Abstract

Teaching English and Persian translation is still dominantly based on a transmissionist approach where the teacher at the center of the class functions as a conduit for transmitting knowledge from the outside world to translator trainees – a metaphor used by Kiraly (2000). The unsuccessful results of English and Persian translation programs in Iran may originate from a number of sources such as the syllabus in use, trainees’ motivations and teaching approach among others. The present study is based on a quasi-experimental design to test the effect of customary English and Persian translation teaching while controlling a number of other influencing variables. Pearson’s Product Moment and Paired t-Test statistical procedures are used in analysis of the quantitative data. The result is congruent with some earlier qualitative research which recommends more tendencies to constructivist approaches in teaching English and Persian translation.