

## ***Schema-Based Cloze Multiple Choice Item Tests: Measures of Translation Ability\****

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### **Abstract**

*The validity and reliability of a schema-based cloze multiple choice item test (MCIT) as an indirect measure of translation ability was concurrently explored by administering it with a Persian to English MCIT, and an English to Persian open ended translation examination (OETE). The results obtained on the performance of 110 non-native undergraduate university students showed that the schema-based cloze MCIT had the highest reliability ( $\alpha = 0.91$ ). The Persian to English MCIT enjoyed an acceptable degree of reliability ( $\alpha = 0.84$ ) whereas English to Persian OETE defied reliability estimates due to its subjective nature. Although the three tests correlated significantly with each other, they presented three significantly different measures of translation ability. Since the schema-based cloze MCIT provided the most reliable measure and correlated more significantly with its traditional counterpart and since it took less time to be scored, it is suggested that schema-based cloze MCITs be employed as indirect measures of translation ability to save time and remove subjectivity in translation.*

**Key words:** *Schema theory, multiple choice item tests, open ended questions, reliability, validity and practicality*

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responses or not is a subjective decision.

**Table 1**  
**The chi-square**  
**of function words translated as English equivalents**

Function words	Observed frequency	Expected frequency	Residual	
must	13	5.5	7.5	$\chi^2 = 18.00$
would	1	5.5	-4.5	df = 3
should	7	5.5	1.5	$p = .000$
lest us	1	5.5	-4.5	
<b>Total</b>	22			

As the second alternative method, the traditional multiple choice item tests (MCITs) solve the problem of subjectivity in scoring translation. They do, however, lack a sound theory in terms of construction and interpretation (Khodadady, 1997, 1999, Khodadady & Herriman, 2000). Not only does schema theory provide MCITs with a powerful rationale. It also resolves the problem of translation unit and offers schema as an alternative. Khodadady (2000, 2001, 2002) defined schema as any abstract concept realized in a word which can stand by itself or combine with other concepts to produce an idiosyncratic image in the mind of a given person. This image has a positive and direct relationship with the person's experiences with the concept gained through its application with other semantically and syntactically related concepts. According to Khodadady (2001), the translation of any schema depends on the translator's experiences with the schema itself and its preceding and succeeding schemata. The more compatible the translator's schemata with the author's schemata, the more accurate the translation would become. This compatibility can be determined by focusing on the semantic features the source language (SL) schema shares with its target language (TL) equivalent and its distinctive features that signal the incompatibility of other related schemata. The contextual schemata, i.e., schemata preceding and

succeeding the TL equivalent, specify the distinctive features.

The present paper does not attempt to apply the theory of schema to translation as Khodadady (2001) did. It is designed to bypass the TL and focus on the SL itself. The paper explores the validity, reliability and practicality of schema-based cloze MCITs as measures of translation by developing them in one language, i.e., English, and administering them concurrently with open-ended translations and traditional MCITs designed in both Persian and English.

## **Method**

### ***Participants***

The participants of the present study were 113 university undergraduate students majoring in Arabic Language and Literature. They had enrolled for the course *English For Specific Purposes II* (ESP II), which was offered by the first researcher of the study at Kurdistan University in 1379 (2000). The participants were at an intermediate level of English language proficiency because they had to pass *General English* and *ESP I* before they took ESP II.

Out of the 113 participants, three did not take part in Persian to English translation examination and thus were excluded from the study. Of 42 female and 68 male participants who took all the tests, 61 were evening students and met every Monday at 4 p.m. and the rest were morning students who attended classes every Monday at 10 a.m. Most participants ranged in age between 19 and 24 and a few were more than 40 years old.

### ***Materials***

The material used in the study consisted of a collection of 16 passages which ranged from 400 to 500 words in length. They were chosen from *The Literary History of the Arabs* (Nicholson, 1969), *The Encyclopedia of Islam* (Brill, 1971), and *Anthology of Islamic Literature from rise of Islam to the present time* (Kritzeck, 1964). These references are widely used as textbooks in Iran. The content of these references are also used to develop tests employed for the admission of students who wish to continue their graduate

### ***Instruments***

Three tests were employed in the study. They were designed as achievement tests on the materials offered during the course and administered as part of the requirement for the course ESP II offered at Kurdistan University. The participants had to obtain a minimum score of 10 out of 20 on each test to pass the course.

#### **1. Schema-based cloze multiple choice item test**

Eight paragraphs were chosen from the materials covered during the course from which 60 schemata were deleted and numbered as the items of the test. Each deleted schema was given along with three alternatives having semantic and syntactic relationships with the deleted schema. The following item was, for example, used in the test. Besides these ephemeral sheets, books of all sorts, old and new, have been ... by the native and European presses of Cairo.

- |           |            |          |           |
|-----------|------------|----------|-----------|
| a.        | b.         | c.       | d.        |
| increased | multiplied | produced | developed |

The validity of schema-based cloze MCIT has already been established in the literature. Khodadady (1997) and Khodadady and Herriman (2000), for example, showed that schema-based cloze MCITs correlate significantly with the TOEFL as a measure of English language proficiency. Research findings also show that they measure objective-based achievement and correlate significantly with content based traditional MCITs (Khodadady, 2001). (The schema-based cloze MCIT is given in Appendix 1).

#### **2. Persian to English multiple choice item test**

The Persian to English multiple choice item test (MCIT) consisted of 36 items developed on the materials offered during the course. These items were based on English sentences translated into Persian by the researchers. The translation was given as the stem of the items and the original English translation was presented along with three distracters. The following item provides an example. (The English to Persian MCIT is presented in Appendix 2.)



### ***Data Analysis***

The internal consistency reliability coefficient of schema-based cloze multiple choice item test (MCT) and Persian to English MCIT were estimated by Cronbach Alpha ( $\alpha$ ). Due to the subjective nature of English to Persian translation examination, its reliability coefficient could not be determined. The response to each item of the test was, however, broken into four parts on the basis of structure and meaning and 0.25 was assigned to each part. (The scoring procedure for the English to Persian translation examination is given in Appendix 3.)

For determining the validity of schema-based cloze MCITs as measures of translation ability, the schema-based cloze MCIT was correlated with the Persian to English MCIT and English to Persian translation examination. All statistical analyses were performed by using SPSS Release 10.0 for windows, standard version. They were carried out to test the following three hypotheses:

- 1) The schema-based cloze MCIT will correlate significantly with the Persian to English MCIT.
- 2) The schema-based cloze MCIT will correlate significantly with the English to Persian OETE.
- 3) The scores obtained on the schema-based cloze MCIT will be significantly higher than the Persian to English MCIT and English to Persian OETE.

### **Results and Discussion**

Table 2 presents the descriptive statistics belonging to the schema-based cloze MCIT, Persian to English MCIT and English to Persian OETE. As can be seen, the schema-based cloze MCIT has the highest reliability coefficient and thus has psychometric superiority ( $\alpha= 0.91$ ) over the other two methods. Although this reliability coefficient is affected by the number of schema-based cloze multiple choice items, the very fact it is easier to develop these items more than the traditional Persian to English multiple choice items and English to Persian open-ended questions enhances the feasibility of



**Table 4**  
**One-way ANOVA with repeated**  
**measures for the score of participants on the three measures**

Source of Variance	DF	MS	F-test	Sig.
Between subjects	2	20705.96	389.92	.0001
Within subjects	327	53.10		
English to Persian OETE				

Table 5 presents follow-up Scheffe tests. As can be seen, the schema-based cloze MCIT, Persian to English MCIT and English to Persian OETE are substantially different from each other. These results indicate that adopting various methods of translation brings about significantly different performances on the part of test takers. As an indirect measure of translation, the schema-based cloze MCIT differs significantly from its traditional counterpart and thus provides a theoretically and empirically more valid method of translation competence.

**Table 5**  
**Scheffe T-tests of the participants' performance on the three measures**

Tests	Persian to English MCIT	English to Persian OETE
Schema-based cloze MCIT	9.75*	17.33*
Persian to English MCIT		27.09*

Note \*  $p < 0.0001$

## Conclusion

The performance of relatively large number of undergraduate students on schema-based cloze multiple choice item tests (MCITs), traditional MCITs and English to Persian open-ended translation examinations (OETEs) revealed the fact that developing these testing methods on the same seen texts yield significantly different results. While the schema-based cloze MCITs derive their



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**Appendix 1****The schema-based cloze multiple choice item test**

From its earliest stage, Arabic poetry was the true ... (1) of the joy and sorrow, pleasure and pain, love and hatred, ... (2) and glory, of those who had lived ... (3) centuries in the vastness of the ... (4). Few people lived in towns such as Mecca, the home of the ... (5) shrine of Kaabe, or even in smaller cities; and the majority ... (6) ceaselessly in search of ... (7) pastures, or along the caravan routes, ... (8) the greater part of their lives in camel caravans and Bedouin ... (9).

1	a.	expression	b.	exhibition	c.	denotation	d.	significance
2	a.	dignity	b.	self-respect	c.	self-esteem	d.	pride
3	a.	for	b.	since	c.	before	d.	after
4	a.	waste	b.	wilderness	c.	desert	d.	barren
5	a.	saintly	b.	blessed	c.	godly	d.	holy
6	a.	moving	b.	moved	c.	movement	d.	move
7	a.	interval	b.	periodical	c.	seasonal	d.	timely
8	a.	employing	b.	spending	c.	consuming	d.	squandering
9	a.	tents	b.	shelters	c.	pavilion	d.	houses

Not finding sufficient support in his homeland, the prince ... (10) to the great Byzantine emperor Justinian, and ... (11) him his services against the ruler of Hira, the ... (12) of his family and the Eastern Roman Empire. Justinian ... (13) him to Constantinople ... (14) he stayed ten years to ... (15) his nomination as the phylarch of Palestine. Justinian gave him as a ... (16) a robe of honour impregnated with poison, which killed him. He died in Ankara in 540.

10	a.	appealed	b.	requested	c.	begged	d.	entreated
11	a.	proposed	b.	offered	c.	sacrificed	d.	presented
12	a.	opponent	b.	adversary	c.	enemy	d.	antagonist
13	a.	invited	b.	asked	c.	prayed	d.	pleaded
14	a.	which	b.	when	c.	what	d.	where
15	a.	retain	b.	acquire	c.	maintain	d.	obtain
16	a.	tip	b.	contribution	c.	gift	d.	bounty

Ambiguity is often the result of faulty communication, leaving the ... (17) or hearer in doubt as to

the meaning of a/an ... (18) , as in “James beats Michael more often than Richard” or “He could not open the door as ... (19).” But the word “ambiguity” is also used to describe the style, especially of ... (20), which permits two or more meanings to be ... (21) in mind at the same time, so developing a great ... (22) of ideas. Sometimes the different ... (23) are contradictory, and show a very ... (24) system of ideas in the poet’s mind.

17	a.	critic	b.	pronouncer	c.	reader	d.	lecture
18	a.	assertion	b.	statement	c.	declartion	d.	report
19	a.	usual	b.	regular	c.	normal	d.	standard
20	a.	versification	b.	poetry	c.	ode	d.	rhyme
21	a.	gaurded	b.	piled	c.	possessed	d.	kept
22	a.	property	b.	fortune	c.	riches	d.	wealth
23	a.	meanings	b.	messages	c.	values	d.	purposes
24	a.	compund	b.	difficult	c.	complicated	d.	problematic

Passionate love scenes were ... (25), and the beauty and charm of his beloved, as the poet ... (26) their separation. He ... (27) his wanderings in the desert, and the (28) adventures he encountered, boasting the ... (29) of his camel or the beauty of his horse. The variety of the adventures, the expression of the poet’s personal ... (30) and the peculiarities of the writer’s style make of each qasida a/an ... (31) artistic work.

25	a.	recreating	b.	recreate	c.	recreation	d.	recreated
26	a.	lamented	b.	complained	c.	wept	d.	deplored
27	a.	related	b.	recited	c.	recounted	d.	narrated
28	a.	endangered	b.	endanger	c.	danger	d.	dangerous
29	a.	qualities	b.	attributes	c.	propertis	d.	traits
30	a.	passion	b.	emotion	c.	sense	d.	feeling
31	a.	individual	b.	exclusive	c.	personal	d.	unique

He died four years later in the islet of Rawada on the Nile, whether he had retired under the (32) of the devoting the rest of his life to God. We ... (33) the titles of more than five hundred ... (34) works which he composed. This number would be ... (35) but for the fact that many of

them are brief pamphlets ... (36) the author's curious erudition on all sorts of abstruse ... (37). Suyuti's indefatigable pen traveled over a/an ... (38) field of knowledge – Koran, tradition, law, philosophy, history, philology and rhetoric. Like some of the Alexandrian scholars, he seems to have taken pride in a ... (39) for polygraphy.

32	a.	appearance	b.	display	c.	excuse	d.	pretence
33	a.	possess	b.	own	c.	hold	d.	occupy
34	a.	separate	b.	dicoounted	c.	alone	d.	isolate
35	a.	absured	b.	inconceivable	c.	incomprehensibl e	d.	incredible
36	a.	exhibiting	b.	displaying	c.	distributing	d.	disclosing
37	a.	topics	b.	themes	c.	materials	d.	subjects
38	a.	immense	b.	extreme	c.	excessive	d.	high
39	a.	estem	b.	honour	c.	reputation	d.	credit

Few others have managed so consistently to incorporate and accommodate so many ... (40) elements and minds. Within Islamic culture, many ... (41) cultures have found a species of ... (42) ; many peoples including non-Moslem, have ... (43) from it, many ideas and other benefits have radiated to other ... (44) . Visually it is represented by many ... (45) monuments, from the Alhambra in Spain to the Taj-Mahal in India, from the crumbling domes of Samarkand to the ... (46) domes of Kano.

40	a.	displaced	b.	dispatch	c.	disintergated	d.	disparate
41	a.	aged	b.	archaic	c.	ancient	d.	old
42	a.	imperishability	b.	immorality	c.	deathlessness	d.	divinity
43	a.	contributed	b.	given	c.	assisted	d.	tended
44	a.	developments	b.	educations	c.	enlightenment s	d.	cultures
45	a.	well-formed	b.	beautiful	c.	fair	d.	well-loved
46	a.	growing	b.	advancing	c.	ascending	d.	rising

The root meaning of irony is “pretending not to know”, ... (47) there is always a ... (48) of two meanings in it. Irony can exist in ... (49) – the phrase “the irony of fate” refers to this kind – or in ... (50). Sometimes the real meaning of an ironical remark is the ... (51) of the literal meaning. Irony is to be looked for in any ... (52) who does not ... (53) accept life as he finds it.

47	a.	disguising	b.	dissembling	c.	disgusting	d.	dislocating
48	a.	recommendation	b.	expression	c.	hint	d.	suggestion
49	a.	situations	b.	places	c.	positions	d.	stations
50	a.	statements	b.	idioms	c.	words	d.	letters
51	a.	counter	b.	resistant	c.	opponent	d.	opposite
52	a.	writer	b.	copyist	c.	secretary	d.	typist
53	a.	unimportantly	b.	unsignificantly	c.	uncritically	d.	uncertainly

Besides these ephemeral sheets, books of all sorts, old and new, have been ... (54) by the native and European presses of Cairo. The science and culture of European have been ... (55) accessible in translations and ... (56) of which the ... (57) list would form a volume in itself. Parallel to this imitative activity, we see a/an ... (58) and growing movement away from the literary models of the... (59). "Neo-Arabic literature is only a limited extent the heir of the old "classical" Arabic literature, and even shows a tendency to ... (60) its inheritance entirely.

54	a.	increased	b.	multiplied	c.	produced	d.	developed
55	a.	rendered	b.	interpreted	c.	expressed	d.	given
56	a.	regulation	b.	conformation	c.	adaptation	d.	conversion
57	a.	total	b.	mature	c.	finished	d.	complete
58	a.	vigorous	b.	forceful	c.	energetic	d.	vital
59	a.	old	b.	last	c.	past	d.	late
60	a.	refuse	b.	disavow	c.	disown	d.	reputate

This is the end of the test.



- B. Even the rhyme and meter of the words which are significant in natural languages are signified in nature with their sound.
- C. Even in a sensitive language, the rhyme and sound of a word has congruity with its nature and rhythm of the significant things.
- D. Even the sound and rhythm of words, in a sensitive language, have some congruity with the nature of the things signified.

۵- آیا از نثرنویسان بزرگ قرن نوزدهم کسی را می شناسی؟

- A. Do you know someone of the prose righters of the ninetieth century?
- B. Do you know great prose write any of the ninety century?
- C. Do you know any of the big prose rights of the nineteen century?
- D. Do you know any of the great prose writers of the nineteenth century?

۶- مقاله ، نوشته ای است به نثر که در آن نویسنده نظرات شخصی خویش را که اغلب انتقادی هستند ، بیان می کند.

- A. Essay is a prose composition in which the writer expresses his personal, often critical opinion.
- B. Essay is a critical opinion often written in verse and contains some personal attitudes.
- C. Essay is a personal and critical attitude of a poet written in verse and composed in prose.
- D. Essay is a verse composition in which the writer clarifies his critical ofetn opinion and personal.

۷- اسلام از قرن هفتم از دوره ما ، در عربستان ظهور کرد و امروز از پیروی بیش از یک میلیارد نفر برخوردار است که مسلمانان نامیده می شوند.

- A. Islam was constructed in Arabia in the seventh century B.C. and today enjoys the adhesion of more than one milliard people called Moslems.
- B. Islam was institution in Arabia in the seventh century B.C. and today injoys the adhesive beliefs of more than one milliard persons called Moslems.
- C. Islam was found in Arabia in the seventh century of our era and today enjoys the adherent of more than five milliard persons called Moslems.
- D. Islam was instituted in Arabia in the seventh century of our era and today enjoys the adherent of more than one milliard persons called Moslems.

۸- کم هستند مذهب هایی که به پای وسعت و قدمت و استحکام آن رسیده باشند.

- A. A few religions have matched its extensive and longevity, and its tenacious.
- B. Few religions have matched its extent and longevity, and its tenacity.
- C. A few religions have not match with its extensive and long, and its tenacious.
- D. Few other religions have not matched its extent or longevity and tenacious ideas.

۹- بسیاری از این زبان ها (از جمله سه زبان اصلی) از نظر زبانشناسی وجه مشترکی ندارند.

- A. Many languages include these three principal ones and they have have no linguistics in common speaking.
- B. Many of the principal languages included in these languages have nothing in common linguistic speaking.
- C. Many of these languages (including the three principal ones) have nothing, linguistically speaking, in common.
- D. Many of the languages(include the three principals one) have no linguistic speakers in common.

۱۰- این مردم به عقاید مذهبی شان وفادار خواهند ماند.

- A. These people will remain faithful to their religious believes.
- B. The people have remained fateful to these religion and believes.
- C. Our epople will remind forgetfut to the religion believed.
- D. These people remained frightened to the religion believed.

۱۱- بنظر خبرگان ، هنر تجسمی نشانگر هنرمندانه ترین نمود نبوغ اسلامی نیست.

- A. Visual art did not repretend Islamic genius, its greatest expression and art in the opinion of the experts.
- B. Visual art does not represent, in the opinion of the experts, the greatest artistic expressions of the Islamic genius.
- C. Visual art does not present the opinion of the experts the expression of the Islamic genius and great artists.
- D. Visual arts do not pretend the experts opinions and artistic expression in greatest Islamic genius.

۱۲- اگر از ما خواسته می شد که یک چهره را انتخاب کنیم که به شخصه به کاملترین وجه ممکن نشانگر گرایشات ادبی عصر اسکندریه باشد حتما جلال الدین سویوتی را بر می گزیدیم.

- A. If we asked to select a finger single we should exhibitcompletely possibly in his own personality the literature tendency of Alexanderian area, our choose would accurately fallen on Jalalu'l-Din al-Suyuti.
- B. If we were asked to select a single figure who should exhibit in his own person the literary tendencies of the Alexandrian age, our choice would assuredly fall on Jalalu'l-Din al-Suyuti.
- C. Whether we are asked to select a person as sigular who can exhibit in his own personality the tendencies in literature of the Alexanderianera, or our choice would accented fell on Jalalu'l-Din al-Suyuti.
- D. If we were asking to select sigularly a person in our own who could exhibit the literary tendencies of the age of Alexanderia, our choice would assuredly fall on Jalal'l-Din al-Suyuti.

۱۳- قبل از هشت سالگی کل کتاب را حفظ بود.

- A. He knew the whole volume by heart before he was eight years old.
- B. Before he becomes eight years old he preserved the complete book.
- C. He knows the complete book to read without looking at eight year of age.
- D. Before eight years age his whole book was recited and remembered.

۱۴- به علت سوء استفاده از پول های خزانه داری که در اختیارش بود از مقامش بر کنار شد.

- A. Because of malversation and consequence his duty of bursary money, he deprived in post.
- B. Because he misused from the money and bursary his authority he lost his position and responsibility.
- C. He was deprived of his post in consequence of malversation of the bursary monies in his charge.
- D. He was derived from his post for concluding and misusing the money which he was responsible for.

۱۵- دشمنانش میگفتند از کتابهای دیگران استفاده میکرد، کمی آنها را تغییر می داد و به اسم خود جا میزد.

- A. His rivals said he freely used our books and sighted them alternatively and gave them his name.
- B. His competents decided that he made free uses of their books, as a habit he changed them a bit and put his name on them.
- C. His enemies declared that he made free with other men's books, which he used to alter slightly and then give out as his own.
- D. His opponents debated that he used freely their books as a habit and changed them slightly and put on them his name.

۱۶- کتابهای مختصر و مفید و خواندنی او در سرتاسر جهان اسلام شهرت داشت.

- A. His compendious and readable handbooks were famed throughout the Moslem world.
- B. His complicated and reading books were familiar thoughtfully the Moslem world.
- C. His complete and useful reading books famous in all the Moslem world.
- D. His concise and reading books became famous after all Moslem world.

۱۷- در شکوفائی شعر عربی از شکل ابتدائی رجز تا این سبک پیچیده چندین قرن طول کشید.

- A. The Arabic poetry took many centuries from the form of rajaz to the style of this complicated form to grow.
- B. It took us many centuries to grow Arabic poetry from the simple form of rajaz to this complicated form.



- A. Ambiguity is the state of having double meaning or an expression having more than one meaning.
- B. Ambiguity is a situation with two meanings or a statement which has more than one meaning.
- C. Ambiguity the state is of having two meanings expressing a saying having one meaning more.
- D. Ambiguity shows two meanings in one situation and expresses one meaning more than statemen.

۲۳ \_ قبل از اینکه ادبیات انگلیسی شکوهی داشته باشد نویسندگان یونانی و لاتین از احترامی تقریباً توأم با خرافات برخوردار بودند.

- A. Before English literature was regarded to any graces to have, Greek and Latin regarded authors superstitious almost with reverence.
- B. Before English literature was considered to have any graces, Greek and Latin authors were regarded with almost superstitious reverence.
- C. Before English literature considered any grace to have, they regarded Greek and Latin authors superstitious and with almost reverence.
- D. Before the graceful days of English literature considering any Greek and Latin superstitious authors were regarded almost respectful.

۲۴ \_ در حقیقت زبان انگلیسی ارزش توجه تحصیل کرده ها را نداشت.

- A. The fact is that English was a language worthy of the held attention of men education.
- B. The fact that educating men was held worthy of attention is of the learned men.
- C. In fact English language was not held unworthy of the educated men the attention.
- D. In fact the English language was held unworthy of the attention of learned men.

۲۵ \_ بعضی از نویسندگان بر سنت، فرم، نظم و تعادل تکیه دارند در حالی که بعضی دیگر بر عاطفه و تعصب تاکید می کنند.

- A. Many writers emphasize traditional form, regular balance; however, many others put emphasis on passion and vigor.
- B. Some authors emphasize formal traditions, balance regularity, whereas some others give emphasis to vigorous passion.
- C. Some writers lay emphasis on tradition, form, regularity, and balance; whereas some others emphasize passion and enthusiasm.
- D. Some poets give emphasis to traditional format and regular balance; whereas other poets put emphasis on sensitive enthusiasm.

۲۶ \_ بیشتر دسته بندی ها (برچسب ها) نویسندگان و شعرا را به دسته هائی تقسیم می کنند که واقعاً مانع نیستند.

- A. Most of the classifications dividing writers and authors in two groups are not really exclusive.
- B. More of the categories divided the writers and poems into some labels which are not included in reality.
- C. Most of the labels divide writers and poets into some categories which are not really exclusive.
- D. Many of the labels divided writers and authors into categories which are not real and exclusive.

۲۷ \_ شاه ماجرا جوئی بود، همیشه درگیر رسوائی ها، و سرانجام پدرش او را از قلمرو حکومت بیرون کرد.

- A. He was a prince adventurous, always fighting with exploits, and finally expelled father his from the territory.
- B. He was an adventurous prince, always involved in scandals, and his father finally expelled him from the kingdom.
- C. He a king adventurous was, always in war with arrogance, and final father his out from the authority.
- D. He an adventurous prince, was busy with prominence and his final father escaped him from the vast empire.

۲۸ \_ پس از چند سال، پدرش طی قیام مردمش که بوسیله علی پاشا تحریک شده بودند به قتل رسید.

- A. After some years , his father was assassinated during the revolt of his subjects who had been incited by Ali Pasha.
- B. Some years later, father him assassinated during the rebel of the people him who had incited their friend Ali Pasha.
- C. Before some years later, father his assassinated himself during the fight of the people's country who incited Ali Pasha.
- D. In some later years, father of him was killed and assassinated him in a struggle made incited who was Ali Pasha.

۲۹ \_ وظیفه انتقام مرگ پدرش به عهده او گذاشته شد که در میان بسیاری ماجرا های رمانتیک، بدون توفیق در انجام آن کوشید.

- A. The duty of avenging his father's death fell upon him who tried unsuccessfully to accomplish it among many romantic adventures.
- B. The revenge of father his death was responsible duty; he tried without success to do avenge among many adventures romantic.
- C. The responsible of death father him fell on him who accomplished unsuccessful act among all many adventurous romantic.

- D. The avenging duty of death of his father fell upon his responsibility who among many adventures romantic did it without success.

۳۰ \_ مساله عشق آشکار شد و از ترس خشم وحشتناک امپراطور پیر، پایتخت را به قصد عربستان ترک کرد!!!

- A. The problem of love was clear and from the fear of the terrible anger of emperor old, Capital was left to Arabia.  
 B. The affair love was discussed and he feared the old emperor's angry and capital left to go to Arabia.  
 C. Love was difficult and clarified and was afraid of emperor old and escaped angrily from the capital to go to Arabia.  
 D. The love affair was discovered and fearing the dreadful anger of old emperor, he left the capital for Arabia.

۳۱ \_ علاوه بر معلقات مشهورش، یک مجموعه از اشعارش بخشی از میراث ادبی عرب زبانان را تشکیل داده است!!!

- A. Besides mu'allaga his famous poem in one collection part of heritage of poetry for Arabic language of the people have made.  
 B. Beside mu'allaga which famous, one collection from poems is part of heritage of poetical Arab language speaking peoples.  
 C. Besides his famous mu'llaga, a collection of his poems has become part of the poetical heritage of the Arabic speaking peoples.  
 D. D. Beside mu'llaga famous, a collection of poem of him part of heritage poetry of the Arabic language people has formed.

۳۲ \_ شعر عربی در میان بدوی ها متولد شد و مدتها قبل از اینکه نوشته شود وجود داشت.

- A. Arabic poem born within Bedouins people, and many times before it was written existed.  
 B. Arabic poetry was born among Bedouins, and existed long before it was written down.  
 C. Arab poets recited poems in the middle of Bedouins and many times before wrote them.  
 D. Arab poetry came to the world in the heart of Bedouins, and some long time was written.

ED - با چنان وسیله آهنگینی (خوش آهنگی) برای بیان احساسات، بدوی ها نتوانستند در مقابل اشتیاق سرودن درباره شجاعت و اسخاوت قبایلشان مقاومت کنند!!!

- A. With this kind of medium and melody for expressing the sentimental passion, the Bedouins consisted of courage and bravery of the rival clans.

- B. With a melody so pleasing and a medium to sing, the Bedouins started to resist the impulse to compose and sing of the beauty and nobility of the horses.
- C. With such melody for expression of passion, the Bedouins could struggle against their rival tribes and sing of the beauty of clashes and adversities.
- D. With such a melodious medium to express their sentiments; Bedouins could not resist the impulse to sing of the courage and generosity of their clans.

۳۴ - اعراب ساده و خرافاتی بودند و هوس خارق العاده شعرا را به ارواح ماوراء طبیعه نسبت می دادند.

- A. The Arabs were naïve and superstitious and attributed the extraordinary talent of the poets to supernatural spirits.
- B. The Arabs were simplified and superstitious and poet's talent were attributed to supernatural and extraordinary spirits.
- C. The superstitious Arabs were naïve and supernatural power of the poets attributed their talent to the extraordinary spirits.
- D. Extraordinary talents of the naïve and superstitious Arabs were attributed to the supernatural powers of the spirits.

۳۵ - شعرا به چنین خرافاتی دامن می زدند و از هوش خود برای بدگونی از قبایل رقیب و دشمنان استفاده می کردند.

- A. The superstition exploited the talent of the poets against the vilification of rival tribes and enemies.
- B. Such superstitions were exploited by the poets and the vilification of the rival tribes and enemies talented the poets.
- C. The poet exploited such superstitions and used their talent for the vilification of rival tribes and enemies.
- D. The poets experienced superstitions and talented the vilification of the rival tribes and enemies exploited them.

۳۶ - این نقاشی کپی است ، نسخه اصلی آن در موزه است.

- A. This is a copied painting ; the origin of it is in the museum.
- B. This painting is a copy; the original one is in the museum.
- C. This is a painting artificial; the origin is in the museum.
- D. This one is not originality; the original painting is in the museum.

### Appendix 3

#### English to Persian translation examination

لطفاً جمله های زیر را به فارسی روان ترجمه کنید :

1. It is generally believed that from the long and monotonous march of the caravans (0.25) and the uniform stride of the camels (0.25) grew the unique rhythmic song of the riders (0.25) which incited the camels to a faster pace.(0.25)  
 عموماً عقیده بر این است که از راه رفتن طولانی و یکنواخت کاروان ۰/۲۵ و صدای هماهنگ پای شتران ۰/۲۵ آواز آهنگین سواره ها بوجود آمد ۰/۲۵ که باعث شد شتران با سرعت بیشتر حرکت کنند . ۰/۲۵!!!!!!
2. They sang of the beauty of the star-filled night sky(0.25) , the colours of the desert at dawn and dusk (0.25) , the fury or gentleness of the winds(0.25) , of their swift camels, of the nobility and beauty of their horses, (0.25)  
 برای زیبایی شبهای پر ستاره آسمان می سرودند ۰/۲۵ برای رنگ زیبایان هنگام طلوع و غروب آفتاب ۰/۲۵ خشم یا آرامش باد و برای شترهای چابکشان ۰/۲۵ و نیز اصالت و زیبایی اسبهایشان ۰/۲۵!!
3. During intertribal wars, poems were composed (0.25) in a simple metric form which was called rajaz-(0.25) in which the warriors were reminded (0.25) of the honour of the tribe and the traditions of its bravery.(0.25)  
 در خلال جنگهای بین قبیله ای اشعاری ۰/۲۵ بنام رجز با اشکال ساده وزنی سروده شده اند ۰/۲۵ که در این اشعار به جنگجو افتخارات قبیله ۰/۲۵ و سنت های شجاعت قبیله یادآور می شد ۰/۲۵ !!
4. Although they had (0.25) a melodious medium(0.25) to express their feelings,(0.25) the bedouins could not sing of the beauties.(0.25)  
 گرچه وسیله آهنگینی ۰/۲۵ برای بیان احساساتشان داشتند ۰/۲۵ بدوی ها نتوانستند ۰/۲۵ در مورد زیبایی ها شعر بگویند ۰/۲۵!!!!
5. Imru'ul-Qays was a descendant of the kings of Yemen.(0.25) and his father was the ruler of Banu-Sa'ds in Central Arabia.(0.25) The oldest and the most famous of the Mu'allga't(0.25) belongs to him.(0.25)  
 عمرالقیس از نوادگان شاهان یمن بود ۰/۲۵ و پدرش حکمران بنی سعد در عربستان مرکزی بود ۰/۲۵ قدیمی ترین و مشهور ترین معلقات ۰/۲۵ متعلق به اوست ۰/۲۵ !!!
6. Our holiday (0.25) was full of danger and excitement(0.25) in other words,(0.25) it was an adventurous holiday.(0.25)  
 تعطیلی ما ۰/۲۵ پر از خطر و هیجان بود ۰/۲۵ به عبارتی دیگر ۰/۲۵ تعطیلی پر ماجرای بود ۰/۲۵!!!!
7. Alliteration is the device of (0.25) placing close together several words(0.25) beginning with the same sound (0.25) or with the same sound at the beginning of the accented syllable.(0.25)



15. In the eighteenth century , when verse was used(0.25) for the plainest critical statements (0.25), it was considered possible to write essays in verse(0.25) . So we find Pope writing his Essay on Man .(0.25)

در قرن هجدهم که شعر برای ۰/۲۵ ساده ترین مطالب انتقادی بکار می رفت ۰/۲۵ نوشتن مقاله به شعر ممکن به نظر می رسید ۰/۲۵ به همین دلیل ”پوپ“ مقاله ای در باره انسان“ را نوشت . ۰/۲۵

16. FREE VERSE is a Poetical writing with no regular scansion (0.25); the irregular lines are intended(0.25) to give force to the rhythm or prominence to certain ideas or phrases(0.25) . Sometimes free verse is merely prose cut up into lengths . (0.25)

شعر آزاد نوشته ادبی است که قطع منظمی ندارد ۰/۲۵ هدف بیت‌های نا منظم اینست که ۰/۲۵ به آهنگ قدرت دهد یا عبارات یا مضامینی را مورد تأکید قرار دهند ۰/۲۵ گاهی شعر آزاد نثر قطعه قطعه شده است . ۰/۲۵!!!!

17. Prosody is the science(0.25) or study of versification(0.25) , including metre , rhythm(0.25) , rhyme and verse forms.(0.25)

عروض علم شعر شناسی ۰/۲۵ یا مطالعه شعر است ۰/۲۵ و شامل وزن ، آهنگ ۰/۲۵ قافیه و شکل شعر است ۰/۲۵!!!!

18. Since Napoleon showed the way by his expedition to Egypt in 1798 (0.25), the Moslems in that country (0.25), as likewise in Syria and North Africa.(0.25) have come more and more under European influence . (0.25)

از زمانی که ناپلئون با حمله خود به مصر در سال ۱۷۹۸ راه را نشان داد ، ۰/۲۵ مسلمانان آن کشور ۰/۲۵ مثل مسلمانان سوریه و شمال آفریقا ۰/۲۵ بیش از پیش تحت نفوذ اروپائیان درآمدند . ۰/۲۵!!

19. For many decades the partisans of the “ old “ the “ new“(0.25) have engaged for the soul of the Arabic world ,(0.25) a struggle in which (0.25) the victory of one side over the other is even yet not assured .(0.25)

هواداران کهنه و نو چندین دهه ۰/۲۵ سرگرم مبارزه برای روح دنیای عرب بوده اند ۰/۲۵ مبارزه ای که ۰/۲۵ پیروزی یک طرف به طرف دیگر هنوز هم مشخص نیست . ۰/۲۵

20. Whatever the ultimate result may be there can be no question(0.25) that the conflict has torn the Arabic world from its ancient moorings(0.25) , and that the contemporary literature of Egypt and Syria(0.25) breathes in its more recent developments a spirit foreign to the old traditions .(0.25)

نتیجه نهایی هر چه باشد شکی نیست ۰/۲۵ که این درگیری دنیای عرب را از اتصالات قدیمش جدا کرده است ۰/۲۵ و اینکه ادبیات معاصر مصر و سوریه ۰/۲۵ در تغییرات اخیرش نسبت به سنت‌های قدیم حال و هوای بیگانه ای دارد .