

# Efficiency of Iranian Translation Syllabus at BA Level; Deficiency: A New Comprehensive Model

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## Abstract

This study aims at investigating the practicality of the current curriculum for translation studies at national level (Iranian curriculum). It is going to have a comprehensive idea of translation students and teachers (university lecturers) over the current translation syllabus at BA level in Iran. A researcher-made CEQ questionnaire (Curriculum Evaluation Questioner quoted from Rahimy 2009) by the total question of 45 (by 60 participants) is provided that is divided to two main parts; one about the courses that could be omitted from the translation program and the other one about the lessons that could be added to this program. This will be used to indicate the strength and weaknesses of the Iranian curriculum for translation program at undergraduate level. This study will follow a quantitative design. Data concerned with questioner will be analyzed by a non-parametric statistic way that is chi-square. As a conclusion the hypothesis that: "there is a complete satisfaction of translation syllabus at BA level in Iran" will be rejected. All things considered 34.81%, from teachers and learners, agree that some courses should be omitted from the translation syllabus and 65.19% disagree. On the other hand 43.74 % agree that some mentioned courses can be added to the syllabus and 56.26% disagree that these courses can be added to the translation syllabus. As a result by rectifying the possible deficiencies and adding and omitting the mentioned courses in translation curriculum and translating training in Iran a new suitable model that fitted more to this area is given which is worthwhile for raising experienced translating teacher, having more competent experts in translation, translation examiner and developing of the Ministry of Higher Education. As a result of this model the most practical and helpful textbooks could be provided to gain the objectives in a more suitable way. Even there could be useful changes in tasks and activities that are provided in textbooks and they will be more compatible along the objectives.

**Keywords:** Translation, Iranian translation syllabus, Translation study, Curriculum

## 1. Introduction

According to Rahimy (2009, p.10), despite the pedagogically-acceptable situation of translation (Cunningham, 2000) both in Iran and in the world, translator trainees' achievement has always been a matter of concern (here Iran): although Iranian Ministry of Higher Education has, for years, provided translator trainees with curricula and course syllabuses based on their own specific objectives, there are still problems: some of such problems include the concurrency of translation teaching and language teaching, practices in translation from Persian into Foreign language, lack of teachers specialization and vagueness of the curriculum and syllabuses (Rahimy, 2009 quoting from Mirza Ibrahim, 2003).

Also, Mollanazar (2003) believes that the content of the current Iranian curricula for teaching translation is more compatible with 'Translation Studies' than 'Translator Training' which can question the appropriateness of such curricula. In addition, Miremadi (2003), pointing to the problems of Iranian curriculum, discusses a number of characteristics for a competent translator including: a command in his/her mother tongue, knowledge of translation principles, familiarity with philosophical argumentations and question/answer principles, literary components. Miremadi (2003) also believes there should be some changes in translation courses due to some problems. As an instance in translation courses pay little attention to Persian language and literature than foreign language. The other case is that the true translation technique training is not common and learners involve in language learning than translating.

Furthermore, Heidarian (2003) points to the lack of agreement between the names of certain syllabuses and the syllabuses themselves and the lack of agreement between certain course credits and their corresponding reference

textbooks as problems in translation M.A. courses. This study is going to answer the following question:

Q1: Is there a complete and satisfactory translation syllabus at BA level in Iran?

## 2. Literature Review

In the field of language the term translation has got several meanings:

1. The general subject filed or phenomenon. ('I study translation at University')
2. The product- that is the text that has been translated. ('They published the Arabic translation of the report')
3. The process of producing the translation, otherwise known as translating. ('Translating service')(Munday, 2001, p.27).

The study of translation as an academic subject began in the half of twentieth century. In the English speaking countries this discipline is now generally recognized as " Translation Studies" (Munday 2001, p.29). According to Munday (2001) it is an academic research area that has expanded greatly in recent years. Studies in different issues concerned with translation, are encompassed in this discipline. The name 'Translation Studies' was proposed by André Lefevere who was himself a prominent theoretician. In an Appendix written in 1978 to a collection of papers on translation he suggested that this name be given to the field that deals with "the problems raised by the production and description of translations" (Quoted by Bassnett 1980). So, although translation has been around for centuries, the field of Translation Studies was given a local habitation and a name only relatively recently.

Aims of translation studies include theoretical aims: to increase understanding by explaining central concepts, describing translation, what translators do and explaining why they are like this, knowing how translations affect readers and cultures, its practical objectives include the quality of translations improvements. And finally achieve intercultural relations by: better training methods developments, making better tools, computer aids, dictionaries, term banks..., machine translation development, ways of assessing translation quality development, educating the learners, etc.

The 'theoretical' branch is divided into general and partial theories. By 'general', Holmes is referring to those writings that seek to describe or account for every type of translation and to make generalizations that will be relevant for translation generally. 'Partial' theoretical studies are limited based on some parameters. The other branch of 'pure' research in Holmes's map is descriptive. Descriptive translation studies (DTS) has three possible foci: examination of (1) the product, (2) the function and (3) the process:

1-Product-oriented DTS examines existing translations. it can include the description or analysis of a single ST-TT pair or a comparative analysis of several TTs of the same ST (into one or more TLs). These limited studies can build up into a larger body of translation analysis looking at a special period, language and text discourse type.

2- By function-oriented DTS, Holmes means the description of the 'function [of translations] in the recipient sociocultural situation: it is a study of contexts rather than texts'(Munday, 2001, p.177).

3- Process-oriented DTS in Holmes's framework is concerned with the psychology of translation, i.e. it is concerned with trying to find out what happens in the mind of a translator.

The results of DTS research can be fed into the theoretical branch to evolve either a general theory of translation or probably partial theories of translation. This group has got six subparts itself:

1-Medium-restricted theories divided according to translation: by machine and humans, with greater subdivisions according to whether the machine computer is working alone or as an aim to the human translator, whether the human translation is written or spoken and whether spoken translation (interpreting) is consecutive or simultaneous.

2-Area-restricted theories are restricted to specific languages or groups of languages or cultures. Holmes notes that language-restricted groups are much related to work in contrastive linguistics and stylistics.

3- Rank-restricted theories are linguistic theories that have been restricted to a specific level of (normally) the word or sentence.

4- Text-type restricted theories look at specific discourse genres such as literary, business or technical translation. Text-type approaches gain importance with the work of Reiss and Vermeer.

5- The term time-restricted is self-explanatory, referring to theories and translations limited based on specific times and periods. The history of translation falls into this category.

6- Problem-restricted theories indicate specific problems such as equivalence - a key issue of the 1960s and 1970s - or to a wider question of whether universals of translated language exist (Munday, 2001).

The 'applied' branch of Holmes's framework includes: Translator training which consists teaching methods, curriculum design and even testing techniques; Translation aids that consist dictionaries, information technology and grammar part. Translation criticism that involve the evaluation of translations, and includes marking of student translations and the reviews of published translations. Holmes Points out that (1988b: 78) the theoretical, descriptive and applied areas influence each other. The main advantage of the divisions is -as Toury states (1991: 180, 1995: 9) - that they allow a clarification and a division of labor between the various areas of translation studies which previously have often been confused.

Translatability is another significant issue in translation which was proposed by Catford (1965) and Malmkjaer (2005:27) mentioned it in his book Linguistic and the language of translation. He states "translation fails-or

untranslatability occurs- when it is impossible to build functionally relevant features of the situation into the contextual meaning of the TL text" (Catford, 1965. P: 94). That untranslatability consists of two kinds: 1-linguistics untranslatability and 2- cultural untranslatability.

Linguistics untranslatability occurs when a formal feature of the source language is functionally relevant in the source text, and the target language has no formally corresponding feature. The different problem of cultural untranslatability arises when a situational feature functionally relevant for the SL text is completely absent from the culture of which the TL is a part (Catford, 1965. P: 99).

Translating as I. A. Richards claims "is probably the most complex type of event in the history of the cosmos" (Nida 1993: 1). Many factors are vital in the process of translating and no explanation of translating can claim to be comprehensive if these factors are not systematically considered. Because of great complexity of the factors in question, here all factors could not be covered exhaustively, so we will focus our attention on key factors in the three most important areas: language, culture and the factor that is the our main focus here is translator's personal conditions.

### ***Linguistic Factors***

Linguistic factors exert a direct and crucial influence upon the process of translating. Each of the linguistic factors, phonological, lexical items, syntactic and textual factors, can interfere with translation. It could be supposed that interlingual differences constitute a main source of translation difficulties.

### ***Cultural Factors***

According to the Sapir-Whorf hypothesis, different linguistic communities have different ways of experiencing, segmenting, and structuring reality (see Gorlée 1994: 105). Translating works to bridge the cultural gap between two worlds and build communication doable between different linguistic communities. Bassnett (1992) likens language to "the heart in the body of culture," stating that "the surgeon, operating on the heart, cannot ignore the body that surrounds it, so the translator treats the text- in isolation from the culture at his peril-" (Bassnett 1992: 14). Translating, which involves two languages, is certainly influenced by two cultures: the source culture (SC) and also the target culture (TC).

### ***Intercultural Factors***

According to Catford (1965: 94), instances of untranslatability can arise from two sources: one is linguistic and the other is cultural. A translator who does not consider the cultural context may commit some ridiculous errors. The very existence of a cultural gap can act on the process of translating by interfering with the translator's logical judgment and linguistic selection.

### ***Intracultural Factors***

Cultural differences inside a country or between time periods can also act significantly on the process of translation. Intracultural factors often lead to stylistically or even semantically distinct translations of the same source text. The most influential factors in this case are the strategic orientation and period style within the TL culture.

### ***Personal Factors***

What we are discussing are translations done by human translators, not machines. The translator's conditions, professional and psychological, may therefore have a direct influence on the translated text. The personal elements that account for many differences between various translations of the same source are very important and complex. They play a vital role in translating and can be classified into two main kinds: personal competence and personal attitudes.

### ***Personal Competence***

It is a given that a translator has to be competent in SL interpretation and TL representation, and has to have both knowledge and experience in the related field. In terms of SL interpretation, a translator must be competent enough to understand the different conceptual, thematic meanings of the original or associative meanings. Accurate translation demands perfect interpretation that is based on the translator's command of the SL and understanding of SL culture. Many cases of mistranslation have resulted from the translator's inaccurate interpretation, which are attributable to his or her limited competence in the SL and SC.

As regards TL representation, a translator needs to be able to represent in the TL what he or she has interpreted from the ST. That is to say, he or she must be able to find or establish in the TL "the closest natural equivalent" of the SL message (Nida 1966: 12). This competence needs not a complete command of the TL and TC, but also the capability to write in myriad styles in the TL, in accordance with both the stylistic requirements of the ST and corresponding stylistic norms in factors influencing the process of translating the TC. It is inconceivable that a person who cannot write effectively in the TL can produce an aesthetically acceptable translation.

### ***Personal Attitudes***

Attitudinal factors involve the individual translator's subjective orientations within a certain historical and cultural context. Even two translators with the same competence and with different attitudinal orientations, such as communicative, political, strategic, ethical, or professional one, will produce various translations.

Curriculum perspectives are theories of knowledge which areas of important source of curriculum decisions. Zewi cited in Gatawa (1990: 21), states that what goes into the curriculum depends heavily on these perspectives. There are different types of curriculum perspectives that a translator should be familiar with such as Rationalist, Empiricist,

Pragmatist, and Existentialist. It is important to consider each perspective as it relates to the following: The learner, the teacher, Methodology, Curriculum.

### 3. Methodology

#### 3.1 Participants

There is one category of participant that is human one. This group includes almost 50 undergraduate translator trainees plus 10 translation teachers at university level. These participants take part in giving answers to our project questioner. The students are chosen among BA translation students who are in their last year of education. These are students from Islamic Azad University and the translation teachers are all selected from university professors who have got PhD in Translation or linguistics. Most of them have got more than 14 years experiences in the translation or linguistics field.

#### 3.2 Instruments

The materials that are going to use in this study are a questioner about the view of translation teachers and students over their major syllabus- that is translation,

#### 3.3 Procedures

A researcher-made CEQ questionnaire (Curriculum Evaluation Questioner quoted from Rahimy 2009) by the total question of 45 that is divided to two main parts, one about the courses that could be omitted from the translation program and the other one about the lessons that could be added to this program according to translation students and teachers, will be provided. It is used to indicate the strength and weaknesses of the Iranian curriculum for translation program at undergraduate level. At the end, a new model that is based on our findings will be presented which can lead to more improvements in this filed.

### 4. Findings and Discussion

This section presents findings that were obtained by analyzing items of the survey.

q1			
	Observed N	Expected N	Residual
SA	14	15.0	-1.0
A	7	15.0	-8.0
D	16	15.0	1.0
SD	23	15.0	8.0
Total	60		

Among sixty participants 21 people agree that general listening speaking course should be omitted from the BA translation syllabus; it means 35 % agree and 39 people who are 65% disagree that this course should be omitted.

q2			
	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	11	15.0	-4.0
D	16	15.0	1.0
SD	23	15.0	8.0
Total	60		

Among sixty participants 21 people agree that general reading course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q3			
	Observed N	Expected N	Residual
SA	8	15.0	-7.0
A	13	15.0	-2.0
D	20	15.0	5.0
SD	19	15.0	4.0
Total	60		

Among sixty participants 21 people agree that writing course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q4			
	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	11	15.0	-4.0
D	19	15.0	4.0
SD	20	15.0	5.0
Total	60		

Among sixty participants 21 people agree that paragraph writing course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q5			
	Observed N	Expected N	Residual
SA	11	15.0	-4.0
A	12	15.0	-3.0
D	20	15.0	5.0
SD	17	15.0	2.0
Total	60		

Among sixty participants 23 people agree that essay writing course should be omitted from the BA translation syllabus; it means 38.33% agree and 37 people who are 61.66% disagree that this course should be omitted.

q6			
	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	12	15.0	-3.0
D	16	15.0	1.0
SD	19	15.0	4.0
Total	60		

Among sixty participants 25 people agree that An introduction to English literature course should be omitted from the BA translation syllabus; it means 41.66% agree and 35 people who are 58.33% disagree that this course should be omitted.

q7			
	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	7	15.0	-8.0
D	22	15.0	7.0
SD	21	15.0	6.0
Total	60		

Among sixty participants 17 people agree that phonetics course should be omitted from the BA translation syllabus; it means 28.33% agree and 43 people who are 71.66% disagree that this course should be omitted.

q8			
	Observed N	Expected N	Residual
SA	7	15.0	-8.0
A	9	15.0	-6.0
D	20	15.0	5.0
SD	24	15.0	9.0
Total	60		

Among sixty participants 16 people agree that linguistics course should be omitted from the BA translation syllabus; it means 26.66 % agree and 44 people who are 73.33% disagree that this course should be omitted.

q9			
	Observed N	Expected N	Residual
SA	11	15.0	-4.0
A	9	15.0	-6.0
D	20	15.0	5.0
SD	20	15.0	5.0
Total	60		

Among sixty participants 20 people agree that contrastive analysis and error analysis course should be omitted from the BA translation syllabus; it means 33.33 %agree and 40 people who are 66.66% disagree that this course should be omitted.

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q10

	Observed N	Expected N	Residual
SA	5	15.0	-10.0
A	19	15.0	4.0
D	19	15.0	4.0
SD	17	15.0	2.0
Total	60		

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Among sixty participants 24 people agree that research methodology course should be omitted from the BA translation syllabus; it means 40% agree and 36 people who are 60% disagree that this course should be omitted.

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q11

	Observed N	Expected N	Residual
SA	7	15.0	-8.0
A	13	15.0	-2.0
D	19	15.0	4.0
SD	21	15.0	6.0
Total	60		

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Among sixty participants 20 people agree that teaching methodology course should be omitted from the BA translation syllabus; it means 33.33% agree and 40 people who are 66.66% disagree that this course should be omitted.

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q12

	Observed N	Expected N	Residual
SA	9	15.0	-6.0
A	16	15.0	1.0
D	16	15.0	1.0
SD	19	15.0	4.0
Total	60		

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Among sixty participants 25 people agree that testing foreign language skills course should be omitted from the BA translation syllabus; it means 41.66% agree and 35 people who are 58.33% disagree that this course should be omitted.

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q13

	Observed N	Expected N	Residual
SA	12	15.0	-3.0
A	14	15.0	-1.0
D	15	15.0	.0
SD	19	15.0	4.0
Total	60		

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Among sixty participants 26 people agree that simple prose extracts course should be omitted from the BA translation syllabus; it means 43.33% agree and 34 people who are 56.66% disagree that this course should be omitted.

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q14

	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	7	15.0	-8.0
D	13	15.0	-2.0
SD	30	15.0	15.0
Total	60		

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Among sixty participants 17 people agree that English expression course should be omitted from the BA translation syllabus; it means 28.33% agree and 43 people who are 71.66% disagree that this course should be omitted.

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q15

	Observed N	Expected N	Residual
SA	7	15.0	-8.0
A	6	15.0	-9.0
D	20	15.0	5.0
SD	27	15.0	12.0
Total	60		

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Among sixty participants 13 people agree that simple translation course should be omitted from the BA translation syllabus; it means 21.66 % agree and 47 people who are 78.33% disagree that this course should be omitted.

q16			
	Observed N	Expected N	Residual
SA	11	15.0	-4.0
A	9	15.0	-6.0
D	16	15.0	1.0
SD	24	15.0	9.0
Total	60		

Among sixty participants 20 people agree that advanced translation course should be omitted from the BA translation syllabus; it means 33.33% agree and 40 people who are 66.66% disagree that this course should be omitted.

q17			
	Observed N	Expected N	Residual
SA	16	15.0	1.0
A	8	15.0	-7.0
D	9	15.0	-6.0
SD	27	15.0	12.0
Total	60		

Among sixty participants 24 people agree that literary translation course should be omitted from the BA translation syllabus; it means 40% agree and 36 people who are 60% disagree that this course should be omitted.

q18			
	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	12	15.0	-3.0
D	17	15.0	2.0
SD	21	15.0	6.0
Total	60		

Among sixty participants 22 people agree that religious translation course should be omitted from the BA translation syllabus; it means 36.66% agree and 38 people who are 63.33% disagree that this course should be omitted.

q19			
	Observed N	Expected N	Residual
SA	5	15.0	-10.0
A	12	15.0	-3.0
D	18	15.0	3.0
SD	25	15.0	10.0
Total	60		

Among sixty participants 17 people agree that political translation course should be omitted from the BA translation syllabus; it means 28.33% agree and 43 people who are 71.66 % disagree that this course should be omitted.

q20			
	Observed N	Expected N	Residual
SA	11	15.0	-4.0
A	10	15.0	-5.0
D	18	15.0	3.0
SD	21	15.0	6.0
Total	60		

Among sixty participants 21 people agree that economic translation course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q21			
	Observed N	Expected N	Residual
SA	12	15.0	-3.0
A	11	15.0	-4.0
D	16	15.0	1.0
SD	21	15.0	6.0
Total	60		

Among sixty participants 23 people agree that general Persian course should be omitted from the BA translation syllabus; it means 38.33% agree and 37 people who are 61.66% disagree that this course should be omitted.

q22			
	Observed N	Expected N	Residual
SA	7	15.0	-8.0
A	12	15.0	-3.0
D	16	15.0	1.0
SD	25	15.0	10.0
Total	60		

Among sixty participants 19 people agree that principle and methodology of translation course should be omitted from the BA translation syllabus; it means 31.66% agree and 41 people who are 68.33% disagree that this course should be omitted.

q23			
	Observed N	Expected N	Residual
SA	9	15.0	-6.0
A	7	15.0	-8.0
D	19	15.0	4.0
SD	25	15.0	10.0
Total	60		

Among sixty participants 16 people agree that principle and foundations of translation course should be omitted from the BA translation syllabus; it means 26.66% agree and 44 people who are 73.33% disagree that this course should be omitted.

q24			
	Observed N	Expected N	Residual
SA	5	15.0	-10.0
A	16	15.0	1.0
D	22	15.0	7.0
SD	17	15.0	2.0
Total	60		

Among sixty participants 21 people agree that poem texts extracts course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q25			
	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	12	15.0	-3.0
D	17	15.0	2.0
SD	21	15.0	6.0
Total	60		

Among sixty participants 22 people agree that English etymology course should be omitted from the BA translation syllabus; it means 36.66% agree and 38 people who are 63.33% disagree that this course should be omitted.

q26

	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	7	15.0	-8.0
D	22	15.0	7.0
SD	18	15.0	3.0
Total	60		

Among sixty participants 20 people agree that Persian writing course should be omitted from the BA translation syllabus; it means 33.33% agree and 40 people who are 66.66% disagree that this course should be omitted.

q27

	Observed N	Expected N	Residual
SA	6	15.0	-9.0
A	15	15.0	.0
D	20	15.0	5.0
SD	19	15.0	4.0
Total	60		

Among sixty participants 21 people agree that Persian syntax course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q28

	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	15	15.0	.0
D	14	15.0	-1.0
SD	18	15.0	3.0
Total	60		

Among sixty participants 28 people agree that Iran contemporary literature course should be omitted from the BA translation syllabus; it means 46.66% agree and 32 people who are 53.33% disagree that this course should be omitted.

q29

	Observed N	Expected N	Residual
SA	9	15.0	-6.0
A	13	15.0	-2.0
D	14	15.0	-1.0
SD	24	15.0	9.0
Total	60		

Among sixty participants 22 people agree that oral reproduction course should be omitted from the BA translation syllabus; it means 36.66% agree and 38 people who are 63.33% disagree that this course should be omitted.

q30

	Observed N	Expected N	Residual
SA	10	15.0	-5.0
A	12	15.0	-3.0
D	16	15.0	1.0
SD	22	15.0	7.0
Total	60		

Among sixty participants 22 people agree that letter writing course should be omitted from the BA translation syllabus; it means 36.66% agree and 38 people who are 63.33% disagree that this course should be omitted.

q31

	Observed N	Expected N	Residual
SA	8	15.0	-7.0
A	11	15.0	-4.0
D	19	15.0	4.0
SD	22	15.0	7.0
Total	60		

Among sixty participants 19 people agree that media translation course should be omitted from the BA translation syllabus; it means 31.66% agree and 41 people who are 68.33% disagree that this course should be omitted.

q32			
	Observed N	Expected N	Residual
SA	9	15.0	-6.0
A	11	15.0	-4.0
D	20	15.0	5.0
SD	20	15.0	5.0
Total	60		

Among sixty participants 20 people agree that documents translation course should be omitted from the BA translation syllabus; it means 33.33% agree and 40 people who are 66.66% disagree that this course should be omitted.

q33			
	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	9	15.0	-6.0
D	18	15.0	3.0
SD	20	15.0	5.0
Total	60		

Among sixty participants 22 people agree that reading of press course should be omitted from the BA translation syllabus; it means 36.66% agree and 38 people who are 63.33% disagree that this course should be omitted.

q34			
	Observed N	Expected N	Residual
SA	8	15.0	-7.0
A	13	15.0	-2.0
D	14	15.0	-1.0
SD	25	15.0	10.0
Total	60		

Among sixty participants 21 people agree that independent translation course should be omitted from the BA translation syllabus; it means 35% agree and 39 people who are 65% disagree that this course should be omitted.

q35			
	Observed N	Expected N	Residual
SA	7	15.0	-8.0
A	10	15.0	-5.0
D	17	15.0	2.0
SD	26	15.0	11.0
Total	60		

Among sixty participants 17 people agree that oral interpretation course should be omitted from the BA translation syllabus; it means 28.33% agree and 43 people who are 71.66% disagree that this course should be omitted.

q36			
	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	10	15.0	-5.0
D	17	15.0	2.0
SD	20	15.0	5.0
Total	60		

Among sixty participants 23 people agree that journalistic translation /French course should be omitted from the BA translation syllabus; it means 38.33% agree and 37 people who are 61.66% disagree that this course should be omitted.

q37

	Observed N	Expected N	Residual
SA	15	15.0	.0
A	8	15.0	-7.0
D	15	15.0	.0
SD	22	15.0	7.0
Total	60		

Among sixty participants 23 people agree that study skills course should be omitted from the BA translation syllabus; it means 38.33% agree and 37 people who are 61.66% disagree that this course should be omitted.

q38

	Observed N	Expected N	Residual
SA	19	15.0	4.0
A	10	15.0	-5.0
D	15	15.0	.0
SD	16	15.0	1.0
Total	60		

Among sixty participants 29 people agree that Persian literature and syntax course can be added to the BA translation syllabus; it means 48.33% agree and 31 people who are 51.66% disagree that this course can be added to syllabus.

q39

	Observed N	Expected N	Residual
SA	17	15.0	2.0
A	12	15.0	-3.0
D	15	15.0	.0
SD	16	15.0	1.0
Total	60		

Among sixty participants 29 people agree that writing in Persian course can be added to the BA translation syllabus; it means 48.33% agree and 31 people who are 51.66% disagree that this course can be added to syllabus.

q40

	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	10	15.0	-5.0
D	19	15.0	4.0
SD	18	15.0	3.0
Total	60		

Among sixty participants 23 people agree that Logic course can be added to the BA translation syllabus; it means 38.33% agree and 37 people who are 61.66% disagree that this course can be added to syllabus.

q41

	Observed N	Expected N	Residual
SA	14	15.0	-1.0
A	14	15.0	-1.0
D	14	15.0	-1.0
SD	18	15.0	3.0
Total	60		

Among sixty participants 28 people agree that vocabulary studies course can be added to the BA translation syllabus; it means 46.66% agree and 32 people who are 53.33% disagree that this course can be added to syllabus.

q42

	Observed N	Expected N	Residual
SA	13	15.0	-2.0
A	11	15.0	-4.0
D	17	15.0	2.0
SD	19	15.0	4.0
Total	60		

Among sixty participants 24 people agree that note taking course can be added to the BA translation syllabus; it means 40% agree and 36 people who are 60% disagree that this course can be added to syllabus.

q43			
	Observed N	Expected N	Residual
SA	17	15.0	2.0
A	10	15.0	-5.0
D	9	15.0	-6.0
SD	24	15.0	9.0
Total	60		

Among sixty participants 27 people agree that psychology of learning course can be added to the BA translation syllabus; it means 45% agree and 33 people who are 55% disagree that this course can be added to syllabus.

q44			
	Observed N	Expected N	Residual
SA	14	15.0	-1.0
A	11	15.0	-4.0
D	10	15.0	-5.0
SD	25	15.0	10.0
Total	60		

Among sixty participants 25 people agree that translation of scientific course can be added to the BA translation syllabus; it means 41.66% agree and 35 people who are 58.33% disagree that this course can be added to syllabus.

q45			
	Observed N	Expected N	Residual
SA	17	15.0	2.0
A	8	15.0	-7.0
D	10	15.0	-5.0
SD	25	15.0	10.0
Total	60		

Among sixty participants 25 people agree that translation workshops course can be added to the BA translation syllabus; it means 41.66% agree and 35 people who are 58.33% disagree that this course can be added to syllabus.

Considering all items (34.81%), from teachers and learners, agree that some courses should be omitted from the translation syllabus and 65.19% disagree. On the other hand 43.74 % agree that some mentioned courses can be added to the syllabus and 56.26% disagree that these courses can be added to the translation syllabus.

According to Rahimy (2009, p.10), despite the pedagogically-acceptable situation of translation (Cunningham, 2000) both in Iran and in the world, translator trainees' achievement has always been a matter of concern (here Iran): although Iranian Ministry of Higher Education has, for years, provided translator trainees with curricula and course syllabuses based on their own specific objectives, there are still problems: some of such problems include the concurrency of translation teaching and language teaching, practices in translation from Persian into Foreign language, lack of teachers specialization and vagueness of the curriculum and syllabuses (Rahimy, 2009 quoting from Mirza Ibrahim, 2003). By means of comparison to the present study it could be concluded that by omitting and adding some syllabuses based on the results of our questioner the translation syllabus can be more improved.

Despite our relative complete translation program, it is better to consider some points in our program. By considering the percentages that are obtained from the questioner it can be said that when 34.81%, from teachers and learners agree that some courses should be omitted from the translation syllabus and about 44 % agree that some mentioned courses can be added to the syllabus so by omitting or adding such courses there could be a new model, an improved syllabus, that may constitute to have a more practical and effective curriculum.

## 5. Recommendations and Suggestions

This program is good for Ministry for Higher Education in Iran to implement and consider a new and more practical syllabus ; it is also good for translators trainings; since they have better known what credits should be taught or not. Next group that this program can be useful for is examiners group. if some credits should be added or omitted in a specific curriculum, like the one in Iran that we suggest focus on more than one language, the related tests will also need to alter. Publishers also have to consider these kinds of changes to publish precisely according to the defined credits.

And also the presented model here can be examined by the researchers as a longitudinal study to see whether the model is effective enough or not.

## 6. Conclusion

This study aimed at investigating the **practicality** of the current curriculum for translation studies at national level (Iranian curriculum). It was going to have a comprehensive idea of translation students and teachers over the current translation syllabus at BA level in Iran. A researcher-made CEQ questionnaire (Curriculum Evaluation Questioner quoted by Rahimy 2009) by the total question of 45 (by 60 participants) that was divided to two main parts, one about the courses that could be omitted from the translation program and the other one about the lessons that could be added to this program. This will be used to indicate the strength and weaknesses of the Iranian curriculum for translation program at undergraduate level. This study will follow a quantitative design. Data concerned with questioner will be analyzed by a non-parametric statistic way that is chi-square. As a conclusion of our hypothesis that: "there is a complete satisfaction of translation syllabus at BA level in Iran" will be rejected. All things considered 34.81%, from teachers and learners, agree that some courses should be omitted from the translation syllabus and 65.19% disagree. On the other hand 43.74 % agree that some mentioned courses can be added to the syllabus and 56.26% disagree that these courses can be added to the translation syllabus. As a result by compensating the possible deficiencies in translation curriculum and translating training in Iran a new suitable model that fitted more to this area was given which was worthwhile for raising experienced translating teacher, having more competent experts in translation, translation examiner and developing The Ministry of Higher Education.

Here is the questioner and the percentages that are compared to each other and there is a total comparison at the end based on the whole results.

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## Appendix A Rahimy (2009) Researcher-made CEQ questionnaire (Curriculum Evaluation Questionnaire)

<i>I think the.....course(s) should be omitted from the Iranian curriculum for translation:</i>	1	2	3	4
1. general listening/speaking (گفت و شنود) (1 & 2)=8 credits	0	0	0	0
2. general reading (خواندن و درک مفاهیم) (1 & 2 & 3) (12 credits)	0	0	0	0
3. writing (نگارش) (1 & 2)=8 credits	0	0	0	0
4. paragraph writing (نگارش پیشرفته) (2 credits)	0	0	0	0
5. essay writing (مقاله نویسی) (2 credits)	0	0	0	0
6. an introduction to English literature (1 & 2) (درامدی بر ادبیات انگلیسی) (4 credits)	0	0	0	0
7. Phonetics (اوانشناسی) (2 credits)	0	0	0	0
8. linguistics (زبان شناسی) (1 & 2) (4 credits)	0	0	0	0
9. contrastive analysis and error analysis (2 credits) (بررسی مقابله ای)	0	0	0	0
10. research Methodology (روش تحقیق) (1 & 2) (4 credits)	0	0	0	0
11. teaching methodology (روش تدریس) (4 credits)	0	0	0	0
12. testing foreign language skills (آزمون سازی) (2 credits)	0	0	0	0
13. simple prose extracts (نمونه نثر ساده) (2 credits)	0	0	0	0
14. English expressions (اصطلاحات انگلیسی) (2 credits)	0	0	0	0
15. simple translation (ترجمه متون ساده) (2 credits)	0	0	0	0
16. advanced translation (1 & 2) (ترجمه پیشرفته) (4 credits)	0	0	0	0
17. literary translation (ترجمه ادبی) (2 credits)	0	0	0	0
18. religious translation (1 & 2) (ترجمه آثار اسلامی) (4 credits)	0	0	0	0
19. political translation (ترجمه سیاسی) (2 credits)	0	0	0	0
20. economic translation (ترجمه اقتصادی) (2 credits)	0	0	0	0
21. general Persian (فارسی عمومی) (2 credits)	0	0	0	0
22. principles and methodology of translation (اصول و روش ترجمه) (2 credits)	0	0	0	0
23. principles and foundations of translation (اصول و مبانی ترجمه) (2 credits)	0	0	0	0
24. poem texts extracts (نمونه شعر ساده) (2 credits)	0	0	0	0
25. English etymology (واژه شناسی) (2 credits)	0	0	0	0
26. Persian writing (نگارش فارسی) (2 credits)	0	0	0	0
27. Persian syntax (ساخت زبان فارسی) (2 credits)	0	0	0	0
28. Iran contemporary literature (ادبیات معاصر) (2 credits)	0	0	0	0
29. oral reproduction (1 & 2) (4 credits) (بیان شفاهی)	0	0	0	0
30. letter writing (نامه نگاری) (2 credits)	0	0	0	0
31. media translation (ترجمه مطبوعاتی) (2 credits)	0	0	0	0
32. Documents Translation (1 & 2) (ترجمه مکاتبات اسناد) (4 credits)	0	0	0	0
33. Reading of the Press (خواندن متون مطبوعاتی) (2 credits)	0	0	0	0
34. Independent translation (1 & 2) (ترجمه انفرادی) (4 credits)	0	0	0	0
35. oral interpretation (1 & 2) (4 credits) (ترجمه شفاهی)	0	0	0	0
36. journalistic translation/French *Elective (4 credits) (ترجمه متون مطبوعاتی و (فرانسه)	0	0	0	0
37. study skills (قنون یادگیری) (2 credits)	0	0	0	0

<i>I think the.....course(s) can be added to the Iranian curriculum for translation:</i>	1	2	3	4
38. Persian literature and syntax (ساخت زبان فارسی ادبیات و) (2 credits)	0	0	0	0
39. writing in Persian (نگارش فارسی) (2 credits)	0	0	0	0
40. logic (since language is a logical system) (منطق) (2 credits)	0	0	0	0
41. vocabulary studies (مطالعات واژگان) (2 credits)	0	0	0	0
42. note taking (یادداشت برداری) (2 credits)	0	0	0	0
43. psychology of learning (روانشناسی یادگیری) (2 credits)	0	0	0	0
44. translation of scientific texts (ترجمه متون علمی) (2 credits)	0	0	0	0
45. translation workshops (کارگاه ترجمه) (2 credits)	0	0	0	0
46. any course you would like to add (please write them in this blank space):  (سایر واحدهای پیشنهادی)				