Research Article

A Corpus-Based Study of the Linguistic Errors Committed by the Iranian EFL Learners in English Translation of MA Research Abstracts of Educational Management Based on Liao's (2010) Model

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Given the importance and the precision required in the translation of research abstracts, this descriptive quantitative research made an attempt to investigate the analysis of the type and frequency of the linguistic errors occurring in the English translations of 40 academic MA research abstracts in the field of educational management. To this end, 40 academic MA thesis abstracts in the field of educational management from 2009 to 2019 were gathered from Shiraz Azad University through the saturation method. Then, the errors were categorized based on the classification of error types adapted from Liao's model (2010). The results of the study revealed that based on Liao's categorization (2010), the frequencies of possible linguistic errors by educational management include grammatical mistake or ungrammatical syntax of target language ($F = 190$), excessive literal translation, which leads to ambiguous translation ($F = 30$), awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition, ($F = 29$), incorrect character, improper punctuation marks, or inconsistency in term translation ($F = 26$), excessive free translation, which differentiates the translation from the original text ($F = 6$), and inappropriate register ($F = 6$).

1. Introduction

The quality of a translated text should be judged using a specified, relevant, and verifiable model, which in turn should be founded on a thorough theory of translation. Contemporary translation models pit one component of translation against another. The grammatical model, for instance, concentrates on the language side of translation [1, 2]. The cultural model, on the other hand, stresses the communicative side of translation, whereas the interpretative model focuses the pragmatic aspect of translation. This type of artificial encapsulation is contrary to the essence of translation. In reality, process translation entails the comprehensive synthesis of the aforementioned factors [1, 3].

There have also been theories based on error analysis found in the literature. They can reveal the degrees of mistake as well as the types of faults. Another advantage is that mistake patterns may be eliminated. Typically, there is a rationale for a translator's mistakes, which may be determined via investigation [4, 5]. The question of translation evaluation is one of the most essential issues that researchers grapple with in translation mistake assessment. Many scholars have worked in the past few decades to provide a distinct, robust theoretical foundation for recognizing and assessing translation mistakes [6–9]. Finding a paradigm necessitates the use of a stringent criterion for designating a "translation mistake." In other words, "mistakes" in translation are not well characterized so far. The number of models built and established taxonomies demonstrate the preceding fact (e.g., [5, 10, 11]).

Abstract is a significant piece of knowledge medium of communication that has received increasing importance in the academic community in recent years as a result of the information explosion age. According to Loré [12] and Alhaisoni et al. [13], an abstract convinces the readers of a given discourse community to pick an article or a particular

publication or even the organizers of seminars and conferences to admit or reject the submitted journal articles. In research paper abstracts, organizational pattern analyses of the motions, grammatical constructions, and literary qualities that comprise these movements and stages are explored (e.g., [14–16]).

Many Iranian non-English major students are unable to disseminate new knowledge to the followers of their discourse community as well as have difficulty in the persuasion of the discourse members for admitting the statements. Therefore, given the importance and the precision required in the translation of abstracts and problems of students of non-English major MA students in translation of theses abstracts and due to the importance of research abstracts, this research aims at the analysis of the type and frequency of the linguistic errors occurring in the English translation of abstracts by Iranian EFL students of educational management at MA level.

2. Review of the Related Literature

There have been a few studies on different sorts of translation errors. In general, very few studies have focused on translation error taxonomies in the context of the Persian language. However, the present research is divided into two categories: those concentrating solely on syntactic mistakes and those focusing on both syntactic and semantic errors. Translation errors, for example, are classified as ambiguous errors (the existence of two or more interpretations in a word) by Cushing (1994): structural ambiguity iswhen distinct meanings arise as a consequence of "changes in the way the grammar of a phrase or a sentence is evaluated."

Zhang [17] performed a study titled "Error Analysis of Business English Translation Based on Functional Theory," which provides a complete analysis of business English translation mistakes, including the key causes and associated answers and strategies. Aside from providing light on the scientific framework of translation in this subject, the analysis intends to play a beneficial role in significantly enhancing the considerable quality of business English translation in practice. He finds that translation problems happen at several levels and in various areas, namely, linguistic, cultural, and pragmatic.

In a similar vein, Setiawan [18] sought to investigate the types of translation mistakes in abstracts, the most/least predominant type, and contextualize the usage of the dominant type. The data for this descriptive qualitative study came from the thesis abstracts of educational administration participants at the Post Graduate School of State at the University of Medan. He examined the data by categorizing them into two sorts of faults: grammatical errors and content errors. The study's findings were as follows: (1) In terms of grammatical errors, the employment of verb groups accounted for 58 percent, owing to verb group confusion when dealing with English grammar systems. (2) The portrayal of distinct senses consumed 38 percent of the content mistake type, which was caused by a failure to choose acceptable words owing to a lack of vocabulary competence.

2.1. The Present Study. The corpus of this study included the research abstracts of MA thesis of Shiraz Azad University. Among them, 40 academic MA research abstracts in the field of educational management from 2009 to 2019 were gathered through the saturation method. The selected research abstracts were then analyzed by means of analyzing ST (Persian) and TT (English) through description (Liao's model (2010)) and classifying the errors. In the quantitative phase, the frequency of errors was estimated using descriptive statistics. Liao's (2010) classification of translation errors which is presented in Table 1 was employed in this study as the theoretical model to determine the types of linguistic errors made by Iranian MA students of educational management.

3. Results and Discussion

3.1. Sample 1. هدف پژوهش حاضر بررسی عوامل موثر بر رضایت شغلی دانشجومعلمانی كه مأموریت آموزشی ندارند: به منظور ارائه راهكارهاي به بود شرايط تحصيلي بود. روش پژوهش از نوع توصيفي و همبستگی بود. افراد نمونه به تعداد 90 نفر از دانشجو معلمان شهر سروستان كه مأموریت آموزشی ندارند با روش نمونه گیری در دسترس انتخاب شد؛ برای تعيين عوامل موثر بر رضایت شغلی دانشجو معلمان از پرسشنامه های رضایت شغلی اسپكتور، جو سازمانی جیوانی و دسلر، حمایت سازمانی آیزنبرگ و همكاران، تعهد سازمانی آلن و مایر و ویژگی های شخصیتی نئو بهره گرفته شد. داده های حاصل از جرای پرسشنامه ها بر اساس فرضیه های پژوهش باا استفاده از تحليل توصيفي(ميانگين، انحراف استاندارد) و تحليل استنباطی نظیر رگرسیون چندگانه با روش همزمان وحذف رو به عقب در محيط نرم مورد آزمون قرار گرفت. نتايج نشان داد SPSS19 افزار كه از بين عوامل مؤثر بر رضایت شغلی حيطه های حقوق و دستمزد، رابطه با همكاران و مدير و سرپرست دارای بيشترین اهميت بوده اند، رگرسیون همزمان هم مشخص كرد جوسازمانی، ویژگی های شخصیتی و تعهد سازمانی بر پیش بینی رضایت شغلی دانشجومعلمانی كه مأموریت آموزشي ندارند تأثیر معناداری دارد.

كليد واژه ها: رضایت شغلی، دانشجومعلمان، مأموریت آموزشي، به بود شرايط تحصيلي

The aim of this research is to investigate affecting factors on job satisfaction of student-teachers who do not have academic mission in order to present strategies for the improvement of educational conditions. The method of doing research was descriptive correlational. A group of 90 student-teachers of Sarvestan city who do not have academic mission were selected as target community by available sampling. In order to identify the affecting factors on job satisfaction of student-teachers' questionnaires of job satisfaction of Specter (1997), organizational climate of Giovanni and Desler (1979), organizational support of Eisenberg et al. (1986), organizational commitment of Alan and Maier (1990) and personality traits of Neo (1989) were used. The data collected from questionnaires based on research presuppositions were examined by using descriptive analysis (average and standard deviation) and multiple regression

TABLE 1: Classification of linguistic error types adopted from Liao [19].

Language errors
(1) Grammatical mistake or ungrammatical syntax of target language that its importance is far beyond new technologies and financial and material resources
(2) Awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition
(3) Inappropriate register
(4) Excessive literal translation, which leads to ambiguous translation
(5) Excessive free translation, which differentiates the translation from the original text
(6) Incorrect character, improper punctuation marks, or inconsistency in term translation

deductive analysis through simultaneous and backward deletion method in the environment of SPSS19 software. The results proved that among the affecting factors on job satisfaction, aspects such as payment and salary and relationship with colleagues, school principal and supervisor are the most important ones. Also, the simultaneous regression proved that organizational climate, personality traits and organizational commitment have a meaningful effect on predicting job satisfaction of student-teachers who do not have educational commitment (Tables 2–6).

Keywords: job satisfaction, student-teachers, educational mission, improvement of educational conditions.

3.2. Sample 2. هدف از پژوهش حاضر، عوامل موثر بر ارتقاء و بهره وری کارآموزان مراکز آموزش فنی وحرفه ای کرج بوده است. روش پژوهش از نظر هدف، کاربردی و از نظر ماهیت و روش توصیفی از نوع پیمایشی است. جامعه آماری این پژوهش شامل کلیه کارآموزان مراکز آموزش فنی وحرفه ای کرج در سال 1394 بوده است که با استفاده از جدول کرجسی-مورگان، حجم نمونه 200 نفر انتخاب و با استفاده از روش نمونه گیری تصادفی ساده مورد مطالعه قرار گرفته اند به منظور جمع آوری اطلاعات از پرسشنامه 44 سوالی بهره وری اسمیت (2000) استفاده شده است. در این راستا روایی و پایایی ابزارسا بخش مورد تأییددد قرار گرفت. تجزیه و تحلیل داده ها و در بخش آمار توصیفی و آمار استنباطی انجام پذیرفت. در بخش آمار استنباطی با استفاده از آزمون t برای اولویت بندی عوامل AHP یک گروهی و تکنیک موثر بر بهره وری به آزمون سوالهای پژوهش پرداخته شده است.نتایج نشان داد که تفاوت ابعاد چهارگانه مورد بررسی در سطح آماری معنی دار بوده است ومقایسه میانگین های عوامل چهارگانه نشان داد که عامل شغلی دارای اولویت اول، عامل سازمانی با میانگین اولویت دوم,عامل فردی در اولویت سوم و در اولویت چهارم عامل محیطی با میانگین قرار گرفته است.

واژگان کلیدی: کارآموزان، بهره وری، عوامل فردی، عوامل شغلی، عوامل سازمانی، عوامل محیطی

The purpose of this study, the factors affecting efficiency upgrades and technical training centers and vocational trainees were Karaj. Methods of purpose, nature and method of application and a description of the survey. The study population consisted of all trainees in vocational training centers in Karaj in 1394 that the use of table Kerjsy -Morgan, a sample of 200 randomly selected using random sampling methods have been studied. To collect 44 item questionnaire efficiency Smith (2000) has been used. In this regard, the validity and reliability were confirmed. Data analysis and

descriptive and inferential statistics were performed. The inferential statistics using t-test a technique group and AHP for prioritization of research questions explored factors affecting the efficiency test. Results showed that a statistically significant difference in the aspects examined and the comparison of the four factors showed that the job of first priority, the second priority of the organization, with an average, a person in the third and fourth priority of environmental priorities has been average.

Keywords: Students, productivity, personal factors, occupational factors, organizational factors, environmental factors.

3.3. Sample 3. هدف از این پژوهش بررسی علل عدم تمایل مددجویان به اجرای طرحهای خودکفایی و اشتغالزایی کمیته امداد امام خمینی ره خرامه میباشد. روش تحقیق، ازنظر هدف کاربردی توصیفی (علی-مقایسه ای) و ازنظر روش جمع آوری داده ها میدانی است. جامعه آماری پژوهش 809 نفر وحجم نمونه بر اساس فرمول کوکران 260 انتخاب گردید. ابزار سنجش، دو پرسشنامه محقق ساخته (مددجویان اجراکننده طرح و مددجویانی که طرح اجرا نکرده اند) میباشد. جهت تعیین اعتبار ابزار از اعتبار صوری و برای پایایی از ضریب آلفای کرونباخ استفاده شده است که ضریب کل گویه ها به ترتیب 72/0 و 88/0 میباشد.نتایج پژوهش بیانگر آن است که عوامل فرهنگی-اجتماعی بیشترین تأثیر و عوامل محیطی کمترین تأثیر بر عدم تمایل مددجویان به اجرای طرحهای خودکفایی و اشتغالزایی کمیته امداد امام خمینی (ره) خرامه داشته است.

واژگان کلیدی: مددجو، طرحهای اشتغال وخودکفایی، (کمیته امداد امام خمینی ره).

This study checked the reasons for the reluctance of clients of Imam Khomeini Relief Committee is Kharameh to implementation of self-sufficiency and employment. The research method is descriptive of the purpose (cause and comparison) data collection is field. The population of this study is 809 and a sample of 260 is selected based on a Cocran formula. The assessment tool is the questionnaire (Not implemented the project implementation plan clients and clients). The validity of the content validity the use of a formal type of content Cronbach's alpha reliability coefficient was used which an index of all items is respectively is 72/0 and 88/0. The results of study had indicated that Factors most cultural-social and least environmental impact projects to address the tendency of patients to self-sufficiency and Imam Khomeini Relief Committee Kharameh employment.

TABLE 2: Language errors related to Sample 1.

Language errors
(1) Grammatical mistake or ungrammatical syntax of target language:
Is, don't, of student-teachers questionnaires of job satisfaction, are, have
(2) Awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition
(3) Inappropriate register
(4) Excessive literal translation, which leads to ambiguous translation
(5) Excessive free translation, which differentiates the translation from the original text
(6) Incorrect character, improper punctuation marks, or inconsistency in term translation

TABLE 3: Language errors related to Sample 2.

Language errors
(1) Grammatical mistake or ungrammatical syntax of target language:
The factors affecting efficiency upgrades and technical training centers and vocational trainees were Karaj, methods of purpose, nature and method of application and a description of the survey, selected, have been studied, questionnaire efficiency Smith (2000), has been used, the inferential statistics using t-test a technique group and AHP for prioritization of research questions explored factors affecting the efficiency test, a statistically significant difference in the aspects examined, that the job of first priority, the second priority of the organization, with an average, a person in the third and fourth priority of environmental priorities has been average
(2) Awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition
(3) Inappropriate register
(4) Excessive literal translation, which leads to ambiguous translation:
The use of table Kerjsy Morgan, a sample of 200 randomly selected
(5) Excessive free translation, which differentiates the translation from the original text
(6) Incorrect character, improper punctuation marks, or inconsistency in term translation:
To collect data, efficiency, productivity

TABLE 4: Language errors related to Sample 3.

Language errors
(1) Grammatical mistake or ungrammatical syntax of target language:
Is, to, the validity of the content validity the use of a formal type of content Cronbach's alpha reliability coefficient was used, had indicate, Factors most cultural-social and least environmental impact projects to address the tendency of patients to self-sufficiency and Imam Khomeini Relief committee Kharameh employment
(2) Awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition:
Data collection is field, Not implemented the project implementation plan clients and clients
(3) Inappropriate register
(4) Excessive literal translation, which leads to ambiguous translation:
Which an index of all items is respectively is 72/0 and 88/0
(5) Excessive free translation, which differentiates the translation from the original text
(6) Incorrect character, improper punctuation marks, or inconsistency in term translation

TABLE 5: Language errors related to sample 4.

Language errors
(1) Grammatical mistake or ungrammatical syntax of target language:
To gathering data, are, which have been impressive human resources performance by EFQM approach by top managers and members of nomination commission and some experts, ranking them, find out, employees' performance, organizational transcendental
(2) Awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition
(3) Inappropriate register
(4) Excessive literal translation, which leads to ambiguous translation
(5) Excessive free translation, which differentiates the translation from the original text
(6) Incorrect character, improper punctuation marks, or inconsistency in term translation:
According to this study, and by omitting the mental and emotional processes

TABLE 6: Language errors related to Sample 5.

Language errors
(1) Grammatical mistake or ungrammatical syntax of the target language
The aim of this research provide, in order to showing, is, containing, for 2013–2014 with 320 person, 110 person, first questionnaire complied for priorities determining of educational administrators performance quality, content validity coefficient of first questionnaire was 93% and its reliability after its trial accomplishment between 30 persons of sample group calculated by Cronbach's alpha coefficient was 95%, data analysis confirmed in two level, that is: description (Minimum, Maximum, Frequency, Relative Percentage, Valid Percent, Cumulative Percentage, Standard Deviation, Variance, Mean, Standard Error of Mean, Skewness, Standard Error of Skewness, Kurtosis and Standard Error of Kurtosis) and inferential (UNIANOVA, Explore Factor Analysis, that indicates the most important factor and the lowest important factor, result, indicates, there is, significantly difference, illustrated by, indicate, locating from base of cone to head
(2) Awkward expression, including ambiguous meaning, mismatch, redundant words and unnecessary repetition:
So we cannot verdict only by description results
(3) Inappropriate register
(4) Excessive literal translation, which leads to ambiguous translation
Content validity coefficient of first questionnaire was 93% and its reliability after its trial accomplishment between 30 persons of sample group calculated by Cronbach's alpha coefficient was 95%, five main factors and 28 items identified and called as Leadership, Human-Educational, Design, Diagnostic and Analytical Skills, However, according to difference in items number corresponding to each skill and considering the fact that the mean is sensitive to numbers and digits, so we cannot verdict only by description results
(5) Excessive free translation, which differentiates the translation from the original text
(6) Incorrect character, improper punctuation marks, or inconsistency in term translation:
Results showed, data analysis confirmed in two level, that is: description (Minimum, Maximum, Frequency, Relative Percentage, Valid Percent, Cumulative Percentage, Standard Deviation, Variance, Mean, Standard Error of Mean, Skewness, Standard Error of Skewness, Kurtosis and Standard Error of Kurtosis) and inferential (UNIANOVA, Explore Factor Analysis, After factor analysis

Key words: patient, and self-employment schemes, Imam Khomeini Relief Committee.

3.4. Sample 4. اویرین کارایی سنجش هدف با پژوهش نی
انسانی با استفاده از مدل‌های ریاضی و رویکرد سیستم تعالی کیفیت انجام شده است. جامعه‌ی آماری پژوهش به صورت تمام‌شماری و شامل تمامی روسای دوایر مدیریت شعب بانک مسکن استان فارس (11فر) در نیمه اول سال 1394 بوده است. به دلیل محدود بودن جامعه آماری تمام آنها به عنوان نمونه‌ی پژوهش مورد بررسی قرار گرفته‌اند. روش گردآوری اطلاعات، مطالعات میدانی و کتابخانه‌ای بوده است. ابزار گردآوری اطلاعات، مصاحبه و تکمیل چکلیست‌های تهیه شده از 24 شاخص مؤثرتر در عملکرد کارکنان با رویکرد تعالی سازمانی بوده است که توسط مدیران ارشد مدیریت و اعضای کمیسیون انتصابات و کارشناسان تعیین گردیدند. از مدل تحلیل پوششی داده‌های شبکه‌ای و با WINQSB دومرحله‌ای متمرکز و با کمک نرم‌افزار روش رتبه‌بندی اندرسون‌-پیترسون، کارایی نمونه‌های پژوهش محاسبه و رتبه‌بندی شده‌اند. با این پژوهش درمی‌یابیم که با داشتن شاخص‌ها و مدل‌های اندازه‌گیری مناسب به منظور سنجش و تحلیل علمی عملکرد کارکنان، با حذف فرایندهای ذهنی و احساسی می‌توانند به عنوان ابزاری دقیق در اختیار مدیران قرار گیرد تا بتوانند همواره شخص مناسب را در منصب مناسب بنشانند. این روش به دلیل تضمین رعایت عدالت و عدم تبعیض در انتصابات، با افزایش انگیزه کارکنان مستعد ترقی و رشد سازمانی علاوه بر توسعه‌ی استعدادها و قابلیت‌های فرد، به عنوان مهم‌ترین مزیت رقابتی سازمان می‌تواند به‌کار برده شود.

واژه‌های کلیدی: کارایی، ارزیابی، مدیریت عملکرد کارکنان، مدل تحلیل پوششی داده‌ها، تعالی سازمانی، شاخص عملکرد، ارزیابی عملکرد

The present research has examined human resources efficiency by mathematical modelling and EFQM approach. The statistical population of this research consisted of all superintendents of all sections of Fars branches (11 people) in Maskan Bank administration in first half part of the year 1394/2015. The restriction of the statistical population is that sampling equals to the population. Field and bookcase study have been used to gathering data. The study tools are interview and filling out some checklists of 24 performance indicators which have been impressive human resources performance by EFQM approach by top managers and members of nomination commission and some experts. The centralized two-step network DEA model and Anderson-Peterson have been used to calculate efficiency and ranking them. According to this study we find out that by having proper indicators and measuring models in order to have a scientific and accurate analysis of human resources performance, and by omitting the mental and emotional processes we can offer a proper tool to managers to appoint proper persons in proper places. This method guarantees justice and follows no partiality or personal taste, thereby it can be used to develop the capabilities and motivation of human resources as a competitive advantage in organization.

Key words: efficiency, evaluation, employee's performance management, data envelopment analysis, organizational transcendental, performance indicator, efficiency evaluation.

3.5. Sample 5. پژوهش حاضر با هدف تعیین چارچوب مفهومی جهت تعالی عملکرد مدیران آموزشی مدارس صورت گرفته است و یک و پژوهش کاربردی، پیمایشی، کمی و به لحاظ روش جمع آوری داده ها و اطلاعات، اسنادی می باشد. جامعه آماری این پژوهش

Table 7: Linguistic errors observed in the English translation of MA research abstracts in the field of educational management based on Liao's (2010) model.

Linguistic errors observed in the English translation of MA research abstracts in the field of educational management based on Liao's (2010) model	Frequency (N)	Percentage
Grammatical mistake or ungrammatical syntax of the target language	190	67.61
Awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition	29	10.32
Inappropriate register	0	0
Excessive literal translation, which leads to ambiguous translation	30	10.67
Excessive free translation, which differentiates the translation from the original text	6	2.13
Incorrect character, improper punctuation marks, or inconsistency in term translation	26	9.25
	$T = 281$	$T = 100$

مدیران آموزشی مدارس شهرستان دزفول در سال تحصیلی(93-92) به تعداد 320 نفر بودند که در نهایت تعداد 110 نفر به صورت نمونه گیری تصادفی ساده از بین آنها انتخاب شدند. ابزار مورد استفاده دو پرسشنامه محقق ساخته بود. با توجه به مرور ادبیات و پیشینه پژوهش، پرسشنامه اول برای تعیین اولویت هایی که برای چگونگی عملکرد مدیران آموزشی وجود دارد، تدوین گردید. ضریب روایی محتوایی پرسشنامه1ه، (93%) و پایایی آن پس از اجرای آزمایشی بین 30 نفر از مدیران آموزشی مدارس، از طریق ضریب آلفای کرونباخ (95%) محاسبه گردید.طرح تجزیه و تحلیل داده ها در دو سطح توصیفی(کمینه، بیشینه، فراوانی، درصد نسبی، درصد معتبر، درصد تجمعی، انحراف معیار، واریانس، میانگین، خطای استاندارد میانگین، چولگی، خطای استاندارد ضریب چولگی، کشیدگی و خطای استاندارد ضریب کشیدگی) واستنباطی(آنوا فاکتوریل، تحلیل عاملی اکتشافی به روش حداقل مجذورات عمومی، ضریب همبستگی پیرسون و مخروط فادی) صورت گرفت. پس از انجام تحلیل عاملی، 5 مولفه اصلی و 28 گویه شناسایی شده و با مهارت رهبری، انسانی-آموزشی، طراحی، تشخیصی و تحلیلی نامگذاری شد. نتایج نشان داد از نظر مدیران مهارت انسانی-آموزشی دارای بالاترین میانگین(89/39) و مهارت تحلیلی دارای کمترین میانگین(77/10) می باشد که نشان از مهمترین مولفه و کم اهمیت ترین مولفه دارد. البته با توجه به تفاوت تعداد گویه های مربوطه به هر مولفه(مهارت) و در نظر گرفتن این نکته که میانگین نسبت به تعداد و ارقام حساس می باشد، لذا نمی توان صرفاً بر اساس این نتایج توصیفی قضاوت نمود. همچنین نتایج حاکی از این مطلب است که بین نظر پاسخگویان از لحاظ متغیر مقاطع مختلف تحصیلی، جنسیت، رشته تحصیلی، سطح تحصیلات، سابقه مدیریتی، سن ونوع اداره مدرسه تفاوت چندانی وجود ندارد. بر اساس یافته های حاصله از پرسشنامه اول، پرسشنامه دوم(73/0=α) طراحی و در اختیار 30 نفر از مدیران آموزشی قرار گرفت و نتایج آن بوسیله مخروط فادی ترسیم گردید و به ترتیب مهارت رهبری با میانگین 67/7، مهارت انسانی-آموزشی (60/7)، مهارت تشخیصی(47/7)، مهارت تحلیلی(40/7) و مهارت طراحی(93/6) به ترتیب از سطح قاعده مخروط تا به نوک آن قرار گرفتند.

کلمات کلیدی: تعالی، مولفه های تعالی عملکرد مدیران، مدیران آموزشی، مخروط فادی

The aim of this research provides Conceptual Framework in order to Showing the Excellence of Educational Administrators performance and it is an applied, Surveyed, Quantity research and based on data collection method is attributive research. Statistical population containing school educational administrators in Dezful for 2013–2014 with 320 people. So, statistical sample were 110 people. Sampling method was Randomly. Tools used in this research contained two made researcher Questionnaires. According to literature and review of research, first questionnaire complied for priorities determining of educational administrator's performance quality. Content validity coefficient of first questionnaire was 93% and its reliability after its trial accomplishment between 30 persons of sample group calculated by Cronbach's alpha coefficient was 95% data analysis confirmed in two level, that is: description (Minimum, Maximum, Frequency, Relative Percentage, Valid Percent, Cumulative Percentage, Standard Deviation, Variance, Mean, Standard Error of Mean, Skewness, Standard Error of Skewness, Kurtosis and Standard Error of Kurtosis) and inferential (UNIANOVA, Explore Factor Analysis with General Least Squares Method, Pearson Correlation Coefficient and FADI CONE). After factor analysis five main factors and 28 items identified and called as Leadership, Human-Educational, Design, Diagnostic and Analytical skills. Results showed based on administrator approach, human-educational skill has the upper mean (38/89) and analytical skill has the lowest mean (10/77) that indicates the most important factor and the lowest important factor. However, according to difference in items number corresponding to each skill and considering the fact that the mean is sensitive to numbers and digits, so we cannot verdict only by description results. Also, result indicates that there is no significantly difference between answers approach based on educational level, gender, field of study, administration experience, age and school administration style. Based on first questionnaire results, second questionnaire ($\alpha = 0/73$) was distributed between 30 persons of educational administrators and its results illustrated by FADI CONE. The FADI CONE indicate the following sequence locating from base of cone to head: leadership skill with 7/67 mean, human-educational skill (7/60), diagnostic skill (7/47), analytical skill (7/40) and design skill (6/93).

Keywords: Excellence, Excellence of Administrators Performance Components, Educational Administrators, FADI CONE.

As shown in Table 7, it can be said that students committed all linguistic errors adopted from Liao [19] taxonomy except for inappropriate register.

TABLE 8: Most-least frequent linguistic errors observed in the English translation of MA research abstracts in the field of educational management based on Liao's (2010) model.

Linguistic errors observed in the English translation of MA research abstracts in the field of educational management from most frequent to the least frequent	Frequency (number)	Percentage
Grammatical mistake or ungrammatical syntax of the target language	190	67.61
Excessive literal translation, which leads to ambiguous translation	30	10.67
Awkward expression, including ambiguous meaning, mismatch, redundant words and unnecessary repetition	29	10.32
Incorrect character, improper punctuation marks or inconsistency in term translation	26	9.25
Excessive free translation, which differentiates the translation from the original text	6	2.13
Inappropriate register	0	0

As shown in Table 8, it can be said that frequencies of each error from the most to the least frequent include the following: grammatical mistake or ungrammatical syntax of the target language ($F = 190$), excessive literal translation, which leads to ambiguous translation ($F = 30$), awkward expression, including ambiguous meaning, mismatch, redundant words, and unnecessary repetition ($F = 29$), incorrect character, improper punctuation marks, or inconsistency in term translation ($F = 26$), excessive free translation, which differentiates the translation from the original text ($F = 6$), and inappropriate register ($F = 6$).

The findings of the present study are in line with Setiawan [18] who aimed at examining the types of translation errors in abstracts, the most/least dominant type, as well as contextualizing the use of the dominant type, concluding that the most/least dominant types were as follows: (1) In terms of grammatical errors, the employment of verb groups accounted for 58 percent, owing to verb group confusion when dealing with English grammar systems. (2) The presentation of distinct senses consumed 38 percent of the content mistake type, which was caused by a failure to choose acceptable words owing to a lack of vocabulary competence.

Similarly, the findings of the present study are in line with Zhang [17] who concludes that translation errors occur in different levels and aspects, one of which is linguistic.

4. Conclusion

The quality of a translated text should be judged using a specified, relevant, and testable model, which in turn should be founded on a thorough theory of translation. There have also been models based on error analysis found in the literature. They can reveal the levels of mistake as well as the types of faults. Another advantage is that mistake patterns may be eliminated. Typically, there is a rationale for a translator's mistakes, which may be determined via investigation [5]. Hence, the field of translation is still in need of uncovering the underlying factors that affect translators' translation quality and the nature of errors made by them. As a result, the purpose of this study is to give information on the many faults made in MA research abstracts in the subject of educational management. It also emphasizes the origins and justifications for those mistakes. It sheds light on the various fundamental activities that are necessary in the extremely complex phenomena of language acquisition, attempting to address difficulties and challenges linked to second and foreign language learning as well as teaching and proposing practical solutions to language-related issues.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The author declares no conflicts of interest.

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