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10. Learners should have the chance of self-evaluation and Islamic texts translation should have more care from initial years of study at Alazhar institutions.

**Suggestions for Further Research:**

The following points are suggested for further research:

1. Examining the effectiveness of using scaffolding strategy in teaching other courses of EFL to English majors.
2. Examining the effectiveness of using scaffolding strategy in teaching English courses for beginners.
3. investigate the effectiveness of scaffolding strategy in developing social and communicative abilities of EFL students.
4. Conducting a study to analyze the relation between translation proficiency and other language skills.
5. Conducting a study that investigates the relation of the acquisition of translation strategies and thinking types by identifying the effect of transfer.

**Recommendations:**

Based on the results of the study, the following recommendations are made:

1. EFL teachers should be encouraged to adopt scaffolding-based instruction in their classrooms.
2. EFL teachers should be trained to use scaffolding-based instruction in their teaching at Alazhar institutions.
3. Scaffolding-based instruction should be recommended as one of the teaching methods to be used for teaching translation.
4. There must be a real shift from individual to collaborative learning as a means for building up learners' knowledge and providing learners with varied opportunities for interaction and negotiation of meaning.
5. The role of the teacher, in translation classes should be changed from a lecturer to a co-learner to promote and facilitate a student-centered approach to learning in which students become responsible for their own learning.
6. Learners should have the chance of self-evaluation by providing them with guidelines and basics of evaluation process to maximize the role of the learners in the process of learning and minimize the effort that the teacher may do.
7. Translation activities should integrate both translation theories with translation practices.
8. Translation assessment should be objective and formative in a process of providing clear and reliable criteria
9. students should be trained more on translation skills of Islamic texts,

islamic translation in learning English subject as for the new changes occurred all over the world, Islamic nations need to educate students who could spread the instruction of Islam in good manner and clear language. Integrating Islamic translation is a need for reform and progress.

To conclude, there were many incorporated aspects and many elements and practices that paved the way for the success of the current study. Scaffolding-based instruction provides many implications for EFL teachers:

1. EFL teachers should provide scaffolding which enables students to translate effectively.
2. EFL teachers should empower students by creating a scaffolding learning environment wherein they are actively engaged in the translation process.
3. EFL teachers should encourage students to create their own meaningful translations, rather than impose certain translations on them.
4. EFL students should have a clear idea of why they translate, what they translate and how they translate.
5. EFL teachers should encourage students to create their own meaning from what they read, rather than impose certain interpretations upon them.
6. EFL teachers should train students to adopt teacher and peer scaffolding as they translate..

improving the participants' translation skills. The study gave every participant the opportunity to rectify his errors out of the eyes of their peers.

Results of the current study go in line with studies Badawi (2008), Al Shubaily (2008), Ali (2012) Alqaed (2017), Boshrabadi (2014) Alrishan (2015) who affirmed the necessity of implementing new methods of teaching in translation classes including problem-solving and stressing the importance of the analytical and strategic thinking. Results also show the importance of implementing translation theoretical concepts in practical translation training as indicated by Gutt (2000).

Results of the present study supports what Sabir (2015), Kupske (2015), find out as explicit instruction and focus training on translation effects positively on participants' development of translation skills. Results of the present study added to Van de Pol et al (2010), Smit et al. (2013) Elsadig (2021), Alake (2013) Lantolf (2020) who affirmed the effectiveness of scaffolding strategy in EFL classroom.

### **Implications of the study**

The conclusions of the current study may include an important implication based on the improvement in one of the important language proficiencies. That is to say improvement in translation may lead to the improvement of the other language abilities and arts. This is due to the comprehensive nature of language learning process and the nature of translation as a proficiency that depicts many other analytical, receptive and productive language abilities.

Finally, results of the current study may draw the attention of researchers, teachers and educators to the real need for integrating

improved when they received a systematic theoretical instruction of translation strategies and regular training on analyzing and searching.

the participants were motivated to play an active role in the translation activities and perform the tasks independently. . It was clear through finishing tasks and activities . Thus, the results of the current study have shown that learning depends in part on the nature of student participation in the learning process. Participants learn more by giving elaborated help to others and less from receiving low-level elaboration by others. This is what the scaffolding strategy offered. Participants became interdependent.

The activities and tasks used in the study contributed in improving the participants' target translation skills. The participants involved in various activities in each lesson such as searching, asking questions, taking notes, analyzing and comparing. Furthermore, the Participants were asked to work individually, in pairs and groups to achieve the stated objectives of each lesson. Additionally, The tasks included were ranged from the receptive (modeling) to the productive (translating). The used Islamic texts were at the level of the participants as they were chosen by secondary stage teachers and supervisors at Alazhar institution and in the light of the objectives of their English textbook Islamic Selection one

Varied evaluation techniques included in the study which contributed to the improvement of the participants' performance. After each translation task either individually or in groups, the participants were given an immediate feedback explaining the errors involved and correction. These directed feedback has a remarkable effectiveness in

Participants' translation skills have been remarkably improved. This shows the importance of explicit instruction in translation instruction and levels of participants' performance in translation tasks. The participants' performance in the pre testing indicated their poor level of performance. Their translation was random, lack accuracy and organization, there were many grammatical error, equivalents were lost. Participants' construction of relative meaning, paraphrasing and using of equivalents were poor in the pretesting and remarkably improved in the post-testing. This positive change is undoubtedly due to the training participants received on how to find equivalents, searching for the intended meaning of the expressions, The concentration on correcting the grammatical errors results in negligence of translational performance itself. So, the real role of the teacher in the present study was to provide participants with problematic situations and motivate them to look for solutions.

Moreover, at the beginning, participants were careless and lack enthusiasm towards learning translation and considering it a dispensable part of their linguistic qualification. They suffer from the poor translation course design, lack of systematic theoretical and strategic training, and non-standardized or reliable evaluation schemes. During the first two lessons, it was often the same participants who took the lead, being active and dominant during group work, while others were passive and submissive. But the following lessons it was very clear in the manner of their interaction, their home translations and their readiness to work collaboratively. Participants' performance in the translation tasks

experimental units using the conventional method. That could be due to many reasons.

- A. Scaffolding strategy enabled the participants to perform beyond the limits of their abilities. It provided them with the temporary help to bridge the gap between what they know and can do and the the target translation skills. In addition, it eabled the teacher to intervene and provide guidance and the help needed by the students to perform the assigned translation which they were not able to perform independently. Thus, scaffolding enables them to overcome translation challenges and perform the tasks successfully.
- B. Scaffolding strategy helped in creating an appropriate and attractive environment for learning. It shifted the focus from the teacher to the participants and their active engagement with the translation materials. Through the present study, the traditional role of the participants as passive receptors was discarded as they were encouraged to practice translation skills meaningfully using authentic and interesting materials
- C. Using Islamic texts as resources for translation, at Alazhar institution , the main focus of studying is religious materials. Participants all the time exposed to religion subjects, Hadieth, legislation and Quran. The present study tried to involve what participants already, study in EFL course. Translating words, sentences and passages of their interest and focus attract participants' involvement and participation and increase the importance of translation activity in their study.

Table (4)

**Differences in The Means of Scores of Both the experimental and control Groups in the translation Skills Test**

| Administration     | Groups       | N  | Means   | Standard Deviation | Degree of Freedom | "t" Value | Significance |
|--------------------|--------------|----|---------|--------------------|-------------------|-----------|--------------|
| Translation skills | experimental | 25 | 90.4000 | 5.91080            | 24                | 38.239    | 0.05         |
|                    | Control      | 25 | 52.445  | <b>6.32000</b>     | 24                |           |              |

Table (4) shows that there were statistically significant differences between the mean scores of the experimental group and the control group at 0.05 in the translation skills in favor of the experimental group. This result indicated that using scaffolding strategy had a positive and higher effect on the participants' translation skill the traditional classroom had.

**Discussion:**

The present study investigated the effectiveness of using the scaffolding strategy in improving second year participants' translation skills at AlAzhar secondary institution. The researcher used a quasi experimental design to conduct the study. An experimental and a control group were exposed to pre post tests of translation skills to compare the performance of both groups in the post testing and the performance of the experimental group in the pre post testing.

The results obtained on the post test indicated that the participants of the experimental group achieved significant improvements in the translation skills after being instructed through the scaffolding strategy. Moreover the participants of the experimental group achieved high performance in translation skills than the control group who studied the

**Table (3)****Analysis of Scores of the experimental group in The Pre and The Post-Testing of translation Skills**

| Administration | No. of participants | Means   | Standard Deviation | "t" Value | Degree of Freedom | Significance | $\eta^2$ |
|----------------|---------------------|---------|--------------------|-----------|-------------------|--------------|----------|
| Pre testing    | 25                  | 41.3000 | 5.48293            | 29.77     | 24                | 0.01         | 0.973    |
| Post testing   |                     | 90.4000 | 5.91080            |           |                   |              |          |

Table (3) shows that the mean scores gained by the participants of the study are higher on the post-testing of translation skills (90.4000) than those obtained on the pretesting (41.3000). "T" value is (29.77) which is significant at (0.01) level. These high gains of the participants on the post-testing of translation skills were due to the training they had on the Islamic translation skills. Results of the major hypothesis provide an answer to the major question of the study as results indicate that the using scaffolding strategy was effective in developing their performance of translation skills according to Blake's modified gain ratio (1.14). Results also indicate that degree of effectiveness ( $d=10.5$ ) using Ita's square (0.973) affirms the effectiveness and the remarkable significance of using scaffolding strategy in developing the participants' translation skills.

**Hypothesis Two**

There were statistically significant differences between the mean scores of the experimental group and that of the control group, on the post-test of the translation skills in favor of the experimental group

practices. Some students appreciated the opportunity to work in groups to practice translation activities. Others acknowledged the chance to practice and identify translation of Islamic texts.

### **Teaching the control group**

An EFL teacher of the same qualifications and years of experience cooperated with the researcher to teach the control group using the traditional method of teaching

### **Post-Testing**

After instructing both groups, the translation skills test (form B) was re-administered to the participants of the study in order to measure the effectiveness of using scaffolding strategy on developing their translation skills. So, participants were post-tested using the translation post test (Form B).

### **Findings**

After instructing of the experimental and control group, the participants were post-tested using translation proficiency test (Form B) and the translation skills test. Two different raters scored participants' answers of the translation test. "T" test formula was used to analyze the difference between means of scores of the study subjects in the Pre and the Post-measurements.

### **Hypothesis One:**

Hypothesis one predicted that there was a statistically significant mean difference between the participants' scores in the pre-posttest of the Islamic translation skills.

## 2. Teaching

### Teaching the experimental group

After the pretesting procedure, the researcher taught the experimental units designed using the scaffolding strategy of Islamic translation skills. The overall duration of the experiment was 20 hours, two hours a week.

In strategy teaching, the teacher always endeavors to help students to become more autonomous and to take the responsibility of their learning. Some problems appeared during experimentation. One of them was timing. As most of collaborative teaching approaches, learning success depends to a great extent on the chances provided to learners to construct meaning and ideas by themselves. Added to that, the time-consuming nature of translation as an activity prolonged the lesson to two hours. Therefore, it was important for the teacher to help participants manage time by timing every activity, monitoring participants' progress in fulfilling tasks, and guiding them to solve problems.

Regarding the difference between Arabic and English translations, the students used almost the same strategies to solve the problems. However, it was noticed that the problems in the translation into Arabic were less serious and difficult than those in the translation into English because, in the former, the students had to do more effort to produce correct English grammar and spelling but in the latter they already mastered the Arabic language. In other words, the participants did much effort, and, in turn, more mental processes in the translation into English.

Sessions' evaluation sheets provided some important information about the change of students' attitudes towards the instructional

## Implementing the Experiment of the Study

### 1. Pre-Testing

Before teaching the program, the assigned participants were pretested using the translation performance test (Form A). Two different raters scored participants' answers to the translation test. "t -value" was computed using "t-Test" to ensure that there were no statistical significances between the experimental and control groups. Table (2) shows, according to the results obtained on the pre-test of translation skills, that there was not any significant difference between means of scores obtained by the subjects of both the experimental and the control groups on the pre-test of the translation skills.

**Table (2)**  
**Analysis of Scores of experimental and control in the Pre Testing of**  
**The translation Skills**

| Administration | No of Students | Means   | Degree of Freedom | SD      | "t" value | Significance |
|----------------|----------------|---------|-------------------|---------|-----------|--------------|
| Control        | 50             | 44.54   | 48                | 6.27608 | 0.766     | NS           |
| Experimental   |                | 41.3000 |                   | 5.48293 |           |              |

**Maximum score= 120**

Table (2) shows, according to the results obtained on the pre-test of translation skills, that there was not any significant difference between means of scores obtained by the subjects of the both experimental and control group on the pre-test of the translation skills.

### **The Student's Handbook:**

The students' activity book was designed as a reference for the students describing the procedures, directions, and guidelines during the implementation of the activities and practices. It included ten lessons: two warm up sessions and eight instructional lessons. Each lesson presented a training and explicit instruction on specific translation skills and lasted for two hours; this was because translation has a time-consuming nature and students need enough time to complete pair and group activities and translation tasks. The students' handbook was arranged as follows:

#### Unit one :Fasting

Lesson one: Translating accurately

Lesson two: Find equivalents

Lesson three: Pragmatic translation

Lesson four: Grammar and style of translation

#### Unit Two: Pilgrimage

Lesson one: Translating accurately

Lesson two: Lexical items

Lesson three: Pragmatic translation

Lesson four: Grammar and style of translation

#### Piloting the instructional materials

Both of students' book and teacher's guide were judged by a jury for the appropriateness of the tasks and activities, the suitability of the language for the subjects and the consistency of the content with the objectives. In the light of the jury's suggestions, some modifications were made in the arrangement of activities and that were all included in the final version of the book.

Arabic into English and visa versa. Students conducted the other eight lessons using the following steps:

- Presentation. In this stage, students try to explore the meaning and the importance of the target skill. It starts with brainstorming that lead to a fruitful discussion followed by a brief lecturing from the teacher.
- Modeling. In this stage, the teacher is going to model the skill using different examples and students will be invited to comment freely on your modeling. 'Model' stage includes more practical examples on the use of the concept and its relevance to the work of the translator
- Practice of the skill. In this stage, students had the opportunity to practice the skill and it went through two stages: group practice and individual/pair practice. A 'Practice' stage then came with lots of exercises where students were asked to do various exercises following the model given above
- Feedback. Here, students had to play the role of assessors. They had to read and assess/score someone else's writing using a simple rubric.
- The lesson ended with an evaluation of student's mastery of the skill being discussed. There will be a chance for feedback.
- Students were asked to practice online activities for more practices and experiences individually or in groups.

9. Translation activities, individual and group (pair) work peer collaboration and evaluation, were supported through the modified textbook .

### **The Content of the modified textbook**

#### **The modified textbook was organized into two warm up sessions and two units; each unit included four lessons**

The first session, **Setting the Stage**, was the first step towards creating the real atmosphere in which learners should have realized and taken the responsibility of their learning. The teacher illustrated the nature of the Islamic translation and its importance. He specified how students would work regularly in groups, and emphasized the unconventional nature of the training. The teacher discussed with the whole class the consensual list of goals and expectations, and the suggested program.

The second session, **Selecting Groups and Modeling activities**, went through two main activities. The first activity was **Selecting Groups of learning**. The second activity was **Modeling**. The teacher ran the first introductory lesson in order to model the management process for the students. The goal of that modeling was to present the interactional behavior of managing a workshop as an effective learning experience within a social constructivist setting. The topic chosen for this modeling was: translation problems; one of the topics was included in the consensual list.

Practices and procedures of learning in both units were based on the scaffolding strategy. So, the following procedures illustrate how the scaffolding strategy may work in teaching Islamic translation from

5. As the instructional material was directed to develop students' translation skills, the teacher helped the students to implement their skills effectively, gave them the needed feedback based on the performance indicators of the target skills in each lesson.
6. Selection of passages and sentences was not a random action as it was conducted according to the purpose of the study. Sentences and passages were selected and modified from many authentic Islamic texts in newspapers, online articles, religious texts and major accredited websites for Islamic media (Alazhar university website, Islam online and Holy Quran meanings translations in KSA. The linguistic and suitability level of the sentences and passages were judged by a13 teachers, head teachers and supervisors at al Azhar institutions who validate the suitability to the content and the linguistic level of students at second year secondary institution
7. In each lesson, the translated materials ranged from simple words and expressions to more complex verses from Quran and Sunna. Students were exposed to various models of translating islamic texts, then they were trained to translate individually or in groups. Model answers of the translated texts were provided
8. The textbook offered ample opportunities for students to be creative as they are asked to produce more translated sentences, comparing translated texts with the original ones . This was done to guarantee students' participation and interaction.

includes various language activities that were manipulated to foster and scaffold translation skills.

2. The modified textbook is bidirectional as it provides students with equal opportunities to be trained to use translation skills of Islamic texts form Arabic to English and vica versa. This is because translation form Arabic into English shares many linguistic and intellectual processes with translation form English into Arabic although the former sometimes seems more difficult and confusing to the learners than the latter.
3. The main purpose of practice in translation is to help students be aware of the basic translation skills, providing them with ample opportunities to practice those skills. The developed units train students on various ranslation skills. These are :
  - Accuracy
  - Lexical skills
  - Grammar and target language stylistc skills
  - Pragmatic skills
4. Based on the content of the units (four & Five) of Islamic Selections Book One, the content of the present translation units has been developed. two warm up sessions and Eight lessons distributed on two major units were then devoted for training students on the translation of Islamic texts. Each of these lessons outline a procedural and a theoretical design in which learners have no choice but to construct meaning and understanding of the target knowledge and then work collaboratively to put this knowledge into actual practice.

## 2. Instructional materials based on scaffolding strategy

### A. Selecting the experimental units:

The selected units were two major units, (unit one and two) in Islamic selections one. The selected units included (4) lessons that two Islamic topics : Fasting and pligrimage, each unit included a reading comprehension passage, grammar excercises and a translation activity at the end. They are suitable to give a sufficient chance for scaffolding Islamic translation skills into the current content. The researcher reviewing the content of the units to stand on the main linguistic features included in the experimental units revealing the Islamic expressions and structures included. The topics of the units were as follows

Unit one : Fasting

Unit two: Pilgrimage

**B.** Deciding the final forms of translation skills list in the light of the jury comments and modifications

**C.** Designing the teacher's guide based on the scaffolding strategy of basic Islamic translation skills

The teacher's guidebook presents the activities and practices that students should handle during the period of the experiment. It is an adaptation of the units four and five in Islamic Selections one involving activities and tasks of scaffolding and practicing translation skills of Islamic texts. The following issues were put into consideration:

1. The book handled mainly Islamic translation activities and practices; the Islamic Selections textbook focused mainly on learning various language skills. Accordingly, each unit

- **Validity of the rubric:** Content validity of the translation performance rubric was established through ensuring that the rubric measures and reflects the translation components and concepts previously generated and stated in the translation checklist.
- **Piloting the Test:** One month before the experiment, a group of (40) students was selected out of the experimental sample of the study, so half of them had to take form A of the test (20), while the rest (20) had to take form B of the translation test. Both tests were scored by two different raters. Results of the piloting indicated that:
  - A jury of EFL staff members supported the validity, applicability and suitability of the test for the objectives it aimed to measure.
  - Pearson Product Moment Correlation formula was used to compute the correlation between the scores given by the two raters of the test. Reliability coefficient is (0.89) which is significant at (0.01) level and it is acceptable according to Allam (2000)
  - **Preparing the Final Form of the Test:** In the light of the jury modifications and the results of piloting the test, the test was built in its final form to be used in the basic experiment. (Refer to appendix “C”)

b) assess the degree of development in the participants' performance of translation.

- **Preparing the Instructions of the Test:** Instructions were written in a clear simple English language and they were explained to the participants by the examiner before starting the test. They include all information needed by students to complete the test; items of the test, scoring points, time allowed and how to give answers.
- **Constructing the Test:** The test included three main sections to measure students' performance in translating Arabic and English Islamic texts.
  - **The first section** was about translating words: it included (8) words to be translated from English to Arabic and vice versa.
  - **The second section** was about translating sentences; it included 4 sentences. Students were asked to translate two sentences into Arabic and the other two sentences into English.
  - **The third section** was about translating passages; it included two passages: one in Arabic and the other in English
  - **Scoring the Test:** The researcher conducted the translation performance assessment rubrics to ensure objectivity. The purpose of this rubric was to assess students' performance in the translation skills using specific and clear indicators of performance, before and after the application of the study. This rubric contained four different main traits (accuracy – lexical-pragmatic- grammar and style ). Each trait has four levels of performance graded from, (excellent, good, adequate & weak ). the total score of the rubrics was 120 scores

**Instruments and Materials:****1- A Pre - Post Test of Translation skills.**

In order to avoid the effect of learning transfer, two equivalent forms of the translation skills test form A and B) were designed to be used in the pre-and the post-administration of the test. To develop the two forms of the test (Form A and Form B), the following steps were followed:

**A. Designing a List of Translation skills:**

After reviewing related literature and analyzing results of the pilot study, a classified list of translation skills that may be needed by second year students, at AlAzhar secondary institution, was built. This list was judged by a jury to determine the translation skills that may be needed, and the degree to which they are needed by the sample of the study. The list included in its initial form (18) subskills distributed over five dimensions : accuracy, lexical skills, pragmatic skills, grammar and style skills

**The final form of the translation skills checklist:** After judging the list, results indicated that some skills need to be re-categorized, some others need to be added, and some others need to be removed from the list. Some the jury members recommended the integration of grammar and style skills together. Finally, in the light of the jury recommendations, the targeted translation skills were classified and divided into four main skills

- **Stating the Aims of the Test :** the test aims to:

a) assess second year students' basic translation skills

and control groups of the study, the researcher considered the homogeneity of the participants' age, academic level and English language proficiency.

**A- Age:** According to their school records, both groups had nearly the same age (16:17 years)

**B- Academic level:**

The participants were all at second year at Hurgada Al Azhar Ideal secondary school institution .

**C- English Language Proficiency:**

Both the experimental and control groups' scores at the final exam of EFL were reviewed and T- test was used to show statistical differences between both groups. Table (1) shows no significant differences between the two groups as the t-value (1.36) was insignificant at (0.05).

**Table (1)**  
**Difference in The Means of The Experimental and control Groups Scores in The Language Proficiency Test**

| Group   | Subjects | Means | SD   | DF | t- value |
|---------|----------|-------|------|----|----------|
| Exp     | 25       | 40.97 | 5.94 | 48 | 1.36     |
| Control | 25       | 38.93 | 5.80 |    |          |

Not significant at 0.05 level.

**Variables of the Study:**

1. **The independent variable** is the instruction of Islamic Selection Textbook of second year secondary school at AlAzhar ideal institution using scaffolding strategy
2. **The dependent variable** is the students' performance in translation skills.

**Translation:**

According to Hatim and Munday (2004:3-4), translation is the act of translating a written or spoken expression of the meaning of a word, speech, book in another language. It can be classified into sub-types as literary translation, technical translation, subtitling and machine translation.

Based on Oxford Advanced Learners Dictionary (2003), translation is simply defined as the process of changing something that is written or spoken into another language.

**Research design**

The study followed the quasi experimental design of a control group and experimental group and pre/post application of the instruments of the study.

**Participants of the study**

The participants (N= 50 male second year students at Alazhar Ideal secondary institution were distributed into two equivalent groups) were pretested by using the translation skills test (Form A). Then, the experimental group was instructed using scaffolding strategy while the control group was instructed using the conventional method of teaching, after that, the participants was posttested using the Translation Strategy test and the Translation Test (Form B).

Both groups were enrolled into two classes. Each class has 25 participants. To make sure of the homogeneity between the experimental

**B.** There were statistically significant differences between the mean scores of the experimental group and that of the control group, on the post-test of the translation skills, in favor of the experimental group

### **1.6. Delimitations of the research**

**The research was delimited to the following:**

- A Sample of second year secondary stage students of Al-Azhar institution.
- The first semester of the academic year 2021 -2022 for teaching the course.
- Al-Azhar institution for boys in Hurghada, Red Sea Governorate.

### **1.9. Instruments and materials of the research**

The researcher designed and used:

- translation skills checklist.
- A pre post test of translation skills.
- using scaffolding strategy in teaching Fourth and Fifth units of Islamic selection one.

### **1.10. Definition of terms:**

**Scaffolding strategy:**

Sukyadi & Hasanah, (2013:4) defined scaffolding as the "strategy used by the teachers to facilitate learners' transition from assisted to independent performance".

Richards & Schmidt, (2002:466) stated that Scaffolding is a teaching learning strategy in which the teacher and learners engage in a collaborative problem-solving activity with the support and guidance of the teacher to enable learners become increasingly independent.

language-including mainly metaphors, similes, pun, personification and wordplay, Arabic expressions of different types: idioms, proverbs, semi-proverbs, collocations, and stylistic (grammatical, lexical) intricacies.

Therefore, this research seeks to find out the effectiveness of using the scaffolding strategy in developing some texts translation skills of secondary stage students

### **1.1 Questions of the research**

**The research sought to answer the following questions:**

What is the effectiveness of using scaffolding strategy on developing some translation skills of secondary stage students?

### **1.3. Significance of the research**

The present study may be importantas it may

- Develop students' translation skills at secondary stage
- Give teachers the opportunity to use modern strategies in teaching translation.
- The present study may enable designers of EFL textbook at Al-Azhar institutions to realize the importance of involving more practices and activities for improving studens' translation skills .

### **1.2 Aims of the research**

The research aims to Identifying the effectiveness of using scaffolding strategy on developing translation skills

### **1.5. Hypotheses of the research**

The present study tested the following main hypothesis :

- A.** There was a statistically significant mean difference between the participants' scores in the pre-posttest of the Islamic translation skills.

Consequently; there is a big need at Al-Azhar institution to focus more on using scaffolding strategy to improve some translation skills. To make sure of the present problem, the researcher, conducted a diagnostic test about translation. The test was applied on 60 students at Alazhar secondary institution at Red Sea governorate. Analyzing the results showed that most of the students had poor performance when dealing with syntax, semantics and pragmatics as follows:

- 50% error-rate on students' use of correct words that explain the meaning in the target language.
- 47% error-rate on students' uses of accurate and suitable structures
- 45% error-rate on students' use of grammar and style
- 47% error-rate students put spaces in the places of difficult words, doing no efforts to explain the meaning or guessing
- 25% error-rate on students use punctuations in correctly .
- (84%) of them failed to produce the correct form of the target text,
- (44%) of them failed to select any suitable equivalents of items in the source text,
- (46%) of them failed to convey cultural features and connotations,
- (54%) of them failed to show understanding or decoding ability of the source text,
- and (46%) of them failed to transfer the meaning adequately in the target text.

Students' errors and inadequate performance helped to identify the nature of problem they face while translating. These problems were: long sentences, ambiguity in tense use, omission of some cohesive ties (which, that), colloquial language, informal language, rhetoric in

Some studies have examined the effect of using scaffolding strategies in the four language skills: reading, (e.g., Ghaffarsamar & Dehghan, 2013; Rahimi & Ghanbari, 2011), writing (e.g., Veerappan, Suan & Sulaiman 2011; Zarandi & Rahbar, 2014; Rezaee, Farahani & Mubarak, 2018). There are many researchers who suggest using scaffolding strategies in Arabic studies (Abd Aljawad 2014; Abu Zeid 2014; Baljoun 2015; Alsoht 2016; Al-Mutahmi 2018 & Al-Subaie 2019).

Many researchers advocate the effectiveness and usefulness of educational scaffolding strategy in the development of English language skills. (Haydee, Cuevas, Stephen & Randall 2002; Proctor, Dalton & Grisham 2007; Bulu 2008; Boblett 2012; Safadi & Rababah 2012; El-Nahrawy 2013; Abdul-Majeed & Muhammad 2015; Pfister, Opitz & Pauli 2015; Youssef 2016; Al Eissa 2017; Deleg 2018; Rezaee, Farahani & Mubarak 2018 & others). Therefore, the present research attempted to use scaffolding strategy in developing translation skills of secondary stage students.

### **Context of the problem**

The researcher observed during her work as a teacher that Al-Azhar educational institutions give less emphasis on practicing translation skills with an ignorance of the importance of developing students' skills of constructing equivalent meaning and selecting suitable words, they ignore the importance of accurate translation in times lose stability and security because of extremist speeches. Consequently; students could not express themselves in a written form which causes problems in their academic life or in their job afterwards.

As a result of the insufficiency of that traditional method of teaching translation, to meet students' needs nowadays, there have been great changes in the objectives, the content, and teaching methods. Several studies have highlighted the importance of using scaffolding strategy in the educational process (Hammond, 2001; Gibbons, 2002; Graves & Fitzgerald, 2003; Mohammad & Rozati 2016; Majid 2017 and others).

Scaffolding strategy is a teaching strategy which focus on both teachers' and students' creativity in the teaching- learning process (Kargar, 2015). The term "scaffold" is a Vygotskian metaphor for teacher support of a learner through verbal and nonverbal modeling. Reiser (2004) states that in scaffolding teachers offer support and assistance to learners to successfully perform certain tasks. Without such support or assistance, learners can't rebuild their knowledge or improve their performance. Such support is gradually withdrawn when learners progress at a particular stage of the educational process; this leads them to become more independent. Consequently, Stuyf (2002) announces that scaffolding is a strategy which minimizes the level of frustration of the student then motivates student to learn. In this stage, teacher should accept students' errors and give them proper feedback to modify the performance.

Similarly, Abdul-Majeed & Muhammad (2015) assert that scaffolding is a strategy that not only supports students before, during and after reading but also improves their performance to become more confident and challenging. In sum, it can be concluded that scaffolding

## Introduction

Language is the channel which humans use to communicate; to share ideas, feelings and opinions. During communication process, learners tend to translate their cultural believes, ideas, thoughts and personal information to another language .Translationis considered a reproduction process, for both meaning and thoughts, which implied in a certain language text, into another language ( Hatab&Lahlali, 2014).

Although a lot of studies show that translation is ignored in classrooms either by teachers or by students, translation is a very important communication tool between people of different cultures which is practicedeither in a written or oral form (Kavaliauskien, 2007). Gaber (2005) states that "translation being a craft on the one hand, requires training, i.e. practice under supervision, and being a science on the other hand, has to be based on language theories". This leads researchers to state that translation is considered as a craft and a science at the same time.

Students tend to focus on the source text only while practicing translation which leads to a lot of problems. Many researchers as Wendland (2014) and Wilt (2014) advocate that the emergence of such problems is attributed to the fact that this complex process of intercultural, interlinguistic communication involves situational, sociocultural and organizational factors to be taken into consideration while translating. In order to avoid such cultural problems, Gaber (2005) introduces five translation techniques, cultural, equivalent, functional translation, glossing and borrowing.

**مستخلص البحث**

بحثت الدراسة الحالية فعالية استخدام استراتيجيات السقالات لتعزيز مهارات الترجمة لدى طلاب المرحلة الثانوية. استخدمت الدراسة التصميم شبه التجريبي المكون من مجموعة تجريبية وضابطة والتطبيق القبلي والبعدي لأدوات الدراسة. تم اختيار خمسة وعشرين طالبا من السنة الثانية، المرحلة الثانوية، طوعية للمشاركة في الدراسة. تضمنت مواد وأدوات الدراسة قائمة بمهارات الترجمة لتحديد المهارات اللازمة للتطوير من خلال الدراسة القائمة على استخدام استراتيجيات السقالات واختبار مهارات الترجمة. أظهرت النتائج أن استخدام استراتيجيات السقالات أدى إلى تحسن كبير في مهارات الترجمة لدى المشاركين.

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## Promoting translation skills among secondary stage students using a scaffolding strategy

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### Abstract

The present study investigated the effectiveness of using scaffolding strategy to promote translation skills among secondary stage students. The study used the quasi experimental design of an experimental and control groups and pre-post application of instruments. of the study. Twenty- five students from second year secondary stage, were voluntarily chosen to participate in the study. Materials and instruments of the study included a list of translation skills to determine the skills needed to be developed through the study and instructional materials based on using the scaffolding strategy and a translation skills test. Results showed that using scaffolding strategy significantly improved the participants' translation skills.

**Key Words:** translation skills, scaffolding strategy.





**Promoting translation skills among secondary stage students using a scaffolding strategy**

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