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Merits of Scientometrics in Exploring Developmental Patterns: Translation Studies in Perspective

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Translation studies has become an established area of inquiry. The scientific investigation of relevant issues began around the second half of the past century (Munday, 2012, p. 10). It started to grow rapidly, universities in most developed countries turned to design academic courses by offering certificates and degrees in training translators and translation educators (Venuti, 2000, p.1). By the end of the 20th century, this field of study had already flourished as a new academic major (Gentzler, 2014). But systematic attempts were not made to explore relevant trends and topics, for which the potentials of scientometrics and bibliographics are suggested (Gile, 2015), although few studies can be found regarding trend analysis (e.g. Dong & Chen, 2015; Wang et al. 2019). In fact, scientometrics dwells on quantitative tracing of historical patterns of how scientific documents emerge in journals, books, and other publications. Indeed, it offers a better insight into scientific trends in a specific field of study (Miners & Leydesdorff, 2015). By drawing on bibliographic methods and co-occurrence patterns, it further facilitates mapping those trends and the underlying movements (Leydesdorff & Vaughan, 2006, p. 1).

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This letter is prepared to remind scholars and researchers in translation studies of the criticality of science evolution (Coccia & Bellitto, 2018), and stressing the policy makers' mission in grasping such trends to portray future directions. Enriched by visualized outputs, these often provide us with a macro-level image of scholarly documents published as papers and books. For instance, the growth of Translation Studies was recently investigated by applying scientometrics to help relevant topics emerge, where 12 major clusters emerged: translation competence, translation in conflict zones, translator training, collaborative translation, translation and society, language policy, post-editing and revision, media translation, the translation profession, and web localization (Zhu & Aryadoust, 2022).

For effective enquiry, a well-planned search strategy is required to include all fields (e.g. title, abstract and keywords), and to examine documents related to Translation Studies. The keywords included in the search strategy must be meticulously determined by the researchers' agreement from the relevant literature to be all inclusive with minimum error. What scientometrics can further offer is to utilize an auxiliary software like VOSviewer used for visualizing bibliometric networks of researchers, publications, journals and citations (Wang et al., 2019) by unearthing databases such as Scopus, Web of Science, etc. In fact, figures and Excel files are then extracted to reveal types and frequency of documents, sources, affiliations, year of publication, authors, countries, subject areas and sponsor funding. Relevant analyses in VOSviewer may render patterns of co-authorship, keywords co-occurrence, co-citation, top journals, countries and universities (Shomoossi, et al., 2019).

In fact, the way Translation Studies has meandered its way to independence is a joint product of interdisciplinary works of scholars from around the world. Its slow development during a so-called infancy period has now reached maturity by a steady growth as an academically established area of research throughout the 1990s until now (Gentzler, 2014). In this regard, another prominent contribution of scientometrics which is less considered in evolutionary terms is 'how other disciplines may have played a role in the maturity of translation studies'. For instance, the interdisciplinary nature of translation studies is clear as far as language and linguistic studies are involved. However, the list of other contributing disciplines may extend to such areas as *arts and humanities, social sciences, computer science and engineering, biomedicine, psychology, business and economics,* as well as *management and marketing*. Its rather rich interdisciplinary interaction basically nested in *arts and humanities,* and *social sciences* but the impact of other areas (e.g.

computer science and *artificial intelligence)* should not be underestimated, particularly in the development of machine translation, computer-aided translation, mobile applications, as well as online and offline translation (Alotaibi, 2020). Such capabilities can further prompt research and services of this filed in areas such as *medicine* and *psychology* (Xiangtao, 2007). In fact, the interaction between scientists and their international collaboration, in particular, may act as a motivational force behind the evolution of disciplines (Sun et al., 2013).

All in all, the journey of Translation Studies towards maturation and development is to be traced in its scholarly publications, which are now easily accessible in databases such as Scopus. Moreover, contributions from other disciplines reveal its interactive history of evolution into a fully flourished academic area. In short, this preliminary letter is intended to provide readers with a brief introduction to (1) the value of scientometric studies and (2) the evolution of translation studies in light of other branches of sciences. Finally, further studies by scientometric investigation may appropriately enrich our understanding of the future trajectories of the field, an alluring domain for senior researchers.

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Problems of Translation in the English-Kiswahili Religious Translated Texts

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Available online

Keywords:
Translation problems, translation procedures, over-translation, under-translation and mistranslation

Abstract

Translation is an art that demands translators to be proficient in both languages they are working with, encompassing linguistic components as well as cultural norms and practices. The current study investigated the translation difficulties and their underlying reasons in religious texts. The examples were derived from an English religious source that was translated into Kiswahili. The study utilized a qualitative approach to explain and provide specific examples and reasons for the existing translation issues in religious texts. The case study design was improved to thoroughly investigate the findings. The documentary was utilized for data collection, and thematic analysis was employed to analyze the qualitative data. Linguistic variations, including language use, tenses, semantics, and morphology, led to overtranslation, undertranslation, and mistranslation in the translated text. The translator did not follow translation methods, such as revising and test-retesting the translation text, to determine the equivalent effects between the source and target texts. The translated text deviated significantly from the source material, resulting in the omission of crucial information. The results cause translation effects for leaders, including misleading readers, distorting religious content, and creating conflicts of interest. Translators should follow strict translation procedures and guidelines to avoid translation issues and their consequences.

مشکلات ترجمه متون مذهبی انگلیسی-کیسوآلی

ترجمه هنری است که مستلزم آن است که مترجم در هر دو زبان کاری از نظر جنبه های زبانی و فرهنگ ها، هنجارها و آداب و رسوم مهارت داشته باشد. پژوهش حاضر به بررسی مشکلات ترجمه و علل آن در متن دینی پرداخته است. نمونه ها از متن دینی انگلیسی ترجمه شده به کیسواحیلی درک شدند. این پژوهش از رویکرد کیفی برای تبیین و ارائه مثال‌ها و دلیل‌های تفصیلی درباره مشکلات موجود ترجمه در متون دینی استفاده کرده است. طرح مطالعه موردی برای مطالعه جامع یافته ها افزایش یافت. برای جمع آوری داده ها از اسناد و برای تحلیل داده های کیفی از روش تحلیل موضوعی استفاده شد. یافته‌ها نشان داد که تفاوت‌های زبانی مانند کاربرد زبان، زمان‌ها، معناشناسی و صرف‌شناسی باعث شده است که متن ترجمه شده به ترجمه بیش از حد، ترجمه نادرست و ترجمه نادرست منجر شود. همچنین مشخص شد که مترجم به روش‌های ترجمه از جمله ویرایش و آزمایش مجدد متن ترجمه پایبند نیست تا تأثیرات معادل ماساژ بین متون مبدأ و متن مقصد را تعیین کند. این در رشته ای آشکار شد که ماساژ متن ترجمه شده آن به طور کامل از متن منبع به حذف اطلاعات مهم از متن مبدا منحرف شد. این نتایج منجر به اثرات ترجمه برای رهبر مانند گمراه کردن خوانندگان، تحریف محتوای مذهبی و تضاد منافع می شود. توصیه می‌شود مترجمان از رویه‌ها و قواعد ترجمه دقیق پیروی کنند تا از مشکلات ترجمه و آثار آن در امان بمانند.

واژگان کلیدی: مشکلات ترجمه، مراحل ترجمه، ترجمه بیش از حد، ترجمه نادرست

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Introduction

The necessity for translation can be traced back to the Bible tale of the Tower of Babel. The Tower of Babel collapsed because the people were unable to communicate effectively due to speaking different languages (Holy Bible 1997, Genesis 11: 1-9).The occurrence led to people speaking multiple languages, causing confusion and a lack of understanding between individuals in terms of words and expressions (Malangwa, 2005). Munday (2001) asserts that the emergence of the linguistic approach to translation studies in the 1950s and 1960s was prompted by changes in the English language and advancements in linguistics. The evolution of language and societal developments led to the emergence of several languages, necessitating the role of translators for improved communication. This marked the inception of translation and its global expansion (Mwansonko et al, 2006 and Sofer 2006).The solution for bridging the language barrier between dominant and marginalized languages in this situation was achieved by translation, cultural adaptation, and international training. Batibo (1989) states that translation first involved transferring text from sophisticated languages such as Greek and Latin into less polished languages like English and French. The process of translation occurred during three distinct periods of civilization known as Judeo-Christian and Islamic. Each period was marked by unique translation activities. According to Sofer (2006), the first period, known as the Christian age, saw languages such as Latin, Hebrew, Aramaic, and Greek coming together to form Christian civilization and altering Judaic civilization. The second period began with the emergence of Islam in the 7th century and reached its peak in the 12th and 13th centuries, notably in Toledo, Spain. Christian, Muslim, and Jewish scholars and translators from various regions of Europe and the Middle East collaborated to translate Greek and Arabic classics into different languages and cultures, paving the way for the Renaissance and the modern world. In the current era, major civilizations are constantly changing, and translation plays a crucial role in enabling communication. The Bible Agencies (1999) outlined six principles and procedures for translating religious texts during different civilization periods. The first principle emphasizes the importance of accuracy in translation without altering the original meaning. The second principle focuses on conveying the emotions and attitudes present in the original text. The translation should maintain the original text's variety, such as literary forms like poetry, prophetic narrative, and exhortation. It should accurately present the historical and cultural contexts. The translation must avoid distortion by contemporary political, ideological, social, cultural, or theological agendas. It may be necessary to restructure the text to enhance comprehension, such as adjusting word order.

Despite the purposes, principles, and history of translation, there are still hurdles and problems in translating religious texts, such as overtranslation, undertranslation, and mistranslation. Such issues in the target language text lead to a lack of equivalency, so impacting the message received by the readers.

The current paper analyzes the causes of translation problems in religious texts and their effects when translating from English to Kiswahili. It references Biblical Inasema, translated in the third period of the 20th century, according to Sofer (2006), highlighting the importance of accurate communication in translation.

Main Objective

The study aimed to analyze problems and its effects of religious text translation from English to Kiswahili using the translation of *Biblia Inasema.*

Specific Objectives

The study was guided by the following specific objectives:

-To identify the texts which are over translated, under translated and mistranslated in Engli-Kiswahil religious translation,

-To examine the causes of overtranslation, under translation and mistranslation.

Significance of the Study

The study aims to raise awareness among translators and readers of religious texts regarding the differences between the original text and the translated text. The variant will allow translators to reconsider how to address and reduce different issues while translating religious materials. The study aims to encourage religious text translators and academics to recognize the significance of employing various translation theories and methods to ensure the equal meaning effects between the source text and target text.

Literature Review

Translating religious writings requires translators to possess skills and expertise in both languages being translated. Musebele (2007) examined how translation practices influenced the evolution of written Zulu language by the British and Foreign Bible Society in 1959. The study revealed that linguistic disparities, particularly in metaphors and changes in orthography, morphology, and lexicon, resulted in translation challenges.James (2001) analyzed the Scott Bible translation and found that the linguistic techniques used in presenting biblical passages in the Scott language, such as using coda, show how lexical items, morphology, syntax, and discourse style affect the equivalence of meaning. The study revealed that the translation methods did not effectively address the performative nature of Biblical composition. Floor (2007) states that inconsistencies in translation might arise from biblical terminology like as sacrifice, holiness, and salvation, as well as unfamiliar concepts or phrases in the target language. Matthew et al. (2002) states that unfamiliar major Biblical terminology related to Jewish and Christian cultural traditions can lead pastors, leaders, and Bible interpreters to understand the text differently. This may result in the alteration of the meaning of Biblical terminology. The Biblical phrase with multiple meanings can cause confusion and dictate interpretation if not carefully managed during the translation process.

Accurate translation of certain religious terms is crucial for effectively communicating the Christian message. Incorrect selection of equivalents can lead to mistranslation and distortion of communications due to incorrect timing choices. The audience may lack familiarity with the geography and culture of the Bible (Matthews, et al, 2002). Gutt (2000) argues that the intricate nature of communication and the variations among languages lead to ineffective translation of religious materials. Sharififar (2007) noted that cultural heterogeneity and semiotic variance in translating create challenges. Simon (1995) emphasizes the importance of understanding the culture in which words like 'snow' or 'Holy Ghost' originated and the society they are intended for in order to translate them accurately. Religious translators must be proficient in both languages used for translation.

Methodology

The study utilized a case study design, analyzing the Bridgeway Bible Commentary by Don Fleming as the source text and its translated version "Biblia Inasema Ufafanuzi wa Biblia Kuanzia mwanzo had Ufunuo" as the case study. The study focused on the translation of the four Gospels: Matthew, John, Mark, and Luke. A qualitative technique was employed to gather in-depth

information on the translated sentences exhibiting various issues. The data were obtained using a documentary approach where the writer developed guideline questions to identify undertranslated, overtranslated, and mistranslated lines.

Findings

This section aims to identify strings that have been over-translated, under-translated, or mistranslated throughout the translation process. The analysis concentrated on reviewing the translated text by comparing the intended meaning of the source text with the intended meaning of the target text. The study will now present the findings of each subtheme in the following subsections.

Overtranslated Strings

The findings revealed that the following string was overtranslatedin Kiswahil Biblia Ina Sema, compared with the original text called Bridge Way Bible Commentary.

SL: All priest would be required for duty during feast of the Passover, Pentecost and Tabernacles, which together would account for the remaining four weeks of the year pg 405

TL: Majuma manne ya mwaka yaliyobakia yalichukuliwa na sikukuu za Pasaka, Pentekoste na Viband, nyakati wanaume wote wa Israel walikuwa mahali maalum pa ibada.Katika sikukuu kama hizo makuhani wote walitakiwa kazini.pg 408

In the above presented extract, the italicized string shows the overtranslatedtext *nyakati wanaume wote wa Israel walikuwa mahali maalum pa ibada.* These information does not exis in the original text .The same issues emerged in the following string extracted from page 452 in the source text translated as follows;

SL: Also they had used different methods of reckoning. Matthew, Mark and Luke usually count the hours from 6 a.m and 6 p.m, but John seems to reckon differently .pg 452

TL: Pia waliweza kutumia njia mbalimbali za kuhesabu saa,Mathayo, Marko na Luka kwa kawaida walihesabu saa sawa sawa na kanuni ya Kiswahili ambayo pia ni knuni ya Kiarabu na Kiebrania , lakini Yohana alifuata kanunia nyingine .pg 522.

In the string above the message had diverged from that of the source text due to the information added. The same observation was made in the following text were the translator added some of the information in Kiswahili translated texts;

ST: While the faith of the three apostles on the mountain was being strengthened, the faith of the other nine apostles on the plans below was failing pg 493

TL: Wakati Imani ya Petro,Yohana , na Yakobo ilipojengwa na kuimarishwa mlimani Yesu aliogeuka sura , Imani ya mitume wengine tisa waliobaki chini ilipungia.

Another Overtranslation was found in p. 495 of the tagert language translated texts as follows:

ST: The Jewish leader tried to arrest Jesus, because they knew that he told this parable against them (p. 429).

TL:Makuhani wakuu, walimu wa sheria na wazee walifahamu ya kwamba mfano huo unawahus (p. 495).

Under Translations

The findings from the study revealed that there were number of strings which have been under translated during translation process. This was evidence with the presence of deletion of some of the important words or phrase in target text as compared to source text. The following string were found featuring the under translation characteristics.

ST: Living in the world of unbelievers, Jesus could be very frustrated at their refusal to accept him pg 409.

TL: Yesu aliishi katika ulimwengu wa watu wasioamini. (P. 473).

In the string the phrase *'Jesus could be very frustrated at their refusal to accept him'* in the source language text, the translator omitted part of the information. This cause loss of meaning in the target language. The information in target language were overgeneralized about the information on Jesus's life and actually it is given less information. The actual sense in source text shows possibility of Jesus to become unhappy due to living in the world of unbelievers where he might have come with negative attitudes from them. Furthermore of under translation was found in page 410 as present in the string bellow;

ST:....asking God to keep him from being hurt (p. 410).

SL:....alimwomba Mungu amsaidie.

In the above string, the translated text in incomplete because the part of the string was untranslated in the target language. Which is *'from being hurt'.* Similar problem found in page 456 as it reads.

ST" ... and few days later they received the Holy spirit as Jesus had promised them (p. 456).

SL: .....na baadaye kidogi walipokea upako.

The same undertranslation was identies in page 444:

ST: Two of the men worked well and made profit, but the third was lazy and did nothing

SL: Wawili walifanya kazi na watatu walikuwa wavivu (p. 513).

In the identified string above, *well and did nothing* were not translated in the source text. This tendency of omitting part of the information in the texts causes serious problem to the reader of the target text since their come up with different teaching and understanding.

Mistranslation

The study also examined the mistranslated text in the *Bibilia inasema* as were compared to the source text. The finding show there were number of string were mistranslated. Some of them are presented below;

ST: However, he *did not expect* Jesus to come to his house pg 418

SL:Lakini *hakumwomba* Yesu aingie katika nyumba yake pg484'

The word he did not expect was mistranslated as *'hakumuomba'*. This is contrary to source text statement that features the features of exclamatory sentence but this sound as statement sentence.

The same problem revealed in page 456 that;

ST:From Jesus resurrection to his ascension was about six week….. 456

SL: Kuanzia kufufuka kwa Yesu mpaka kuondoka ulikuwa muda wa majuma sita pg 526

Causes of translation problems in religious texts

Several variables can prevent translators from conveying an equivalent message in their translated text. One of such challenges is being influenced by linguistic issues or ineptitude. The linguist's incompetence affected the translator's ability to apply certain grammatical rules in the Kiswahili language. The following statement demonstrates incorrect usage of the past continuous tense.

ST: Mary's Son of praise reflects her total submission and deep gratitude to God of what he was doing through her (p. 406).

TL: Wimbo wa sifa wa Mariam unadhihilisha jinsi alivyojikabidhi kwa Mungu kwa shukurani juu ya mambo makubwa aliyotaka kuyafanya kwa njia yake (p. 469).

ST: While the faith of the three apostle on the mountain was being strengthened, the faith of the nine apostle on the plain below was failing. (p. 427).

SL:Wakati Imani ya Petro, Yohan an Yakobo ilipojengwa na kuimarishwa mlimani Yesu alipogeuka sura imni y mitume wengine fisa waliobaki chini ilipungua. (p. 493).

SL: Also they used different methods of reckoning, Matthow,Mark and Luke usually count the hours from 6 am and 6 pm, but John seems to reckon differently. (p. 452).

TL: Pia waliweza kutumia njia mbalimbali za kuhesabu saa Mathayo, Marko and Luka kwa kawaida walihesabu saa sawa swa na kanuni za Kiswahili ambayo pia ni kanuni ya Kiarabu na Kiebrania, lakini Yohana alifuata kanuni nyingine(p. 522).

The use of future past perfect continuous tense was confused with past perfect tense in the target text. The same tense case was identified in the …..*Aliyotaka kuyafanya….* This statement shows future expectation thus lacking the equivalent of *… he was ddoing….. aliyokuwa anafanya…. The past continuous tense,* also addition al of adjective words like*…. mambo makubwa….*

ST : Mathew 25 records three stories or pictures from Jesus, all of them illustrate the teaching he had just given (p. 429).

TT: Katika Mathayo 25 twasoma mfano unaaoonesha Yesu ambayo yote mafundisho aliyoyatoa katika fungu la 24 yaani Yesu angeondoka duniani kwa muda usiojulikana na baadaye angerudi tena (p. 499).

In addition any translated text needs to be retested and being proof read by another expect in translation before printing. In the current texts the data show that the translated text did not pass that process. There are massive given evidence that it seems the tester or the translator did not edit or rework on polishing the translated texts. For example the following statement prove this challenge as the translated sentences consist of some linguistics problems.

ST: Living in the world of unbelievers,Jesus ould be very frustrated at their refusal to accept him

TT: Yesu aliishi katika ulimwengu wa watu wasioamini

ST: Two of the men worked well and made profit, but the third was lazy and did nothing

TT: Wawili walifanya kazi na watatu walikuwa wavivu.

The Kiswahili translated text lacks specific information from the source text which causes the translated texts to sound too generalized living a side the key word like *the men*, and *made profit.*

The same problems happened in the following statement

ST: The Jewish leader tried to *arrest Jesus*, but they knew that he told this parable against them

SL: Makuhani wakuu, walimu wa sheria na wazee walifahamu y kwamba mfano huu ulikuwa unawahusu….

The lexical *'arrest'* which carries the main theme, semantic and presents the intention of the Jewish against Jesus were mistranslated as '*walifahamu'* which is quite different in semantic presentation

Discussion

Translating religious texts is challenging due to the sensitive nature of the subject matter. Every individual naturally cherishes and protects their religious beliefs to maintain its authenticity and teachings. Translator's inaccurate translation of some concepts can lead to confusion among religious readers. Translators must be meticulous while translating writings to preserve the religious source text accurately. Hervey and Higgins (2002) stated that the source language must be structured by placing words into grammatical forms based on the structures and conventions of the target language, and by using lexical items from the target language. In this case, the word 'ascension' was translated as 'kuondoka', resulting in a mistranslation that led to a misinterpretation of the intended message by Kiswahili readers of religious texts. TuKI (2014) stated that the correct equivalent translation for ascension is 'kupaa'.The term "kuondoka" is related to leaving, departure, or going away in a general sense, whereas "kupaa" specifically refers to the process of flying, similar to how "ascension" conveys meanings such as rise, mounting, or ascent. Newmark (1991) emphasized that the most prevalent syntactical error occurs when the translator disregards the unique characteristics of their language's grammar. The translator altered the message by omitting translations for some parts of the sentences. The sentence that Jesus had promised them was not translated at all in the Kiswahili translation. This event results in a significant disparity between the two religious scriptures in terms of substance and structure. Deleting crucial information can impact the reader's comprehension of the entire message. Religious translators are essential for ensuring that the target text effectively conveys the same impact as the source text to readers in a different socio-cultural setting. Basil Hatim and Mason (1990) emphasize that the translator's duty as a reader involves creating a model of the intended meaning of the source text and assessing how it will likely affect the intended audience.

The inclusion of superfluous details in the target text led to the Kiswahili text not matching the original message accurately.Deviating significantly from religious text translation principles violates the guidelines set by Bible translation agencies in 1999. These agencies emphasize the importance of accurately translating biblical terms for effective communication. The translator plays a crucial role in decoding and recoding the message. Nida (1964) argues that translation should prioritize replicating a message in the receptor's language that closely resembles the natural counterpart of the source language message, first in terms of meaning and second in terms of style. The translator included additional material in the target text during translation, resulting in the translated texts seeming different, unethical, and leading to a misinterpretation of moral ideas among Swahili readers. For instance, the sentence 'All priests would be required for duty'. The target text did not translate certain phrases and instead included additional explanations, such as 'majuma manne ya mwaka yaliyobakia yalichukuliwa…'. This could potentially lead to a misinterpretation of the word of God, causing conflicts within Christianity due to varying perspectives on receiving, understanding, and believing in God's good news.

After reading and analyzing each translated sentence thoroughly at the cohesive level, it was seen that the naturalness level was not maintained during the transition phase. Translators did not verify if the translation is coherent, logical, and sounds natural. To achieve naturalness, one must use common grammatical structures, idioms, phrases, and words typical of the stylistic context. The translator encountered difficulties in assessing the relative importance of different messages and in summarizing or condensing the material obtained.The translator for this case must be proficient, quick-witted, and collaborative with other translators. Agliz (2005) stresses that grammatical equivalence, redundancy, and paragraphing are crucial critical components to consider when aiming to create a precise and suitable translation. To ensure high-quality translated text and efficient production, all translation procedures must be followed diligently.

Linguistic incompetence leads some translators to incorrectly transpose or mistranslate lexical items with close synonyms but slight differences in usage. For instance, the word "recalling," meaning remembering or reminding, was translated as "kukumbusha," which refers to remembering or reminding.The correct term in Kiswahili is 'kukumbuka'. The word "Holy Spirit" was observed to be translated as 'upoko' instead of 'anointing', while the term "ascension" was rendered as 'kuondoka' instead of 'kupaa'.The term 'kuondoka' pertains to actions such as leaving or departing on a semantic level. Each text must be translated in accordance with the context,

culture, semantics, syntax, and pragmatics of the target language. The translator had to conform to the religious context, ensuring the right selection of words and their meanings in respect to language usage. In addition, the word 'show' was rendered as 'maonesho', whereas in the religious context, especially in the New Testament, the word's meaning was 'kujioneshwa', as opposed to exhibits. On page 424 of the translated book, the word "town" was translated as "Kijiji." Translators have had issues with using singular and plural forms, as demonstrated in the following statement. Rashidora (20220) points out that translating Islamic religious books from Arabic to English has challenges like lexical, semantic, structural, and grammatical issues. Translating Uzbek religious materials is even more challenging.

The findings indicate incorrect usage of singular and plural forms of words and the merging of several lexical semantic meanings into a single meaning. The lexical stories and visuals were translated as "mifano." The translator mistakenly used the term 'mifano' to refer to both stories and pictures in the target text, which were originally intended as teaching aids to provide instances.The word "mifano" was suitable in the original text which stated, 'Matthew 25 contains three parables from Jesus...'The translator experienced problems in selecting the appropriate vocabulary items due to differing interpretations of Kiswahili linguistics. The translator relied on grammatical equivalence, redundancy, and paragraphing approaches to address linguistic challenges and ensure correct and appropriate Kiswahili translation. The final translation exhibits overtranslation, undertranslation, and overlapping translation due to the translator's linguistic inexperience, particularly in Kiswahili linguistics. Mohamed (2019) argues that translators must understand the meanings and interpretations of words in order to accurately convey foreign concepts. Translators must thoroughly understand and proficiently master the languages of the recipients before starting translation work. Each language has a unique syntax that determines the level and placement of words in phrases or applications. For instance, the word 'hadithi' is translated from English as 'tales'. Kiswahili does not have plural forms based on subject-verb agreement, morphological norms, and syntactic principles in Kiswahili linguistics.

Another linguistic issue arose during the translation of an English acronym used to denote time. The abbreviations 'am' and 'pm' were not translated into Kiswahili but were altered using borrowing translation procedures, creating new phrases that do not have equivalents in Kiswahili. The term "mchana" is identical to "am" and "pm."The translator appears to have a good

understanding of Kiswahili but lacks the essential skill of effectively demonstrating how terminology can be utilized in a different language. In Kiswahili, time is denoted by the words asubuhi, mchana, alasiri, and adhuhuri, which correspond to 'am' in English, whereas jioni or usiku represent the English time term 'pm'.

Another cause of the translation errors was the absence of test-retest reliability of the translated material, in addition to language variances. The translated text included extra details and omitted crucial facts. If the translated material has been subjected to all effective translation techniques, the translator could repair any mistakes or errors created throughout the translation process. To ensure the accuracy and quality of the translated material, the translated version should be retested through back translation or proofread by the original translator or sent to another experienced translator in the religious field. For instance The word "tried to arrest Jesus," which conveys the main message of the Jewish leaders' intention to apprehend Jesus, was not translated. If the translated content had undergone the test-retest procedure or proofreading process, all these mistakes would have been identified. Translation is a professional discipline that requires more than just the ability to speak or write Kiswahili. To operate as a professional Kiswahili translator, one must possess specific skills and knowledge. To be a qualified Kiswahili translator, one must possess a strong proficiency in Kiswahili and expertise in areas such as syntax, morphology, semantics, stylistics, pragmatics, and philosophy. Training is necessary to develop the information and skills required for translating various types of texts.

Conclusion

Translation involves creating a new text based on the original source texts. Translators must evaluate translation theories, methodologies, procedures, and text kinds to address translation challenges while observing the equivalent relationship between two texts. The translation will adhere to standards to ensure it has the same effects as the target text, minimizing overtanslation, undertranslation, and mistranslation that could influence the readers' understanding of religious materials.

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The Status Quo of Medical English Translation by Contemporary Chinese Medical University Students: A Needs-based Study

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Abstract

The present study aimed to examine the current state of medical English translation and identify the specific requirements for medical English translation among Chinese medical university students in the present day. In order to delve into the topic more extensively, the present study endeavored to provide effective strategies for addressing the requirements of the majority of modern Chinese medical university students. A total of one hundred Chinese medical university students participated in the study and were specifically instructed to complete questionnaires that were carefully crafted to gather extensive data on the current state of medical English translation usage. The results showed a significant demand for the utilization of medical English translation among Chinese medical university students, along with a notable absence of guidance from medical lecturers in Chinese medical universities. Therefore, the findings of the study indicate that medical instructors should instruct medical students on how to intelligently choose and utilize appropriate strategies for translating medical English during their practice of learning the medical English language.

ترجمه متون انگلیسی پزشکی توسط دانشجویان پزشکی دانشگاه های معاصر چین: مطالعه مبتنی بر نیاز

هدف از پژوهش حاضر بررسی وضعیت فعلی ترجمه انگلیسی متون پزشکی و شناسایی نیازهای خاص دانشجویان رشته پزشکی دانشگاه های چین در زمینه ترجمه متون پزشکی انگلیسی است. این پژوهش با هدف عمیق‌تر شدن در این موضوع، تلاش می‌کند تا استراتژی‌های مؤثری را برای برآوردن نیازهای دانشجویان رشته پزشکی دانشگاه های امروزی چین ارائه دهد. در این پژوهش، مجموعاً یکصد دانشجوی رشته پزشکی دانشگاه های چین شرکت کردند و به طور خاص از آنان خواسته شد تا پرسشنامه‌هایی را تکمیل کنند که برای جمع‌آوری داده‌های گسترده درمورد وضعیت فعلی استفاده از ترجمه انگلیسی پزشکی طراحی شده بود. نتایج نشان داد تقاضای قابل توجهی برای استفاده از ترجمه انگلیسی پزشکی در بین دانشجویان رشته پزشکی دانشگاه های چین وجود دارد، در حالی که راهنمایی قابل توجهی برای آنها از سوی مدرسان پزشکی دردانشگاه های پزشکی چین وجود ندارد. بنابراین، یافته‌های این مطالعه نشان می‌دهد که مدرسان پزشکی باید به دانشجویان پزشکی نحوه انتخاب هوشمندانه و استفاده از استراتژی‌های مناسب برای ترجمه متون انگلیسی پزشکی را در طول یادگیری زبان انگلیسی پزشکی آموزش دهند.

کلیدواژگان: یادگیری زبان انگلیسی پزشکی، ترجمه انگلیسی متون پزشکی، تجزیه و تحلیل نیازها، وضعیت موجود

Introduction

Practices of translation, for language learners, have always been an indispensable tool when they learn languages (Du & Yan, 2015). However, for Chinese medical university students, when they are studying medical English, even though the role of a medical English translation method becomes much more important, there is a severe lack of proper medical English translation methods accessible for use. Whether there is a medical English translation method of their own, even whether there is a medical English translation method suitable for them to use, it has been playing a significant role for Chinese medical university students in their medical English learning practice (Huang, 2020).

Studies on the use of medical English translation all over the world, which began in the 1960s, have provided countless reference experiences and guidance for the vast number of medical English translation users (Fu, & Luo, 2012). Nevertheless, in China, who has a large population base, or in other words, who has a large number of medical students, there are very few researches related to the use of medical English translation.

In particular, in the new era of the 21st century in China, many problems and difficulties regarding the use of medical English translation have also continued to appear. In other words, there are very few relevant researches that have explored issues including what the needs of use of medical English translation are among contemporary Chinese medical university students as well as how to meet the needs for contemporary medical students in Chinese universities, ultimately helping them effectively use their own medical English translation methods and promoting their medical English learning practice (Tang, Tang & Chi, 2010).

The situation above related to the use of medical English translation also deeply reflects the urgent needs and demands of Chinese medical university students in their current medical English learning process. As is mentioned earlier, researches of medical English translation around the world has started in the 1960s, mainly aiming at the effectiveness and strategies of use of medical English translation in the process of medical English learning.

While at the same time, compared with studies on the use of medical English translation abroad, there is almost not any research on the issue in China. This has finally led to a situation in which most Chinese medical university students' needs or demands for the use of medical English translation have become stronger and stronger, making the problem become more and more

serious.

Upon analyzing the needs of a group of people or what is embedded in an issue, we can definitely help us as researchers see the manifestation of the corresponding problems more clearly. In general, the needs of the Chinese medical university students have triggered the certain problems to be mainly reflected in the following aspects.

Initially, not every Chinese college medical student has at least one medical English translation method of their own. And then, not every one of them does have relevant medical professionals to guide them to know how to correctly choose one medical English translation that suits them properly (Li & Ke, 2013). Finally, and most importantly, not every one of them does embrace relevant organizations or institutions to provide necessary training programs or training courses to guide them on how to correctly as well as flexibly use their medical English translation methods once or if they already have.

Research Purposes

The current research intends to expose and analyze the status quo of use of medical English translation among contemporary Chinese medical university students. Specifically, as is mentioned at the beginning of the research, it aims to report what the needs of use of medical English translation are among contemporary Chinese medical university students. At the same time, it makes efforts to uncover how to meet the needs for the contemporary Chinese medical university students.

Research Questions

Based on the research purposes, the current research tries to supply further interpretation to uncover those problems mentioned above in terms of use of medical English translation among contemporary Chinese medical university students by means of a needs-based analysis. Therefore, the research questions of the current research are as follows:

RQ1. What is the status quo of use of medical English translation of contemporary Chinese medical university students?

RQ2. What is the actual level of needs of use of medical English translation among contemporary Chinese medical university students?

Literature Review

There are in general mainly three parts in literature review, including a basic introduction of use of medical English translation among Chinese medical university students, a theoretical focus on the knowledge of needs analysis as well as its relationship with language learning.

Medical English

The so-called "Medical English", to put it simply, it refers to a manifestation of the relevant application of English in medical disciplines. Since medical English is the way to use English as a language in medical subjects, medical English is not only a professional course, but also a professional major. The learning and application of medical English knowledge is the same as the learning of the language of English (Sun & Ji, 2019). Thus, a comprehensive study of medical English includes medical English listening, medical English speaking, medical English reading and medical English writing, etc.

Medical English, as a form of language learning, is also a kind of knowledge that the majority of medical professional learners must predominate and master. Medical English plays an important role in the language learning process of the majority of medical professional learners (Wang, Shang & Li, 2009). For instance, medical learners who have mastered a certain degree of medical English knowledge can better apply their medical English knowledge and can more easily read and understand different versions of medical English literatures. This can also more effectively promote the continuous improvement of the medical English knowledge storage as well as its application ability of the majority of medical professional learners.

Medical English Translation

To a certain extent, a sort of medical English translation is obviously a tool for medical English learners to provide medical English knowledge as well as to provide medical English knowledge references, which is acting as a medical English knowledge database. We all know that a medical English dictionary is a reference book for words and phrases to provide phonology, meaning, explanation, sample sentences, usages, and so on, which has actually shown us how important a medical English translation method is for learners of medical English knowledge (Wang & Liu, 2023). At the same time, such a medical English translation method is also important and necessary

for the majority of medical professional learners.

It is known to all that in order to meet the needs of social development in today's world, the number of dictionaries has increased rapidly and dictionaries for different topics, different industries and different purposes have been developed. The situation of medical English translation is no exception; medical English translation is also divided into many types with different topics according to different medical majors or medical applications.

Use of Medical English Translation

Speaking of translation use, we all know that a language translation has always been an indispensable tool in the process of learning languages. Especially when language learners are learning a foreign language, the use of a translation is particularly important. In the past, many researchers have explored how to promote foreign language learning through effective use of language translation. All over the world, many countries have already studied the status quo of English language translation use since a long time ago, which focuses on the effectiveness and strategies of using an English language translation in the process of English language learning.

However, in contrast, compared with studies on the use of English language translation, there are fewer and fewer researches on the use of medical English translation among medical learners. Moreover, many existing researches focus on general English translation use, while the use of specialized translation, including medical English translation, is relatively rare (Wang & Bo, 2019). For example, the majority of medical learners generally lack an understanding of the use of medical English translation. Therefore, in view of such a situation, the current research aims to provide reference information for the compilation and the use of medical English translation as well as for medical English teaching by means of investigating the actual situation of use of medical English translation among contemporary Chinese medical university students.

Use of Medical English Translation among Chinese Medical University Students

The use of a medical English translation method is an indispensable part of the process of Chinese medical university students' learning of medical English knowledge. Similar to the situation around the world, most Chinese medical university students also have a lot to consider in terms of use of a medical English translation method. In general, although the majority of Chinese medical

university students understand the importance of use of a medical English translation method, they still do not pay enough attention to how to use a proper medical English translation accordingly.

Wang, Shang and Li (2009) have ever suggested such a fact that the use of medical English translation among Chinese medical university students lacks a sort of guidance of relevant professional medical teachers. It has ultimately led to the eagerness of Chinese medical university students to get guidance in this regard. This is because they know deeply that as medical learners, if they can learn some translation strategies to strengthen the learning of their medical English knowledge, it will be able to better help them use the resources of medical English translation actively. It will finally transform the general use of medical English translation among Chinese medical university students from a passive status to a positive one (Zheng, 2016; Zhu & Ma, 2017).

Needs Analysis

The definition of needs analysis has once been made by Ma and Jin (2008) as follows:

'...it is a technique and method for doing researches on needs through introspection, interviews, observations, and questionnaires.'(Ma & Jin, 2008: 182)

In general, needs analysis belongs to the category of empirical investigations and studies. The needs analysis done by people is to understand the needs of the target environment, the inner needs of the targets, and the needs of the targets' expected changes in the external environment, so as to finally find out the problems in the investigations and studies, guiding the needs-based researches as well as improving the needs-based analyses.

It is precisely because needs analysis has outstanding application value in various fields in this new century that it has been widely applied in many fields including the field of economy, the field of education and the field of culture (Iwai, Kondo, Lim & Ray, 1999), etc. As a language educator, the current researcher has also deeply felt the impact of needs analysis on language education.

For example, in the field of language education, needs analysis plays a pivotal role in foreign language education researches. Researches of needs analysis have a long history of development, and they have also formed a relatively complete theoretical framework and theoretical system. There is also a big gap between the researches and discussions of needs analysis in China and abroad.

To a certain extent, this also shows that needs analysis researches abroad are more

comprehensive and more systematic than those in China. Moreover, most of the needs analysis researches are empirical survey researches, which also reflects such a fact that the research level of needs analysis among Chinese researchers is far behind that among foreign researchers.

Needs Analysis around the World

The researcher of the current study believes that in the development process of needs analysis research abroad, based on the concept of needs analysis, the theoretical framework of target needs analysis and the technical means of needs analysis, the research and development process of needs analysis can be generally divided into several periods. In total, there are four stages including the budding period of research (from 1500 to 1920), the rising period of research (from 1920 to 1977), the development period of research (from 1977 to 2000) and the stable period of research (from 2000 till present).

Firstly, in the budding period of needs analysis research (from 1500 to 1920), Richards (2000) has ever pointed out that at the beginning of the 16th century, under the influence of European political changes and economic development as well as the Renaissance (from 14th century to 16th century), the dominance of Latin was threatened and was gradually replaced by French, Italian and English. Since then, based on that particular situation, language education has generally risen, and needs analysis research has entered the budding period of research.

Secondly, in the rising period of needs analysis (from 1920 to 1977), Yong (2013) pointed out that in the 1920s, the concept of "Needs Analysis (NA)" was put forward for the first time, and the needs survey was conducted for the first time as well. Thus, then the researches on needs analysis were continuously improved through different kinds of results from different surveys. The clarification of the concept of needs analysis marks the official opening of the curtain of needs analysis researches.

At the same time, the application of the results of the needs survey to improve the method of language education had also created a precedent for the language learning needs analysis research method. Taba has been the first one to incorporate needs analysis into language teaching curriculum, and it was also proposed that the language curriculum should follow seven steps, which is the very important first step for establishing such an important guiding position of language learning needs analysis for language education. These research results have had a

significant impact on the subsequent analysis of language learning needs, and have also been recognized by many language education experts and scholars.

Thirdly, in the development period of needs analysis (from 1977 to 2000), the theoretical framework and research methods of needs analysis have gone through more than 30 years from being proposed to being perfected. This period is also the full application of needs analysis researches in different disciplines. In particular, during this period, researches on English learning needs analysis were the main focus (Chan, 2010; Wang, 2000). The research content was complicated and the research results were relatively rich, which had made it called the development period.

Finally, the stable period of needs analysis refers to the period of continuous and rapid development from 2000 to the present. During this period, with the continuous maturity of needs analysis techniques and methods, many foreign scholars conducted numerous empirical researches based on needs analysis (Chen, 2009; Ma & Jin, 2008). For example, in the field of language education, Fiore (2000) has used interviews and questionnaires to analyze the Italian needs of the elderly in the Italian residential area of Sydney, Australia as well as those engaged in elderly services from the perspective of language learners. And it is shown that there is a great need for language learning, and it is necessary for the service staff to learn the language of Italian.

For another example, Iwai, Kondo, Lim and Ray (1999) have ever used a questionnaire to analyze the needs of medical students from Clemson University in the United States to learn Spanish from the perspective of those medical students, and have found that they have shown a strong need to learn Spanish writing skills in addition to how to apply Spanish dictionary use techniques, etc.

Needs Analysis in China

After advanced theories and techniques of needs analysis abroad were introduced into China, in the early 1990s, many Chinese experts and scholars gradually improved their understanding of needs analysis and introduced them into various research fields (Huang, 2020). Most of the Chinese researches on needs analysis are empirical researches, they are classified into social, cultural and educational needs analysis researches. Nevertheless, there are still few results of theoretical researches on needs analysis. This is because most of the related researches tend to be

superficial, and mostly focus on mere introduction of surface researches.

In China, the role and characteristics of needs analysis model research and needs analysis are mainly reflected in the development of society, the inheritance of culture and the innovation of education. The application of needs analysis in the development of society is mainly reflected in that contemporary sociologists study the social needs of different social people in accordance with different social phenomena (Ma & Jin, 2008), so as to propose corresponding social needs frameworks and form theoretical results.

In terms of cultural inheritance, needs analysis mainly analyzes people's needs for an ever-developing culture. Specifically, in the new century, what kind of culture people need to enrich them and improve them, so as to adapt to the trend of social development.

In the field of education innovation, researches of needs analysis are mostly related to guiding education in today's China, especially in the field of language education (Huang, 2020). This is because the level of language application ability of a country directly reflects whether the country is better based on the world stage. The researches on needs analysis in the field of education innovation are mainly discussed regarding such aspects as education syllabus planning, education curriculum designing and education textbook compilation.

For instance, Wang and Guo (2016) investigate the English learning needs of college students from the perspective of the students, and apply the results of needs analysis to guide the formulation of the English education syllabus, the determination of English teaching content, and even English instruction evaluation.

Needs of Use of Medical English Translation All over the World

The needs for the use of medical English translation inevitably reflect a demand of medical English learners in the process of medical English language learning. As mentioned ahead, for the use of medical English translation, it also reflects from another perspective of how medical English learners learn and apply a language efficiently (Sun & Ji, 2019).

In the whole world, academic language learning based on needs analysis, including language learning for specific purposes, etc., has become increasingly important. In China, in the researches of academic English learning based on needs analysis, the development of researches on medical English has become solid and rich due to the new theoretical frameworks and systematic

foundations.

Therefore, academic English learning experts and scholars from China are more focused on the specific impact of needs analysis research on academic English teaching as well as empirical investigations of it (Wang & Guo, 2016). Medical English learning based on academic English learning theoretical knowledge fully reflects the needs of the majority of medical English translation users. The needs are obviously necessary, strong, and even urgent.

To conclude, the needs of use of medical English translation fully reflects the application value of needs analysis theory. At the same time, it has also explained from another perspective that in China, there are thousands of medical English learners who have a need for medical English translation of their own.

In addition to such a need for have a medical English translation method of one's own, how to use them and how to learn and apply the use of medical English translation strategies correctly, efficiently and flexibly, are also crucial for the majority of medical English learners (Wang & Liu, 2023). Correspondingly, as a matter of fact, this is also the interest of the researcher of the current study as well as the ultimate goal of it

Methodology

Regarding the research methodology, since the current research focuses on a needs-based analysis of use of medical English translation among contemporary Chinese medical university students, there are several aspects of information that the researcher wants to introduce here.

Participants

The current research has selected a group of Chinese medical university students from different medical majors with different levels of medical English learning abilities from a medical university in China as the research participants. The total number of the research participants is one hundred. Among the selected Chinese medical university students, specifically, they come from the same medical university, but they have different translation use experiences in terms of medical English language learning. Their current majors are different, and the language learning environments they were exposed to are also different from each other before they enter the university. Selecting these college medical students based on such criteria is more conducive to the research in terms of the reliability and validity of this research topic.

Research Context

The researcher has chosen a medical university from Guangxi Province, China as the research site. As is mentioned above, although all the research participants come from different places and they have occupied different translation use experiences in terms of medical English language learning, in the process of conducting the research, in order to collect relevant data more directly and objectively, the research participants were requested to take part in the same research site from the beginning to the end. This is also aimed at providing a more convenient and objective environment for data research as well as data analysis in the later stage of the research.

Instruments

The current research has employed questionnaires as the main research instrument to collect data from the research participants.

As a quantitative research instrument, questionnaires help to facilitate the outcome of the research. Questionnaires can also be regarded as a research method. Therefore, the method of questionnaires is also a research method widely applied in many social surveys nowadays (Creswell & Creswell, 2018). The so-called questionnaires refer to the materials used for a variety of collections of data as well as statistics. Questionnaires in research will generally express questions in the form of questioning.

In the questionnaires of this research, the quantitative research is mainly to understand the needs of use of medical English translation among contemporary Chinese medical university students. At the same time, it is also meant to understand how the needs of use of medical English translation among them can be or should be met successfully.

Findings and Discussion

In the findings of the current research, the researcher directly answers the research questions based on a detailed discussion of the data collected from the research questionnaires.

What is the Status Quo of Use of Medical English Translation of Contemporary Chinese Medical University Students?

With the help of the questionnaires in the current research, the researcher has successfully obtained

strong research data to fully demonstrate the status quo of use of medical English translation among contemporary Chinese medical university students. The following is the most original and true research results after putting all the relevant data of the questionnaires in the current research into the quantitative statistical software of SPSS 23.0.

Table 1

The Status Quo of Contemporary Chinese Medical University Students' Understanding of the Importance of Medical English Translation

	FREQUENCY	PERCENTAGE	RATIO	ACCU. RATIO
VALID STRONGLY NOT IMPORTANT	5	5.0	5.0	5.0
NOT IMPORTANT	10	10.0	10.0	15.0
NO TO MATTER	20	20.0	20.0	35.0
IMPORTANT	35	35.0	35.0	70.0
STRONGLY IMPORTANT	30	30.0	30.0	100.0
TOTAL	100	100.0	100.0	

Based on the data in Table 1, it is clear that 65% of the research participants recognize the importance of medical English translation in their own medical English learning. Among them, 30% of the research participants think it is strongly important, while 35% think it is important. It is also shown that only 10% and 5% think it is not important or strongly not important at all.

The status quo of contemporary Chinese medical university students' understanding of a high level of the importance of medical English translation is actually confirmed by Chen (2019) as well as Wang and Guo (2016) in their researches on the use of medical English translation and EFL learning among Chinese medical university learners.

Table 2

The Status Quo of the Number of Medical English Translation Methods Owned by Contemporary Chinese Medical University Students

		FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID	NONE OWNED	65	65.0	65.0	65.0
	ONE OWNED	25	25.0	25.0	90.0
	TWO OR MORE OWNED	10	10.0	10.0	100.0
	TOTAL	100	100.0	100.0	

According to Table 2, it is obvious that although 65% (based on Table 4.1) of the research participants believe that medical English translation methods are very important, the ownership of medical English translation methods is not satisfactory, with a surprising 65% of the research participants who even do not own at least one medical English translation method. It is also shown that only 10% of the research participants have more than two medical English translation methods while 25% of the research participants just own one medical English translation method.

This status quo of the number of medical English translation owned by contemporary Chinese medical university students can be obviously recognized by Chen (2013) who has ever found that the ownership of medical English translation methods is not satisfactory enough to meet the needs of Chinese medical university learners.

Table 3

The Status Quo of Frequency of Use of Medical English Translation of Contemporary Chinese Medical University Students

	FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO

	FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID NEVER	50	50.0	50.0	50.0
SELDOM	30	30.0	30.0	80.0
SOMETIMES	10	10.0	10.0	90.0
ALWAYS	10	10.0	10.0	100.0
TOTAL	100	100.0	100.0	

According to Table 3, it is clearly shown that the results are not optimistic for the frequency of use of medical English translation among the research participants. Although 35% (based on Table 2) of the research participants have at least one or more medical English translation, in sharp contrast, 80% of them basically do not use medical English translation. Among them, nearly 50% of the medical English translation methods are left unused by the research participants.

Table 4

The Status Quo of Sources of Medical English Translation Owned by Contemporary Chinese Medical University Students

	FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID FROM BOOKSTORES	25	25.0	25.0	25.0
FROM LIBRARIES	15	15.0	15.0	40.0
FROM ELECTRONIC MEANS	25	25.0	25.0	65.0
FROM THE INTERNET	35	35.0	35.0	100.0
TOTAL	100	100.0	100.0	

The data from Table 4 shows that when the research participants were asked about the sources

of the medical English translation they use, only 25% of them bought it from a bookstore, while 15% of them borrowed it from a library, and nearly 25% of the research participants had said what they used was an electronic version of the medical English translation. Another 35% of the research participants even said that the medical English translation they used came from the Internet by means of the online searching function, etc.

Huang's (2013) early survey on special purpose English teaching on needs analysis, together with Wang and Guo's (2016) research on use of medical English translation has definitely convinced what is shown from the above data.

What is the Actual Level of Needs of Use of Medical English Translation among Contemporary Chinese Medical University Students?

The actual level of needs of use of medical English translation among contemporary Chinese medical university students is mainly reflected in the following two aspects, which include the needs of how to deal with the relevant new medical words in the medical field as well as at what time to use medical English translation in the actual medical English language learning practice.

Table 5

How Contemporary Chinese Medical University Students Deal with New Medical Words in the Actual Needs of Use of Medical English Translation

		FREQUENCY	PERCENTAGE	VALID RATIO	ACCU.RATIO
VALID	SKIP NEW WORDS	30	30.0	30.0	30.0
	GUESS NEW WORDS	25	25.0	25.0	55.0
	ADOPT RELATIVE STRATEGIES	35	35.0	35.0	90.0
	HAVE NO DIDEAS	10	10.0	10.0	100.0
	TOTAL	100	100.0	100.0	

Based on Table 5, it is fully shown that most of the research participants (90%) are able to deal with new medical words effectively. 30% of the research participants choose to skip the new medical words when they encounter them and wait until they finish the whole article in their reading. At the same time, 25% of the research participants choose to guess the meaning of the new medical words based on the context, and then check the meaning of them after finishing reading the entire text.

The results of the questionnaires also show that 35% of the research participants adopt the strategy of seeking help from a medical English translation method while reading the article since they want to have a full understanding of the medical reading materials. This has actually implied and reflected that the actual level of needs of use of medical English translation among contemporary Chinese medical university students is pretty high in general.

Table 6

At What Time Contemporary Chinese Medical University Students Use Medical English Translation in the Actual Medical English Language Learning Practice

		FREQUENCY	PERCENTAGE	VALID RATIO	ACCU. RATIO
VALID	TO KNOW THE PRAGMATIC MEANING	30	30.0	30.0	30.0
	TO KNOW THE CULTURAL MEANING	30	30.0	30.0	60.0
	TO KNOW THE BASIC MEANING	26	26.0	26.0	86.0
	IT DEPENDS	14	14.0	14.0	100.0
	TOTAL	100	100.0	100.0	

Table 6 has shown that, 86% of the research participants would rather choose to turn to medical

English translation for help when they encounter unfamiliar or new medical words. Specifically, 30% of the research participants choose to seek help from medical English translation when they want to know the pragmatic or cultural information of the medical English words. While 26% of the research participants choose to look up a medical English translation method just when they want to know the basic meaning of the new medical words.

What has to be noted is that, the results of Table 6 have great implications for the development of medical English lexicography and terminology. To emphasize, editors of medical English translation should strengthen the work of searching and collecting enough kinds of medical professional terms.

In view of this, just as Fu and Luo (2012) suggest, the compilation of medical English translation should therefore focus on the query function of medical academic terminology in English (Yong, 2013), so as to fully reflect and exclaim the professional characteristics and lexicographical excellence of contemporary medical English translation in the new century.

Conclusion

The status quo of use of medical English translation has definitely reflected one of the ways for English language learners to learn the language of English. This is because of the fact that any kind of use of language translation belongs to the language learning of a certain language.

The newly explosive rise and historical development of translation use have brought major changes to a certain field of language education among many Chinese universities and colleges (Wang, Shang & Li, 2009). Since then, language educators and language learners can deeply feel those changes and their importance in their language teaching and language learning (Tang, Tang & Chi, 2010).

In that case, a full understanding of the relationship between the use of medical English translation and language learning goes to how, in the field of language education, the use of medical English translation among Chinese medical university students promotes and improves the teaching efficiency of language teachers and the language learning manners of language learners.

Besides, from a theoretical perspective, the status quo of the use of medical English translation among medical university students in China has helped most Chinese universities and colleges

establish a more comprehensive and scientific instructional system, especially for the language teaching and language learning in multimedia classrooms (Cao, 2018; Liu, 2017). Such situation has further provided an effective theoretical framework for the establishment of the instructional system for most of the Chinese universities and colleges.

When it comes to teaching methodology among medical English teachers, medical students' use of medical English translation has been excellent in the use of multi-modal resources for the Chinese university teachers and the cultivation of positive values for the Chinese medical university students. To a certain extent, it also focuses on conceptual understanding and knowledge mastery (Zhu & Li, 2013), attaching great importance to critical thinking and analytical application skills among contemporary Chinese medical university students while they are looking up medical words and phrases in a medical English translation database.

There is no wonder that, under the background of foreign language teaching reforms in Chinese universities and colleges, the country has a high demand for new foreign language talents with writing and translation skills (Chen, Hu, Shi & Zhang, 2012).

The specific status quo of use of medical English translation among Chinese medical university students will enlighten the vast majority of Chinese language educators in terms of changing teaching methods in foreign language writing and translation classes, which will guide them to help medical students to effectively use different kinds of medical English translation methods. This is actually a key issue and a promising topic worth being continuously explored by the majority of Chinese language educators and language researchers in the future.

Tang, Tang and Chi (2010) have ever said that when the socio-cultural theory becomes a new perspective to improve the thinking and literacy skills of language learners, the new literacy theory requires that any writing context should be closely connected with the world (Cao, 2018; Chen, 2013). At the same time, the Chinese medical university students in turn are given the opportunity as well as the power to make full use of different kinds of medical English translation learning methods, so as to liberate their language ability as well as their thinking creativity in their medical English learning practice ultimately.

Limitations

Although the current study has provided detailed analytical interpretation of the findings regarding

the status quo of use of medical English translation among contemporary Chinese medical university students, it does have some shortcomings. Specifically, the number of research participants is not large enough, the amount of use of medical English translation accesses among the research participants is small and most importantly, some of the results and findings are basically dependent on questionnaires. Therefore, in the follow-up research on such topics or issues, what has been mentioned and listed above should be seriously taken into consideration and comprehensively treated so as to ultimately improve the reliability as well as the validity of the study.

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Biodata

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Lost in Title Translation: A Comparative Analysis of English-Persian Book Titles for Children and Adults

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Adult books, Communicative translation, Children's literature, Semantic translation

Abstract

The titles of translated books have a significant impact on their marketability, as they are among the first features perceived by potential readers. This study focuses on the strategic differences in the translation of book titles for children and adults, an under-researched area in translation studies. To this end, 100 English book titles for children and 100 English book titles for adults were selected, translated into Persian, and analyzed according to Newmark's communicative translation and semantic translation and Vinay and Darbelnet's (1994, 2004) model. The analysis shows that, according to Newmark, 74 children's book titles were translated using the communicative translation and 26 using the semantic translation. Of the book titles for adults, 75 were translated using semantic translation and 25 using communicative translation. The analysis of the titles based on Vinay and Darbelnet's model showed that the titles of the translated children's books were mostly rendered using a modulation process. In contrast, literal translation came first in the books for adults. The use of different procedures and approaches by Iranian translators shows that the translation of children's books requires different skills. The greater number of modulations in children's books compared to adult literature also shows more creativity to appeal to the younger audience. This study has implications for various bodies in the translation industry, including translators, translation educators, and policymakers for publishers in the translation market.

گم شدن در ترجمه عنوان: تحلیل تطبیقی عناوین کتاب‌های انگلیسی-فارسی برای کودکان و بزرگسالان

عناوین کتاب‌های ترجمه شده تأثیر قابل توجهی بر بازاریابی آن‌ها دارند، زیرا از اولین ویژگی‌هایی هستند که خوانندگان بالقوه با آن‌ها روبرو می‌شوند. این پژوهش بر تفاوت‌های راهبردی در ترجمه عناوین کتاب برای کودکان و بزرگسالان تمرکز دارد که زمینه‌ای کم بررسی‌شده در مطالعات ترجمه است. بدین منظور، ۱۰۰ عنوان کتاب انگلیسی برای کودکان و ۱۰۰ عنوان کتاب انگلیسی برای بزرگسالان انتخاب، به فارسی ترجمه و بر اساس ترجمه ارتباطی و ترجمه معنایی نیومارک و مدل وینای و داربلنت تحلیل شد. تحلیل نشان می‌دهد که بر اساس نیومارک، ۷۴ عنوان کتاب کودک با استفاده از ترجمه ارتباطی و ۲۶ عنوان با استفاده از ترجمه معنایی ترجمه شده‌اند. از عناوین کتاب‌های بزرگسالان، ۷۵ عنوان با استفاده از ترجمه معنایی و عنوان با استفاده از ترجمه ارتباطی ترجمه شده‌اند. تحلیل عناوین بر اساس مدل وینای و داربلنت نشان داد که عناوین کتاب‌های کودکان بیشتر با استفاده از فرایند تعدیل ترجمه شده است. در مقابل، ترجمه تحت‌اللفظی در کتاب‌های بزرگسالان در رتبه اول قرار گرفت. استفاده از روش‌ها و رویکردهای مختلف توسط مترجمان ایرانی نشان می‌دهد که ترجمه کتاب‌های کودکان نیازمند مهارت‌های متفاوتی است. تعداد بیشتر تعدیل‌ها در کتب کودکان نسبت به ادبیات بزرگسالان نیز نشان‌دهنده خلاقیت بیشتر برای جلب مخاطبان جوان‌تر است. این پژوهش پیامدهایی برای نهادهای مختلف در صنعت ترجمه، از جمله مترجمان، مدرسان ترجمه و سیاست‌گذاران نشر در بازار ترجمه دارد.

کلیدواژه‌ها: کتاب‌های بزرگسالان، ترجمه ارتباطی، ادبیات کودکان، ترجمه معنایی

Introduction

The title is an important and inseparable part of a book that plays a key role in attracting the reader's interest because it is the first thing that catches the attention of potential readers. The title can either attract or deter the potential readership and influence their decision whether or not to buy a book. Since we live in a world with a multitude of languages, people need to find a way to bridge this communication gap before they can share their culture and knowledge. The translation of the title is an indispensable step in translation work and plays an important role in the quality of the translation, allowing for better marketing and a wider readership. Although this area seems to be well-researched in translation studies, there are several research gaps and under-researched areas to be identified with studies such as the present one. In the last two decades, research in the field of translation has seen a remarkable upsurge, but the translation of book titles, especially from English into Persian, is still a largely unexplored area. Leo Hoek (1973), the founder of titrology, the science of titles, argued that a title is a construct and a work of art created for interpretation. Titles stand for the main idea that a book wants to convey, but in Iran, not much attention has been paid to the title in translation studies. Taha (2009) explains that the author chooses a title to reflect both the text and the author's intention. According to Viezzi (2013), any direct change in the title can affect the interpretation and perception of the product.

Translating book titles is a major challenge for translators. Titles can have a positive or negative impact on potential buyers, as they are the first thing that catches their attention; and since titles reflect the content of a book and the author's intentions, it is very important to translate them carefully and to be aware that any change may result in altering the meaning that the author wants to convey. Briffa and Caruana (2009) claim that the identity of a title is derived from the context, which translators must take into account during the translation process. Most studies deal with movies and not books, and studies on the translation of book titles have not dealt with children's books, although children's books are important for society because reading books prepares young people for the future and influences their later choices. Although there are several authors in Iran who write for children, many books are translated from other languages; therefore, it is important that the translation of these books is accurate and influential. Translation has a long history in Iran, and as mentioned earlier, most studies focus on the translation of movie titles. Few studies have dealt with the translation of book titles from Persian or into Persian, and researchers have neglected

this important topic. It is also important to mention that interviews with translators are limited as they play a major role in the selection of a title and their views and opinions could help future researchers to investigate this topic more deeply and differently.

Although some research has recently been conducted on the translation of film titles in Iran (Lotfollahi & Moinzadeh, 2012; Shokri, 2014), research on the translation of book titles is rather limited, as it is wrongly assumed that print media have a limited readership. This cannot be so, considering that novels are bestsellers worldwide and that the publishing industry is a business in which the marketability of books can be enhanced by choosing the best title for each publication. Nevertheless, the translation of titles in Iran has not been thoroughly studied. There is also a lack of knowledge about the approaches and procedures used in translating titles for children's literature as opposed to adult literature. Although the translation of book titles is crucial, not much attention has been paid to the translation of book titles in the Iranian context except for a few studies (Lotfollahi & Moinzadeh, 2012; Shokri, 2014; Darwish & Sayaheen, 2019). Our knowledge of book title translation is therefore largely based on limited data.

This study aims to expand the current knowledge about book title translation and to help translators choose better book titles. The study aims to answer the following specific questions:

1) What procedures have Iranian translators used in accordance with Vinay and Darbelnet's Model (1995, p.31; 2004, p.128) to translate 200 book titles intended for children as opposed to adults?

2) In terms of Newmark's theories of Semantic and Communicative Translation (1981), how were the titles translated?

3) Are there any differences between the procedures and approaches used by Iranian translators for titles for adult and children's books?

Literature Review

According to Levin (1977), book titles cannot be considered a literary genre in their own right, as they are "meaningless" without the text and content of the book. There are different types of titles and their function is to connect the text to the reader. Titles usually give readers an overview of the content and thus raise readers' expectations and make them curious.

Several theories have been proposed to explain Levin's assertion that there are different types of titles. According to Levinson (1985), there are three different types of titles: referential, interpretative, and additive. Referential titles merely identify the work without giving it much meaning. Interpretive titles guide the reader through the content, while additive titles present a semantic puzzle, as they help with interpretation but do not lead the reader to the content. Newmark (1988, p. 57) suggests two types of titles: descriptive titles and allusive titles. Descriptive titles describe the subject of the text, and Newmark suggests that a "descriptive title should be retained for literary texts". Allusive titles "have some kind of referential or figurative relationship to the subject" As for the translation of titles, Newmark (1988, p. 56) claims that translation is not necessary if the original title in the source language is short and reflects the context. However, if translation is necessary, the translated title should be related to the original title and also "sound "attractive, allusive, suggestive" so that it can entice the potential reader to buy the book.

Kelan and Xiang (2006) state that the translator should maintain the characteristics of the original title and also take into account the cultural background in order to balance the informative, esthetic, and commercial functions. People's linguistic beliefs and thoughts represent their culture. For Yin (2009), cultural characteristics play an important role in choosing a meaningful and attractive title in the target language. Taha (2009) suggests a relationship between culture and story and the title, the text, and the reader.

There are many things to consider when translating the title or text of a book, including the cultural background, to ensure an accurate and precise translation of the source text. Dynel (2010) cites proper names, humor, culturally specific elements, and wordplay as some of the complications that arise when translating movie titles, and the same is true for book titles. These elements make the task much more difficult for the translator. Another problem that translators face with book titles is that some titles may have a negative connotation in the target language or in other countries that is not present in context in the source language (Marich, 2013) describes this as a cultural problem due to the cultural differences between the source language and the target language. Sometimes these differences lead to a change in the meaning and effect that a text has on the reader.

Viezzi (2013) argues that any direct change to the title can lead to a misperception and misinterpretation of the book. He also cites literal translation as one of the most common methods

of title translation. In a way, it can be said that the most important part of any publication is the title because even if it contains only a few words or a single word, it determines the fate of a book.

Empirical Evidence for Title Translation

Gavling (2008) analyzed 156 titles of books translated from English into Swedish and 47 titles translated from Swedish into English. The analysis revealed nine different strategies for translating a book title from English into Swedish and eight strategies for translating from Swedish into English.

Dyahpramesti (2015) investigated the translation of English fictional book titles into Indonesian. Since this study analyzes the translation function of texts in bridging two different languages and cultures, from the source text to the target text, the functionalist approach is used as the main theory and framework. The data used for this research consists of thriller or romance titles that are not word-for-word translations. In addition, library and field research was conducted for this study. In the field research, 30 respondents completed a questionnaire on 30 translations. The research yielded two sets of results. The first result showed that 7 data were considered equivalent, meaning that they appeared the same by meeting the field, mode, and tenor of the texts. The other 23 data had the same mode, but the field and tenor were different, so they are not equivalent. The result of the questionnaire shows that 27 data are acceptable and 3 of them are less acceptable.

Kristina (2016) investigated Indonesian translations of Agatha Christie book titles and analyzed the equivalence of Indonesian translation for each title, investigated the translation techniques used by the translators, and finally investigated the techniques used in writing the titles into Indonesian. The research found that formal equivalence is the most common way to translate titles, while the most common, technique used by translators is literal translation, and the most common technique used by translators to write titles is story essence.

Farghal and Bazzi (2017) investigated the translation of English fiction titles into Arabic. The data consisted of 100 English fiction bestsellers with their Arabic translations, which were analyzed quantitatively and qualitatively. The quantitative analysis revealed that 60% of the data contained a literal translation, and the qualitative results showed that literal translation works very well when the title is lexically and culturally transparent.

In the Iranian context, Lotfollahi and Moeinzadeh (2012) examined 60 translations of Hollywood movie titles from English into Persian. Since movies are influential and popular all over the world, the translation of their titles is very important. This study concluded that the most commonly used translation strategies are literal translation and transliteration.

Salehi and Fumani (2013) examined the translation of 120 novel titles from English into Persian on the basis of functionalist scopic theory. The model of naming approach by Yin (2009) was used for this study. The results showed that the literal translation was used for the naming approach in 84 titles.

Shokri (2014) examined 64 movie titles that were translated from Persian into English. Since movies are a great art form that can convey the culture, viewpoint, and beliefs of one society to another society, their titles play an important role. Vinay and Darbelnet's model served as the theoretical framework for this study. The results of this study show that literal translation is the most common strategy in translating movie titles from Persian into English.

Alimardani and Vahid Dastjerdi (2021) investigated the translation of 245 book titles in the field of psychology using Genette's (1989) categorization to analyze the nature of the original titles and their translation. The second theory used in this study is Vinay and Darbelnet's (1995) model to analyze the corpus, which showed that the most common translation strategy is modulation. [What are ST and TT, and what does modulation mean in this context?]

Mozaheb, Ghajarieh, and Tamizi (2022) examined the titles of 70 works by Agatha Christie translated into Persian. They used Vinay and Darbenet's model to analyze the data. Since titles are the first thing that catches the attention of potential readers, it is very important to pay attention to them. Their results showed that the most common method used by translators was literal translation, which corresponded to 50 percent of the data, and the least common method was borrowing, which corresponded to 2 percent of the data.

In the above cases, the researchers mainly studied the translation of movie titles in Iran. In this study, the translation of book titles in Iran is examined to find out whether these results also apply in Iran.

Method

This study uses a qualitative, descriptive approach to gain insights into the Persian translation of 200 titles of books for children and adults. Newmark's theories of semantic and communicative

translation are considered and they are analyzed using Vinay and Darbelnet's model. Newmark (1988) distinguishes between two types of translation: semantic and communicative translation. Semantic translation, which is similar to Nida's formal equivalence, attempts to transfer the exact contextual meaning of the SL in the TL as far as the semantic and syntactic structure of the target language allows. The communicative translation, which is close to Nida's dynamic equivalence, tries to achieve the same effect on the reader of the target language as the original text has on the reader of the source language.

The second model of analysis used in this study is that of Vinay and Darbelnet (1995, p. 31; 2004, p. 128). They first conduct a comparative stylistic analysis of English and French texts, evaluating any differences between the two texts and recognizing different translation strategies and procedures. These translation strategies include direct translation and oblique translation, which involve seven procedures, including borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation.

The researchers drew a random sample of 200 book titles, 100 of which are adult literature titles, which can be found on the Fidibo website (https://fidibo.com/). For books with more than one Persian translation, one of the translations was selected. The remaining 100 book titles are children's books randomly selected from Porteghaal Publication's website (http://www.porteghaal.com/). then the English title of each of the above books was recorded. All collected and sorted data were analyzed according to the adopted models. All data were first analyzed according to Newmark's theory to find out which translation approach was preferred by the Persian translators. A preference for communicative translation shows that the translators prefer to transfer almost the same effect that the original text has on the reader to the readers of the target text, so that the readers of the target text understand the author's intention more or less. However, if they prefer a semantic translation, they would prefer to render the exact meaning of the original text as far as the semantic and syntactic structures of the second language allow. The next step was to apply Vinay and Darbelnet's model with its seven procedures to all the data in order to gain a deeper understanding of the translation processes used. Finally, the results and findings from both data sets were compared to identify differences in the preferred strategies for translating children's and adult titles.

Results and Discussion

Analysis of translation processes according to Newmark's theory

The first series of analyzes examined the translated titles of children's and adult books according to Newmark's distinction between communicative translation and semantic translation. Communicative translation is concerned with achieving the same effect that the original text has on the source language reader, while semantic translation remains faithful to the source language and concentrates on producing the same semantic and syntactic structure. The following tables show sample titles and the theories used for their translation.

Table 1

A selection of translated children's book titles according to Newmark

	Title	**Translated Title**	**Semantic**	**Communicative**
1	A Drop of Hope	یک قطره امید Back translation (A drop hope)	✓	
2	Alan's big, scary teeth	لطفاً از من بترسید! Back translation (Please from me be scared)		✓
3	Allie All Along	خواهرم هیولا شده Back translation (my sister monster is)		✓
4	All My Friends Are Dead	همه ی دوست های من Back translation (All friends my)	✓	
5	A Mango-Shaped Space	ابری به شکل انبه Back translation (Cloud in the shape of a mango)		✓

Figure 1

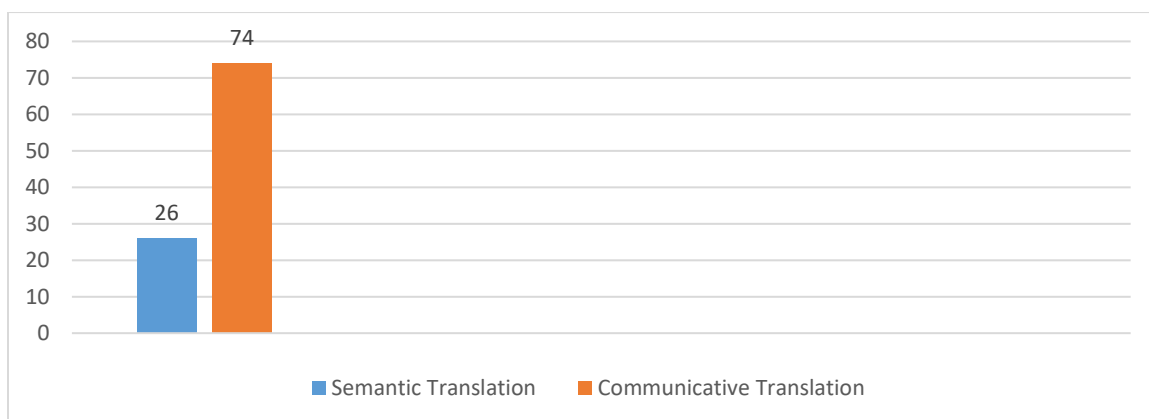*Translated Titles of Children's books*

Figure 1 shows an obvious difference between the percentage of communicative translation and semantic translation in the translated children's titles. This indicates that the translators had to change the semantic and syntactic structure in order to achieve a good effect on the readers of the TL.

Table 2

A sample of Translated Titles of Adult Books according to Newmark

	Title	Translated Title	Semantic	Communicative
1	A Caribbean Mystery	معمای کارائیب	✓	
2	Acts of Infidelity	فعل بی وفایی	✓	
3	A Farewell to Arms	وداع با اسلحه	✓	
4	A Fraction of the Whole	جز از کل	✓	
5	All our yesterdays	دیروز های ما	✓	

Figure 2

Translated Titles of Adult Books according to Newmark

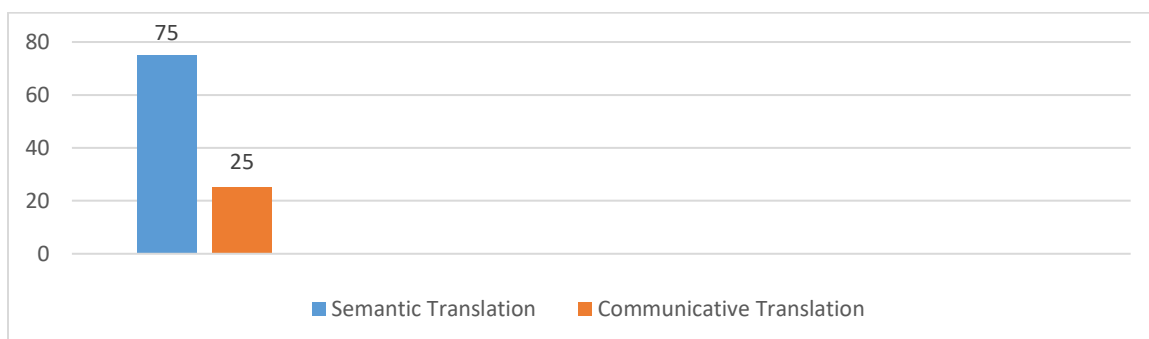Figure 2 shows that a larger number of adult books are translated using the semantic translation and a smaller percentage using the communicative translation. The results suggest that translators prefer contrasting approaches when translating children's and adult books, mainly using semantic translation for adults and communicative translation for children.

Analysis of titles according to Vinay and Darbelnet's Model

In the second phase of the analysis, Vinay and Darbelnet's model was used, which comprises 7 strategies, from borrowing, calque, literal translation, and transposition to modulation, equivalence, and adaptation. The results of this analysis are shown in Tables 6 and 7.
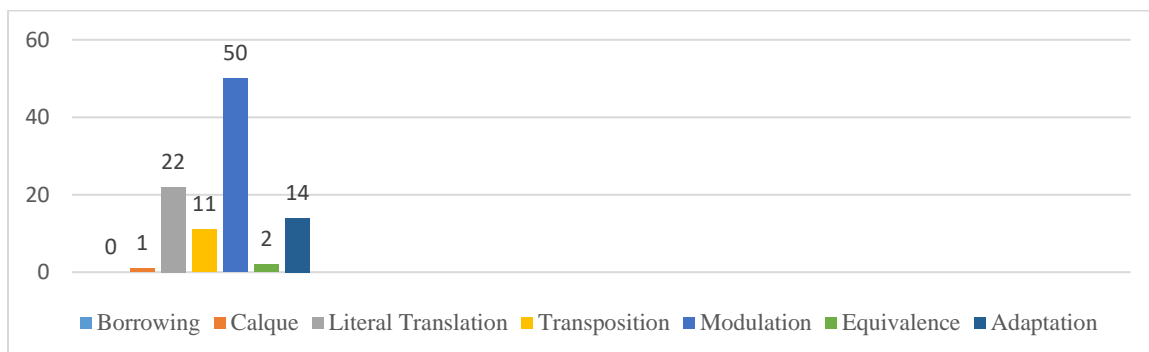
Table 3

A selection of translated children's book titles according to the Vinay and Darbenet model

	Title	Translated Title	Vinay and Darbelnet's Model
1	A Drop of Hope	یک قطره امید	Literal translation
2	Alan's big, scary teeth	!لطفاً از من بترسید	Modulation
3	Allie All Along	خواهرم هیولا شده	Modulation
4	All My Friends Are Dead	همه ی دوست های من ...	Literal translation
5	A Mango-Shaped Space	ابری به شکل انبه	Modulation

Figure 3

Translated Titles of Children's Books according to Vinay and Darbelnet's Model

The application of Vinay and Darbelnet's model to analyze children's titles showed that translators tend to "modulate" rather than "borrow". According to the data, 50 titles were translated with "modulation" and none with "borrowing".

Table 4

A sample of Translated Titles of Adult Books according to Vinay and Darbelnet's Model

	Title	Translated Title	Vinay and Darbenet's Model
1	A Caribbean Mystery	معمای کارائیب	Literal translation
2	Acts of Infidelity	فعل بی وفایی	Literal translation

3	A Farewell to Arms	وداع با اسلحه	Literal translation
4	A Fraction of the Whole	جز از کل	Literal translation
5	All our yesterdays	دیروز های ما	Literal translation

Figure 4

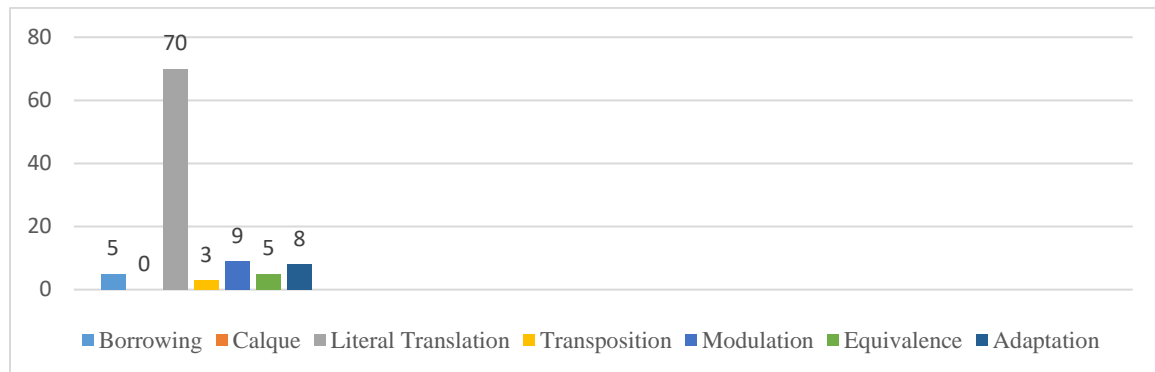*Translated Titles of Adult Books According to Vinay and Darbelnet's Model*

Figure 4 shows that 70 titles were translated using the 'literal translation' and none using the 'word-for-word translation', suggesting that translators prefer to translate adult titles using the 'word-for-word translation', which is the most common for languages from the same family and culture.

Differences in the employment of translation processes for Children versus adults

The analysis shows that the translators tended to translate titles for children and adults differently, using the translation techniques "modulation" and "communicative" for children's books and "literal translation" and "semantic" for adult books. These results show that the translators are aware of the target group and try to tailor their translations to the readers. In modulation, translators change the semantics and point of view of the source language. In communicative translation, translators try to achieve almost the same effect, but in a different way. These two approaches are mainly used when translating titles for children. In other words, translators tend to convert the language into a different, more child-friendly language that is more understandable for children. The translators have chosen to render the same effect, not the same language. Perhaps this is because children are not yet able to understand and comprehend difficult words and complicated structures.

In literal translation, the translators translate word for word and do not change the text. In semantic translation, the translators strive to reproduce the syntactic and semantic structure of the second language as accurately as possible. In other words, the translators are faithful to the source language. When translating books for adults, translators have mainly opted for these two variants. The reason for this approach may be that adults can deal with a more complicated language structure than children. Also, adults are familiar with a larger vocabulary, so it is not really necessary to change the language and vocabulary during the translation process.

This research has shown that the translation of titles for children and adults differs in many ways. When translating titles for children, modulation was the most commonly used method, which shows that translators need to change the semantics and point of view of the source language to make it more understandable for children. This applies to both children and adults: they should be able to identify with the book, its title, and its content. If they are not able to do this, they may not enjoy reading the book. It is therefore necessary to translate titles and books according to the needs of the target market.

The use of different translation processes and approaches by Iranian translators shows that the translation of children's literature titles requires different skills from the translators. The higher number of adaptations in children's books compared to adult books also shows that more creativity is required to maintain the interest of younger readers.

In terms of empirical evidence on the translation of titles, researchers have mainly looked at books for adults. Accordingly, there was little data on the translation of children's book tiles. In general, the results of previous studies showed that literal translation is the most common method used by translators when translating titles (e.g., Mozaheb, et al., 2022). The results of this study confirm that literal translation is the most common method used by translators to translate adult book titles.

The results of the current study are in line with some of the studies mentioned in the literature review, including Kristia (2016) and Farghal and Bazzi (2017). The first study showed that the most common translation technique used by translators for Agatha Christie's titles into Indonesian was literal translation. The second study examined the translation of English novel titles into Arabic and found that 60% of the data was translated through literal translation. In the Iranian context, the findings of this study are in line with those of Lotfollahi and Moeinzadeh (2012),

Salehi and Fumani (2013), Shokri (2014) and Mozaheb, Ghajarieh and Tamizi (2022). All of these studies examined movie or book titles for adult audiences and found literal translation to be the most common strategy. The main contribution of this study is that the titles of children's books were examined using models and approaches commonly used to analyze translated adult fiction. While this study has shown that such models can be extended to the translation of children's literature as a growing subfield of translation studies, translation studies researchers need to develop more specific models for literary works aimed at children. In particular, a theoretical basis for the translation of emotions should be included in the analysis of book titles for children, as the emotional load of title words, in this case, is higher for children, suggesting that literal translation may not work well for children's literature.

Conclusion

The aim of this study was to analyze the translation processes in the two genres of children's and adult literature, focusing on the rendering of book titles. The results show that translators tend to change the semantics of the language in children's books, whereas in adult books they prefer not to change the semantics and use a word-for-word translation. A practical consequence of these findings is that the translation of book titles must be done differently when the target readers are not adults. A competent translator needs to consider several aspects when translating for different age groups, including a wise choice of title. This research has implications for translators, translation teachers, and others involved in the translation of books and films. In addition, the results of this study can raise awareness of the importance of translatable titles for literary works before publication.

Future studies could examine the impact of different book genres on translation. They should also examine the translation of titles for different age groups, including teenagers. Further qualitative research studies in this area would be very helpful, as they can shed more light on what criteria translators and publishers use before deciding on market-driven titles. This research could encourage policymakers in the publishing industry to set some criteria in their house rules for the translation of book titles for children and adults. The results of this comparative study can provide insight into the different translation methods for English and Persian-language book titles for adults and children. It could show how translators approach translating for different age groups and whether they take readers' preferences and expectations into account. The study could also

highlight the importance of translating book titles with cultural sensitivity and awareness of the target audience. Ultimately, this research can help to raise the standard of translated literary works and promote intercultural understanding.

It is not easy to translate a text from a foreign source language into the target language while trying to keep the same effect and meaning as close as possible to the target language; and yet this is what translators try their best to do. It is hoped that this groundbreaking study on the translation of children's literature will shed more light on how to translate what is lost in the translation of titles for different readers.

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Postgraduate English Students' Reading Comprehension and Content Retention across Major: Links to Metacognitive Strategy Use

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Abstract

Reading comprehension (RC) is of paramount importance for English learners at the postgraduate level who are expected to engage with complex technical texts, critically analyze scholarly articles, conduct extensive research, and effectively share their findings through writing. The purpose of the current ex-post-facto descriptive study was to assess Postgraduate English students' RC in relation to their awareness of metacognitive reading strategies and the content retention (CR) of technical course content across major. To this end a purposive sample of 71 English language teaching (ELT) and literature (EL) students were selected to participate in the study. The research data were gleaned through a standardized RC test, the metacognitive awareness of reading strategies inventory (MARSI), and four process-oriented essay type syllabus-based tests along with two final exams that were administered to both groups. The statistical analyses of the research data indicated significant positive but weak relationship between RC and CR in both groups and significant, positive, and strong relationship between the EL students' RC and MARSs. The findings will be discussed in relation to the factors that can impact retention of postgraduate course content.

بررسی مهارت خواندن و درک مطلب و بیاد سپاری محتوا توسط دانشجویان زبان تحصیلات تکمیلی با توجه به جنسیت: ارتباط با کاربرد راهبردهای فراشناختی

مهارت خواندن و درک مطلب اهمیت بسیاری برای زبان آموزان تحصیلات تکمیلی دارد زیرا انتظار می رود که متون پیچیده تخصصی را خوانده و درک کرد، مقالات علمی رابصورت انتقادی تحلیل قرار دهند وبا انجام پژوهش یافته های خود را به شکلی موثربه اشتراک بگذارند. هدف تحقیق توصیفی حاضربررسی مهارت خواندن و درک مطلب، بیادسپاری محتوای آموزشی تخصصی، و آگاهی از راهبردهای فراشناختی خواندن دانشجویان تحصیلات تکمیلی زبان انگلیسی با توجه به رشته تحصیلی آنها بود. برای دستیابی به این هدف نمونه ایی از 71 دانشجوی رشته آموزش زبان انگلیسی و ادبیات انگلیسی برای شرکت در تحقیق انتخاب شدند. داده های تحقیق با انجام یک آزمون خواندن و درک مطلب استاندار، اجرای پرسشنامه آگاهی از راهبردهای فراشناختی و چهار آزمون کلاسی فرآیند-محور و یک آزمون نهایی با توجه به سرفصل آموزشی هر گروه گردآوری شد. تحلیل آماری داده های تحقیق با استفاده از آزمون همبستگی پیرسون نشانگر رابطه مثبت ولی ضعیف بین آگاهی فراشناختی از راهبردهای خواندن و بیادسپاری محتوای آموزشی در دو گروه بود. تنها مهارت خواندن متون غیر تخصصی دانشجویان ادبیات انگلیسی با آگاهی فراشناختی آنان ارتباط مثبت وبالایی داشت. یافته های تحقیق با توجه به عواملی که می توانند بیادسپاری را تحت تاثیر قرار دهند مورد بحث خواهد گرفت.

کلید واژه ها: بیاد سپاری محتوا، تحصیلات تکمیلی، خواندن و درک مطلب، راهبردهای فراشناختی

Introduction

Rapid developments in second language acquisition (SLA) research since the advent of the new millennium has underlined the multifaceted nature of language learning and underscored the significance of individual characteristics that may greatly impact not only the process of learning but also the final level of attainment in different areas. The most egregious form of instruction is one that vigorously resists the impulse to change owing to the inevitable challenges that are inherent in realigning formal instruction with the principles of the post method pedagogy. The challenge, however, cannot be repudiated and has to be finally accommodated via adapting deep-rooted misconceptions about the very nature of language. One of these misconceptions concerns the essence of reading comprehension (RC) which is a ubiquitous skill for plethora of learners who are either engrossed in or obliged to digest large quantities of written input. RC might be considered as the most pervasive language skills for plethora of learners who are learning English in a foreign language (EFL) context because it provides the fundamental vehicle for exposure to the language, and thereby, it makes the flow of various types of information accessible to the learners. It is one of the primary sources of language input (Krashen, 1985) that can boost lexical and grammatical knowledge implicitly (Waring & Nation, 2004), a enjoyable entertainment activity that allows the reader to expand his knowledge boundaries (Seifoori, 2020).

Research in second language acquisition (SLA) has long established the significance of RC in terms of the contribution it can make to the absorption of input and changing it into intake which can be further produced as output (Ellis, 2015). Likewise, negative correlation between learners poor RC and their overall learning, problem solving skills, academic achievement, and professional career have been reported (Nanda & Azmy, 2020). Among the multiplicity of the prerequisite skills that can help learners comprehend better, experts highlight the role of a set of reading strategies that might be introduced and practiced in order to facilitate various aspects of the comprehension process (Machado, 2010).

Effective RC at higher levels of proficiency and ESP courses entails managing the reading process which is based on the application of a set of strategies that enable the reader to overcome blocks to understanding. Comprehension of the passage for advanced learners is the initial step and is followed by attempts to detect nuances of implied meaning, critically assess the content and relate it to their already existing knowledge based. An evident element in all these stages of the

reading process is some level of focal or peripheral attention to linguistic, organizational, and discourse features of the written text (Schmidt, 1990) that can aid application of managerial strategies and facilitate perception and comprehension of the input.

Basically, reading strategies, such as skimming, scanning, utilizing background knowledge, recognizing text structure, and so forth (Hsu, 2006), can be envisaged as deliberate, or unintentional, activities that are employed to ameliorate misunderstandings and boost comprehension (Bogaert, 2023). Awareness and application of such metacognitive reading strategies are particularly required at postgraduate levels of education since they can assist students go beyond comprehension and approach the passages critically. Experts' interest in strategic reading has led to the introduction of a wide range of different reading strategies (Mokhtari & Reichard, 2008; Mokhtari & Shorey, 2002; Phakiti, 2009; Aghaei & Zhang, 2012). A well-established and extensively research classification is that of Mokhtari and Reichard (2002) which operationalizes the learners' metacognitive awareness of reading strategies in terms of a measurement device which they called metacognitive awareness of reading strategies inventory (MARSI). It comprised three major subsets of global strategies that could help the readers obtain an overall understanding of the text they were reading, 8 problem-solving strategies they could employ to overcome textual intricacies and 9 support strategies that enabled them to promote their comprehension through the use of external reference materials. use of outside reference materials.

Literature Review

Research findings in the field of strategy use provide valuable insights into how these strategies are employed and their impact on learning outcomes. In fact, RSs has been found as an indispensable component promoting the process of deciphering meaning (Aghaei & Zhang, 2012; Amiryousefi et al., 2012; Dehghani et al., 2011; Do & Phan, 202; Jamshidian & Khamijani Farahani, 2010; Munsakorn 2012; Phakiti, 2009; Shang, 2010; Shehzad et al., 2019; Sheorey & Mokhtari, 2001; Urfalidadandi & Dadandi, 2022; Wange, 2016) since, as suggested by McNamara and Allen (2018), comprehension is an intricate and multifaceted skill involving linguistic knowledge, genre-related organizational understanding, and cognitive versatility related to taking advantage of attentional and memory resources. Coordinating and employing all these resources may pose problems that call for the application of various RSs (Mahmoudi, 2014; Seifoori, 2020)

that need to be taught in reading classes in order to develop learners' strategic versatility. Research areas already probed include learners' reading self-efficacy (Fitri & Ginting, 2021). Investigation of EFL learners' strategy use in different subject areas (Habok & Magyar, 2019; Shih & Chang, 2018) and at university (), secondary school (Habok & Magyar, 2019) and adaptively used in various situation (Cromley & Wills, 2016). Gender variation in the use of RSs is controversial and mixed findings have been reported highlighting gender variation among EFL learners (Griva et al., 2009; Goh & Foong, 1997; Phakiti, 2009).

Although literature is replete with exploration of topics related to RC and RSs, the importance of these autonomy-promoting operations legitimates the need for further research particularly in unventured areas like post-graduate studies. One such area is exploration of Iranian postgraduate English students' achievement of technical course content in the light of their RC skill and awareness of metacognitive RSs. Legitimacy of this study is substantiated by the evident weakness of postgraduate students for whom tackling written input proves quite formidable. It is assumed that metacognition is a foundational element in the professional growth of postgraduate English students and underdeveloped metacognitive awareness might be the severe setback for their development.

Hence the aim of the current ex-post-facto study was to address the correlation between RC, CR, and metacognitive awareness of two groups of post-graduate ELT and EL students. This goal is reliant on a common problem that postgraduate students experience in covering English course content. Most of these learners have to digest large body of written input published in the target language focused on technical content mostly unknown to them. They need to accurately comprehend the course content that is normally complex, critically analyse it and apply it in research or communicate it either through academic papers, presentations, or discussions. Prerequisite for such critical comprehension is a well-established linguistic background knowledge that enables them to decode written input as well as a well-developed strategic competence that permit them to self-monitor the way they approach the text (Lewis, 2002). What differentiates levels of dexterity in RC at postgraduate level is this self-regulated performance that is in line with the autonomy that these students are supposed to achieve after they graduate. Based on the research purposes, as stated above, the following research questions were formulated:

1. Is postgraduate ELT students' metacognitive awareness of reading strategies significantly correlated with their RC?

2. Is postgraduate ELT students' metacognitive awareness of reading strategies significantly correlated with their CR?

3. Is postgraduate EL students' metacognitive awareness of reading strategies significantly correlated with their RC?

4. Is postgraduate EL students' metacognitive awareness of reading strategies significantly correlated with their CR?

Since this is a quasi-experimental study in applied linguistics the research questions had to be answered through hypothesis testing and the following null hypotheses were thus formulated:

1. Postgraduate ELT students' metacognitive awareness of reading strategies is not significantly correlated with their RC.

2. Postgraduate ELT students' metacognitive awareness of reading strategies is not significantly correlated with their CR.

3. Postgraduate EL students' metacognitive awareness of reading strategies is not significantly correlated with their RC.

4. Postgraduate EL students' metacognitive awareness of reading strategies is not significantly correlated with their CR.

Method

Participants

A total purposive sample of 71 comprising 39 ELT and 32 EL postgraduate students were selected from among a research population of 130 to participate in this ex-post-facto study. They were studying at Islamic Azad University, Tabriz Branch and were taking the two-credit courses of Principles of Teaching Language Skills and Contemporary Dram. All of the participants were bilinguals and spoke Azeri Turkish as their mother tongue. They had learned Persian at school and universities and from the media and started learning English as a third language mostly at junior and high school level. Some of them had already attended different English courses at various language institutes before starting their university studies. The age range of the participants was between 24 and 40. They attended the classes twice a week for 16 sessions each lasting 90 minutes.

Instruments

The research data were gleaned using the MARSI (Mokhtari & Reichard, 2002) and three tests including a reading comprehension test, a content-based essay type final exam focused on contemporary drama and principles of teaching language skills, and four progress tests.

The RC Test

A RC test was developed after reviewing 10 different paper and pencil TOEFL tests and selecting five passages from among them. Each of the passages was followed by six multiple-choice test items culminating in 30 items the answers to which entailed the use of reading strategies. It was assumed that the test would elicit the participants' reading comprehension skill. The time allotted to this test was 45 minutes and the same administration procedure was applied in both groups of test takers.

The MARSI

The second variable under scrutiny was the participants' metacognitive awareness of reading strategies. In order to tap this variable, the researcher employed the MARSI developed by Mokhtari & Reichard, 2002). The 5-point Likert-type inventory comprises 30-item ranging from 1, showing the absence of metacognitive awareness, to 5 full awareness and application of the strategy under question. Mokhtari and Reichard operationalized MARSI in terms of three subsets of factors tapping one's Global Reading Strategies (GRSs) tapped by 13 items, Problem-Solving Strategies (PSSs) measured by 8 items, and Support Reading Strategies (SRSs) assessed by 9 items. The GRSs are assumed to enable the reader to obtain a global analysis of the written text. The PSSs, as suggested by the title, provide assistance in cases when the passage becomes too intricate to be processed, and SRSs involve the use of supportive materials from outside the text. This scale had been validated with reliability estimates of .86 to .91 and was verified as a valid inventory to tap the extent to which the respondents rom fifth grad to college studies. Thus, the participants were metacognitively aware of reading strategies Hence, the participants in the present study who were postgraduate ELT and EL students could be considered as sharing the characteristics of the target group for whom the device had been developed.

MARSI was administered under uniform conditions. The researcher introduced the inventory and the purpose of the research providing guidelines on how they were to respond. They were notified that there were no right, or wrong answers and the information provided by the participants would be kept confidential. In order to ensure clarity, the instructions were reviewed by the researcher and the questions raised by the participants' concerning the meaning of items were answered throughout the administration. To quantify the participants' responses, total scores were calculated for eat of the three subsets of strategies by adding up the scores for relevant items. The scores could range from 13-65 for GRSs, 8-45 for PSRSs, and 9-45 for SRSs. The total MARSI were also calculated by adding up the subtest scores and could range between 30-150. Higher scores would reflect higher levels of metacognitive awareness.

CR is a relative concept that may differ depending on the nature of the course and level of instruction. In the current study, CR referred to the students' attainment of the course objectives in retaining information that is presented during the course and recall of the information on the final exams. As such, CR is longitudinal in nature and was operationalized in terms of the process-oriented evaluation of the postgraduate participants' performance on four teacher-made syllabus-based progress quizzes comprising essay type questions that were administered every three weeks and an essay type syllabus-based final exam. Based on the university regulations, 30% of the final score (6 out of 20) was devoted to the participants' performance on progress quizzes that was supposed to reflect their learning during the course and 70% was allotted to their score on the final exam (14 out of 20). CR was thus operationalized in terms of the sum of these two sets of scores.

There was not practical way of validating the quizzes nor the final exams. However, attempts were made to ensure that the test domain matched the content domain to ensure content validity. Further, two experienced teachers in ELT and EL with more than 8 years of teaching the same courses were requested to review the quizzes and the tests; their suggestions were applied, and modifications were made to the wording of the questions to promote comprehensibility. Finally, both professors committedly adhered to standardized administration techniques like controlling temperature, noise, and time conditions in the four groups during the exam times. It should be noted that the final exams had to be administered at the end of the semester. CR was operationalized as the sum of the scores the participants would get on the four quizzes and the final exam.

Data Collection Procedure

The study was carried out by administering the RC test and the MARSI during the second and third weeks of the winter semester after it was ensured that all the students had registered for the courses and were attending their normal classes. First the reading comprehension test was administered the second week during the last 30 minutes of the second session to assess the participants' general RC. The participants had already been informed about the purpose of the test and notified that it would have no bearing on their scores. The MARSI was administered during the first 15 minutes of the third session after the purpose of the inventory was clearly stated and the respondents were required to select the options that applied to them.

The four process-oriented essay type quizzes were administered every three weeks in sessions four, eight, eleven, and fourteen. The participants had been informed that their final test score would partially depend on their performance eon these quizzes during the process of learning. The quizzes were scored by the professors and the commentated and rated test papers were returned to the participants after a week. Each quiz included between two and four essay type questions based on the content already covered. They were administered during the last 20 minutes of the session. Finally, the final exam was administered at the end of the semester as scheduled by the university in 90 minutes.

Results

The research questions were answered using Statistical Package for Social Sciences version 20. Before analysing the test scores, however, the normality assumptions were initially checked to identify whether the analyses should be carried out through parametric or nonparametric tests. Having checked the preliminary assumptions, the relationship between ELT and EL participants' MARSs and their RC and CR was answered using Pearson product-moment Correlation. Chapter Four presents the results of the analyses along with the discussion of the findings in relation to the research questions and hypotheses, the evidence from previous research studies as well as the theoretical explanations that can substantiate the findings.

The data analysis began with checking the normality of the research data obtained from the four groups of participants through Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW) tests as shown in Table 1.

Table 1

Tests of Normality for the Research Samples' RC, CR, and MARSI Scores

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
RC	.109	71	.063
CBR	.129	71	.052
MARSI	.094	71	.194

As indicated in Table 1, the results indicate that the scores obtained from the two groups of participants were normally distributed for both sets of scores, p ≥ .05. Then, the Descriptive Statistics of the groups' pre-test scores were estimated, as shown in Table 4.11.

Table 2

Descriptive Statistics of the Groups' RC and MARSI

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
C	ELT	39	16.77	3.15	.74	15.20	18.34	12.00	22.00
	EL	32	15.76	1.83	.50	14.66	16.87	13.00	19.00
	Total	71	16.23	2.62	.31	15.61	16.85	10.00	22.00
CR	ELT	39	96.90	10.20	2.22	92.26	101.54	70.00	109.00
	EL	32	93.53	9.55	2.64	87.76	99.31	82.00	112.00
	Total	71	98.46	8.71	1.03	96.40	100.52	70.00	119.00
	ELT	39	16.37	2.15	.49	15.34	101.54	10.00	19.50
	EL	32	16.26	2.18	.55	15.07	99.31	12.00	19.50
	Total	71	16.27	2.16	.52	15.20	100.52	10.00	119.00

(Row label "MARSI" spans the CR and bottom sections)

ELT Postgraduates' RC, CR, and MARSs

Null hypotheses one and two dealt with the relationship between ELT postgraduate participants' metacognitive awareness of reading strategies and their general RC, on the one hand, and CR on the other. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity of the research data. Having checked these assumptions, the relationship between ELT participants' perceived use of metacognitive awareness of reading

strategies, as measured by the MARSI, and their RC, as measured by the RC post-test, was investigated using Pearson Product-moment Correlation coefficient. Table 3 presents the results.

Table 3

Pearson Correlation of ELT Groups' MARSI Scores and Their RC

		RC	MARSI2
RC	Pearson Correlation	1	.451**
	Sig. (2-tailed)		.004
	N	39	39
MARSI2	Pearson Correlation	.451**	1
	Sig. (2-tailed)	.004	
	N	39	39
**. Correlation is significant at the 0.01 level (2-tailed).			

There was a moderate, positive correlation between the two variables, r = .45, n= 39, p < .005, with high levels of RC associated with high levels of perceived metacognitive awareness of reading strategies. Hence, the seventh null hypothesis is rejected. In order to find out how much variance ELT participants' MARSI and RC scores shared, the coefficient of determination was calculated and was found to be .20 showing that the participants' MARSs helped to explain about 20 percent of their RC scores.

The relationship between the same participants' perceived use of metacognitive awareness of reading strategies and their CR, as measured by the final post-test, was investigated through another Pearson Product-moment Correlation coefficient, the results are presented in Table 4.

Table 4

Pearson Correlation of ELT Groups' MARSI Scores and Their CR

Correlations			
		MARSI2	CR
MARSI2	Pearson Correlation	1	.362*
	Sig. (2-tailed)		.023
	N	39	39
CR	Pearson Correlation	.362*	1
	Sig. (2-tailed)	.023	
	N	39	39
*. Correlation is significant at the 0.05 level (2-tailed).			

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There was a moderate, positive correlation between the two variables, r = .36, n= 39, p < .05, with high levels of CR associated with high levels of perceived metacognitive awareness of reading strategies, rejecting the eighth null hypothesis. The coefficient of determination was found to be .13 indicating that 13 percent of the variance observed in ELT participants' CR scores could be explained by their MARSI scores.

The EL Postgraduates

The third and fourth research questions and null hypotheses were related to the relationship between the same research variables among EL postgraduates. Hence, primarily the correlations assumptions of normality, linearity and homoscedasticity were verified. Next, Pearson Product-moment Correlation coefficient was run on the participants'; MARSI and RC scores to answer the third research questions that addressed the relationship between EL postgraduate participants' RC and their perceived metacognitive awareness of reading strategies. It was investigated through as presented in Table 4.21.

Table 5

Pearson Correlation of EL Groups' MARSI Scores and Their RC

Correlations		RC	MARSI2
RC	Pearson Correlation	1	.898[**]
	Sig. (2-tailed)		.000
	N	32	32
MARSI2	Pearson Correlation	.898[**]	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

As shown in the Table, a strong, positive correlation was found between the two variables, r = .89, n= 32, p < .005, with high levels of RC associated with high levels of perceived metacognitive awareness of reading strategies, which rejected the second null hypothesis. Next, the shared variance in EL participants' MARSI and RC scores was checked through calculation of the coefficient of determination which was found to be .80 indicating the fact that 80 percent of the participants' RC scores could be explained by their awareness of MARSs.

Finally, the last research question addressed the relationship between EL postgraduates' metacognitive awareness and their retention of the course content. This question was answered running another Pearson Product-moment Correlation test, as illustrated in Table 4.22.

Table 6

Pearson Correlation of EL Groups' MARSI Scores and Their CR

		MARSI2	CR
MARSI2	Pearson Correlation	1	.194
	Sig. (2-tailed)		.286
	N	32	32
CR	Pearson Correlation	.194	1
	Sig. (2-tailed)	.286	
	N	32	32

The results display a small, positive relationship between the two variables, r = .19, n= 32, p > .05. Consequently, the given null hypothesis was verified, and the relevant research question was answered positively supporting a moderate and positive relationship between the two variables. This time, the coefficient of determination was found to be = .03 suggesting that merely 3 percent of the EL participants' CR scores could be explained by their MARSI scores.

Discussion and Conclusion

The findings substantiated positive and significant but weak correlations between both groups' MARSI scores and their content retention. As for RC, however, the correlation was found to be positive, significant and strong for EL students but weak for ELT students. The findings from the current study also lend support to those reported by Estacio (2013), Youssefi and Seifoori (2014) and Tavakoli (2014) who explored the overall pattern of metacognitive awareness of reading strategy use and reported positive correlations with RC.

The overall pattern of significant correlation found might be explicated in terms of the Flawell (1979) identification of three fundamental dimensions of metacognitive knowledge as the knowledge about the person, about the task, and about strategy. Knowledge about the person involves beliefs about intra-individual and inter-individual differences (Dornyei, 2005) as well as universals of cognition. Based on such beliefs, the participants seemed to have reached some basic

grasp of the effectiveness of some MRSs, e.g., selective attention to contextual clues, in enhancing their comprehension of what they were reading.

The postgraduate participants in the current study were assumed to have developed reading comprehension strategies and have learned how to apply them in order to grasp written input and cope with the plethora of materials they needed to cover during the course. However, the descriptive statistics indicated averages scores ranging from 93 and 96 out of 150. This is not high amply at postgraduate level where students need to strive to keep pace with the flow of information from the syllabus and the large body of literature available in books and online sources. The reported level of metacognitive awareness was sufficient to help them cope merely with general reading passages.

The content-specific materials, however, were slightly different since apart from concern with language, the participants had to attend to technical meaning as well. While it might seem intuitive that postgraduate students who possess strong strategy awareness would also exhibit high levels of content retention, there are several factors that can contribute to a weak correlation between strategy awareness and content retention in some cases.

First, the weak correlation between both groups' MARSs and CR could be substantiated in terms of the depth of understanding required for CR. Strategy awareness primarily focuses on the cognitive processes involved in reading comprehension, such as monitoring comprehension and applying relevant strategies. However, content retention also depends on the depth of understanding achieved through engagement with the material (Pressley, 2002). Simply being aware of strategies may not guarantee a deep understanding of the content necessary for retention. This is particularly true for postgraduate-level content which is often highly complex and requires advanced critical thinking skills for comprehension and retention (Kintsch, 1998). Even with strong strategy awareness, students may encounter challenges in retaining intricate details or synthesizing abstract concepts inherent in advanced academic texts.

What may fail even strategic readers in comprehending the text, according to Afflerbach et al., (2008, 2015), can be inconsistent use of strategies. For instance, they may be aware of the importance of summarizing but may struggle to effectively summarize complex content, leading to difficulty in retaining key information. This can be closely linked to metacognitive regulation or the ability to monitor and adjust one's cognitive processes during reading which plays a crucial

role in content retention (Efklides, 2011, Schunk & Zimmerman, 2012). Students who struggle with metacognitive regulation may have difficulty effectively implementing strategies in real-time, leading to discrepancies between strategy awareness and content retention. This, of course, as suggested by Baumeister and Vohs (2004), Gross (2015), Pintrich (2000), alludes to some association between self-regulation and strategic awareness. Typically, postgraduate students are supposed to have become at least partially self-regulated in their learning. Self-regulation encompasses a variety of processes and strategies that individuals use to manage their thoughts, emotions, behaviors, and actions in order to achieve goals or adapt to different situations. One type is cognitive regulation which involves regulating one's thoughts and cognitive processes through attention control, focusing attention on relevant information while ignoring distractions, cognitive flexibility, being able to shift between different tasks or perspectives, problem-solving, strategically approaching and solving problems by breaking them down into manageable steps, developing and implementing plans to achieve specific goals. Moreover, self-regulated learners can regulate their emotional responses, employ various techniques to modulate the intensity or duration of emotions like deep breathing, and manage their own stress.

Based on the research findings it can be concluded that postgraduate English students at the Tabriz Branch of Islamic Azad University, and probably in other universities, need metacognitive awareness-raising. This need should be taken into account by designing appropriate preparatory courses, like a two-credit Critical Reading Course, to help them promote their strategic RC before taking obligatory courses. Of course, the content of such courses should be selected with great care to match the levels and needs of the learners. Quite conceivably, the instructors and professors who are selected to teach such courses should have already achieved high levels of proficiency and strategic expertise to be able to create appropriate classroom conditions and procedures for learner development (Schoenfeld, 2015). Although quite an evident principle in many contexts, experience has shown that under some abnormal conditions, the less experienced instructors or professors are selected for preparatory courses, and this may spoil the whole process. The instruction process should also be closely supervised to maintain educational standards and compatibility of the practice with course objectives.

Last, but not least, learners at various levels of English proficiency need to acknowledge the role of strategies in managing their own learning. Under particular circumstances reorienting

instructional practice entails lengthy top-down procedures that make change virtually impossible. This is the case in the Iranian top-down educational system which does not allow direct negotiation between the decision-making authorities and the practicing teachers. The outcome is a farfetched view of reform. Hence, individual learners should take the initiative themselves and try to add a strategic component to their learning if they plan to go far in learning English.

The data regarding the participants' metacognitive awareness of reading strategies was obtained by administering a questionnaire. However, to get a more profound view of the transition in learners' metacognition, interested researchers are suggested to employ qualitative and interactive devices like interviews and think-aloud protocols to obtain a deeper understanding of the learners' metacognitive knowledge. Expanding the scope of the study to include other educational levels and backgrounds from more universities and educational centres can broaden our perspectives on the issues and offer insights on the extent to which RC, CR and MARSs are correlated.

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