

Improving Technical Translation Ability of the Iranian Students of Translation Through Multimedia: An Empirical Study

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Abstract : Multimedia-assisted teaching results in eliminating traditional training barriers, facilitating the cognition process and upgrading learning outcomes. This study attempted to examine the effects of implementing multimedia on teaching technical translation model and on the technical text translation ability of Iranian students of translation. To fulfill the purpose of the study, a total of forty-six learners were selected out of fifty-seven participants in a higher education center in Tehran based on their scores in Preliminary English Test (PET) and were divided randomly into the experimental and control groups. Prior to the treatment, a technical text translation questionnaire was devised and then approved and validated by three assistant professors of technical fields and three assistant professors of Teaching English as a Foreign Language (TEFL) at the university. This questionnaire was administered as a pretest to both groups. Control and experimental groups were trained for five successive weeks using identical course books but with a different lesson plan that allowed employing multimedia for the experimental group only. The devised and approved questionnaire was administered as a posttest to both groups at the end of the instruction. A multivariate ANOVA was run to compare the two groups' means on the PET, pretest and posttest. The results showed the rejection of all null hypotheses of the study and revealed that multimedia significantly improved technical text translation ability of the learners.

Keywords : multimedia, multimedia-mediated teaching, technical translation model, technical text, translation ability

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