

The Impact of Task-Based Translator Training Program on the Development of Translation Competence

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ABSTRACT

This study consists of two phases: 1) a questionnaire development phase and 2) the investigation of the impact of a task-based translator training program on the development of translation competence (TC). In the first phase, a questionnaire on translation competence acquisition was re-developed and validated for the Iranian context using Cronbach's coefficient alpha and Confirmatory Factor Analysis as assessed with LISREL 8.8 and SPSS 16. In the second phase, two main types of translation tasks, i.e. technical tasks and textual tasks, were selected and undertaken by the participants of two experimental groups. At the beginning and at the end of the tasks, both experimental groups received the TC questionnaire. The statistical analysis of the collected data reveals that there was a strong statistical difference between the mean score of TC in the pre-test and post-test stages of $\alpha = 0.05$. In the Expansion and Semantic Group (ESG), communicative competence in two languages, transfer competence, instrumental competence, psycho-physiological competence and strategic competence showed a considerable and statistically meaningful increase of $\alpha = 0.05$ from pre-test to post-test. Likewise, for all TC components in the General Text group (GT) there was a substantial and statistically meaningful increase of $\alpha = 0.05$ from pre-test to post-test. Finally, all TC components were compared individually in both the ESG and the GT groups to find out in which group the increase of TC components was statistically meaningful. The results show that bilingual and instrumental sub-components had a more significant growth in the ESG group, while the other four components grew predominantly in the GT group.

KEYWORDS: expansion and semantic group text, generic text, task-based translator training program, technical tasks, textual tasks, translation competence

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