How do English translation majors use translation strategies? A survey of the Iranian EFL context

Amir Asgarian and Gülşen Musayeva Vefaşlı

Abstract

Translation language learning strategies, especially in relation to translation students, have not received adequate attention in the research to date. Therefore, the present study attempted to explore Iranian translation students’ use of translation strategies, related beliefs, and academic achievement. It was a survey study involving questionnaires and an interview. The results of the survey showed that the translation majors held mostly positive, though somewhat conflicting, beliefs about the role of translation in English language learning; that their repertoire and frequency of translation strategy use were not adequate yet; and importantly, that their academic achievement had an effect on these variables. In the light of the study findings, it is recommended that English as a Foreign Language teachers and translation instructors consider introducing effective translation activities into the classroom.

Keywords: survey; beliefs; translation strategy; first language (L1); second language (L2); academic achievement