account of the examined data through the defined corpora and within the analysed projects, within the limitations of the method.

4.6.1 Misinterpretation

The issue of *misinterpretation* is very widespread and challenging among the translation strategies. It is widespread in this study because it happened with a higher incidence than any other strategy of the students throughout the texts, i.e. 23 times. If we consider the *partial misinterpretation* the number of the total occurrence will increase to 27 cases. Table 4-26 (next page) shows that except for Problems 5, 6, 8 and 10 it has happened in all first 14 problems with a frequency from 6% to 64%. This popularity could be seen in none of the other strategies.

At first glance, if we will consider the definition of the term strategy, as discussed in the first chapter, we may decide that misinterpretation should not be included in the strategy list. It was mentioned that a strategy is a solution to solve a textual problem, whilst misinterpretation is lack

of understanding of a word, expression or problematic point which resides in the text¹. It is not a problem of a text, but the behaviour of a translator. Hence, for the best way of classification, *misinterpretation*, and its two other forms have exceptionally been added to the list of strategies as Strategy 2 (*Misinterpretation*), 3 (*Partial misinterpretation*) and 23 (*Contextual misinterpretation*). Such a ‘counterfeit’ strategy could sometimes be called as non-strategy, as it was said in Chapter 3.

My research tends to show that misinterpretation not only refers to the complexity or strangeness of the source text, but is also a result of the common fact that the students have not acquired a high level of language competency. I would also like to refer to the emphasis of Kelly (2005, p. 115) who uses the term ‘myth’, regarding the reality of (particularly undergraduate) translation learners, for their proficiency in the two languages involved, despite the necessity of such an ability ‘to undertake many translation tasks’. This could be proved when it is evident that this strategy has been used with the highest frequency as total with implausible amount of lower average score.

In some instances, analysing the data the researcher found that the students could not be said to be totally misinterpreting the usage of a word, term or expression. In the next phase, it was noted that the average translation scores given to those problems were higher than zero. The researcher has chosen another term, *partial misinterpretation*, to clarify this difficulty. Instances of partial misinterpretations were mainly found in analysis of the collocations and compound words, where some students were found to misinterpret only one part of the collocated words or a component of a compound. This claim could be deduced on the basis of the fact that the frequencies of occurrence of partial misinterpretation are in the instances which are *above word level*. In Table 4-26, extracted from the main Table 4-22, the first 14 problems studied are divided into 3 categories, *word level (W)*, *above word level (A)*, and *non-lexical items (N)*. As can be seen, the occurrence of *partial misinterpretation* is evident in problems *above word level*.

¹ Baker mentions the word misinterpretation in place of the one of the problems rather than a solution or strategy (See Baker-Davies’ problem-strategy boxes, i.e. Tables 3-1 and 3-2).

Table 4-26: Percentage usage of misinterpretation for each problem

Strategy	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14
Word or Above Word Level or Non-lexical items	A	W	A	A	N	A	W	N	A	W	W	W	W	A
1: Misinterpretation	6%	12%	18%	4%	-	-	35%	-	20%	-	48%	64%	4%	24%
2: Partial misinterpretation	41%	-	18%	26%	-	4%	-	-	16%	-	-	-	-	32%

4.6.2 Omission

A short discussion on omission was presented in Chapter 3. It is supposed that omission without compensation is a non-strategy; however, it is normally used by many students when they could not find any other solutions. Omission was employed by the students, at least once, in each of 20 problems in this study, making it one of the most commonly used strategies in the 32 problems. Table 4-27 shows that, except Problems P5, P18 and P26, the frequencies of usage of this strategy are mostly low, with lower score, but not necessarily zero.

Table 4-27: Instances and numerical facts about three frequent omissions in this study

Problem No	Related word, phrase or expression in text	Translation Problem	Frequency	Average Score	P-S Pattern
P5	, Oxford (UK), [As an Adverbial clause]	Lack of specific use of punctuation marks in target language	61%	0.50	ML
P18	[Ambulance] service	Difference between the convention, context and frequency of use in the source and target languages: One of the two parts of collocated word in ST has high tendency to be omitted in TL (because of the different transliterated meaning of the part)	47%	1.63	MM
P26	pint	Translation of a culture-specific word	47%	1.96	MM

As can be seen in Table 4-27, in all three problems an omitted word or phrase links to an additional explanation. This is either an adverbial clause using commas (, *Oxford (UK)*,) or removable word in source text ('service' in [*Ambulance*] *service*) or additional explanation between parentheses (... *pint*).

Despite the fact that, at first glance, omission is a strategy in contrast with faithfulness of the translator to the source text, it seems that areas of recommendation of its usage could be defined. Compensation as another strategy could sometimes be a tool to keep the balance of semantic loss caused by omission, which is not the matter of discussion in this study. Some translators believe that omission is necessary on some occasions (as does rater 2 in this study, who has given the best score (4) for those who omitted *pint* and allocated the lowest score (0) for those who transliterated it¹). In this example, translating *pint* in a recipe² (*must be at least 570 ml (1 pint) size*) for Persian culture, in which the measurement system is not known by most of the audience, may itself cause confusion and redundancy, while the other part of the phrase will convey the message sufficiently for the specific addressee and not for example for scientific texts in which technical measurements is involved. P-S pattern in the last column of the table will be discussed later.

4.6.3 Transliteration

Transliteration could be challenging when distinguishing between word-formation and translation strategy. However, as a common strategy it could overcome many cases of non-equivalences at word level. Baker provides the example of word *standard*, for this category when she brings the issue of lack of lexicalisation in target language. In Persian, words like *ambulance*, *hotel* and *taxi*, have transliterated equivalents as آمبولانس، هتل and تاکسی like many other languages³. Apart from such common examples, transliteration has been widely used in Persian

¹ See Appendix 2 for the full result of the scoring.

² In this example *pint*, itself, in the source text is situated between two parentheses as an additional explanation: *Must be at least 570 ml (1 pint) size*.

³ Similar to the transliteration of *ambulance*, the transliteration instances in Persian have mainly been taken from French, commonly, nouns, sometimes with slight alteration of their French pronunciation. Examples are: *chauffeur* (driver) into *shufer* (شوفر), *abonnement* (subscription) into *ābunmān* (آبونمان), *agence* (agency) into *āzhāns* (آژانس), *bassin* (pelvis) into *bāsan* (باسن), *bottine* (boot) into *putin* (پوتین), *brancard* (stretcher) into *brānkārd* (برانکارد), *cheminée* (fire place) into *shominé* (شومینه), and many others. They have even rarely been found in adjective forms

as a process of word formation for more than a century. For the phrase *ambulance service* in this study, we have argument and therefore a problem, for the translation of *service* but not for *ambulance*, and therefore the latter is considered a problem and scored accordingly.

4.6.4 Translation by a Contextual Equivalent

Contextual equivalent is an equivalent which is appropriate according to the context or situation. It aims to create a similar ST context in the mind of the TT reader but by using a different word or words. It is similar to *paraphrase*, which is used by Baker, but in the wider sense. The researcher changed and widened Baker's naming because he take 'paraphrasing' to be a restatement of the meaning of a sentence, or a part of it, inevitably using both related and unrelated words. Mentioning an 'unrelated word' is not sensible, or at least not comprehensive to describe the problem. Moreover, it seems that paraphrase, as a general linguistic term, usually deals with changing meaning within *one* language.

4.6.5. Inter-rater Reliability

To find how the results of the scores are acceptable, we should calculate the inter-rater reliability, which shows how the pattern of relation between three sets of scores are. To calculate the inter-rater reliability between the scores the Cronbach Alpha measuring method was employed. The method which is based on reliability is commonly used for language teaching and suitable for Likert scale, in which the number of scores are odd (1, 3, 5 etc.). The results of the measurements of the three raters over the 32 problems are shown in Table 4-28 below. Zaiontz (2016) states that 'a commonly-accepted rule of thumb is that an alpha of 0.7 (some say 0.6) indicates acceptable reliability and 0.8 or higher indicates good reliability'.

The researcher's investigation in scoring reliabilities directed the research to accept 0.7 as the best cutting point for considering acceptability of the results of 5-level Likert scale for scoring. Very high reliability (0.95 or higher) is not necessarily desirable, as this may indicate that the

like *bronzé* (tanned) into *bronze* (برنزہ), *classique* (classical) into *kelāsik* (کلاسیک), *musicale* (musical) into *muzikāl* (موزیکال)etc.

items (scores) may be completely ‘redundant’ (Zaiontz 2016¹). This instance happened twice in this study for problems 11 and 32 which are shown in the table with *~Good*, meaning, they have the possibility of being redundant and therefore unacceptable.

Table 4-28: Inter-rater reliability between three raters for 32 types of problem based on Cronbach's Alpha

Problem	Cronbach's Alpha	Inter-rater Reliability	Problem	Cronbach's Alpha	Inter-rater Reliability
1	0.21	Low	17	0.24	Low
2	0.27	Low	18	0.37	Low
3	0.32	Low	19	0.72	Acceptable
4	0.86	Good	20	0.79	Acceptable
5	0.95	Good	21	0.80	Good
6	0.91	Good	22	0.04	Very Low
7	0.28	Low	23	0.83	Good
8	0.65	Low	24	0.88	Good
9	0.90	Good	25	0.76	Acceptable
10	0.89	Good	26	-2.44	Very Low
11	0.96	~Good	27	0.84	Good
12	0.69	Low	28	0.46	Low
13	0.61	Low	29	0.66	Low
14	0.94	Good	30	0.36	Low
15	0.61	Low	31	0.67	Low
16	0.80	Good	32	0.98	~Good

4.7 To Seek the Paradigm of Educational Significance

The paradigm introduced and described in this study, specifically in the previous chapter (sections 3.4 and 3.5), specified how the relation between the frequency of the occurrence of each translation strategy, on one side, and the average scores given to that strategy by the raters in total on the other, could lead us to the educational significance of the strategies. This observation, which was also shown in the pilot study, needs specific scrutiny. The model will be

¹Zaiontz Charles, Cronbach's Alpha, available at <http://www.real-statistics.com/reliability/cronbachs-alpha/>, 20 Jan 2016.

examined on the basis of the problems which accompanied by *good* or *acceptable* inter-rater reliabilities, then, the expandability of the results will be demonstrated.

Table 4-29, below shows the combined problem-strategy pattern for problems achieved from the students' projects. The first abbreviation used in each adjoined symbol represents the frequency of the occurrence, and the second symbol indicates the level of average scores given to that strategy. Cells of the table for each combination of frequency-scores are automatically given their individual colours by Excel, in terms of their pattern, e.g. light green for LM, dark blue for MH, etc. According to what was described in the methodology chapter, the combination patterns, themselves, have also automatically been built up based on the given data.

Providing two examples may clarify the method of interpretation of the combined results for this paradigm. For the use of strategy 1 for problem 1 (which is highlighted in light green in the first data row of the table), the LM symbol (Low + Medium) indicates that the frequency of occurrence of strategy 1 is low, while the average score of the students for that problem-strategy set is medium. Similarly, for employing strategy 2 for problem 1 (which is highlighted in light blue in the table), the LL symbol (Low + Low) indicates that both the frequency of occurrence of strategy 1 and the average score of the students for that problem-strategy set are low. For the latter example, comparing the problem-strategy set with Table 3-4 (previous chapter) will reveal that strategy 1 does not have educational significance for problem 1 in this specific sense. The relation between the different sets based on the examples of the current projects will be discussed.

Table 4-29: The problem-Strategy pattern for 32 problems

Strategy	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32				
0																																				
1	LM			MH																																
2	LL	LL	LL	LL			ML		LL		ML	ML	LL	LL				LM	LM	LL			LL	LL	LM	LL	LL	LL	LL	LL	LL	HL				
3	MM		LM	LM		LL			LM					LL		LM					LM	LM			LM				LL	LM	LL					
4	LM		LM	LM		LM	LM				MH	MH	LH	HM	LH	HH	HH	HM	LH	MH	LH	LH	MM	LH		MH			MH	LM		LH				
5			LM	LM							LL				LM	LM	LM	LM		LM	MM	LM	LM		LM				LH							
6		MM	LM				ML				LM	LH			LH						LM	LL							LH							
7											ML	LM	LM	LM		LM	LM				LM		MM													
8				ML	LL			LM				LL	LL	LL	LL	LL				MM		LL	LL		LL	LL	MM	LL	LL	LL	LL	LL				
9																				LM																
10																																				
11	LM		LM																		LL		LM		HL					LL	LM	LM	LM			
12						LM																				LM		LM	LM	LM						
13																																				
14						LM																											LM			
15																																				
16						LM	LL																													
17																									LM			LL		LL						
18																																				
19						LM																											LL	LL	LL	LL
20																																				
21																																				
22																																				
23		LL																																		

By deleting columns with inadequate inter-rater reliabilities (less than 0.7), we arrive at Table 4-30 below with more reliable and stronger results. There seem to be at least two important methods or sub-paradigms for analysis of the data in the table.

- A. Each frequency-score set could be analysed in terms of its educational significance, i.e. its presence in different problem strategy sets, etc. For educational purposes, HLs and LHs might be considered and analysed with higher priority. The abbreviations refers to where many students make mistakes or where very few students provide what raters consider a very good solution, respectively.
- B. We may focus on each problem for analysing problem-strategy sets in each of them, or each set of problems, individually, namely each column or each set of similar columns with the same problem names from the following table could be studied separately.

The first method will be exemplified in the current case study and some important measures regarding the educational implementations will be discussed.

Table 4-30: Combining problem-strategy pattern for 16 problems which showed acceptable or good inter-rater reliabilities

Strategy	Problems and Inter-rater reliabilities															
	P4	P5	P6	P9	P10	P11	P14	P16	P19	P20	P21	P23	P24	P25	P27	P32
	Good	Good	Good	Good	Good	~Good	Good	Good	Acpt.	Acpt.	Good	Good	Good	Acpt.	Good	~Good
1	MH															
2	LL			LL		ML	LL		LM	LL		LL	LL	LM	LL	HL
3	LM		LL	LM			LL	LM			LM			LM		
4					MH	MH	LH	HH	MH	LH	LH	LH		MH		LH
5	LM		LM		LL		LM	LM	LM	MM	LM		LM		LH	
6					LM	LH	LH			LM	LL				LM	
7					ML			LM	LM					LM		
8		ML	LL			LL	LL			LL	LL	LL		LL	LL	LL
9			LH										MH	LM		
10				MH												
11				LL					LL		LM	HL				
12			LM											LM	LM	
13				LM									LH			
14			LM													
15								LM								
16		LM	LL									LM			LL	
17																
18													LH			

To summarise what was said in the previous chapter about the paradigm of educational significance based on the abbreviations used in this chapter for the two main patterns, the following table (4-31) is obtained.

Table 4-31: The two main patterns of educational significance

Pattern No.	Possible Results	Educational Significance	Action and recommendation for students	Pattern and colour
1	Low Score Strategy + High frequency	Very Important Area to Be Considered for Training	To be avoided	HL
2	High Score Strategy + Low Frequency	Important Area to Be Considered for Training	To be recommended and practiced	LH

4.8 Patterns of Educational Significance

Table 4-31 represents two areas of the most important educational significance, For the sake of giving greater clarity to the study, the researcher will analyse the educational significance, based on the above table, using method A.

4.8.1 'To Be Avoided' Area: Pattern 1 (HL)

HL means that the strategy is used with high (H) incidence by the students but given low (L) average scores by the raters. As can be seen noticeably in Table 4-30 there are only two instances of this symbol/colour, which are in the columns related to P23 and P32 and demonstrated in red cells. HL is a very important area to be considered for training, because it includes a high frequency of low average score. In other words, the pattern relates to common faults that the training system, including course books and teachers, should guide the students to avoid.

Problem 23, *the tension between accuracy and naturalness*, is combined here with Strategy 11 (*literal translation*) to make an HL pattern. Unless other data could nullify this proposition, it could consequently be concluded that whenever a tension between accuracy and naturalness happens, the possibility of a mistake using *literal translation* is involved.

One may state that it is self-evident that unnatural translation is itself a result of literal translation. To answer this we should say, firstly, that this study has targeted a specific aspect of the mentioned problem, which is *difficulties in pronunciation when adjoining two parts of collocated words in translation* and the role of the paradigm is to pinpoint the specific features of the relation between P-S sets. Secondly, if it is evident, why has the same problem not got the same average scores and frequencies in the other instances in this study?

For another HL pattern, problem 32, *Difference in role of adverb in source and target languages*, is adjoined by Strategy 2, *misinterpretation* in the table. Its educational hint here is being aware of excessively high level of misinterpretation for the said problem connected to the role of adverb in two languages.

4.8.2. ‘To Be Recommended and Practiced’ Area: Pattern 2 (LH):

Confronting L (here for low frequency) and H (here for high score) has a strong educational importance. This is because the pattern relates to a situation in which a suitable strategy is not used by the majority of students and therefore, recommending its use is one of the responsibilities of translation teachers and course books. The occurrence of this pattern in Table 4-30 above as LH, are shown in 11 instances of automatically been coloured as green cells.

A set of the instances related to Strategy 4, which is the fourth row of the table, will be analysed here. Out of [the second] coloured Table 4-30, instances of the strategy, i.e. *translation by contextual equivalence*, with the *acceptable* or *good* inter-rater reliability are shown in the following figure.

Translation by a contextual equivalent	
P14. <i>aggravated assault</i>	Translation of a terminological concept
P20. <i>first-leg</i>	Translation of a terminological concept
P21. <i>Emissions</i>	The source language word is semantically complex
P23. <i>burning fuel</i>	The tension between accuracy and naturalness (difficulties in pronunciation when adjoining two parts of colligated words in TL)
P32. <i>ahead of</i>	Difference in role of adverb in SL and TL

Figure 4-1: Strategy 4 (employing translation by a contextual equivalent) for 5 Problems

For the terminological concept, using a contextual equivalence means avoiding literal translation. This fact could be compared with the other strategies for the two terminological problems, *aggravated assault* and *first-leg*. Surprisingly the choices of students from the 23 strategies are limited to only 6, according to Table 4-32 below.

Table 4-32: P-S relation and patterns for two problems of translation of terminological concept and the first eight strategies

	Strategy	P14: <i>aggravated assault</i>	P20: first-leg
1	Translation by a marked collocation	[Nil]	[Nil]
2	Misinterpretation	LL	LL
3	Partial misinterpretation	LL	[Nil]
4	Translation by a contextual equivalent	LH	LH
5	Translation by a more general equivalent (or superordinate)	LM	MM
6	Translation by a more neutral / less expressive word	LH	LM
7	Translation using a hyponym	[Nil]	[Nil]
8	Omission	LL	LL

Looking at the scores and frequencies of the strategies for each terminological problem, we can outline the extent of the educational implementations of the P-S sets. As can be seen, Strategies 4

and 6 are rather¹ highly scored by the raters, while their related frequencies are low; therefore, they are both educationally significant, and to be recommended for practice by the students.

4.8.3 Note on Unacceptable Strategies

Looking carefully through the table of the strategies (Table 4-21) we will find five instances which are not regarded as proper strategies by themselves. Studying the pattern of the average scores given to them by the raters may present some educational indications by disclosing the connotation of these unusual approaches by the students. These instances could be called unacceptable or unfavourable strategies, which were discussed generally as *omission* and *misinterpretation* in the previous sections. As a general conclusion we could study these areas by two queries: 1. In which areas have they have been given *high* or *medium* scores and why? 2. What is their educational significance resulting from their combining pattern? The limited data may not guide us to a firm conclusion; however, some conclusions may be inferred and could be a foundation for the further theoretical and empirical studies. These strategies with their related numerical facts and patterns are summarised in table 4-33 below.

The individual study of the cases of *omission* and *misinterpretation*, which happened in higher frequencies (for 23 and 20 problems respectively), were discussed earlier without comparing them with educational significance paradigm. For *misinterpretation*, we discussed that the level of acceptance by the raters was low. This has not happened when *misinterpretation* was not complete. For *partial misinterpretation* we could see that the area of its higher degree of acceptance is P1 (*Marked collocations in the source text*) which is situated in 9 problems has been given a medium score as total. This could be interpreted as if the raters permitted the students to partially misinterpret the problems. *Partial misinterpretation* (strategy 3) was said to have happened in non-equivalence above word level and as it is shown in the Table 4-30 its most frequent pattern is LM while its cases of higher frequency have happened in *marked collocations in the source text*. It confirms the fact that marked collocation could cause *partial misinterpretation*. *Difference in the role of adverb* (P32) is a case for incident of complete *misinterpretation* (strategy 2) by the students .

¹ It is said 'rather' because Strategy 6 is scored as medium by the raters for problem P20, *first-leg*, even though in total the averages are still high.

Table 4-33: Facts about unacceptable strategies

No. of Strategy	Name of the Strategy	No. of related problems	Total Average Scores	Most Frequent Pattern*	Cases of Higher Frequency
2	Misinterpretation	23	0.72	LL: 16	P32: Difference in the role of adverb
3	Partial misinterpretation	13	1.47	LM: 9	P1: Marked collocations in the source text
8	Omission	20	0.43	LL: 16	P5: Lack of specific use of punctuation marks P18: High tendency of a part to be omitted P26: Culture-specific word
16	Partial omission	5	1.18	LL: 3	Nil
23	Contextual misinterpretation	1	1.17	LL: 1	Nil

* The number after each pattern shows they have occurred for how many problems in the study

Similarly, *partial omission* has also been given a higher score than *omission*, while the level of its occurrence is low (only for 3 problems) and its most frequent pattern is LL, showing that the level of its occurrence as well as the score given to them are still low in most of the cases. The case of *contextual misinterpretation* has happened for one problem and has yielded the LL pattern only, which is similar to the partial omission but with a single instance. Despite the educational importance of contextual mistakes, its identification may not be enough to judge the nature of this non-strategy or approaches of the students in this study.

4.9 Concluding remarks

In this chapter, we examined and conceptually and statistically analysed the translation data collected from the students' projects in terms of relation between problems and strategies in the English-Persian language pair. It was shown that the overall statistical consideration like average scores, frequency of usage of each strategy and dispersion of the pattern of the usage of them by students could direct us to identify the area of concern in translation training based on the translation strategies. Moreover, through introducing and testing a problem-strategy paradigm,

the areas of educational significance were demonstrated and introduced for the specific language pair. As we said in the introductory portions of the chapter, this case study is based on theorising the nature of the English-Persian pair from perspective of current findings and the definition and categorisations are not the fixed and unconventional ones. However, we could precisely reach our two aims, firstly by re-defining the Baker-Davies' model and secondly by demonstrating the practicality of the methodology which was called 'paradigm of educational significance'. This was fulfilled the requirement of the thesis' hypothesis by exposing the two important themes related to the above aims into English-Persian case. Eventhough, the ultimate goal of this study has not been related to the specific language pair, we reached some important findings for English-Persian pair through such an exposure.

Despite the strong controversy in defining and categorising the concepts, and the ambiguities presented in identifying the textual-linguistic problems and strategies, all effort was made to ensure they were as error-free as possible based on the current prevailing model and a linguistic analysis. What was attempted in this study was to provide a model for more comprehensive studies not only between English and Persian, but also for any other language pairs. The study tried to bring the paradigm from theoretical consideration into reality. As on overall view, it was an attempt to speculate, formulate and conceptualise the reality, i.e. findings according to experiences, into a paradigm and then exemplify it within a language pair by a methodical case study and again to take back the paradigm into reality.

Chapter 5: Special Consideration for the Problem of Punctuation Marks

5.1 Introduction

From among all the translational problems that have been specifically focused on in the course of this study (chosen based on their frequency in the data collected) including “Marked collocations in the source text; The source language word is semantically complex; Situational word or expression in source text; A proper noun contains a semantic value which is worth preserving in translation; The tension between accuracy and naturalness; The source language concept is not lexicalised in the target language; Translation of a terminological concept; and Lack of specific use of punctuation marks in target language”, the last one is going to be elaborated in a comprehensive and detailed manner in this chapter. The reason is, on the one hand, the negligence of translation problems at the level of non-lexical items in comparison with the lexical ones, either at word level or above that, and on the other hand, the relative inattentiveness of translator trainers and translators in considering the punctuation marks in the translation process, while they have surely some functions in texts by the use of which the authors try to impart a specific impression. In fact, they are the traffic signs and signals that act as a guide for readers including translators who are needed to consider the functions and the aims of punctuation marks and disclose them for target language readers. In other words, a translator is required to master rules governing punctuation marks in the source and target languages. Once a translator gains a good command, they can grasp the functions of punctuation and the author's intended use. In the next step, they can assess the potentials of TL regarding that specific punctuation mark and choose an equivalent that best suits the sentence to be translated.

As it has been stated in the previous chapter, punctuation – as it is known and used now – is relatively new in Persian. Many translators and readers are not well-versed in comprehending the meanings and significant functions of punctuation marks. On the other hand, translators who are supposed to consider this importance employ different strategies for conveying the message of English punctuation marks with which they are unacquainted. In Persian translations, they are sometimes preserved, and sometimes omitted or changed. There is also a new tendency in Iran to translate punctuation marks into words and phrases. This fact has been proved by the analysis of the data collected in Chapter four. Rendering punctuation marks (non-lexical items) into words

and phrases (lexical items) as a translation strategy can be considered as an intersemiotic translation¹.

The most frequent equivalent for punctuation and punctuation marks in Persian is نشانه‌های نقطه-گذاری (/neshānehā-ye noqtegozāri/), literally ‘the marks of putting periods or full stops’. It dominates نشانه‌های سجاوندی (/neshānehā-ye sajavādni/) – a widely accepted equivalent by linguists and men of letters.

It should be taken into consideration that preserving the form of English punctuation marks have sometimes been accompanied by some slight modifications in Persian. For instance, the Persian language has conventionally employed a form of reversed question mark: (؟ instead of ?) and a reversed comma and semicolon: (، instead of , and ؛ instead of ;). It seems that these changes have happened in order to match the style of Persian writing which is written from right to left. We could see that these changes in shape have the same traditions in Arabic and Urdu, which are also written in the same direction.

Punctuation marks entail stylistic, semantic and syntactic functions that are significant to be considered in translation. The students are bewildered by the comment that, e.g. the semicolon in the following example can be translated into اما (/amma/ → but) in Persian.

The parcel was due last week; it arrived today.

بسته‌ی پستی قرار بود هفته‌ی قبل برسد؛ اما امروز رسید.

[The parcel was due last week; *but* it arrived today.]

After providing a sketch of punctuation marks in Iran, general trends of dealing with them will be introduced. Rendering punctuation marks into verbal signs is then discussed with examples from translations from and into English.

¹ Interpretation of a verbal sign according to Roman Jakobson (1959) can happen in three ways: intralingual, interlingual and intersemiotic.

5.2 Using Punctuation Marks in Iran

In the Avestan writing system, designed in the middle of Sassanid period in about the 4th century, there were some punctuation marks. There were no punctuation marks in Middle Persian or Pahlavi. About two centuries after the invasion of Iran by Arabs in the 8th century, the Iranian alphabet changed into Arabic. Again, there were no punctuation marks or any other marks in any Arabic writing system, except limited diacritics that were particularly used for Quranic recitation. However, diacritics can not be placed in categories of punctuation marks. They are actually a part of the writing system rather than representing any grammatical properties. They either signify vowels or indicate that a consonant has no vowel interlinked¹.

Historically, the Arabic script has not been simply imposed on the Persian language without modifications made for local conditions. However, evidence shows that not only the old Arabic but also its modified form was without punctuation marks (Alqinai, 2013). The common writing trends does not relate to the specificities of Persian and Arabic script. This could be proved due to the fact that both languages have gradually accepted and localized the punctuation marks without any specific change in the other aspects of their writing system.

The Arabic script was changed to modify specific details of New Persian, and new letters were added along with additional diacritics. Arabic, which was known as the religious and official language, had an extreme infusion to the Persian lexicon which could still be seen in today's Persian with the presence of Arabic-origin loanwords. At the same time with the writing system, the Persian language itself changed to reflect the new influence of Islam, and therefore of an Arabic lexicon. Estaji and Firoozian (2012) prove that during the 11th and 13th centuries, some Persian writers have used the signs which were very similar to modern English punctuation marks in terms of their functions. They claim that these signs were similar to the decorative signs but could have played the role of at least two marks as comma and full stop in the texts (Ibid.). What could be seen in the examples provided by them in using such signs is inconsistency between them in different texts and therefore seemed to be a matter of taste.

Iranians have been familiar with punctuation marks since the 19th century. Of all problematic punctuation marks, those which are widely used in Persian are commas, parentheses, brackets,

¹ The first group signifying vowels include three diacritics: fathah, kasrah or zammah; and the one which represents lack of vowel is called sukun. They are similarly called in Persian: fatheh, kasreh, zammeh and sokun.

and quotation marks used for emphasising and quoting a word or group of words. However, these marks are not usually used systematically and in consensus. Punctuation marks have become widely-known from the second half of the 20th century in Iran and authors began to write about punctuation, setting some rules to govern their usage mainly based on French sources.

Commas, apart from full stops, are the most frequently used punctuation marks in Persian. Some eminent scholars and men of letters object to using, and overusing, commas in Persian. They argue that the concept of conjunction has been expressed by «و» (/va/, which means “and”) since the development of the Persian language, while using commas instead of /va/ or its variant “o” has been imitated from European languages, mainly from French, as late as the 19th century. This new strategy is definitely unprecedented in the history of Persian language. Many good writers and translators still prefer to use the conjunctive «و» (/va/) (Najafi 1370/1991: 404). In an interview, Sami’i (1386/2007, p. 235) states that omitting the conjunctive «و» (/va/) gives eloquence to the writing.

In the old style of Persian writing, another means of connecting words and sentences is a kind of asyndeton of «و» (/va/). The omission of «و» (/va/) happens without any replacement like commas. The fact that usage of comma has been ignored in all old instances is mentioned by Najafi. Now, we may insert commas for separation, in the spaces in the following example from the famous masterpiece within the eighth and ninth centuries which asyndeton has happened. (Ibid, pp. 405-406).

-غلامکي دیدم سیاه [،] بند برپايي نهاده [،] دستها در زنجير بسته [،] غل بر گردن نهاده.

[I saw a slave [,] black [,] foot roped [,] handcuffed [,] neck shackled.]

(Najafi 1370/1991: 406)

(The commas were inserted by Najafi)

Due to the lack of education in punctuation at schools and universities and due to the fact that it is relatively new in Iran, many Iranian translators do not have enough knowledge or are ill-informed on matters of punctuation. Many writers are not well-versed in translation. Translators are confused in comparing and contrasting the systems in the two languages. Many students of

translation are unaware of punctuation, let alone being able to find a proper equivalent for each mark of punctuation.

5.3 Common Strategies for the Translation of Punctuation Marks

According to what has been argued so far, strategies of dealing with punctuation could be classified into five distinct categories. First, punctuation marks can be translated into the same signs in TL. This may pose some difficulties in understanding for readers not well-versed in punctuation. Iranian ordinary readers are not sufficiently acquainted with marks such as dashes and colons. Furthermore, some punctuation marks may not be common in TL. Inverted commas, for example, are not used in Persian. Points used in English to show decimal fractions are expressed by slashes in Persian.

As could be seen in some instances in section 4.4.8, punctuation marks are sometimes omitted in translation. This strategy, which is the second trend in dealing with the marks, may eliminate the information which the author intended to convey. Some marks are used to preserve understanding such as full stops, question marks and exclamation marks, while initial question and exclamation marks are not common in Persian or many other languages. There is no choice for a Persian translator other than deleting them. An apostrophe that shows one or two numbers have been left out from a date is inevitably omitted in Persian. Most of the time a hyphen between parts of compound words is deleted as well.

Thirdly, they can be changed into other signs acceptable and common in TL. Some English punctuation marks are converted into other signs in Persian.

Table 5-1: Alteration of punctuation marks

English	Persian
em dashes for interruptions, unfinished words or sentences, ellipses	...
. for decimal fraction	/
: for a fraction of an hour	(often) /
inverted commas	« »

Fourth, a newly-rising trend in Persian is to translate punctuation marks into lexical items.. Finally, a combination of using punctuation marks with translating them into verbal signs is a strategy taken in some occasions and/or by some translators. The last two strategies are the main subject of this chapter. In the following example, the last strategy has been used.

The parcel was due last week; it arrived today.

بسته‌ی پستی قرار بود هفته‌ی قبل برسد؛ اما امروز رسید.

[The parcel was due last week; but it arrived today.]

Three general tendencies can be seen in today's Persian translators. The first group use punctuation, knowingly or unknowingly. Some of them make a creative use of punctuation marks. Some distinguished translators, on the other hand, prefer to minimise the use of punctuation marks. They argue that since the Persian audience seems to be unfamiliar with the question of punctuation, it is advisable to avoid overusing them. Well-planned word order requires a minimum use of punctuation. In other words, the trend toward less punctuation calls for skilful phrasing to avoid ambiguity and thus ensure exact comprehension.

The third group, with the same line of reasoning, tries to change punctuation marks into words and phrases as far as possible, avoiding using them where verbal signs can do better. Translation punctuation into lexical items is, therefore, a newly-rising trend in Persian. It is more effective in clarifying and conveying the message of the author. Persian readers are more at ease with this technique than using punctuation marks, a major problem remains to be solved. The translators themselves are required to be deeply aware of the rules and roles of punctuation to bring about more clarity, and aid readers in reading and prevent misunderstanding.

5.4 Newly-Raised Strategies: Phrases Instead of Punctuations

There seems to be a tendency in distinguished Persian translators to change punctuation marks to words and phrases i.e. non-lexical items into lexical ones. Furthermore, they use all potentials of TL to convey the source text. In this case, they use all strategies outlined before. Translating punctuation into lexical items has not been observed in novice translators and those not very

experienced in their specialisation. This is what the researcher called strategy 21 in Table 4-21 with a high total average score of 3.21. The following results have been drawn upon comparing samples of about 50 translated books with their originals¹. The examples presented here show the creativity of good translators in rendering punctuation into lexical items and are in addition to the examples achieved from the students' work in the last chapter.

Four punctuation marks, including comma, semicolon, dash and colon are studied in this section through examples from English into Persian, along with few instances from the reverse direction. In the following examples, Persian lexical equivalents are bold faced. The first lines of examples are originals and the second translations followed by their back-translations. The first nouns in references are the names of authors and the second the names of translators. The examples without reference are those discussed in translation classes. Some examples are extracted from bilingual editions.

5.4.1. Examples of English to Persian translations

COMMA

- but

... he remembered that from now on he was not merely Manolios, he was something deeper, greater ...

به یاد آورد که از آن روز به بعد دیگر خود او تنها مانولویس چوپان نیست بلکه چیزی است والاتر و بزرگتر...

[... he remembered that from now on he was not merely Menolios, **but** he was something deeper, greater ...]

(Kazantzakis 1986, p. 32; Ghazi 1352, p. 47)

- that is to say, namely, i.e.

... comparable in magnitude only with that first great break in historic continuity, the shift from barbarism to civilization.

¹ Unpublished article (Minabad, H and Heydarian S.): Strategies for Translation of Punctuation Marks

حتي در اهميت و عظمت فقط با اولين گسستِ عظيم در تداوم تاريخ، يعني انتقال از بربريت به تمدن قابل قياس است.

[... comparable to magnitude only with the first great break in historic continuity, **that is to say** the shift from barbarism to civilization.]

(Toffler 1972, p. 12; Kamrani, 1374, p. 13)

SEMICOLON

- on the contrary, conversely, in contrast

Flaubert and the Parnassians try to hide their personal feelings, their reserve does not in any way imply a return to the spirit of pre-romantic literature; it represents rather the most overbearing and arrogant form of individualism.

بنابراين وقتي که فلوبر و شاعران «پارناسي» سعي مي‌کنند احساسات خود را از نظرپنهان دارند، اين خويشتن داري هرگز به معنای بازگشت به روح و جوهر ادبياتِ ماقبلِ رومانتيک نيست؛ برعکس، نمودارِ نخوت‌آميزترين و متبکرانه ترين فردگرایی است.

[Flaubert and the Parnassians try to hide their personal feelings, their reserve does not in any way imply a return to the spirit of pre-romantic literature, **on the contrary**, it represents rather the most overbearing and arrogant form of individualism.]

(Hauser 1952, p. 56; Younesi 1377, p. 989)

- because, for

Vote for the man who promises least; he'll be the least disappointing.

به کسي رأی بدهيد که کمتر از همه وعده و وعيد مي‌دهد، زيرا چنين کسي کمتر از ديگران مايه‌ي نوميدي شما خواهد شد.

[Vote for the man who promises least, **for** he'll be the least disappointing.]

(Khodadadi 1384, p. 58)

- but

The idea doesn't need to be new; it can be an improvement on an existing product or service.

لازم نبود که این فکر جدید باشد؛ بلکه می‌توانست بهبودی در کالا یا خدمات موجود باشد.

[The idea doesn't need to be new; **but** it can be an improvement on an existing product or service.]

DASHES

- of course

And it is in this spirit that the concept of future shock and the theory of the adaptive range are presented here— not as a final word, but as a first approximation of the new realities ...

و در همین راستاست که مفهوم شوک آینده و نظریه‌ی حدّ انطباق پذیری در این کتاب مطرح می‌شود، البته نه به عنوان آخرین کلام، بلکه به مثابه نخستین تخمین از واقعیت‌های جدید...

[And it is in this spirit that the concept of future shock and the theory of the adaptive range are presented here, not as a final word **of course**, but as a first approximation of the new realities ...]

(Toffler 1972, p. 6; Kamrani 1374, p. 6)

- but

... he still holds fast to the principle: “everything for the people— nothing with the people”.

(Hauser 1962, p. 118)

عملاً همچنان به اصل «همه چیز برای مردم، اما هیچ چیز با مردم» سخت وفادار بود.

[... he still holds fast to the principle: “everything for the people, **but** nothing with the people”.]

(Younesi 1377, p. 1061)

در عمل او هنوز اصلِ «همه چیز برای مردم - اما نه با مردم» را معتبر می‌داند.

[... he still holds fast to the principle: “everything for the people – **but** nothing with the people”.]

(Möayyed 1372, p. 280)

- that is to say, namely, i.e.

Television has brought back murder into the home– where it belongs.

تلویزیون قتل و جنایت را به خانواده‌ها برگردانده یعنی به زادگاه اصلی آن.

[Television has brought back murder into the home, **that is to say** where it belongs.]

(Khodadadi 1384, p. 355)

Listen to some plain talks by a poet who understood the power of metaphor– Robert frost.

به سخنان صریح شاعری که قدرت استعاره را دریافت، یعنی رابرت فراست، گوش فرادهید.

[Listen to some plain talks by a poet who understood the power of metaphor, **namely** Robert Frost.]

-because, for

I humbly beg sir, that you will honour this book by taking it – (not under your protection, – it must protect itself) – into the country with you.

حضرت آقا، خاصعانه از شما تمنا دارم با معرفی این کتاب در کشور – به تحت حمایت قراردادنش، چون خودش باید خودش را حفظ کند – آن را قرین افتخار سازید.

[I humbly beg sir, that you will honour this book by taking it – ([partial omission+], **because** it must protect itself) – into the country with you.]

(Sterne 1980, p. 3; Younesi 1378, p. 10)

- and what is ... than

Women love the simpler things in life – men!

زن‌ها در زندگي عاشقِ چيزهاي ساده مي‌شوند و چه چيزي ساده‌تر از مردها!

[Women love the simpler things in life **and what is simpler than** men!]

(Khodadadi 1384, p. 229)

- in short, briefly, to put it briefly

Scientists are rarely to be counted among the fun people. Awkward at parties, shy with strangers, deficient in irony– they have had no choice but to turn their attention to the close study of everyday objects.

دانشمندان را مشکل بتوان در جرگه‌ي آدم‌هاي خوش مشرب جا داد. اين جماعت در مهماني دست و پاي خود را گم مي‌کنند، با غريبه‌ها غريبي مي‌کنند، در طنز کم مي‌آورند و خلاصه چاره‌اي ندارند جز اين که خود را به مطالعه‌ي دقيق چيزهاي روزمره سرگرم کنند.

[Scientists are rarely to be counted among the fun people. Awkward at parties, shy with strangers, deficient in irony, **and in short** they have had no choice but to turn their attention to the close study of everyday objects.]

(Khodadadi 1384, p. 313)

- to, until

1953-73

1953 تا ۱۹۷۳، ۱۹۵۳ الي ۱۹۷۳

[1953 to 1973; 1953 until 1973]

January- June

ژانویه تا ژوئن، ژانویه الي ژوئن

[January to June; January until June]

COLON

- in other words, i.e., that is to say

Technique conferred a sense of power: man is now much less at the mercy of his environment than he was former times.

فن نوعي احساس قدرت پديد آورد؛ بدین معنی که انسان دیگر بسیار کم تر از گذشته های دور اسیر محیط بود.

[Technique conferred a sense of power; **that is to** say man is now much less at the mercy of his environment than he was former times.]

(Russell 1961, p. 481; Daryabandari 1373:, p. 683)

To follow in the footsteps of the martyrs and the saints, to pare away his flesh, to go to his death for his faith in Jesus Christ, and to enter Paradise bearing the instruments of martyrdom: the crown of thorns, the cross and the five nails...

به راه قدیسین شهید برود و وسوسه های نفسانی را از خود براند و زندگی خود را فدای ایمان به مسیح کند و همراه با وسایل شهادت خود یعنی با يك تاج خار و يك صلیب و پنج عدد میخ وارد بهشت شود...

[To follow in the footsteps of the martyrs and the saints, to pare away his flesh, to go to his death for his faith in Jesus Christ, and to enter Paradise bearing the instruments of martyrdom, **that is to say** the crown of thorns, the cross and the five nails...]

(Kazantzakis 1988, p. 30; Ghazi 1352, p. 45)

- because

There were constant wars, but until the coming of the French in 1494 they were almost bloodless: the soldiers were mercenaries, who were anxious to minimise their vocational risks.

دائماً جنگ‌هایی در جریان بود، اما تا زمان آمدنِ فرانسویان در ۱۴۹۴، این جنگ‌ها تقریباً بدونِ خون‌ریزی بود، زیرا سربازان مزدورانی بود که می‌خواستند مخاطراتِ وظایف خود را به حداقل برسانند.

[There were constant wars, but until the coming of the French in 1494 they were almost bloodless, **because** the soldiers were mercenaries, who were anxious to minimise their vocational risks.]

(Russell 1961, p. 486; Daryabandari 1373, p. 691)

- for example, such as

The men were laden with bundles and tools: shovels, spades, picks, scythes...

مردان کوله بارها و ابزارهای مختلفی از قبیل بیل و بیلچه و کلنگ و داس ... بر دوش داشتند.

[The men were laden with bundles and tools, **such as** shovels, spades, picks, scythes...]

(Kazantzakis 1986, p. 36; Ghazi 1352, p. 53)

It breeds odd personalities: children who at twelve are no longer childlike; adults who at fifty are children of twelve.

از این‌ها گذشته، [تغییر] انسان‌های شگفت‌آوری پدید می‌آورد، مثل کودکان دوازده ساله‌ای که دیگر حالتِ کودکانه ندارند و سالمندانی که در پنجاه سالگی چون کودکان دوازده ساله‌اند.

[It breeds odd personalities, **for example** children who at twelve are no longer childlike; adults who at fifty are children of twelve.]

(Toffler 1972, pp. 9-10; Kamrani 1374, p. 9)

Modern industrial technologies rest upon the use of vast amounts of capital: precision machinery, large-scale factories, and stocks of inventories.

در تکنولوژی صنعتی نوین بر استفاده از مقدار کلان سرمایه از قبیل ماشین آلات دقیق، کارخانه‌های عظیم و موجودی هنگفت انبار متکی‌اند.

[Modern industrial technologies rest upon the use of vast amounts of capital, **such as** precision machinery, large-scale factories, and stocks of inventories.]

- and he is but

The Renaissance, though it produced no important theoretical philosopher, produced one man of supreme eminence in political philosophy: Niccolo Machiavelli.

رنسانس فیلسوف نظری مهمی پدید نیاورد، اما در فلسفه‌ی سیاسی مردی به وجود آورد که مقام بسیار برجسته‌ای دارد؛ و این شخص نیکولو ماکیاولی است.

[The Renaissance, though it produced no important theoretical philosopher, produced one man of supreme eminence in political philosophy; **and he is but** Niccolo Machiavelli.]

(Russell 1961, p. 491; Daryabandari 1373, p. 696)

5.4.2 Examples of Persian to English translations

In translating from Persian to English, some English translators have conversely rendered Persian words into punctuation marks. The reasons may be the long-established rules of punctuation and its ubiquity in English.

- که (back-translated as “that”) to semicolon

نابوده به که بودن او غیر عار نیست

آن روح را که عشق حقیقی شعار نیست

دل جز برین منه که بجز مستعار نیست

...عشق است و عاشق است که باقی است تا ابد

'Twere better that the spirit, which wears not true love as a garment

Had not seen: its being is but shame.

'Tis love and lover that live to all eternity;

Set not thy heart on aught else: 'tis only borrowed.

(Nicholson 1898/1999, pp. 50-51, a ghazal by Rumi)

- که (back-translated as “that”) to a dash

برو این دام بر مرغی دگر نه

که عنقا را بلندست آشیانه

Go spread thy dainty nets for other wings –

Too high the Anca's nest for thee, my friend.

(Anca or angha is a phoenix.)

(Le Gallienne, in Arberry 1947/ 1974, p. 73-125, a ghazal by Hafiz)

- که (back-translated as “that”) to a colon

شنیدم که در وقت نزع روان

به هر مز چنین گفت نوشیروان

که خاطر نگهدارِ درویش باش

نه در بندِ آسایشِ خویش باش

I've heard that, while he yielded up his soul,

Thus spoke to Hurmuz, Nūshirvān:

Be a guardian of the poor man's mind,

Lie not in the bonds of your own ease!

(Wickens 2004, pp. 768-769, a passage from Saadi)

گل بخندید که از راست نرنجیم ولی

هیچ عاشق سخن سخت به معشوق نگفت

The rose laughed: “You will find that we at truth show no distress,

But never did a lover with harsh words his love so press.’

(Levy, in Arberry 1947/1974, pp. 47-97, a ghazal by Hafiz)

Va («وَ» back-translated as “and”), in this verse, to link two statements that contrast with each other has changed into a dash in the following example.

شراب و عیش نهان چیست کار بی بنیاد

زدیم بر صف رندان و هر چه بادا باد

The secret draught of wine and love repressed

Are joys foundationless— then come whate'er.

(Bell in Arberry 1947/1974, pp. 49-95, a ghazal by Hafiz)

5.5 Concluding Remarks

Using punctuation marks, as a relatively new tendency in Iran, has caused Persian translators to employ different strategies, including imitating the TL punctuation marks in the SL, omitting them, replacing them with the TL punctuation marks, translating them using lexical items and finally a combination of using both lexical and non-lexical items. Intersemiotic translation is the interpretation of lexical items by means of non-lexical items. The opposite can also be true. Rendering punctuation marks– non-lexical items– into words and phrases– lexical items – can be regarded as intersemiotic translation and as a dominant strategy applied by professional specialists of the field.

In the choice of using punctuation marks, the sole aim is to bring out more clearly the authors' thoughts. Punctuation aids reading and prevents misunderstanding on the part of both translators and final readers, i.e it is an aid to instant clarification. Translating punctuation marks into words and phrases, where possible, can facilitate quick comprehension by the readers of a translation. As an overall view, we have seen from the results of this study (section 4.4.8) that students with Persian as their native language are not sufficiently familiar with punctuation marks. Meanwhile, some issues regarding their educational significance were discussed. This is shown to be one of the very fundamental considerations in revising the Baker-Davies Model by adding a main category for non-lexical items which is neither 'at word level' nor beyond that.

Chapter 6: Conclusion and Suggestions for Further Studies

6.1 Discussion of the Main Results

This study set to shed light on the concept of strategy as one of the important notions in Translation Studies and the overbearing role it plays to improve translation competence. Once the significant role of strategy has been established in the theoretical part of the study, through engagement with existing literature for studying educationally significant areas of textual translation strategies, an empirical-analytical method was introduced and examined. Therefore, and as discussed, we could classify findings of this study into three main areas related to the three focal notions and labelled as: ‘translation strategies’, ‘translation competence’ and ‘paradigm of educational significance’. The latter issue was examined by an empirical method based on problem-strategy assessment of students’ translation projects.

After prioritising the main objectives of a translation course at university, we could provide a strategy-based model for consideration in a practical translation classroom and for any related educational activities like compiling translation course-books for a specific language pair. By practical translation classroom we mean the classroom which is mostly aimed at teaching translation rather than other facets of translation courses like teaching theories, improving language competence or secondary aspects of translation requirements such as skilfulness in dealing with translation tools or particular knowledge in a subject area.

The main categorisation of Baker, which was slightly revised by González Davies, was analysed and modified based on different theoretical facts. At the very beginning and fundamental step, Baker’s twofold categorisation which sees translation problems ‘at word level’ and ‘above word level’ was extended by adding a new category, ‘*at level of non-lexical items*’, by considering difference and less popularity of using punctuation marks in languages like Persian as target language. In the second degree, and according to analysis of the academic translation data, new subcategories were added to her list, while the importance of some of her subcategories was not seen in reality of current students’ works. Some of her categorisations for strategies overlap with one another, e.g. *translation by a more general equivalent* could cover *translation by a more neutral / less expressive word*, because when a word is more general, it will often be neutral and less expressive. Further *problems* could be added to her list which is of high importance like

when *a proper noun contains a semantic value which is worth preserving in translation, or situational word or expression in source text* and *Error in source text* (problem No. 30). For the latter we observed that it may not be related to the issue of non-equivalence; however, the strategies to cope with this problem and others have their own importance for a translator depending on the results of an educational significance paradigm.

In Chapter 2, based on the conceptual discussion and following the analysis of questionnaires received from the translation teachers in the higher education system in Iran, we could conclude that translation training needs fundamental scrutiny both in terms of defining its role and scope of its systematic application based on the empirical studies. Defining a strategy-based model for in-class and out-of-class activities is an essential requirement for the academic translation pedagogy. Running, improving and highlighting teacher training courses are also prominent requirements.

As was observed, among questionnaires received from 18 translation teachers, 83% of them directly or indirectly stated that they do not teach strategies prior to giving their students the translational tasks or exercises. This data supports the claim of this study that traditional or ad-hoc methods of translation training are still popular in translation courses in Iran. While not surprisingly, almost all of the teachers have not taken any teacher translation training course, we observed that current available and suitable translation course books for English into Persian or vice versa were not seen to be insufficient except by only 22% of the teachers. Another 22% of them also believed that the books are generally sufficient. Therefore, 56% of them saw the current course books as sufficient. The mentioned beliefs among majority of the teachers for sufficiency of the course books, along with their tendency to give less priority to teaching translation skills at a general translation training course showed that a strong necessity of the strategy-based method was not felt by the teachers. The researcher feels that checking the competence of students trained via such methods would be beneficial in further studies.

The disharmonious answers from the teachers for the importance of translational tasks were also noteworthy. There was not an adequate conformity between their views about the priority of educational tasks in a translation course. This could firstly be the result of the prevalence of traditional perspectives regarding translation training systems, in which the teaching of translation skills or what we see as strategies are overshadowed. The second reason is associated

with the lack of defining any translation training methods and the specific definition of the role of the courses in relation to the notion of translation competence which could have been offered through a specific teacher training course.

The definition of the term competence by researchers and institutions covers a range of different selections of translators' abilities. As discussed earlier, while being accepted as a standard term, translation competence is differently categorised both based on its conceptual considerations and on the requirements or goals of different institutions. The requirements and objectives of the institutions for defining the term have sometimes highlighted one or few aspects of the abilities and disregarded the others. The current trend, as it was also supported by the results of the questionnaires, gives priority to the first main requirement of translation courses which was defined as achieving and improving sufficient language competence, instead of translation skills.

This study suggested a strategy-based model which was a specified and advanced form of what has sometimes been called as process-oriented as opposed to product-oriented model by the researchers (e.g. in Gile 2009). Unlike the traditional model, the strategy-centred approach has its own unique characteristics. It is a purposeful way of training, which could be implemented on account of local and universal strategies as well as consideration of linguistic features of language pairs. The most important consideration of such an approach relies on definition and educational categorisation of the concept of strategy. Based on the systematic empirical studies, the classification of strategies has to be defined in terms of general and global ones.

Using the strategy-based model, the modern educational approach could enhance translation competence with educational tools and tactics. Motivating the students to practice triggering their creativity for employing appropriate strategies (Chesterman and Wagner 2002) or suggesting how to avoid the improper ones, working with subject-related terminology in specialised translation classrooms, and utilising modern tools such as computer-based translational corpus and online terminological sites could be of benefit to the pedagogical efficiency. Considering the cultural and situational issues, the specification of language pairs and the teaching objectives based on finding the educational significant strategies are also important. However, a common ground for understanding and practicing strategies is the most important translation-training-related activity.

In Chapter 3, the researcher tried to find and introduce an empirical method to categorise problematic points of translating texts in a specific language pair, as well as studying important translational strategies in an educational context. To seek educationally significant translation strategies, a model was built and suggested. The method focused on the English-into-Persian translation practice in an academic setting. However, it was discussed that the method for this case study will lead us to obtain a certain paradigm which is not based on the specific characteristics of either of the involved languages. Therefore, the model was said to have the capability of being generalised into other language pairs or by changing the direction of the source and target languages in this specific language pair.

It was explained that in order to categorise the educational problems in a classroom as a whole, we should observe two important considerations, which are teaching the strategies either *to be recommended and practiced* or *to be avoided* in a given context and for a particular text type. These are the main concerns of any training system which aims at teaching translation skills. It was stated that the important educational question to be answered, which is even more important than those two primary issues and reflects that missing part of the current educational setting is as follows ‘what are the *degrees of educational significance* for each ‘to be recommended and practiced’ and ‘to be avoided’ strategies?’

To find the answer for this practical issue, which could direct us to determine and give the importance to some area of problem-strategy sets and to make an effective method of translation training, a paradigm of educational significance was defined. For designing this paradigm, it was discussed that our reliance on the results of the frequency of each employed strategy used or not used by the students in our corpora, per se, is not that fruitful for the aim of arriving at our answer. What is important in this consideration is the relation between the *frequency of the occurrence of each strategy* on one side and the *average scores* given to that strategy by the raters at the other side. These two factors could theoretically be calculated as low, medium and high and could be considered educationally significant when, in general, one of the two coinciding situations will occur: High frequency plus low score which will result in finding areas *to be avoided*; and high score plus low frequency, which could indicate the areas *to be recommended and practiced*.

As we noticed, in this study the activities as for the following phases were carried out to reach the best results for analysing the relevant data: a) Choosing the suitable texts to be translated from the authentic materials; b) Distributing the texts to senior students in translation modules and instructing them over the aim of the research and the procedure; c) Collecting the translations and deciding to choose the more problematic parts of the texts; d) Arranging the specified tables in a strategy-selecting format; e) Getting them scored by three experienced translation teachers; f) Locating the problems and strategies according to the problem strategy boxes based on Baker-Davies strategy tables and codifying the problems and strategies; g) Calculating the average of the scores and frequencies with the aid of Excel worksheets; h) Taking Inter-rater reliability analysis; i) Organising some statistical considerations with regards to the aims of the study and research questions.

The phase f above found to be the most laborious and time-consuming attempt of the methodology for the researcher, which included identifying the nature of the problems and locating the related strategies, all in accordance with the previously categorised baker-Davies problem-strategy boxes and finally choosing titles for the new areas. This was itself a main part of data analysis.

Initial results of the analysis showed that the definitions of some translation problems themselves are blurred. For instance, we were not directly able to claim that a particular source language word is ‘semantically complex’, because complexity is not the straightforward fact. As another example, the areas of the criticism to which we initially referred were sometimes fuzzy, like overlap of translation *by a more general equivalent* and *by a neural word*. The same happened when analysing and categorising the strategies. For example, using two strategies by a translator for a single word primarily made us uncertain when deciding on the place of its categorisation. However, we concluded to make a criterion for choosing the dominant one or the one which related to the particular problem studied. The difficulty for all these instances specifically for English-Persian sets with not enough research materials and not even a single example in Baker’s course book was intensified. One solution for the identifying of the nature of the problems and strategies used by the students is defining a model for concluding the results from the teachers themselves specifically for the areas of debate.

Challenges to find translation problems settled to finding 32 translation problems while 23 strategies were found to be employed by the students to solve them. Each problem was studied in relation to its employed strategies in the specifically designed problem-strategy tables in which the scores by three raters were inserted in three columns in front of each named strategy. Each strategy was manifestation of one of the various textual solutions employed by each of 17 to 35 students in each translation classroom, and analysed later. By analysing each problem-strategy table, inclination of the students to use a specific strategy was calculated from their frequency of usage of that strategy, while the average scores given to that strategy were automatically calculated and categorised into three assigned levels of low, medium and high, by Excel worksheets. Among the answers it was found that only 3 to 8 strategies had been used by the students for each problem.

On the whole, we learnt from the empirical study that the numbers of educationally significant problem-strategy sets are low in comparison with the other sets. The problem-strategy paradigm based on educational significance was studied for *pattern 1 (HL: to be avoided)* and *pattern 2 (LH: to be recommended and practiced)* since confronting L (for low frequency) and H (for high score) or H (for high frequency) and L (for low score) has a strong educational importance. It was shown that how fast and easily these coincidences could be identified from among a large heap of complicated data, by meticulous implementation of the model.

Assuming one sub-model for the current case study, some primary results were obtained which are provided as examples of this case study to evaluate the paradigm. By the aid of Cronbach's Alpha measuring method, the model examined based on problems which had gained *good* or *acceptable* inter-rater reliabilities. For *to be avoided* pattern (LH), which was only occurred twice in the study, it was concluded that when a tension between accuracy and naturalness happens the possibility of mistake for misusing *literal translation* was involved specifically when *difficulties in pronunciation by adjoining two parts of collocated words* could happen. Moreover, excessively high level of misinterpretation for the problem 32 (*Different in role of adverb in source and target languages*) was also identified. For the area of *to be recommended and practiced* pattern (LH), more results from among the table of problem-strategy sets were found. Coincidence of Strategy 4, i.e. *translation by a contextual equivalent* to solve the terminological concept as well as semantic complexity was found to be significant.

6.2 Modification and Expandability of the Method

As was said, the problem-strategy paradigm was seen as a broad analytical perspective for translation training. It could, therefore, be aimed at testing and identifying educational significance of the strategies to be taught or considered in various aspects for any language pairs. Therefore, it could be implemented in translation training programs, either in their general policy of curriculum or course design, or in compiling course books as well as definition of syllabi and classroom activities. There are ways of improving the model in two main areas for other case studies and other language pairs in terms of modification and expandability. Some of these points could be considered as suggestions for further studies.

Regarding expandability of the method, we should be clear and careful in applying the model for other language pairs. While identifying translation behaviours and making the analysis itself will be similar for other pairs, separating problems and strategies into more detailed parts is likely to be, to some extent, languages-specific and could help to recognise more practical areas of deficiencies and the areas for recommendation. The factors which help to reduce subjectivity and increase the validity of the results could be named as follows for the case study and as overall.

For analysing each problem-strategy set to achieve global results, the study could be defined for combined language studies both in primary analyses as well as for the concluding paradigm. It means that by adding more languages to the study the validity of the global results will also be increased. The same texts could be given to be translated to as many languages as possible or merely the results of different language pairs from different educational and institutional corpora could be compared for specific areas of the educationally significant translation strategies.

For the sake of decreasing the level of subjectivity of scoring, increasing the number of raters may seem to be an immediate and obvious remedy. However, for enhancing the validity of the results, considering them in terms of value/weight of the scores based on categorisation of the raters might be of more important analytical benefit. It means that in a larger study, the raters, for instance, could be categorised into translator teachers, professional translators and researchers. Assigned ratios could be given to each rater or raters' grouping which to be considered in the final statistical calculations and analyses. In such a study, not only comparing the results acquired by each category of the raters will be important, but also cumulative analysis based on

the weight of the scores of each rater could theoretically be beneficial for increasing the validity of the results.

Furthermore, why not study the scoring of a classroom given by the students themselves? This may have another educational advantage through which by analysing their views, we could distinguish the areas of their errors on one side and their educational incapability in another side. After collecting their own projects we could involve them in the process of scoring. When they compare their work with others' work through analytical tables, they would realise the strategies employed by the other classmates. Some of them may find out their own errors and they may even score their own translations lower than their classmates'. This should be done with a special scrutiny and instruction. They should, for example, be ensured that the results are for research purposes only.

Further researches could be carried out by modifying the methodology according to situations. The effect of increasing the number of the raters was discussed. Moreover, the number of the texts and the students could be increased. To obtain more practical results, the number of the problems in each text could be increased while instead of general study of all possible problems, specific considerations for some strategies could be surveyed within different text types and genres and different groups of students and translators. While giving the texts to the professional translators, a comparative analysis could also be done between the results of each group. In order to examine the reliability of the results, especially when the amount of data will be increased, other statistical measurements and analyses could be helpful. Methods like correlations, ANOVA (variance) and alternatives for obtaining reliabilities could be discussed.

A new research could also use the valuable help of the teachers during the initial steps, not only for identifying the problems to be analysed, but also for selecting the problematic texts or sentences within a text by a statistical procedure. It would be possible to define a database from the current academic systems for any specific language pair and expanding the plan worldwide in order to seek for local and universal educational strategies. Online cumulative software could assess credibility of each choice (text, problem, strategy name, results, teacher translation-related profiles, etc.) and compare and accumulate the data in longer term projects. Educational strategies are also pathways for finding the degree translation difficulty between various

languages and for understanding the translation behaviour as a whole and its implication for the benefit of current translators in a universal context.

The areas of other patterns, which have been less dealt with in this study, could be analysed with a secondary degree of importance, depending on the nature of the research. For instance, LM and ML patterns will have greater priority than LL and HH to be re-tested and come under scrutiny. Moreover, analysis of the changes in educational significance by increasing the amount of data might be interesting. At least within a language pair and from a particular direction, it seems that an analysis may show the first part of the pattern, i.e. frequency will tend to stay consistent, by expanding the corpus, while the second part, i.e. the average scores, may be subject to fluctuation. This will be because of the nature of the problems which could bring predictable and therefore unswerving results, while the subjectivity of scoring may cause the second part to go up and down in each step of widening the scope of the research. In such a study, for instance, in an academic area with a persistent level of language and/or translation competence of the students, an LM pattern will probably tend to alter to LH or LL, but will be less likely to change to MM or HM. The level of consistency could also serve as a test of the reliability of the results.

The study overall has attempted to link the three concepts related to translation, strategy, universality, and competence, through quantitative and qualitative approaches. Though the empirical findings were planned within a defined case study of a language pair; it gives hope of achieving an achievement in universal scale for translation training at academia. A novel methodology, along with a series of simple analyses of the linguistic problem-strategy sets, tried to provide a more intelligently achieved paradigm based on logical facts and the aid of computerised examinations. This methodology could be a fundamental step towards practical and non-subjective boundaries based on what Gambier called ‘strong pedagogical and translation principles’ in the opening quotation of this study.

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Appendices

Appendix 1: Initial comment for the raters

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dear Professor,

In the tables provided in the following pages the strategies employed by the senior university students at translation modules will be examined. Strategies are those solutions they have found and naturally employed for the textual/linguistic problems during translation process. Please consider one of the following scores for each strategy, which has been employed by them depending on how you feel their answers are proper. You may insert the numbers in the score columns in each table. You are also requested to suggest a name or term for each linguistic problem on top of the tables.

Answer (strategy)	score
Irrelevant/wrong	0
Weak	1
Acceptable	2
Good	3
Excellent	4

Note 1: Kindly (ONLY) evaluate the mentioned word, phrase or expression and not the whole sentence. Meanwhile, please consider the acceptability of each employed equivalent in relation to the whole text and as it is used in the sentence or phrase by the students.

Note 2: If none of the answers is acceptable, please specify your own suggestion for the problematic word/phrase/expression in the space provided beneath the tables.

Note 3: As a guidance you may refer to the attached file for the name of problems and strategies mainly used by Mona Baker (2011)¹.

¹ Baker, Mona 1992/2011. *In Other Words, A Coursebook on Translation*. London and New York: Routledge.

Appendix 2: Problem-strategy tables and the related texts

Text No. 1: Brainstorming

Brainstorming

¹ Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a problem.² In 1953 the method was popularized by Alex Faickney Osborn in a book called *Applied Imagination*.³ Osborn proposed that groups could double their creative output with brainstorming.

⁴ To run a group brainstorming session effectively, do the following:

- ⁵ • Define the problem you want solved clearly, and lay out any criteria to be met.
- ⁶ • Keep the session focused on the problem.
- ⁷ • Ensure that no one criticizes or evaluates ideas during the session.⁸ Criticism introduces an element of risk for group members when putting forward an idea.⁹ This stifles creativity and cripples the free running nature of a good brainstorming session.
- ¹⁰ • Encourage an enthusiastic, uncritical attitude among members of the group.
- ¹¹ • Try to get everyone to contribute and develop ideas, including the quietest members of the group.
- ¹² • Let people have fun brainstorming.¹³ Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones.¹⁴ Welcome creativity.
- ¹⁵ • Ensure that no train of thought is followed for too long.
- ¹⁶ • Encourage people to develop other people's ideas, or to use other ideas to create new ones.
- ¹⁷ • Appoint one person to note down ideas that come out of the session.¹⁸ A good way of doing this is to use a flip chart.¹⁹ This should be studied and evaluated after the session.

²⁰ Where possible, participants in the brainstorming process should come from as wide a range of disciplines as possible.²¹ This brings a broad range of experience to the session and helps to make it more creative.

²² And again, it's worth exploring the use of computer-based tools for group brainstorming.²³ As long as you're reasonably quick with keyboard and mouse, these significantly improve the quality and effectiveness of a brainstorming session.

NO: 1

Table A 2-1: Students' problem-strategy table for P1 (Marked collocations in the source text)

translators	In 1953 the method was popularised by Alex Faickney Osborn in a book called <i>Applied Imagination</i> .	translation of: <i>Applied Imagination</i>	Back-translation	Score			Strategy
				R1	R2	R3	
1	این اصطلاح اولین بار در سال ۱۹۵۳ توسط الکس فیکنی اوزبورن در کتابی بنام تخیل عملی محبوبیت پیدا کرد.	تخیل عملی	Practical imagination	4	1	2	Translation by a marked collocation
2	در سال ۱۹۵۳ این روش در کتاب تخیل عملی از الکس فکنی از برن به شهرت رسید.	تخیل عملی	Practical imagination	4	1	2	Translation by a marked collocation
3	در سال ۱۹۵۳ این روش به وسیله الکس فکنی اسپرن در کتابی به نام تصورات انجام شده شناخته شد.	تصورات انجام شده	Carried out assumption	0	0	0	Misinterpretation
4	در سال ۱۹۵۳ مهارت نام برده توسط الکس فیکنی اسپورن در کتابی به نام تصویر کاربردی همگانی شد.	تصویر کاربردی	Applied image	1	2	0	Partial Misinterpretation
5	در سال ۱۹۵۳ میلادی روشی که توسط الکس فیکنی آزیون در کتاب خیال کاربردی بود مورد پسند واقع شد.	خیال کاربردی	Applied thought (dream)	2	1	2	Translation by a marked collocation
6	در سال ۱۹۵۳ میلادی روشی که توسط الکس فیکنی آزیون در خیالات کاربردی بود مورد پسند واقع شد.	خیالات کاربردی	Applied thoughts (dreams)	2	1	2	Translation by a marked collocation
7	در سال ۱۹۵۳ این روش توسط الکس	ابتکار کاربردی	Applied innovation	1	1	1	Partial Misinterpretation

	فیکنی آذربورن تحت عنوان "ابتکار کاربردی" معروف بود						
8	در سال ۱۹۵۳ این شیوه توسط الکس فیکنی اسپرن در کتاب تصورات کاربردی معروف شد	تصورات کاربردی	Applied imaginations	1	3	2	Partial Misinterpretation
9	این روش در سال ۱۹۳۵ توسط الکس فکسنی اسپرن در کتابی تحت عنوان تصورات کاربردی مطرح و به شهرت رسید.	تصورات کاربردی	Applied imaginations	1	3	2	Partial Misinterpretation
10	این شیوه در سال ۱۹۵۳ میلادی در قالب کتابی به اسم خلاقیت کاربردی (applied imagination) توسط الکس فیکنی آذربورن بر سر زبان ها افتاد.	خلاقیت کاربردی (applied imagination)	Applied creativity [+ the same word from source text in parenthesis] ⁵⁹	2	3	1	Translation by a contextual equivalent
11	در سال ۱۹۵۳ این روش توسط فردی بنام آلکس فیکنی اسپرن در کتابی که نامش ابتکار عملی بود رواج یافت	ابتکار عملی	Practical innovation	2	0	1	Translation by a contextual equivalent
12	این شیوه در سال ۱۹۵۳ توسط آلکس فیکنی اسپرن با کتابی بنام تصورات کاربردی شهرت یافت	تصورات کاربردی	Applied imaginations	1	3	1	Partial Misinterpretation
13	این روش در سال ۱۹۵۳ توسط " الکس فیکنی آذربورن" در یک	ابتکارات کاربردی	Applied innovations	1	1	1	Partial Misinterpretation

⁵⁹ What is in parenthesis is an additional explanation and is not considered as the main strategy. I also think that it is neither borrowing nor transliteration. It is keeping the exact word untranslated to show the original form of what they have translated. It is the demonstration of a part of the source text only.

	کتاب به نام ابتکارات کاربردی محبوبیت پیدا کرد						
14	در سال ۱۹۵۳ این روش توسط فردی به نام آلکس اسپرن در کتابی که اسم آن ابتکار عملی بود رواج یافت	ابتکارات عملی	Practical innovations	2	0	1	Translation by a contextual equivalent
15	این روش در سال ۱۹۵۳ توسط الکس فکنی اسپورن در کتابی بنام تصور کاربردی مشهور شده است	تصور کاربردی	Applied imagination	1	3	2	Partial Misinterpretation
16	این روش در سال ۱۹۵۳ توسط الکس فینکی آزرین در کتابی به اسم خیال پردازی کاربردی رواج یافت	خیال پردازی کاربردی	Applied daydreaming	1	2	3	Translation by a contextual equivalent
17	در سال ۱۹۵۳ این روش توسط الکس فینکی اوزبورن در کتابی به نام "به کارگیری قدرت تخیل" مورد محبوبیت مردم واقع شد.	"به کارگیری قدرت تخیل"	"Utilisation of the imagination power"	2	1	1	Partial Misinterpretation
Average Scores and Ttl.Ave.Scr				1.65	1.53	1.41	1.52
Overall View of the table: The first two (three) more frequent strategies: 3: Partial misinterpretation (41%) and 1: Translation by a marked collocation (24%) and 4: Translation by a contextual equivalent (24%) // The Best Scored: 1: Translation by a marked collocation// The Worst Scored: 2: Misinterpretation// Inter-rater reliability: Low (0.21)							

Table A2-2: Students' problem-strategy table for P2 (The source language word is semantically complex)

	In 1953 the method was popularised by Alex Faickney Osborn in a book called Applied Imagination.	popularised	Back-translation	Score			Strategy
				R1	R2	R3	
1	این اصطلاح اولین بار در سال ۱۹۵۳ توسط الکس فیکنی اوزبورن در کتابی بنام تخیل عملی محبوبیت پیدا کرد.	محبوبیت پیدا کرد	Found popularity	0	2	2	Contextual Misinterpretation
2	در سال ۱۹۵۳ این روش در کتاب تخیل عملی از الکس فیکنی از برن به شهرت رسید.	به شهرت رسید	Became famous	1	1	3	Translation by a more neutral word
3	در سال ۱۹۵۳ این روش به وسیله الکس فیکنی اسپرن در کتابی به نام تصورات انجام شده شناخته شد.	شناخته شد	Was recognised	1	0	2	Translation by a more neutral word
4	در سال ۱۹۵۳ مهارت نام برده توسط الکس فیاکنی اسپورن در کتابی به نام تصویر کاربردی همگانی شد.	همگانی شد	Became public	2	3	1	Translation by a more neutral word
5	در سال ۱۹۵۳ میلادی روش که توسط الکس فیکنی آزون در کتاب خیال کاربردی بود مورد پسند واقع شد.	مورد پسند واقع شد	Was chosen	0	2	1	Contextual Misinterpretation

6	در سال ۱۹۵۳ میلادی روشی که توسط الکس فیکنی آزیون در خیالات کاربردی بود مورد پسند واقع شد	مورد پسند واقع شد	Was chosen	0	2	1	Contextual Misinterpretation
7	در سال ۱۹۵۳ این روش توسط آکس فیکنی آزیون تحت عنوان "ابتکار کاربردی" معروف بود	معروف بود	Was famous	0	1	1	Partial (tense) misrepresentation
8	در سال ۱۹۵۳ این شیوه توسط الکس فیکنی اسپرن در کتاب تصورات کاربردی معروف شد	معروف شد	Became famous	1	1	2	Translation by a more neutral word
9	این روش در سال ۱۹۳۵ توسط الکس فکسنی اسپورن در کتابی تحت عنوان تصورات کاربردی مطرح و به شهرت رسید.	مطرح و به شهرت رسید	Was introduced and became popular	1	2	2	Translation by a more neutral word
10	این شیوه در سال ۱۹۵۳ میلادی در قالب کتابی به اسم خلاقیت (کاربردی applied imagination) توسط الکس فیکنی آزیون بر سر زبان ها افتاد..	بر سر زبان ها افتاد	Was renowned	2	3	2	Translation by a more neutral word
11	در سال ۱۹۵۳ این روش توسط فدی به نام آکس فیکنی اسپرن در کتابی که نامش ابتکار عملی بود رواج یافت.	رواج یافت	Came into vogue	1	3	2	Translation by a more neutral word
12	این شیوه در سال ۱۹۵۳ توسط آکس فیکی اسپورن با کتابی بنام تصورات کاربردی شهرت یافت.	شهرت یافت	Became famous	1	3	3	Translation by a more neutral word
13	این کتاب در سال ۱۹۵۳ توسط " الکس	محبوبیت پیدا کرد	Found popularity	0	2	2	Contextual Misinterpretation

	فیکنی ازبرن" در یک کتاب به نام ابتکارات کاربردی محبوبیت پیدا کرد.						
14	در سال ۱۹۵۳ این روش توسط فردی به نام آکس اسپرن در کتابی که اسم آن ابتکار علمی بود رواج یافت.	رواج یافت	Came into vogue	1	3	1	Translation by a more neutral word
15	این روش در سال ۱۹۵۳ توسط الکس فکنی اسپورن در کتابی بنام تصور کاربردی مشهور شده است.	مشهور شده است	Has become famous	1	2	2	Translation by a more neutral word
16	این روش در سال ۱۹۵۳ توسط الکس فیکنی ازبرن در کتابی به اسم خیال پردازی کاربردی رواج یافت.	رواج یافت	Came into vogue	1	3	1	Translation by a more neutral word
17	در سال ۱۹۵۳ این روش توسط الکس فیتکی اوزبورن در کتابی به نام "به کارگیری قدرت تخیل" مورد محبوبیت مردم واقع شد.	مورد محبوبیت مردم واقع شد	Became popular among people	0	1	2	Misinterpretation
Average Scores and Ttl.Ave.Scr				0.76	2.00	1.76	1.51
Overall View of the table: The first two more frequent strategies: 6: Translation by a more neutral / less expressive word (65%) and 23: Contextual misinterpretation (24%)// The Best Scored: 6: Translation by a more neutral / less expressive word // The Worst Scored: 2: Misinterpretation// Inter-rater reliability: Low (0.27)							

Table A2-3: Students' problem-strategy table for P3 (Situational word or expression in source text)

	To run a group brainstorming session effectively...	Equivalent for: To run ... [effectively]	Back-translation	Scores			Strategy
				R1	R2	R3	
1	برای اجرای موثر طوفان فکری در جلسه گروه...	برای اجرای موثر	For the effective implementation	3	3	1	Translation by a more general word
2	برای برقراری جلسه موثر طوفان مغزی گروهی...	برای برقراری موثر	For the effective constitution	2	2	1	Translation by a more neutral/less expressive word
3	برای ایجاد گروه ذهن انگیزی موثر...	برای ایجاد موثر	For the effective creation	1	1	1	Partial Misinterpretation
4	به منظور کنترل موثر جلسه مهارت بارش فکری ...	به منظور کنترل موثر	To control effectively	1	3	1	Partial Misinterpretation
5	برای راه اندازی جلسه کارآمد اندیشه گشایی...	برای راه اندازی کارآمد	For the efficient establishment	1	2	1	Literal equivalence
6	برای راه اندازی جلسه کارآمد اندیشه گشایی ...	برای راه اندازی کارآمد	For the efficient establishment	1	2	1	Literal equivalence
7	برای اجرای جلسه جرقه فکری گروهی موثر...	برای اجرای موثر	For the effective implementation	2	3	1	Translation by a more general word
8	برای ایجاد یک جلسه مفید برای تخلیه افکار...	برای ایجاد مفید	For the useful creation	1	0	1	Misinterpretation
9	برای اجرای موثر جلسه بارش ذهنی...	برای اجرای موثر	For the effective implementation	3	2	1	Translation by a more general word

10	اقدامات لازم برای اداره ی کارآمد یک جلسه طوفان فکری گروهی...	برای اداره کارآمد	For the efficient administration	4	3	1	Translation by a contextual equivalent
11	برای ایجاد یک نشست گروهی در مورد فکر بکر...	برای ایجاد	For the creation	0	0	1	Misinterpretation
12	برای اینکه یک جلسه گروهی طوفان مغز را بتوان بطور موثر مدیریت کرد...	برای مدیریت موثر	For the effective management	4	4	1	Translation by a contextual equivalent
13	برای اینکه بتوان یک جلسه گروهی طوفان فکری موثر را اداره نمود...	برای اداره موثر	For the effective administration	1	4	1	Literal equivalence
14	برای ایجاد یک نشست گروهی در مورد فکر بکر...	برای ایجاد	For the creation	0	0	1	Misinterpretation
15	برای اجرای یک جلسه افکار بکر و خلاقانه به طور موثر...	برای اجرای موثر	For the effective implementation	3	1	1	Translation by a more general word
16	برای اجرای یک جلسه مشکل گشایی گروهی به گونه ای کارآمد...	برای اجرای کارآمد	For the efficient performance	2	2	1	Translation by a more general word
17	برای برگزار کردن یک جلسه ی طوفان مغزی گروهی...	برای برگزار کردن	For running	1	2	3	Partial Misinterpretation
Average Scores and Ttl.Ave.Scr				1.47	2.06	1.12	1.55
<p>Overall View of the table: The first two (three) more frequent strategies: 5: Translation by a more general equivalent (or superordinate)(%29) and 2: Misinterpretation (18%) and 3: Partial misinterpretation (18%) and 11: Literal translation (18%) // The Best Scored: 5: Translation by a more general equivalent (or superordinate)// The Worst Scored: 2: Misinterpretation// Inter-rater reliability: Low (0.32)</p>							

Text No. 2: Babies Feel Pain like Adults

Babies feel pain like adults

The brains of babies "light up" in a very similar way to adults when exposed to the same painful stimulus, a pioneering Oxford University brain scanning study has discovered. It suggests that babies experience pain much like adults.

The study looked at 10 healthy infants aged between one and six days old and 10 healthy adults aged 23-36 years. Infants were recruited from the John Radcliffe Hospital, Oxford (UK) and adult volunteers were Oxford University staff or students, Medical Xpress reported.

During the research, babies, accompanied by parents and clinical staff, were placed in a Magnetic Resonance Imaging (MRI) scanner where they usually fell asleep. MRI scans were then taken of the babies' brains as they were 'poked' on the bottom of their feet with a special retracting rod creating a sensation 'like being poked with a pencil' - mild enough that it did not wake them up. These scans were then compared with brain scans of adults exposed to the same pain stimulus.



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NO:2

Table A2-4: Students' problem-strategy table for P4 (Marked collocations in the source text)

	The brains of babies “light up” in a very similar way to adults when exposed to the same painful stimulus.	Brain... light up	Back- translation	Score			Strategy
				R1	R2	R3	
1	مغز نوزادان در زمانی که در معرض یک محرک دردناک قرار می گیرد به اندازه مغز یک بزرگسال درد را حس می کند.	مغز...حس می کند	Brain feel	2	1	1	Partial Misinterpretation
2	مغز کودکان وقتی که در معرض تحریک دردناک (بر اثر درد تحریک می شود)، درست مانند بزرگسالان عمل می کند.	مغز...عمل می کند	Brain ... work	2	2	1	Translation by a more general equivalent
3	مغز کودکان به شیوه ای کاملاً مشابه به بزرگسالان هنگام مواجهه با محرک های یکسان درد از خود واکنش یکسانی نشان می دهد.	مغز...واکنش نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation
4	تحریک مغز کودکان در برابر محرک های درد پاسخی کاملاً شبیه بزرگسالان را می دهد.	مغز...پاسخ می دهد	Brain ... response	2	3	2	Translation by a more general equivalent
5	ذهن کودکان در زمان رویارویی با محرک های دردناک بسیار مشابه با ذهن بزرگسالان واکنش نشان می دهد.	ذهن...واکنش نشان می دهد	Brain light up	4	4	2	Translation by a marked collocation
6	نوار مغز...واکنش کودکان به محرک های درد شبیه به بزرگسالان داشت.	مغز...واکنش داشت	Brain ... had a reaction	2	3	1	Partial misinterpretation
7	مغز کودکان در موارد مشابه بسیاری مانند بزرگسالان وقتی که در معرض محرک های دردآور قرار می گیرد از خود واکنش نشان می دهد.	مغز...واکنش نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation
8	زمانی که کودکان با یک محرک دردناک مشابه بزرگترها مواجه می شوند، مغزشان به طرز خیلی مشابه با بزرگسالان، واکنش نشان می دهد.	مغز...واکنش نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation
9	مغز کودکان زمانی که در معرض محرک های دردناک یکسان قرار می گیرند کاملاً شبیه بزرگسالان عکس العمل نشان می دهد.	مغز...عکس العمل نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation
10	مغز کودکان در طریقی همانند بزرگسالان وقتی که در مقابل تحریک یکسان قرار می گیرد عکس العمل نشان می دهند.	مغز...عکس العمل نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation
11	مغز کودکان در واکنش به دردهای تحریک آمیز مثل مغز بزرگسالان عکس العمل نشان می دهد.	مغز...واکنش نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation

12	کودکان هم مانند بزرگسالان در برابر محرک های دردناک واکنش نشان می دهند.	[کودکان] ... واکنش نشان می دهند	[children]... light up	4	4	2	Translation by a superordinate
13	مغز کودکان بسیار شبیه به طریقی که بزرگسالان به یک محرک دردناک پاسخ می دهند، عمل می کند.	مغز... پاسخ می دهد	Brain ... respond	2	3	2	Translation by a more general equivalent
14	مغز کودک در خیلی چیزها همانند یک فرد بالغ درد و ناراحتی را همان جور واکنش نشان می دهد.	مغز... واکنش نشان می دهد	Brain light up	4	4	3	Translation by a marked collocation
15	مغز کودکان مانند بزرگسالان در محرک های دردآور ظاهر شده، عکس العمل نشان می دهند.	مغز... عکس العمل نشان می دهند	Brain light up (plural)	4	4	3	Translation by a marked collocation
16	هنگام واکنش نوزادان نسبت به درد، مغز آنها شباهت بسیار زیادی به بزرگسالان دارد.	مغز... واکنش دارد	Brain ... has a reaction	3	3	2	Partial misinterpretation
17	مغز نوزادان به هنگام مرگ شباهت زیادی به بزرگسالان دارد.	مغز... [به هنگام مرگ] شباهت دارد	Brain [in time of death] is similar to ...	0	0	1	Misinterpretation
18	زمانی که کودکان در معرض بدنی محرکات دردناک قرار می گیرند مغز آنها در بسیاری از موارد مشابه مانند بزرگسالان عمل می کند.	مغز... عمل می کند	Brain of... work	2	2	3	Translation by a more general equivalent
19	کودکان در برابر محرک های دردآور بسیار شبیه به مغز بزرگسالان عمل می کنند.	کودکان-... عمل می کنند	[children]... work	2	1	2	Partial Misinterpretation
20	هنگامی که کودکان در معرض محرک درد قرار می گیرند عکس العملشان شبیه بزرگسالان است.	[کودکان]-... عکس العمل دارند	[children]... light up	4	3	2	Translation by a marked collocation
21	مغز کودکان بسیار شبیه به بزرگسالان عمل می کند. زمانی که محرک های دردناکی در مغز کودکان پدیدار می شود مغز آنها بسیار شبیه به روند مغزی بزرگسالان عمل می کند.	مغز... عمل می کند	Brain ... work	2	2	3	Translation by a more general equivalent
22	هنگامی که مغز کودکان در برابر یک محرک دردناک قرار می گیرد بسیار شبیه به مغز افراد بزرگسال عمل می کند.	مغز... عمل می کند	Brain ... work	2	2	3	Translation by a more general equivalent
23	مغز کودکان زمانی که در معرض محرک های درد قرار می گیرد عملکردی مشابه بزرگسالان دارد.	مغز... عمل کرد دارد	Brain ... has function [like ...]	2	3	2	Partial misinterpretation
Average Scores and Ttl.Ave.Scr				2.9	2.9	2.3	2.72
				1	6	0	

Overall View of the table: The first two more frequent strategies: 1: Translation by a marked collocation (39%) and 5: Translation by a more general equivalent (or superordinate) (30%) // The Best Scored: 1: Translation by a marked collocation // The Worst Scored: 2: Misinterpretation// Inter-rater reliability: Good (0.86)

Table A2-5: Students' problem-strategy table for P5 (Lack of specific use of punctuation marks in target language)

	From John Radcliffe hospital, Oxford (UK),	Oxford(UK),	Back-translation	Scores			Strategy
				R1	R2	R3	
1	بیمارستان رادکلیف	- -	[Râdklif hospital]	0	1	0	Omission
2	بیمارستان جان رادکلیف	- -	[Jân Râdklif hospital]	0	1	0	Omission
3	بیمارستان رادکلیف آکسفورد انگلیس	آکسفورد انگلیس	[Jân Radklif hospital] of Âksford of England	3	2	2	Replacing commas by genitive construction (non-lexical by lexical items)
4	بیمارستان جان رادکلیف آکسفورد بریتانیا	آکسفورد بریتانیا	[Jân Râdklif hospital] of Âksford UK	4	4	3	Replacing commas by genitive construction (non-lexical by lexical items)
5	بیمارستان جان رادکلیف آکسفورد (بریتانیا)	آکسفورد (بریتانیا)	[Jân Râdklif hospital] of Âksford (UK)	4	4	3	Replacing commas by genitive construction (non-lexical by lexical items)
6	بیمارستان جان رادکلیف آکسفورد بریتانیا	آکسفورد بریتانیا	[Jân Râdklif hospital] of Âksford UK	4	4	3	Replacing commas by genitive construction (non-lexical by lexical items)
7	بیمارستان جان رادکلیف آکسفورد	آکسفورد..... -	[Jân Râdklif hospital] of Âksford - ...	2	3	2	Replacing commas by genitive construction (non-lexical by lexical items)
8	بیمارستان رادکلیف و آکسفورد	آکسفورد -	[Jân Râdklif hospital] and Âksford - ...	2	2	2	Replacing commas by genitive construction (non-lexical by lexical items) + Partial misinterpretation
9	بیمارستان رادکلیف آکسفورد انگلستان	آکسفورد انگلستان	[Jân Râdklif hospital] of Âksford (England)	3	4	2	Replacing commas by genitive construction (non-lexical by lexical items)
10	بیمارستان جان رادکلیف	- -	[Jân Râdklif	0	2	0	Omission

			hospital]				
11	بیمارستان جان	- -	[Jân hospital]	0	1	0	Omission
12	بیمارستان جان رادکلیف	- -	[Jân Râdklif hospital]	0	2	0	Omission
13	بیمارستان جان رادکلیف	- -	[Jân Râdklif hospital]	0	2	0	Omission
14	بیمارستان جان رادکلیف	- -	[Jân Râdklif hospital]	0	2	0	Omission
15	بیمارستان رادکلیف	- -	[Râdklif hospital] -	0	1	0	Omission
16	بیمارستان رادکلیف	- -	[Râdklif hospital]	0	1	0	Omission
17	بیمارستان جان رادکلیف	- -	[Jân Râdklif hospital]	0	3	0	Omission
18	بیمارستان رادکلیف انگلیس	- انگلیس	[Râdklif hospital] of England	2	3	1	Partial Omission
19	بیمارستان جان رادکلیف	- -	[Jân Râdklif hospital]	0	2	0	Omission
20	بیمارستان جوہان رادکلیف	- -	[Johân Râdklif hospital]	0	1	0	Omission + Mispronunciation
21	بیمارستان جان	- -	[Jân hospital]	0	1	0	Omission
22	بیمارستان جان رادکلیف شہر آکسفورد	شہر آکسفورد	[Jân Radklif hospital] of Âksford city	2	3	2	Replacing commas by genitive construction (non-lexical by lexical items) + Classifier
23	John Radcliffe بیمارستان	- -	[John Radcliffe hospital] [Borrowing the SL word and alphabet for the name of hospital]	0	1	0	Omission
Average Scores and Ttl.Ave.Scr				1.13	2.17	0.87	1.39

Overall View of the table: The first two more frequent strategies: 8: Omission (61%) and 21: Replacing commas by genitive construction (non-lexical by lexical items) + Classifier (35%)// The Best Scored: 21: Replacing commas by genitive construction (non-lexical by lexical items) + Classifier// The Worst Scored: 8: Omission// Inter-rater reliability: Good (0.95)

Table A2-6: Students' problem-strategy table for P6 (A proper noun contains a semantic value which is worth preserving in translation)

	Medical Xpress reported.	Medical Xpress	Back-translation	Score			Strategy
				R1	R2	R3	
1	-	-	-	0	0	0	Omission
2	به گزارش خبرگزاری X	خبرگزاری X	Eks news agency	1	1	1	Partial Omission
3	-	-	-	0	0	0	Omission
4	به گزارش	-	-	0	1	0	Omission
5	خبرگزاری پزشکی گزارش می دهد	خبرگزاری پزشکی	Medical news agency	1	2	1	Translation using a more general word (superordinate)
6	به گزارش مدیکال اکسپرس	مدیکال اکسپرس	Medikâl Eksperes	4	3	2	Transliteration
7	به گزارش خبرگزاری مدیکال	خبرگزاری مدیکال	Medikâl news agency	1	1	2	Translation using a more general word (superordinate)
8	گزارش پزشکی	پزشکی	Medical	1	1	0	Partial omission
9	به گزارش پزشکی (اکسپرس)	پزشکی (اکسپرس)	Medical (Eksperes)	2	1	1	Literal translation + transliteration
10	طب اکسپرس گزارش کرد	طب اکسپرس	Eksperes medicine	2	2	1	Coin a new phrase keeping the general characteristics
11	طبق گزارش اکسپرس مدیکال	اکسپرس مدیکال	Eksperes Medikâl	3	3	1	Transliteration
12	-	-	-	0	0	0	Omission
13	مطبوعات پزشکی اعلام کرد	مطبوعات پزشکی	Medical press	2	2	1	Translation using more general words
14	به گزارش مدیکال اکسپرس	مدیکال اکسپرس	Medikâl Eksperes	4	4	2	Transliteration
15	اکسپرس گزارش کرد	اکسپرس	Eksperes	1	2	1	Partial Omission
16	به گزارشی از مدیکال اکسپرس	مدیکال اکسپرس	Medikâl Eksperes	4	3	2	Transliteration
17	به گزارش بیانات پزشکی	بیانات پزشکی	Medical statements	1	0	1	Partial Misinterpretation
18	به گزارش مطبوعات پزشکی	مطبوعات پزشکی	Medical press	2	2	2	Translation using more general

							words
19	به گزارش مطبوعات پزشکی	مطبوعات پزشکی	Medical press	2	2	2	Translation using more general words
20		-	-	0	0	0	Omission
21	بر اساس گزارشات پزشکی	گزارشات پزشکی	Medical reports	1	1	1	Translation using more general words
22		-	-	0	0	0	Omission
23	Medical از Xpress	Medical Xpress	Medical Xpress	2	1	2	Translation using loan word by exact SL alphabets
Average Scores and Ttl.Ave.Scr				1.48	1.39	1.00	1.29
<p>Overall View of the table: The first two (three) more frequent strategies: 5: Translation by a more general equivalent (or superordinate) (26%) and 8: Omission (26%) and 9: Transliteration or using a loan word (17%)// The Best Scored: 9: Transliteration or using a loan word // The Worst Scored: 8: Omission // Inter-rater reliability: Good (0.91)</p>							

Table A2-7: Students' problem-strategy table for P7 (Situational word or expression in source text)

	Infants were recruited from the John Radcliffe Hospital	recruited	Back-translation	Scores			Strategy
				R1	R2	R3	
1	این نوزادان از بیمارستان ... آورده شده بودند.	آورده شده بودند	Were brought	1	3	0	Translation by a more neutral word
2	کودکانی که به تازگی در بیمارستان ... متولد شده بودند.	متولد شده بودند	Were born	0	0	1	Misinterpretation
3	این نوزادان از بیمارستان ... به این مطالعه ملحق شده بودند.	ملحق شده بودند	Were joined	4	0	0	Translation by a more neutral word
4	کودکان از بیمارستان ... انتخاب شدند.	انتخاب شدند	Were selected	3	3	0	Translation by a more general word
5	نوزادان از بیمارستان ... مرخص شده بودند.	مرخص شده بودند	Were discharged	0	0	1	Misinterpretation
6	نوزادان از بیمارستان ... آورده شده بودند.	آورده شده بودند	Were brought	1	3	2	Translation by a more neutral word
7	مغز نوزادان در بیمارستان ... مورد بررسی و مطالعه قرار گرفتند.	مورد بررسی و مطالعه قرار گرفتند	Were analysed and studied	0	1	2	Misinterpretation
8	کودکان از بیمارستان ... انتخاب شده بودند.	انتخاب شده بودند	Had been selected	3	4	0	Translation by a more general word
9	کودکان از بیمارستان ... انتخاب شدند.	انتخاب شدند	Were selected	3	3	1	Translation by a more general word
10	نوزادان از بیمارستان ... گرفته شدند.	گرفته شدند	Were taken	1	1	1	Translation by a more neutral word
11	نوزادان از بیمارستان ... بودند.	بودند	Were	1	1	1	Translation by a more neutral word
12	کودکان از بیمارستان ... انتخاب شدند.	انتخاب شدند	Were selected	3	3	0	Translation by a more general word
13	کودکان از بیمارستان ... آوردند.	آوردند	Took	1	1	1	Translation by a more neutral

							word
14	کودکان مانند نیروهای تازه از بیمارستان... هستند.	نیروهای تازه	New forces	0	0	2	Misinterpretation
15	این کودکان از بیمارستان... گرفته شده بودند.	گرفته شده بودند	Were taken	1	2	1	Translation by a more neutral word
16	نوزادان تازه متولد شده بیمارستان...	تازه متولد شده	Newborn	0	0	2	Misinterpretation
17	نوزادان تازه متولد شده بیمارستان... بودند.	تازه متولد شده بودند	Were newborns	0	0	1	Misinterpretation
18	نوزادان از بیمارستان... انتخاب شدند.	انتخاب شدند	Were selected	3	3	2	Translation by a more general word
19	این نوزادان از بیمارستان... انتخاب شدند.	انتخاب شدند	Were selected	3	3	2	Translation by a more general word
20	اطفال از بیمارستان... بودند.	بوندند	Were	1	1	0	Translation by a more neutral word
21	کودکان تازه متولد شده از بیمارستان... بودند.	تازه متولد شده	Newborn	0	0	1	Misinterpretation
22	نوزادان از بیمارستان... انتخاب شدند.	انتخاب شدند	Were selected	3	3	0	Translation by a more general word
23	نوزادان تازه به دنیا آمده در بیمارستان... بودند.	تازه به دنیا آمده	Newborn	0	0	2	Misinterpretation
Average Scores and Ttl.Ave.Scr				1.39	1.52	1.00	1.30
<p>Overall View of the table: The first two more frequent strategies: 6: Translation by a more neutral / less expressive word (39%) and 2: Misinterpretation (35%)// The Best Scored: 5: Translation by a more general equivalent (or superordinate)// The Worst Scored: 2: Misinterpretation// Inter-rater reliability: Low (0.28)</p>							

Text No. 3: Mass media

The Mass Media and Violence

¹The mass media—radio, television, movies, and the Internet—have a huge influence on the way people, especially young people, view the world around them.²No one claims that the high level of U.S. violence has any one cause, but most people wonder if the mass media are part of the problem.

³There is a lot of violence in today's mass media.

⁴The typical youngster in the United States watches about four hours of television each day, and many television shows, including cartoons, contain plenty of violence.⁵Over the course of a year, estimates suggest that a typical child observes roughly 12,000 violent acts (D. S. Barry, 1993; Groves, 1997).

⁶Movies, on average, are more violent than television shows.⁷One sign of how serious the problem of violence in the mass media has become is that a decade ago, the American Medical Association (AMA, 1997) declared the mass media to be a hazard to our health.⁸Many people seem to agree: The AMA reports that three-fourths of U.S. adults say they have either turned off a television program or walked out of a movie because of disturbing levels of violence.

⁹In a statistical study of violence on television shows broadcast during the 2000–01 season, the Center for Media and Public Affairs (2002) counted an average of fifteen scenes involving serious violence (defined as murder, aggravated assault, rape, and kidnapping) per hour, and they observed the same level of violence in movies.

¹⁰A violent scene every four minutes may seem high.¹¹But the researchers noted a modest decline in the rate of serious violence on television compared to a few years earlier.¹²Perhaps, they suggested, criticism of TV violence is having some effect.¹³But the researchers found no change in the level of violence in the movies.

¹⁴If the level of violence on television and in movies remains high, the researchers conclude, we need a more effective rating system in order to allow viewers (especially parents monitoring what their children watch) to know what to expect.¹⁵Of the five most violent TV shows in the study, four were given the mild PG ("Parental Guidance") rating (R. S. Lichter, 2002).

Table A2-8: Students' problem-strategy table for P8 (Specific use of punctuation marks)

	The mass media - radio, television, movies, and the Internet - have a huge influence . . .	Punctuation : -... -	Back-translation	Strategy			Strategy
				R1	R2	R3	
1	رسانه های جمعی- رادیو، تلویزیون، سینماها و اینترنت-...	-	-	1	2	3	Punctuation Transference
2	رسانه های همگانی از قبیل رادیو، تلویزیون، فیلم ها و اینترنت...	از قبیل	As	4	4	3	Replacement by verbal signs
3	رسانه های جمعی - رادیو، تلویزیون، سینما و اینترنت - ...	-	-	1	2	3	Punctuation Transference
4	رسانه های گروهی - رادیو، تلویزیون، سینما و اینترنت - ...	-	-	1	2	3	Punctuation Transference
5	وسایل ارتباط جمعی- رادیو، تلویزیون، سینما و اینترنت -...	-	-	1	2	3	Punctuation Transference
6	رسانه گروهی - رادیو، تلویزیون، فیلم ها (سینمایی) و اینترنت- ...	-	-	1	2	3	Punctuation Transference
7	رسانه های جمعی که شامل رادیو، تلویزیون، سینما و اینترنت می باشد، ...	که شامل	Including	4	3	2	Replacement by verbal signs
8	رسانه های گروهی مانند رادیو، تلویزیون، فیلم ها و اینترنت، ...	مانند	Like	4	4	3	Replacement with verbal signs
9	وسایل ارتباط جمعی - رادیو، تلویزیون، فیلم ها و اینترنت-...	-	-	1	2	3	Punctuation Transference
10	وسایل ارتباط جمعی مانند رادیو، تلویزیون، فیلم ها و اینترنت ...	مانند	Like	4	4	3	Replacement by verbal signs
11	رسانه های جمعی از قبیل رادیو، تلویزیون، سینماها و اینترنت ...	از قبیل	As	4	4	3	Replacement by verbal signs
12	رسانه های جمعی از قبیل رادیو، تلویزیون، سینما و اینترنت ...	از قبیل	As	4	4	3	Replacement by verbal signs
13	رسانه های گروهی- رادیو، تلویزیون، سینما و اینترنت ...	-	-	1	2	3	Punctuation Transference
14	رسانه های عمومی رادیو- تلویزیون، فیلمها و اینترنت...	-	-	1	2	1	Omission
15	رسانه جمعی از جمله رادیو، تلویزیون، سینما و اینترنت...	از جمله	Including	4	4	3	Replacement by verbal

							signs
16	حجم رسانه ها- رادیو، تلویزیون، سینما و اینترنت...	-	-	1	2	3	Punctuation Transference
17	رسانه های جمعی از جمله رادیو، تلویزیون، سینما و اینترنت...	از جمله	Including	4	4	3	Replacement by verbal signs
18	وسایل ارتباط جمعی از جمله: رادیو- تلویزیون- سینما و اینترنت...	از جمله:	Including:	4	4	3	Replacement by verbal signs
19	رسانه های جمعی- رادیو، تلویزیون، فیلم های سینمایی و اینترنت...	-	-	1	2	3	Punctuation Transference
20	رسانه های جمعی- رادیو، تلویزیون، فیلم های سینمایی و اینترنت...	-	-	1	2	3	Punctuation Transference
21	رسانه های جمعی- رادیو، تلویزیون، فیلم های سینمایی و اینترنت...	-	-	1	2	3	Punctuation Transference
22	رسانه های گروهی مثل رادیو، تلویزیون، فیلم ها و اینترنت...	مثل	For example	4	3	2	Replacement by verbal signs
23	رسانه های جمعی که شامل رادیو، تلویزیون، فیلم های سینمایی و اینترنت ...	که شامل	Including	4	3	2	Replacement by verbal signs
24	انبوه رسانه ها مانند رادیو، تلویزیون و فیلم ها و شبکه های مجازی ...	مانند	Like	4	4	3	Replacement by verbal signs
25	رسانه های گروهی- رادیو، تلویزیون، فیلم ها و اینترنت-	-	-	1	2	3	Punctuation Transference
Average Scores and Ttl.Ave.Scr				2.44	2.84	2.80	2.69
<p>Overall View of the table: The first two more frequent strategies: 20: Punctuation transmission (52%) and 21: Replacement of non-lexical by lexical items (44%)// The Best Scored: 21: Replacement of non-lexical by lexical items // The Worst Scored: 8: Omission// Inter-rater reliability: Low (0.65)</p>							

Table A2-9: Students' problem-strategy table for P9 (The tension between accuracy and naturalness (for translating noun clause))

	Have a huge influence on the way people, especially young people view the world around them	the way people view the world around them	Back-translation	Score			Strategy
				R1	R2	R3	
1	تأثیر عمیقی در دیدگاه انسان ها دارد مخصوصا جوانان	دیدگاه انسان ها	Humans' viewpoint	2	3	2	Replacing noun clause by noun phrase
2	تأثیر قابل توجهی بر نگرش مردم به خصوص افراد جوان، نسبت به جهان اطرافشان دارند.	نگرش مردم نسبت به جهان اطرافشان	The way people view the world around them	4	3	3	Translation by a contextual equivalent
3	تأثیر عمیقی در روش زندگی مردم دارد بخصوص بر قشر جوان که دنیای اطراف را به آنها نشان می دهد.	در روش زندگی مردم دارد که دنیای اطراف را به آنها نشان می دهد	Has in the people's way of life which shows them the world around	0	1	1	Misinterpretation
4	تأثیر به سزایی بر نگرش مردم، به خصوص جوانان، به دنیای اطراف خود دارد.	نگرش مردم به دنیای اطراف خود	The way people look at the world around them	3	3	3	Translation by a contextual equivalent
5	تأثیر زیادی در سبک زندگی مردم، مخصوصا افراد جوان دارند.	سبک زندگی مردم،	People's life style	0	0	1	Misinterpretation
6	تأثیر بزرگی بر نوعی که مردم، مخصوصا جوانان، دنیای اطرافشون را می بینند دارد	نوعی که مردم دنیای اطرافشون را می بینند	The kind people see the world around them	1	1	1	Literal translation

7	تأثیر به سزایی که نحوه ی نگرش افراد مخصوصا جوان ها به دنیای پیرامونشان است.	نحوه ی نگرش افراد به دنیای پیرامونشان	The way individuals look at the world around them	3	2	3	Replacing noun clause by noun phrase
8	تأثیر زیادی بر تصور افراد، به خصوص جوانان، از دنیای اطراف خود دارند.	تصور افراد از دنیای اطراف خود	The individuals' imaginings of the world around them	2	2	2	Partial misinterpretation
9	تأثیر بزرگی روی طریقه ی دید مردم مخصوصا جوانان به دنیای اطرافشان دارد.	طریقه ی دید مردم به دنیای اطرافشان	The way people look at the world around them	2	2	1	Partial misinterpretation
10	تأثیر بسیاری بر نگرش مردم به خصوص جوانان نسبت به دنیای اطرافشان دارد.	نگرش مردم نسبت به دنیای اطرافشان	The viewpoints of people about the world around them	4	3	3	Replacing noun clause by noun phrase
11	تأثیر عظیمی بر روی سبک زندگی بشر، بویژه جوانان و نگرش آنان نسبت به جهان اطرافشان دارند.	سبک زندگی بشر و نگرش آنان نسبت به جهان اطرافشان	Human life style and the way they view the world around them	3	3	2	Translation by additional explanation
12	تأثیر بسیار زیادی بر روی رفتار انسانها مخصوصا جوانان و نگرششان به جهان اطراف دارند.	رفتار انسانها و نگرششان به جهان اطراف	Men's behaviour and their view of the world around	2	2	2	Translation by additional explanation
13	تأثیر زیادی بر راه مردم، مخصوصا جوانان دارد که دنیای اطراف خود را می بینند.	راه مردم که دنیای اطراف خود را می بینند	People's way that they look at the world around them	0	1	0	Misinterpretation

14	تاثیر زیادی روی دیدگاه افراد بخصوص جوانان به دنیای پیرامون دارد.	دیدگاه افراد به دنیای پیرامون	Individuals' viewpoint of the world around them	3	3	3	Replacing noun clause by noun phrase
15	تاثیرات بسزایی بر نگرش افراد بخصوص جوانان به دنیای اطرافشان دارد.	نگرش افراد به دنیای اطرافشان	The way individuals look at the world around them	3	3	3	Replacing noun clause by noun phrase
16	تاثیر زیادی بر روی روش زندگی مردم بخصوص افراد جوان در جهان اطراف آنها دیده می شود.	روش زندگی مردم در جهان اطراف آنها	People's lifestyle in the world around them	0	1	1	Misinterpretation
17	تاثیر زیادی در سبک زندگی افراد بویژه جوانان و دیدگاه جهان اطرافشان دارد.	سبک زندگی افراد و دیدگاه جهان اطرافشان	Individuals' lifestyle and the viewpoint of the world around them	0	1	1	Misinterpretation
18	تاثیر زیادی در زندگی مردم خصوصا افراد جوان و دیدگاه آنها نسبت به جهان اطرافشان دارد.	زندگی مردم و دیدگاه آنها نسبت به جهان اطرافشان	People's life and their view of the world around them	3	2	2	Translation by additional explanation
19	تاثیر بسیار زیادی بر نحوه نگرش افراد، بخصوص افراد جوان، درباره جهان اطرافشان دارد.	نحوه نگرش افراد درباره جهان اطرافشان	The way people view the world around them	4	3	2	Replacing noun clause by noun phrase
20	تاثیر عظیمی بر جهان بینی مردم، بخصوص جوانان دارد.	جهان بینی مردم	People's worldview	4	4	2	Replacing noun clause by noun phrase
21	تاثیر بسزایی بر روی سبک و روش زندگی افراد به خصوص قشر جوان و	سبک و روش زندگی افراد و دیدگاهشان	Individuals' style and way of life and their view of the world around	3	2	2	Translation by additional explanation

	دیدگاهشان نسبت به جهان اطراف آنها داشته است.	نسبت به جهان اطراف					
22	تاثیر بسیاری بر ذهنیت افراد و بخصوص جوانان، از دنیای پیرامون خود دارند.	ذهنیت افراد از دنیای پیرامون خود	Individuals' mentality of the world around them	2	2	2	Partial misinterpretation
23	تاثیر مهمی بر نگرش افراد مخصوصا جوانان به دنیای پیرامونشان دارد.	نگرش افراد به دنیای پیرامونشان	The way people view the world around them	4	3	3	Replacing noun clause by noun phrase
24	تاثیر بسزایی در زندگی مردم و دید آنها نسبت به دنیای اطرافشان مخصوصا افراد جوان دارد.	زندگی مردم و دید آنها نسبت به دنیای اطرافشان	People's life and the way they look at the world around them	3	2	2	Translation by additional explanation
25	تاثیر بسزایی بر زندگی مردم به خصوص جوانان و نگرش آنها و جهان اطراف دارد.	زندگی مردم و نگرش آنها و جهان اطراف	People's life and their viewpoint and the world around	1	1	2	Partial misinterpretation
Average Scores and Ttl.Ave.Scr				2.24	2.12	1.96	2.11
Overall View of the table: The first two more frequent strategies: 10: Replacing noun clause by noun phrase (40%) and 2: Misinterpretation (20%) and 13: Translation by additional explanation (20%) // The Best Score: 10: Replacing noun clause by noun phrase // The Worst Score: 2: Misinterpretation// Inter-rater reliability: Good (0.90)							

Table A2-10: Students' problem-strategy table for P10 (The source language concept is not lexicalised in the target language)

	The typical youngster in the United states watches about four hours of television each day.	Equivalent for: youngster	Back-translation	Scores			Strategy
				R1	R2	R3	
1	برای نمونه یک پسر بچه در آمریکا روزانه بیش از چهار ساعت تلویزیون تماشا می کند.	پسر بچه	Juvenile boy [the word signifies male gender]	2	1	1	Translation using a hyponym
2	هر نوجوان آمریکایی به طور معمول روزانه در حدود چهار ساعت تلویزیون تماشا می کند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
3	یک نوجوان معمولی در ایالات متحده هر روز در حدود چهار ساعت تلویزیون تماشا می کند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
4	یک جوان عادی در آمریکا، روزانه حدود چهار ساعت تلویزیون تماشا می کند.	جوان	Young	2	0	2	Translation using a hyponym
5	به عنوان نمونه یک پسر بچه در ایالات متحده روزانه حدود چهار ساعت تلویزیون تماشا می کند.	پسر بچه	Juvenile boy [the word signifies male gender]	2	1	1	Translation using a hyponym
6	گروهی از جوانان در آمریکا حدود ۴ ساعت روزی تلویزیون تماشا می کنند.	جوانان	The youth	2	0	2	Translation using a hyponym
7	یک فرد شاخص در آمریکا روزانه ۴ ساعت تلویزیون تماشا می کند.	فرد	Individual	1	0	1	Translation by a more general equivalent
8	برای مثال یک پسر بچه در آمریکا در روز حدود ۴ ساعت تلویزیون تماشا می کند.	پسر بچه	Juvenile boy [the word signifies male gender]	2	1	1	Translation using a hyponym
9	پسر بچه های معمولی در آمریکا روزانه چهار ساعت به تماشای تلویزیون می پردازند.	پسر بچه ها	Juvenile boys [the word signifies male gender]	2	1	1	Translation using a hyponym

10	یک نوجوان در ایالات متحده هر روز حدودا چهار ساعت تلویزیون می بیند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
11	نمونه بارزی از نوجوانان در ایالات متحده به چشم می خورند که هر روز در حدود چهار ساعت از وقت خود را صرف تماشای تلویزیون می کنند.	نوجوانان	Youngsters	4	4	3	Translation by a contextual equivalent
12	نوجوانان در آمریکا هر روز به طور میانگین در حدود چهار ساعت تلویزیون تماشا می کنند .	نوجوانان	Youngsters	4	4	3	Translation by a contextual equivalent
13	در ایالات متحده آمریکا جوان تر ها حدود چهار ساعت در روز تلویزیون تماشا می کنند.	جوان ترها	Those who are younger	3	0	2	Translation by a contextual equivalent
14	جوانان زیادی در آمریکا هر روز ۴ ساعت تلویزیون تماشا می کنند.	جوانان	The youth	2	0	2	Translation using a hyponym
15	بعنوان مثال یک جوان آمریکایی حدودا ۴ ساعت تلویزیون روزانه تماشا می مند که شامل کارتون و برنامه های خشونت آمیز می باشد.	جوان	Young	2	0	2	Translation using a hyponym
16	نوعی پسر در ایالت متحده آمریکا در حدود چهار ساعت از هر روزی را تلویزیون تماشا می کند.	پسر	Boy	1	1	1	Translation using a hyponym
17	هر نوجوان معمولی در آمریکا به تماشای حدود چهار ساعت روزانه تلویزیون تماشا می کند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
18	جوانان نوعی در ایالت متحده آمریکا تقریبا ۴ ساعت در روز تلویزیون تماشا می کنند.	جوانان	The youth	2	0	2	Translation using a hyponym
19	یک جوان معمولی در ایالات متحده در هر روز حدود چهار ساعت تلویزیون تماشا می کند.	جوان	Young	2	0	2	Translation using a hyponym
20	یک نوجوان نوعی در ایالات متحده روزانه حدود چهار ساعت تلویزیون می بیند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent

21	یک نوجوان معمولی در آمریکا حدود چهار ساعت روزانه تلویزیون تماشا می کند.	نوجوان	Youngster	4	4	3	Translation by a contextual equivalent
22	به عنوان مثال پسر بچه ای در آمریکا در روز خود ۴ ساعت مشغول تماشای تلویزیون است.	پسر بچه	Juvenile boy [the word signifies male gender]	2	1	1	Translation using a hyponym
23	یک فرد در آمریکا به طور میانگین روزانه ۴ ساعت تلویزیون تماشا می کند.	فرد	Individual	1	0	1	Translation by a more general equivalent
24	افراد خیلی جوانتری در آمریکا روزانه ۴ ساعت از تلویزیون استفاده می کنند.	افراد	Individuals	1	0	1	Translation by a more general equivalent
25	برای مثال کودکان عادی در آمریکا روزانه حدود چهار ساعت تماشا می کنند.	کودکان	Children	2	3	2	Translation by a more neutral / less expressive word
Average Scores and Ttl.Ave.Scr				1.96	1.64	2.52	2.04
Overall View of the table: The first two more frequent strategies: 7: Translation using a hyponym (48%) and 4: Translation by a contextual equivalent (36%) // The Best Scored: 4: Translation by a contextual equivalent // The Worst Scored: 5: Translation by a more general equivalent (or superordinate) // Inter-rater reliability ⁶⁰ : Acceptable (0.89)							

⁶⁰ The issue of inter-rater reliability including the meaning of the numbers will be discussed in section 4.7.5.

Table A2-11: Students' problem-strategy table for P11 (The tension between accuracy and naturalness)

	No one claims that the high level of U.S violence has any one cause, but most people wonder if the mass media are part of the problem.	any one cause	Back-translation	R1	R2	R3	Strategy
1	هیچ کس نمی تواند ادعا کند میزان بالای از خشونت ها در آمریکا هیچ مسببی ندارد. اما بیشتر مردم فکر می کنند رسانه های جمعی عنصر اصلی این مشکلات هستند.	هیچ مسببی	No claimant	0	0	1	Misinterpretation
2	هیچکس مدعی این موضوع نیست که سطح بالای خشونت در آمریکا بر افراد تأثیرگذار رسانه های همگانی نقش زیادی در این مشکل دارند.	بر افراد تأثیرگذار	On influential individuals	0	0	0	Misinterpretation
3	کسی نمی تواند ادعا کند که سطح بالای خشونت در آمریکا تنها یک دلیل داشته باشد، برای اکثر مردم جای تعجب است که رسانه ها خود بخشی از مشکل (ایجاد خشونت) هستند.	تنها یک دلیل	Any one cause	4	4	3	Translation by a contextual equivalent
4	هیچ کس مدعی نیست که سطح بالای خشونت در ایالت متحده آمریکا فقط به همین دلیل است اما اکثر مردم بر این باورند که رسانه های گروهی ممکن است بخش عظیمی از این مشکل باشند.	فقط به همین دلیل	Any one cause	4	4	3	Translation by a contextual equivalent
5	هیچ کس ادعا نمی کند که سطح بالای خشونت در ایالات متحده آمریکا تنها یک دلیل دارد اما بیشتر مردم نمی دانند که وسایل ارتباط جمعی بخشی از این مسئله را تشکیل می دهند.	تنها یک دلیل	Any one cause	4	4	3	Translation by a contextual equivalent
6	هیچکس ادعا نمی کند که	-	-	0	0	0	Omission
7	هیچ کس نمی تواند ادعا کند که بخش عمده خشونت ایالات متحده یک دلیل دارد و بسیاری از خود می پرسند و در تعجبند که آیا رسانه های جمعی بخشی از مشکل است.	یک دلیل	One cause	3	3	3	Translation by a less expressive equivalent
8	هیچ کس ادعا نمی کند که همه مقدار خشونت مردم آمریکا تنها یک دلیل دارد، اما بیشتر مردم می خواهند بدانند که آیا رسانه های گروهی قسمتی از این مشکل هستند؟	تنها یک دلیل	Any one cause	4	4	3	Translation by a contextual equivalent
9	هیچکس ادعا ندارد که بخش اعظمی از خشونت در آمریکا یک دلیل دارد، اما اکثر مردم معتقدند که وسایل ارتباط جمعی بخش مهمی از آن است.	یک دلیل	One cause	3	3	3	Translation by a less expressive equivalent
10	هیچ کس مدعی آن نیست که میزان بالای خشونت در ایالات متحده یک دلیل دارد، اما بیشتر مردم کنجکاوند که آیا وسایل ارتباط جمعی جزیی از این مشکل هستند.	یک دلیل	One cause	3	3	3	Translation by a less expressive equivalent
11	هیچ از افراد مدعی این نشدند که سطح بالای از خشونت های موجود در آمریکا هر یک علتی دارد اما اکثریت مردم حیرت زده می شوند در صورتی که رسانه های جمعی بخشی از مشکلات آنان است.	هر یک علتی	Each one, a cause	0	1	1	Misinterpretation
12	هیچ کس مدعی این نیست که سطح بالای خشونت ایالات متحده هر کدام علتی دارد اما اگر رسانه های جمعی بخشی از این مشکل هستند اغلب مردم تعجب می کنند.	هر کدام علتی	Each one, a cause	0	1	1	Misinterpretation
13	هیچ کس ادعا نمی کند که سطح بالای خشونت در آمریکا تقصیر شخص خاصی است، اما بیش تر مردم تعجب می کنند اگر رسانه های گروهی بخشی از این مشکل باشند.	تقصیر شخص خاصی	A specific person's fault	0	1	1	Misinterpretation

14	در آمریکا هیچ کس سبب این خشونت ها را نمی داند اما مردم می خواهند بدانند آیا رسانه های عمومی قسمتی از این معضل هستند یا خیر.	سبب	Cause	0	1	1	Misinterpretation
15	هیچ کس مدعی نیست که آمار بالای خشونت در آمریکا دلیلی ندارد اما اکثریت مردم فکر می کنند که آیا رسانه های جمعی شامل این مشکل است یا خیر.	دلیلی ندارد	Does not have a reason	0	0	1	Misinterpretation
16	هیچ ادعایی که سطح بالایی از خشونت در آمریکا دارد اصلا دلیلی نمی شود اما بیشتر آدمها شگفت زده هستند که اگر حجم رسانه ها بخشی از مشکل آنهاست.	دلیلی نمی شود	Is not a reason for	0	0	1	Misinterpretation
17	کسی ادعا نمی کند که درجه بالایی از خشونت ایالات متحده علل دارد، اما اغلب مردم می دانند که رسانه های جمعی بخشی از این مشکلات هستند.	علل دارد	Has some reasons	0	1	1	Misinterpretation
18	هیچکس مدعی و مسبب مراحل بالای خشونت در آمریکا نیست، اما بیشتر مردم وسایل ارتباط جمعی را قسمتی از شکل می دانند.	مدعی و مسبب	Responsible and claimant	0	1	1	Misinterpretation
19	هیچ کس ادعا نمی کند که میزان بالای خشونت در آمریکا دلیل واحدی دارد اما بیشتر مردم نمی دانند که رسانه های گروهی قسمتی از مشکل هستند.	دلیل واحدی	A unitary cause	3	4	2	Translation by a less expressive equivalent
20	تنها یک دلیل دارد، اما بیشتر مردم فکر می کنند که آیا رسانه های جمعی بخشی از این مشکل هستند یا خیر. هیچ کس ادعا نمی کند که میزان بالای خشونت در ایالات متحده	تنها یک دلیل	Any one cause	4	4	3	Translation by a contextual equivalent
21	کسی نمی تواند ادعا کند که سطح بالای خشونت در آمریکا بر هر کسی تاثیر می گذارد، اما بیشتر افراد بر این عقیده هستند که به هر حال رسانه جمعی قسمتی از مشکلات است.	بر هر کسی	On anyone	0	0	0	Misinterpretation
22	هیچ کس مدعی نیست که تنها دلیل این حجم از خشونت مردم این است اما بیشتر مردم خواهان دانستن این هستند که آیا رسانه های گروهی بخشی از این مشکل هستند؟	تنها دلیل	Any cause	4	4	3	Translation by a contextual equivalent
23	هیچ کس نمی تواند مدعی این گردد که بخش عمده خشونت ایالات متحده یک دلیل دارد و بسیاری از خود می پرسند که آیا رسانه جمعی بخشی از مشکل است.	یک دلیل	One cause	3	3	3	Translation by a less expressive equivalent
24	هیچ کس ادعا نمی کند که خشونت سطح بالا در آمریکا یکی از این دلایل است اما بیشتر مردم از اینکه انبوه رسانه ها قسمتی از این مشکلات باشند نگرانند.	یکی از این دلایل	One of these causes	0	2	1	Misinterpretation
25	هیچ کس مدعی بر میزان بالای خشونت در آمریکا نیست که تنها یک دلیل دارد.	تنها یک دلیل	Any one cause	4	4	3	Translation by a less expressive equivalent

Table A2-12: Students' problem-strategy table for P12 (Recognition of the fixed expression)

	No one claims that the high level of U.S violence has any one cause, but most people wonder if the mass media are part of the problem.	Wonder if	Back-translation	R1	R2	R3	Strategy
1	هیچ کس نمی تواند ادعا کند میزان بالایی از خشونت ها در آمریکا هیچ مسببی ندارد. اما بیشتر مردم فکر می کنند رسانه های جمعی عنصر اصلی این مشکلات هستند.	فکر می کنند	Think	0	۱	2	Misinterpretation
2	هیچکس مدعی این موضوع نیست که سطح بالای خشونت در آمریکا بر افراد تاثیرگذار است، اما بیشتر مردم معتقدند که رسانه های همگانی نقش زیادی در این مشکل دارند.	معتقدند	Believe	0	۱	2	Misinterpretation
3	کسی نمی تواند ادعا کند که سطح بالای خشونت در آمریکا تنها یک دلیل داشته باشد، برای اکثر مردم جای تعجب است که رسانه ها خود بخشی از مشکل (ایجاد خشونت) هستند.	جای تعجب است	It's surprising	0	۲	1	Misinterpretation
4	هیچ کس مدعی نیست که سطح بالای خشونت در ایالت متحده آمریکا فقط به همین دلیل است اما اکثر مردم بر این باورند که رسانه های گروهی ممکن است بخش عظیمی از این مشکل باشند.	بر این باورند	Believe	0	۱	2	Misinterpretation
5	هیچ کس ادعا نمی کند که سطح بالای خشونت در ایالات متحده آمریکا تنها یک دلیل دارد اما بیشتر مردم نمی دانند که وسایل ارتباط جمعی بخشی از این مسئله را تشکیل می دهند.	نمی دانند	Do not know	0	۲	1	Misinterpretation
6	هیچکس ادعا نمی کند که	-	-	0	۰	0	Omission
7	هیچ کس نمی تواند ادعا کند که بخش عمده خشونت ایالات متحده یک دلیل دارد و بسیاری از خود می پرسند و در تعجبند که آیا رسانه های جمعی بخشی از مشکل است.	از خود می پرسند و در تعجبند که آیا	Ask themselves and wonder if	4	۴	3	Translation by a contextual equivalent
8	هیچ کس ادعا نمی کند که همه مقدار خشونت مردم آمریکا تنها یک دلیل دارد، اما بیشتر مردم می خواهند بدانند که آیا رسانه های گروهی قسمتی از این مشکل هستند؟	می خواهند بدانند که آیا	Wonder if	4	۱	2	Translation by a contextual equivalent
9	هیچکس ادعا ندارد که بخش اعظمی از خشونت در آمریکا یک دلیل دارد، اما اکثر مردم معتقدند که وسایل ارتباط جمعی بخش مهمی از آن است.	معتقدند	Believe	0	۱	2	Misinterpretation
10	هیچ کس مدعی آن نیست که میزان بالای خشونت در ایالات متحده یک دلیل دارد، اما بیشتر مردم	کنجکاوند	Are curious	3	۲	2	Translation using a

	کنجکاوند که آیا وسایل ارتباط جمعی جزیی از این مشکل هستند.						hyponym
11	هیچ از افراد مدعی این نشدند که سطح بالایی از خشونت های موجود در آمریکا هر یک علتی دارد اما اکثریت مردم حیرت زده می شوند در صورتی که رسانه های جمعی بخشی از مشکلات آنان است.	حیرت رده می شوند در صورتی که	Become surprised while	0	۳	1	Misinterpretation
12	هیچ کس مدعی این نیست که سطح بالای خشونت ایالات متحده هر کدام علتی دارد اما اگر رسانه های جمعی بخشی از این مشکل هستند اغلب مردم تعجب می کنند.	اگر ... تعجب می کنند	If Are surprised	0	۲	1	Misinterpretation
13	هیچ کس ادعا نمی کند که سطح بالای خشونت در آمریکا تقصیر شخص خاصی است، اما بیش تر مردم تعجب می کنند اگر رسانه های گروهی بخشی از این مشکل باشند.	تعجب می کنند اگر	Are surprised if	0	۲	1	Misinterpretation
14	در آمریکا هیچ کس سبب این خشونت ها را نمی داند اما مردم می خواهند بدانند آیا رسانه های عمومی قسمتی از این معضل هستند یا خیر.	می خواهند بدانند آیا	Wonder if	4	۲	3	Translation by a contextual equivalent
15	هیچ کس مدعی نیست که آمار بالای خشونت در آمریکا دلیلی ندارد اما اکثریت مردم فکر می کنند که آیا رسانه های جمعی شامل این مشکل است یا خیر.	فکر می کنند که آیا یا خیر	Think that whether or not	4	۲	2	Translation by a contextual equivalent
16	هیچ ادعایی که سطح بالایی از خشونت در آمریکا دارد اصلا دلیلی نمی شود اما بیشتر آدمها شگفت زده هستند که اگر حجم رسانه ها بخشی از مشکل آنهاست.	شگفت زده هستند که اگر	Are surprised if	0	۴	1	Misinterpretation
17	کسی ادعا نمی کند که درجه بالایی از خشونت ایالات متحده علل دارد، اما اغلب مردم می دانند که رسانه های جمعی بخشی از این مشکلات هستند.	می دانند	Know	0	۱	1	Misinterpretation
18	هیچکس مدعی و مسبب مراحل بالای خشونت در آمریکا نیست، اما بیشتر مردم وسایل ارتباط جمعی را قسمتی از شکل می دانند.	می دانند	Know	0	۱	1	Misinterpretation
19	هیچ کس ادعا نمی کند که میزان بالای خشونت در آمریکا دلیل واحدی دارد اما بیشتر مردم نمی دانند که رسانه های گروهی قسمتی از مشکل هستند.	نمی دانند	Do not know	0	۲	1	Misinterpretation
20	تنها یک دلیل دارد، اما بیشتر مردم فکر می کنند که آیا رسانه های جمعی بخشی از این مشکل هستند یا خیر. هیچ کس ادعا نمی کند که میزان بالای خشونت در ایالات متحده	فکر می کنند که آیا	Think whether	0	۲	2	Misinterpretation
21	کسی نمی تواند ادعا کند که سطح بالای خشونت در	بر این عقیده	Believe	0	۱	1	Misinterpretation

	آمریکا بر هر کسی تاثیر می گذارد، اما بیشتر افراد بر این عقیده هستند که به هر حال رسانه جمعی قسمتی از مشکلات است.	هستند					
22	هیچ کس مدعی نیست که تنها دلیل این حجم از خشونت مردم این است اما بیشتر مردم خواهان دانستن این هستند که آیا رسانه های گروهی بخشی از این مشکل هستند؟	-خواهان دانستن هستند که آیا	-want to know whether	3	۲	2	Translation by a contextual equivalent
23	هیچ کس نمی تواند مدعی این گردد که بخش عمده خشونت ایالات متحده یک دلیل دارد و بسیاری از خود می پرسند که آیا رسانه جمعی بخشی از مشکل است.	از خود می پرسند که آیا	Ask themselves whether	4	۴	3	Translation by a contextual equivalent
24	هیچ کس ادعا نمی کند که خشونت سطح بالا در آمریکا یکی از این دلایل است اما بیشتر مردم از اینکه انبوه رسانه ها قسمتی از این مشکلات باشند نگرانند.	نگرانند	Are worried	0	۰	1	Misinterpretation
25	هیچ کس مدعی نیست که تنها دلیل این حجم از خشونت مردم این است اما بیشتر مردم خواهان دانستن این هستند که آیا رسانه های گروهی بخشی از این مشکل هستند؟	خواهان دانستن هستند که آیا	Want to know whether	3	۲	2	Translation by a contextual equivalent

Table A2-13: Students' problem-strategy table for P13 (Difference in role of proposition/adverb in SL and TL)

	Many television shows, including cartoons,	Including	Back-translation	R1	R2	R3	Strategy
1	بیشتر برنامه های تلویزیونی شامل کارتون ها، ...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
2	بسیاری از برنامه های تلویزیونی از جمله کارتون ها، ...	از جمله	Including	4	۴	3	Translation by a contextual equivalent
3	بسیاری از برنامه های تلویزیونی از جمله کارتون ها، ...	از جمله	Including	4	۴	3	Translation by a contextual equivalent
4	خیلی از برنامه های تلویزیون برای مثال کارتون ها، ...	برای مثال	For example	3	۲	2	Translation by a relative hyponym
5	بسیاری از برنامه های تلویزیونی، از جمله کارتون ها...	از جمله	Including	4	۴	3	Translation by a contextual equivalent
6	خیلی از برنامه های تلویزیونی شامل کارتون ها...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
7	بسیاری از برنامه های تلویزیون که شامل کارتون ها ...	شامل	Consisting	1	۱	2	Translation by a contextual equivalent
8	بسیاری از برنامه های تلویزیونی، از جمله کارتون ها ...	از جمله	Including	4	۴	3	Translation by a contextual equivalent
9	بیشتر نمایش های تلویزیونی شامل کارتون ها...	شامل	Consisting	1	۴	2	Translation by a

							contextual equivalent
10	خیلی از برنامه های تلویزیونی از جمله کارتون ها...	از جمله	Including	4	۴	3	Translation by a contextual equivalent
11	بسیاری از برنامه های تلویزیونی شامل کارتون ها...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
12	بسیاری از این برنامه های تلویزیونی مانند کارتون ها ...	مانند	Like	3	۱	2	Translation by a relative hyponym
13	بسیاری از برنامه های تلویزیونی شامل کارتون ها ...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
14	-	-	-	0	۰	0	Omission
15	برنامه های تلویزیون شامل کارتون ها....	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
16	تعدادی شوهای تلویزیونی شامل کارتون ها...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
17	بسیاری از برنامه ها از جمله کارتون ها...	از جمله	Including	4	۴	3	Translation by a contextual equivalent
18	بیشتر برنامه های تلویزیونی چون کارتون ها...	چون	Because	3	۱	2	Translation by a contextual equivalent + style misrepresentation
19	بسیاری از نمایش های تلویزیونی که شامل کارتون...	شامل	Consisting	1	۱	2	Translation by a contextual equivalent
20	بسیاری از برنامه ها تلویزیونی شامل کارتون ها...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
21	خیلی از برنامه های تلویزیونی شامل کارتون ها ...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
22	تعداد زیادی از این برنامه های تلویزیونی از	از جمله	Including	4	۴	3	Translation by a contextual

	جمله کارتون ها...						equivalent
23	بسیاری از برنامه ها حتی کارتون...	حتی	Even	0	۰	1	Misinterpretation
24	خیلی از نمایش های تلویزیونی شامل کارتون ها ...	شامل	Consisting	1	۴	2	Translation by a contextual equivalent
25	بسیاری از برنامه های تلویزیونی از جمله کارتون ها..	از جمله	Including	4	۴	3	Translation by a contextual equivalent

Table A2-14: Students' problem-strategy table for P14 (Translation of a terminological word or expression)

	Serious violence (defined as murder, aggravated assault...)	Aggravated assault	Back-translation	Score			Strategy
				R1	R2	R3	
1	خشونت های جدی (تعریف شده بعنوان به قتل رساندن، حمله خشمگین...)	حمله خشمگین	Furious attack	1	1	1	Partial misinterpretation
2	خشونت (از جمله قتل، تهاجم...)	تهاجم	Aggression	1	1	1	Translation by a more general equivalent
3	خشونت شدید (از طریق قتل، ضرب و شتم...)	ضرب و شتم	Assault	3	3	3	Translation by a less expressive equivalent
4	خشونت آمیز جدی (قتل، ضرب و جرح شدید...)	ضرب و جرح شدید	Aggravated assault	4	4	3	Translation by a contextual equivalent
5	خشونت های شدید (از جمله قتل، حملات خشمگین...)	حملات خشمگین	Furious attacks	1	1	1	Partial misinterpretation + Translation by a superordinate
6	خشونت های جدی (از جمله قتل، حمله های شدید...)	حمله های شدید	Fierce attacks	2	1	1	Translation by a superordinate
7	بسیار خشونت آمیز شامل (قتل، حمله)	حمله شدید و زد	Fierce attack and assault	2	1	1	Partial misinterpretation +

	شدید و زد و خورد...)	و خورد					additional explanation)
8	خشونت جدی(مانند قتل و جنایت ...)	جنایت	Crime	0	0	0	Misinterpretation
9	خشونت های جدی (قتل، حمله های پر از خشم...)	حمله های پر از خشم	Furious attack	1	1	1	Partial misinterpretation + Translation by a superordinate
10	خشونت های جدی (قتل،...)	-	-	0	0	0	Omission
11	خشونت های جدی (قتل، حملات و خیم...)	حملات و خیم	Vicious attack	2	2	1	Translation by a superordinate
12	خشونت جدی (مشخص شده مانند قتل، حمله ناگهانی و شدید...)	حمله ناگهانی و شدید	Fierce and sudden attack	2	1	1	Translation by a superordinate + (Overtranslation)
13	خشونت های جدی (نظیر قتل، تهدید جدی، ...)	تهدید جدی	Serious threat	0	1	1	Misinterpretation
14	... (قتل، عصبانیت...)	عصبانیت	Anger	0	0	0	Misinterpretation
15	خشونت های شدید از جمله نشان دادن قتل، حمله شدید...)	حمله شدید	Fierce attack	2	1	1	Translation by a superordinate
16	خشونت جدی (معرفی شده بعنوان قاتل، شدیدتر کردن حمله...)	شدیدتر کردن حمله	Making the attack more fierce	0	1	1	Misinterpretation
17	خشونت های جدی(تعریف قتل،.....)	-	-	0	0	0	Omission
18	خشونت(قتل، حمله های خشمگین...)	حمله های خشمگین	Furious attacks	1	2	1	Partial misinterpretation + Translation by a superordinate

19	خشونت جدی (که شامل قتل، ضرب و جرح شدید...)	ضرب و جرح شدید	Aggravated assault	4	4	3	Translation by a contextual equivalent
20	خشونت شدید (به معنی قتل، حمله مسلحانه...)	حمله مسلحانه	Armed attack	1	0	1	Partial misinterpretation + Translation by a superordinate
21	خشونت های جدی مثل قتل، حمله شدید...)	حمله شدید	Fierce attack	2	1	1	Translation by a superordinate
22	خشونت بارز (مثل قتل و جنایت...)	جنایت	Crime	0	0	1	Misinterpretation
23	صحنه خشن شامل قتل، حمله شدید و زد و خورد...)	حمله شدید و زد و خورد	Fierce attack and assault	2	2	2	Partial misinterpretation + additional explanation)
24	صحنه جدی خشونت بار مثل قتل، کشتار...)	کشتار	Massacre	0	0	1	Misinterpretation
25	شامل خشونت جدی (مانند قتل، حمله خشونت آمیز...)	حمله خشونت آمیز	Violent attack	1	1	1	Partial misinterpretation
Average Scores and Ttl.Ave.Scr				1.28	1.16	1.12	1.19
Overall View of the table: The first two more frequent strategies: 3: Partial misinterpretation (32%) and 2: Misinterpretation (24%) and 5: Translation by a more general equivalent (or a superordinate) (24%)// The Best Scored: 4: Translation by a contextual equivalent// The Worst Scored: 8: Omission// Inter-rater reliability: Low (0.69)							

Text No. 4: French police foil imminent terror attack

French police foil 'imminent' terror attack in Paris

French security services prevented an "imminent" terrorist attack in Paris and arrested a suspected terrorist, according to the Interior Minister.

The suspect, a university student who appeared to have shot himself in the leg, was taken into custody on Sunday after an arsenal of weapons was found in his car and his lodgings, The Guardian said.

The cache of arms included four "Kalashnikov-style" automatic weapons, bullet-proof vests, several police armbands and the detailed plans of several Parisian police stations.

"A terrorist attack was foiled on Sunday morning," Bernard Cazeneuve, the Interior Minister, said on Wednesday. "The police discovered an arsenal of weapons of war. A document was also found showing without any doubt that the individual was planning to imminently carry out an attack. The suspect was immediately taken into custody." Cazeneuve said the man appeared to be targeting one or two churches.

Police said they were alerted at 8.50 a.m. on Sunday, when a man called the ambulance service. He was found bleeding heavily from a bullet in the leg on a pavement in the 13th arrondissement of Paris.

NO: 4

Table A2-15: Students' problem-strategy table for P15 (Translation of a situational word or expression)

	French police foil 'imminent' terror attack in Paris	foil (+ terror)	Back-translation	R1	R2	R3	Strategy
1	پلیس فرانسه مانع حمله تروریستی خطرناک در پاریس شد.	مانع شد	Prohibited	3	۲	2	Translation by a contextual equivalent + style misrepresentation
2	دفع ترور حتمی حمله به پاریس توسط پلیس فرانسه	دفع	Foiling	4	۲	2	Translation by a contextual equivalent
3	خنثی سازی یک حمله ی تروریستی " حتمی " توسط پلیس فرانسه در پاریس	خنثی سازی	Neutralizing	4	۴	1	Translation by a contextual equivalent
4	بی نتیجه گذاشتن حمله ی وحشیانه " قریب الوقوع " در پاریس توسط پلیس فرانسه	بی نتیجه گذاشتن	Mocking	3	۳	1	Translation by a contextual equivalent + style misrepresentation
5	پیشگیری پلیس فرانسه از حمله تروریستی قریب الوقوع در فرانسه	پیشگیری	Averting	2	۱	2	Translation by a more general equivalent
6	پلیس فرانسه حمله تروریستی قریب الوقوع در پاریس را خنثی کرد	خنثی کرد	Neutralized	3	۴	2	Translation by a contextual equivalent + style misrepresentation
7	-	-	-	0	۰	0	Omission
8	پلیس فرانسه حمله ی قریب الوقوع تروریستی در پاریس را خنثی کرد	خنثی کرد	Neutralized	3	۴	2	Translation by a contextual equivalent + style misrepresentation
9	نافرجام شدن اقدام قریب الوقوع ترور در پاریس توسط پلیس فرانسه	نافرجام شدن	Made abortive	3	۴	1	Translation by a contextual equivalent + style misrepresentation
10	پلیس فرانسه حمله ی "قریب الوقوع" تروریستی را خنثی	خنثی کرد	Neutralized	3	۴	2	Translation by a contextual

	کرد						equivalent + style misrepresentation
11	خنثی کردن حمله ی قریب الوقوع تروریستی در پاریس توسط پلیس فرانسه	خنثی کردن	To neutralize	3	۴	2	Translation by a contextual equivalent + style misrepresentation
12	پلیس فرانسوی یک حمله ی خطرناک تروریستی در پاریس را خنثی کرد	خنثی کرد	Neutralized	3	۴	2	Translation by a contextual equivalent + style misrepresentation
13	ناکامی حمله قریب الوقوع ترسناکی در پاریس توسط پلیس فرانسه	ناکامی	Failure	4	۳	1	Translation by a contextual equivalent
14	پلیس فرانسه ترور قریب الوقوعی در پاریس را دفع کرد	دفع کرد	Foiled	3	۲	2	Translation by a contextual equivalent + style misrepresentation
15	پلیس فرانسه حمله تروریستی قریب الوقوع در پاریس را خنثی کرد	خنثی کرد	Neutralized	3	۴	2	Translation by a contextual equivalent + style misrepresentation
16	دفع ترور حتمی حمله به پاریس توسط پلیس فرانسه	دفع	Foiling	4	۲	2	Translation by a contextual equivalent
17	پلیس فرانسه موفق به دفع عملیات تروریستی در پاریس شد	موفق به دفع شد	Succeeded to foil	3	۳	2	Translation by a contextual equivalent + style misrepresentation + Addition
18	پلیس فرانسه از انجام عملیات تروریستی در پاریس جلوگیری کرد	جلوگیری کرد	Prevented	3	۱	2	Translation by a contextual equivalent + style misrepresentation
19	پلیس فرانسه حمله تروریستی حتمی در فرانسه را دفع کرد	دفع کرد	Foiled	3	۲	2	Translation by a contextual equivalent + style misrepresentation

Table A2-16: Students' problem-strategy table for P16 (Marked collocations in the source text)

	after an arsenal of weapons was found in his car and his lodgings.	arsenal of weapons	Back-translation				
1	بعد از کشف مهمات جنگی در ماشین و خانه اش	مهمات جنگی	Military ordnance	2	1	2	Partial misinterpretation
2	بعد از سلاحهای تخریبی که در ماشین او منزلش پیدا شده بود.	سلاحهای تخریبی	Arsenal weapons	2	0	1	Partial misinterpretation
3	پس از پیدا شدن انبار سلاح در ماشین و اتاق مسافرخانه اش	انبار سلاح	Arsenal of weapons	4	3	2	Translation by a contextual equivalent
4	به دلیل یافت شدن انباری از اسلحه در خانه و اتومبیلش	انباری از اسلحه	Arsenal of weapons	4	3	2	Translation by a contextual equivalent
5	پس از یافتن اسلحه های فراوانی که در خانه و ماشین خود انبار کرده بود	اسلحه های فراوانی	Lots of weapons	4	3	3	Translation by a contextual equivalent
6	پس از انبار اسلحه در ماشین و خانه او پیدا شد.	انبار اسلحه	Arsenal of weapons	4	3	2	Translation by a contextual equivalent
7	بعد از این که سلاح هایی در ماشین و اتاقش پیدا شد	سلاح هایی	Weapons	2	2	2	Translation by a more general equivalent
8	پس از کشف زرادخانه ای از سلاح در اتومبیل و منزلش	زرادخانه ای از سلاح	A munitions factory of weapons	3	2	1	Translation by paraphrase using unrelated words
9	بعد از پیدا شدن یک انبار اسلحه در ماشینش و اتاقهایش	انبار اسلحه	Arsenal of weapons	4	3	1	Translation by a contextual equivalent
10	پس از اینکه انباری از اسلحه در ماشین و محل اقامتش پیدا شد	انباری از اسلحه	Arsenal of weapons	4	3	1	Translation by a contextual equivalent
11	پس از کشف زرادخانه ای از سلاح در منزل و اتومبیلش	زرادخانه ای از سلاح	A munitions factory of	3	2	1	Translation by paraphrase using

			weapons				unrelated words
12	بعد از اینکه انباری از اسلحه در ماشینش و منزلش یافت	انباری از اسلحه	Arsenal of weapons	4	3	2	Translation by a contextual equivalent
13	بعد از اینکه انباری از مهمات و اسلحه در ماشین و منزلش پیدا کردند	انباری از مهمات و اسلحه	Arsenal of weapons and ordnance	4	3	2	Translation by a contextual equivalent + Overtranslation
14	پس از اینکه انباری از سلاح های جنگی را کشف کردند	انباری از سلاح های جنگی	Arsenal of military weapons	4	3	2	Translation by a contextual equivalent + addition
15	پس از کشف مخزن اسلحه در ماشین و مسافر خانه اش	مخزن اسلحه	Weapons depot	3	2	2	Translation by a relative hyponym
16	بعد از سلاح های تخریبی که در ماشین او منزلش پیدا کرد	سلاح های تخریبی	Arsenal weapons	2	1	1	Partial misinterpretation
17	در حالی که انباری از سلاح ها در ماشین و خانه اش کشف شده	انباری از سلاح ها	Arsenal of weapons	4	3	2	Translation by a contextual equivalent
18	در حالیکه انباری از سلاح ها در ماشین و در خانه اش کشف کردند	انباری از سلاح ها	Arsenal of weapons	4	3	2	Translation by a contextual equivalent
19	بعد از اینکه اسلحه هایی در اتومبیل و منزلش پیدا شد	اسلحه هایی	weapons	2	1	2	Translation by a more general equivalent

Table A2-17: Students' problem-strategy table for P17 (Translation of a specific/specialized expression)

	several Parisian police station	Station	Back-translation	R1	R2	R3	Strategy
1	چندین پایگاه پلیس پاریس	پایگاه	Outpost	2	3	2	Translation by a more general equivalent
2	چندین ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
3	چندین ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
4	چندین اداره ی پلیس پاریس	اداره	Office	3	1	2	Translation by a relative hyponym
5	ایستگاه های پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
6	ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
7	مراکز پلیس ایرانی!	مراکز	Centers	2	1	1	Translation by a more general equivalent
8	مراکز پلیس پاریس	مراکز	Centers	2	1	1	Translation by a more general equivalent
9	چندین ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
10	چندین ایستگاه پلیس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent

11	مراکز پلیس پاریس	مراکز	Centers	2	1	1	Translation by a more general equivalent
12	چندین ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
13	چند ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
14	چندین ایستگاه پلیس فرانسوی	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
15	چند ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
16	چندین ایستگاه پلیس پاریس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
17	چند ایستگاه پلیس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
18	چند ایستگاه پلیس	ایستگاه	Station	4	2	1	Translation by a contextual equivalent
19	چندین ایستگاه پلیس Parisian	ایستگاه	Station	4	2	1	Translation by a contextual equivalent

Table A2-18: Students' problem-strategy table for P18 (Translation of a situational word or expression)

		[Ambulance] service	Back-translation				
1	وقتی شخصی به آمبولانس زنگ زد	آمبولانس	Âmbulans	1	1	3	Omission
2	زمانی که مرد سرویس آمبولانس را صدا زد	سرویس آمبولانس	Servise Âmbulans	2	3	2	Transliteration
3	هنگامی که مردی به آمبولانس زنگ زده بود	آمبولانس	Âmbulans	1	1	3	Omission
4	وقتی مردی با خدمات آمبولانس تماس گرفت	خدمات آمبولانس	Âmbulans service	1	4	2	Misinterpretation
5	وقتی که آن مرد با اورژانس تماس گرفت	اورژانس	Ambulance service	4	4	3	Translation by a contextual equivalent
6	هنگامی که یک مرد آمبولانس را خبر کرده بود	آمبولانس	Âmbulans	1	1	3	Omission
7	وقتی مردی به کارکنان آمبولانس زنگ زده بود	کارکنان آمبولانس	Âmbulans personnel	1	1	2	Misinterpretation
8	مردی با آمبولانس تماس گرفت	آمبولانس	Âmbulans	1	1	3	Omission
9	زمانی که مردی آمبولانس را خبر کرده بود	آمبولانس	Âmbulans	1	1	3	Omission
10	مردی با سرویس آمبولانس تماس گرفته بود	سرویس آمبولانس	Servise Âmbulans	2	3	2	Transliteration
11	وقتی مظنون با آمبولانس تماس گرفته بود	آمبولانس	Âmbulans	1	1	3	Omission
12	زمانی که یک مرد به آمبولانس زنگ زد	آمبولانس	Âmbulans	1	1	3	Omission
13	وقتی مردی به اداره آتش نشانی زنگ زد!	اداره آتش نشانی	Firefighting company	0	1	0	Misinterpretation
14	....	-	-	0	4	0	Omission
15	مردی با خدمات آمبولانس تماس گرفت	خدمات آمبولانس	Âmbulans service	1	3	2	Misinterpretation
16	زمانی که مرد سرویس آمبولانس را صدا زد	سرویس	Servise	2	4	2	Transliteration

		آمبولانس	Âmbulans				
17	مردی با اورژانس تماس گرفت	اورژانس	Ambulance service	4	4	3	Translation by a contextual equivalent
18	مردی که با اورژانس تماس گرفت	اورژانس	Ambulance service	4	1	3	Translation by a contextual equivalent
19	آن مرد آمبولانس را خبر کرد	آمبولانس	Âmbulans	1	1	3	Omission

Text No. 5: Guardiola – Bayern's victory

Guardiola: Bayern's victory was about 'life and death'

Bayern Munich's progress to the semifinals of the Champions League was "about life or death", according to manager Pep Guardiola.

The Germans overturned a 3-1 first-leg deficit against Porto, winning 6-1 to advance 7-4 on aggregate.

Guardiola's side scored five goals in a thrilling first half at Allianz Arena, BBC wrote.

"I know how very important it was," the 44-year-old ex-Barcelona boss told ZDF Television. "It is about winning just like at Barcelona."

He added, "It's easy to love my players now. I am the coach of extraordinary players. I didn't expect such a first half.

"We can still play better. We lost the ball here and there and we can improve on that. We had a few problems in the second half. They had only a few chances in the second half but you should never relax in the Champions League."

Speaking before the game, Guardiola admitted the expectation at the Bundesliga club was to win the Champions League, and not just settle for domestic league and cup glory.

Striker Robert Lewandowski scored two and Thiago Alcantara, Jerome Boateng, Thomas Muller and Xabi Alonso also netted as Bayern dominated its Portuguese visitor.

Porto barely troubled Bayern in the first half, and Guardiola added, "We played a different game. We knew Porto better after the first game.

"Now we have to fight otherwise we will not achieve what we set out to do."

No: 5

Table A2-19: Students' problem-strategy table for P19 (Difference in role of proposition/adverb in SL and TL)

	Was about life and death.	About	Back-translation	R1	R2	R3	Strategy
1	بر سر مرگ و زندگی بود.	بر سر	On (upon)	0	4	2	Misinterpretation
2	مسئله مرگ و زندگی بود.	مسئله	About	4	4	3	Translation by a contextual equivalent
3	حالت مرگ و زندگی داشت.	حالت	Situation	3	1	1	Translation by a more relative hyponym
4	مسئله مرگ و زندگی بود.	مسئله	About	4	4	3	Translation by a contextual equivalent
5	بحث مرگ و زندگی بود.	بحث	Matter	4	2	1	Translation by a contextual equivalent
6	مسئله ای حیاتی بود.	مسئله ای	About	4	3	3	Translation by a contextual equivalent
7	مسئله مرگ و زندگی بود.	مسئله	About	4	4	3	Translation by a contextual equivalent
8	مسئله مرگ و زندگی بود.	مسئله	About	4	4	3	Translation by a contextual equivalent
9	درباره مرگ و زندگی است.	درباره	Over	0	1	2	Literal Translation
10	در مورد مرگ و زندگی بود.	در مورد	Over	0	1	2	Literal Translation
11	مثل مرگ و زندگی بود.	مثل	Like	1	1	2	Translation by a more general equivalent
12	بازی مرگ و زندگی بود.	بازی	Game	3	3	1	Employing Idiomatic Expression
13	مسئله مرگ و زندگی بود.	مسئله	About	4	4	3	Translation by a contextual equivalent

Table A2-20: Students' problem-strategy table for P20 (Translation of a terminological concept)

	The Germans overturned a 3-1 first-leg deficit against Porto, winning 6-1 to advance 7-4 aggregate.	first-leg	Back-translation	Score			Strategy
				R1	R2	R3	
1	آلمانی ها نتیجه شکست ۳ بر ۱ دور اول مسابقه در مقابل پرتو را با برد ۶ بر ۱ به نفع خود تغییر دادند و در مجموع با نتیجه ۷ بر ۴ به برتری رسیدند.	دور اول مسابقه	First-leg	4	4	1	Translation by a contextual equivalent
2	آلمانی ها نتیجه شکست ۳ بر یک دور اول مسابقه در مقابل پرتو را با برد ۶ بر یک بنفع خود تغییر دادند و در مجموع با نتیجه ۷ بر ۴ به پیروزی رسیدند.	دور اول مسابقه	First-leg	4	4	1	Translation by a contextual equivalent
3	آلمان ها که با حساب ۳-۱ در دور رفت مغلوب پورتو شده بودند با پیروزی ۱-۶ توانستند در جموع با نتیجه ۴-۷ بر حریف خود غلبه کنند.	دور رفت	First-round	4	3	1	Translation by a more general equivalent
4	آلمان ها باخت سه بر یک بخش اول پورتو را با برد شش بر یک جبران کردند و در مجموع ۷ بر ۴ شدند.	بخش اول	First part	2	1	1	Translation by a more neutral equivalent
5	آلمان ها ۳ بر ۱ پرتغالی ها را شکست دادند، ۶ بر ۱ جلو رفتند که در مجموع امتیازشان ۷ بر ۴ شد.	-	-	0	0	0	Omission
6	آلمانی ها در لیگ اول ۳ به ۱ به پرتغالیها باختند و در بازی پیشرفته ۶ به ۱ بردند و در مجموع ۷ به ۴ شدند.	لیگ اول	First league	0	1	1	Misinterpretation
7	تیم بایرن در بازی اول از تیم پرتو ۳ بر ۱ شکست خورد و در بازی بعد ۶ بر ۱ از سد این تیم گذشت که در مجموع ۷ بر ۴ از تیم مقابل پیشی گرفت.	بازی اول	First game	3	1	3	Translation by a more general equivalent
8	تیم بایرن مونیخ بازی اول را ۳ بر یک به پرتو واگذار کرد و در	بازی اول	First game	3	1	3	Translation by a more general

	بازی بعد ۶ بر ۱ برنده شد که در مجموع ۷ بر ۴ از تیم مقابل پیشی گرفت.						equivalent
9	آلمان در برابر پرتو باکر ۱ به ۳ بازی را باخت و ۶ به ۱ و در مجموع به با پیشرفت ۷ به ۴ برد.	بازی	Game	1	1	1	Translation by a more general equivalent + Omission
10	آلمان در مقابل پوتروباکر ۱-۳ باخت، و برد ۱-۶ با پیشرفت ۴-۷ در مجموع	-	-	0	0	0	Omission
11	این تیم آلمانی با نتیجه ۳ بر ۱ بر تیم پورتو غلبه کرد. این تیم در این بازی با پیروزی ۶ بر ۱ و در مجموع با نتیجه کلی ۷ بر ۴ به پیروزی رسید.	-	-	0	0	0	Omission
12	آلمان ها در بازی رفت مقابل پرتو ۳ بر ۱ نتیجه را واگذار کردند و در بازی برگشت ۶ بر ۱ جلو افتادند که در مجموع ۷ بر ۴ پیروز شدند.	بازی رفت	First game	3	3	4	Translation by a more general equivalent
13	آلمان ها در بازی اول ۳ بر ۱ باختند و در مقابل پرتو کم آوردند و در بازی پیش رو ۶ بر ۱ بازی را بردند و در کل ۷ بر ۴ به پیروزی رسیدند.	بازی اول	First game	3	1	3	Translation by a more general equivalent
Average Scores and Ttl.Ave.Scr				2.08	1.54	1.46	1.69
Overall View of the table: The first two more frequent strategies: 5: Translation by a more general equivalent (or superordinate)(46%) and 8: Omission(23%)// The Best Scored: 4: Translation by a contextual equivalent// The Worst Scored: 8: Omission// Inter-rater reliability: Acceptable (0.79)							

Text No. 6: Air pollution

Air pollution

1 Air pollution, caused by toxic emissions into the atmosphere, is thought to claim more than 2.7 million lives per year.² It is possible to make a distinction between two types of air pollution: 'outdoor pollution' - produced mainly by industrial pollutants and automobile emissions - and 'indoor pollution', which is caused by burning fuels in the home for heating and cooking.³ Traditionally, air pollution has been seen as a problem that afflicts industrialized countries, with their greater numbers of factories and motorized vehicles.⁴ In recent years, however, attention has been drawn to the dangers of 'indoor pollution' in the developing world.⁵ It is believed that more than 90 per cent of deaths linked to air pollution occur in the developing world.⁶ This is because many of the fuels that are burned by people in developing countries, such as wood and dung, are not as clean as modern fuels such as kerosene and propane.

اللودگی هوا
الف. متن انگلیسی

7 Until the middle of the twentieth century, air pollution in Britain was caused primarily by the widespread burning of coal, which emits sulphur dioxide and thick black smoke into the atmosphere.⁸ Coal was used extensively to heat homes, and to a somewhat lesser extent in factories.⁹ In 1956, in an attempt to reduce smog, a Clean Air Act was passed to regulate emissions from chimneys.

10 Smokeless types of fuels, such as kerosene, propane and natural gas, were promoted and are now used widely in Britain and other industrialized countries.

11 Since the 1960s the main source of air pollution has been the growth in the use of motorized vehicles.¹² Vehicle emissions are particularly harmful because they enter the atmosphere at a much lower level than emissions from chimneys.¹³ ~~As figure 2.1 shows,~~ the range of emissions that are produced by different types of vehicle is quite large.¹⁴ Cars, which account for some 80 per cent of travel in Europe, have a particularly harmful impact on the environment.

15 For this reason, attempts to reduce air pollution in many industrialized countries have focused on the use of low-emission travel alternatives such as passenger trains, high occupancy buses and the pooling of cars.

16 Air pollution has been linked to a number of health problems among humans, including respiratory difficulties, cancers and lung disease.¹⁷ Although outdoor pollution has long been associated with industrialized countries, it is growing rapidly in the developing world.

18 As countries undergo rapid processes of industrialization, factory emissions increase and the number of vehicles on the roads also grows.¹⁸ In many developing countries, leaded petrol is still in use, although it has been phased out in much of the developed world.¹⁹ Levels of air pollution are particularly high in many areas of Eastern Europe and the former Soviet Union.

NO: 6

(A. Giddens 2006: 944-5)

Table A2-21: Students' problem-strategy table for P21 (The source language word is semantically complex)

	Air pollution, caused by toxic emissions into the atmosphere	emissions	Back-translation	Score			Strategy
				R1	R2	R3	
1	آلودگی هوا در اثر انتشار سم در اتمسفر ایجاد شده	انتشار	Sending out [as uncountable meaning of the word <i>emission</i> in English] ⁶¹	2	0	3	Literal translation
2	آلودگی هوا، که به وسیله ی انتشار گازهای سمی در اتمسفر (جو) ایجاد می شود	انتشار گازهای	Emission of ... gases	4	4	3	Translation by a contextual equivalent
3	آلودگی هوا ناشی از تولید گازهای سمی گلخانه ای در هوا است	تولید گازهای	Production of ... gases	3	2	3	Coining a new phrase
4	آلودگی هوا به علت انتشار گازهای سمی در اتمسفر ایجاد شده است	انتشار گازهای	Emission of (poisonous) gases	4	4	3	Translation by a contextual equivalent
5	گازهای گلخانه ای نشئت گرفته از انتشار سموم در اتمسفر (جو) می باشد	انتشار	Sending out [as uncountable meaning of the word <i>emission</i> in English]	2	2	1	Literal translation
6	آلودگی هوا، که بوسیله ی انتشار گازهای سمی در اتمسفر (جو) ایجاد می شود	انتشار گازهای	Emission of (poisonous) gases	4	4	3	Translation by a contextual equivalent
7	آلودگی هوا به علت انتشار گازهای سمی در	انتشار گازهای	Emission of (poisonous) gases	4	4	3	Translation by a contextual

⁶¹ In Persian, adjectives come after noun; therefore, 'poisonous' has not been mentioned in the column of equivalents to be considered by the raters. To the contrary, in back-translation in English, it should have been mentioned when placing for example between emission and gasses. At least in the form of '...'.

	اتم‌سفر ایجاد شده است						equivalent
8	آلودگی هوا به علت انتشار گازهای سمی در اتم‌سفر ایجاد شده است	انتشار گازهای	Emission of (poisonous) gases	4	4	3	Translation by a contextual equivalent
9	آلودگی هوا که به علت انتشار مواد سمی به محیط به وجود می‌آید	انتشار مواد	Emission of (poisonous) products	2	3	2	Coining a new phrase
10	آلودگی هوا که به علت انتشار مواد سمی به محیط به وجود می‌آید	انتشار مواد	Emission of (poisonous) products	2	3	2	Translation by a more general equivalent
11	گازهای گلخانه‌ای نشئت گرفته از انتشار سموم در جو می‌باشد	انتشار	Sending out [as uncountable meaning of the word <i>emission</i> in English]	2	1	2	Literal translation
12	آلودگی هوا که به موجب انتشار مواد سمی به اتم‌سفر می‌شود	انتشار مواد	Emission of (poisonous) products	2	3	2	Translation by a more general equivalent
13	آلودگی هوا ناشی از تولید گازهای گلخانه‌ای در جو است	تولید گازهای	Production of ... gases	3	2	3	Coining a new phrase
14	آلودگی هوا به علت انتشار گازهای سمی در اتم‌سفر ایجاد شده است	انتشار گازهای	Emission of (poisonous) gases	4	4	3	Translation by a contextual equivalent
15	آلودگی هوا که به دلیل خروج سم به اتم‌سفر ایجاد می‌شود	خروج	exit (exhaust)	1	3	1	Translation by a more neutral equivalent
16	آلودگی هوا ناشی از تولید گازهای سمی گلخانه‌ای در هواست	تولید گازهای	Production of ... gases	3	3	3	Coining a new phrase
17	آلودگی هوا، که به دلیل خروج سموم به اتم‌سفر ایجاد می‌شود	خروج	exit (exhaust)	1	1	1	Translation by a more neutral equivalent
18	آلودگی هوا ناشی از تولید گازهای گلخانه‌ای سمی در هوا	تولید گازهای	Production of ... gases	3	2	3	Coining a new phrase
19	مواد سمی که به واسطه آلودگی هوا وارد جو	-	-	0	1	1	Omission

	میشود						
20	آلودگی هوا توسط انتشار گاز سمی در اتمسفر سبب می شود	انتشار گاز	Emission of (poisonous) gas	3	3	3	Translation by a contextual equivalent + number-misinterpretation
21	آلودگی هوا که با نشر گازهای سمی در جو ایجاد می شود	نشر گازهای	emission of (poisonous) gas [= نشر /nashr/ here for emission is mostly used as equivalent for publication in Persian]	2	2	2	Coining a new phrase
22	آلودگی هوا ناشی از انتشار گازهای سمی به اتمسفر تصور می شود	انتشار گازهای	Emission of (poisonous) gases	4	4	3	Translation by a contextual equivalent
23	آلودگی هوا ناشی از تولید گازهای گلخانه ای سمی به اتمسفر است	تولید گازهای	Production of ... gases	3	2	2	Coining a new phrase
24	آلودگی هوا که از نشت گازهای سمی بوجود آمده	نشت گازهای	emission of (poisonous) gas [= نشر /nashr/ here for emission is mostly used as equivalent for publication in Persian]	4	1	2	Coining a new phrase
25	آلودگی هوا ناشی از انتشار مواد سمی به هوا است	انتشار مواد	Emission of (poisonous) products	2	2	2	Translation by a more general equivalent
26	آلودگی هوا، به دلیل وجود گازهای سمی در اتمسفر می باشد	وجود گازهای	Existence of ... gases	1	1	1	Partial misinterpretation
27	آلودگی هوا ناشی از انتشار سم در جو (هوا) می باشد	انتشار	Sending out [as uncountable meaning of the word <i>emission</i> in English]	2	2	1	Literal translation

28	آلودگی هوا، ناشی از تولید گازهای گلخانه ای به اتمسفر سمی می باشد	تولید گازهای	Production of ... gases	3	1	3	Coining a new phrase
29	آلودگی هوا، که در اثر ساطع شدن گازهای سمی به اتمسفر ایجاد می شود	ساطع شدن گازهای	Glitter of ... gases	1	1	1	Translation by a more neutral equivalent
30	آلودگی هوا، ناشی از انتشار سمی به هوا است.	انتشار	Sending out [as uncountable meaning of the word <i>emission</i> in English]	2	1	2	Literal translation
31	آلودگی هوا ناشی از تولید گازهای سمی در جو	تولید گازهای	Production of ... gases	3	2	2	Coining a new phrase
32	آلودگی هوا به علت انتشار گازهای سمی در اتمسفر ایجاد شده است	انتشار گازهای	Emission of ... gases	4	4	2	Translation by a contextual equivalent
33	علت آلودگی هوا وجود گازهای سمی در اتمسفر	وجود گازهای	Existence of ... gases	1	3	1	Partial misinterpretation
Average Scores and Ttl.Ave.Scr				2.58	2.39	2.18	2.38
<p>Overall View of the table: The first two more frequent strategies: 22: Coining a new phrase (30%) and 4: Translation by a contextual equivalent (27%)// The Best Scored: 4: Translation by a contextual equivalent// The Worst Scored: 8: Omission// Inter-rater reliability: Good (0.80)</p>							

Table A2-22: Students' problem-strategy table for P22 (The SL contains purposefully harmonised words whose conformity has value of being reflected in translation)

	Outdoor pollution- indoor pollution	Outdoor – indoor				
1	آلودگی خارجی - آلودگی داخلی	خارجی- داخلی	2	2	2	Translation using a relative hyponym
2	آلودگی بیرونی- آلودگی خانگی	بیرونی- خانگی	2	4	2	Translation using a relative hyponym
3	آلودگی در فضای باز- آلودگی هوای داخلی	فضای باز- هوای داخلی	1	1	1	Translation using a more general equivalent
4	آلودگی بیرونی(خارجی)- آلودگی درونی(خانگی)	بیرونی(خارجی)- درونی(خانگی)	3	3	2	Translation by two choices
5	آلودگی بیرونی- آلودگی درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
6	آلودگی بیرونی- آلودگی خانگی	بیرونی- خانگی	2	4	2	Translation using a relative hyponym
7	آلودگی بیرونی(خارجی)- آلودگی درونی(خانگی)	بیرونی(خارجی)- درونی(خانگی)	3	3	2	Translation by two choices
8	آلودگی بیرونی(خارجی)- آلودگی درونی(خانگی)	بیرونی(خارجی)- درونی(خانگی)	3	3	2	Translation by two choices
9	آلودگی های بیرونی- آلودگی های درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
10	آلودگی بیرونی- آلودگی درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
11	آلودگی بیرونی- آلودگی درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
12	آلودگی بیرونی- آلودگی خانگی	بیرونی- خانگی	2	4	2	Translation using

						a relative hyponym
13	آلودگی در فضای باز - آلودگی هوای داخلی	فضای باز - داخلی	1	1	2	Translation using a more general equivalent
14	آلودگی بیرونی - آلودگی درونی (خانگی)	بیرونی - درونی (خانگی)	3	3	2	Translation by two choices
15	آلودگی خارجی - آلودگی داخلی	خارجی - داخلی	2	2	1	Translation using a relative hyponym
16	آلودگی در فضای باز - آلودگی هوای خانه	فضای باز - هوای خانه	1	2	2	Translation using a more general equivalent
17	آلودگی هوای بیرونی (هوای آزاد) - آلودگی درونی (خانگی)	بیرونی (هوای آزاد) - درونی (خانگی)	3	2	2	Translation by two choices
18	آلودگی بیرونی - آلودگی خانگی	بیرونی - خانگی	2	4	2	Translation using a relative hyponym
19	آلودگی خارجی - آلودگی داخلی	خارجی - داخلی	2	3	1	Translation using a relative hyponym
20	آلودگی خارجی - آلودگی داخلی	خارجی - داخلی	2	3	1	Translation using a relative hyponym
21	آلودگی بیرونی - آلودگی درونی	بیرونی - درونی	4	2	1	Translation by a contextual equivalent
22	آلودگی در فضای باز (خارجی) - آلودگی داخلی	فضای باز (خارجی) - داخلی	2	2	2	Translation using a relative hyponym + Translation by two choices
23	آلودگی خارجی (بیرونی) - آلودگی داخلی (درونی)	خارجی (بیرونی) - داخلی (درونی)	3	3	1	Translation by two choices

24	آلودگی خارج ساختمانی- آلودگی داخل ساختمانی	خارج ساختمانی- داخل ساختمانی	2	2	1	Translation using a relative hyponym
25	آلودگی بیرونی - آلودگی درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
26	آلودگی بیرونی - آلودگی درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
27	آلودگی با عوامل داخلی (بیرونی)- آلودگی با عوامل داخلی	با عوامل خارجی(بیرونی)- با عوامل داخلی	1	2	1	Partial misinterpretation
28	آلودگی بیرونی - آلودگی درونی	بیرونی- درونی	4	2	1	Translation by a contextual equivalent
29	آلودگی خارجی - آلودگی داخلی	خارجی- داخلی	2	2	1	Translation using a relative hyponym
30	آلودگی خارجی - آلودگی داخلی	خارجی- داخلی	2	2	1	Translation using a relative hyponym
31	آلودگی بیرونی - آلودگی داخلی	بیرونی- داخلی	2	2	1	Translation using a relative hyponym
32	آلودگی خارجی- آلودگی درونی(خانگی)	خارجی- درونی(خانگی)	2	3	2	Translation using a relative hyponym + Translation by two choices
33	آلودگی بیرونی - آلودگی داخلی(درونی)	بیرونی- داخلی (درونی)	2	2	1	Translation using a relative hyponym + Translation by two choices

Table A2-23: Students' problem-strategy table for P23 (The tension between accuracy and naturalness)

	And indoor pollution, which is caused by burning fuel in the home for heating and cooking	burning fuel	Back-translation	Scores			Strategy
				R1	R2	R3	
1	و آلودگی خانگی که بوسیله‌ی احتراق سوخت‌ها جهت گرمایش و پخت و پز تولید می‌شود.	احتراق سوخت‌ها	Combustion of fuels	0	1	2	Literal Translation
2	آلودگی خانگی که به وسیله‌ی سوزاندن سوخت‌ها در خانه برای گرمایش و پختن ایجاد می‌شود.	سوزاندن سوخت‌ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	1	1	2	Literal Translation
3	آلودگی هوای داخلی، که با سوزاندن سوخت در خانه برای گرم کردن و پخت و پز ایجاد می‌شود.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
4	آلودگی درونی (خانگی) که به علت سوزاندن سوخت‌ها در خانه برای گرمایش و پخت و پز ایجاد شده است.	سوزاندن سوخت‌ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	1	1	2	Literal Translation
5	آلودگی درونی ناشی از سوخت مواد قابل اشتعال گرمایشی و پخت و پز استفاده می‌شود.	سوخت مواد قابل اشتعال	Burning flammable materials	0	1	2	Misinterpretation
6	آلودگی خانگی که بوسیله‌ی سوزاندن سوخت‌ها در	سوزاندن سوخت‌ها	Burning fuels [using two words with the	1	1	2	Literal Translation

	خانه برای گرمایش و پختن ایجاد می شود.		same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]				
7	آلودگی درونی(خانگی) که به علت سوزاندن سوخت ها در خانه برای گرمایش و پخت و پز ایجاد شده است.	سوزاندن سوخت ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	1	1	2	Literal Translation
8	آلودگی درونی(خانگی) که به علت سوزاندن سوخت ها در خانه برای گرمایش و پخت و پز ایجاد شده است.	سوزاندن سوخت ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	1	1	2	Literal Translation
9	آلودگیهای درونی که از سوختن سوخت ها در منازل برای گرم کردن محیط یا آشپزی حاصل می شود.	سوختن سوخت ها	Burning fuels [using two words with the same root and similar spelling/pronunciations: /suxtane suxtha/]	1	1	2	Literal Translation
10	آلودگیهای درونی که از سوختن سوخت ها در منازل برای گرم کردن محیط یا آشپزی حاصل می شود.	سوختن سوخت ها	Burning fuels [using two words with the same root and similar spelling/pronunciations: /suxtane suxtha/]	1	1	2	Literal Translation
11	آلودگی درونی ناشی از سوخت مواد قابل اشتعال در خانه جهت گرمایش و پخت و پز استفاده می شود.	سوخت مواد قابل اشتعال	Burning flammable materials	0	1	2	Misinterpretation
12	آلودگی خانگی که با سوزاندن سوخت در خانه ها برای گرما و پخت و پز	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/	1	1	2	Literal Translation

	ایجاد می شود.		pronunciations: /suzândane suxt/				
13	آلودگی هوای داخلی که با سوزاندن سوخت در خانه برای گرم کردن و پخت و پز ایجاد می شود.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
14	آلودگی درونی(خانگی) که به علت سوزاندن سوخت در خانه برای گرمایش و پخت و پز ایجاد شده است.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
15	آلودگی داخلی که با سوزاندن سوخت در خانه برای گرم کردن و پخت و پز ایجاد می شود.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
16	آلودگی هوای خانه، که با سوزاندن سوخت در خانه برای گرم کردن و پخت و پز ایجاد می شود.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
17	آلودگی درونی(خانگی)، که توسط مصرف سوخت ها در خانه برای ایجاد گرما و پخت و پز ایجاد می شود.	مصرف سوخت ها	Consumption (=burning) of fuels	4	4	3	Translation by a contextual equivalent
18	آلودگی خانگی که سوزاندن سوخت در خانه ها برای آشپزی و گرم کردن آن را ایجاد میکند.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation

19	آلوده کننده های داخلی که ناشی از سوختن مواد سوختنی جهت مصارف خانگی است.	سوختن مواد سوختنی	Burning the flammable materials (using two words with the same root and similar spelling/ pronunciations: /suxtane mavvâdde suxti/)	0	1	2	Literal Translation
20	آلودگی داخلی- که توسط سوزاندن سوخت در منزل برای گرم کردن و غذا درست کردن سبب می شود.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
21	آلودگی های درونی که با سوزاندن سوخت ها برای مصارف خانگی مانند پخت و پز و گرم کردن به وجود می آیند.	سوزاندن سوخت ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	1	1	2	Literal Translation
22	آلودگی داخلی، آلودگی که توسط مصرف سوخت در خانه برای گرم کردن و پخت و پز تولید می شود.	مصرف سوخت	Consumption (=burning) of the fuel	4	4	3	Translation by a contextual equivalent
23	آلودگی داخلی (درونی) توسط سوختن سوخت ها در منازل برای آشپزی و گرم کردن منازل ایجاد می شود.	سوختن سوخت ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	0	1	2	Literal Translation
24	آلودگی داخل ساختمانی که از سوزاندن سوخت	سوزاندن سوخت ها	Burning fuels [using two words with the	1	1	2	Literal Translation

	هایی که در منازل صرف گرم کردن و پختن و پز می شود.		same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]				
25	آلودگی درونی، ناشی از مصرف سوخت ها برای گرما و پخت و پز در خانه می باشد.	مصرف سوخت ها	Consumption (=burning) of fuels	4	4	3	Translation by a contextual equivalent
26	آلودگی درونی که توسط مواد سوختنی در خانه برای گرما و پختن به وجود می آید.	مواد سوختنی	(by) burning materials	0	3	2	Partial Omission
27	آلودگی های با عوامل داخلی که برای تقویت سوخت (داشتن سوخت) در خانه برای گرم کردن و آشپزی ایجاد می شود.	تقویت سوخت (داشتن سوخت)	Fuelling the fuel (having the fuel) [second parentheses are used by the student]	0	0	1	Misinterpretation
28	آلودگی درونی که توسط سوزاندن سوخت در خانه برای گرم کردن و پخت و پز ایجاد می شود.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
29	آلودگی های داخلی که سبب آنها سوخت های مصرفی منازل است که در وسایل گرمایشی و آشپزی مورد استفاده قرار می گیرند.	سوخت های مصرفی	Consuming fuels	0	0	3	Partial Omission
30	آلودگی داخلی که ناشی از سوزاندن سوخت در خانه	سوزاندن سوخت	Burning the fuel [using two words with the	1	1	2	Literal Translation

	که به عنوان گرم کننده و برای پخت و پز استفاده می شود.		same root and similar spelling/ pronunciations: /suzândane suxt/]				
31	آلودگی داخلی که به دلیل سوزاندن سوخت برای گرما و آشپزی در خانه هاست.	سوزاندن سوخت	Burning the fuel [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt/]	1	1	2	Literal Translation
32	آلودگی درونی (خانگی) که به علت سوزاندن سوخت ها در خانه برای گرمایش و پخت و پز ایجاد شده است.	سوزاندن سوخت ها	Burning fuels [using two words with the same root and similar spelling/ pronunciations: /suzândane suxt-hâ/]	1	1	2	Literal Translation
33	آلودگی داخلی (درونی) که علت انتشار آن سوخته‌های خانگی برای گرما و پخت و پز می باشد.	سوخته‌های	fuels	0	1	2	Partial Omission
Average Scores and Ttl.Ave.Scr				1.00	1.27	2.09	1.45

Overall View of the table: The first two more frequent strategies: 11: Literal translation (73%) and 2: Misinterpretation (9%) and 4: Translation by a contextual equivalent (9%)// The Best Score: 4: Translation by a contextual equivalent// The Worst Score: 2: Misinterpretation// Inter-rater reliability: Good (0.83)

Table A2-24: Students' problem-strategy table for P24 (Translation of a situational/terminological word or expression)

	Modern fuels such as kerosene and propane.	propane				
1	نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
2	سوخت های مدرن مثل نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
3	سوخت ... مدرن مانند نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
4	سوخت های امروزی همانند چراغ نفت و پارافین	پارافین	0	0	1	Misinterpretation
5	سوخت های مدرن همانند نفت سفید و پارافین گازی	پارافین گازی	3	3	2	Translation by a more general equivalent
6	سوخت های مدرن مثل نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
7	سوخت های امروزی مانند چراغ نفت و پارافین	پارافین	0	0	1	Misinterpretation
8	سوخت های امروزی همانند چراغ نفت و پارافین	پارافین	0	0	1	Misinterpretation
9	سوخت های نوین همچون پروپان و نفت	پروپان	4	2	3	Translation by a contextual equivalent
10	سوخت های نوین همچون پروپان و نفت	پروپان	4	2	3	Translation by a contextual equivalent
11	سوخت های مدرن همانند نفت سفید و پارافین گازی	پارافین گازی	3	3	2	Translation by a more general equivalent
12	سوخت های جدید مانند نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent

13	سوخت... مدرن مانند نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
14	سوخت های امروزی همانند چراغ نفت و پارافین	پارافین	0	0	1	Misinterpretation
15	سوخت های مدرن مانند نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
16	سوخت . . . جدید و مدرن مانند نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
17	سوخت های مدرن مانند نفت و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
18	سوخت های مدرن مانند نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
19	سوخت های مدرن مانند نفت و گاز (پارافین)	گاز (پارافین)	0	1	2	Misinterpretation
20	سوخته‌های مدرن مانند نفت سفید و پارافین گازی	پارافین گازی	3	3	2	Translation by a more general equivalent
21	سوخت های جدید مانند نفت سفید و پارافین گازی	پارافین گازی	3	3	2	Translation by a more general equivalent
22	سوخته‌های مدرن و جدید مثل نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
23	سوخت های مدرن نظیر نفت سفید(چراغ) و پروپان (پارافین گازی)	پروپان(پارافین گازی)	4	4	3	Translation by a contextual equivalent + explanation (by a more general equivalent)
24	سوخت های جدید نظیر نفت و پروپان	پروپان	4	2	3	Translation by a contextual equivalent

25	سوخت های مدرنی همچون نفت سفید و گاز پروپان	گاز پروپان	4	4	3	Translation by a contextual equivalent + explanation
26	سوخت های مدرن مثل نفت و پارافین	پارافین	0	0	1	Misinterpretation
27	سوخت های جدید از جمله نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
28	سوخت های مدرن مثل نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
29	سوخت های امروزی، همچون نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
30	سوخت های کنونی مثل نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
31	سوخت های امروزی مثل نفت سفید و پروپان	پروپان	4	2	3	Translation by a contextual equivalent
32	سوخت های امروزی همانند چراغ نفت و پارافین	پارافین	0	0	1	Misinterpretation
33	سوخت های مدرن امروزی مانند پروپان و نفت سفید	پروپان	4	2	3	Translation by a contextual equivalent

Text No. 7: Ice cream (A recipe)

3/2



ACTIVITY

SPICE

Ice-cream in-a-bag

“Shake to make your own delicious soft ice-cream, just like you’d have at the beach!”

Equipment

- Zip lock food bags
- Granulated sugar → *tablespoon*
- Milk
- Vanilla essence
- Rock salt
- Ice cubes → *cup*

Instructions

The amounts given are sufficient for one ice-cream. Adjust the recipe as necessary. You can re-use the bags and rock salt to make several ice-creams.

1. The zip-lock food bags must be at least the 570 ml (1 pint) size. The children should fill one bag with half a cup of milk, 1 tablespoon of sugar and a single drop of vanilla essence. Seal the bag securely.
2. Place the sealed bag inside a second zip-lock bag, and add the rock-salt (to the second bag).
3. Top up the second bag with ice cubes, then seal it securely.
4. The children should shake their bag vigorously. After 5–10 minutes of shaking they will have delicious soft ice-cream in their bag. Turn it out into a bowl and enjoy!

NO: 7

(M. Walker 2007: 80)

Table A2-25: Students' problem-strategy table for P25 (The source language concept is not lexicalised in the target language)

	Zip lock food bags	Zip lock	R1	R2	R3	Strategy
1	کیسه های زیپ دار غذا	زیپ دار	4	3	3	Translation by a contextual equivalent
2	کیسه زیپ دار پلاستیکی	زیپ دار	4	3	3	Translation by a contextual equivalent
3	کیسه زیپ دار مخصوص غذا	زیپ دار	4	3	3	Translation by a contextual equivalent
4	کیسه غذایی زیپ دار	زیپ دار	4	3	3	Translation by a contextual equivalent
5	یک کیسه غذای زیپ لاک دار	زیپ لاک دار	1	1	2	Translation using a loan word
6	کیسه غذای زیبایی	زیبی	3	2	2	Partial Misinterpretation
7	-	-	0	0	0	Omission
8	کیسه های پلاستیکی زیپ دار	زیپ دار	4	3	3	Translation by a contextual equivalent
9	یک بسته غذایی زیپ کیپ	زیپ کیپ	2	4	2	Translation using a hyponym (a specific brand's name)
10	کیسه های زیپ کیپ	زیپ کیپ	2	4	2	Translation using a hyponym (a specific brand's name)
11	کیسه های زیبایی قفل دار	زیبی قفل دار	3	۲	2	Translation by explanation

12	کیسه های در بسته غذایی	در بسته	0	۲	2	Misinterpretation
13	کیسه های بازپ بسته شده	بازپ	0	۲	2	Partial Misinterpretation
14	زیپ کیپ	زیپ کیپ	2	۴	2	Translation using a hyponym (a specific brand's name)
15	زیپ کیپ	زیپ کیپ	2	۴	2	Translation using a hyponym (a specific brand's name)
16	کیسه های غذایی زیپی	زیپی	3	۳	2	Partial Misinterpretation
17	کیسه غذایی زیپ دار	زیپ دار	4	۳	3	Translation by a contextual equivalent

Table A2-26: Students' problem-strategy table for P26 (Translation of culture-specific word)

	Must be at least the 570 ml (1 pint) size.	Pint				
			R1	R2	R3	Strategy
1	باید حداقل ۵۷۰ میلی لیتر (۱ پایننت) باشد.	پایننت	4	1	1	Transliteration or using loanword
2	باید حداقل ۵۷۰ میلی لیتر معادل یک پیمانہ باشد.	پیمانہ	0	4	3	Cultural substitution
3	حداقل باید در سایز ۷۵۰ میلی گرم باشد.	-	0	4	2	Omission
4	حداقل باید در سایز ۷۵۰ میلی گرم باشد.	-	0	4	2	Omission
5	باید حداقل ۵۷۰ میلی لیتر باشد.	-	0	4	2	Omission
6	باید حداقل ۵۷۰ میلی لیتر باشد.	-	0	4	2	Omission
7	باید حداقل ۵۷۰ میلی لیتر (کوچک) باشد.	کوچک	0	1	1	Misinterpretation
8	باید حداقل ۵۷۰ میلی لیتر گنجایش داشته باشد.	-	0	4	2	Omission
9	حداقل بایستی ۵۷۰ میلی لیتر به اندازه یک پیمانہ باشد.	پیمانہ	0	4	2	Cultural substitution
10	ظرفیت باید حداقل ۷۵۰ ml معادل یک پیمانہ باشد.	پیمانہ	0	2	3	Cultural substitution
11	باید حداقل ۵۷۰ میلی لیتر باشد.	-	0	4	2	Omission
12	می بایست حداقل ۵۷۰ میلی لیتر (۱ پیننت) باشد.	پیننت	2	1	1	Transliteration or using loanword
13	باید حداقل گنجایش ۱ پیمانہ (۵۷۰) میلی لیتر باشد.	پیمانہ	0	2	3	Cultural substitution
14	حداقل باید به اندازه ۵۷۰ میلی لیتر باشد. (یک پیمانہ)	پیمانہ	0	2	3	Cultural substitution
15	حداقل باید به اندازه ۵۷۰ میلی لیتر باشد. (یک پیمانہ)	پیمانہ	0	2	3	Cultural substitution
16	حداقل باید ظرفیت ۵۷۰ ML را داشته باشد.	-	0	4	1	Omission
17	حداقل باید به اندازه ۵۷۰ میلی لیتر باشد.	-	0	4	2	Omission

Text No. 8: Torchlight tag

3/1

physical Education



Torchlight tag

“Tag with a difference!”

ACTIVITY

Equipment
• Torches

SPICE

Instructions

This game is best played outside after dark, but can be played inside with the lights off if you have plenty of hidey-holes.

1. Equip each player with a torch.
2. Choose a volunteer to be 'it'.
3. 'It' stands in the centre of the playground with their eyes closed and their torch off, counting aloud to 50.
4. All other players turn on their torches and hide. Once hidden, players turn off their torches.
5. When they've counted to 50, 'it' turns on his or her torch and looks for the hiding players. 'It' tags the players by shining the torch on them and shouting 'Tagged!'
6. Once tagged, a player should turn on their torch and shine their light directly up in the air (remaining in their hiding place). The game is over when the correct number of lights are shining up, showing everyone has been found.
7. The last player to be found is 'it' in the next round. In large groups you may have more than one 'it' to speed up the game.

(M. Walker 2007: 44)

NO: 8

Table A2-27: Students' problem-strategy table for P27 (The source language concept is not lexicalised in the target language)

	This game is best played outside after dark, but can be played inside with the lights off if you have plenty of hidey-holes.	Equivalent for: hidey-hole(s)	Back-translation	Scores			Strategy
				R1	R2	R3	
1	.. ولی [این بازی] در محیط بسته هم می تواند به وسیله ی چراغ ها انجام شود، به شرط آنکه سوراخهای زیادی در محیط باشد.	سوراخ های	holes	0	1	0	Misinterpretation
2	... اما داخل خانه با چراغ های خاموش هم می توان بازی کرد البته تعداد زیادی مخفی گاه داشته باشید.	مخفی گاه	hideout	3	4	2	Translation by a more general equivalent (or superordinate)
3	... اما اگر در داخل خانه مخفی گاه های فراوانی داشته باشید، می توانید چراغ ها را خاموش کرده و بازی کنید.	مخفی گاه های	hideouts	3	4	2	Translation by a more general equivalent (or superordinate)
4	... اما می توان در محیط های در پوشیده با چراغ های خاموش انجام داد اگر فضای کافی برای پنهان شدن داشته باشید.	[فضای کافی] برای پنهان شدن	[enough] spaces to hide	4	2	3	Coining a new phrase
5	... اما می توانید در داخل خانه با چراغ های خاموش بازی کنید به شرطی که مکان ها و گودال های پنهانی زیادی داشته باشید.	مکان ها و گودال های پنهانی	hidden places and holes	0	1	0	Partial Misinterpretation
6	... این بازی در بهترین حالت در بیرون در تاریکی هواست، اما در داخل با چراغ های خاموش نیز	جاهایی برای پنهان شدن	Places for hiding [using non-informal word پنهان	2	2	3	Coining a new phrase

	بازی می شود اگر جاهایی برای پنهان شدن داشته باشید.		شدن for hiding]				
7	... البته می توانیم در محیط بسته هم با چراغ های خاموش این بازی را انجام بدهیم بشرط اینکه یکعالمه جا برای پنهان شدن داشته باشیم.	جا برای پنهان شدن	place to hide	3	3	2	Coining a new phrase
8	... اما می توانید با چراغ قوه های خاموش و داشتن مکانهای فراوان برای پنهان شدن، در داخل خانه هم بازی کنید.	مکان هایی برای پنهان شدن	places... for hiding	4	4	3	Translation by explanation
9	... اما داخل خانه نیز می توان این بازی را انجام داد. اگر خانه روشن است همه چراغ ها را خاموش کنید.	-	-	0	0	0	Omission
10	... البته می تواند داخل (خانه) با چراغ های خاموش بازی شود، اگر بخواهید گرگم به هوا بازی کنید.	-	-	0	0	0	Omission
11	...ولی در صورتیکه جاهای زیادی برای قایم شدن در خانه با چراغ های خاموش هم این بازی را انجام بدهید.	جاهایی برای قایم شدن	Places for hiding [using informal word قایم شدن for hiding]	3	4	3	Coining a new phrase
12	...اما داخل خانه با چراغ های خاموش هم می توان بازی کرد البته اگر تعداد زیادی مخفیگاه داشته باشید.	مخفیگاه	hideout	3	4	1	Translation by a more general equivalent (or superordinate)
13	...و در داخل خانه اگر مخفیگاه های زیادی دارید با چراغ های خاموش می توان بازی کرد.	مخفیگاه ها	hideouts	3	4	2	Translation by a more general equivalent (or superordinate)

14	... این بازی را می توانید در داخل خانه با چراغ های روشن هم انجام دهید به شرط اینکه شما به اندازه کافی مخفیگاه داشته باشید.	مخفیگاه	hideout	3	2	2	Translation by a more general equivalent (or superordinate)
15	... اما می شود در محیط بسته و سرپوشیده نیز انجام شود در صورتیکه جاهایی برای پنهان شدن وجود داشته باشد و با توجه به اینکه تمام چراغ ها خاموش باشد.	جاهایی برای پنهان شدن	Places for hiding [using non-informal word پنهان شدن for hiding]	3	2	3	Coining a new phrase
16	... اما می تواند در داخل خانه با چراغ های خاموش هم انجام شود اگر که مکان های زیادی برای مخفی شدن دارید.	مکان هایی برای مخفی شدن	Places for hiding [using non-informal word مخفی شدن for hiding] and formal word مکان ها for places	4	3	3	Coining a new phrase
17	... اما اگر در خانه مکان های کافی برای مخفی شدن وجود داشته باشد در خانه با چراغ های خاموش هم می توان این بازی را انجام داد.	مکان هایی برای مخفی شدن	Places for hiding [using non-informal word مخفی شدن for hiding]	4	2	3	Coining a new phrase
18	...ولی می تواند در داخل با چراغ های خاموش هم صورت گیرد. اگر برای مخفی شدن جای کافی داشته باشید.	برای مخفی شدن جای ...	for hiding ...a place	1	1	3	Translation by explanation
19	...ولی اگر مکان های زیادی برای مخفی شدن در خانه وجود داشته باشد، می تواند وقتی	مکان هایی برای مخفی شدن	Places for hiding [using non-informal word مخفی شدن]	4	4	3	Coining a new phrase

	چراغ ها خاموش هست نیز در محیط خانه انجام شود.		شدن for <i>hiding</i>] and formal word ها مکان for places				
20	...اما داخل خانه با چراغ های خاموش هم می توان بازی کرد البته اگر تعداد زیادی مخفی گاه داشته باشید.	مخفی گاه	hideout	3	4	2	Translation by a more general equivalent (or superordinate)
21	... اما اگر شما مکان هایی برای پنهان شدن داشته باشید، این بازی را در داخل با چراغ های خاموش نیز می توان بازی کرد.	مکان هایی برای پنهان شدن	Places for hiding [using non-informal word پنهان شدن for <i>hiding</i>] and formal word ها مکان for places	3	2	3	Coining a new phrase
22	... اما اگر شما در فضای بسته مکان هایی برای پنهان شدن دارید، این بازی را می توان در فضای بسته با چراغ های خاموش نیز انجام داد.	مکان هایی برای پنهان شدن	Places for hiding [using non-informal word پنهان شدن for <i>hiding</i>] and formal word ها مکان for places	3	2	3	Coining a new phrase
23	... اما در فضای بسته هم می شود توسط چراغ ها بازی کرد به شرط آنکه روزنه های زیادی در محیط باشد.	روزنه ها	holes (~apertures)	0	1	0	Misinterpretation
24	... اما می توانید داخل خانه هم با چراغ های خاموش آن را بازی کنید. اگر مکان های کافی برای مخفی شدن داشته باشید.	مکان هایی برای مخفی شدن	Places for hiding [using non-informal word مخفی شدن for	4	2	3	Coining a new phrase

			<i>hiding</i>]				
25	... اما می توان در فضای بسته هنگامی که چراغ ها خاموش است و تعدادی مکان برای پنهان شدن وجود دارد بازی می شود.	مکان برای پنهان شدن	Place for hiding [using non-informal word پنهان شدن for <i>hiding</i>] and formal word مکان ها for places	3	1	2	Coining a new phrase
26	... اما می توان بازی در داخل با نور خاموش انجام شود اگر شما تعدادی مکان مخفی داشته باشید.	مکان مخفی	hidden place	2	1	1	Translation by a more neutral / less expressive word
27	... اما می تواند در داخل خانه هم انجام گیرد در صورتیکه مقدار زیادی مخفی گاه باشد.	مخفی گاه	hideout	2	4	2	Translation by a more general equivalent (or superordinate)
28	... حتی می توان این بازی را در محیط داخلی با چراغ های خاموش انجام داد به شرطی که فضای زیادی برای پنهان شدن داشته باشد.	فضایی برای پنهان شدن	Place for hiding [using non-informal word پنهان شدن for <i>hiding</i>] and formal word فضا for places	3	2	3	Coining a new phrase
Average Scores and Ttl.Ave.Scr				2.50	2.36	2.04	2.30

Overall View of the table: The first two more frequent strategies: 12: Translation by explanation or paraphrase (43%) and 5: Translation by a more general equivalent (or superordinate) (21%) // The Best Scored: 12 (Translation by explanation or paraphrase) // The Worst Scored: 8 (Omission) // Inter-rater reliability: Acceptable (0.838)

Table A2-28: Students' problem-strategy table for P28 (Translation of a situational/terminological word or expression)

	Choose a volunteer to be it.	It	R1	R2	R3	Strategy
1	یک داوطلب برای انجام آن انتخاب کنید.	آن	0	0	1	Literal translation
2	داوطلبی را انتخاب کنید که این باشد.	این	0	0	1	Literal translation
3	یک داوطلب را به عنوان " گرگ " انتخاب کنید.	گرگ	0	4	2	Translation by cultural substitution
4	داوطلبی را برای "چشم گذاشتن" انتخاب کنید.	برای چشم گذاشتن	4	2	3	Translation by explanation
5	یک نفر داوطلب را انتخاب کنید.	-	0	0	2	Omission
6	یک داوطلب را به عنوان " گرگ " انتخاب می کنیم.	" گرگ "	0	4	2	Translation by cultural substitution
7	یک بازیکن را بعنوان داوطلب برای دنبال بازی انتخاب می کنیم.	بازیکن برای دنبال بازی	0	0	2	Misinterpretation
8	یک داوطلب را بعنوان چشم گذار انتخاب کنید.	چشم گذار	4	2	2	Translation by coining a new phrase
9	یک داوطلب را انتخاب کنید.	-	0	0	2	Omission
10	یک داوطلب برای " این " بودن انتخاب کنید.	این	0	0	1	Literal translation
11	یک داوطلب برای چشم گذاشتن انتخاب کنید.	چشم گذاشتن	4	2	3	Translation by explanation
12	داوطلبی را انتخاب کنید که " این " باشد.	این	0	0	1	Literal translation
13	انتخاب داوطلبی که گرگ باشد.	گرگ	0	4	1	Translation by cultural substitution
14	انتخاب کنید یک داوطلب که " گرگ " باشد.	گرگ	0	4	1	Translation by cultural substitution
15	یک داوطلب انتخاب کنید برای اینکه وسط زمین بماند.	ماندن وسط زمین	0	2	1	Partial Misinterpretation
16	یک " داوطلب " انتخاب کنید.	-	0	0	2	Omission
17	یک داوطلب را انتخاب کنید تا گرگ شود.	گرگ	0	4	2	Translation by cultural

						substitution
18	یکی را به عنوان داوطلب انتخاب کنید.	-	0	0	2	Omission
19	یک داوطلب را انتخاب کنید که " این " باشد. (کسی که دنبال بقیه میگردد.)	این (کسی که دنبال بقیه می گردد)	3	1	1	Paraphrase or Explanation
20	داوطلبی را انتخاب کنید که این باشد.	این	0	0	1	Literal translation
21	یک داوطلب انتخاب کنید که "it" باشد.	It	0	0	0	Translation using loan word by exact SL alphabets
22	یک داوطلب برای اینکه " گرگ " باشد انتخاب کنید.	گرگ	0	4	2	Translation by cultural substitution
23	یک داوطلب انتخاب کنید.	-	0	0	2	Omission
24	یک داوطلب انتخاب کنید که " نره غول " باشد.	نره غول	0	0	1	Misinterpretation + style misrepresentation
25	یک نفر به دلخواه به عنوان کسی که چشم می گذارد و دیگران پنهان شوند انتخاب می شود.	کسی که چشم می گذارد و دیگران پنهان می شوند.	4	2	3	Translation by explanation
26	یک داوطلب برای " آن " شدن انتخاب کنید.	" آن "	۰	۰	۱	Literal Translation
27	یک نفر به طور داوطلب گرگ شود.	گرگ	0	4	2	Translation by cultural substitution
28	یک نفر را به عنوان داوطلب انتخاب کنید.	-	0	0	2	Omission

Table A2-29: Students' problem-strategy table for P29 (The source language concept is not lexicalised in the target language)

	It tags the players by shining the torch on them and shouting "tagged!"	tagged	R1	R2	R3	Strategy
1	دنبال بازیکنان می گردد با علامت دادن چراغ قوه های خود به دیگر بازیگران با صدای بلند می گویند tagged	tagged	0	0	1	Translation using loan word by exact SL alphabets
2	این بازیکنان را با روشن کردن چراغشان برچسب می زنند و فریاد می زند گرفته شد.	گرفته شد	3	1	2	Literal translation
3	گرگ با تاباندن نور چراغ قوه بر روی بازیکن ها و بلند گفتن " گرفتیم " آنها را می گیرد.	گرفتیم	4	2	2	Literal translation
4	او با انداختن نور بر روی آنها، بازیکنان را پیدا می کند و فریاد می زند " سک سک "	سک سک	4	4	3	Translation by a contextual equivalent
5	داوطلب شروع به پیدا کردن آنها با دیدن نور چراغ می کند و با فریاد گرگم به هوا می کند.	گرگم به هوا	0	1	1	Misinterpretation
6	"گرگ" با انداختن نور چراغ قوه روی آنها، پیدایشان می کند و بلند داد می زند: گرگم به هوا	گرگم به هوا	0	1	1	Misinterpretation
7	با نور چراغ آنها را نشانه گرفته و برچسب می زند.	-	0	0	1	Omission
8	با تاباندن چراغ قوه روی آنها استپ کرده و با صدای بلند فریاد استپ می زند.	استپ	0	4	2	Translation by a contextual equivalent
9	او با انداختن نور چراغ قوه روی آنها، آنها را پیدا می کند، با پیدا کردن آنها نامشان را فریاد می زند " استپ "	استپ	0	4	2	Translation by a contextual equivalent
10	" این " بازیکن ها را با ایست گفتن زمان نور انداختن رویشان پیدا کند و فریاد بزند (ایست).	ایست	0	3	2	Translation by a contextual equivalent
11	او با چراغ قوه اش بازیکنان را شناسایی می کند و بلند فریاد	گرگم به هوا	0	1	1	Misinterpretation

	می زند " گرگم به هوا"					
12	" این " بازیکنان را با روشن کردن چراغشان برچسب می زند و فریاد می زند " گرفته شد."	" گرفته شد."	3	1	2	Literal translation
13	گرگ با انداختن نور چراغ قوه بر روی بازیکنان آنها را شناسایی می کند و فریاد می زند " گرگم به هوا"	گرگم به هوا	0	1	1	Misinterpretation
14	"گرگ" بازیکنان را به وسیله چراغ قوه ای که نورش را به سمت آنها می اندازد دنبال می کند و با فریاد می گوید " گرگ"	گرگ	0	4	1	Misinterpretation
15	او بازیکنان را با تاباندن نور چراغ روی آنها دنبال می کند و فریاد می زند استپ (ایست)!	استپ (ایست)	0	4	2	Translation by a contextual equivalent
16	بازیکنان را با روشن کردن بر آنها پیدا میکند و فریاد می زند " برچسب زده شد"	برچسب زده شد	0	0	1	Literal Translation
17	گرگ وقتی بازیکنی را پیدا کرد بر روی او نورچراغ قوه اش (مشعلش) را می اندازد و می گوید " پیدات کردم"	پیدات کردم	4	2	3	Translation by a contextual equivalent
18	داوطلب با انداختن نور به سمت بازیکنان بلند فریاد می زند " لو رفتی"	لو رفتی	3	1	3	Translation by a contextual equivalent
19	او با گرفتن نور چراغ قوه بالای سر آنها و فریاد " گرفتمت " نشان می دهد که آنها را پیدا کرده است.	گرفتمت	4	3	3	Translation by a contextual equivalent
20	این بازیکنان با روشن کردن چراغشان برچسب می زنند و فریاد می زند گرفته شد.	گرفته شد	3	1	2	Literal Translation
21	It با نور انداختن بر روی بازیکنان ها و فریاد "تگ شدی" (برچسب خوردی) آنها را تگ می کند.	تگ شدی	2	0	1	Transliteration
22	آن ها را با تاباندن نور چراغ بر چهره هایشان و فریاد " سک سک " پیدا می کند.	سک سک	4	4	3	Translation by a contextual equivalent
23	و با نشان دادن نور چراغ قوه به دیگران با صدای بلند می گویند. Tagged	Tagged	0	0	1	Translation using loan word by exact SL alphabets
24	او دنبال بازیکنان می دود و نور چراغ قوه را روی آنها می اندازد و فریاد می زند " سوختی!"	سوختی	4	4	2	Translation by a contextual

						equivalent
25	هر بازیکنی را که پیدا کند با نور چراغ قوه اش او را نشان می دهد و فریاد می زند " پیدا شد"	پیدا شد	3	1	2	Partial misrepresentation
26	آن شخص با مشعل روشن بر روی بازیکنان برچسب بزند و فریاد بزند " برچسب زده شد"	برچسب زده شد	0	0	1	Literal Translation
27	آن بازیکن نور چراغ قوه اش را بر آنها می اندازد و فریاد می زند " گرفتمش، پیداش کردم"	"گرفتمش، پیداش کردم"	3	1	2	Translation by explanation
28	داوطلب بازیکنان را با تاباندن نور بر آنها مشخص می کند و فریاد می زند " سک سک!"	سک سک	4	4	3	Translation by a contextual equivalent

Text No. 9: WTTC

WTTC Forecasts Continuation of Rapid Growth

Ahead of this week's 2015 Global Summit in Madrid, Spain, the World Trade & Tourism Council (WTTC) recently announced that the tourism sector's contribution to global GDP is forecasted to grow by 3.7 percent in 2015, according to a press release, Travel Pulse reported.

Meanwhile, the industry's contribution to employment worldwide is expected to rise 2.6 percent.

Therefore, by the conclusion of 2015, the tourism sector is expected to have contributed \$7,860 billion (10 percent) of global GDP and accounted for 284 million jobs (9.5 percent) globally.

"At a time of global economic challenges, travel & tourism continues to grow faster than the global economy, and is an

enduring source of job creation and a driver of growth for every region in the world," noted WTTC president David Scowsill in a statement. "Our annual research demonstrates that the sector has recorded strong economic growth in 19 out of the last 20 years, providing much-needed economic stability at a time of global economic volatility."

Last year, the tourism industry contributed \$7,580 billion in GDP and 277 million jobs to the global economy.

Diving deeper into the WTTC's annual forecast, the U.S. and China are expected to remain as the top two travel and tourism economies on the planet. However, there is one notable change at the top, where Germany has surpassed Japan as the world's third-largest travel and tourism economy.

Nonetheless, South Asia is predicted to experience the highest growth this year at 6.9 percent.

But on the other hand, Europe and Latin America have the lowest forecasted growth at just 2.4 percent.

Looking beyond 2015, the long-term forecast projects continued annual growth at a rate of 3.8 percent over the next decade to a figure of roughly \$11.4 trillion. By that point in 2025, the tourism section is expected to contribute to 357 million jobs worldwide.

"The long-term prospects for our sector are very encouraging," concluded Scowsill. "Tourism will continue to grow faster than the global economy and most other major industries."

No: 9

Table A2-30: Students' problem-strategy table for P30 (Error in source text)

	... the World Trade & Tourism Council (WTTC) recently announced that the tourism sector's contribution to global GDP is forecasted to grow by 3.7 percent in 2015, according to a press release, Travel Pulse reported.	WTTC	R1	R2	R3	Strategy
1	ادامه پیش بینی های سازمان تجارت و گردشگری جهانی مبنی بر رشد سریع	سازمان تجارت و گردشگری جهانی	0	3	1	Literal Translation
2	تداوم پیش بینی های WTTC از رشد سریع	WTTC	0	1	1	Translation using loan word by exact SL alphabets
3	پیش بینی مداوم رشد WTTC	WTTC	0	1	1	Translation using loan word by exact SL alphabets
4	پیش بینی ادامه رشد سریع توسط مجله اقتصادی گردشگری	مجله اقتصادی گردشگری	0	0	1	Partial Misinterpretation
5	پیش بینی انجمن جهانگردی بر مداومت رشد سریع	انجمن جهانگردی	0	1	1	Partial Misinterpretation
6	پیش بینی WTTC ادامه روند رو به افزایش	WTTC	0	1	1	Translation using loan word by exact SL alphabets
7	انجمن جهانی توریسم و تجارت استمرار رشد سریع را پیش بینی می کند	انجمن جهانی توریسم و تجارت	1	2	2	Partial Misinterpretation
8	رشد مداومت در صنعت جهانگردی	صنعت جهانگردی	0	1	1	Misinterpretation
9	پیش بینی رشد مداوم سفر و توریسم توسط شورای جهانی	شورای جهانی	0	1	1	Partial Omission
10	شورای جهانی سفر و توریسم رشد مداوم را پیش بینی کرد	شورای جهانی سفر و	4	1	2	Translation by a contextual

		توریسم				equivalent
11	پیش بینی شورای جهانگردی بر مداومت رشد سریع	شورای جهانگردی	0	2	2	Partial Omission
12	پیش بینی WTTC بر ادامه ی رشد سریع	WTTC	0	1	1	Translation using loan word by exact SL alphabets
13	شورای گردشگری و تجارت جهانی ادامه رشد سریع را پیش بینی کرد	شورای گردشگری و تجارت جهانی	0	4	2	Literal Translation
14	WTTC تداوم رشد سریع را پیش بینی می کند	WTTC	0	1	1	Translation using loan word by exact SL alphabets
15	شورای جهانی سفر و گردشگری ادامه ی رشد سریع را پیش بینی کرد	شورای جهانی سفر و گردشگری	4	1	2	Translation by a contextual equivalent
16	پیش بینی WTTC دلیلیو تی تی سی (سازمان تجارت جهانی گردشگری) استمرار رشد سریع	WTTC	0	1	1	Translation using loan word by exact SL alphabets
17	پیش بینی تجارت جهانی و شورای گردشگری برای رشد سریع	تجارت جهانی و شورای گردشگری	0	1	1	Partial Misinterpretation
18	پیش بینی ادامه رشد سریع WTTC	WTTC	0	1	1	Translation using loan word by exact SL alphabets
19	پیش بینی تجارت جهانی و شورای گردشگری از ادامه رشد سریع	تجارت جهانی و شورای گردشگری	0	4	1	Partial Misinterpretation
20	شوراء جهانی سفر رشد مداوم را پیش بینی کرد	شوراء جهانی سفر	0	2	2	Partial Omission
21	شورای تجارت و گردشگری جهان ادامه سریع رشد	شورای تجارت و	0	4	1	Literal Translation

	را پیش بینی کرد	گردشگری جهان				
22	شورای تجارت و گردشگری جهان ادامه ی سریع رشد را پیش بینی کرد	شورای تجارت و گردشگری جهان	0	4	1	Literal Translation
23	پیش بینی شورای تجارت و گردشگری جهان در ارتباط با تداوم رشد سریع	شورای تجارت و گردشگری	0	3	2	Literal Translation
24	رشد مداوم در صنعت جهان گردی	صنعت جهان گردی	0	1	1	Misinterpretation
25	پیش بینی شورای تجارت جهانی و گردشگری از ادامه رشد سریع	شورای تجارت جهانی و گردشگری	0	4	2	Literal Translation
26	WTTC رشد سریع را ادامه دار پیش بینی می کند	WTTC	0	1	1	Translation using loan word by exact SL alphabets
27	----	----	0	0	0	Omission
28	---	----	0	0	0	Omission
29	---	-----	0	0	0	Omission
30	مشاوران تجارت و توریسم، رشد وسیع دایمی را پیش بینی کرده اند.	مشاوران تجارت و توریسم	0	1	1	Literal Translation

Table A2-31: Students' problem-strategy table for P31 (A proper noun contains a semantic value which is worth preserving in translation)

	... the World Trade & Tourism Council (WTTC) recently announced that the tourism sector's contribution to global GDP is forecasted to grow by 3.7 percent in 2015, according to a press release, Travel Pulse reported.	Travel Pulse	Back-translation	Score			Strategy
				R1	R2	R3	
1	بنا به گزارش مطبوعات منتشر شده در تراول پالس	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
2	..... طبق گزارش منتشر شده نشریه Travel pulse	Travel pulse	Travel pulse [in Latin alphabet]	0	2	1	Translation using loan word in SL alphabet
3	.... با توجه به آزادی مطبوعات و سندهای گزارش شده	سندهای	documents	0	0	1	Misinterpretation
4	..... بر اساس اعلام مطبوعات و خبرگزاری ها صورت پذیرفت.	-	-	0	0	1	Omission
5	تراول پالس با توجه به اطلاعیه های رسمی.....	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
6	بر طبق گزارشات انتشار یافته و گزارش دریافتی از تراول پالس.....	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
7	تراول پالس گزارش داد.....	تراول پالس	trâvel pâls	3	3	2	Transliteration or using loan word
8	به گزارش "تراول پالس" جمع سران	"تراول پالس"	"trâvel pals"	3	3	1	Transliteration or using loan word
9	.....این خبر توسط تراول پالس منتشر شده است.	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
10	....این خبر توسط پایگاه تراول پالس	تراول	trâvel pâls	3	3	2	Transliteration

	منتشر شده است.	پالس					or using loan word
11	بر طبق گزارش تراول پالس،....	تراول پالس	trâvel pâls	3	3	2	Transliteration or using loan word
12	طبق گزارش پرس ریلیز (press release)....	-		0	0	1	Omission
13	.....که بر اساس گزارش تراول پالس.....	تراول پالس	trâvel pâls	3	3	2	Transliteration or using loan word
14	.....مطابق آنچه مطبوعات منتشر کرده اند، پالس تراول گزارش داد.	پالس تراول	pâls trâvel	2	1	1	Transliteration or using loan word
15	به گزارش تراول پالس، پیش از برگزاری....	تراول پالس	trâvel pâls	3	3	2	Transliteration or using loan word
16	نشریه تراول پالس گزارش داد....	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
17	بر اساس اخبار انتشار شده گزارش شده است....	-	-	0	1	1	Omission
18	.....با توجه به آزادی مطبوعات، پالس سفر گزارش می دهد.	پالس سفر	pâls of travel	4	1	1	Literal translation + transliteration
19	تراول پالس بر اساس خبر منتشر شده گزارش می دهد.....	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
20	.....این خبر توسط پایگاه تراول پالس منتشر شده است.	تراول پالس	trâvel pâls	3	3	2	Transliteration or using loan word
21	تراول پالس گزارش کرد....	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
22	تراول پالس گزارش کرد.....	تراول پالس	trâvel pâls	3	3	1	Transliteration or using loan word
23	به نقل از پالس مسافرتی بنا بر انتشار یک خبر....	پالس مسافرتی	traveling pâls	3	1	2	Literal translation + transliteration

24	به گزارش " تراول پالس " مجمع.....	" تراول پالس "	"trâvel pals"	3	3	1	Transliteration or using loan word
25	-----	-	-	0	0	2	Omission
26	...بر طبق یک فشار رهاکننده، نبض سفر گزارش نمود.	نبض سفر	pulse of travel [pulse translated to a Persian word: nabz]	4	1	1	Literal translation
27	...بر طبق یک گزارش ...	-	-	0	1	0	Omission
28	Travel pulse گزارش کرد....	Travel pulse	Travel pulse [in English alphabets]	0	2	0	Translation using loan word by exact SL alphabets
29	...با توجه به اخبار منتشر شده	-	-	0	1	0	Omission
30	... از نبض مسافرت ها، خبر داده شده است.	نبض مسافرت ها	pulse of travel [pulse translated to its Persian equivalent: nabz]	3	0	1	Misinterpretation
Average Scores and Ttl.Ave.Scr				2.18	1.93	1.18	1.76
Overall View of the table: The first two more frequent strategies: 9: Transliteration or using a loan word (57%) and 8: Omission (20%)// The Best Scored: 9: Transliteration or using a loan word // The Worst Scored: 2: Misinterpretation// Inter-rater reliability: Low (0.67)							

Table A2-32: Students' problem-strategy table for P32 (The source language concept is not specifically lexicalised in the target language)

	Ahead of this week's 2015 Global Summit in Madrid	Ahead of	R1	R2	R3	Strategy
1	طی نشست جهانی این هفته در مادرید اسپانیا در سال ۲۰۱۵	طی	0	0	0	Misinterpretation
2	پیش از این هفته ۲۰۱۵ برگزاری اجلاس جهانی در مادرید	پیش از	4	4	3	Translation by a contextual equivalent
3	پیش از این هفته اجلاس جهانی ۲۰۱۵ در مادرید	پیش از	4	4	3	Translation by a contextual equivalent
4	در ابتدای این هفته اجلاس جهانی در مادرید ۲۰۱۵	در ابتدای	0	1	1	Misinterpretation
5	کنگره جهانی سال ۲۰۱۵ در اوایل هفته در مادرید	در اوایل	0	1	1	Misinterpretation
6	در هفته پیش رو در مادرید ۲۰۱۵	پیش رو	0	0	1	Misinterpretation
7	در راستای اعلام مقامات عالی رتبه مادرید در این هفته از سال ۲۰۱۵	در راستای	0	0	1	Misinterpretation
8	جمع سران شورای جهان گردی و تجارت جهانی در ابتدای هفته در سال ۲۰۱۵	در ابتدای	0	1	1	Misinterpretation
9	قبل از نشست جهانی ۲۰۱۵ در این هفته در شهر مادرید	قبل از	4	4	3	Translation by a contextual equivalent
10	قبل از نشست جهانی ۲۰۱۵ در این هفته در شهر مادرید	قبل از	4	4	3	Translation by a contextual equivalent
11	در نشست جهانی ۲۰۱۵ در مادرید	در	0	0	0	Misinterpretation
12	در هفته ای که پیش رو داریم جمع جهانی در مادرید	در	0	0	0	Misinterpretation
13	در اجلاس جهانی در هفته آغازین سال ۲۰۱۵	در	0	0	0	Misinterpretation
14	در پیش روی اوج جهانی این هفته ۲۰۱۵ در مادرید	در پیش روی	0	0	0	Misinterpretation
15	پیش از برگزاری اجلاس جهانی ۲۰۱۵ در مادرید	پیش از	4	4	3	Translation by a contextual

						equivalent
16	در ابتدای این هفته در اجلاس جهانی ۲۰۱۵ در مادرید	در ابتدای	0	1	1	Misinterpretation
17	در هفته پیش رو اجلاس جهانی ۲۰۱۵ در -	در	0	1	0	Misinterpretation
18	پیش از این هفته اجلاس جهانی ۲۰۱۵ در مادرید	پیش از	4	4	3	Translation by a contextual equivalent
19	در هفته ی پیش رو اجلاس جهانی ۲۰۱۵ در شهر مادرید	در	0	0	0	Misinterpretation
20	قبل از نشست جهانی ۲۰۱۵ در این هفته در شهر مادرید	قبل از	4	4	3	Translation by a contextual equivalent
21	طبق نشست جهانی سران این هفته در مادرید	طبق	0	0	0	Misinterpretation
22	طبق نشست جهانی سران این هفته در مادرید	طبق	0	0	0	Misinterpretation
23	اخیرا در صدر اجلاس سران جهانی ۲۰۱۵ این هفته	در صدر	0	0	0	Misinterpretation
24	مجمع سران شورای جهانگردی و تجارت جهانی در ابتدای هفته در سال ۲۰۱۵	در ابتدای	0	1	1	Misinterpretation
25	در صدر اجلاس جهانی ۲۰۱۲ این هفته در مادرید	در صدر	0	0	0	Misinterpretation
26	ابتدای این هفته اول ۲۰۱۵ قله جهانی همکار در مادرید	ابتدای	0	1	1	Misinterpretation
27	سردبیر انجمن جهانی تجارت و توریست ۲۰۱۵	-	0	0	0	Omission
28	پیش از Global summit ۲۰۱۵ این هفته در شهر مادرید	پیش از	4	4	3	Translation by a contextual equivalent
29	در هفته پیش رو در سال ۲۰۱۵ در مادرید	پیش رو	0	0	0	Misinterpretation
30	در هفته آغازین سال ۲۰۱۵ در جلسه سران	در	0	1	0	Misinterpretation

Appendix 3: Sample of Questionnaire

Interview with translation teachers

The results of this questionnaire will be kept confidential and the use of them in the research will be only in statistical or conjoining analysis and therefore untraceable.

Dear Professor,

Many thanks for your support in this project. Please answer the following questions very briefly, in the spaces provided below. You may use the additional blank page for more explanation if you think is necessary.

- Have you tried teaching (or do you try to teach) linguistic *translation strategies* for translational problems (for example employing cultural substitution, calque, loan words, using less expressive words, compensation etc.) in the translation classroom prior to giving your students the translational tasks or exercises? If yes, please outline or provide examples of the important strategies *you* teach.
- Have you taken any Translation Teacher Training courses? If yes, please specify.
- From the box below, please select three most important elements for focus in a general TRANSLATION TRAINING [NB. not foreign language training] course. Please start from the most and end with the least educationally important one.

1. [To help and teach them] to achieve sufficient language competence in both SL and TL
2. [To help and teach them] to be acquainted with the subject or field of the translation task in which s/he wants to translate (e.g. literature, law, chemistry or shipping industry) and the associated terminology
3. [To help and teach them] to have a sufficient writing ability in TL.
4. [To help and teach them] to be familiar with translation skills (practical linguistic rules) and translational strategies (either by practice or learning)

Is there anything else you feel we could add to this list?

- How necessary are course books for teaching translation skills and strategies in the translation modules for English into Persian? Choose and circle one of the following answers:
a. Extremely Necessary – b. Very Necessary – c. Somehow Necessary – d. Not Necessary
- Current available and suitable translation course books for English into Persian or vice versa, are:

- a. Almost Sufficient* *b. Moderately Enough*
c. They Are Very Few and Insufficient *d. We Have None OR Almost None*

If you have any suggestion for translation course books, please specify below.

- If you have any suggestions for improving translation competency for the students, please specify below.

- Could you please provide details of your professional profile in three areas as follows?

1. Your degree(s)

2. Your other translation-related activities if any (books, articles, papers presented at conferences in the field of translation, working in translation agencies, etc.)

3. Exact number of years of experience in *teaching translation* (please consider each semester equal to 0.5 year and mention if they have included the summer semesters). For more than 5 years of experience, you could just mention: 'More than 5 years'

Appendix 4: Research Ethics Consent Form for Confidential Data

Research Ethics Consent Form for Confidential Data

I understand that my participation in this project will involve filling the questionnaire related to **an academic research in translation pedagogy** which will be analyzed by the researcher.

I understand that participation in this study is entirely voluntary and that I can withdraw from the study at any time without giving a reason.

I understand that I am free to ask any questions at any time. If for any reason I experience discomfort during participation in this project, I am free to withdraw.

I understand that the information provided by me will be held totally anonymously, so that it is impossible to trace this information back to me individually. I understand that, in accordance with the Data Protection Act, this information may be retained indefinitely.

Interviewee Declaration

I consent to participate in the study conducted by *Seyed Hossein Heydarian* at Cardiff School of Modern Languages – Cardiff University.

Signature:

Name:

Date: