

عنوان مقاله:

On the Pedagogical Dependency of Iranian Translator Translator Training Program Students :Exploratory-Cumulative vs. Disputational Talk in Focus

محل انتشار:

دهمین کنفرانس بین المللی مطالعات زبان، ادبیات، فرهنگ و تاریخ (سال: 1400)

تعداد صفحات اصل مقاله: 16

نویسنده:

Samaneh Yazdani - Ph.D., Department of English, 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 the pedagogical dependency of intermediate level students in translator training program. In order to achieve the objectives of the study, an experimental-pretest-posttest-statistical study was conducted in which ۶۳ linguistically homogeneous undergraduate students majoring in translator training program at Islamic Azad University (IAU), in exploratory-cumulative talk and disputational talk groups were the subjects. Administering the pedagogical dependency questionnaire helps the researcher to find out the possible effect on translator training courses. The results of the data analyses showed that the difference between the posttest mean scores of the exploratory-cumulative and disputational groups reached statistical significance. That is, implementing exploratory-cumulative talk would affect the pedagogical dependency of the senior students of the translator training program significantly. The findings of the study might help translation teachers as well as syllabus designers to decide how to provide and manage a proper setting and content of classroom interaction and uncover what lies beneath a language issue or a problem. Therefore, in translator training courses, it may pave the way for translation teachers and indeed translation students to follow more fruitful approaches to make complementary affordances of working in more symmetric .(contexts (group work), and asymmetric ones (teacher intervention in group work or whole-class discussion

کلمات کلیدی:

Disputational Talk, Exploratory-Cumulative Talk, Pedagogical Dependency, Translation Teaching , Translator Assessment.

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1438165>

