The Efficacy of Teaching Translation Through Self-Directed Method to Iranian Persian-Speaking Students on Improving Translation from English to Persian

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centeredness Teaching translation; Traditional method -centeredness; Teacher-directed method; Student-centered in control group. The findings suggest that there is a relationship between teaching English translation via different methods and improving learning translation. At last teaching translation through SDL can facilitate and improve learning English translation among adults in mentioned ages. Keywords: Self-centered and it was teacher-35 male and female were selected and it was tried to diversify them as much as possible. They were divided into two different experimental and control groups. Each group were taught via special method of teaching translation. The experimental group learned translation via SDL method and the control group via traditional method of teaching. Then a pretest, translating and informative text, was given at the beginning of the study to both groups and the results were compared with posttest, translating a parallel informative text, after implementing the new method of teaching. In order to reach individuals areas of interests in translating special types of texts, age, level of knowledge and the motivation of translating, a questionnaire was distributed among them. In the experimental group of study according to each persons area of interests special types of text was given to them to be translated. Students worked cooperatively with peers while others worked individually in control group. The class in experimental group was student-directed
method on improving learning translation from English to Persian. Forty graduated students of English translation aged 22. This study investigated the efficacy of teaching translation through self