Attention to Indications to Embedded Ideologies in Discourse across Translation Educational Levels and Gender

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ABSTRACT: In a world with a complex and multifaceted socio-political agenda, translators as intercultural mediators need to be equipped with a critical eye for implicit ideologies in linguistic and symbolic discourses which are the main instrumentation in shaping and reshaping mental and cognitive frameworks of the public through which they conceive of the world and act accordingly. In the context of Iranian translator education, the study investigates the effeteness of educational levels in addition to gender on the attentiveness and priorities of prospective English translators as for exploring various levels which are apt to accommodate power relations and ideological representations in socio-political discourse in translation. The study uses an empirically validated questionnaire instrument (Khoshsaligheh, 2012) which draws on ideological square and ideological discourse structures advocated by van Dijk (1998, 2000, 2009). Using inferential statistics, the analysis of the data indicates that the educational exposure currently is not an effective variable for improving the attentiveness of prospective English translators, and neither is the variable of gender.

Key words: ST discourse, Ideological representations, Analysis of variance, Translation students, Iran

1. Introduction

Critical discourse analysis is a multidisciplinary research perspective through which ideological representations and power relations integrated in discourse, as contextualized text or talk, are investigated, while such research is not limited to a certain method or discipline (Fairclough, 1995; Reisigl & Wodak, 2001; van Dijk, 1998, 2001, 2006; van Leeuwen, 2008; Wodak & Chilton, 2005; Wodak & Meyer, 2001).

The significance of critical recognition and comprehension of ideology in original or translated texts and its crucial role for English and Persian translation students and prospective and fledgling translators in the current and upcoming socio-political context of Iran in the international agenda indicate to the paramount significance of the

application of principles and functions of critical discourse analysis in English translator education so as to prepare the candidates to be qualified to honor their social and professional responsibilities.

> In geographical areas where conflict and war are rife, translators may be engaged in circulating texts designed to further the goals of one side or the other. In such contexts, translators may well feel that their job of furthering 'intercultural communication' is at odds with the task of mediating texts which explicitly propagate violent 'clashes of civilizations'. Politically sensitive environments such as Guantanamo Bay, Iraq, Iran, Israel/Palestine … are relevant examples …. Ideological skewing – however ethically justified it may be – is clearly the results of an imposition of the translator's views on the intercultural medication process, and it must be recognized as such. (House, 2009, p. 74)

It appears imperative for translator training programs to improve the sensitivity of recognition and critical comprehension of their prospective translators in order to make critical readers and alert intercultural communicators. It is significant to raise and improve the awareness of students in terms of the various dimensions and levels of discourse where implicit indications to assumptions about the ideological stances of the text producer and hidden representations of power relations can be embedded in a charged discourse.

Iran's undergraduate program in English translation offers courses in Reading Comprehension, Reading Journalistic Texts, Translation of Political and Journalistic Texts; in addition, at the master's level English translation students study a plethora of language, translation, and intercultural theories. The first objective of this study was to examine whether or not the instruction and practices the translation students receive in different years of study and different programs have any effective influence on the way they tend to approach exploring implied ideologies and power relations during the translation of socio-politically charged discourse.

Moreover, the variable of gender in many language practices and translatorial strategies has proved to be a source of discrepancy. Several studies have shown that the gender is a pivotal influence on the choices and strategies of the translator (e.g., Chamberlain, 1992, 2004; Simon, 1996; von Flotow, 1999, 2007). On the other hand, some studies have pointed out that gender sometimes does not function as a variable of

change concerning the choices and strategies of the translator (e.g., Farahzad & Faridzadeh, 2009). Thus, the second objective of the study was to determine if the junior, senior and MA students' choices and priorities about what discourse levels to explore for implicit ideological representations were different across genders during the translation of social or political discourse from English to Persian. To address the objectives of the study, the following research questions were designed.

I) Is there a significant difference between the priorities of Iranian junior, senior, and master's students of English translation about the critical analysis of various discourse levels when seeking indications to assumptions about the ideologies of the source text producer during translation?

II) Is there a significant difference between the priorities of Iranian male and female students of English translation about the critical analysis of various discourse levels when seeking indications to assumptions about the ideologies of the source text producer during translation?

And accordingly, the corresponding null hypotheses were developed to be tested.

H_o1 There is not a significant difference between the priorities of Iranian junior, senior, and master's students of English translation about the critical analysis of various discourse levels when seeking indications to assumptions about the ideologies of the source text producer during translation?

H_o2 There is not a significant difference between the priorities of Iranian male and female students of English translation about the critical analysis of various discourse levels when seeking indications to assumptions about the ideologies of the source text producer during translation?

2. Theoretical Framework
A theory is typically defined as an organized body of interrelated concepts, assumptions and generalizations that systematically explain or describe certain phenomena (Lunenburg & Irby, 2007, p. 122).

As part of his socio-cognitive approach to critical study of discourse, van Dijk (1998) offers a conceptual explanation on how various discourse structures like euphemism, event order, contrast, lexicalization, fallacy, nominalization, repetition, local coherence, metaphor, consensus among numerous others can be potential discursive devices to accommodate indications to assumptions about the ideological standing of the discourse producer. He clarifies that whenever a discourse producer has a choice in terms of the way to use language or other sign systems to express themselves in more than a single way, there is a potential chance for an ideological exercise. Stating that some discourse structures are more apt to accommodate ideological representations in a charged discourse, he calls them ideological discourse structures, which he tentatively categories into a number of more comprehensive categories (see Figure 1).

Likewise, van Dijk (1998, p. 267) introduced ideological square, an overall strategy of ideological communication that consists of four major moves including the following:

- Emphasize positive things about Us;
- Negative things about Them;
- De-emphasize negative things about Us;
- Positive things about Them.

Within the framework of ideological square and its self-positive and other negative presentation, ideological discourse structures can be/are advised to be examined to reveal the embedded power relations and ideological orientations of the discourse producer. Nevertheless, the membership of some of the structures to the categories according to van Dijk's conceptual framework is not exclusive, and some of the ideological discourse structures are introduced to belong to two or exceptionally more categories. The lack of a hard and fast distinction in terms of the classification of ideological discourse structures is a hindering problem for any multivariate, quantitative study which would be based on such framework. As such, following the objectives of the current investigation, the study uses an empirically supported model of categorization of ideological discourse categories which draws on and eventually confirms the categorization of ideological discourse categories in the context of Iran.

Figure 1
Illustration of van Dijk's (1998, 2000, 2009). Categorization of Ideological Discourse Structures by Khoshsaligheh (2012)
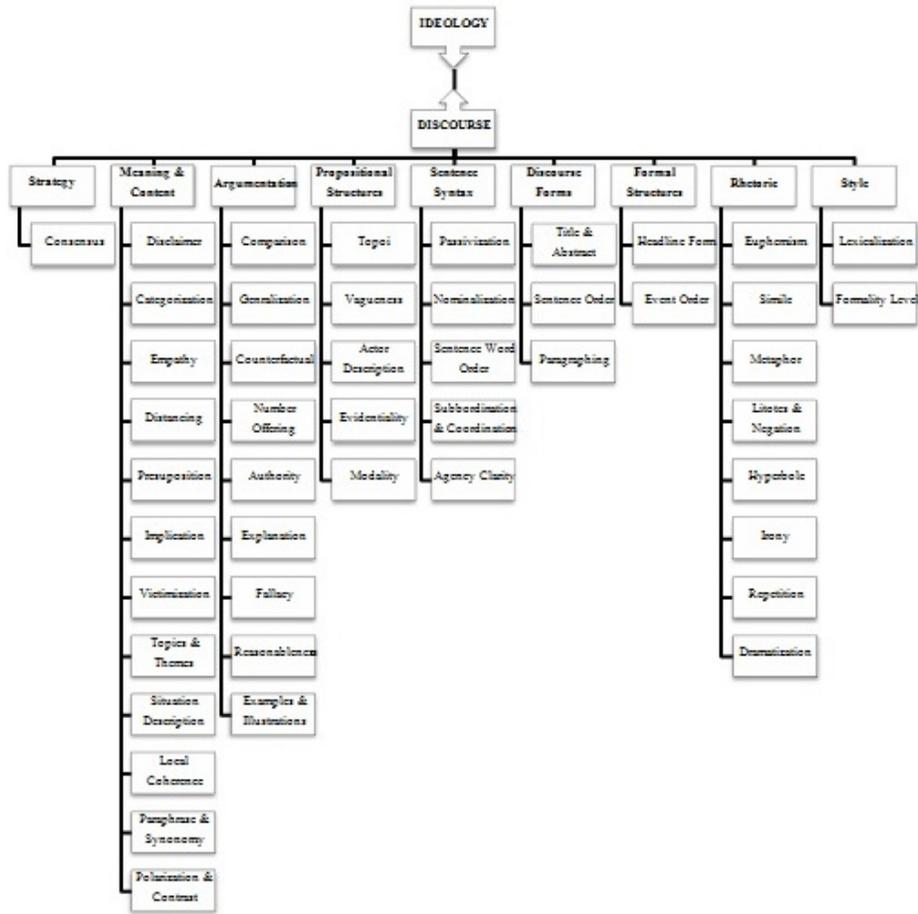
Khoshsaligheh (2012) in an extensive survey study, as part of a larger project, uses exploratory and confirmatory factor analysis on the data obtained from a self-designed questionnaire instrument (IDSI Inventory) which draws on the ideological discourse structures advocated by van Dijk, (1998, 2000, 2006, 2009). The findings of the study provided evidence for the reliability (estimated by scale reliability function on SPSS 19.0, see Appendix B), construct validity (achieved by Exploratory Factor Analysis using Principal Component Analysis on Equamax with Kaiser Normalization on SPSS 19.0, see Appendix A) and

generalizability (achieved through Confirmatory Factor Analysis using Structural Equation modeling on LISREL 8.0, see Appendix C) of the results obtained through the instrument.

3. Method
Following Chesterman's (2009) suggestion to investigate the human agent in translation, this quantitative study is a deductive, participant-oriented investigation (Saldanha & O' Brien, 2013) which is based on a cross-sectional, comparative research design (Dörnyei, 2007). The details of the study are enumerated in the following sections.

3.1. Participants
The data from a purposive, cluster sample of 469 Iranian English translation students from ten universities in seven towns in six provinces in Iran was used in the study. The sample consisted of male and female students of English translation which included seven clusters of junior students ($n=185$), seven clusters of senior students ($n=186$), and six clusters of master's students ($n=98$).

3.2. Instrument
The IDSI Inventory (see Appendix D), psychometrically validated by Khoshsaligheh (2012), was the instrument through which the required data was accessed to address the two designed questions of the study. Since the same pool of data which was used for investigating the construction and psychometric features of the instrument, is also used in this study, further validation study is not necessary.

3.3. Data Collection
Using the IDSI Inventory (Khoshsaligheh, 2012), the students' degree of attention to the discourse structures which are apt to accommodate indications to ideological orientations of the text producer was obtained. Provided with introductory examples, the participants were asked to specify the importance of each of the ideological discourse structures by rating them on a semantic scale of 1 to 5, how attentively and frequently they would critically explore each item for implicit ideological representations of the text producer when they read an English passage which is assumed to be socio-politically charged.

3.4. Data Analysis

In response to the first research question, relating to the effect of current training program on the critical attentiveness and approach of English translation students to ideological discourse in translation, it was necessary to compare the participants' mean rating scores of the nine categories across the three subgroups of junior, senior and MA students. When there is a single dependent variable and one independent variable with two or more levels, one-way-ANOVA allows for the comparison of several group means concurrently.

In this study, the researcher would like to test the effect of instruction in three stages in English and Persian translator training (the independent variable) on the choices of discourse categories (the dependent variable) by the translation students at nine levels (i.e., discourse categories). A one-way ANOVA procedure was used to test the said pedagogical effect on the extent of reference to each of the discourse categories for possible indications to assumptions about the ideologies of the source text producer. The probability level of significance was set at 0.05. Additionally, when the required assumption of equality of variance, in the three groups under comparison, regarding one of the discourse categories was not met, another alternative test of variance, Welch Test was used instead of the one-way ANOVA.

After the main analyses of variance showed that there were significant differences between some of the groups in terms of approaching a number of discourse categories and accordingly the relevant null hypotheses were rejected, the Games-Howell Test and Hochberg's GT2 Test were employed to specify exactly between which of those groups of translation students, junior, senior, and MA students, the difference of the mean scores was significant.

3.2. Research Question II

In response to the second research question, multiple *t*-tests were used to compare the rating mean scores of the male and the female students regarding their degree of attention to the different discourse categories when seeking ideological representations in source discourse in the English to Persian translation of social or political texts. In this part of the study, mean rating score by the subgroup of female English translation students had to be compared with that of the male subgroup to determine the probability of the effect of the variable of gender.

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Independent samples *t*-test was computed in terms of every discourse category, comparing the mean rating scores of the male and the female participants. The level of significance was set at 0.05. However, prior to the main tests, Leven's Test was used to determine the equality of variance of the two groups of male and female participants in terms of each of the discourse categories to help decide which result to consider in the *t*-test output for rejecting or retaining the null hypothesis.

4. Results
4.1. Research Question I
To address the first research question, a one-way ANOVA was used which is a robust analytical technique which can compare the mean scores of more than two groups. This technique involves an independent variable (Pallant, 2001, p. 186).

4.1.1. Preliminary Analysis
One-way ANOVA was run for each of the nine discourse categories (i.e., the dependent variables) across the three levels of the independent variable (i.e., different pedagogical levels during translation education). In the beginning, the results were reviewed to examine the rating mean scores of each of the three subgroups (see Table 1).

The review showed that as would normally be the case, the mean scores of every subgroup were different even though some were very close. ANOVA is known as a robust statistical test in terms of violations of some of its assumptions, but to ensure determination of the statistical significance of the differences, the assumptions of ANOVA were checked before interpreting the results of the main analysis, because the results of a one-way ANOVA can be considered reliable as long as the main assumptions are met.

Table 1
Descriptive Statistics for the Dependent Variables across the Three Educational Levels

| Variable | Levels | N | M | SD | SE | 95% Confidence | | Min | Max |
						Lower Bound	Upper Bound		
Text Organization	Junior	176	2.29	.50	.03	2.21	2.3653	.80	3.19
	Senior	169	2.27	.58	.04	2.18	2.3632	.64	3.19
	MA	89	2.45	.46	.04	2.36	2.5558	.96	3.19
	Total	434	2.31	.53	.02	2.26	2.3688	.64	3.19
Rhetoric	Junior	176	1.97	.45	.03	1.90	2.0402	.84	2.98
	Senior	169	1.93	.44	.03	1.86	2.0006	1.04	2.98
	MA	89	2.10	.40	.04	2.02	2.1891	1.02	2.98
	Total	434	1.98	.44	.02	1.94	2.0263	.84	2.98
Meaning & Content	Junior	176	2.10	.48	.03	2.03	2.1801	.62	3.10
	Senior	169	2.08	.51	.03	2.00	2.1629	.75	3.10
	MA	89	2.29	.45	.04	2.19	2.3891	1.12	3.10
	Total	434	2.13	.49	.02	2.08	2.1836	.62	3.10
Argumentation	Junior	176	1.67	.40	.03	1.61	1.7335	.78	2.72
	Senior	169	1.62	.44	.03	1.55	1.6929	.57	2.84
	MA	89	1.71	.47	.04	1.61	1.8110	.78	2.74
	Total	434	1.66	.43	.02	1.62	1.7036	.57	2.84
Evidential Support	Junior	176	1.96	.50	.03	1.8931	2.0438	.63	3.14
	Senior	169	1.94	.53	.04	1.8598	2.0229	.78	3.14
	MA	89	2.11	.49	.05	2.0094	2.2199	.63	3.14
	Total	434	1.98	.52	.02	1.9388	2.0370	.63	3.14
Lexical Choice	Junior	176	1.95	.42	.03	1.8960	2.0209	.56	2.80
	Senior	169	2.02	.41	.03	1.9607	2.0874	.75	2.80
	MA	89	2.09	.39	.04	2.0094	2.1749	.97	2.80
	Total	434	2.01	.41	.01	1.9722	2.0506	.56	2.80
Sentence	Junior	176	2.23	.56	.04	2.1517	2.3200	.85	3.15
	Senior	169	2.27	.54	.04	2.1937	2.3580	.63	3.15
	MA	89	2.33	.54	.05	2.2178	2.4460	.63	3.15
	Total	434	2.27	.55	.02	2.2191	2.3231	.63	3.15
Generality	Junior	176	1.80	.43	.03	1.7394	1.8700	.56	2.82
	Senior	169	1.77	.44	.03	1.7110	1.8455	.74	2.82
	MA	89	2.10	.47	.05	2.0004	2.2019	.73	2.82
	Total	434	1.85	.46	.02	1.8113	1.8990	.56	2.82
Unclarity	Junior	176	1.82	.42	.03	1.7611	1.8863	.69	2.70
	Senior	169	1.79	.44	.03	1.7231	1.8594	.54	2.70
	MA	89	1.95	.39	.04	1.8671	2.0342	1.14	2.70
	Total	434	1.83	.43	.02	1.7965	1.8777	.54	2.70

As for normality, according to Field (2005, p. 288), "if the samples contain more than about 50 scores, the sampling distribution will always be normally distributed." As can be seen in Table 1, the subgroups under the study include 178, 169, and 89, respectively. It is also given that the samples are independent as another requirement. One final assumption is that the variances of the subsets are equal. Levene's test can test the homogeneity of variances. The test could check whether the variance of scores in each of the three subgroups was the same or not. Given that the null hypothesis in this test assumes the equality of variances, Pallant (2001, p. 190) explains that if the significance value for the Levene's test is greater than 0.05, the test fails to reject the null hypothesis and the assumption of homogeneity of variances is not violated. The results of the test on the data show that the variances in all three subgroups for the analysis of all the dependent variables, except for Text Organization, are equal, and all can be examined using one-way ANOVA, except for Text Organization (see Table 2).

Table 2
Test of Homogeneity of Variances

	Levene's test	df1	df2	Sig.
Text Organization	5.378	2	431	.005
Rhetoric	2.228	2	431	.109
Meaning & Content	1.545	2	431	.214
Argumentation	1.679	2	431	.188
Evidential Support	.560	2	431	.572
Lexical Choice	.150	2	431	.861
Sentence	.172	2	431	.842
Generality	.803	2	431	.449
Unclarity	.500	2	431	.607

Given that the important assumption of equality of variances was violated for the first dependent variable, an alternative statistical solution should to be used. SPSS offers two alternative tests which can be used in such conditions, where variances of the groups in comparison are unequal: the Welch test and the Brown-Forsythe test. According to Field (2005, p. 348) Welch test is the better of the two procedures in terms of power; that is, detecting an effect when it exists, so Welch test was used

to examine Text Organization, whereas one-way ANOVA is employed for the rest of the variables.

4.1.2. Welch Test

The mean differences of the three subgroups with regard to exploring Text Organization were examined using Welch test. The test distinguished a significant difference with the resulted significance value smaller than 0.05. According to the results of Welch test, there was a significant difference in the degree of attending to Text Organization level during translation between the three subgroups, $F(2, 244.58) = 4.76$, $p < 0.01$ (see Table 3).

Table 3
Welch Test Results for Means for Text Organization Dependent Variable

Variable	Tests	Statistic(a)	df1	df2	Sig.
Text Organization	Welch	4.76	2	244.58	.009

a Asymptotically F distributed

4.1.3. One-way ANOVA

The results of One-way ANOVA for the remaining eight discourse categories as the dependent variables across the three levels of the independent variable (i.e., levels of education) are reported in Table 4. As can be seen in the table, the significance values for two of the eight dependent variables are greater than the criterion value 0.05, indicating that the test failed to reject the null hypothesis for Argumentation and Sentence categories. In other words, no statistically significant difference between the rating means of the three subgroups of junior, senior and MA students in exploring the two mentioned categories were determined.

Table 4, on the other hand, reports the *F* ratios for the rest of the six dependent variables as in the following. The results for Rhetoric [$F(2, 431) = 4.56$, $p < 0.05$], Meaning & Content [$F(2, 431) = 5.77$, $p < 0.01$], Evidential Support [$F(2, 431) = 3.48$, $p < 0.05$], Lexical Choice [$F(2, 431) = 3.22$, $p < 0.05$], Generality [$F(2, 431) = 16.97$, $p < 0.001$], and Unclarity [$F(2, 431) = 4.20$, $p < 0.05$] show that the null hypothesis regarding each of the aforementioned variables is rejected and a statistically significant difference between the mean rating scores of the

participants in the three subgroups are identified (at various confidence levels of 0.05, 0.01, and 0.001).

Assuming that it was found that there were differences between the subgroups' mean score of their rating about exploring some of the discourse categories, in order to exactly determine which subgroup means were different with others, the results of the relevant post hoc tests are presented in the following two sections.

Table 4
One-way ANOVA Results for the Remaining Dependent Variables

		Sum of Squares	df	M Square	F	Sig.
Rhetoric	Between Groups	1.749	2	.875	4.561	.011
	Within Groups	82.652	431	.192		
	Total	84.401	433			
Meaning & Content	Between Groups	2.811	2	1.405	5.765	.003
	Within Groups	105.068	431	.244		
	Total	107.879	433			
Argumentation	Between Groups	.467	2	.234	1.236	.292
	Within Groups	81.419	431	.189		
	Total	81.886	433			
Evidential Support	Between Groups	1.863	2	.932	3.480	.032
	Within Groups	115.375	431	.268		
	Total	117.238	433			
Lexical Choice	Between Groups	1.100	2	.550	3.218	.041
	Within Groups	73.692	431	.171		
	Total	74.792	433			
Sentence	Between Groups	.552	2	.276	.908	.404
	Within Groups	130.945	431	.304		
	Total	131.497	433			
Generality	Between Groups	6.835	2	3.417	16.972	.000
	Within Groups	86.784	431	.201		
	Total	93.619	433			
Unclarity	Between Groups	1.535	2	.768	4.205	.016
	Within Groups	78.659	431	.183		
	Total	80.195	433			

4.1.4. Post hoc Tests

When conducting analysis of variance on several group means, it is possible to test the predetermined hypotheses based on a theory or previous research. If no aprior hypotheses were formulated, post hoc tests

would follow up after any significant effect is determined in the main analysis of variance.

> Planned comparisons are used when you wish to test specific hypotheses, concerning the differences between a subset of your groups .… Post hoc comparisons are used when you want to conduct a whole set of comparisons, exploring the differences between each of the groups or conditions in your study. If you choose this approach, then your analysis consists of two steps. First, an overall *f*-ratio [for every dependent variable] is calculated which tells you whether there are any significant differences among the groups in your design. If your overall f-ratio is significant, you can then go on and perform additional tests to identify where these differences occur. (Pallant, 2001, p. 174)

4.1.4.1. Games-Howell Test
Several post hoc tests are available on SPSS to choose from. They are basically divided into two main classifications. Most of them can be used when the variance of all the data sets in comparison is equal; others can be employed when variance equality is not assumed. One of the post hoc tests available on SPSS which can function when the assumption of homogeneity of data variance in the groups is violated is Games-Howell.

Table 5
Multiple Comparisons of Group Means Games-Howell Post hoc Test

Dependent Variable: Text Organization						
Games-Howell					95% Confidence Interval	
(I) Studentship	(J) Studentship	Mean Difference (I-J)	SE	Sig.	Lower Bound	Upper Bound
Junior	Senior	.01653	.05918	.958	-.1228	.1558
	MA	-.16838(*)	.06196	.020	-.3147	-.0220
Senior	Junior	-.01653	.05918	.958	-.1558	.1228
	MA	-.18491(*)	.06670	.017	-.3423	-.0275
MA	Junior	.16838(*)	.06196	.020	.0220	.3147
	Senior	.18491(*)	.06670	.017	.0275	.3423

* The mean difference is significant at the .05 level.

As Table 5 shows, post hoc comparisons using Games-Howell test indicate that at the significance level of 0.05, the mean score for junior students ($M = 2.29$, $SD = 0.50$) is significantly different from that of MA students ($M = 2.46$, $SD = 0.46$). Also the mean score for senior students ($M = 2.27$, $SD = 0.59$) is found to be significantly different from

that of MA students ($M = 2.46$, $SD = 0.46$). Groups of senior students and junior students do not differ significantly.

4.1.4.2. Hochberg's GT2 Test
There are several post hoc tests when the variance is assumed homogeneous in all the data groups under analysis of variance. Despite the greater popularity of some tests like Tukey HSD, Field (2005, p. 357) recommends using Hochberg's GT2 post hoc test, when the design of the study entails group sizes which are considerably unequal.

As the table of related descriptive statistics show the junior, senior, and MA student subgroups consists of 176, 169, and 89, respectively (see Table 1). Since the first two subgroups are each almost twice as large as the third subgroup in this study, Hochberg's GT2 post hoc test was employed for the comparisons. The results of multiples comparisons for every dependent variable that in the main analysis of ANOVA above received a significant value of smaller than 0.05, and a significant difference was determined.

In terms of exploring the Rhetoric discourse category for implicit indications to the ideologies of the source text producer by the participating translation students, according to Table 6, the post hoc comparisons using Hochberg test at the significance level of 0.05 indicated that the rating mean score for senior students ($M = 1.93$, $SD = 0.44$) was significantly different from that of MA students ($M = 2.10$, $SD = 0.40$). The rating mean score for junior students ($M = 1.97$, $SD = 0.45$) was not significantly different from that of MA students. Also, the mean scores of senior students and junior students did not differ significantly.

In terms of exploring Meaning & Content discourse category for implicit indications to the ideologies of the source text producer by the participating translation students, according to Table 6, post hoc comparisons using Hochberg's test at the significance level of 0.05 indicated that the rating mean score for junior students ($M = 2.11$, $SD = 0.49$) was significantly different from that of MA students ($M = 2.29$, $SD = 0.45$). Also, the rating mean score for senior students ($M = 2.08$, $SD = 0.59$) was significantly different from that of MA students. But the rating mean scores of senior students and junior students did not differ significantly.

Table 6
Multiple Comparisons of Group Means by Hochberg Post hoc Test

Dependent Variable	(I) Studentship	(J) Studentship	Mean Difference (I-J)	SE	Sig.	95% Confidence Lower Bound	Upper Bound
Rhetoric	Junior	Senior	.03914	.04716	.791	-.0739	.1522
		MA	-.13202	.05696	.061	-.2685	.0045
	Senior	Junior	-.03914	.04716	.791	-.1522	.0739
		MA	-.17116(*)	.05735	.009	-.3086	-.0337
	MA	Junior	.13202	.05696	.061	-.0045	.2685
		Senior	.17116(*)	.05735	.009	.0337	.3086
Meaning & Content	Junior	Senior	.02308	.05317	.962	-.1044	.1505
		MA	-.18638(*)	.06422	.012	-.3403	-.0325
	Senior	Junior	-.02308	.05317	.962	-.1505	.1044
		MA	-.20946(*)	.06466	.004	-.3644	-.0545
	MA	Junior	.18638(*)	.06422	.012	.0325	.3403
		Senior	.20946(*)	.06466	.004	.0545	.3644
Evidential Support	Junior	Senior	.02709	.05572	.948	-.1065	.1606
		MA	-.14623	.06730	.088	-.3075	.0151
	Senior	Junior	-.02709	.05572	.948	-.1606	.1065
		MA	-.17332(*)	.06776	.032	-.3357	-.0109
	MA	Junior	.14623	.06730	.088	-.0151	.3075
		Senior	.17332(*)	.06776	.032	.0109	.3357
Lexical Choice	Junior	Senior	-.06557	.04453	.367	-.1723	.0412
		MA	-.13368(*)	.05378	.039	-.2626	-.0048
	Senior	Junior	.06557	.04453	.367	-.0412	.1723
		MA	-.06811	.05416	.505	-.1979	.0617
	MA	Junior	.13368(*)	.05378	.039	.0048	.2626
		Senior	.06811	.05416	.505	-.0617	.1979
Generality	Junior	Senior	.02645	.04833	.928	-.0894	.1423
		MA	-.29648(*)	.05837	.000	-.4364	-.1566
	Senior	Junior	-.02645	.04833	.928	-.1423	.0894
		MA	-.32294(*)	.05877	.000	-.4638	-.1821
	MA	Junior	.29648(*)	.05837	.000	.1566	.4364
		Senior	.32294(*)	.05877	.000	.1821	.4638
Unclarity	Junior	Senior	.03245	.04601	.860	-.0778	.1427
		MA	-.12698	.05557	.067	-.2602	.0062
	Senior	Junior	-.03245	.04601	.860	-.1427	.0778
		MA	-.15943(*)	.05595	.014	-.2935	-.0253
	MA	Junior	.12698	.05557	.067	-.0062	.2602
		Senior	.15943(*)	.05595	.014	.0253	.2935

* The mean difference is significant at the .05 level.

In terms of exploring Evidential Support discourse category for implicit indications to the ideologies of the source text producer by the participating translation students, according to Table 6, post hoc comparisons using Hochberg test at the significance level of 0.05 indicated that the rating mean score for senior students (M = 1.94, SD = 0.54) was significantly different from that of MA students (M = 2.11, SD = 0.50). The rating mean score for junior students (M = 1.97, SD = 0.51) was not significantly different from either that of senior or MA students.

In terms of exploring Lexical Choice category for implicit indications to the ideologies of the source text producer by the translation students, according to Table 6, post hoc comparisons using Hochberg test at the significance level of 0.05 indicated that the rating mean score for junior students (M = 1.96, SD = 0.42) was significantly different from that of MA students (M = 2.09, SD = 0.39). The score of the seniors (M = 2.02, SD = 0.42) was not significantly different from neither that of the juniors nor MA students.

In terms of exploring the Generality discourse category for implicit indications to the ideologies of the source text producer by the participating translation students, according to Table 6, post hoc comparisons using the Hochberg's test at the significance level of 0.05 indicated that the rating mean score for junior students (M = 1.80, SD = 0.44) was significantly different from that of MA students (M = 2.10, SD = 0.48). Also the rating mean score for senior students (M = 1.78, SD = 0.44) was significantly different from that of MA students. But the rating mean scores of senior students and junior students did not differ significantly.

In terms of exploring Unclarity discourse category for implicit indications to the ideologies of the source text producer by the participating translation students, according to Table 6, post hoc comparisons using Hochberg test at the significance level of 0.05 indicated that the rating mean score for senior students (M = 1.79, SD = 0.49) was significantly different from that of MA students (M = 1.95, SD = 0.40). The rating mean score for junior students (M = 1.82, SD = 0.42) was not significantly different from either that of senior students or MA students.

4.2. Research Question II

In this section, the results of another statistical test addressing the second research question are reported. This part of the study involved examining

the probable effect of gender as an independent variable on the dependent variables of rating scores for exploring each of the discourse categories for hidden ideological implications. Since there were nine discourse categories at issue, multiple independent *t*-tests were conducted.

4.2.1. Preliminary Analysis

Before conducting the test and interpreting the results, it was imperative to check the relevant assumptions of the test. There are two types of *t*-Test: paired samples *t*-Test and independent samples *t*-Test. In independent samples *t*-Test, as the name speaks for itself, the first thing to consider is that the two groups should be independent. It was given that since participants of opposite sex were involved, this criterion was already met. Approximately or perfectly normal distribution of the data is another assumption which was also met in the present case. As mentioned earlier, Field (2005, p. 288) writes, "If the samples contain more than about 50 scores, the sampling distribution will always be normally distributed". As can be seen in Table 7, the number of participants in the two subgroups under the study, male (*n*=133) and female (*n*=301) fulfilled this assumption.

Table 7
Descriptive Statistics of the Rating Scores of Male and Female per Category

Dependent Variables	Gender	N	M	SD	SE of Mean
Text Organization	Male	133	2.2763	.50156	.04349
	Female	301	2.3369	.54872	.03163
Rhetoric	Male	133	1.9579	.43816	.03799
	Female	301	1.9965	.44318	.02554
Meaning & Content	Male	133	2.1281	.49572	.04298
	Female	301	2.1403	.50142	.02890
Argumentation	Male	133	1.7024	.44483	.03857
	Female	301	1.6449	.42997	.02478
Evidential Support	Male	133	2.0099	.51332	.04451
	Female	301	1.9782	.52397	.03020
Lexical Choice	Male	133	2.0061	.39453	.03421
	Female	301	2.0138	.42521	.02451
Sentence	Male	133	2.2369	.57821	.05014
	Female	301	2.2863	.53895	.03106
Generality	Male	133	1.8741	.47127	.04086
	Female	301	1.8468	.46272	.02667
Unclarity	Male	133	1.8015	.42276	.03666
	Female	301	1.8528	.43343	.02498

One final consideration was determining whether the variances in the two subgroups were or were not equal. In independent samples *t*-Test which produces two alternative *t*-values for either of the situations (equality assumed or not) would be calculated. When assuming or violating the assumption of equality of variances is determined, either of the relevant *t*-values would be considered. With regard to the variances of the two groups, the Levene's test was conducted by default when independent samples *t*-Test was run. As can be seen in Table 8, the results show that the significance value for each group with respect to all the dependent variables is greater than the criterion value of 0.05. That is, the assumption of homogeneity of data variance for both groups was met (Pallant, 2001, p. 179). Therefore, based on the results achieved, the corresponding significance value at a 95% confidence level was examined for each of the dependent variables of the study.

Table 8
Levene's Test for Equality of Variances for t-Test

Dependent Variable	F	Sig.
Text Organization	1.377	.241
Rhetoric	.003	.957
Meaning & Content	.496	.482
Argumentation	.000	.983
Evidential Support	.068	.795
Lexical Choice	1.638	.201
Sentence	1.482	.224
Generalization	.227	.634
Unclarity	.004	.947

4.2.2. Independent Samples *t*-Test

The results of *t*-Test demonstrated in Table 9 demonstrate that the independent variable of gender did not have a significant effect on the choices of exploring ideological discourse categories. In other words, the larger significance values compared to the criterion value of 0.05 for each of the dependent variables failed to reject the null hypothesis that there is not a significant difference between the choices and priorities of male and female students when seeking ideological representations in the source text during translation, at 95% confidence level.

In terms of exploring the Text Organization discourse category, between the rating scores by the male (M=2.28, SD=0.50) and the female (M=2.34, SD=0.55), there was no significant difference $t(432) = -1.09$, $p > 0.05$.

In terms of exploring the Rhetoric discourse category, between the rating scores by the male (M=1.96, SD=0.84) and the female (M=2.00, SD=0.44), there was no significant difference $t(432) = -0.84$, $p > 0.05$.

In terms of exploring the Meaning & Content discourse category, between the rating scores by the male (M=2.13, SD=0.50) and the female (M=2.14, SD=0.50), there was no significant difference $t(432) = -0.23$, $p > 0.05$.

Table 9
Independent Samples t-Tests Results across Gender

Dependent Variable	t	df	Sig. (2-tailed)	M Dif.	SE Dif.	95% Confidence	
						Upper	Lower
Text Organization	-1.088	432	.277	-.06057	.05568	-.17001	.04886
Rhetoric	-.840	432	.402	-.03861	.04598	-.12899	.05177
Meaning & Content	-.233	432	.816	-.01212	.05203	-.11438	.09014
Argumentation	1.270	432	.205	.05745	.04525	-.03148	.14638
Evidential Support	.585	432	.559	.03170	.05422	-.07487	.13826
Lexical Choice	-.177	432	.859	-.00768	.04332	-.09283	.07747
Sentence	-.861	432	.390	-.04939	.05740	-.16220	.06342
Generality	.563	432	.574	.02726	.04845	-.06797	.12250
Unclarity	-1.146	432	.253	-.05132	.04479	-.13936	.03672

In terms of exploring the Argumentation discourse category, between the rating scores by the male (M=1.70, SD=0.44) and the female (M=1.64, SD=0.43), there was no significant difference $t(432)=1.27$, $p > 0.05$.

In terms of exploring the Evidential Support discourse category, between the rating scores by the male (M=2.00, SD=0.51) and the female (M=1.98, SD=0.52), there was no significant difference $t(432) = 0.59$, $p > 0.05$.

In terms of exploring the Lexical Choice discourse category, between the rating scores by the male (M=2.00, SD=0.39) and the female (M=2.01, SD=0.43), there was no significant difference $t(432) = -0.18$, $p > 0.05$.

In terms of exploring the Sentence discourse category, between the rating scores by the male (*M*=2.24, *SD*=0.58) and the female (*M*=2.29, *SD*=0.54), there was no significant difference $t(432) = -0.86$, $p > 0.05$.

In terms of exploring the Generality discourse category, between the rating scores by the male (*M*=1.87, *SD*=0.47) and the female (*M*=1.85, *SD*=0.46), there was no significant difference $t(432) = -0.56$, $p > 0.05$.

In terms of exploring the Unclarity discourse category, between the rating scores by the male (*M*=1.80, *SD*=0.42) and the female (*M*=1.85, *SD*=0.43), there was no significant difference $t(432) = -1.15$, $p > 0.05$.

5. Discussion
The first research question concerned the potential effect of instruction in different pedagogical stages during English and Persian translation education (i.e., junior year courses, senior year courses, and MA coursework) on the priorities of students about discourse categories when seeking ideological representations in the source text during translation.

Initial findings in response to this question suggested that the degree of attention of junior, senior and MA students to two of the discourse categories, Argumentation and Sentence, did not differ significantly. That is, the slight difference between their mean rating scores could only be due to chance and did not illustrate any meaningful variation. In other words, translation students of English and Persian translation either in the final half of the undergraduate program or after passing the graduate courses of MA in English translation considered these two discourse categories of equal propriety and explored similarly for accommodating embedded ideologies of the source text producer.

Therefore, it was understood that an MA student of English and Persian translation does not explore the source discourse at Argumentation and Sentence levels any more than a junior student of English Persian translation, and that passing several undergraduate and graduate courses of approximately fifty credit points including Translation of Political Texts, Translation of Journalistic Texts, Advanced Translation Practice, Theoretical Principles of Translation in BA, and Models and Theories of Translation, Applied Translation

Criticism, and Applied Linguistics in Translation in MA did not have any influence on how they critically approach Argumentation and Sentence discourse categories in a social or political text during translation. As specified in the model, the category of Argumentation consisted of the ideological discourse structures of Disclaimer, Victimization, Litotes & Negation, Counterfactual, and Authority. The category of Sentence consisted of Passivization, Subordination & Coordination, and Sentence Order.

Nevertheless, the findings suggested that there were significant differences between the mean rating scores of junior, senior and MA students concerning the remaining discourse categories of Text Organization, Rhetoric, Meaning & Content, Evidential Support, Lexical Choice, Generality, and Unclarity.

Subsequent findings suggested that the mean rating scores of junior and senior students regarding the category of Text Organization, Meaning & Content, or Generality did not differ significantly. However, the mean rating scores of the two subgroups were significantly lower than that of the MA students and the difference was significant. In other words, MA students seemed to examine the source discourse at Text Organization category (including the ideological discourse structures of Title & Abstract, Event Order, Paragraphing, and Formality Level), Meaning & Content category (including the ideological discourse structures of Reasonableness, Topics & Themes, Situation Description, Local Coherence, and Categorization) and Generality category (including the ideological discourse structures of Generalization, Examples & Illustrations, and Presupposition) significantly more frequently than junior or senior students do.

In comparison to the undergraduate students, deeper and more frequent examination of a source discourse during translation and being more cautious of the ideological representations in the source text are to a large extent expected from MA students of English and Persian translation for a number of reasons. Given that there is a fairly limited capacity for admission into Master's programs in Iranian higher education, and there is only less than one percent chance for every graduate of BA in English and Persian translation to be admitted to the MA in English and Persian Translation through a nationwide examination, typically the stronger students can carry on to graduate studies in Iran. So, aside from passing several graduate courses on

translation theories and practice, MA students have been typically the stronger students during their first degree.

The findings also suggested that the mean rating scores of senior students and MA students during searching for indications to concealed ideologies in a journalistic, social, or political text for translation, regarding the discourse categories of Rhetoric (including the ideological discourse structures of Metaphor, Comparison, Irony, Simile, and Polarization), Evidential Support (including the ideological discourse structures of Evidentiality, Topoi, Explanation, and Consensus), and Unclarity (including the ideological discourse structures of Euphemism, Fallacy, and Vagueness) were significantly different. But, those of junior and MA student did not have a meaningful difference. In other words, junior students tended to examine the discourse of a journalistic, social or political text at the levels of Rhetoric, Unclarity, and Evidential Support significantly more frequently than the senior students did during translation, and MA students did so more frequently than the junior students. Yet, unlike the significant difference between the degrees of attention of senior and MA students, the difference between the degree of attention of Junior and MA students was slight and merely due to chance. So, unexpectedly, junior students seemed to pay as much attention to the discourse levels of Rhetoric, Evidential Support and Unclarity as MA students when translating an English social or political text into Persian.

It readily makes sense why MA translation students should tend to examine the source discourse and its levels more frequently than the undergraduate. However, the reason why junior students with less training tended to explore the categories of Rhetoric and Unclarity more frequently than senior students did tend to can be due to the immediate – and apparently transient – effect of the higher density of literature related courses in the junior (i.e., third) year of the undergraduate English and Persian translation in Iran. In comparison, in the senior year, specialist translation courses are in majority, while the first two years of the training program are more focused on EFL skills. Typically in the third or the junior year in BA English and Persian Translation in Iran, the students take the following course among others with an expected emphasis on rhetorical devices and figurative language: Introduction to Modern Literature of Iran, Samples of Simple (English) Prose, Introduction to English Literature I and II, Idioms and Metaphorical Expressions in Translation, and Translation of Literary Texts. Still, it

barely explains for the case of more attention to the discourse category of Evidential Support by junior students than by the senior students.

Furthermore, the findings suggested that the mean rating scores of MA students was significantly higher than that of junior students when seeking hidden ideologies in a social or political text for translation, regarding the discourse category of Lexical Choice (including the ideological discourse structures of Synonym & Paraphrase, Lexicalization, Repetition, Hyperbole, and Word Order). And the mean rating scores of MA students and senior students did not have a meaningful difference. In other words, MA and senior student tended to explore discourse in terms of the choice of words considerably more than junior student of English and Persian translation when delving into a social or political text during translation into Persian.

Among the results for exploring the discourse at various levels, the result about the category of Lexical Choice was the closest to the reasonable. Namely, the degree of attention and the extent of examination of discourse at this level increased along with the advancement in the course of training of the translation students – senior students tended to pay attention to the Lexical Choice slightly more than the junior students, and MA student did so slightly more than senior students, but their degree of attention was significantly higher than that of junior students. So, it could be concluded that training of the students positively correlated with the development of students' critical attentiveness to the level of Lexical Choice in the source discourse in translation.

According to the findings, as anticipated, MA students tended to pay mostly the highest attention to the most levels of discourse for embedded ideologies. Nevertheless, the same results demonstrated that their attention in terms of two discourse categories of Argumentation and Sentence was not any higher than that of neither senior nor junior students. The curious fact, however, was that the discourse category of Argumentation was shown to be the least examined and the category of Sentence to be the second most examined levels of discourse according to the entire sample population of English and Persian translation students.

The most unexpected finding related to the results that the junior students in comparison to those of the senior students tended to explore the categories of Rhetoric, Unclarity, and Evidential Support at a higher frequency. Given that the subgroups of junior (n=176) and senior

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(n=169) students comprised of approximately the same valid number of participants who were selected through an identical sampling technique from the same institutions of higher education, the unanticipated finding could barely be due to a problem from the lack of the representativeness of the data.

Additionally, the results showed that the senior translation students in terms of seven discourse categories (i.e., all except for categories of Lexical Choice and Sentence) had the lowest mean rating score indicating to the lowest attentiveness and frequency of examination. This relatively low attention of senior students in exploring discourse at most levels was especially curious by considering that English and Persian students in the senior (i.e., fourth and final) year of their undergraduate training pass courses including Advanced Translation, Individual Translation Project, Translation of Economic Texts, Translation of Islamic Texts, Translation of Journalistic Texts, and Translation of Political Texts among others.

The above results about the discourse categories explored by students in various stages of training were so diverse and erratic that hardly any meaningful pattern could be depicted. Expect for the category of Lexical Choice, no consistent development of the extent of examination and degree of attention to any of the other discourse categories, as the translation students progressed in their training was noted.

Therefore, it was safe to infer that instruction in the English translator training in Iranian universities, particularly in the undergraduate program, did not have any constant and consistent influence on the development of how trainee translators approached an ideologically-charged discourse critically during translation, and the fairly irregular variations in the priorities and choices of the students about different discourse categories could be suspected to be due to different reason(s) other than the impact of current translation pedagogy.

The second research question of the study examined the potential effect of the variable of gender on the tendencies and priorities of students about exploring discourse categories when seeking ideological representations in the source text during translation.

The findings in response to this question concerning the effect of gender as a possible intervening variable suggested that the male and the female translation students of English and Persian translation did not differ significantly in their priorities and degrees of attention to any of

the categories of ideological discourse structure when exploring any of the nine discourse categories of Text Organization, Rhetoric, Meaning & Content, Argumentation, Evidential Support, Lexical Choice, Sentence, Generality, and Unclarity, in the text to be translated. In other words, the female and the male translation students tended to pay similar attention to each discourse category, and every level in discourse was of equal priority to the two subgroups for finding indications to the embedded ideologies and world views of the source text producer.

Unlike a number of translatorial strategies (e.g., Simon, 1996; von Flotow, 2007), the findings of this study suggested that the variable of gender was not the source of any significant difference between the priorities and choices of the male and the female prospective translators when approaching the source discourse in search of ideological representations.

Likewise, a study examined the role of gender on the choices of strategies in translation of metaphors in the Persian context. The researchers found that the choices of the strategies were gender-free, and therefore, they concluded that gender discussion in translation studies seem to be a rather non-linguistic issue (Farahzad & Faridzadeh, 2009). However, they admitted that the verification of such a conclusion required further and more elaborate research, and so does the conclusion of the present study on the lack of intervention of gender variable on the critical approach of prospective translators of English and Persian towards the source discourse.

6. Conclusion

The study provided evidence that English translation students in Iranian universities generally either in the final years of undergraduate training or in master program tended to explore the source discourse at more concrete and visible levels of discourse such as Textual Organization level (or as originally described in van Dijk's categories, the levels of Formal Structures, and Discourse Forms), Sentence and Lexical Choice categories, and the more abstract levels such as the category of Argumentation among others are less attended to and explored.

The study could provide evidence that whereas the choices of the MA students about which discourse structures to explore the most with highest priority did not vary much from the choices of the junior and senior students in undergraduate training for an ideological analysis of

the source text, the MA students tended to examine the relevant discourse structures at a relatively higher frequency.

The study could provide evidence that the representing selection of students in English and Persian translator training explore the source discourse critically during translation at fairly low frequency, which can be of concern for the translator trainers and curriculum designers of the current English and Persian translation programs in Iranian higher education.

The study provided evidence to conclude that the current nationwide curricular and pedagogical approach to English translation in Iranian institutions of higher education did not have a constant and consistent influence on the critical approach of English and Persian trainee translators towards the ideological analysis of the source discourse during translation.

The study empirically demonstrated that the English and Persian translation students' choices and priorities of exploring various categories of ideological discourse structures in a critical analysis of the source text in translation were not gender specific. In other writing, how the male and the female English and Persian translators approached the source discourse during exploring any of the nine discourse categories for ideological representations did not differ significantly.

The study indicated that the lexical choices of the source text producer was of the highest priority to explore for the trained English and Persian translators when seeking ideological representations in the source discourse during translation.

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Appendix A

Rotated Factor Solution of the Ideological Discourse Structures (Khoshsaligheh, 2012)

Variables	Factors								
	1	2	3	4	5	6	7	8	9
Paragraphing	.652								
Formality Level	.580								
Event Order	.521								
Title	.499								
Irony		.708							
Metaphor		.642							
Simile		.595							
Comparison		.472							
Polarization & Contrast		.441							
Topics & Themes			.694						
Situation Description			.640						
Local Coherence			.521						
Categorization			.447						
Reasonableness			.405						
Counterfactuals				.699					
Disclaimer				.594					
Litotes & Negation				.537					
Victimization				.459					
Authority				.413					
Evidentiality					.683				
Topoi					.666				
Explanation					.553				
Consensus					.522				
Paraphrase & Synonym						.712			
Repetition						.555			
Word Order						.484			
Hyperbole						.435			
Lexicalization						.409			
Examples							.701		
Generalization							.647		
Presupposition							.507		
Passivization								.678	
Sub & Coordination								.660	
Sentence Order								.559	
Euphemism									.746
Fallacy									.586
Vagueness									.442

Extraction Method: Principal Component Analysis.
Rotation Method: Equamax with Kaiser Normalization.
Rotation converged in 19 iterations.

Appendix B

Internal Consistency Reliability and Item-Total Statistics (Khoshsaligheh, 2012)

Sub-set	IDSI Items	Cronbach's Alpha	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Text Organization		0.70		
	Paragraphing		.494	.624
	Formality Level		.485	.630
	Event Order		.487	.629
	Title		.457	.648
Rhetoric		0.70		
	Irony		.508	.626
	Metaphor		.474	.643
	Simile		.483	.638
	Comparison		.389	.677
	Polarization & Contrast		.424	.663
Meaning & Content		0.73		
	Topics & Themes		.544	.667
	Situation Description		.608	.641
	Local Coherence		.444	.704
	Categorization		.452	.703
	Reasonableness		.427	.712
Argumentation		0.67		
	Counterfactual		.498	.591
	Disclaimer		.448	.612
	Litotes & Negation		.398	.635
	Victimization		.378	.645
	Authority		.417	.627
Evidential Support		0.69		
	Evidentiality		.462	.631
	Topoi		.476	.622
	Explanation		.500	.608
	Consensus		.454	.635
Lexical Choice		0.58		
	Repetition		.347	.519
	Word Order		.422	.459
	Hyperbole		.275	.574
	Lexicalization		.406	.472
Generality		0.54		
	Examples		.392	.371
	Generalization		.343	.452
	Presupposition		.320	.488
Sentence		0.62		
	Passivization		.396	.571
	Subordination & Coordination		.495	.423
	Sentence Order		.403	.560
Unclarity		0.52		
	Euphemism		.287	.481
	Fallacy		.380	.326
	Vagueness		.322	.426

Appendix C

SEM Goodness of Fit Statistics (Khoshsaligheh, 2012)

Degrees of Freedom = 593
Minimum Fit Function Chi-Square = 1837.89 (P = 0.0)
Normal Theory Weighted Least Squares Chi-Square = 1751.69 (P = 0.0)
Estimated Non-centrality Parameter (NCP) = 1158.69
90 Percent Confidence Interval for NCP = (1036.95 ; 1288.02)

Minimum Fit Function Value = 4.20
Population Discrepancy Function Value (F0) = 2.65
90 Percent Confidence Interval for F0 = (2.37 ; 2.94)
Root Mean Square Error of Approximation (RMSEA) = 0.067
90 Percent Confidence Interval for RMSEA = (0.063 ; 0.070)
P-Value for Test of Close Fit (RMSEA < 0.05) = 0.00

Expected Cross-Validation Index (ECVI) = 4.50
90 Percent Confidence Interval for ECVI = (4.22 ; 4.80)
ECVI for Saturated Model = 3.21
ECVI for Independence Model = 13.75

Chi-Square for Independence Model with 666 Degrees of Freedom = 5947.35
Independence AIC = 6021.35
Model AIC = 1971.69
Saturated AIC = 1406.00
Independence CAIC = 6209.47
Model CAIC = 2530.98
Saturated CAIC = 4980.40

Normed Fit Index (NFI) = 0.69
Non-Normed Fit Index (NNFI) = 0.74
Parsimony Normed Fit Index (PNFI) = 0.62
Comparative Fit Index (CFI) = 0.76
Incremental Fit Index (IFI) = 0.77
Relative Fit Index (RFI) = 0.65

Critical N (CN) = 162.11

Root Mean Square Residual (RMR) = 0.066
Standardized RMR = 0.066
Goodness of Fit Index (GFI) = 0.82
Adjusted Goodness of Fit Index (AGFI) = 0.79
Parsimony Goodness of Fit Index (PGFI) = 0.69

Appendix D

Ideological Discourse Structures Inventory (IDSI Inventory)

	100% Always	75% Often	50% Sometimes	25% Seldom	0% Never

ـ اطلاعات فردی

الف. سال سوم کارشناسی (1) سال چهارم کارشناسی (2) دانشجوی کارشناسی ارشد (3) -
ب. مرد / زن

ـ توضیحات

خواهشمند است مقدار توجه خود را نسبت به هر یک از اجزا و زیر مجموعه های ساختار متی اجتماعی یا سیاسی مورد مطالعه برای درک و استنباط دیدگاه های پنهان و ایدئولوژی غیرعلنی نگارنده متن، پیش از ترجمه مشخص فرماید. درخواست می شود برای تعین سطح توجه خود یکی از گزینه ها را درمورد هر یک از موارد علامت بزنید. در صورت نیاز به توضیحات اضافه یا درج نظرات از پشت صفحه استفاده فرمایید.

ـ پرسش ها

#	سؤال	100% Always	75% Often	50% Sometimes	25% Seldom	0% Never
1	بررسی (metaphor) موارد استفاده از آرایه ادبی استعاره یا استفاده از واژه ای بجای واژه دیگری بدلیل شباهت بین آن دو.	5	4	3	2	1
2	بررسی (comparison) چگونگی مقایسه های انجام شده در متن ونحوه بررسی شباهت های گروه ها، شخصیت ها ویا حوادث مختلف در متن.	5	4	3	2	1
3	بررسی (passivization) فعل های مجهول که مفعول در جایگاه نهاد و قبل از فعل قرار می گیرد.	5	4	3	2	1
4	بررسی (subordination & coordination) چگونگی و نحوه ترکیب جملات ساده در تشکیل جملات مرکب و یا پیچیده.	5	4	3	2	1
5	بررسی (sentence order) چیدمان و ترتیب جملات درمتن.	5	4	3	2	1
6	بررسی (title form) اندازه و شیوه نگارش عنوان یا سرخط متن.	5	4	3	2	1
7	بررسی (euphemism) استفاده از تعابیر مودبانه تر و عباراتی که از لحاظ اجتماعی پذیرفته می باشند بجای واژگانی که در اذهان عمومی نهی شده می باشند.	5	4	3	2	1
8	بررسی (fallacy) موارد عدم رعایت قواعد معمول و پذیرفته شده در مباحثه همچون ارتباط ضعیف بین دلایل مطرح شده و نتیجه گیری نهایی وغیره.	5	4	3	2	1
10	بررسی (topoi) نحوه استفاده از مفاهیم ومباحثی که درستی آنها توسط اکثریت بدیهی فرض می شوند. مفاهیمی مانند اهمیت دفاع از وطن، ضرورت تلاش برای رفاه خانواده و یا برابری انسانها که درستی آنها برای عموم مخاطبان متن واضح به نظر می رسد.	5	4	3	2	1
11	بررسی (explanation) توضیحات و دلایل توجیه کننده افعال و وقایع مطرح شده در متن.	5	4	3	2	1

5 4 3 2 1	12 بررسی (consensus) مواردی در متن که به بیان خواست و مطالبات اکثریت مردم پرداخته می شود.
5 4 3 2 1	13 بررسی (generalization) چگونگی تعمیم دادن صحت نمونه های مطرح شده به دیگر موارد و عمومیت دادن مثال ها درمقیاس وسیعتر.
5 4 3 2 1	14 (example & illustration) استفاده از مثال ها ونمونه ها برای تایید دیدگاه ها ونظرات مطرح شده.
5 4 3 2 1	15 بررسی (presupposition) بکارگیری مفاهیم و اطلاعاتی در متن که آگاهی از آنها توسط مخاطب متن بدیهی فرض می شوند.
5 4 3 2 1	16 بررسی (irony) موارد استفاده از آرایه ادبی کنایه یا جملات و عباراتی که منظور نگارنده متن از استفاده از آنها چیزی مخالف یا غیر از معنی ظاهری و معمول آنهاست.
5 4 3 2 1	17 بررسی (categorization) نحوه دسته بندی افراد وگروه ها به مجموعه ها و یا زیرمجموعه های مختلف درمتن.
5 4 3 2 1	18 بررسی (lexical choice) انتخاب واژگان و عبارات برای انتقال مفاهیم و حوادث و افعال و ارجاع به گروه ها و شخصیت های مطرح شده در متن.
5 4 3 2 1	19 بررسی (reasonableness) مواردی در متن که منطقی بودن بحث و یا منطقی بودن موافقان بحث مطرح می گردد.
5 4 3 2 1	20 بررسی (repetition) موارد تکرار واژگان و یا مفاهیم در متن.
5 4 3 2 1	21 بررسی (victimization) مواردی در متن که فرد یا گروهی قربانی اعمال یا تصمیمات گروهی یا فردی دیگر معرفی می شوند.
5 4 3 2 1	22 بررسی (topics & themes) موضوعات و درون مایه های مطرح شده در قسمت های مختلف متن.
5 4 3 2 1	23 بررسی (situation description) مقدار ارائه جزئیات و چگونگی توصیف موقعیت ها و حوادث مطرح شده در متن.
5 4 3 2 1	24 بررسی (local coherence) نحوه ایجاد ارتباط و انسجام بین حوادث، وقایع و موقعیت های مختلف در قسمت های مختلف متن.
5 4 3 2 1	25 بررسی (simile) موارد استفاده از آرایه ادبی تشبیه، که تشبیه کردن دو مورد بر پایه اشتراکی و شباهتی که در صفت یا ویژگی دارند می باشد.
5 4 3 2 1	26 بررسی (polarization) موارد نمونه هایی که مفاهیم، اشخاص و یا گروه ها در تقابل ومتضاد یکدیگر معرفی و یا توصیف می شوند.
5 4 3 2 1	27 بررسی (paraphrase & synonym) کلمات و عبارات مترادف و واژگان با معانی نزدیک.
5 4 3 2 1	28 بررسی (authority) چگونگی و مقدار ارجاعات به افراد مانند متخصصان، مراجع دینی و موسسات مانند سازمان های بین المللی و یا رسانه ها.

5 4 3 2 1	29 بررسی (hyperbole) موارد استفاده آرایه ادبی اغراق یا برجسته نشان دادن صفتی در مورد فرد یا پدیده ای که درعالم واقع امکان دست یابی به آن صفت در آن حد نباشد.
5 4 3 2 1	30 بررسی (word order) اولویت بندی ترتیب و چیدمان واژگان و عبارات در یک جمله یا جمله واره.
5 4 3 2 1	31 بررسی (event order) چیدمان وقایع و ترتیب بیان بخش های حوادث و توصیف موقعیت ها درمتن.
5 4 3 2 1	32 بررسی (disclaimer) مواردی که مسئولیت یا وابستگی نگارنده متن را در قبال مسئله یا مواردی مطرح شده ا انکار می شوند مانند، این راه حل مناسبی می باشد ولی در این موقعیت عملی نمی باشد.
5 4 3 2 1	33 بررسی (paragraphing) تقسیم بندی مطالب متن به پاراگراف ها و یا بندهای مختلف و چیدمان محتویات در پاراگرافها.
5 4 3 2 1	34 بررسی (formality level) سطح رسمیت واژگان و ساختار جملات در متن.
5 4 3 2 1	35 بررسی (litotes) ساختارهایی که برای انتقال مفهومی از عبارت متضاد معنی مدنظر به همراه فعل منفی استفاده می شود. مانند : بد نبود بجای خوب بود.
5 4 3 2 1	36 بررسی (counterfactual) بیان موقعیت ها و یا نتایجی در متن که هنوز تحقق پیدا نکرده اند ولی می توانسته اند در گذشته و یا احتمال دارد در آینده تحقق پیدا کنند.