The Relationship Between ESP Instructors' Field of Study and ESP Students' Translation Performance

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English the language of worldwide communication and commercial exchange is being looked on as one of the most useful subjects in the Iranian universities' curriculum. Over the past 30 years, English for Specific Purposes (ESP) has established itself as a viable and vigorous movement within the field of TEFL. ESP is a widely applied approach in L2 teaching and training that addresses immediate and very specific needs of the L2 learners who need that language as a tool in their education, training, or jobs. The purpose for conducting this research was to see whether there is a significant difference in the technical translations of students when trained by a language teacher or a content teacher. The other question that guided this study was: How do university professors teach technical translation? About 150 undergraduate students took part in this study. The course devoted to the study was the ESP course, 3 hrs a week, offered to the students who were in the second year of their B.A. The participants' translations in the pre and posttests were assessed based on the model presented by Farahzad (1992) called Objectified Scoring. They were also asked to deliver a transcription of what they thought during the translation process. The results from the posttest, analyzed by the independent samples t test, showed there was a significant difference between the scores of 2 groups. At the second phase of the study, the frequency of what the students mentioned in their hand notes as the ways they learned and employed during the translation job was calculated. The items mentioned by the students in the 2 groups were not the same, and the effects of using language teachers seemed to suggest useful insights.
and benefits. On the whole, to achieve ESP class goals, the results of this study indicate that language teachers are better for this job.