



**University of Tabriz**

FACULTY OF PERSIAN LITERATURE  
AND FOREIGN LANGUAGES  
ENGLISH LANGUAGE DEPARTMENT

**Dissertation**

Submitted in Partial Fulfillment of the Requirements for  
the Degree of Ph.D. in  
English Language Teaching (ELT)

**TRANSLATION QUALITY AND AWARENESS OF  
TRANSLATION THEORIES**

Supervisors:

**Parviz Azhide (Ph.D.) & Farzaneh Farahzad (Ph.D.)**

Advisor:

**Ali Akbar Ansarin (Ph.D.)**

By:

**Leila Razmjou**

January, 2011



دانشکده ادبیات فارسی و زبان های خارجی  
گروه زبان و ادبیات انگلیسی

پایان نامه

برای دریافت درجه دکتری در رشته آموزش زبان انگلیسی

عنوان

تاثیر آموزش تئوری های ترجمه بر کیفیت ترجمه

استادان راهنما

دکتر پرویز آژیده و دکتر فرزانه فرحزاد

استاد مشاور

دکتر علی اکبر انصارین

پژوهشگر

لیلا رزمجو

بهمن ۱۳۸۹

**IN THE NAME OF GOD**

For

Niki



**UNIVERSITY OF TABRIZ**

FACULTY OF PERSIAN LITERATURE

AND FOREIGN LANGUAGES

ENGLISH LANGUAGE DEPARTMENT

*We hereby recommend that the dissertation by*

**Leila Razmjou**

*entitled*

Translation Quality and Awareness of Translation Theories

*be accepted in partial fulfillment of the requirements for*

*the degree of Ph.D. in*

*English Language Teaching (ELT)*

Supervisors: **Dr. Parviz Azhide**.....

**Dr. Farzaneh Farahzad** .....

Advisor: **Dr. Ali Akbar Ansarin**.....

Examiners: **Dr. Kambiz Mahmoodzadeh**.....

**Dr. Biok Behnam**.....

**Dr. Farahman Farrokhi** .....



## Acknowledgements

I wish to acknowledge and thank those who contributed to this dissertation:

My supervisor, Dr Parviz Azhideh: Thank you for your support during my PhD studies. This research would have been impossible without your encouragement, supervision and insightful comments and suggestions.

My supervisor, Dr Farzaneh Farahzad: You have always been an inspiration to me; since the time I was your student during my BA studies at Allameh Tabataba'i University, till now. You have always been approachable, always ready with valuable academic advice at every stage of my studies. Your expertise has been the key to the success of this dissertation. I will always remember the comfort of the friendly get-togethers at your warm, welcoming home. A place where the door was always open to me and where you provided me with your highly valuable comments on my research. Thank you for everything.

My advisor, Dr Ali Akbar Ansarin: Your highly constructive comments improved the quality of this dissertation immensely. I thank you for all your help and also the administrative support during the early stages of forming my PhD proposal.

I am also indebted to Professor Lotfipour of Ottawa University and Professor Kandaiah Joseph of Curtin University for their expert guidance on my PhD proposal. Many thanks go to the authorities of Nabi-Akram and Tabriz Universities for their kind help in providing me with classes through which I could perform my experiment and collect the necessary data for this study.

I wish to express my appreciation to my most influencing professors during my BA, MA and PhD studies through the passage of years: Dr Mahmoodzadeh (also acting as the external examiner at my viva session) and Dr Tajvidi at Allameh Tabatabai University; Dr Riazi (my MA thesis supervisor), Professor Yarmohammadi, Professor Jafarpour (who taught me research) and Dr Yamini at Shiraz University and Professor Lotfipour, Professor Azabdaftari and Dr Farrokhi (also acting as the internal examiner at my viva session) at Tabriz University.

I also thank Dr Behnam (Azarbaijan Tarbiat Moallem University) who accepted to act as the external examiner at my viva session for his careful reading of my dissertation and constructive comments.

Thanks also go to Dr Hossein Sabouri the head of English Department of Tabriz University for his encouragements and administrative help.

I have greatly benefited from the Translation Research Summer School (TRSS) at the University of Edinburgh, UK I attended in June 2009 where I had the opportunity to meet and discuss with the leading figures in Translation Studies like Professor Ian

Mason and Professor Mona Baker whom I sincerely thank for their precious advice on the direction of my research. Dr Luis Perez Gonzalez's critical comments were also particularly useful in forming the shape of my study during the school. I also want to thank Dr Tong of the main library of the University of Edinburgh who was so helpful and generous in providing me with most of the key references of my dissertation even sending additional sources to me when I returned to Iran.

I would also like to thank my colleagues and friends who helped me in the process of doing this research either by providing me with their valuable published/unpublished works, various sources I needed or their guidance and help through this research.

I thank my students who have been the reason for doing this research. They give me the motivation and energy to go on in my academic life.

Most of all, I must thank my family. Their love and encouragement have truly brought me to where I am. I am indebted to my father, my husband and to my three-year-old daughter, Niki, for her unique way of understanding things and putting up with my loads of work while writing my dissertation.

Last but not least, I would like to make special mention of my mother. She provided all the practical help I needed, particularly by giving my daughter all the love and care she needed during my absences. But she did much more than that; from childhood to today, she has always given me the love and encouragement that will sustain me throughout life. Without her, this dissertation would be impossible.



<b>Surname:</b> Razmjou <b>Name:</b> Leila
<b>Title of the Dissertation:</b> Translation Quality and Awareness of Translation Theories
<b>Supervisors:</b> Dr Parviz Azhideh Dr Farzaneh Farahzad
<b>Advisor:</b> Dr Ali Akbar Ansarin
<b>Degree:</b> Ph.D. <b>Major:</b> English <b>Field:</b> English Language Teaching (ELT) <b>University:</b> University of Tabriz <b>Faculty:</b> Persian Literature and Foreign Languages <b>Department:</b> English Language <b>Dissertation Pages:</b> 170 <b>Graduation Date:</b> Bahman 10, 1389 (January 30, 2011)
<b>Keywords:</b> Translation Theories, Cultural Theories, Functional Theories, Translation Pedagogy, Translation Quality, Translation Assessment, Translator Training
<b>Abstract</b>
<p>The major issues in translator training in Iranian universities concern instructional problems, student problems and inappropriate, not to say inefficient, teaching methods. This research reports on an experiment in three different universities in Iran, with undergraduate translator trainees. The experiment was designed to investigate the feasibility of providing an alternative to the rather boring, yet widely practiced teaching technique which Gonzalez Davies (2004) terms “the read-and-translate method”. The model is based on an understanding of theories of translation and several types of learner-centered classroom activities designed for translation classes. So the syllabus was designed to both enhance students’ knowledge of translation theories and to encourage their active participation in the learning process. To this end, Gonzalez Davies’s model (2004) was adapted to the particular situation. The research followed an experimental, pretest-posttest design, with two control groups and three experimental groups in three universities in East Azarbaijan. The control groups were run through the traditional read-and-translate method. The experimental groups were exposed to the tailored syllabus and teaching material which introduced the major translation theories and provided appropriate translation exercises for each. The theories ranged from functional to cultural ones. The exercises and tasks were developed accordingly. The results indicated a higher performance in the experimental groups, as compared to the control groups. The results also suggest that some theories, such as functional theories, seem to be more practicable in classroom situations, and thus more teachable. The suggested framework and the final results are likely to throw light on various aspects of translation pedagogy at undergraduate level in Iranian universities and hopefully in other similar contexts.</p>

**For correspondence with the researcher:**

**Email:** leilarazmjou@gmail.com

**Refereed Journal Publication based on this dissertation**

To be published in:

2012 A New Approach to Translation Pedagogy in Iranian Universities.

*New Voices in Translation Studies.*

Co-authored with my dissertation supervisors, Dr. Farahzad and Dr. Azhideh

2011 Translation Quality and Awareness of Cultural Translation Theories.

*Journal of Language Teaching and Research, 2 (2).*

Co-authored with my dissertation supervisors, Dr. Farahzad and Dr. Azhideh

2011 Translation Quality and Awareness of Functional Translation Theories.

*Iranian Journal of Applied Language Studies.*

Co-authored with my dissertation supervisors, Dr. Farahzad and Dr. Azhideh

**International Conference Presentation based on this dissertation**

2010 A New Approach to Translation Pedagogy in Iranian Universities. Paper presented at the 6<sup>th</sup> *International Postgraduate Conference in Translation and Interpreting*. University of Manchester, United Kingdom, October 29-31.

# Table of Contents

<b>Title</b>	<b>Page</b>
Acknowledgements .....	i
Abstract in English .....	iii
Table of contents.....	v
List of tables .....	ix
List of figures .....	xi
List of abbreviations.....	xii
CHAPTER ONE: Introduction .....	1
1.1. Introduction .....	2
1.2. Statement of the problem .....	3
1.3. Objectives of the study .....	5
1.4. Research questions and hypotheses .....	5
1.5. Significance of the study .....	7
1.6. The Scope of the study .....	8
1.7. Definition of key terms .....	8
CHAPTER TWO: Review of the Literature .....	11
2.1. Overview of the chapter .....	12
Section I. Translation Studies .....	12
2.2. History of the discipline .....	12

2.3. Translation Studies theories .....	21
2.3.1. Functional theories .....	28
2.3.1.1. Translational action .....	28
2.3.1.2. Skopos theory .....	30
2.3.1.3. Translation-Oriented text analysis .....	33
2.3.2. Theories of the Cultural Turn .....	34
2.3.2.1. Polysystem theory .....	35
2.3.2.2. Toury's model .....	42
2.3.2.3. Chesterman's translation norms .....	44
2.3.3. Power-Related approaches .....	47
2.3.3.1. Postcolonial translation theory .....	47
2.3.3.2. Gender approaches in Translation Studies .....	52
2.3.3.3. Spivak's approach .....	57
2.3.3.4. Venuti's Model .....	60
Section II. Translation pedagogy .....	66
2.4. Translation pedagogy .....	66
2.4.1. Translation competence .....	78
2.4.2. Translation evaluation and quality assessment .....	85
2.5. Conclusion .....	89
CHAPTER THREE: Methodology .....	90
3.1. Overview of the chapter .....	91

3.2. Research questions.....	91
3.3. Research hypotheses.....	91
3.4. Participants .....	93
3.5. Instruments .....	94
3.6. Procedure .....	96
3.6.1. Teaching material .....	98
3.6.2. Teaching strategies .....	98
3.6.2.1. Functional experimental groups .....	98
3.6.2.2. Cultural experimental groups .....	106
3.6.3. Assessment of translations .....	112
3.7. Design of the study and data analysis .....	113
CHAPTER FOUR: Data Analysis and Results .....	114
4.1. Overview of the chapter .....	115
4.2. The description of the data.....	115
4.2.1. Testing the reliability .....	115
4.2.2. The mean of cultural scores of control and experimental groups.....	117
4.2.3. The mean of functional scores of control and experimental groups.....	120
4.3. Data analysis .....	124
4.4. Results .....	127

CHAPTER FIVE: Discussions, implications, & suggestions for further research.	139
5.1. Overview of the chapter.....	140
5.2. Responding to research questions.....	140
5.2.1. Research question 1 .....	140
5.2.2. Research question 2 .....	141
5.2.3. Research question 3 .....	141
5.3. Discussions and implications.....	141
5.4. Limitations of the study .....	146
5.5. Suggestions for further research .....	147
5.6. Conclusion .....	148
REFERENCES .....	150
APPENDICES .....	165
Appendix A: Functional texts as pre and post-tests.....	166
Appendix B: Cultural texts as pre- and post-tests.....	168
ABSTRACT IN PERSIAN.....	170

## List of Tables

Table 4.1: Descriptive statistics .....	116
Table 4.2: Paired sample test .....	116
Table 4.3: Descriptive statistics .....	116
Table 4.4: Paired samples test.....	117
Table 4.5: Pre-test scores in the cultural groups .....	118
Table 4.6: Post-test scores in the cultural groups .....	118
Table 4.7: Pre-test scores in the functional groups .....	121
Table 4.8: Post-test scores in the functional groups .....	121
Table 4.9: Test of homogeneity of Variances.....	124
Table 4.10: One-sample Kolmogorov-Smirnov test.....	125
Table 4.11: ANOVA Maragheh-Tabriz.....	125
Table 4.12: Mean of TOEFL scores .....	126
Table 4.13: ANOVA Maragheh-Nabiakram .....	126
Table 4.14: Mean of TOEFL scores .....	126
Table 4.15: The statistical indexes for analysis of pre- and post-test scores .....	127
Table 4.16: Paired samples test.....	127
Table 4.17: The statistical indexes for analysis of pre- and post-test scores .....	128
Table 4.18: Paired samples test.....	128
Table 4.19: The statistical indexes for analysis of the pre- and post-test scores ....	129
Table 4.20: Paired samples test.....	129
Table 4.21: The statistical indexes for analysis of the pre- and post-test scores ....	130

Table 4.22: Paired samples test.....	130
Table 4.23: The statistical indexes for analysis of the pre- and post-tests.....	131
Table 4.24: Paired samples test.....	131
Table 4.25: The statistical indexes for analysis of the pre- and post-tests scores...	132
Table 4.26: Paired samples test.....	132
Table 4.27: The statistical indexes for analysis of pre- and post-test scores .....	133
Table 4.28: Paired samples test.....	133
Table 4.29: ANOVA.....	134
Table 4.30: Bonferroni.....	135
Table 4.31: Bonferroni.....	137



## List of Figures

Figure 4.1: The mean of pre- and post-test scores in control group 1 .....	119
Figure 4.2: The mean of pre- and post-test scores in control group 2 .....	119
Figure 4.3: The mean of pre- and post-test scores in experimental group1.....	120
Figure 4.4: The mean of pre- and post-test scores in control group 1 .....	122
Figure 4.5: The mean of pre- and post-test scores in control group 2 .....	122
Figure 4.6: The mean of pre- and post-test scores in experimental group 2.....	123
Figure 4.7: The mean of pre- and post-test scores in experimental group3.....	124
Figure 4.8: The means of cultural experimental group and control groups.....	136
Figure 4.9: The Means of functional experimental groups and control groups.....	138

## List of Abbreviations

SL	Source Language
ST	Source Text
TL	Target Language
TS	Translation Studies
TT	Target Text

**CHAPTER I**  
**INTRODUCTION**

*"Translation facilitates the expression of the  
variety and nuances of the diversity of each  
language – and of all cultures."  
(Matsuura, 2009: Lecture)*

## **1.1. Introduction**

"The languages of individuals as well as of collective groups constantly evolve through a dynamic process" (Shohamy, 2006, p.8); so languages live and grow just as human beings do. Human beings need interaction and communication and so do languages. This interaction is materialized through translating. That's why Levy (1967/2000) considers translating as a "process of communication"(p.148). The importance of translating is more highlighted when we take the new world of information exchange and globalization into consideration. During the recent decades, *Translation Studies* has found its place as a new and independent discipline which requires its own theories, techniques, principles, and approaches. "Gone are the times when translation training only meant Literary Translation Training. The colossal development of cybernetics, electronics, computers and the sciences of information demand that any training should be able to cover most possible types of translation-interpreting" (Gonzalez, 2008, para.27).

Gonzalez Davies (2004) says a lot has been happening in what is now known as Translation Studies since the 80s and we have come a long way from considering translation as a one to one replacement of words between languages. Translation, according to Pym (2003, para.2), is one of the fundamental things that people do with language, alongside speaking, listening, writing and reading. This fact, however, has not been widely recognized yet especially in our country Iran and this is due to the nature of translating. As Federici (2007) maintains: "translation is certainly a highly skilled activity, a first-class art based on a high level of competence not only in the two