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Degree of Master of Arts in English Translation Studies

The Relationship between Grammatical Proficiency and Translating Competence in Persian-English Translation

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ABSTRACT

This study is designed to survey the possible relationship between the knowledge of English grammar in learners of English language and their translation competence from Persian into English. Therefore, correlational analyses were conducted to determine the degree of the relationship. More over, based on the results of the TPTs, the frequency of different kinds of grammatical mistakes and errors were classified to answer the second question of the study.

In this research 30 subjects were selected and tested. They were at high level of TOEFL courses study and also were profecient in English, particularly English grammar. None of them had passed any courses in translation (niether in university nor in any institutets) and did not have any experience in Persian-English translation.

In so doing, two kinds of tests were administered to a sample of 30 subjects: a Multiple-Choice Grammar Test and a Translation Production Tests. Subjects are to translate from Persian into English. All needed vocabularies were glossed since only students' knowledge of grammar is of our primary interest in this study.

Regarding the first question of the study, the result indicates that, there is a significant relationship between language grammar proficiency and translating competence (0.89). Therefore, English language grammatical knowledge has a positive impact on Persian-English translating competence.

Regarding the second research question which focused on the classification of errors and mistakes done by subjects, the researcher has found out totally 780 errors and mistakes in TPT papers. Among them, errors regarding **Tense** (with the frequency of 245 about 31.23 percent) enjoyed the most and those related to the category of **Conjunctions** (with the frequency of 17: about 2.1 percent) included the least type of errors.

چکیده:

این تحقیق به منظور بررسی تأثیر دانش دستوری زبان انگلیسی بر توانایی ترجمه فارسی به انگلیسی در دانشجویان مؤسسات عالی و آموزشگاههایی است که دوره های آموزشی TOFEL و IELTS را برگزار می نمایند .

بدین منظور سؤالات طرح شده در این تحقیق به قرار زیر می باشند ؟

۱- آیا رابطه معناداری میان دانش دستوری زبان انگلیسی و ترجمه فارسی به انگلیسی دانشجویان

مؤسسات عالی آموزش زبان انگلیسی وجود دارد ؟

۲- دانشجویان در ترجمه فارسی به انگلیسی متون معمولاً با چه نوع خطاهایی در دستور زبان انگلیسی

روبرو هستند ؟

روش تحقیق :

از میان ۵۷ دانشجوی مورد مطالعه ۳۰ نفر توسط یک امتحان گرامر (آیلس) با ۴۵ سؤال ۴ گزینه ای انتخاب شدند و در جلسه بعد از آنها خواسته شد تا دو متن فارسی که روی هم رفته ۵۰۰ کلمه بود را به زبان انگلیسی ترجمه کنند .

یافته ها :

بر اساس اطلاعات آماری بدست آمده از دو امتحان فوق (بخش دستوری آیلس و امتحان ترجمه کتبی) وجود تأثیر مثبت دانش دستوری بر توانایی ترجمه اثبات گردید و نشان داده شد که کسانی که در دستور زبان مقصد تسلط بیشتری دارند در ترجمه به زبان مقصد نیز توانمند تر هستند . همچنین نتایج بدست آمده حاکی از آن بودند که بیشترین خطاهای ترجمه ای دانشجویان در گرامر انگلیسی

Tense و کمترین خطاهای موجود به Conjunction ها مربوط می شوند .