

The Effects of Utilizing a Genre-based Method to Teach Translation Among English Majors in China

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Abstract

A genre-based method informed by Halliday's Systemic Functional Linguistics (SFL) has been proven effective in enhancing translation quality between different language pairs, but there has been limited research on its effectiveness in enhancing translation quality from Chinese into English. This research aimed to investigate the effects of utilizing a genre-based method to teach translation of non-literary texts from Chinese into English among English majors in China. A quasi-experimental design was adopted in this study and the sample was chosen based on intact groups. The Experimental Group (37 students) was taught using the genre-based method while the Control Group (37 students) followed the conventional method over a span of 12 weeks. A translation pre-test and a post-test were administered to both Groups prior to and after the pedagogical treatment. ANCOVA Test was employed to detect whether there was significant difference between the Experimental Group and the Control Group in their overall mean scores, mean score for delivery of ideational meaning, interpersonal meaning, textual meaning, as well as grammar and mechanics. The findings showed that the Experimental Group scored significantly higher than its counterparts in the five areas in translation. Therefore, it is suggested that the genre-based method be employed as an effective pedagogical tool to improve students' translation performance in future translation classes.

Keywords: genre-based method, conventional method, SFL, ideational meaning, interpersonal meaning, textual meaning, grammar and mechanics, English majors in China

1. Introduction

English has been established as a lingua franca (Cogo, 2015), and the number of non-native speakers of English is projected to substantially surpass that of native speakers by 2050 (Graddol, 2003). The implications brought by this trend are multifold for translation into English: firstly, the role of translation has become ever more greater than before across various fields, be it political, economic, or educational, etc. (House, 2018). Secondly, global communication will be reduced to almost nil without translation out of other languages into English (Newmark, 2003). Thirdly, since non-native users of English has already outnumbered native-speakers, there will be a shortage of native speakers of English translators equipped with proficient knowledge of other languages to provide language service of translating into English (Misaki, Miyanaga, Terui, & Noguchi, 2012; Noguchi, Misaki, Miyanaga, & Terui, 2016). Therefore, translation into the translators' second language (English) will continue to be the dominant trend. This trend may pose a serious challenge for institutions in charge of educating and accrediting this type of translators as translating into a second language differs greatly from translating into one's first language other than English (Campbell, 2014).

The situation is exacerbated in China, especially after the implementation of the Belt and Road Initiative in 2013 (Guo & Jin, 2019; Peters, 2020), a project that involves over 160 countries, regions, and international organizations along the route with more than 111 official and commonly-used languages for daily communication. Among them, English stands out as the most widely used language (Sanchis, 2019), which means there is a huge demand for translation from Chinese into English in order for products and services made and provided by China to be smoothly shipped out and delivered to other parts of the world. This is because different countries and regions hold different

cultural expectations for communication. For these products and services to “go global”, their translations have to undergo a localized treatment to conform to the target readership expectations and market demands (Mu & Li, 2017), a requirement that may seem difficult to fulfill against the backdrop of the current translation teaching situation in institutes of higher education in China, which is still largely dominated by the conventional method (Tao, 2016; Tao, Wen, & Wang, 2020).

In China, the number of English majors at undergraduate level has witnessed steady growth over the past few decades, with English major program being offered by over 1300 institutes of higher education (M. Li & Hu, 2021), and making it China’s largest undergraduate discipline (Feng, 2016). Most of these English majors are asked to take the national English proficiency test (Test for English Majors Band 8 or TEM-8) in the second term of their fourth year as part of the requirements to be conferred a bachelor degree in English Language and Literature (M. Li & Hu, 2021; Q. Xu & Liu, 2018). One key component of TME-8 is translation, which requires test-takers to translate a passage of various genres with an approximate length of 150 characters from Chinese into English within 20 minutes (Yang, 2017).

However, test results over the years showed a poor performance by senior English majors in the translation session because most test-takers complain they had no idea of how to approach the passage, and therefore they resort to translating it verbatim into English regardless of the genre the passage belonged to (Q. Xu & Liu, 2018). As a result, their translation may seem to be unnatural, lack of cohesion and coherence, contain chinglish expressions (Zhang, 2016), or fail to realize the communicative purpose intended by the source text (Sun, 2021; Zhao, 2018). In fact, many scholars have criticized the absence of genre knowledge instruction in the conventional translation class (B. Xu, Dai, & Liu, 2019), which explains the poor translation quality and students’ dissatisfaction with this chalk-and-talk method (Kiraly, 2012; Qin, 2017).

The above cases revealed parts of the problems associated with the conventional teaching method. Other translation scholars have also pointed out other weaknesses inherent in this chalk-and-talk method. For example, it oversimplifies the process of learning, taking it for granted that students could automatically digest the theoretical knowledge presented by the lecturer and then apply it to practice (D. Li, 1998). This method assumes that grammar and words are all that it takes to translate well into another language (Laviosa, 2014) while in fact, translation is a complex phenomenon that requires more than just grammatical knowledge and intuition to deal with, especially for teaching translation (Baker, 2017). In addition, more worrying is that this conventional method allows very limited interaction between the lecturer and students because the lecturer is deemed as the only knowledge possessor and the students are deemed as passive receivers of knowledge. Therefore, it cripples students’ self-autonomy in translation learning (Colina, 2003; Kiraly, 2012, 2014, 2015; Shen, 2006; Tao, 2016).

From these findings, it becomes clear that it is largely due to the flawed teaching pedagogy that accounts for English majors’ lackluster performance in their translations which are incoherent, grammatically incorrect, or worst still, dysfunctional in the target culture. Against this backdrop, there must be more viable ways to help students develop self-autonomy in the learning process (Colina & Angelelli, 2017) so that they could gain deeper insight into the world of translation learning to capture the “style” or generic feature and reconstruct that feature in the target culture (Rizzato, 2015).

For these reasons, the researchers proposed a genre-based method to teach translation of non-literary texts from Chinese to English amongst Chinese undergraduate English-majors. After all, “translations are translations of other genres”, and it is just natural that translation trainees acquire genre knowledge in the training process (James, 1989, p. 36).

1.1 Null Hypotheses

Five null hypotheses are formulated in accordance with the research objective:

Ho1: There is no significant difference in the overall mean scores on translation between the Experimental Group (genre-based method) and the Control Group (conventional method).

Ho2: There is no significant difference in the mean scores on delivery of ideational meaning between the Experimental Group (genre-based method) and the Control Group (conventional method).

Ho3: There is no significant difference in the mean scores on delivery of interpersonal meaning between the Experimental Group (genre-based method) and the Control Group (conventional method).

Ho4: There is no significant difference in the mean scores on delivery of textual meaning between the Experimental Group (genre-based method) and the Control Group (conventional method).

Ho5: There is no significant difference in the mean scores in the area of grammar and mechanics between the Experimental Group (genre-based method) and the Control Group (conventional method).

2. Review of Literature

This study employed a genre-based method to enhance English major students' translation. The notion of genre by Halliday's Systemic Functional Linguistics (SFL) and its realization (Halliday & Matthiessen, 2014), as well as the functional model of translation by House (2014, 2015) are introduced. This section also provides relevant literature review and the research gap.

2.1 Halliday's SFL and Genre

Genre is defined as "a staged, goal oriented, purposeful activity" in which participants take part as member of a specific culture (Martin, 1984, p. 25). This definition has been picked up by other scholars working in systemic functional grammar in language education (Christie, 1990; Figueiredo, 2010; Hyland, 2007; Kay & Dudley-Evans, 1998). The essential characteristics of genre reside in its recognizable schematic stages and linguistic patterns within a specific discourse community to realize a particular communicative purpose (Biel, 2018). Therefore, from an SFL perspective, a genre signals itself through its obligatory or compulsory elements in its structure, the appearance of which in a defined order corresponds to a reader's expectation of a specific text belonging to this specific genre (Halliday & Hasan, 1989). In this regard, genre is considered as a mega social term that contextualizes the situation of register which is in turn contextualized by the register variables of field, tenor, and mode (Halliday & Matthiessen, 2014; Martin, 1997). Among them, field about subject matter realizes a text's ideational meaning, tenor about social relationship, realizes a text's interpersonal meaning and mode about information flow, realizes a text's textual meaning. All these three parameters are manifested by different lexico-grammar, lexis choices, and sentence patterns.

2.2 House's Functional Model of Translation

A plethora of translation practitioners and researchers have acknowledged the influence of SFL on their translation studies and practice (Catford, 1965; Hatim & Mason, 2005, 2014; House, 2006, 2008, 2014, 2015, 2018; Manfredi, 2011, 2014; Newmark, 1987). Among them, House's seminal work on a functional model of translation (2014, 2015) draws heavily from Halliday's systemic functional theory. House believes that to achieve equivalence in translation, translation should be regarded as a process of re-contextualization. In other words, translation is not simply a process of giving a new appearance to stretches of languages in a new language; rather it is about taking the source text out of its own context and placing it into a new environment that usually has different expectations for generic conventions as well as target readers' communicative norms. The concept of translation as re-contextualization therefore calls for an operational and practical re-contextualization theory of translation that views text as stretches of language that are contextually embedded. This notion coincides with Halliday's contextual concepts of Field, Tenor, and Mode, providing tools to analyze the source text and its translation from these three angles to assess quality at the initial stage. The second step is to link the translated text to the Genre it belongs to, because Genre encapsulates the macro context of cultural community and has a determining impact on the overall structure and lexis choices of a translation. For non-literary texts, translation equivalence is achieved at the level of genre, which further determines the contextual variables of field, tenor, and mode to realize a text's ideational, interpersonal, and textual meanings. In this regard, manipulation, a cultural filter at register and language levels is necessary and justified in translation (House, 2006, 2008, 2014, 2015).

In practice, however, the same genre often displays different generic conventions due to cultural differences. To ensure an appropriate cultural filter is implemented, parallel texts, referring to authentic and original texts of the same genre produced independently in the target culture (Reiss & Vermeer, 2014), are introduced to help students conduct cross-cultural genre analysis to assist in their translation practice. As such, a genre-based method can be considered a top-down approach to translation and its assessment, and a potentially helpful method to teach translation for its emphasis on generic knowledge and re-contextualization which are absent in the conventional teaching model.

2.3 Studies on Using a Genre-based Method to Teach Translation

In a series of studies on German-English translation, House (2006, 2014, 2015, 2018) revealed that a variety of economic and popular science genres tend to focus on ideational meaning in German texts whereas Anglophone expressions stress on interpersonal meaning. She further argued that only when the ideational and interpersonal meanings are properly handled can a translated text achieve the same communicative function as the source text intends to do. Kim and McDonald (2012) conducted a case study of applying SFL as a tool in translation training between English and other languages such as Korean and Chinese, during which students were instructed with SFL

knowledge to carry out text analysis that helped them link contextual (genre) and textual dimensions (register) to lexico-grammatical patterning. Results from students' reflective journals showed the model helped students get a panoramic view of text and context and make informed choices in translation.

Similarly, Manfredi (2014) exploited an SFL-informed genre-based method to practice translation of a variety of text types such as tourist guidebooks, a science article and an economics article from English into Italian, and found the approach helpful to better delivery of overall translation quality and the three other meta-functions. Misaki et al. (2012) and Noguchi et al. (2016) explored the effects of a genre-based method to teach translation of non-literary texts such as tourist guidebooks and press release from Japanese into English, and found this robust model conducive to raising students' awareness of genre, rhetorical structure, and linguistic features, and enabling them to revise their own translation drafts with reference to parallel texts.

Other scholars restricted their focus on one of the three variables in translation when following a genre-based method. Omer and Ali (2021) carried out a qualitative study on transfer of ideational meaning of journalist texts from English into Kurdish through the Transitivity system, and found there was shift in both process and circumstance. The findings were enlightening for translator trainees because this system is more explicit and concrete in rendering the ideational meaning of English journalist texts into Kurdish. Veroz (2017) examined how ideational meaning is expressed in European Parliament technical texts in English, Spanish, and French within the SFL framework. From analysis of a trilingual parallel texts corpus, it is found that the Spanish and French texts share similarity with the English texts in preference for material processes but other processes like mental and verbal ones may not be exchanged as equivalents. It is concluded that knowledge of these characteristics could be helpful for translators dealing with EU documents and should be integrated into translation training to guide the process.

Yu (2020) focused on usage of modality verbs in translating interpersonal meaning in political speeches from Chinese into English and Italian, and found there were different renderings of the Chinese modal auxiliary verb 要 (yao, literally means should) in the English and Italian translated texts. The English translation contained more functional shift than the Italian one for reason of better adapting the text to realize the communicative purpose of the political genre by helping target readers understand better China's situation and policies. The pedagogical implication of this study, as maintained by the author, was that the genre-based module can guide translators to discover the subtlety of interpersonal meaning in translation and manipulate the translated texts for better communicative effects. Xia (2016a, 2016b) also restricted the topic to transfer of interpersonal meaning in translation of short novel extract, technical writing and business letters from Chinese into English by referring to Mood and Modality, and from the examples it was found that different genres have different expectations for conveying interpersonal meaning, and therefore require different translation strategies to deal with. Kim (2009) demonstrated how insufficient knowledge of modal auxiliary verbs and formal/informal lexis could incur serious interpersonal errors in translating an English journalist text into Korean, leading to substantial mark losses on the part of the students, and how appropriate usage of modal verbs succeeded in communicating the source text's intention in its translation.

In another study, Kim (2007) addressed the issue of translating textual meaning in a set of texts: an English source text, two Korean versions translated by students and a parallel text with a focus on thematic progress. Of the two translations, one outperformed the other in conveying textual meaning because the student was able to make informed choices by avoiding using inanimate objects as the Actor in a doing process, a common practice in the genre of popular science in English. The study argued that genre analysis based on SFL enables students to base their decision making not only on intuition, but on meaning-oriented analysis of texts. Kim (2009) further illustrated how inaccurate translation of textual meaning could severely mislead understanding of ideational meaning and disrupt information flow of the translated text, and concluded that SFL-based genre analysis holds great potential for translation teaching and assessment. The view was later shared by Kim and Matthiessen (2015) who reviewed studies on conveying textual meaning in translation featuring language pairs like English-Norwegian, English-Korean, English-Portuguese, and English-Chinese, shared their observations of variations in translation of thematic progression among these language pairs, and proposed moving translation studies and education forward with an SFL perspective because translation is "the recreation of meaning in context" not "the recreation of wording" (p. 343). Baker (2017) also elaborated how disorganized thematic structure could produce grammatically-correct but functionally unacceptable texts in translation by citing various examples, and how theme-rheme knowledge of the source language and the target language could help produce coherent and cohesive translated texts.

Furthermore, the above studies demonstrated that when translation was processed in a top-down approach within the SFL framework to conduct genre analysis of various text types, the presence of unnecessary literal translation as well

as mistakes in grammar and mechanics were reduced to a large extent (House, 2006, 2014, 2015, 2018; Kim, 2007, 2009; Kim & Matthiessen, 2015; Kim & McDonald, 2012; Manfredi, 2014; Misaki et al., 2012; Noguchi et al., 2016; Veroz, 2017). However, much of the research in general, and within the pedagogical context in particular, involves language pairs other than Chinese and English. And that creates the rationale for the current study.

3. Method

This study is a quantitative investigation employing a quasi-experimental design, and therefore intact groups were adopted for sampling. The sample consisted of 74 third-year English majors with similar demographic and academic backgrounds from a provincial university in Guangdong, China. Two groups were involved in this study: the Experimental Group consisting of 37 students was taught using a genre-based method and the Control Group made up of 37 students was taught using the conventional method. Two well-trained translation lecturers taught the two groups for 12 consecutive weeks. A translation pre-test and a post-test were administered to both groups before and after the intervention. Contents of both the pre-test and the post-test were of the same items that looked into students' performance in delivering ideational meaning, interpersonal meaning, textual meaning, as well as grammar and mechanics in translation. The quantitative data derived from these two tests were analyzed using comparing means and ANCOVA test in SPSS Version 25. The reason for running the ANCOVA Test was to produce impartial predictions for the effects of the treatment in a quasi-experimental design with pre-and-posttest by partialling out differences if any in the pre-test scores (Wright, 2006). As such, the pre-test was used as a covariate in the analysis.

To ensure reliability, the test instrument was pilot tested among 42 students. The test format was adjusted and the test time was fixed to 2 hours. Inner-rater reliability between the two markers was high, $r(40) = .987$, $p < .05$. These results indicated that the marking rubric provided by the researchers is highly reliable and can be used in the actual study.

4. Results and Discussion

The aim of ANCOVA test was to see whether there is significant difference between the Experimental Group and the Control Group in their overall mean scores on translation and their mean scores on delivery of ideational meaning, interpersonal meaning, textual meaning, as well as grammar and mechanics in translation after the pedagogical treatment. Following are the results of the ANCOVA test:

Ho1: There is no significant difference in the overall mean scores on translation between the Experimental Group (genre-based method) and the Control Group (conventional method).

Table 1. Results of the ANCOVA Test for overall mean scores on translation in the post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	32816.091 ^a	2	16408.046	112.786	.000
Intercept	5803.338	1	5803.338	39.891	.000
Pre-Translation	1959.021	1	1959.021	13.466	.000
Group	24582.924	1	24582.924	168.979	.000
Error	10329.038	71	145.479		
Total	570324.410	74			
Corrected Total	43145.129	73			

The overall mean score for the Experimental Group in the pre-test was 53.55 (SD=8.40), while that for the Control Group was 48.68 (SD=8.94). In the post-test, however, the overall mean score on translation for the Experimental Group was 104.82 (SD=15.31), whereas the mean of the Control Group was only 63.98 (SD=10.34). Results from the ANCOVA Test in Table 1 showed that the Experimental Group performed significantly better than the Control Group in the post-test ($F=168.98$, $df=1$, $p=.000$). These findings indicate that utilizing the genre-based method had a significant effect on enhancing students' genre awareness and improving their overall translation quality. In this regard, Ho1 is rejected. The findings are in line with research done by House (2006, 2014) who found genre analysis informed by SFL helpful to translation of various practical texts between German and English. Similarly, findings by Manfredi (2011, 2014) also revealed a global top-down approach to text analysis within the SFL framework effective in producing higher quality of translation between English and Italian. In addition, findings by Misaki et al. (2012) and Noguchi et al. (2016) stressed that the genre-based method is a robust pedagogical tool to improve students' translation skills from Japanese into English.

Ho2: There is no significant difference in the mean scores on delivery of ideational meaning between the Experimental Group (genre-based method) and the Control Group (conventional method).

Table 2. Results of the ANCOVA Test for ideational meaning in the post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1849.209 ^a	2	924.604	88.209	.000
Intercept	692.881	1	692.881	66.102	.000
Pre-Ideational	72.469	1	72.469	6.914	.010
Group	1508.657	1	1508.657	143.929	.000
Error	744.216	71	10.482		
Total	37508.760	74			
Corrected Total	2593.425	73			

Level of significance is at $p < 0.05$

In the pre-test, the Experimental Group obtained an average of 15.18 (SD=2.58) on delivery of ideational meaning in translation, while that of the Control Group was 13.81 (SD=2.96). In the post-test, the Experimental Group scored an average of 26.62 (SD=3.92) in delivering ideational meaning in translation, whereas that of the Control Group was 16.82 (SD=2.71). Results from the ANCOVA Test in Table 2 showed there was significant difference between the two groups in the post-test for ideational meaning transfer in translation ($F=143.93$, $df=1$, $p=.000$). These results indicated that the genre-based method was useful to improve students' performance on ideational meaning delivery in translation. That is to say, the Experimental Group had a better grasp on transitivity and technicality of lexis choices than the Control Group in conveying the ideational meaning from the source texts to the translated texts. Consequently, the results reject Ho2. These findings correspond to studies by Kim (2009) who demonstrated how application of SFL knowledge to text analysis helped students discern differences in expressing ideational meaning between Korean economics articles and their English ones in Macquarie University (Australia). Study by Kim and McDonald (2012) further advocated that integrating SFL-based genre knowledge can improve translation programs that feature English as the common communicative language. Similarly, Veroz (2017) advocated that the ideational meaning can be delivered better if the students were exposed to SFL-informed genre knowledge. Current findings are also consistent with the opinions of Omer and Ali (2021) whose qualitative research affirmed the usefulness of SFL to guide students to convey ideational meaning in translation between English and Kurdish in Salahaddin University.

Ho3: There is no significant difference in the mean scores on delivery of interpersonal meaning between the Experimental Group (genre-based method) and the Control Group (conventional method).

Table 3. Results of the ANCOVA Test for interpersonal meaning in the post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2317.714 ^a	2	1158.857	125.352	.000
Intercept	467.976	1	467.976	50.620	.000
Pre-Interpersonal	68.200	1	68.200	7.377	.008
Group	1967.102	1	1967.102	212.779	.000
Error	656.381	71	9.245		
Total	36326.000	74			
Corrected Total	2974.095	73			

Level of significance is at $p < 0.05$

The Experimental Group obtained 13.04 (SD=2.23) in the pre-test of interpersonal meaning transfer in translation, and the Control Group scored an average of 12.01 (SD=1.97). In the post-test, however, the Experimental Group received an average of 26.74 (SD=3.67) in delivering interpersonal meaning in translation whereas that of the Control Group was 15.72 (SD=2.58). From Table 3, it is evident that in the post-test, the Experimental Group had a significantly higher score than the Control on expressing interpersonal meaning in translation ($F=212.78$, $df=1$, $p=.000$). These results indicated that the genre-based method has a much better effect on enhancing students' translation quality in the field of transferring interpersonal meaning. This is because the Experimental Group was able to detect the nuances in expressing interpersonal meaning in the source texts and parallel texts of the same genre in two different cultures through careful text analysis using SFL, and therefore, they managed to express the meaning in a delicately different manner in their translations. Hence, Ho3 is rejected. These findings are shared by Kim (2009) who highlighted the importance of appropriate conveyance of interpersonal meaning in translation training featuring English and Korean. These findings are also consistent with research by Xia (2016a, 2016b) and Yu (2020), who gave vivid illustrations of how interpersonal functional shift took place in translating Chinese to English of various

non-literary genres. In addition, the findings support studies done by Manfredi (2011, 2014) who demonstrated how interpersonal meanings are expressed differently between English source texts and their translation in Italian, and advocated that in translation teaching, lecturers should guide their students to switch their attention to “preserving functions, rather than structures” (2014, p. 50) in order to conform to the generic convention in the target culture.

Ho4: There is no significant difference in the mean scores on delivery of textual meaning between the Experimental Group (genre-based method) and the Control Group (conventional method).

Table 4. Results of the ANCOVA Test for textual meaning in the post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2351.899 ^a	2	1175.949	113.173	.000
Intercept	296.404	1	296.404	28.526	.000
Pre-Textual	41.328	1	41.328	3.977	.050
Group	1997.340	1	1997.340	192.224	.000
Error	737.740	71	10.391		
Total	36250.750	74			
Corrected Total	3089.639	73			

Level of significance is at $p < 0.05$

The pre-test mean scores on textual meaning delivery in translation were 12.00 (SD=1.56) for the Experimental Group and 11.18 (SD=1.51) for the Control Group. The score rose to 26.76 (SD=4.01) for the Experimental Group in the post-test, while that for the Control Group increased to 15.58 (SD=2.36). ANCOVA Test results displayed in Table 4 show that the Experimental Group did significantly better than the Control Group in this aspect in the translation post-test ($F=192.22$, $df=1$, $p=.000$), and therefore, Ho4 is rejected. Examinations of the translated texts reveal that the Experimental Group's translations are more natural and coherent with parallel texts of the corresponding genres in English, while those of the Control Group are of stiff and mechanical renderings of the source texts. As such, the findings are consistent with Kim (2007, 2009), who found incorporation of SFL knowledge in genre analysis particularly effective in raising students' awareness of different cohesive devices employed in translating from English into Korean. Kim and Matthiessen (2015) further argued that SFL insights are conducive to achieving coherence for the translated texts. What's more, the findings correspond to studies conducted by Misaki et al. (2012) and Noguchi et al. (2016), who affirmed the robustness of a genre-based method to enhance students' performance in producing more cohesive translations from Japanese into English.

Ho5: There is no significant difference in the mean scores in the area of grammar and mechanics between the Experimental Group (genre-based method) and the Control Group (conventional method).

Table 5. Results of the ANCOVA Test for grammar and mechanics in the post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1676.294 ^a	2	838.147	65.269	.000
Intercept	798.994	1	798.994	62.220	.000
Pre-Grammar/Mechanics	231.308	1	231.308	18.013	.000
Group	1067.567	1	1067.567	83.134	.000
Error	911.746	71	12.841		
Total	33034.000	74			
Corrected Total	2588.041	73			

Level of significance is at $p < 0.05$

In the area of grammar and mechanics, the Experimental Group obtained 13.34 (SD=3.20) in the pre-test while the Control Group scored 11.61 (SD=3.23). In the post-test however, the Experiment Group received an average of 24.70 (SD=4.28) in grammar and mechanics in translation whereas that of the Control Group was the 15.86 (SD=3.67). ANCOVA Test results in Table 4.5 show that in the post-test, the Experimental Group scored significantly higher than the Control Group in grammar and mechanics in translation ($F=83.13$, $df=1$, $p=.000$). These results reject Ho5. This means that subjects of the Experimental Group committed substantially fewer grammatical, spelling, and punctuation mistakes in comparison with their counterparts from the Control Group after the intervention. These findings are parallel to studies by House (2006, 2014, 2015, 2018) who explicated that when the three meta-functions of the source text and its translation are equivalent in their own right, the translation is of better quality. Moreover, Manfredi (2011, 2014) demonstrated that a translation model integrated with SFL is applicable to different genres placed in different communicative situations. The results also correspond to findings by Misaki et al. (2012) and Noguchi et al. (2016), who unfolded the process of how the genre-based method enabled students to revise and

polish their own translation for better communicative purposes. In other words, students following this new method could gain self-autonomy and do not have to rely solely on their lecturers or their own intuition to make choices in translation (Baker, 2017), thus reducing the presence of grammar and mechanics mistakes.

5. Conclusion

Findings from the above quantitative data analysis indicate that students' exposure to genre knowledge within the SFL framework performed significantly better than their counterparts in the Control Group who were taught using the conventional method in the areas of overall translation quality, delivery of ideational meaning, interpersonal meaning, textual meaning, as well as grammar and mechanics. These improvements are made possible largely because the SFL-informed genre approach provides students with a brand new perspective into translation. With this new method, students are now able to approach the text as a whole and analyze it using the register variables of field, tenor, and mode. Moreover, the incorporation of parallel texts offers them a good template to fall back on. Therefore, translation is no longer practiced in a vacuum but becomes manageable and recontextualized. In other words, students following the genre-based method are able to produce translations of various genres that are functional in the English-speaking world.

Currently, the China-proposed Belt and Road Initiative has driven rapid growth in business and trade worldwide. That means there is a huge demand for translation from Chinese into English. As such, training future graduates capable of delivering functional English translation is vital in promoting Chinese products and services in the international community.

Findings of this study have vital implications in terms of pedagogy, theory, and practice. Pedagogically speaking, it indicates that the genre-based teaching module can be used as an alternative method to teach translation from Chinese into English (Kim & Matthiessen 2015). Theoretically speaking, findings of this study support the utilization of genre-based method in teaching translation as it encompasses both linguistic and cultural aspects (Omer & Ali, 2021), and provides a theoretically-sound criteria for translation quality assessment grounded on SFL (House, 2006, 2014, 2015; Kim, 2009). Regarding practical implications, this study suggests that lecturers teaching translation should be trained on how to utilize the genre-based method to improve students' translation skills and competence by empowering them to gain self-autonomy and become "their own quality controllers" (Kim, 2009, p. 145), a trait much needed for future translators at the job market (Noguchi et al., 2016; Qin, 2017; Sun, 2021).

However, this study is not without its limitations. First, the experiment only lasted for 12 weeks. Future research may be carried out for a longer duration to assess students' retention of genre knowledge and its effects in translation practice. Second, the sample size of the study was small: only 74 third-year English majors from one Chinese university. Therefore, findings from the data analysis could only be generalized to English majors of similar academic and demographic backgrounds. It is suggested that future studies should involve a larger sample size from different universities and across different regions in China for wider generalization of the findings.

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