

The Impact of Using Translation Technique on Iranian Intermediate EFL Learners' Writing Ability

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The present study aimed to examine the impact of using translation technique on Iranian intermediate EFL learners' writing ability. This study tried to determine the extent to which awareness raising along with efficient amount of practice of translation techniques affects the writing ability of Iranian intermediate learners. To answer this question, 30 Intermediate language learners at Bayan Language Institute in Rasht were ed via administration of a proficiency test to 60 language learners. Then, they were divided into two groups of 15 participants. Participants in the experimental group were instructed on a certain plan to learn and practice the concept of translation. In this study the focus was on standard translation techniques as critical strategy in which participants were assisted to write about the text they studied. In the control group no treatment has been done and learners received a normal routine of the semester as they always did. A validated standardized writing test was administered to both groups, and the papers were assessed carefully. The data retrieved both groups were analyzed through calculating a t-test. The results indicated that the means of the two groups were significantly different. The findings of this study can be beneficial for curriculum and material developers, teachers, students, and teacher trainers to improve the condition and status of language teaching in the context of Iran.

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