# The Effect of a Suggested Translation Strategy on ESP Learners' Achievement in Translation

اثر إستراتيجية ترجمة مقترحة على انجاز متعلمي اللغة الانكليزية لأغراض خاصة في الترجمة

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## Abstract

In spite of the disappearing of a clear uniform textbook for teaching ESP at different departments and different colleges in both scientific and humanistic studies, the practitioners at those departments and colleges have to teach translation as one of the important requirements to pass the English language exam. The lack of defined translation activities is a noticeable problem therefore; the problem of teaching translation is diagnosed in that the students lack the ability to comprehend the text in English language and other translation knowledge and skills.

The study aims to suggest a translation strategy and then find out the effect of the translation strategy on ESP learners' achievement in translation. A sample of 50 students from university of Baghdad / College of Education for Women / Department of Educational and Psychological Sciences has been selected and distributed into control and experimental groups. The results show that there are statistically significant differences between the control and experimental groups' achievement in translation post test in favor of experimental group.

## 1. Introduction
### 1.1. The Problem and its Significance

In spite of the disappearing of a clear uniform textbook for teaching ESP at different departments and different colleges in both scientific and humanistic studies, the practitioners at those departments and colleges have to teach translation as one of the important requirements to pass the English language exam. The lack of defined translation activities is a noticeable problem not only in Iraq but also in other parts of world,

Ching-Chung,et al. (2011:71) present this problem by saying that "There has been a lack of sound, consistent pedagogical and methodological criteria in the field of translation teaching and its course design."

Atari (2012:103) reinforces the existing of this problem in other Arab universities by saying that:

> *Despite remarkable advancements made in translation studies, translator training in Arab universities English departments*

*continues to be overshadowed by various impediments such as misconceptions about the true nature of translation, the absence of a common ideology for translator training among translation teachers, presumptuous assumptions about trainees' bilingual competence, and mismatches between workplace expectations and translator training in academia.*

At College of Education for Women, Department of Educational and Psychological Sciences, the problem of teaching translation is diagnosed in that the students lack the ability to comprehend the text in English language and they do not have enough translation knowledge and skills.

Understanding utterances is not simply a matter of knowing the meanings of the words uttered and the way in which they are combined. It also involves drawing inferences on the basis of non-linguistic information and the assumption that the speaker has aimed to meet certain general standards of communication (Abdellah, 2004:1).

Newmark (1995b, cited in Gerding-Salas, 2000:3) indicates that the quality of translation will depend on the translator's knowledge, skills, training, cultural background, expertise, and even mood. He also distinguishes some essential characteristics that any good translator should have:

- Reading comprehension ability in a foreign language.
- Knowledge of the subject.
- Sensitivity to language (both mother tongue and foreign language).
- Competence to write the target language dexterously, clearly, economically and resourcefully.

There are many purposes for the use of translation nowadays as it constitutes an essential part of the society (Newmark 1991: 42-59 cited in Macau, 2003:80).

The first purpose is to contribute to understanding and peace between nations, groups and individuals, the second purpose of translation is to transmit knowledge, in technology for example, the third purpose is to explain and mediate between cultures on the basis of a common humanity, respecting their strength, implicitly exposing their weaknesses, the fourth ancient purpose is to translate the world's great books, the universal works in which the human spirit lives, and the fifth purpose is as a general aid or as a skill required in the acquisition of a foreign language.

Since ESP is as Hutchinson and Waters (1987: 21) define it "an approach to language teaching which aims to meet the needs of particular learners", it

seems that much of an ESP teacher's work consists in designing the appropriate translation strategies for developing the translation ability of the target group of learners.

### 1.2. Aims
This study aims to:

1. suggest a translation strategy,
2. find out the effect of the translation strategy on ESP learners' achievement in translation.

### 1.3. Hypothesis
There are no statistically significant differences between the control and experimental groups in their achievement in the translation post test.

### 1.4. Limits
This study is limited to

1. The second year students of the department of Educational and Psychological Sciences / College of Education for Women, University of Baghdad.
2. Motivation Theories as a psychological text.
3. Academic year 2011-2012.

### 1.5. Procedures
The following procedures will be adopted to achieve the aims:

1. The sample will be selected purposely as the second year students of the department of Educational and Psychological Sciences and then select randomly from them the control and experimental groups.
2. The translation strategy will be designed and a translation test will be constructed.
3. The translation strategy and the translation test will be exposed to the experts to verify their face validity.
4. The students will be submitted to the pre test for verifying the equivalents between the two groups.
5. The students will be exposed to the translation strategy.
6. The students will be submitted to the post.
7. Analyzing and interpreting the results statistically.

### 1.6. Definition of Basic Term
**1.6.1. Translation** consists of studying the lexicon, grammatical structure, communication situation, and cultural context of the source language text, an-I1lyzingit in order to determine its meaning, and then reconstructing this same meaning using the lexicon and grammatical structure which are appropriate in the receptor language and its cultural context" (Larson,1984,3cited in Winston and Monikoski, 2005:52).

**1.6.2. Translation strategy**

Krings (1986: 18) defines translation strategy as "translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task,"

Loescher (1991: 8) defines translation strategy as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it."

### 1.6.3. ESP

El-Minyawi(1984:38) pinpoints that ESP courses are based solidly upon the need to express the facts and ideas of some special subjects after which the student should be able to read the specialized subjects confidently and speak about them fluently.

### 1.6.4. ESP Learners

ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions (Fiorito, 2005:1).

All the above definitions will be adopted to be operational definitions.

## 2.      Theoretical Background and Related Previous Studies

## 2.1.      Theoretical Background

In this section, the activities of communicative approach to translation teaching and their organization will be discussed. The communicative translation teaching and the using of connectors from the cohesion change, one of the Chesterman's (1997) translation strategies are used as a suggested translation strategy in ESP teaching and learning

### 2.1.1.  The Communicative Approach

The communicative approach to translation course design focuses on the view of translation as a communicative act. Hence, training in these courses focuses on understanding the source language text and practicing equivalence techniques for producing the potentially equivalent text in the target language. These approaches to course design have a theoretical background based on approaches of teaching translation and approaches of language teaching.

As-Safi (2011:30-45) presents a general survey of translation theories. One of these theories is the relevance theory. Relevance theory is associated with pragmatics, which is primarily concerned with how language is used in communication, particularly with the way meaning is conveyed and manipulated by the participants in a communicative situation. Communicative approach provides bases for different activities of translation. Beltran (2006:11-12) gives the following description of these activities:

1. Translation as a communicative activity, because it enables the construction of meaning from L1 into L2 or vice versa.

2. Translation as a cognitive process, because conscious knowledge helps towards the development of L2 proficiency. It involves a deeper understanding and internalization of the language (translation becoming a mediation resource for communication).

3. Translation as a cultural experience, because it also bridges and shares the transference of the culture in L1 into the culture in L2 and vice versa.

Nida (1997:36) clarifies the communicative translation by providing the following three different procedures:

1. The comparison of different translations of the same passage in the same language,
2. The comparison of translations of the same passage in different languages, and
3. The use of intralingual translating.

### 2.1.2. Organizing Communicative Translation Activities

Every step in the process of education has to be considered in advance. In communicative translation, teacher cannot come to the classroom and simply say to students "translate". There should be an introduction to the activity, activity itself and some follow up. Multi-skill integration is the most effective.

Pre-translation activities are suggested to activate schemata of the activity. The aim of pre-translation is to involve students in the activity itself. They are led-in to the topic, they understand context and content and they acquire particular vocabulary. Translation itself, or while-translation, can take place then. Students can work individually, in pairs or groups. Organization of while-translation depends on the type of activity very much. Post-translation is usually meant to reward, rewrite, revise and evaluate the activity. The role of language correction is emphasized during post-translation. In peer-correction, students can compare their suggestions, they listen to each other and much work on correction is then done by students themselves (Bírová, 2011:5).

Huang and Wang (2011:3) stipulate that the characteristics of communicative translation teaching can be organized to four parts: (1) authentic materials, (2) cooperative learning, (3) task-based learning, and (4) autonomous learning.

Willis (1996) presents a three stage process of task-based learning instruction: (1) Pre-task - Introduction to the topic and task, (2) Task cycle - Task planning and report, and (3) Language focus - Analysis and practice. The point of Task-based learning is to provide learners with a goal-oriented learning environment.

Kasmer (1999:17-18) defines the Role-plays with native language brainstorming as a technique where a set of English discussion phrases are usually pre-taught and practiced.

In this activity the students break into brainstorming groups to develop strategies for their later discussion with an opposing group. The students for their brainstorming may use L1. After, students seeking additional appropriate English vocabulary and sentences for the discussion may ask the teacher for help. Students should consult dictionaries first, attempting to formulate expressions themselves. The teacher should point out some distinctions in meaning or formality for some words to be used in the discussion. Students, depending on their level of familiarity with the topic, may also be given a list of possible strategies and/or positions that they may use in later discussion sessions. Finally, the students prepare for the discussion practicing the English expressions the teacher has given them before getting to the discussion itself. The teacher should follow with a critique of the discussion. This might include; presentation sequencing, word usage, grammar errors, body language, etc. Now, a further discussion of cultural differences related to the subject discussed or the situation and how it would differ in the L1 may be included.

Students benefit from this activity in a number of ways. First, they improve their ability to formulate a strategy. Secondly, they work on their dictionary usage skills with the teacher introducing different levels of appropriate language. Thirdly, students can gain useful vocabulary and phrases within a contextual framework with examples provided by the teacher and other classmates. Fourthly, students gain needed production practice for improving their speaking in a conversational format. Lastly, students will be introduced to L1 and L2 cultural differences by the teacher's critique of their discussion concerning presentation, word usage, etc. and any follow up discussion (ibid: 18).

### 2.1.3. Chesterman's Translation Strategies

Chesterman (2000) defines translation strategy as any well-established way of solving a translation problem (Branco, 2012:138).

According to Chesterman (1997) there are three basic groups of translation strategies: syntactic or grammatical, semantic and pragmatic. The syntactic strategies involve purely syntactic changes and primarily manipulate form. In other words, they are concerned with the organisation of units of a text, not with their meanings. The main ones are literal translation, loan/ claque, transposition, unit shift, phrase structure change, clause structure change, sentence structure change, cohesion change, level shift, and scheme change. The semantic strategies are kinds of changes which mainly have to do with lexical semantics, but also include aspects of clause meaning and manipulate meaning. Here comes a shift from focusing on the form to focusing on the sense of language units. These strategies are synonymy, antonym, hyponymy, converses, abstraction change, distribution change, emphasis change, paraphrase, trope change, and other kinds of modulation. The pragmatic

strategies are concerned with the selection of information in the target text which is governed by the translator's knowledge of the prospective readership of the translation. They tend to involve bigger changes from the source text typically incorporate syntactic and/or semantic changes as well and manipulate the message itself. It can be said that from the three basic categories, pragmatic strategies are the most complex – and probably the most difficult to classify, too. They are cultural filtering, explicitness change, information change, interpersonal change, illocutionary change, coherence change, partial translation, visibility change, transmitting, and some other pragmatic changes. (Komňacká, 2009:11)

Cohesion Change strategy as affects intra-textual reference, ellipsis, substitution, pronominalisation and repetition, or the use of connectors of various kinds (Branco, 2011:103) Cohesion is the lexical and grammatical link that holds a text together. Unlike coherence, which deals with the relations between meaning and context, cohesion has more to do with the relations among surface linguistic forms. On the syntactic level, cohesion refers to the links in the grammar and structural content, which may occur in the form of references, ellipsis, substitution and connectors (Tso, 2010:18)

### 2.1.4. Connectors
The cohesive relations which obtain between clauses and between sentences of a text due to the presence of connectors have been divided into two large groups: subordinating and coordinating.
   **1. Coordinating Connectors**
Cumulative or Additive: and, likewise, more, furthermore, etc.

Disjunctive: or, nor, else, lest, otherwise, etc.

Adversative: but, however, nevertheless, etc.

 Illative: therefore, so, for this reason, etc.
   **2. Subordinating Connectors**
 Causal: because, since, so, as, etc.

Purposive: therefore, so that, in order that so as, for, etc.

Conditional: if, whether, etc.

Concessional: though, although, in spite of, etc.

Temporal: as, as soon as, until, while, before, etc. (Gutwinski, 1976: 74)

### 2.1.5. Translation in ESP
With the ESP learners, a number of activities have been used that are beneficial for linguistic development. Post-reading activities give students the opportunity to review, summarize, and react to a reading material through discussions in small or large groups.

The most beneficial activity has been back-translation class activity. Selected texts for re-translation should not be too long, or too linguistically complex, or too distant from the students' ESP knowledge. Students in pairs translate different short professional passages from L2 into L1. Then pairs exchang their translations and translate the passages back into L2.Finally translations L2 → L1 →L2 are examined and compared with the original texts. The ultimate analysis allows raising learners' awareness of vocabulary, grammar, style, and language transfer (Kavaliauskienë and Kaminskienë, 2007: 138)

## 2.2. Related Previous Studies

### 2.2.1. Abdellah, Antar Solhy (2004)

This study investigated the effects of a suggested program on some basic translation skills for a group of first year English Majors of the faculty of Education. (n= 58). Tools included a pre-post test in basic translation skills, a general language proficiency test, and a scale of attitudes. Results indicated that the suggested program is effective in improving some basic translation skills and general language proficiency level of first year English majors, and that there is a positive correlation between students' achievement in translation and their attitudes towards translation. The study concluded that systemic training on translation skills which focus on translation as a process rather than as a product is badly needed for language teacher education programs in faculties of Education.

### 2.2.2. AnNayef, Montazar (2012)

The aim of this study was to investigate the language and strategies used by Syrian postgraduate medical students at the ESP Centre, Damascus University, when translating English medical texts into Arabic. Students were asked to translate into Arabic English medical texts taken from authentic medical journals without being taught any principles about translation and schools of translation. The procedure was repeated several times, and the data collected were based on students' edited drafts, students' introspection, final exam papers and the teacher's analysis of the target texts. The results show that, although individuality of translated texts was a common feature of students' translations, bottom-up text processing and top-down text processing were two main techniques followed by students in translating the assigned texts. Mistranslating was attributed to several factors, such as the translator's lack of knowledge of the principles of translation and the already translated materials.

### 2.2.3. Hatam, Amir Hussein (2012)

The purpose of the present study is twofold. Firstly, it tries to investigate the relationship between the technical English proficiency of the students of Mechanical Engineering in the universities of Iran and their technical translation proficiency in translating technical texts of Mechanics. Secondly, it attempts to evaluate the effectiveness of one of the ESP courses being taught to the engineering students in improving their ability to translate texts of their own field from English to Persian. For the first purpose, two sets of tests were administered to 50 male and female students: a technical multiple–choice translation test and a technical English reading comprehension test. For the second purpose, the first test used above was administered two times with a two-month interval. Analyzing the data using SPSS indicated that there is a moderate significant correlation between technical English proficiency and technical translation proficiency; and that the ESP course under investigation is approximately sixty percent effective in enhancing the learners' proficiency in technical translation.

### 2.2.4. Discussion of Previous Studies:

Translation is diagnosed as a problem not only in Iraqi colleges but also in other colleges in the world; therefore, some studies deal with translation problem from different perspectives. Three of those studies are come near to the present study from some aspects and separated away from other aspects. For the purpose of this discussion the similarities and differences will be clarified. The first aspect to be discussed is the aim of the study; the present study shares the other studies in that all of them aim at investigating the translation at the ESP field. In the sample, the present study comes near with the second and third studies as their samples are ESP students, one is medical students and the other is engineering students comparing with the sample of the first study whom a group of first year English Majors of the faculty of Education . The size of the sample is nearly equal in the first study (58) and third study (50) with the present study (60). All of the studies are experimental while the second one is a survey. The findings of all the three studies supporting the findings of the present study since the first and third ones prove the effectiveness of providing the students with translation course and the second study ascribes the students' mistranslation to their lacking  of suitable translation course.

### 3.    Procedures
This chapter deals with all the procedural measures taken to achieve the aim and the hypothesis of the study.

### 3.1.  Type of Experimental Design

The type of experimental design followed in the present study is the quasi-experimental nonrandomized control group pretest– posttest design is used for exploring the effect of the suggested strategy on ESP learners' achievement in translation, see Table (1). Two sections are selected randomly as experimental and control groups and then they were equalized in many variables those would influence the result.

**Table (1) the Experimental Design**

| The groups | Independent Variable | Dependent variable |
|---|---|---|
| Experimental | Suggested strategy for teaching translation | The students' achievement in translation |
| Control | Traditional teaching of translation | |

### 3.2.  The Population

The population of the study is represented by second year college students in Department of Educational and Psychological Sciences at Colleges of Education for Women/ University of Baghdad and University of kufa. The total number of population is (154) see Table (2).

**Table (2): The Population**

| University | Students' number |
|---|---|
| Baghdad | Morning study 66<br>Evening study 58 |
| Kufa | 30 |
| Total | 154 |

### 3.3.  The Sample

The sample is selected purposely as the second year college students/ morning study at the Department of Educational and Psychological Sciences/University of Baghdad and then selected the experimental and control groups randomly. The total number of the students is (66). (16) Students excluded for pilot study and the rest of the students distributed equally into two groups, experimental and control, (25) students in each.

### 3.4.  The Equalization Between the Experimental and Control Groups

The two groups are equalized in some of the variables, these variables are as follows:

1.  Date of birth
2.  Father's academic achievement
3.  Mother's academic achievement
4.  The students marks in English language of previous year
5.  Pre-test in translation

### 1.  Date of Birth

Table (3) shows that the there are no significant differences at the level of significance of (0.05) and with the degree of freedom of (48) since the

calculated value of T-test is less than the tabulated value, therefore the two groups are equivalent in the variable of age.

**Table (3) The Two Groups' Equivalence in Date of Birth**

| The group | Size of the sample | means | Standard deviations | T-test Value | | Level of significance |
|---|---|---|---|---|---|---|
| | | | | calculated | tabulated | |
| Experimental | 25 | 1988.03 | 1.75152 | 0.850 | 2.02 | 0.05 |
| control | 25 | 1988.36 | 1.24522 | | | |

**2.      Fathers' Academic Achievement**

The Table (4 ) shows that the students in both groups are statistically equivalent in fathers' academic achievement since the calculated value of Chi-square is lower than the tabulated value p< 0.05 and df = 3

**Table (4) Fathers' Academic Achievement**

| The groups | Primary school | Intermediate school | Preparatory school | Bachelor of arts/science , M.A & PhD | Size of sample | Degree of freedom | value of chi-square | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | calculated | tabulated |
| Experimental | 4 | 8 | 7 | 6 | 25 | 3 | 0.133 | 7.82 |
| control | 7 | 5 | 7 | 6 | 25 | 3 | | |

**3.      Mather's Academic Achievement**

The table (5 ) shows that the students in both groups are statistically equivalent in mothers' academic achievement since the calculated value of Chi-square is lower than the tabulated value P< 0.05 and df =3

**Table (5) Mather's Academic Achievement**

| The groups | Primary school | intermediate school | Preparatory school | Bachelor of arts/science ,M.A & PhD | Size of the sample | Degree of freedom | value of chi-square | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | calculated | tabulated |
| Experimental | 6 | 7 | 5 | 7 | 25 | 3 | 0.400 | 7.82 |
| control | 6 | 6 | 7 | 6 | 25 | 3 | | |

**4.      The Students Marks in  English Language at Previous Year**

The table (6 ) shows that the there are no significant differences at the level of significance of (0.005) and with the degree of freedom of (48) since the calculated value of T-test is lower than the tabulated value, therefore the two groups equivalent in their achievement in English language at previous year.

**Table (6) Students Marks in English Language at Previous Year**

| the group | Size of the sample | means | Standard deviations | Degree of freedom | T-test Value | | Level of significance |
|---|---|---|---|---|---|---|---|
| | | | | | calculated | tabulated | |
| Experimental | 25 | 69.10 | 13.92 | 48 | 0.467 | 2.02 | 0.05 |
| control | 25 | 70.76 | 13.74 | | | | |

## 5.     Pre-Test in Translation

The pre-test result is used for achieving the equalization between the experimental and control groups. The pre-test results show that the two groups are equivalent since the calculated value of T-test is lower than the tabulated value which indicate that there are no significant differences P< 0.05 and df = 48  as in table (7 )

**Table (7) Pre-Test Results**

| The group | Size of sample | means | Standard deviations | Degree of freedom | T-test Value | | Level of significance |
|---|---|---|---|---|---|---|---|
| | | | | | calculated | tabulated | |
| Experimental | 25 | 7.60 | 1.97 | 48 | 0.076 | 2.02 | 0.05 |
| control | 25 | 7.56 | 1.70 | | | | |

## 3.5.     Instructional Period

The length of teaching period is the first term of the academic year 2011 – 2012.

## 3.6.     The Description of the Experimental Work

Theories of motivation are selected as subject content since the students study this material in Arabic as a discipline in their course of psychology, therefore they will not spend much time and effort in comprehending the overall material in English language.

 For experimental group, a translation strategy is designed with the learners' linguistic level. The Eclectic of Communicative and Notional Approaches is selected as a model for implementing the activities of the suggested strategy, and provide training on translation skills. The training is to develop both the awareness and knowledge of the presented concepts and the actual translating abilities of the students who study the course (Teleiba, 2004:123-124).

Different communicative activities such as group work, pair work, graphic organizers, brainstorming, self and peer evaluation, and critical and creative thinking techniques are used throughout the strategy.

The steps of the suggested strategy are as follows:

The Pre-Translation Part

1.     Fixing the title of a theory of motivation on the white board, using a graphic organizer for generating the students' ideas and information about the intended  theory  in Arabic

2.      Fixing their ideas and information on the diagram to compare them with those in English.

The While Translation Part

In groups the students will:

1.      Read a passage about the intended theory and underline the new words.
2.      Find out the meaning of the new words.
3.      Underline the connectors, auxiliaries and their function, e.g. Can=ability and May=probability, etc. pronouns, subjects and verbs in a sentence, tenses in sentences and passive sentences. According to the explanations fixed in a chart on the class wall.
4.      Read the passage as a whole.
5.      Translate the passage as word by word translation.
6.      Read the passage and re-translate it into meaningful Arabic passage.
7.      Exchange their papers with each other and each group read and correct the other group paper.

The Post –Translation Part

The teacher will gather their papers and correct them according to a specific rubric and then each group will read its translated passage and discuss their mistakes with class for feedback.

The above strategy will be presented in a well planed lessons see Appendix (1). For the control group, the traditional method of teaching translation is used. The traditional method is that the students are asked to translate a selected passage as homework and then their papers will be gathered by the teacher for correction and corrected without clear rubric for correction.

On the other hand the control group is taught in traditional way i.e. selecting a passage and asking the students to translate it without suggesting clear procedure or steps that may guide them. Both groups are taught by the researcher herself, see Appendix (2).

### 3.7.    The Measurement tools
### 1.      Selection of the Test Material
The test material represented by a passage selected from the content of theories of motivation. This passage has not studied before by the students, see appendix (3).

### 2.      Scoring
In order to increase the reliability of the test and minimize the subjectivity, the researcher adopt and modified Atari's (2012:113) rubric for scoring the test, the total mark of the test is (20) marks. The rubric is presented in appendix (4).

### 3.8.    Face Validity
Validity is defined by Bergman (1981:150) as a reflection of how well it measures what it is designed to measure".

The test has been exposed to a jury in order to ensure its suitability. The jury included specialists in methodology and linguistics to decide whether the items are representative or not.

All the jury members agree that the selected passage is representative for testing the students' achievements in translation. The list of the names of the jury members is arranged according to scientific rank, see Table (8).

**Table (8)**: **The Jury Members**

| N | Scientific Rank | Name | College |
|---|---|---|---|
| 1. | Professor, Ph.D in ELT | Fatin Kh. Al-Rifa'i | College of Education (Ibn Rushd),University of Baghdad |
| 2. | Professor, M.A. in linguistics | Najat A. Al-Juboury | College of Education for Women, University of Baghdad. |
| 3. | Professor, M.A. in ELT | Shatha K.AL-Saadi | College of Education for Women, University of Baghdad. |
| 4. | Asst.Prof ,Ph.D in linguistics | Abbas Lutfi | College of Education (Ibn Rushd),University of Baghdad |
| 5. | Asst.Prof ,Ph.D in ELT | Bushra Al-Noori | College of Education (Ibn Rushd),University of Baghdad |
| 6. | Asst.Prof., Ph.D in ELT | Salam Hamad | College of Education (Ibn Rushd), University of Baghdad. |
| 7. | Asst.Prof., Ph.D in ELT | Shaima' Al-Bakri | College of Education (Ibn Rushd), University of Baghdad. |
| 8. | Instructor, Ph.D in ELT | Radhiah Al-Khafaji | College of Education for Women, University of Baghdad. |

### 3.9. The Pilot Test
The purpose behind the pilot test is to:

1. Secure the clarity of the test instructions,
2. Determine the average time needed to complete the test
3. Determine the suitable level of the difficulty of the test,
4. Identify the discrimination power of the test,
5. Determine the reliability of the test,

The sample of the pilot study is represented by (16) students from the morning study and (12) students from the evening study. The evening study students are selected with same age of the morning students and they are taught the same subject content (Motivation Theories) and by the same teacher. The pilot study shows that estimate time for the test is 50 minutes, and it also shows that the test instruction is clear of ambiguity.

### 3.9.1. The Difficulty Level
The difficulty level is defined as the proportion of students who correctly answer an item. The average difficulty of a test is the average of the individual item difficulties (McNamara, 2000:60).

After computing the difficulty level of the translation rubric components, the results show that all of the components are of acceptable level of difficulty, see Table (9).

### 3.9.2. The Discrimination Power
The discrimination power of the test means the degree to which the item discriminates between learners with high and low performance (Gronlund, 1976: 268).

After computing the discrimination power of the components of the rubric, the results show that all the components are discriminated according to Ebel and Frisbie (1991: 397).

**Table (9): The Difficulty Level and Discrimination Power**

| | Rubric Components | Difficulty level | Discrimination Power |
|---|---|---|---|
| 1. | Accuracy of the word meaning as a single words and idioms | 0.57 | 0.44 |
| 2. | Textualityy: Micro- level (Grammaticality) | 0.22 | 0.34 |
| 3. | Textuality: macro-level: (coherence & cohesion) | 0.27 | 0.40 |
| 4. | Accuracy of Arabic sentences | 0.29 | 0.44 |
| 5. | Accuracy: Completeness Appeal | 0.27 | 0.40 |

### 3.10. The Reliability

Reliability is the degree of accuracy with which a given test or a set of scores measures whatever it is measuring (Verma&Beard, 1981:86). On basis of this definition, reliability is used to enrich the instrument of a research with accuracy and consistency. The value of translation test Alpha-Crombach coefficient reliability is (0.77). Another method of measuring the test reliability is split- half method, it is found that the coefficient reliability of this method is 0.86 and after correction 0.83. The scoring reliability is measured by intra-correction method in that the researcher re-correct sample of papers after two weeks and find the relation between the first correction and second correction by using person formula. The result of the correlation shows that the reliability coefficient is (0.93).

### 3.11. The Final Administration to the Post-Test

Being sure that the post test is valid and reliable, it has been administered at the end of the experiment to the sample of the present study. The test is time-scheduled, i.e., to be finished in 50 minutes. The testees were instructed to translate the selected passage and then the test is scored according to the translation rubric, see Appendix (4).Each component take (4) marks and the total marks is (20).

### 3.12. The Statistical Methods

To achieve the objectives of the study, the following statistical measures have been adopted:

**1.    Two independent samples T-test Formula** was used to measure the differences between the experimental and control groups.
The t-test formula for two independent samples reads as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2(n_1 - 1) + S_2^2(n_2 - 1)}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

 (Glass and Stanley, 1970:295)

Where:

t=The difference.

$X^-_1$=The mean score of the upper group.

$X^-_2$= The mean score of the lower group.

$n_1$=Number of the subjects of the upper group.

$n_2$=Number of the subjects of the lower group.

$S_1$=Variance of the upper group.

$S_2$=Variance of the lower group.

2.      **Pearson Correlation Formula**: it is used to find out the reliability by split-half method.

$$r = \frac{N \sum x \, y - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

*Where:*

 *x = the first variable*

 *y = the second variable*

 *N = the size of the sample*

( Rodgers and Nicewander, 1988: 61)

3.      **Spearman-Brown Prophecy Formula:** it is used to correct the reliability by split-half method.

$$r_w = \frac{2r_h}{1 + r_h}$$

*Where*

$r_w$ = *the correlation for the whole test*

$r_h$ = *the correlation between the two halves of the test*

(Kubiszyn and Borich , 2000:314)

4.      **Formula of Difficulty Level**: it is used to measure the difficulty level according to reading items and writing components used in this study.

$$P = \frac{T_u + T_i}{2 \, (n)(s)}$$

*Where:*

*P = item difficulty*

*Tu = the upper mark*

*Ti =the lower mark*

*n = subjects number.*

*s = the higher mark for each component*

(Ebel and Frisbie, 1991:231)

**5.**     **Formula of Discriminating Power**: it is used to measure the discrimination power of the test items and components

$$D = \frac{T_u - T_i}{(n)(s)}$$

*Where:*

*D =item discrimination*

*Tu =the upper mark*

*Ti =the lower mark*

*n = the subjects number.*

*s = the higher mark for each component*

(ibid)

**6.**     **Alpha Cronbach Formula:** It is used to calculate the internal consistency of the tests.

$$a = \frac{n}{n-1}\left[1 - \frac{\sum si_2}{sx_2}\right]$$

*Where:*

*n= Number of items in a test.*

*Si2= the variance of single items.*

*Sx2= the variance of the total test*

(Cronbach, 1951: 299)

**7.**     **Chi-square**: it is used for equalizations among the two groups of the experiment in certain variables.

$$X^2 = \sum \frac{(O-E)^2}{E}$$

*Where:*

*O= observed frequency*

*E= expected frequency*

(ibid: 107)

**Results, Conclusion, Recommendations and Suggestions**

### 4.1. The Results of Post Test

Since the aim of this study is to find out the effect of the suggested strategy on the students achievement in translation, T-test for two independent samples is used to verify the following null hypothesis:

***There are no statistically significant differences between the control and experimental groups in their achievement in the translation post- test.***

The T-test result leads to the rejection of the null hypothesis since the calculated value is higher than the tabulated value, i.e. there are statistically significant differences in favor of experimental group $P<0.05$ and a df=48, see table (9).

**Table (9) Post-Test Results**

| The group | Size of the sample | means | Standard deviations | Degree of freedom | T-test Value | | Level of significance |
|---|---|---|---|---|---|---|---|
| | | | | | calculated | tabulated | |
| Experimental | 25 | 14.20 | 2.04 | 48 | 9.68 | 2.02 | 0.05 |
| control | 25 | 8.06 | 2.10 | | | | |

### 4.2. Conclusion

The suggested strategy shows its effectiveness in guiding the students and facilitating their wok in translation. The result indicates that the students respond well to the effective learning strategies. Therefore supplying the texts and teaching methods with new strategies may increase the student language learning and their translation ability as well.

### 4.3. Recommendations

In the light of the study findings the following recommendations are given:

1.      Designing courses for the two years of studying English language at the department supplied with translation strategies in which each course complete the translation work of previous course and give an introduction for the following one
2.      Urging the instructors to use new trends and techniques in teaching language skills and specially translation in ESP courses.
3.      Doing workshops for training the teachers on using media in their teaching and enhancing students self confidence in translation.

### 4.4. Suggestions

1.      Study the effect of the similar strategies on the students of other epartments of the college; such as Department of History, Department of Geography, etc.

2.      Design ESP course that take in consideration all the five skills equally (reading, writing, speaking listening and translation.

3.      Design unified ESP courses for all the departments of the college, in other words designing ESP courses which are similar in Physical appearance and Format, Language, Design, Culture, Activities, Skills, CD Rom and activity Book. The difference will be only in content and vocabulary, each according its specification.

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اثر إستراتيجية ترجمة مقترحة على انجاز متعلمي اللغة الانكليزية لأغراض خاصة في الترجمة

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## الخلاصة

برغم من عدم وجود منهج موحد واضح لتدريس اللغة الانكليزية للأغراض الخاصة في جميع أقسام الكليات و لكلا المجالين العلمي و الإنساني، ألا آن المدرسين في تلك الأقسام يعملوا على تدريس الترجمة كمتطلب رئيسي لاجتياز امتحان مادة اللغة الانكليزية . و عليه يشكل الافتقار إلى فعاليات محددة في الترجمة و التي تساعد على فهم النص و معرفة المهارات اللازمة لعملية الترجمة مشكلة واضحة. و بذلك شخصت مشكلة تدريس الترجمة بعدم قدرة الطلبة على استيعاب النص أضافتا إلى افتقارهم للمعرفة بالترجمة و مهاراتها.

تهدف الدراسة إلى اقتراح إستراتيجية لتدريس الترجمة و من ثم أيجاد اثر هذه الإستراتيجية على انجاز الطلبة قي الترجمة.و قد اختير 50 طالبة من قسم العلوم التربوية و النفسية /كلية التربية للبنات /جامعة بغداد كعينة للدراسة ووزعت على مجموعتين ضابطة و تجريبية. بينت النتائج وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية.

**Appendix (1)**

**Experimental group Lesson Plan**

**Subject Area:** ESP

**Title of the Lesson Plan:** Theories of Motivation/ Maslow Theory

**Level:** Second year class / Department of Educational and Psychological Sciences

**Length: four sessions** (each session of one hour and half duration)

**Purpose**: This lesson is designed to give students practice in a strategy of translation.

   **Objectives:** The students will be able to translate the passage as a whole

**Material**: Following items are required to conduct these lessons:

 White board

Data Show

 Worksheets prepared by the teacher

**Procedure:**

**First session of one hour and half duration**

- The lesson begins with students' discussion on motivation theories by ask them about what they have studied in Arabic subject area of motivation theories.
- The instructor will ask them to read the passage twice in groups of five students
- The instructor will ask the groups to underline each word that they do not know its meaning
- The leader of each group will read the unknown words and the leaders of other groups will give the meaning of the words that they know
-  The instructor writes the words that nobody know on the board
- The words will be distributed equally on the groups and inside the groups they will be distributed on the group's members to find their meanings in the dictionary.
- The groups will exchange the  lists of  new words' meaning with each other
- Each group will construct a test of five words list and hand it to the opposite  group and then gathering the answers and correct them

**Second session of one hour and half duration**

- The teacher will use the data show to expose the classification and explanation about the structure, function, and possible translation of pronounce , models, parts of speech and tenses ( only those occurred in target passage)
- The students work in groups to find out those structures in the same passage that they studied at previous session.
- The instructor will distribute a worksheet for each group that contains the new words that the students had studied before in tables to provide their parts of speech and the sentence that they occur at.
- In the worksheets the students will also fill tables that ask them to find out the pronounces, models, tenses from the passage and try to translate them separately
- Each group will handle their work sheet to another group for peer assessment and then to the teacher for providing feedback to the teacher about the effectiveness of the strategy and to the students about their grading in material understanding.

**Third session of one hour and half duration**

- The teacher will use the data show to expose the classification and explanation about the structures of conjunction and some cohesion devices with their function and  possible translation ( only those occurred in target passage)
- The students work in groups to find out those structures in the same passage that they studied at previous session.
- In groups the students will work to find out the cohesion and coherence devices in the passage and translate their sentences.
- Each group will handle their work sheet to another group for peer assessment and then discuss them with the teacher.

**Fourth session of one hour and half duration**

- The students will read the passage individually
- Read the passage as a whole
- Read the passage again and translate the passage as word by word
- Read the translated passage and try to assess its coherence
- Write the passage again as if you try to reflect your understanding of the passage to the reader
- Read the passage to your friend in order to know if you success in reflecting a coherent idea.

    **Appendix (2)**

    **Control Group Lesson Plan**


**Subject Area:** ESP

**Title of the Lesson Plan:** Theories of Motivation/ Maslow Theory

**Level:** Second year class / Department of Educational and Psychological Sciences

**Length: four sessions** (each session of one hour and half duration)

**Purpose**: This lesson is designed to give students practice in translation.

**Objectives:** The students will be able to translate the passage as a whole

**Material**: Following items are required to conduct these lessons:

White board

Worksheets prepared by the teacher

**Procedure:**

**First session of one hour and half duration**

The teacher gives the students worksheets contain passages about the motivation theories and then asks them to translate these passages.

The teacher collects the worksheets and corrects them for feedback.

The same procedure will be repeated in each lesson.

### Appendix (3) A Selected Passage for Translation Test

*Multiple Motivations of Behavior*. These needs must be understood not to be exclusive or single determiners of certain kinds of behavior. An example may be found in any behavior that seems to be physiologically motivated, such as eating, or sexual play or the like. The clinical psychologists have long since found that any behavior may be a channel through which flow various determinants. Or to say it in another way, most behavior is multi-motivated. Within the sphere of motivational determinants any behavior tends to be determined by several or all of the basic needs simultaneously other than by only one of them. The latter would be more an exception than the former. Eating may be partially for the sake of filling the stomach, and partially for the sake of comfort and amelioration of other needs. One may make love not only for pure sexual release, but also to convince one's self of one's masculinity, or to make a conquest, to feel powerful, or to win more basic affection. As an illustration, I may point out that it would be possible (theoretically if not practically) to analyze a single act of an individual and see in it the expression of his physiological needs, his safety needs, his love needs, his esteem needs

and self-actualization. This contrasts sharply with the more naive brand of trait psychology in which one trait or one motive accounts for a certain kind of act, i. e., an aggressive act is traced solely to a trait of aggressiveness.

***This passage selected from Maslow, A. H. A Theory of Human Motivation***

http://downloads.joomlacode.org/trackeritem/5/8/7/58799/AbrahamH. Maslow-ATheoryOfHumanMotivation.pdf

**Appendix (4) Scoring Rubric**

| Parameters | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Accuracy of the word meaning as a single words and idioms | All words and idioms are translated correctly | Most words and idioms are translated correctly | Some words and idioms are translated correctly | scarcely words and idioms are translated correctly |
| Textuality: Micro-level (Grammaticality) | The pronounce ,demonstratives, auxiliaries, tenses and passive sentences, are well translated into Arabic | The pronounce ,demonstratives, auxiliaries, tenses and passive sentences, are translated However, there are two instances of grammatical errors | The pronounce ,demonstratives, auxiliaries, tenses and passive sentences, are translated However, there are many grammatical rrors | The translated passage are not related to the real text and reflect very strange grammatical base |
| Textuality: macro-level: (coherence & cohesion) | The sequence of ideas makes sense. The translation has no factual or conceptual errors. Sentences are well-connected just like TL sentences | Sequence of ideas is logical; it makes sense. Sentences and all parts of sentences are connected. However, there are two instances of conceptual errors | All sentences are well-connected, yet there is one instance of illogical sequence of ideas | Sentences are connected, but the sequence of ideas is illogical sometimes and there are traces of ST interference. |
| Accuracy of Arabic sentences | Language of the translation is suited to the users and the use of it. It uses the correct terminology and phraseology of the target genre. All word combinations are idiomatic. Translation observes the rhetorical organization preferences of the TT language | Translation uses the terminology, phraseology of the TT language; it observes most of the rhetorical preferences of the TT genre. Few word combinations are unidiomatic | The translation uses the terminology & phraseology of the TT language; it observes some of the rhetorical preferences of the TT genre with word combinations closer to the ST language than the TT language | The translation is a mere reproduction of the ST language features; it exhibits rhetorical preferences of the SL and it has few idiomatic word combinations |
| Accuracy: Completeness Appeal | The translation accurately reflects the ST message. All elements of ST message are kept intact. Translation has its appeal on TT readers. | Translation accurately reflects ST message. All elements are intact. TT reader appeal is not quite the same as ST | Translation accurately reflects ST message; one element of ST message has been lost appeal on TT readers is not quite clear | Although translation somehow reflects ST message, yet several elements have been lost. No appeal |

(Atari, 2012:113)