The Impact of Applying Lexical Equivalent Corpus on Iranian Translator Trainees' Achievement in the Translation of Compound-Complex Sentences

Marzieh Din Mohammad[1] * , Maryam Niami[2] , Majid Fattahipoor[3]

[1]Islamic Azad University: Parand Branch

[2]Islamic Azad University: Parand Branch

[3]Islamic Azad University: Parand Branch

A R T I C L E   I N F O

A B S T R A C T

Objective: The present study was an attempt in order to explore the effect of applying lexical equivalent corpus on Iranian translator trainees' achievement in the translation of compound-complex sentences. **Methodology:** To perform this, some Iranian translator trainees were selected to participate in this research study. In order to evaluate the translator trainees' achievement in the translation of compound-complex sentences, the researcher asked the participants to fill out a questionnaire. **Results:** After that, the raw data were collected and analyzed through appropriate statistical tests. **Conclusion:** Obtained results revealed that applying lexical equivalent corpus did have significant effect on Iranian translator trainees' achievement in the translation of compound-complex sentences.

1. Introduction

1.1. Statement of the Problem

The present study aimed at impact of applying the lexical equivalent corpus on English as a Foreign Language (EFL) students' translation achievement on compound-complex sentences. To this end, a quasi-experimental design was used in the study. Lexical corpus is considered as the independent variable and the trainees' translation achievement as the dependent variable. A total of 110 trainees were selected based on their achievement on the placement test administered initially and then randomly assigned into two groups, self-selected topic group (SST) and teacher-assigned topic group (TAT). An independent-samples t test was conducted to compare the scores for the two groups. Findings of the study indicated a significant difference in the achievement of the trainees who wrote on their self-selected topics and for those who wrote on a trainer-assigned topic.

Although the issue of self-selection has been discussed in teaching reading skills, in rare cases, however, some studies focused on the issue of lexical equivalent corpus in interpreting or translating. Although some teachers might raise questions that indicate a deep rooted concern as to whether a steady diet of self-selection will result in competence that transfers to other translating tasks, many teachers firmly committed to the idea that students' translating should be based on self-selected topics.

Adolphs and Schmitt (2003) compared the level of student's knowledge on lexical corpus in topics they wanted to write about (ask topics), on topics they did not want to write about (don't-want topics), and on topics the teacher chose (teacher topics). The results of their study indicated that students had significantly more knowledge on the want topics than on the teacher topics. They claimed that their findings demonstrated the significant role of content knowledge on the translating process and topic choice adding support to students' self-selection of translating topics. an experimental study, Adolphs and Schmitt (2003) investigated the effect of topic selection (teacher-selected topics vs. student-selected topics) on participants' fluency in writing. SPSS results of the study indicated that topic selection did influence the overall fluency (as measured with a general fluency index) of trainees' translating when

they selected their own topics. Participants also produced a higher ratio of different words to total words when they chose their own topics than when the topics were assigned to them. The findings of the study, furthermore, indicated a strong significant correlation between fluency and grammatical complexity.

Albrechtsen et al. (2008) in an effort to examine the effect of topic selection on the translating of university-level Japanese EFL translators conducted a quasi-experimental research measuring the lexical variation of the students' writing through a type-token formula. Results from the statistical analysis indicated that topics selected by the interpreters had a positive effect by increasing lexical variation in the text samples collected in a 10-min-translating task. The researcher concluded that topic autonomy can therefore help learners explore the range of their lexical corpus in producing language, which may otherwise not be utilized in teacher-selected translating tasks.

Implementing a qualitative approach, Albrechtsen et al. (2008) explored EFL students' perceptions toward self-selected and teacher-assigned topics in their translating classes. This study used a certain form of data collection, self-translated reports, translated by EFL elementary students (N = 110), reflecting their own perceptions on the issue. The findings of the study revealed that students, generally, perceived to be more motivated and encouraged to translate when they are granted the right to choose their own selected topic in their EFL writing classes. However, a small number of participated students expressed their positive perceptions toward teacher-assigned topics. As implication of their study, the authors concluded that an understanding of the differences among students' perceptions toward topic selection in writing would assist the EFL teachers in creating flexible instructional strategies. In other words, they argued, the writing instructors should try to tailor topic selection to the perceptions of the students by giving them the chance either to take their own favorite topic or the one suggested by their translating trainers.

It has been also argued that self-selected topics usually make fewer demands on students' processing capacity because students are likely to select familiar topics. In fact, the best way for improving students' translating has been to involve students in expressive writing activities such as journal writing or personal narratives, or to allow them to choose their own translating topics.

On the whole, studies on self-selection and translating skill suggest that there are some good arguments for students selecting their own topics and teachers avoiding the use of prompts. Teachers at times might advocate for students to translate or interpret about what they deem important in their own lives and they believe that this will direct the translating curriculum.

This review of literature has indicated that the issue of topic selection has been addressed from different perspectives. It has been studied in field of educational psychology under the guise of choice making. Based on these studies, less-knowledgeable or less-self-regulated learners should be helped to make choices. The other trend in research on topic selection focused on the role of topic selection in teaching reading, speaking, and writing skill. These studies concluded that self-selection of reading/writing materials and speaking topics by students made them get deeply involved in the learning reading/speaking processes developing critical thinking skills.

Furthermore, approaching the issue of topic selection through qualitative studies was the other trend as indicated in this review of literature. These studies explored both teachers' and students' beliefs and perceptions on topic selection. The researchers in these studies also generally reported that students had more confidence for discussing their self-selected topics. As for writing skill, the researchers reported that students generally perceived to be more motivated and encouraged to write when they are granted the right to choose their own topics in their EFL writing.

Apart from the limited number of studies on topic selection, to the best knowledge of the translator or interpreters, no serious experimental study has been conducted in Iranian context on the effect of the topic selection on students' writing performance at university level. Thus, the present study aims at finding the effect of topic selection on Iranian EFL translating achievement.

This thesis uses a descriptive quantitative analysis method. I will analyze the data descriptively. After that, the data will be count by using some instruments or formula. I also apply Library research by using relevant theories or books in completing my thesis. I do it by collecting and reading information from some text books or other sources that related to the thesis. In order to get the type of compound-complex sentences that applied mostly in the research, the following formula will be used:

X = Number of type (difficult compound-complex sentences, such an examples of sentences in literature or simple compound=complex sentences, such an examples in common texts) of compound-complex sentences Y = Total number of all data N = Percentage of type of compound-complex sentences the systematic procedures I apply in my thesis are as follows. First, students read the sentences or clauses to understand. Then, they identify each clause or sentences. Next, I categorize them into each type of compound-complex sentences and analyze them. The last, I list each type of compound-complex sentences and calculate them to find the most dominant type of compound-complex sentences in the research among the university trainees. So, what will be analyzed in this thesis are:

a) How many compound sentences are used as consideration the impact of applying lexical equivalent corpus in translation achievement?

b) Which type of compound-complex sentences are the most dominant and how it applied in difficult or simple?

Research Questions and Hypotheses

This study was an attempt to find answer to the following research questions:

RQ1: Did it determines the most dominant type of compound-complex sentences is difficult- type to describe the impact on translation achievement in applying lexical equivalent corpus?

RQ2: Did lexical equivalent corpus have positive effect on compound- complex sentences translation achievement?

The above research questions were put into the following research hypotheses:

H1: It determines the most dominant type of compound-complex sentences is difficult- type to describe the impact on translation achievement in applying lexical equivalent corpus.

H2: Lexical equivalent corpus has positive effect on compound- complex sentences translation achievement.

1.2. Significance of the Study

The present study is significant since its findings help Iranian translator trainees to use lexical equivalent corpus in translating compound-complex sentences.

Using lexical equivalent corpus may be helpful in translating compound-complex sentences of Iranian translator trainees but it is not clear to what extent the effect was significant. Therefore, the present study was designed in order to explore the impact of applying lexical equivalent corpus on Iranian translator trainees' achievement in the translation of compound-complex sentences.

1.3. Definitions of the Key Terms

1.3.1 Translation

"Words that have been changed from one language into a different language: words that have been translated" (Merriam-Webster's Dictionary). "The process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process ". The terms translation and interpretation are often used interchangeably. While both activities involve transferring a message between two different languages, translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another.

1.3.2 Compound/Complex Sentence

According to Astika (1993) compound sentence is a sentence which contains one or more dependent clauses, in addition to its independent, or main, clause. For example:

When it rained, we went inside. (dep cl) (ind cl)

A sentence which contains two or more independent clauses which are joined by co-ordination is called a compound sentence. For example:

He is a small boy but he is very strong (ind cl) (ind cl)

I'll either phone you or I will send you a note. (ind cl) (ind cl)

A sentence which contains only one predicate is called a simple sentence. For example:

I like milk. (pred)

Lexeme (also Lexical Item)

Lexeme is defined as the smallest unit in the meaning system of a language that can be distinguished from other similar units. A lexeme is an abstract unit. It can occur in many different forms in actual spoken or written sentences, and is regarded as the same lexeme even when inflected (see inflection). For example, in English, all inflected forms such as give, gives, given, giving, gave would belong to the one lexeme give. Similarly, such expressions as bury the hatchet, hammer and tongs, give up, and white paper (in the sense of a government document) would each be considered a single lexeme. In a dictionary, each lexeme merits a separate entry or sub-entry.

It has been used some theories from the linguists as the basic sources or references, and also found some previous researches that discuss the same topic. Some of them are as follows: Baker (1992) states that "the basic building blocks of English sentences are subject and verb". We can develop them by adding some other subjects, verbs and objects in making compound sentences, complex sentences and compound – complex sentences. Understanding the kinds of conjunction, make us easy to join a sentence effectively. Baker (1992) states that "because there are so few conjunctions, we need not formally define them instead we can simply list them, but we can describe them more salient characteristics". Baker & Malmkjær (2001) state that "compound sentence is made up of two or more complete thoughts. It means that each thought could stand alone as independent clauses as compound-complex sentences".

Baker & Malmkjær (2001) state that "compound sentences consist of two or more coordinated main clauses". Coordinated main clauses have also been called independent clauses, which contains the main subject and verb of a sentence or as dependent and independent clauses combinations. Baker (1992) states that "compound sentence contains two or more sentences joined into one. There are there ways to join the clauses, by punctuation of semicolon, coordinate conjunction, and conjunction adverb". When such sentences are 21 joined coordinately, they are called each independent clause. Bassnett (1991) state that "when we connect two or more simple sentence, we must be careful to the idea. The ideas in the two simple sentences must be closely related in thought". If the two ideas are not closely related in thought, the following sentences are not correct.

Lexical equivalent corpus is generally assumed to be a good predictor of language proficiency in a second or foreign language, and it has long been recognized that lexical equivalent corpus in particular plays a crucial role for translators and interpreters achievement in English. In spite of this, there is still an absence of studies exploring the extent to which lexical equivalent corpus contributes to the different language skills and, thus, whether it is more important for some skills than others. This question will be addressed in the present paper, which reports the results from an empirical research project investigating the extent to which the lexical equivalent corpus of translators and interpreters is associated with their achievement in English.

2. Materials and methods

The texts were offered to the students and it was time for them to translate the texts. The translations are classified according to the main ratings that are as a part of the standard classifications encompassing three translations.

As mention a form a 3-paragraph text selected by the teacher, 20 students of herself class translate the text and 30 students has been selected by myself. It means that the number of students raise to 50 students based on her remarks on session over compound-complex sentences. Furthermore, the translated

texts are translated again by the students. Then offer to students to correct texts, if they are successful to correct the texts, it means that the teacher teachings have affected. As well as, 2 raters are sufficient.

2.1. Data Collection and Data Processing

The present research belongs to descriptive qualitative research. The main reason in choosing this kind of research because descriptive qualitative research is able to show interactive correlation between the researcher and what's being researched. The data of this research are document and informant. There are two strategies applied in collecting the data, namely: interactive method and non-interactive method. Interactive method includes dept. interview, participate observation, and focus group discussion. Whereas non interactive method covers questionnaires, document and non-participate observation.

To apply interactive method, the researcher interviews and gives questionnaire to informants with the purpose to get some data needed. Meanwhile non interactive method is applied with the purpose to be able to write and analyze data related to meaning shift caused by the use of rank shift strategy in translating compound- complex sentence in CEFR (Common European Framework of Reference) sample tests. Sampling technique used in the research is selective random sampling which's based on theoretical concept, personal researcher desire, empirical characteristics, etc. In other word it can be said that the researcher applied purposive sampling or purposive with criterion-based selection. There are there steps in doing data analysis technique, namely: data reduction, data presentation, and drawing conclusion.

2.2. Corpus and Method

The topic of the present research is composed correspondence and the sentences of the compound-complex sentences. The corpus for the investigation comprises of understudy Interpretations from English to Persian. The material incorporates 60 specialized writings from Different Fields (e. g. a client manages for a camera, formulas, a financial article, a medicinal Article, and so on.), every content being 1-2 standard pages long. Altogether, the writings sum to 234 unique English Sentences. The most limited content tallies 14 Sentences and the longest one 31 sentences.

All the first English sentences were lined up with their separate interpretations into Persian. The Gathering of interpreters included 60 learners. A portion of the writings in the corpus were Interpreted by 60 Interpretation students and some of them by 11 learners. Learners Once in a While inadvertently avoided A Sentence in a content, which clarifies the way that now and again there are not even 11 Persian Arrangements accessible comparing to a sentence in the English Source content. 110

Table 1 below demonstrates the quantity of unique sentences and provisions (both ward furthermore, autonomous) contained in singular messages, the quantity of FSP inadequacies (of its and II and level and their synopsis), the quantity of deciphered conditions and the FSP inadequacy Rate Of the two levels (communicating the quantity of FSP insufficiencies separated by the number of interpreted conditions and increased by 100). Based on the FSP lack rate, a request of writings has been resolved that exhibits which writings been the most/the slightest tricky ones?

Table 1. The Quantity of Unique Sentences

Corpus	Number of original sentences	Number of original clauses	Number of FSP deficiencies			Number of translated clauses	FSP deficiency rate	Rank according to the number of deficiencies
			Ist level of severity	IInd level of severity	Total			
Text 1	20	37	30	7	37	407	9.0%	7
Text 2	31	61	40	23	63	669	9.4%	6
Text 3	24	37	7	9	16	407	3.9%	12
Text 4	18	32	24	2	26	384	6.8%	9
Text 5	19	28	33	13	46	295	15.6%	2
Text 6	14	21	39	1	40	231	17.3%	1
Text 7	20	35	32	2	34	385	8.8%	8
Text 8	13	28	18	1	19	308	6.2%	11
Text 9	14	18	15	7	22	195	11.3%	3
Text 10	25	36	27	14	41	393	10.4%	5
Text 11	17	32	29	11	40	382	10.5%	4
Text 12	19	32	20	2	22	335	6.6%	10
Total 60	234	396	314	92	406	4,391	–	–

Table 2 shows that the request of content sorts as per the FSP insufficiency rate from the riskiest to the slightest tricky was as per the following: useful, instructional and factious texts According to their Complexity

In this area, an endeavor will be made to arrange the writings as far as their unpredictability to discover how this factor identifies with the FSP inadequacy rate. What was taken into?

Thought as for the content multifaceted nature was the accompanying: the normal length of sentences (the aggregate number of words isolated by the quantity of sentences), syntactic many-sided quality (the quantity of straightforward sentences versus unpredictable and compound Sentences) and particular wording (the quantity of specialized articulations).

Table 2. the Request of Content Sorts as per the FSP Insufficiency

Text types	Number of translated clauses	Number of FSP deficiencies	FSP deficiency rate	Rank
Argumentative	1,484	95	6.4%	3.
Informative	1,243	148	11.9%	1.
Instructional	1,664	163	9.8%	2.
Total	4,391	406	–	–

In the wake of ascertaining the outcomes in each of the 3 classes (the normal sentence length, Syntactic multifaceted nature and specific phrasing), the writings in every class were requested from the most hard to the slightest troublesome one and in this manner every class was Subdivided into 3 bunches as indicated by the appointed rank to perceive how singular gatherings relate to the FSP insufficiency rate. (Table 3)

The classifications of normal sentence length, syntactic many-sided quality and specialized Articulations will now be dealt with independently.

Ia. Average Sentence Length

Group 1: texts 8, 4, 6, 11

Group 2: texts 5, 12, 1, 3

Group 3: texts 7, 2, 9, 10

Table 3. Corpus

Corpus	Number of words	Sentence length		Syntactic complexity			Technical expressions		
		Average sentence length in words	Rank	N. of complex + compound sentences	Rate	Rank	Total number	Rate	Rank
Text 1	356	17.8	7	8/12	60.0%	5	23	6.5%	2
Text 2	497	16.03	10	11/20	64.5%	3	13	2.61%	12
Text 3	398	16.6	8	14/10	41.7%	11	13	3.3%	9
Text 4	533	29.6	2	7/11	61.1%	4	45	8.4%	1
Text 5	507	26.7	5	11/8	42.1%	9/10	30	5.9%	3
Text 6	390	27.9	3	8/6	42.9%	8	19	4.9%	4
Text 7	328	16.4	9	11/9	45.0%	6	12	3.7%	7
Text 8	408	31.4	1	3/10	76.9%	1	13	3.2%	10
Text 9	224	16.02	11	10/4	28.6%	12	9	4.0%	6
Text 10	368	14.7	12	14/11	44.0%	7	16	4.3%	5
Text 11	458	26.9	4	6/11	64.7%	2	12	2.62%	11
Text 12	388	20.4	6	11/8	42.1%	9/10	14	3.6%	8

In light of the outcomes in table 4, it can be expressed that no immediate proportionality of Normal Sentence length and FSP lack rate was demonstrated. The gathering with the most Minimal Normal Sentence length was the most dangerous and the gathering with the most Astounding Normal Sentence Length was the minimum tricky; however, the scattering of the FSP. Lack rates are extremely little.

Ib. Syntactic Complexity

Group 1: texts 8, 11, 2, 4

Group 2: texts 1, 7, 10, 6

Group 3: texts 5, 12, 3, 9

Table 4. Sentence length

Av. sentence length	Number of translated clauses	Number FSP deficiencies	FSP deficiency rate	Rank
Group 1	1,305	125	9.6%	2
Group 2	1,444	121	8.4%	3
Group 3	1,642	160	9.8%	1
Total	4,391	406	–	–

Table 5 demonstrates that the measure of straightforward sentences versus the measure of compound and Complex sentences contained in content aren't identified with FSP lack rate.
I. Technical Expressions
Group 1: texts 4, 1, 5, 6
Group 2: texts 10, 9, 7, 12
Group 3: texts 3, 8, 11, 2

Table 5. The Measure of Straightforward Sentences versus the Measure of Compound and Complex Sentences

Syntactic complexity	Number of translated clauses	Number of FSP deficiencies	FSP deficiency rate	Rank
Group 1	1,743	148	8.5%	3
Group 2	1,416	152	10.7%	1
Group 3	1,232	106	8.6%	2
Total	4,391	406	–	–

When perusing the outcomes from table 6, it can be watched that the measure of specialized Articulations contained in content impacts the FSP lack rate in interpretations; the higher The measure of specialized articulations in content, the higher is the measure of inadequate Interpretations. The clarification of this marvel was that understudies, when confronting this kind of Content, are unnecessarily centered on the testing parts and are not ready to separate them from them and Core interest on FSP parts of a particular piece of content.
II. Sentence Length: This area will be devoted to sentence length. Sentence length has been estimated to see if there is any connection between the quantity of words in a sentence in a sentence and the FSP lack rate.

Table 6. technical expression

Technical expressions	Number of translated clauses	Number of FSP deficiencies	FSP deficiency rate	Rank
Group 1	1,317	149	11.3%	1
Group 2	1,308	119	9.1%	2
Group 3	1,766	138	7.8%	3
Total	4,391	406	–	–

Table 7, the corpus tallies 114 basic sentences; 72 were interpreted by the gathering of Understudies with no FSP inadequacy and if there should arise an occurrence of 42 sentences no Less than 1 FSP Inadequate interpretation happened.

Table 7. the number of different type of sentences

compo sentences und-compl ex	Total number of original simple sentences	Simple sentences with FSP deficiency (at least 1 deficient translation)	Simple sentences without any FSP deficiency	Total number of translated simple sentences
sentences	114	42	72	1,258

The outcomes in table 8 demonstrate that basic sentences causing the most issues were Sentences in the gatherings 5 and 4, i.e. sentences containing between 19-30 words and 13-18 Words .Then again, sentences that were significantly longer than 31 words don't appear to have a similar propensity .It is conceivable those if there should be an occurrence of impressively Long Sentences interpreter students gets careful and read it more circumstances or endeavour to comprehend it better to stay away from botches they suspect. With the end goal of correlation, Parallel insights for Compound and complex sentences will be explained.

Table 8. the outcomes

Complex - compound sentences	Total number of original compound complex sentences	Compound complex sentences with FSP deficiency (at least 1 deficient translation)	Compound complex sentences without any FSP deficiency	Total number of translated compound complex sentences
Compound complex sentences	120	65	55	1,329

3. Discussion and results

The purpose of the present study was to explore the effect of applying lexical equivalent corpus on Iranian translator trainees' achievement in the translation of compound-complex sentences. Obtained results revealed that applying lexical equivalent corpus did have significant effect on Iranian translator trainees' achievement in the translation of compound-complex sentences.

Scientific and technical translation has always played a pivotal role in disseminating knowledge. Today, the domain of science and technology is the main area of translation work. Nevertheless, there is still a discrepancy between the growing need for high-quality technical translations and the short supply of competent technical translators to produce them, a situation which may be due in part to the recent neglect of the equivalence concept in the theoretical/descriptive and applied branches of translation studies (TS). This thesis sets out to redefine, reassess, and reinstate equivalence as a useful concept in TS by adopting an approach based on the English-German language pair and on one specific text genre and type. The investigation of equivalence as a qualitative complete-text-in-context-based concept is embedded in an equivalence-relevant methodology based on two methodological pillars, the first being a theoretically sound translation comparison and the second a highly refined translation corpus. Within this methodological framework, equivalence- relevant features are investigated and described at the syntactic, lexical-semantic, terminological-phraseological and overall textual levels. These levels are hierarchically interrelated in descending and ascending order and may be conditioned by pragmatic aspects, viz., domain knowledge and register considerations. The comparison is made using a high-quality corpus selected on the basis of a threefold set of selection criteria, with a special emphasis on the qualitative criteria. This helps us generate well-underpinned intersubjectifiable regularities in the form of potential equivalents established in the TT for ST equivalence-relevant features and enables us to obtain meaningful generalizations. Both regularities and generalizations should be capable of implementation in the applied branches of TS and, at the same time, help dynamite and intersubjective the complex concept of equivalence. So, hopefully, this thesis will also contribute toward creating a link between the methodological, theoretical/descriptive and applied branches of TS to their mutual benefit.

In another research study, Bassnett (1991) explores the potential use of parallel corpus in translation studies from an intercultural perspective. To achieve this objective, the paper first investigates the early development of parallel corpora. This is followed by an examination of current English and Chinese corpora and their applications in translation. To illustrate the practical use of parallel corpus in translation, the paper makes a comparative study of some source texts and their translations both in English and Chinese at lexical, syntactical, and discourse levels. By using these examples, the paper attempts to explore the possibility of providing an intercultural dimension in the translation classroom and address the value of intercultural knowledge in the translation process and foreign language studies.

The findings of the present study match with Bolinger (1952) who describes the rank-shift of compound complex sentence translation in Harry Potter and the Order of the Phoenix novel translation by Bonk (2000) and also to describe the accuracy of those translation. This research belongs to qualitative descriptive research which document and informants are being the main sources data. The research findings are as follow. First, the form of rank-shift in the translation of compound complex sentences are: simple sentence, compound sentence, complex sentence and compound complex sentence. Second, the accuracy of translation is classified into three, namely: very accurate translation, accurate translation and inaccurate translation with percentage 31 sentences (62%) belong to very accurate translation, 16 sentences (32%) belong to accurate translation and 3 sentences (6%) belong to inaccurate translation.

The findings of the present study match with Bonk (2000). Translation is evaluated in terms of its forms and functions inside the historically developed systems of the receiving culture and literature. This study aimed to evaluate the quality of the Persian translation of the14th edition of the original English book Principles of Marketing written by Philip Kotler and Gary Armstrong based on House's (TQA) model: overt and covert translation distinction. The book was translated by Dr. Abbas Saleh Ardestani and Dr. Mohammad Reza Saadi. The result of this comparison was dimensional mismatches categorized based on the different dimensions of register including field, tenor, and mode, and overt and covert errors. As a result, the translators of Persian translation did not carry out the criteria completely to have an overt translation according to House's view, which stated that scientific textbooks should be translated overtly, instead they tended to translate the text covertly. All mismatches on the different levels of register also showed that the cultural filter was applied in translation. The findings and outcomes could contribute to the knowledge around the fields of Marketing, Business Management, and Translation Studies. The findings of this study could also result in better translation of marketing texts.

At last, Brislin (1970) find the types of equivalence and shifts in the Persian translation of English complex sentences with wh-subordinate clauses. This study uses a qualitative descriptive method. The English fictions and their Persian translations considered as source of the data. The researcher classifies the data into two main categories: the equivalence and shift. The equivalence is subcategorized into formal and dynamic equivalence based on Nida's theory. In this research, four categories of shift, based on Catford's classification, which involve structure shifts, unit shifts, rank shifts and intra-system shifts, have been found. Based on 160 data, the results of this research indicated that in the Persian translation of these sentences, the shifts occur more than the equivalence, with the percentage of 86.25% and the equivalence with the percentage of 13.75%.

The analysis of the corpus brought the following results. The situation with particular texts was the following: the most problematic were text (art, informative), (medical research, informative),(agility regulations, instructional), (company culture, informative) and the least problematic were text (politics, argumentative), (science, informative), (sociology, argumentative) and (economy, argumentative).Regarding text types, the order according to the Lexical Equivalent Corpus deficiency rate from the most problematic to the least problematic type was informative, instructional and argumentative. In case of average sentence length, no direct proportionality with the Lexical Equivalent Corpus deficiency rate was proven.

3.1. Restatement of the research questions and hypotheses

The present study aimed at impact of applying the lexical equivalent corpus on English as a Foreign Language (EFL) students' translation achievement on compound-complex sentences. To this end, a quasi-experimental design was used in the study. Lexical corpus is considered as the independent variable and the trainees' translation achievement as the dependent variable. A total of 110 trainees were selected based on their achievement on the placement test

administered initially and then randomly assigned into two groups, self-selected topic group (SST) and teacher-assigned topic group (TAT). An independent-samples to test was conducted to compare the scores for the two groups.

Findings of the study indicated a significant difference in the achievement of the trainees who wrote on their self-selected topics and for those who wrote on a trainer-assigned topic.

Although the issue of self-selection has been discussed in teaching reading skills, in rare cases, however, some studies focused on the issue of lexical equivalent corpus in interpreting or translating. Although some teachers might raise questions that indicate a deep rooted concern as to whether a steady diet of self-selection will result in competence that transfers to other translating tasks, many teachers firmly committed to the idea that students' translating should be based on self-selected topics.

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In an experimental study, Brislin (1980) investigated the effect of topic selection (teacher-selected topics vs. student-selected topics) on participants' fluency in writing. SPSS results of the study indicated that topic selection did influence the overall fluency (as measured with a general fluency index) of trainees' translating when they selected their own topics. Participants also produced a higher ratio of different words to total words when they chose their own topics than when the topics were assigned to them. The findings of the study, furthermore, indicated a strong significant correlation between fluency and grammatical complexity

Later on, Catford (1965) in an effort to examine the effect of topic selection on the translating of university-level Japanese EFL translators conducted a quasi-experimental research measuring the lexical variation of the students' writing through a type-token formula. Results from the statistical analysis indicated that topics selected by the interpreters had a positive effect by increasing lexical variation in the text samples collected in a 10-min-translating task. The researcher concluded that topic autonomy can therefore help learners explore the range of their lexical corpus in producing language, which may otherwise not be utilized in teacher-selected translating tasks.

Implementing a qualitative approach, Chamonikolasová (2005) explored EFL students' perceptions toward self-selected and teacher-assigned topics in their translating classes. This study used a certain form of data collection, self-translated reports, translated by EFL elementary students (N = 110), reflecting their own perceptions on the issue. The findings of the study revealed that students, generally, perceived to be more motivated and encouraged to translate when they are granted the right to choose their own selected topic in their EFL writing classes. However, a small number of participated students expressed their positive perceptions toward teacher-assigned topics. As implication of their study, the authors concluded that an understanding of the differences among students' perceptions toward topic selection in writing would assist the EFL teachers in creating flexible instructional strategies. In other words, they argued, the writing instructors should try to tailor topic selection to the perceptions of the students by giving them the chance either to take their own favorite topic or the one suggested by their translating trainers.

It has been also argued that self-selected topics usually make fewer demands on students' processing capacity because students are likely to select familiar topics. In fact, the best way for improving students' translating has been to involve students in expressive writing activities such as journal writing or personal narratives, or to allow them to choose their own translating topics.

On the whole, studies on self-selection and translating skill suggest that there are some good arguments for students selecting their own topics and teachers avoiding the use of prompts. Teachers at times might advocate for students to translate or interpret about what they deem important in their own lives and they believe that this will direct the translating curriculum.

This review of literature has indicated that the issue of topic selection has been addressed from different perspectives. It has been studied in field of educational psychology under the guise of choice making. Based on these studies, less-knowledgeable or less-self-regulated learners should be helped to make choices. The other trend in research on topic selection focused on the role of topic selection in teaching reading, speaking, and writing skill. These studies concluded that self-selection of reading/writing materials and speaking topics by students made them get deeply involved in the learning reading/speaking processes developing critical thinking skills.

Furthermore, approaching the issue of topic selection through qualitative studies was the other trend as indicated in this review of literature. These studies explored both teachers' and students' beliefs and perceptions on topic selection. The researchers in these studies also generally reported that students had more confidence for discussing their self-selected topics. As for writing skill, the researchers reported that students generally perceived to be more motivated and encouraged to write when they are granted the right to choose their own topics in their EFL writing.

Apart from the limited number of studies on topic selection, to the best knowledge of the translator or interpreters, no serious experimental study has been conducted in Iranian context on the effect of the topic selection on students' writing performance at university level. Thus, the present study aims at finding the effect of topic selection on Iranian EFL translating achievement.

This thesis uses a descriptive quantitative analysis method. I will analyze the data descriptively. After that, the data will be count by using some instruments or formula. I also apply Library research by using relevant theories or books in completing my thesis. I do it by collecting and reading information from some text books or other sources that related to the thesis. In order to get the type of compound-complex sentences that applied mostly in the research, the following formula will be used:

X = Number of type (difficult compound-complex sentences, such an examples of sentences in literature or simple compound=complex sentences, such an examples in common texts) of compound-complex sentences Y = Total number of all data N = Percentage of type of compound-complex sentences The systematic procedures I apply in my thesis are as follows. First, students read the sentences or clauses to understand. Then, they identify each clause or sentences. Next, I categorize them into each type of compound-complex sentences and analyze them. The last, I list each type of compound-complex sentences and calculate them to find the most dominant type of compound-complex sentences in the research among the university trainees.

4. Conclusion

The point of this certificate postulation was to investigate the connection of the hypothesis of useful Sentence point of view and the interpretation procedure, utilizing material gathered from understudy Interpretations from English to Persian The way that the main word-arrange standards in the separate Dialects vary is accepted to cause troubles amid the interpretation Process. FSP inadequacies made in an Objective content along these lines were the topic of this Examine. An endeavour was made to portray Examples of such FSP inadequacies in wording of their Seriousness, however fundamentally factors Prompting FSP lacking interpretations were breaking down. The initial segment of the proposition gives a hypothetical foundation to the last research by clarifying the essential ideas of the FSP hypothesis, remarking on contrasts between English and Persian syntactic frameworks and including data on interlanguage, obstruction and blunders in interpretation in addition to a review of accessible assets managing the inquired about subject.

The Functional part draws on an examination of understudy interpretations in which Interpretative courses of Action of unique and deciphered forms were analyzed. The examination of the corpus brought the accompanying outcomes. The circumstance with Specific writings were The accompanying: the most hazardous were content 6 (workmanship, Enlightening), 5 (medicinal Research, educational), 9 (nimbleness controls, instructional), 11 (organization Culture, Instructive) And the minimum dangerous were content 4 (governmental issues, pugnacious), 12 (Science, Useful), 8 (humanism, contentious) and 3 (economy, pugnacious). As to types, the Request as per The FSP lack rate from the most tricky to the minimum hazardous compose was Useful, instructional And Pugnacious .In the event of normal sentence length, no immediate Proportionality with the FSP lack Rate was demonstrated additionally syntactic unpredictability of writings, being judged by the sum of straightforward sentences versus the measure of Compound and complex sentences contained in content did not turn out to be identified with the FSP insufficiency rate .

Then again, the measure of specialized Articulations contained in content Is straightforwardly relative to the FSP inadequacy rate in Interpretations .To the extent sentence Length was concerned; basic sentences did not indicate coordinate Proportionality with the FSP inadequacy rate (sentences causing the most issues were Sentences containing between 19-30 Words and 13-18 words, yet sentences longer than 31 words were less tricky than these two Gathering) notwithstanding, compound and complex sentences indicated guide proportionality To the FSP inadequacy rate .When taking into thought the quantity of provisions inside a Perplexing or Compound sentence, no specific pattern has been watched. The most spoke to kind of an English provision in the corpus (independent of the nearness of a FSP Inadequacy) was unified with the question as the Rupar. The second and the third place, with an Altogether bring down number of events, were possessed by the supplement and the word intensifying. Rheumatic Sentence components that were the slightest various were the verb and the subject. The Regularly Misconstrued sentence component executing the capacity of the rhyme appropriate was the Subject and the second one was the verb. (The request of the other sentence components was the Accompanying: 3. verb-modifying, 4. protest, 5. supplement.)

A clarification of this may lie in the way that the learners did not expect the subject and the verb to be Rheumatic, as the subject and the verb working as the Rupar isn't a typical marvel. If there Should arise an Occurrence of non-rheumatic sentence components, the one that was frequently Put in the rheumatic Position in interpreted sentences was the question and the second one was The word intensifying. (The Request of the other sentence components was the accompanying: 3. Verb, 4. subject, 5. supplement.) A Clarification for confounding non-rheumatic objects is that Learners tend to disregard setting reliance of Articles .A clarification for confounding adverbials is the accompanying: in Persian sentences, topical Adverbials have a tendency to be set in the Topical position, transitional adverbials amidst the sentence and rheumatic adverbials in the Rheumatic position .Then again, in English sentences, adverbials (Predominantly of place and Time) seem frequently in positions that don't relate with the circulation of CD. It was discovered that the classification of non-rheumatic verbs contained relatively the most FSP Insufficiencies of 2nd seriousness level (47.9%). It was watched that if a verb not working as the rhyme Appropriate Is deciphered as rheumatic; the impact of this kind of interpretation isn't such a great amount Of Aggravating as error of other non-rheumatic sentence components .This might be because of the Semantic substance of the verb as portrayed by Firbas .While investigating the dynamic semantic Scales In the corpus, it was discovered that the quantity of events of the introduction scale was on A very basic Level lower than the quantity of events of the quality scale .The introduction scale Was all the more Much of The time misjudged (17.3%) by the students than the quality scale (8.6%). Different viewpoints that were examined were voice and existential there-development.

None of them brought any indisputable outcomes, in the last case there were not adequate cases in the corpus. Most of The sentences in the corpus included the rhyme in the last sentence Position (72%). Sentences with the Rhyme in the non-last position were causing extensively more Troubles to the students (18.7% versus 5.5%).

The interpretation Learners were no doubt affected by their L1 dialect where the rhyme has a Tendency to be put in the last sentence position. Concerning position of risky sentences inside Content, no specific pattern was found. The quantity of Tricky sentences showing up toward the Start of a passage were 12 (36.4%), in the center 12 (36.4%) and towards the end 9 (27.2%).

It may be important to consider longer extends of Content than those present in the corpus to Locate a specific pattern. While breaking down Methods for managing direct discourse, the most Well-known arrangement was coordinate Discourse (79%), at that point detailed discourse (11%) And finish reformulation (9%). On the off Chance that of the arrangements with the immediate Discourse, 69.6% of them set the immediate Discourse proviso in the underlying Sentence Position. By adjusting the First and interpreted Sentences containing coordinate Discourse, it was Found that the students were following the first Sentence structures (the first Position of the Starting versus coordinate discourse Proviso).

Subsequent to dissecting the corpus from different literary points of view, contrasts between the FSP inadequacy rates of individual Students were thought about. When taking into Thought add Up to quantities of lacks (the two Levels) of individual learners, the most minimal FSP insufficiency Rate accomplished was 6.3% and the most noteworthy one was 11.9% (the range being 5.6%). For This situation, there are exceptional contrasts between a few interpreters, however the Continuum isn't particularly spellbound. Then again, when considering 1st level of FSP lacks, the Continuum is all the more uniquely captivated. The fringe values are 4.2% and 10.7% (the range Being 6.5%). It would be certainly fascinating to break down whether there is any relationship Between the FSP Lack rate of a student and a general nature of his/her interpretations, be that as It may, this sort of Examination would request and it could be topic of a different report. No Connection between trainees' Mindfulness/hypothetical information of the FSP hypothesis and Their

FSP lack rate was found and neither a connection between viable abilities in FSP Examination nor the measure of FSP lack. A bigger Example of interpretation learners may be required for this sort of measurements.

By the method for conclusion let me call attention to the Accompanying. What was unambiguously? Making the most challenges the gathering of Interpretation students were writings stacked with Specific phrasing, long mind boggling or Compound ST sentences, rheumatic subjects and Verbs contained in ST sentences, non-rheumatic Items and adverbials contained In ST sentences, the Introduction scale in ST sentences and the Rhyme in the non-last Position in ST sentences .Judging the consequences of some sub-Investigations (sentences with the rhyme in the non-last Sentence position, sentences with the immediate discourse and non-rheumatic adverbials in unique Sentences), interpretation learners Require more interpretation rehearse, since FSP lacks in these classes were regularly caused by Obstructions from their L1 dialect.

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