

عنوان مقاله:

Exploratory-cumulative vs. Disputational Talk on Cognitive Dependency of Translation Studies: Intermediate level students in focus

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نویسندگان:

Samaneh Yazdani - *Department of English, Isfahan (Khorasgan Branch), Islamic Azad University, Isfahan, Iran*

Hossein Heidari Tabrizi - *English Department, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran*

Azizeh Chalak - *English Department, Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran*

خلاصه مقاله:

The present study set out to determine the effect of implementing exploratory-cumulative talk in comparison to disputational talk on cognitive (meaning development and organization of thought as well as problem solving ability) dependency of intermediate level students in translation studies. In order to achieve the objectives of the study, a quasi-experimental-pretest-posttest-statistical study was conducted in which ۶۳ linguistically homogeneous B.A students in translation studies at the IAU-Shahreza branch, in experimental and control groups were the participants. Administering cognitive dependency questionnaire before and after implementing the treatment, exploratory-cumulative talk, helps the researcher to find out the possible effect of it against the control group, disputational talk, in translator training courses. The results of the data analysis indicate that the difference between the posttest mean scores of the experimental and control groups do not reach statistical significance. However, by conventional criteria, the difference between the pretest and posttest scores of the experimental group was considered statistically significant by large effect size. The application of the present study findings in translator training courses may pave the way for translation teachers and translation students to follow more fruitful approaches.

کلمات کلیدی:

Cognitive dependency, disputational talk, Exploratory-cumulative talk, translator training courses

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