The Role Of Task-Based Translation Teaching In The Development Of Translation Competence
A Study Of Iranian Translation Trainees

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ABSTRACT

The present study aimed at investigating the role of task-based translation teaching in the development of translation competence. This study consisted of two phases including 1) questionnaire development phase and 2) investigating the impact of task-based translator training program on the development of translation competence (TC). In phase one, a questionnaire of translation competence acquisition was developed and validated for the Iranian context. In the second phase, two main types of translation tasks, i.e. technical tasks, and textual tasks, were selected and applied on the participants of two experimental groups. At the beginning and at the end of the treatment both experimental groups received TC questionnaire. The statistical analysis of the data revealed that there was a strong statistical difference between the mean score of TC in pretest and posttest at ∝=0.05. Also, considering TC components in ESG group, there was a considerable and statistically meaningful increase at ∝=0.05 from pretest to posttest. Likewise, as for all TC components in GT group, there was a substantial and statistically meaningful raise at ∝=0.05 from pretest to posttest. Finally, all TC components were compared individually in both ESG and GT groups to find out in which group the increase of TC components were statistically meaningful. The results showed that bilingual and instrumental sub-components had more significant growth in ESG group, while the other four components grew predominantly in GT group.

Keywords: Translation competence; Technical tasks; Textual tasks; Generic text; Task-based translator training program; Expansion and semantic group text.

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1. Introduction

One of the requirements of training professional translators is to look more deeply into the translation professionalism. One of the most critical factors contributing to professionalism in translation is the development of translation competence, which has been called differently by different scholars, as *Transfer Competence* (Nord, 1992), *Translational Competence* (Toury, 1995), *Translation Performance* (Wilss, 1989), and even *Translation Skill* (Lowe, 1987). Borsch (1986), Gerloff (1987), Seguinot (1991) and Lorscher (1991) examined translation competence acquisition. However, it appears more qualitative, quantitative and empirical studies are needed to determine what kinds of factors can affect

it.   Some   researchers, i.e., Ressurreccio, Piorno, and Izquierdo (2008) investigated the impact of textual genre on TCA. However, the role of other factors, such as: translation training courses and translation tasks, has remained unclear. PACTE group, i.e. Process of Acquisition of Translation Competence and Evaluation, (2002) presents the translation competence model that is the basis for designing the hypotheses of an empirical-experimental study of translation competence. Their research is the first stage in a larger project to investigate the process of translation competence acquisition. They describe theoretical framework and the first models that were designed in 1998; along with the modification introduced in 1998 translation competence model were developed as a result of the first exploratory studies.

Empirical research in translation studies, in particular TC, appeared in 1980s. At first, the scholars concentrated on the development of a model for TC, but recently they are more focused on the components and factors affecting it. Orozco and Albir (2002) proposed that the period of time exposure to translation training methodologies may have some   influence on TC, but they never carried out research into it. Based on the available literature in Translation Studies and since no or little research has been conducted on the impact of task-based translator training course on the development of TC, it seems crucial to study whether task-based translator training program has any influence on TCA. Therefore, this study seeks to explore the role of task-based translation teaching in the development of translation competence.

As stated earlier, one of the elements of being a professional translator is to have a high level of Translation Competence; therefore, the main purpose of translation instructors is necessarily to enhance the development of translation competence in translation students.

2. Theoretical and Imperial Background

The main aim of this study is to measure TCA in students of Translation considering task-based translation teaching.

2.1. A Framework for Task-based Translator Training

Task-based language teaching (TBLT) employs authentic tasks as the unit of analysis in syllabus design (Long & Crookes 1992, 1993). It is argued that students learn best through social interactions which let students work toward a common purpose, by sharing information and solving the same problems (Pica, Kanagy, and Falodun 1993). Therefore, presentation of cooperative tasks in which students work jointly is more common in the TBLT approach. It is also suggested that these tasks rooted in real life context. In a Task-Based Translator   Training Program the teaching process is appeared to be a simulation of real-world experiences whereby students work through groups to achieve a common goal, by sharing information to identify potential problems and find resources to solve them collectively. Their tasks include a textual analysis of the background, structure and vocabulary of the source text, terminology research and other related writing, editing and revision skills. Besides, the technical tasks were added to this approach as well.

In the present research, both textual tasks and technical tasks were used to develop the task-based translator training curriculum. Textual tasks are tasks related to comprehension, meaning, structure, and vocabulary of the source or target text. However, technical tasks refer to the tasks that focus on Texts consisting of job applications, immigration, health service and court forms (Zeng and Lu-Chen, 2010). Conducting translation practice with task-based approach makes no difference with other task-based lessons, with tasks being clarified before initiating the program. Its lesson design should be planned on the account of Pre-task, While-task and Post-task (Willis, 1996). To be more specific, one lesson plan should consist of the following stages:

2.1.1. Pre - Task (Target Text Assessment)

Stage one, i.e. pre-task, focuses on the target text evaluation tasks. Here, the students were grouped and were asked to analyze a target text based on its grammaticality, use of expressions, smoothness, consistency and naturalness.

2.1.2. While - Task (Translation Process)

During this stage, translation assignments were given to the translation students to translate in groups. As stated earlier, two types of tasks were worked on, one is Textual task and the other is Technical task. Concerning these two types of translation tasks, two forms of translation assignments were chosen, one for the textual task and another for the technical task. The rationales for such activities appear below:

1 – Expansion and Semantic Groups (ESG): This task is used for the purpose of accomplishing the textual task. It is a type of task in which the translation trainee needs to first define, and then amplify an idea expressed in a given language *in that same language*; offer possible contextual synonyms, relate the idea/term/expression to others in similar contexts, then proceed to translate the original idea into another language. This type of task also refers to hyponyms and hyperonyms (Baker, 2001; López & Minett, 2001). The objective of this type of task is to broaden the translator's perspectives, expand his active and passive vocabulary and contribute to a solid mastery of both languages in contact (Gonzalez, 2008).

2 – Generic Texts (GT): This task is employed for the purpose of achieving the technical task. It refers to the texts consisting of job applications, immigration, health service and court forms (financial affidavits, marriage, juvenile court documents, etc.), since this represents the greatest need in our communities (Gonzalez, 2008).

2.1.3. Post - task (Final Assessment)

During the final stage of the task-based translator training, students are required to do a final project, as well as take a post-test. Then, the translations of students were assessed by their teachers and peers.

2.2. Translation Competence

The PACTE Group defines translation competence as the fundamental system of knowledge needed to translate. They believe that translation competence: (a) is expert knowledge; (b) is principally procedural knowledge, (c) includes various inter-related sub-competences; and (d) encompasses a strategic component which is of high significance. In PACTE model (PACTE, 2002), translation competence comprises five sub-competences and psycho-physiological components:

• *Bilingual sub-competence*. Mainly procedural knowledge needed to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge.

• *Extra-linguistic sub-competence*. Chiefly declarative knowledge, including general world knowledge, domain-specific knowledge, bicultural and encyclopedic knowledge.

• *Knowledge about translation*. Mostly declarative knowledge about translation and aspects of the profession. It consists of knowledge about how translation functions and knowledge about professional translation practice.

• *Instrumental sub-competence*. For the most part, procedural knowledge related to the use of documentation resources and information and communication technologies applied to translation (dictionaries of all kinds, encyclopedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).

• *Strategic sub-competence*. Procedural knowledge to assure the effectiveness of the translation process and solve problems faced. This sub-competence controls the translation process. Its purpose is to plan the process and perform the translation project; evaluate the process; activate the different sub-competences and compensate for any deficiencies; identify translation problems and apply procedures to solve them.

• Psycho-physiological components. Various types of cognitive and attitudinal

components and psycho-motor mechanisms, including cognitive components such as memory, perception, attention and emotion; attitudinal aspects such as intellectual inquisitiveness, perseverance, inflexibility, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc.
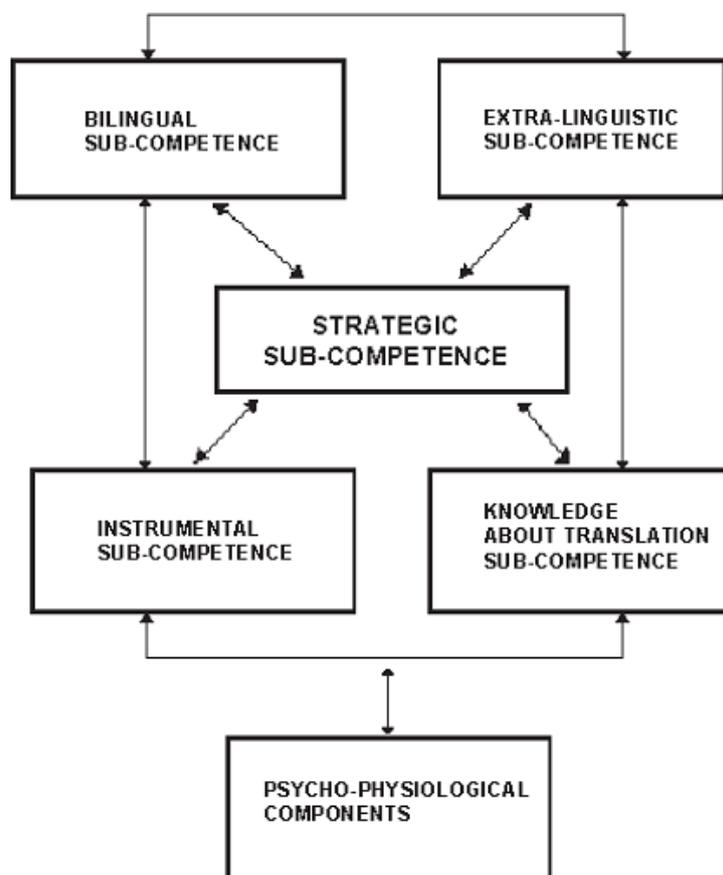

Figure 1. PACTE Model of Translation Competence

Adapted from PACTE (2002)

3. Research Questions

According to Orozco (2001) three measuring instruments can be used to evaluate the Translation Competence. The first one is called *"Translation Notions Instrument" (TNI)*, the second one is *"Translation Problems Instrument" (TPI)*, and the last instrument is *"Translation Errors Instrument" (TEI)*. Therefore, the dependent variable of the study, i.e. TCA, was measured using three questionnaires mentioned above. As mentioned earlier, the current study would examine the role of task-based translation teaching in the development of translation competence. To achieve the objective of this study, the following two research questions are formulated:

1 -Does Task-Based translation teaching have any statistically significant effect on participants' translation competence development?

2 - Is there any statistically significant difference in the effectiveness of textual tasks and technical tasks in participants' translation competence development?

4. Method

4.1. Participants

Participants were selected from B.A. students of English Translation Studies at Taberan Institute of Higher Education in Mashhad, Iran. Since the participants should not have had any academic

translation training experience, only students who were studying in the fifth semester were selected. The age range of participants was between 19 and 22 years old and based on the prior completion of the courses, they were all in the 5th semester, studying Translation Studies.

4.2. Instruments

Considering the aims of the study, one instrument was used. The instrument, which estimated the Acquisition of Translation Competence, is named Translation Competence Acquisition Questionnaire which includes three sub-instruments as follows:

1 – Translation Error Instrument (TEI)

2 – Translation Problem Instrument (TPI)

3 – Translation Notions Instrument (TNI)

Orozco (2001) suggests that the above instruments are the measuring instruments of TCA.

The first measuring instrument, i.e. TEI, measures errors, the second, i.e. TPI, measures behaviors of translators when faced with translation problems, and the third, i.e. TNI, measures the knowledge about translation. All three instruments were unified in a single questionnaire called TC Questionnaire and it was administered twice, once at the beginning of the treatment and once the treatment was completed.

4.2.1. Translation Notions Instrument (TNI)

TNI is a multidimensional questionnaire as it covers seven factors within the "abstract" notion of what translation is (Orozco and Albir, 2002). Seven factors like notions about translation, notions about translation problems, the translation units, translation equivalence, translation functions, translation competence and translation strategies are included in the questionnaire (Orozco, 2000). Based on the findings of Orozco and Albir (2000), this questionnaire measures two main constructs of *Knowledge about translation*, as measured by items 1, 2, 3, 4, 5, 6, 7, 12, 13, and 14, of the TC questionnaire and *Strategic sub-competence*, which is measured by items 15, 16, 17, 40, 50, 51, 52, 53, 54, 55, and 56.

4.2.2. Translation Problems Instrument (TPI)

TPI questionnaire consists of two parts. The first part includes a task translating a text, and the second one a TPI questionnaire. In the text students are supposed to translate four translation problems, namely: pragmatic, extra-linguistic, transfer and linguistics. Orozco and Albir (2002) maintained that these four types of translation problems are chosen based on the rationale that in order to solve them the translator needs to mobilize all the components of translation competence (Orozco and Albir, 2002). After students translated the text, they were asked to answer the TPI questionnaire.

The evaluator read the translated text together with the TPI questionnaire. Therefore, the translation of each student was checked to see whether each problem had been solved or not. This questionnaire measures two main constructs of *Bilingualism* and *Instrument sub-competences*. Bilingual sub-competence was measured through items 21, 22, 23, 24, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 43, 44, and 45. Also, Instrumental sub-competence was measured through items 8, 9, 10, 11, 18, 19, 20, 28, 41, and 42 of TC questionnaire.

4.2.3. Translation Error Instrument (TEI)

TEI was aimed to measure two constructs of *Extra-linguistics* and *Psycho-physiological components*. The former was measured through items 25, 26, 44, 49, 56, and 57 and the latter through items 27, 46, 54, 55 and 57.

Since the questionnaire is re-developed in the context of Iran, its Cronbach's Alpha reliability and internal consistency were measured. Also, the construct validity of the TC questionnaire was calculated using LISREL 8.8. The results of construct validation are as follow:

TC questionnaire, used in the present study, consists of three main sections namely: Translation Notions Instrument (TNI), Translation Problems Instrument (TPI) and Translation Error Instrument (TEI). According to Orozco and Albir (2002), the first part of the questionnaire, i.e. TNI, including 21 items, covers two main latent variables of notions about translation and notions about translation competence. The second part comprises a text to be translated and TPI including 28 items, all of which should be measured based on the translated text. The items of TPI represent four latent variables, i.e. four translation problems namely: pragmatic, transfer, linguistic, and extra-linguistic problems. The last part, i.e. TEI, consists of 11 items, in which two constructs of Extra-linguistics and Psycho-physiological components, were measured.

4.2.1. Internal Consistency

The Cronbach's alpha coefficient estimated for the instrument and subscales was acceptable and reached the target reliability of at least .70 (Garson, 2005, Lewicki & Hill, 2006).

Table 1. The Cronbach's alpha(s) Coefficient for TCQ

Factor	Cronbach's alpha values
Translation Notions instrument	.79
Translation Problems instrument	.86
Translation Error Instrument	.80

Also, based on the results of item-factor loading and modeling approach, since the Chi – Square equals 13, the p-value is larger than 0.05 and RMSEA is less than 0.05, we conclude that the model is fit. The Goodness of Fit Index (GFI) equals 0.91, Adjusted Goodness of Fit Index (AGFI) equals 0.76 and Parsimony Goodness of Fit Index (PGFI) equals 0.35. These findings also confirm that the data fits the model.

As seen in table 2 the internal consistency analysis of the TCQ utilizing Cronbach's coefficient alpha reached acceptable alpha(s). The results of the CFA as assessed by the CFI/NNFI, RMSEA and chi-x2, reached acceptable fits. The factor structures of TCQ suggest that this instrument is thoroughly qualified to be used in the context of Iran and on Iranian Samples.

4.3 Procedures

In order to carry out this study, English Translation students were selected from Tabaran Institute of Higher Education. In order to do the study, two classes were selected randomly, but both were chosen from the 5th semester. The first class played the role of experimental group number 1, in which *"Expansion and Semantic Group", ESG,* which is a form of textual tasks, was worked on.

In the second class, i.e. experimental group number 2, the participants were required to work on *"Generic Text", GT,* which is a form of technical tasks. Both groups received TC questionnaire on the first session of treatment.

The two experimental groups followed the same time schedule and the number of sessions used for applying the treatment was the same. However, the types of tasks and exercises used in each group were totally different. In technical tasks group, i.e. GT group, the participants were required to work on the generic texts such as job applications, immigration, health service, financial affidavits, marriage, juvenile court documents, etc.

On the other hand, in textual tasks group, i.e. ESG group, the students were asked to work on ESG texts such as word meaning from context, identifying synonyms, identifying antonyms, Using Inference, Quotations, Drawing Conclusions, etc.

To be more specific, the lesson plan of the first session in both groups is given below:

Pre - Task (Target Text Assessment)

Here, the students were grouped and were asked to analyze the first translation task, i.e. *Simplified Work Application Form* and *Sample Job Application* for GT group and *Vocabulary - Meanings*

From Context and *Word Meanings From Context* for ESG group, based on its grammaticality, use of expressions, smoothness, consistency and vocabulary richness. They were asked about their opinions considering the passage. Also, some of the difficult grammatical structures of the passage were explained by teacher. If the task was unfamiliar for the students, the teacher explained the text or the form of task for students and tried to activate their background knowledge about the text which was going to be translated.

　　　　While - Task (Translation Process)

During this stage, the participants were asked to start translating the text individually. If they faced with a problem, they could solve it through discussing it with their peers in small groups. Students were allowed to use any kind of dictionary they liked.

　　　　Post - task (Final Assessment)

During the final stage of the task-based translator training, students were required to finalize their translations and hand in them to the teachers. Then, the translations of students were assessed by their teachers.

Having passed the 10 sessions of treatment, the participants received the TC questionnaires as posttest. A full session of 90 minutes was devoted to answering the TC questionnaire. Finally, the data were extracted from TC questionnaires for the purpose of data analysis.

5. Discussion and Data Analysis

The present study aimed to investigate the role of task-based translation teaching in the development of translation competence. The nature of the instruments forced the researcher to do quantitative analysis. Concerning the quantitative analysis, Two – Way ANOVA, both parametric and Non-parametric tests, One-Sample Kolmogorov-Smirnov Normality Test and Independent sample T-Test were carried out.

Considering the independent variable of the study, i.e. TBTTP, the results of each student from the pretest were compared to those of the posttest in both experimental groups.

Since all the participants were studying in a specific semester and all have passed identical number of credit courses prior to the treatment, they were considered homogenous.

Since there were two experimental groups, i.e. GT and ESG, for the first hypothesis of the study, T-test was carried out simultaneously for both groups on total score of TC, and as for the second hypothesis of the study, each component was investigated individually for each group. Also, as the distribution of all variables was normal, to compare two groups in pre and posttests, T-test was used for two independent samples.

Now, let's investigate the first hypothesis of the current study using T-Test:

$H0_1$: task-based translation teaching doesn't have any statistically significant effect on the participants' translation competence development.

The results of T-test for TC scores are as follow:

Table 2. Descriptive statistics for TC score

	group_main	N	Mean	Std. Deviation	Std. Error Mean
			Group Statistics		
TC score	Pretest	85	2.3302	.13492	.01463
	post test	85	3.9571	.15576	.01689

Table 3. Independent sample test for TC score

		Independent Samples Test			
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
TC score	Equal variances as-sumed	4.100	.044	-72.784	168
	Equal variances not assumed			-72.784	164.652

Table 4. T-test for Equality of Means for TC score

		Independent Samples Test		
		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Differ-ence
TC score	Equal variances assumed	**.00001	-1.62683	.02235
	Equal variances not assumed	**.00001	-1.62683	.02235

** Significant at

Because in all above-mentioned tests

$$\text{p-value}=0.00001\ll\propto=0.05\Rightarrow \text{Reject } H\_0$$

There is a strong statistical difference between the mean score of TC in pretest and posttest at   Since the mean score increased dramatically in posttest, it can be concluded that TC has experienced a considerable and meaningful growth at from pretest to posttest.

Now, let's investigate the second hypothesis of the present study using T-Test:

$H0_2$: There is no statistically significant difference in the effectiveness of textual tasks and technical tasks in participants' translation competence development.

A comparative study of TC components, concerning ESG and GT groups, was carried out utilizing T-test. The results of ESG group are as follow:

Table 5. Independent Sample Test for ESG components

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
TC score_ESG	Equal variances assumed	.048	.827	-53.346
	Equal variances not assumed			-53.346
Bilingual sub-competence_ESG	Equal variances assumed	.009	.926	-34.611
	Equal variances not assumed			-34.611
Extra-Linguistic sub-competence_ESG	Equal variances assumed	.182	.671	-21.465
	Equal variances not assumed			-21.465
Knowledge about translation_ESG	Equal variances assumed	.017	.897	-22.252
	Equal variances not assumed			-22.252
Instrumental sub-competence_ESG	Equal variances assumed	4.526	.036	-25.396
	Equal variances not assumed			-25.396
Strategic sub-competence_ESG	Equal variances assumed	8.008	.006	-17.552
	Equal variances not assumed			-17.552
Psycho-Physiological component_ESG	Equal variances assumed	.970	.328	-19.383
	Equal variances not assumed			-19.383

Table 6. Independent Sample Test for ESG components (Cont.)

Independent Samples Test				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
TC score_ESG	Equal variances assumed	82	**.00001**	-1.635338
	Equal variances not assumed	81.831	**.00001	-1.635338
Bilingual sub-competence_ESG	Equal variances assumed	82	**.00001**	-1.706349
	Equal variances not assumed	81.995	**.00001	-1.706349
Extra-Linguistic sub-competence_ESG	Equal variances assumed	82	**.00001**	-1.591270
	Equal variances not assumed	81.322	**.00001	-1.591270
Knowledge about translation_ESG	Equal variances assumed	82	**.00001**	-1.333333
	Equal variances not assumed	81.691	**.00001	-1.333333
Instrumental sub-competence_ESG	Equal variances assumed	82	**.00001	-1.926786
	Equal variances not assumed	70.272	**.00001**	-1.926786
Strategic sub-competence_ESG	Equal variances assumed	82	**.00001	-1.509524
	Equal variances not assumed	72.576	**.00001**	-1.509524
Psycho-Physiological component_ESG	Equal variances assumed	82	**.00001**	-1.495238
	Equal variances not assumed	81.096	**.00001	-1.495238

** Significant at

Since in all tests indicated in tables 5 and 6

$$\text{p-value}=0.00001 \ll \propto = 0.05 \Rightarrow \text{ Reject } H\_0$$

We conclude that there was a statistically significant difference in all TC components in ESG group between pre- and posttests at

Because the mean score increased in posttest, we draw the conclusion that for all TC components in ESG group, there was a considerable and statistically meaningful growth at from pretest to posttest.

Now, let's investigate the same components but this time for GT group.

Table 7. Independent Sample Test for GT components

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
TC score_GT	Equal variances assumed	7.410	.008	-49.811
	Equal variances not assumed			-49.811
Bilingual sub-compe-tence_GT	Equal variances assumed	5.935	.017	-22.061
	Equal variances not assumed			-22.061
Extral-Linguistic sub-com-petence_GT	Equal variances assumed	1.911	.171	-22.215
	Equal variances not assumed			-22.215
Knowledge about transla-tion_GT	Equal variances assumed	.272	.603	-27.733
	Equal variances not assumed			-27.733
Instrumental sub-compe-tence_GT	Equal variances assumed	6.213	.015	-25.709
	Equal variances not assumed			-25.709
Strategic sub-compe-tence_GT	Equal variances assumed	3.809	.054	-24.532
	Equal variances not assumed			-24.532
Psycho-Physiological component_GT	Equal variances assumed	1.424	.236	-21.749
	Equal variances not assumed			-21.749

Table 8. Independent Sample Test for GT components (Cont.)

		Independent Samples Test		
		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
TC score_GT	Equal variances assumed	84	**.00001	-1.620155
	Equal variances not assumed	77.260	**.00001	-1.620155
Bilingual sub-competence_GT	Equal variances assumed	84	**.00001	-1.352159
	Equal variances not assumed	74.171	**.00001	-1.352159
Extral-Linguistic sub-competence_GT	Equal variances assumed	84	**.00001	-2.037209
	Equal variances not assumed	83.927	**.00001	-2.037209
Knowledge about translation_GT	Equal variances assumed	84	**.00001	-1.695349
	Equal variances not assumed	83.681	**.00001	-1.695349
Instrumental sub-competence_GT	Equal variances assumed	84	.000	-1.581395
	Equal variances not assumed	70.947	**.00001	-1.581395
Strategic sub-competence_GT	Equal variances assumed	84	**.00001	-1.944186
	Equal variances not assumed	77.190	**.00001	-1.944186
Psycho-Physiological component_GT	Equal variances assumed	84	**.00001	-1.665116
	Equal variances not assumed	75.685	**.00001	-1.665116

** Significant at

Because in all tests mentioned in tables 7 and 8

$$\text{p-value}=0.00001 \ll \propto=0.05 \Rightarrow \text{Reject } H\_0$$

We can conclude that there was a statistically significant difference in all TC components in GT group between pretest and posttest at

As the mean score rose remarkably in posttest, we come to the conclusion that for all TC components in GT group, there was a considerable and statistically meaningful increase at from pretest to posttest.

Finally, all TC components are compared individually in both ESG and GT groups to find out in which group the increase of TC components were statistically meaningful. In order to do so, at first, the mean scores of all TC components in GT and ESG groups in pretest and posttest are considered. Then, concerning the difference between pretest and posttest, the rate of growth for each component is calculated.

Table 9.Comparison of TC Components in ESG and GT groups

	Group	Mean for ESG	Mean for GT	Difference For ESG	Difference For GT	More Increase
Bilingual sub-competence	pretest	2.42404	2.39646	1.70635	1.35216	ESG
	post test	4.13039	3.74862			
Extra-Linguistic sub-competence	pretest	2.23016	2.11240	1.59127	2.03721	GT
	post test	3.82143	4.14961			
Knowledge about translation	pretest	2.42619	2.46047	1.33333	1.69534	GT
	post test	3.75952	4.15581			
Instrumental sub-competence	pretest	2.25893	2.19767	1.92678	1.5814	ESG
	post test	4.18571	3.77907			
Strategic sub-competence	pretest	2.25714	2.20930	1.50953	1.94419	GT
	post test	3.76667	4.15349			
Psycho-Physiological component	pretest	2.24762	2.45116	1.49524	1.66512	GT
	post test	3.74286	4.11628			

Table 9 shows that bilingual and instrumental sub-competences had more significant growth in posttest in ESG group, i.e. textual tasks group, while the other four components grew predominantly in GT group, Technical tasks group, rather than ESG one.

6. Conclusion

The current study aimed at investigating the role of task-based translation teaching in the development of translation competence. For designing task-based translator training program two types of translation tasks namely Technical and Textual tasks were selected and each one was worked on through three stages of task-based teaching, i.e. pre-task, while-task and post-task. Also, in order to estimate the development of translation competence a TC questionnaire was re-developed and validated in the context of Iran and was given to the participants both at the beginning of study as pretest and at the end of the study as posttest. The results of the study suggest that task - based translator training program had a statistically significant impact of the development of translation competence.

As mentioned earlier, bilingual and instrumental sub-competences had more considerable development in the group in which textual tasks, ESG, were worked on. It was previously discussed that bilingual sub-competence consists of procedural knowledge needed to communicate in two languages including pragmatic, sociolinguistic, grammatical, lexical knowledge etc. Pragmatic knowledge, as an example, is "how individuals communicate meaning and how they produce contextually appropriate utterances, sentences, or texts" (Leech, 1983, p. 306). Since in ESG group the participants were required, first, to offer contextual synonyms, antonyms, relate the idea / expressions / terms to others in similar context and then proceed to translate the task, it is suggested that this kind of task, as stated by Gonzales (2008), could broaden translators' perspective and contribute to a solid mastery of both languages in contact, and as a result developed pragmatic knowledge of participants to a great extent and hence, bilingual sub-competence. Instrumental sub-competence, as mentioned before, refers to procedural knowledge related to the use of dictionaries of all kinds, encyclopedias, electronic corpora, etc. Clearly, in doing ESG tasks the participants were required to work enormously with all sorts of dictionaries, online or offline, to find and offer possible synonyms and antonyms, and to translate thought provoking words, and troubling words; consequently, instrumental sub-competence in textual tasks group developed more.

On the other hand, it was found out that Extra-linguistic, Strategic, Psycho-physiological sub-competences, along with Knowledge about translation component grew further in GT group,

Technical tasks group. As formerly discussed, technical tasks are the types of tasks in which the participants were required to translate the texts consisting of job applications, immigration, health service and court forms. In doing these tasks, participants concentrate mostly on the format of the text, try to be informed about the content and purpose of the text and increase their world knowledge about such texts (Källkvist, 1998), so their extra-linguistic knowledge, including world knowledge, domain-specific knowledge, bicultural knowledge etc., developed remarkably. And their Knowledge about translation promoted as well, which are all in the same line with the results of this study.

Similarly, since in translating technical tasks the participants' attitudinal aspects, which are the main components of Psycho-physiological components, such as the ability to think critically, intellectual inquisitiveness, and cognitive components are involved to a great extent (Källkvist, 1998), the findings of this study confirm that technical tasks led to the development of Psycho-physiological components. Likewise, as stated by Källkvist (1998), in translating Generic texts, translators should, firstly, plan the translation process, identify translation problems, apply the procedures to solve them, and then proceed to perform the translation task. Accordingly, the participants' Strategic sub-competence developed remarkably, which is also approved by the results of the current study.

As stated before, one of the requirements of training professional translators is to look more deeply into the translation professionalism. One of the most critical factors contributing to professionalism in translation is the development of translation competence. This study could be of high significance for curriculum and syllabus designers as it provides wider view toward applying various translation tasks in training translators. Almost all translator trainers are not aware of the fact that translation tasks and exercises could be done through task-based approach. The findings of this study not only did provide the Translation Studies syllabus designers with the new notion of Task-based Translator training program and its positive impact of the development of translation competence, but it also suggested the two most important types of translation tasks, which could be utilized in Translation Studies courses and classes. Furthermore, the results of this study confirmed some of the previous studies carried out on translation competence and its components. For example, the finding of the current research approved the findings of study done by Källkvist (1998) and recommended the Translation Studies syllabus designers to include more of technical tasks in their curriculum and syllabi, since these types of tasks could increase the development of four significant competences of translation competence namely Extra-linguistic, Strategic, Psycho-physiological sub-competences, along with Knowledge about translation component.

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