Research Paper

The Effect of GBI Training on Translation Ability of Translation Students in Mazandaran Province Based on Pak's Analytical Framework

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Abstract

The purpose of this study was to investigate the effect of Genre-Based Instruction (GBI) on Iranian Translation students' translation ability. In this study, 60 students of intermediate level were selected randomly and assigned to two groups, experimental and control groups. The pre-tests of translation were administered to both groups. The test was designed to afford a potential measure of learners' translation quality. While the participants in the experimental group were trained to translate through genre-based translation, the participants in the control group received translation instruction just through mainstream translation activities. After providing the specific instructions, both groups received a translation post-test. The results of test scores, rated by two raters, were compared to ascertain the effective instructional treatment. Upon reviewing the results of the paired samples t-tests, it was revealed that both types of instruction were significantly effective in improving the Iranian translation learners' translation ability. However, the results of the independent samples t-test showed that the experimental group significantly outperformed the control group after the intervention, indicating that using the GBI was quite successful in enhancing the students' translation quality. The findings of this study offer some theoretical and pedagogical implications for teachers, translator educators, curriculum and material developers, and policymakers in an EFL context.

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1 INTRODUTION

Translation is transferring message from one language (Source Language (SL)) to another language (Target Language (TL)). The purpose of translating is to convey the original tone and intent of the message, taking into account the cultural and regional differences between the SL and TL. Nowadays, the study of translation has been developing. The use of translation, as one of the means of communication in new era, has become almost a part of the routine of human's life in various ways. Meanwhile, more specialized translations require a deeper look, which depends on understanding the different aspects of a text and translating it. Translation is, above all, a process of text reproduction, during which a Target Text (TT) is produced to fulfill its specific purpose. In many cases, such equivalence might not be obtained and sometimes may not even prove to be a desirable goal in translation across cultures and languages.

One of these aspects is the genre, which seems to have significant effect on translation. It can be said that one of the main problems in translation is not knowing and understanding the genre of the Source Text (ST), which can eventually lead to not seeing the final message latent in the text. It lies hidden in the text and causes the message of the ST not to be conveyed correctly. A chosen TL-form may well be correct according to the rules of the language system. However, this does not necessarily mean that the text, as a whole, appropriately fulfils its communicative function in the TL-situation and culture (Schäffner, 1999). In such a prospective view of translation, the structure and the actual linguistic make-up of the TT then are determined by the SL, and more importantly, by other various factors such as "the intended purpose and function of the TT, the text-typological and/or genre conventions, the addressee's background knowledge and their communicative needs"(Schäffner, 2000, p. 2). One of the new forms of translation study is genre-based translation. It is a translation created based on a specific use of language. Genre-Based Instruction (GBI) for translators can be one of the solutions to this problem that has not been addressed much in the Iranian translation community. Accordingly, taking translation into account, Choi (2010) believes that familiarity with genre, text typology and rhetorical organization of discourses will help language learners and users both theoretically and practically. Since the source discourse is highly conventionalized and rhetorically and structurally organized, translators may fail to pinpoint these rhetoric and conventions, and as a result, bring an inadequate translation into life. Choi (2010) also believes that it is important for a translator to enjoy an adequate amount of particular knowledge on the particular genre features in the SL and TL because this knowledge is a necessary criterion for evaluating the quality and equality of translation. The importance of genre knowledge has been underscored by many researchers. However, the GBI consciously applies genre and genre analysis theories to classroom teaching and carries out teaching activities around the schematic structure of discourse. Its fundamental aims are: 1) to guide students to master the different communicative purposes and discourse structures belonging to different genres; 2) to make students realize that discourse is not only a linguistic construction but also a social construction of meaning; 3) to guide students to master the schematic

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structure of discourse; 4) to help students to understand the construction process of discourse; and 5) to comprehend and write discourse in a particular genre.

One of the most important aspects of the genre-based theory deals with move analysis, initiated by Swales (1981, 1990), to investigate academic genres, and introduced later in professional settings (Bhatia, 1993). It is concerned with the identification of rhetorical moves in a genre, which is regarded as a recognizable communicative event "characterized by a set of communicative purposes" (Bhatia, 2004, p. 23). Rhetorical moves, which are definable and largely predictable functional components in a text (Biber et al., 2007, p. 32), take effect in various ways to realize the communicative purpose of the genre. Originally, the move analysis was used to identify the rhetorical pattern of a genre to provide practical guidelines for genre writing (Flowerdew, 2015, p. 102; Swales, 1990). With further developments, the move analysis, combined with other methods such as lexica grammatical analysis (e.g., Bhatia, 2008) and a corpus-based approach (e.g., Upton & Cohen, 2009), have been considered as a useful method to explore the functional and communicative aspects of a genre which can contribute to providing insights into the genre nature (e.g., Bhatia, 2008, p. 172). In the structural analysis of a genre, moves are often categorized into two types: obligatory move and optional move; the former is a core and essential element used to achieve the main communicative purpose of the genre, and the latter is a complementary element enhancing the communicative effects (e.g., Bhatia, 1993; Henry & Roseberry, 2001; Swales, 1990). Obligatory moves are considered as elements which determine the nature of a genre (Hasan, 1989, p. 62), "in the absence of which the text would not be interpreted as the genre to which the text belongs" (Ansary & Babaii, 2005, p. 215).

The main theoretical model of this study is Pak's analytical framework (1998) which consists of 6 moves as follows: move one: head, move two: preparatory comments, move three: main topic, move four: main thesis, move five: analysis, and move six: directive. The first move is the title, the one that establishes a theme around which the translation is centered. The second move is the preparatory comment which is a kind of writing that prepares the mind of the readers for the things to be followed. The third move is the main topic which is the central topic or issue discussed in the translation. The fourth move is the main thesis which summarizes the position of the translation on the main topic. In other words, the main function of translation is to present the translator's view on a particular issue, which is performed through this move. The fifth move is analysis or argumentation which provides the reader with more explanations on the main topic and main thesis through different steps. Finally, there is the last move which presents a restatement of the main thesis or a summary of the elaboration on the main topic. The directive may also be a prediction or recommendation.

Duff contends that translation tasks provide training in accuracy, grammatical complexity and flexibility of language. Also, the results of the study may help teachers to understand the possible positive effects of the GBI for translation teaching. If learners are going to be able to render high quality translation and become a member of academic community, they need to familiarize themselves with the writing conventions in translation field. To achieve this, the GBI

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seems to be a great way to help teachers to illustrate particular aspects of language usage as it is practiced in real professional settings. Policy makers may also need to invest more on formulating policies which help teacher education courses financially and pedagogically to conduct teacher education courses on GBI and its efficacy for translation field. Such courses can better support teachers to apply the GBI for translation instruction. The purpose of this study is to assess the impact of the GBI on the translation ability of the senior Translation students in Mazandaran Province to see if it is a viable teaching method to help EFL Translation students improve their translation quality and make themselves familiarized with various field-specific genres assisting them at practical translation endeavors. Thus, this study partly focuses on translation as an important and independent field of study in applied linguistics. In addition, although the GBI has been applied to teach many features of language skills, yet the effect of this method to instruct translation remained somehow underexplored. Therefore, it is well worth trying to understand the effect of the GBI on the Iranian learners' translation quality.

Translation competence of learners is the dependent variable of the study and GBI is the independent variable. Functionalist and communicative approaches began to emerge in translation studies in the 1970s, going beyond the traditional narrow linguistic approach. Translations were then examined from the perspective of genre or text type with specific genre features and communicative purposes. Translation, as one of the means of communication in the new era, has become almost a part of the routine of human's life. Meanwhile, more specialized translations require a deeper

look, which depends on understanding the different aspects of a text and translating it. Translation is, above all, a process of text reproduction, during which a TT is produced to fulfill its specific purpose. Translation seemed to have witnessed a shift within theory and practice from an overall concern with equivalence between the ST and TT to a recognition of the need for adaptation to the target situation and purpose (Trosborg, 1997). In many cases, such equivalence might not be obtained and sometimes may not even prove to be a desirable goal in translation across cultures and languages. In such a prospective view of translation, the structure and the actual linguistic make-up of the TT then are determined by the ST and also other various factors such as "the intended purpose and function of the TT, the text-typological and/or genre conventions, the addressee's background knowledge and their communicative needs" (Schäffner, 2000, p. 58). The GBI can be one of the solutions to this problem that has not been addressed much in the Iranian translation community. Accordingly, taking translation into account, Choi (2010) believes that familiarity with knowledge about genre, text typology and rhetorical organization of discourses will help language learners and users both theoretically and practically. Since the source discourse is highly conventionalized and rhetorically and structurally organized, translators may fail to pinpoint these rhetoric and conventions, and as a result bring an inadequate translation into life. Choi (2010) also believes that it is important for a translator to enjoy an adequate amount of particular knowledge on the particular genre features in the SL and TL because this knowledge is a necessary criterion for evaluating the quality and equality of translation. Therefore, the present study is

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an attempt to answer to the following question:

RQ: Does GBI have any significant effect on Iranian Translation students' translation ability?

H0: GBI has no significant effect on Iranian Translation students' translation ability.

2 LITERATURE REVIEW

Today translation is the best way for rendering information among people and nations all over the world. The quality of a translated text as realized in performance is a reflection of the translator's competence (Campbell, 1998, p. 8). While translation competence is measured through performance, translation performance is judged through criteria of assessment. House's definition of "good" translation is "one that does not read like one", (1997, p. 12). To Lauscher (2000, p. 151), a translation is "deemed good if it achieves optimum equivalence". However, Maier (2000, p. 139) argues that a definition of what constitutes "good" translation, whether as admirable as House's model or not, is perhaps a more abiding concern when approaching literary, rather than non-literary translations. Hatim and Mason (1997, p. 197) stress the need to distinguish between the activities of assessing the quality of translations (e.g. House, 1982), translation criticism and translation quality control on the one hand, and those of assessing performance (e.g. Nord, 1991, pp. 160-163) on the other. Their distinctions can be clarified by Hartley's (1991, p. 56) own differentiation between translation for professional purposes and academic purposes. He believes a professional translation is the translated text that enters into a network of existing texts and is different from translation for academic purposes. In his view, this type of translation is an ill-defined activity in which students are instructed to translate a short extract of text for an unspecified purpose or person into the TL (ibid.) Different methods and strategies are used to improve the quality of students' translations, but there are still problems in rendering the message.

Of particular interest and complexity is the Genre-Based Approach (GBA) L2 classroom. The GBA was first developed in the 1980s as a teaching method based on genre identification. It consciously applies genre and genre analysis theories to classroom teaching and carries out teaching activities around the schematic structure of discourse. Its fundamental aims are: 1) to guide students to master the different communicative purposes and discourse structures of discourse belonging to different genres; 2) to make students realize that discourse is not only a linguistic construction but also a social construction of meaning; 3) to guide students to master the schematic structure of discourse; 4) to help students to understand the construction process of discourse; 5) and to comprehend and write discourse in a particular genre. Although genre refers to a category, type, kind or style in the dictionary definition of the Oxford Advanced Learner's Dictionary (2005), a variety of genre classifications and conceptualizations are found in its applications. The term genre has been employed to categorize literary writing, e.g., ballads, novels, plays, poems, prose, and short stories since the 1960s (Abdullah, 2009). Swales (1990) defined genre as "a set of communicative events the members of which share some set of communicative purposes" (p. 58) in the social and cultural context of speech and writing.

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Genre analysis and genre have generally been less prominent in Translation Studies compared to linguistics. However, they have gained importance since the 1990s and the terms "genres" and "text types" have been frequently and interchangeably used by translation scholars since then. Text types appear in Holmes's map of translation studies as one of the strands within 'pure' theoretical translation studies, i.e., 'text-type (or discourse-type) restricted theories', which study translations within specific domains, such as legal translation or medical translation (Holmes 2004, p. 187). Translation-related research into text types coincides with the emergence and growth of the discipline of translation studies in 1970s. Functional theories of translation have also been considered in Germany, especially in Katharina Reiss's work (2000[1971]) on text types (Texttyp) and text varieties (Textsorte), which correspond to Anglo-Saxon genres (cf. Schäffner 2002, p.4), in the context of translation criticism. Reiss argues that a text type is the primary determinant of translation strategies (though not the only one) (2000, p. 17). The relation between text types and translation strategies was observed by St. Jerome as early as in the 4th century A.D. Jerome noted that nonreligious texts should be translated more freely than religious texts (Chesterman 1997, p. 23). Reiss's work is based on Bühler's three functions of language, which she relates to the following text types: informative/content-focused (communication of facts, i.e. a press release), expressive/form-focused (aesthetic, creative content, i.e. a poem), operative/appeal-focused (persuasive content, i.e. an advertisement), and audio-medial (a complementary 'hyper-type' — audiovisual texts). According to Reiss, translations should respect the function of the ST type. Thus, translations of informative texts should completely transfer the information content of the ST ('invariance'), translations of expressive texts should transfer the artistic aspects of the ST, and translations of operative texts should have the same psychological effect on the target readers' behavior as the ST readers (Reiss, 2000, pp. 24-47).

With genre being one of the main analytical tools in discourse analysis, the growing interest in genre (rather than text type) was a natural consequence of the application of discourse analytical methods to translation studies in the late 1980s and 1990s (Hatim & Mason, 1990, 1997; James, 1989; Neubert & Shreve, 1992; Trosborg, 1997, 2002). James was among the first to promote the use of the concept of genre in translation studies, in particular in translator training (1989). The application of genre analysis to translation intensified, following rapid developments stimulated by seminal books within the English for Specific Purposes approach by Swales (1990, 2004) and Bhatia (1993, 2004). The growing interest in research on genres was confirmed by Zhang et al.'s bibliometric study of discourse-analysis research on translation in eight major translation journals in the period 1990-2013. The study shows that interest in genre and register analysis peaked between 1996 and 2005, before being overtaken by interest in such extralinguistic factors as power, ideology and context (2015, p. 229). Overall, the 1990s mark a shift in research into cross-linguistic differences between comparable genres in the SL and TL, especially for specialized translation purposes.

GBI is one of the methodologies used in the classrooms for different purposes. Studies shows that this model can be

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beneficial in improving the translation abilities of the learners. Li Yongqing (2013), who studied genre-based translation in hotel advertisement texts in Malaysia aimed to use a GBA to explain the use of advertising language in hotel advertisements in Malaysia to attain their objectives. Their findings showed the usefulness of this method.

Dabaghian and Soleimany (2013) applied Baker's (1992) taxonomy to a task of translation of literary texts. This study aimed at evaluating the Persian translation of an English literary text, namely, Animal Farm, written by George Orwell and translated by Ali Akbar Akhondi. After a brief discussion on literary translation and its relevant issues, they evaluated the Persian translation of George Orwell's Animal Farm on the basis of Baker's taxonomy of translation in which five levels of equivalence were recognized: on the word level, above the word level, on the grammatical level, on the textual level and the pragmatic level. Finally, a conclusion was drawn based on the assessment of the Persian translation of Animal Farm and frequencies and percentages were reported in terms of those five levels of equivalence.

Hafizi (2011) has also conducted a translation quality assessment research on two English translations of Sadegh Hedayat's "Boof Koor" by Bashiri and Costello based on Julian House's (2001) model. In their study, five raters evaluated these translations based on House's model and their own experiences as translators. The results of their assessments showed that Bashiri's work was valuable, but Costello's translation was more appropriate because it kept track of the original work quite faithfully.

Ornella (2011) presented an analysis of the abstracts from research articles found in Linguistics and Translation Studies journals. He first presented some theoretical background on discourse community and genre analysis, and then showed the analysis carried out on 18 abstracts, 6 written in English, 6 in Portuguese and 6 being their translations into English. The analysis aimed at verifying whether the rhetorical patterns of organizations and the moves found in abstracts coincide with those proposed by Swales (1993) in his study of research articles and introductions. Besides, it was intended to identify the verb tenses and voice preferably used in this kind of text as well as mechanisms used to indicate presence or absence of the writer in the text. The analysis revealed that the rhetorical patterns and some moves proposed by Swales are found in abstracts in a different order. It was also shown that there is a high occurrence of present simple tense and active voice in all moves while passive voice occurs only occasionally. It was argued as well that the absence of the writer is a distinctive feature of scientific discourse and it is obtained by means of passive voice and typical statements used as resources to avoid the use of personal pronouns.

Taking the above-mentioned review of the related literature into account, this study intended to employ a genre-oriented method to academic translation of students majoring in translation. More precisely, the purpose is to unravel part of the problems concerning translation in EFL settings to pave the way for a high-quality transmission of information from the SL to the TL.

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3 METHOD

3.1 The Design of the Study

In an attempt to investigate the effectiveness of the GBI on the Iranian EFL Translation students' translation ability, this study used a quasi-experimental research design. In doing so, 60 participants were selected through OPT and assigned as the experimental group and the control group. Before the treatment sessions, both groups received a pre-test of translation. Then, they were both instructed translation via various methods. Translation quality was the dependent variable of the study and GBI was the independent variable. While the participants in the experimental group were trained to translate through Genre-oriented method, the participants in the control group received translation instruction just through mainstream translation activities. After the specific instruction for each group using Pak's model, both groups received the post-test. The design of the present study is illustrated below through schematic representation, where G1 and G2 represent the study groups, T refers to the pre- and post-tests, X1 represents the GBI of translation and X2 refers to the mainstream translation instruction method.

G1 E: T X1 T

G2 C: T X2 T

Figure 1. The design of the present study

3.2 Participants

The target population of the study consisted of Translation students who have been studying at several universities in Mazandaran Province. Subjects were both male and female selected by OPT as the intermediate level with scores between 120 and 140. There were thirty members in each group, the experimental group (Female: 23, Male: 7) and the control group (Female: 20, Male: 10). Their translation ability was at the intermediate level based on the mean pre-test scores and it was hypothesized that it would improve through the GBI.

3.3 Instruments

To collect the necessary data for the study, two instruments were used, consisting of two samples of reading passages selected from Longman Preparation course for TOEFL (Philips, 2006) and Pak's analytical framework (1998) for translation quality assessment.

3.3.1 Reading passages selected from Longman Preparation course for TOEFL (Philips, 2006)

Four reading passages on various topics were selected by the researcher from Longman Preparation course for TOEFL (Philips, 2006) to be translated by the learners. These passages were used as the pre- and post-test of the study to measure the learners' translation ability with some rearrangement of passages in each measurement.

3.3.2 Pak's analytical framework

The theoretical model for translation instruction and assessment is Pak's analytical framework (1998) consists of 6 moves as follows: move one: head, move two: preparatory comments, move three: main topic, move four: main thesis, move five: analysis, and move six: directive. The first move is the title, the one that establishes a theme around which the

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translation is centered. The second move is the preparatory comment which is a kind of writing that prepares the mind of the readers for the things to be followed. The third move is the main topic which is the central topic or issue discussed in the translation. The fourth move is the main thesis which summarizes the position of the translation on the main topic. In other words, the main function of translation is to present the translator's view on a particular issue, which is performed through this move. The fifth move is analysis or argumentation which provides the reader with more explanations on the main topic and main thesis through different steps. Finally, there is the last move which presents a restatement of the main thesis or a summary of the elaboration on the main topic. The directive may also be a prediction or recommendation.

3.4 Procedures for Data Collection

The present study took place in three general phases, namely *before* the instruction phase, *during* the instruction phase, and *after* the instruction phase. In the first phase, after laying the ground for the study and selecting the samples through OPT, the participants were randomly assigned into one experimental and one control group, 30 in each group. All the subjects of this study were pretested on translation measure. Therefore, in the first step of the study, a pre-test which consisted of Longman Preparation course for TOEFL reading texts (2006) were taken and the participants were asked to translate those texts into Persian. The scoring of tests (both pre-test and post-test) was according to inter-rating procedure. Then the participants in the experimental group had ten sessions of GBI. The GBI model in

this study was based on Pak's analytical framework (1998) and its moves. Therefore, based on this model, the genre analysis for translating various genres were divided into the following steps. (1) Outline the contextual variables of the genre. Contextual variables include the purpose of the communication, the type of scene, the thematic event, the communication media and the participants in the communication event. (2) Establish a schematic structure for the certain genre. (3) Discuss in groups the communicative purpose of the certain genre. (4) Discuss in groups and analyze the features of each speech step on three levels: functional, interpretative and linguistic. (5) Summarize the general features of the genre. (6) Practice translating into that certain genre. After the treatment sessions, the participants were asked to take a post-test and translate alternative texts from Longman Preparation course for TOEFL (2006) and finally, Pak's analytical framework was used to calculate the frequencies of different moves in translations in English forms and their Persian translation equivalents. Eventually, to see whether the Persian translations matches the English texts in terms of genre features, the statistical analysis was conducted.

3.5 Data analysis

In this study, descriptive and inferential statistical procedures were used. Paired-samples t-tests were used to see how much each group improved from pre- to post-test measures, and an independent-samples t-test was applied to see which group outperformed the other in translation. The statistical analysis was done in the SPSS Software (version 24).

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4 RESULTS

Table1 indicates the descriptive statistics of the experimental group. The mean value of the translation for the experimental group before the instruction is 12.47 (SD=1.14), while the mean for the experimental group after the instruction is 16.68 (SD=1.20). It was found that the experimental group's performance on translation improved after the treatment.

Table 1 *Descriptive statistics for experimental group*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	12.47	30	1.14	.31
Post-test	16.68	30	1.20	.22

As table 2 shows the descriptive statistics of the control group of the study. The mean for the control group before the instruction is 12.30 (SD= 1.85), while its mean value after the treatment is 14.51 (SD=1.93).

Table 2 *Descriptive statistics for control group*

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	12.30	30	1.85	.21
Post-test	14.51	30	1.93	.24

Table 3 illustrates the descriptive analysis of the experimental and control groups for the post-test scores of translations. As the table presents, the experimental group outperformed the control group in post-test with the mean value of 16.68, and with a standard deviation of 1.20 for the experimental group. However, the mean value of the control group of the study in the post-test is lower than that of the experimental group (Mean=14.51, SD=1.93).

Table 3 *Descriptive statistics for both groups*

	Mean	N	Std. Deviation	Std. Error Mean
PostEX	16.68	30	1.20	.22
PostCONT	14.51	30	1.93	.24

To investigate whether the difference between the groups is significant, the results of the t-tests are presented and discussed to find the effectiveness of using the GBI on the Iranian translator learners' translation ability. The inferential analyses of the data for testing the research hypothesis have been summarized in the tables below.

Table 4 summarizes the inferential analysis of the data before and after

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translation instruction for the experimental group of the study.

Table 4 *Paired-samples t-test for experimental group*

	Paired Differences					
	Mean	Std. Deviation	Std. Error	t	df	Sig. (2-tailed)
Paired1 EX Pre-test-Post-test	4.21	1.02	.18	3.15	29	.000

A paired-samples t-test was conducted to evaluate the impact of instruction on students' scores before and after the treatment on the translation measures. As shown in Table 4, there was a statistically significant increase in translation scores from pre=test to post-test for the GBI group, t (=3.15, P= .000 <. 0005 (two-tailed). The observed-t is greater than the critical-t. Therefore, the GBI of translation improved the Iranian translation learners' translation ability.

Table 5 summarizes the results of the paired samples t-test for the control group before and after classroom-based translation instruction.

Table 5 *Paired-samples t-test for control group*

	Paired Differences					
	Mean	Std. Deviation	Std. Error	t	df	Sig. (2-tailed)
Paired1 CONT Pre-test-Post-test	2.21	.97	.17	20.29	1.10	.000

As the table shows, there was not a statistically significant increase in translation scores from pre-test to post-test, t (1.10) =20.29, P= .000 <. 0005 (two-tailed) .The observed-t is less than the critical-t. Hence, there was no significant improvement from pre-test to post test for this group

Further statistical analysis was done to examine whether there were significant differences between the two groups in terms of their translation.

Since the two groups of the study were of the same level based on the OPT result, there could not exist any noticeable pre-existing differences between their translation abilities. Therefore, an independent-samples t-test was conducted between the post-test translation scores of the groups to see whether or not there exist any significant differences between the two groups in terms of their translation quality after the instruction.

Table 6 summarizes the inferential analysis of the post-test scores for the control and experimental groups.

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Table 6 *Independent-samples t-test for the post-tests of both groups*

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig	t	df	Sig.(2-tailed)	Mean Difference
Equal variances assumed	15.51	.165	17.11	58	.000	2.17

An independent-samples t-test was conducted to examine the effect of the GBI on the Iranian learners' translation. The Sig value for Levene's test is larger than .05 (.165), then the first raw in the table should be used, which assumes equal variances. The results showed that there was a significant difference in the scores of the control group and experimental group (t = 17.11, p = .000). Overall, to answer the research question of the study, it can be concluded that the experimental group performed significantly better than the control group in the post-test measures of translation which indicates the effectiveness of using the GBI on the Iranian EFL learners' translation.

5 Discussion

This study aimed at gathering data on the effects of the GBI on the Iranian Translation students' translation ability. The study started with homogenizing the participants through OPT and then randomly assigning them to two groups as the experimental and control groups. A pre-test post-test design was used and the data were used for statistical analysis.

The results were presented in two main sections: first, the procedures whereby the data were analyzed descriptively and elaborated on; second, the results of the inferential analysis of the study were discussed. Both sections took advantage of illustrations such as tables to provide a more clear-cut image of what were obtained. The results of the test scores were compared for both groups to ascertain whether or not the instructional treatment had been effective. It was concluded that the participants of the experimental group who received the GBI outperformed the control group significantly on the post-test measures of translation. This finding is in accordance with some other studies undertaken in other contexts (Bhatia & Nodoushan, 2015; Fu, 2018; Huang, 2004; Li, 2013; Li & Xu, 2018; Upton & Cohen, 2009). It also confirms Paltridge (2000, p. 1) who acknowledges "the increasing attention to the examination of genres people use in professional communication". The results are in line with Flowerdew 's findings (1993) who outlined the advantages of a GBA regarding linguistic variation across professional genres and stated that, by raising awareness of such variation, learners identify functional aspects of disciplinary discourses and become proficient users of the different genre types. Our findings are also in line with Flowerdew (2000) who recommends the use of a genre-based framework to teach organizational structure in academic writing as she claims it helps raise awareness of the rhetorical conventions and generic features, thus setting the grounds for more realistic genre-based methodologies in ESP teaching.

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The results we obtained agree with the study conducted by Li Yongqing (2013) who investigated the effect of genre-based translation on hotel promotional text in Malaysia and found the usefulness of this method. The results of this study also confirm Dabaghian and Solimany's findings (2013) who applied Baker's (1992) taxonomy to a task of translation of literary texts to evaluate the Persian translation of an English literary text, namely, Animal Farm, written by George Orwell and translated by Ali Akbar Akhondi. Hafizi's study (2011) on two English translations of Sadegh Hedayat's "Boof-e Koor" by Bashiri and Costello based on Julian House's (2001) model is also in line with our findings. Moreover, this research is in agreement with Ornella (2011) who presented an analysis of abstracts from research articles found in Linguistics and Translation Studies journals verifying whether or not the rhetorical patterns of organizations and the moves found in the abstracts coincide with those proposed by Swales (1993) and confirmed that providing learners with affective GBI would encourage them and exert immediate impact on their translation quality. Therefore, the GBI can be used an influential strategy in translation classes and other related situations

6 CONCLUSION

This study aimed to investigate the impact of instruction through genre-oriented method. The outcomes of the study indicate that implementing the GBI is an effective way of improving the Iranian learners' translation ability as this method is more engaging than the traditional ones and is in fact a kind of rethinking in the way translation is taught to university students. The findings of this study offer many vital theoretical and pedagogical implications for teachers, translator educators, curriculum and material developers, and policymakers in an EFL context. In terms of methodological implications, this study has shown how the GBA of translation can contribute to translation studies. However, the limited number of the learners in the current study was a major limitation which the researcher had to cope with. Therefore, the power of the analysis was weaker than desired leaving a possibility of a type II error of analysis which may limit the generalizability of the findings. Thus, further studies should be conducted with a greater number of participants. On the basis of the limitation and delimitation of the study, further studies are suggested to be conducted with a greater number of participants with different ages and levels in various settings and contexts to see if such kind of training would still be beneficial to those other groups.

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