

Improving EFL Majors' Translation Competence Using Self-Regulated Learning -Based Program

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Abstract

The main concern of the present study was to examine the effectiveness of developing a translation course based on the strategic self-regulated learning in improving EFL majors' translation competence. Adopting quasi-experimental design, the participants, consisting of 60 EFL majors at the Faculty of Foreign Languages and Translation, Misr University for Science and Technology, were randomly selected and distributed equally to two groups, the experimental group and the control group. To fulfill the purpose of the study, a translation competence test was constructed and validated. Results revealed the effectiveness of the developed course in improving translation competence of the experimental group students. The results also showed that the experimental group students outperformed the control group on the posttest translation competence test. It is recommended that self-regulation training should be accorded adequate attention in EFL curriculum in order to cater for independence and life-long learning that meet the demands of the 21st century. The study also called for adopting competence-based orientation in designing translation courses through making available training workshops for EFL majors and giving prominence to selecting appropriate strategies particularly those emphasizing autonomy in the learning process.

Keywords: Translation Competence, Self-Regulated Learning, Strategic Training

تنمية كفايات الترجمة لدى طلاب شعبة اللغة الانجليزية باستخدام برنامج قائم علي التعلم الاستراتيجي ذاتي التنظيم

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المستخلص

كان الاهتمام الرئيس للدراسة الحالية هو فحص فعالية تطوير مقرر في الترجمة قائم على التعلم الاستراتيجي المنظم ذاتياً في تحسين كفاءة الترجمة لدي طلاب قسم اللغة الإنجليزية كلغة أجنبية. تبنت الدراسة تصميماً شبه تجريبي، تم فيه اختيار المشاركين المكونين من ٦٠ طالبا من قسم اللغة الانجليزية بكلية اللغات الأجنبية والترجمة بجامعة مصر للعلوم والتكنولوجيا بشكل عشوائي وقسموا إلى مجموعتين، ٣٠ طالباً للمجموعة التجريبية و ٣٠ طالباً للمجموعة الضابطة. ولتحقيق غرض الدراسة ، تم بناء اختبار كفاءة الترجمة وضبط صدقه وثباته. أظهرت النتائج فاعلية المقرر المطور في تحسين كفاءة الترجمة لدى طلاب المجموعة التجريبية. كما أظهرت النتائج تفوق طلاب المجموعة التجريبية على المجموعة الضابطة في الاختبار البعدي لاختبار كفاءة الترجمة. وقد أوصت الدراسة بإعطاء التدريب على التنظيم الذاتي الاهتمام الكافي في مناهج اللغة الإنجليزية كلغة أجنبية وذلك لمقابلة الاستقلالية والتعلم مدى الحياة الذي يلبي متطلبات القرن الحادي والعشرين. كما دعت الدراسة إلى تبني التوجه القائم على الكفاءة في تصميم مقررات الترجمة من خلال توفير ورش عمل تدريبية لطلاب اللغة الإنجليزية كلغة أجنبية وإعطاء الأولوية لاختيار الاستراتيجيات المناسبة خاصة تلك التي تؤكد على الاستقلالية في عملية التعلم.

الكلمات المفتاحية: كفايات الترجمة - التعلم الاستراتيجي ذاتي التنظيم - التدريب الاستراتيجي

Introduction

The valuable contribution translation can make to the national development maximizes the importance of attempting effective techniques for its instruction. The common method adopted is a mixture of both intuition and practice with a view to inculcating in the students a sense of experience, which is bound to be inadequate considering the demands of the learning task; competence in two languages and an uncontrollable variety of content and styles.

Translation, according to Ross (2000), is the fifth and most important social skill because it facilitates contact and comprehension. Nonetheless, translation education is a poorly researched field since an adequate approach has yet to be discovered. Furthermore, the quest for a simple translation pedagogy remains hazy and contentious (Acioly-Régnier et al., 2015). Indeed, a consistent translation pedagogy is needed that identifies goals for instruction, organizes teaching and learning processes, evaluates process and product, creates new teaching and learning materials, and employs new strategies for instruction (Acioly-Régnier et al., 2015; Azizinezhad & Hashemi, 2011).

An EFL learner must possess certain competencies gained through structured instruction in order to be able to translate (e.g. Barhon, 2013; PACTE, 2014; Yanqun, 2015). With this in mind, several studies have focused on translation competence since the 1970s (Eser, 2015; Pym, 2003). According to recent literature, “a comprehensive definition of translation competence has always been a source of debate among scholars” (Montafej & Nemati, 2014, p. 16).

Recent research reveals that translation competence largely depends on the strategies translators use in their attempt to render a text, which can be attained through formal training and practice (Sarkeshikian et al., 2018). Translation is a competence with six underlying sub-competences, according to PACTE (2009). Strategic sub-competence, according to Hurtado Albir (2017), includes the procedural information needed to ensure the translation process' efficacy. Furthermore, strategic subcompetence is needed to maintain control over the translation process "by triggering and linking the other sub-competences of translation competence" (Hurtado Albir, 2017, p.

259). The use of self-regulation in the translation process, on the other hand, has received inadequate attention in most of process-oriented translation research (e.g., Alsahli, 2012; Hild, 2014).

Although the importance of strategic competence has been widely recognized, the value and function of self-regulated learning has yet to be established in the field of translation competence and translation education. Current advances in disciplines and technology, especially information technology focused on adopting self-regulation strategies that may enable translation students to face an ever-changing world of information and solve an unpredictable problems of translation, all of which necessitate self-regulation strategies to maximize skills as well as to track the problem-solving process, and complete assignments quickly and effectively (Zou, 2015, p. 791). Since instructional programmes must respond to such a wide range of needs, translation education is becoming more challenging, and self-regulation could be the solution (Kelly, 2005, p. 27). Strategic sub-competence, being the core, dominates and promotes the creation of other sub-competences. It also qualifies translation students to adapt to the ever-changing and evolving culture, knowledge, and technology; it is the foundation for becoming capable and efficient translators in the present time (Zou, 2015).

It has become remarkably clear that translation competence research that focuses on self-regulated learning strategies in the translation process is still required. The present study focuses on self-regulated learning as a mechanism for providing translation competence to students and developing a translation course for EFL majors based on the strategic self-regulation and examine its effectiveness in enhancing translation competence.

Review of Literature

Translating from one language to another is more challenging than writing literary works, or even composing a paragraph. Reading a passage or writing in a foreign language is far less demanding than translating a text from one language into another.

The concept of translation as a construct is intricate and consequently its subcomponents are not easy to state, let alone

determine how well someone can translate (Angelelli, 2013). Though researchers gave several explanations to the construct of translation, consensus is still lacking over its definition (Jixing, 2012).

Despite its value to EFL students, translation as a process has many difficulties, including assessment (Dreyer & Marcu, 2012; Munday, 2012; Sireci et al., 2006), cultural (Alousque, 2010; Pshenitsyn, 2011; Sheorey, 2012), curriculum design (Avval, 2013; Bicer, 2003 ; Razmjou, 2001), linguistic (Pshenitsyn, 2011; Remish, 2012; Sheorey, 2012; Solomatina, 2018), or pedagogical (Bingbing, 2011; He, 2012; Heping, 2011; Hongmei, 2010; Josipović, 2017; Nazari & Ghasemi, 2016; Yan, 2012; Zainudin & Awal, 2012). Many questions have arisen as a result of these issues about how to lay the foundation to translation as a construct among EFL students.

Through the numerous attempts of translation researchers to define translation competence, the most prominent is conceptually dynamic, consisting of knowledge, abilities and attitudes, and comprising a set of competences that may be cognitive, affective, psychological, or socio-cultural. However, a full-fledged description of translation competence is still unattainable. As a matter of fact, researchers exerted efforts of designing translation competence models highlighting its nature and the technique of assessment and acquisition (e.g. EMT Expert Group model, 2009; Pym's model, 2003).

In their attempt to develop a model to probe how foreign language learners acquire translation competence , a group of researchers established the PACTE group in 1997. They described translation competence as "the underlying framework of knowledge and skills required to be able to translate" (PACTE, 2003, 45). This definition is accompanied by four affirmations: (a) Translation Competence is actualized in a variety of forms and in a variety of situations; (b) Translation Competence is primarily composed of declarative and procedural knowledge, (c) Techniques are important in Translation Competence, and (d) most Translation Competence processes are automated, just like any other type of expert knowledge (PACTE, 2003, 2005, 2009, 2011, 2014).

The strategic sub-competence, which is primarily procedural expertise to ensure the efficiency of the translation process and to overcome problems encountered, is at the heart of the model (Esfandiari et al., 2015). It also aims to provide learners with a diverse set of techniques for making translation more pleasurable, meaningful, and rewarding (Kiraly & Hofmann, 2016). Furthermore, strategic sub-competence, according to Montafej & Nemati (2014), creates inter-relationships among them and controls the translation process.

Based on the PACTE group's translation competence model, it can be inferred that the strategic sub-competence plays a key role in the relationships and hierarchies that exist among other competences. As a result, learning techniques play a significant role in the development of translation competence. Furthermore, according to the PACTE model, translation competence is determined by language learners' actions and their ability to exploit various sub-competences when seeing the entire translation process as a decision-making process. Self-regulated learning is viewed as crucial in successful regulation of the learning process and product in this context. Furthermore, strategies underpinning self-regulation process can be introduced to language learners and put into practice in the real world (Zimmerman, 2002).

Students who are metacognitively, motivationally, and behaviorally involved players in their own learning process are identified as self-regulated learners (Zimmerman, 2002). Self-regulated learners are better able to control, evaluate, and regulate their cognition, as well as set goals and track their progress toward them (Nussbaumer et al., 2015).

Recent research has begun to focus on self-regulated learning since it became popular (Tashtoush et al., 2020). Across disciplines, several models have arisen to demonstrate the self-regulation components and techniques (e.g., structural model of self-regulated learning (Boekaerts, 1996); Pintrich's self-regulated learning Model (Pintrich, 2000); the Cyclical Phases of self-regulated learning (Zimmerman & Campillo, 2003); Winne and Hadwin's Model of self-regulated learning (Winne, 2011; Winne & Hadwin, 2008); Dual processing self-regulation model (Boekaerts, 2011); Socially Shared

Regulated Learning model (Hadwin et al., 2011); Metacognitive and Affective Model of Self- Regulated Learning (Efklides, 2011). Self-regulated learning is cyclical, with various phases and sub-processes, according to most authors of the afore-mentioned models. In his study of self-regulated learning models, Panadero (2017) found that most self-regulated learning models have three distinct phases: (a) preparatory, which includes task analysis, preparation, target activation, and goal setting; (b) performance, which involves carrying out the task while tracking and managing it; and (c) assessment, which involves the student reflecting, regulating, and adapting for future results.

Surveying translation competence models, it becomes evident that translation competence emanated from linguistic-oriented transfer ones to strategic models, from static to dynamic, functional and communicative models. As a result, self-regulation represents a major component in translation competence and consequently it defines aims and order among sub-competences (Göpferich & Jääskeläinen, 2009).

For example, Hild (2014) believed that “by incorporating self-regulation... into the scope of process research , one can move closer to gaining insights into how translators... work..., on the basis of which academic preparation and lifelong professional ability growth could be maximized” (p. 129). On the basis of retrospective think aloud, interview, and performance results, the differences in the self-regulatory ability of expert and inexperienced interpreters were examined. It was revealed that the two groups differed in “1) the use of metacognitive methods; 2) the ability to manage emotions efficiently in order to sustain task-focus; 3) the ability to appropriately self-assess; and 4) the formulation of causal attributions” (Hild, 2014, p.142). Incorporating self-regulated learning into the development of translation training models was proposed.

Alsahli (2012) used a mixed-method research design to examine how translation students took charge of their learning. The findings of this study showed two types of self-regulation: internal and external. Furthermore, Hashempour et al. (2015) found no differences of significance in self-regulation across educational levels or between

male and female students in their research on the impact of gender and educational level on metacognitive knowledge and self-regulation of Iranian students of translation.

In a further research Pietrzak (2018) recently probed into the impact of students' self-regulation on their performance of translation. Assuming that self-regulation is essential in the development of translation skills, the study examined metacognition methods in the field of translation education. The author explored the relationship between translation trainees' self-regulatory behaviour and the quality of their translation as expressed in their translation grades in an effort to contribute to the discussion of the multidimensionality of translator competence.

Varied terms have been used to describe self-regulation models used in FL learning, including "mediated learning" (Scarcella & Oxford, 1992), "self-regulated or autonomous learning" (Oxford, 1999), and "learner-self management" (Rubin, 2001). In addition, various models have recently come into existence with a view to incorporating self-regulation concepts into a model of learning strategies. Several calls in the FLL literature support such models (e.g., Gao, 2007; Rose, 2012). Tseng et al. (2006) model of self-regulation, based on Dörnyei's (2005) motivation management taxonomy, Weinstein et al. (2011) model of strategic learning, and Oxford's (2011) model of Strategic Self-regulation combine the two viewpoints, i.e. self-regulated learning and language learning strategies.

With her strategic self-regulation Model of language learning, Oxford (2011) succeeded in bridging the gaps between language learning strategies theory and self-regulated learning, and thus created a new orientation in strategy research line (Habók & Magyar, 2018). Recognizing overlap in her taxonomies of language learning strategies, Oxford proposed her new strategic self-regulation model and the need for greater coherence.

Three core strategy categories are suggested by the strategic self-regulation model: affective, cognitive, and sociocultural-interactive, which are analogous to three of the four components defined by Oxford (1990). The fourth and missing aspect of this model—metacognitive

strategies—was expanded into a whole layer of three metastrategies: metacognitive, meta-affective, and meta-sociocultural-interactive. These metastrategies rely on six forms of underlying metaknowledge: group/culture knowledge, individual knowledge, strategy knowledge, task knowledge, whole-process knowledge, and conditional knowledge to serve as guides in their respective strategy categories (Oxford, 2011).

Self-regulated FL learning methods, according to Oxford (2011), are “deliberate, goal-directed attempts to plan and control efforts to learn the FL” (p. 12). As a result, strategically self-regulated learners may handle complex learning tasks and problems by selecting from a menu of strategic and metastrategic tactics that they feel are most appropriate for the situation and intent (Oxford, 2011). Furthermore, Sarabchian et al. (2015) argue that the key element of Oxford's argument into the characteristics of strategies is that they trigger different types of consciousness (awareness, attention, purpose, and efforts), that they use strategy chains, and adopt strategies in new similar situations. The model also places a strong emphasis on factors that make learning simpler, more enjoyable, quicker, and more effective.

The value of strategic self-regulation model is attributed to its scientific basis, since it is based on tried-and-tested theoretical frameworks from a variety of domains (such as sociocultural theory, self-regulation theory, educational and cognitive psychology, and neurobiology, social-cognitive theory) (Lozano, 2013). Using strategic self-regulation, learners will be able to use a repertoire of various strategies and metastrategies, as well as different methods they feel they are most fitting to the situation, and apply them in new learning conditions (Oxford, 2013). In a nutshell, strategic self-regulated learning metastrategies assist students in controlling, monitoring, organizing, and evaluating their learning activity (i.e. meta-affective, metacognitive, and meta- strategies).

As a result, it is believed that by incorporating the strategic self-regulation model's strategies and metastrategies into translation process analysis, one can get a better understanding of how translators

and FL learners work in translating and learning translation, “... on the basis of which academic preparation and long-term professional ability growth may be designed” (Hild, 2014, p. 129). If the task phases of the strategic self-regulation model can be linked to the three phases suggested by most self-regulated learning models, namely preparatory, efficiency, and assessment, this may be useful. In her three-stage model, Oxford (2011) referred to strategic forethought, strategic efficiency, and strategic reflection and evaluation. These task phases can be used in a variety of language fields, including reading, writing, listening, speaking, grammar, vocabulary, and translation (pp. 241-262).

As a result, the present study is concerned with developing a translation course based on Oxford's (2011) strategic self-regulation model, hypothesizing that such a course may assist EFL majors in improving their translation competence as defined by the PACTE researchers (2011).

Context of the Study

To probe deeper into the problem of the study, the researcher constructed and administered a translation classroom questionnaire to a random sample of EFL majors at the Faculty of Foreign Languages and Translation, Misr University for Science and Technology during the academic year (2020-2021). The questionnaire included 18 questions about EFL majors' backgrounds, opinions about the translation course offered, and opinions about translation evaluation. The findings revealed that:

- Learning to translate takes a lot of time and effort.
- EFL majors possess insufficient repertoire of vocabulary that would enable them to effectively translate.
- EFL majors understand the importance of translation to them.
- Students' cognitive growth and self-regulated learning were not supported by the translation teaching methods adopted. They did not provide students with useful resources and techniques to help them improve learning translation competence.
- Students did not possess the skills required for evaluating translation, let alone, those needed for translating.

- They were not provided with appropriate learning strategies required to attain success in translating.

These findings reached maintain that the translation class at Misr University for Science and Technology's Faculty of Languages and Translation is still in need of a translation course with simple and clear-cut expected learning outcomes that could assist EFL majors do accurate translations and provide them with the translation strategies required for developing their translation competence.

Statement of the problem

The problem lies in the fact that translation course at the Faculty of Languages and Translation, Misr University for Science and Technology lacks an adequate design with well-defined objectives and evaluation criteria. Furthermore, EFL majors lack basic translation skills, as revealed by the findings, the main target of students in learning translation is to memorize the lecturer's translations in order to pass the final exam. As a result, developing self-regulated learning strategies that enable EFL majors to monitor their own progress in translating and evaluate their translation learning pace is also required. Furthermore, adequate attention should be accorded to equipping EFL majors with the strategies necessary for developing their translation skills. As a result, the current study proposed a revision of the current translation course based on Oxford's strategic self-regulation model (2011) and evaluated its effectiveness in improving translation competence among EFL majors.

Questions

To fulfill the purpose of the study, the following questions were raised:

- 1- What is the current level in translation competence of EFL majors at the Faculty of Languages and Translation, Misr University for Science and Technology?
- 2- What is the effectiveness of developing a translation course based on the strategic self-regulated learning in enhancing translation competence among EFL majors?

Hypotheses

To answer the questions above, the following hypotheses were formulated:

- 1- There is a statistically significant difference at 0.05 level between the mean scores attained by the experimental group on the pre and posttest of translation competence in favor of the post-test.
- 2- There is a statistically significant difference at 0.05 level between the mean scores attained by the experimental group and those of the control group on the post-test of translation competence in favor of the experimental group.

Purpose

The major aim of this study was to design a translation course based on strategic self-regulated learning at the Faculty of Languages and Translation, Misr University for Science and Technology, as well as to examine its effectiveness in improving EFL majors' translation competence. Scarcely inferior to this aim is to provide EFL majors with a well-developed structured translation course with clear objectives, and evaluation criteria that would help learners improve their translation competence.

Significance

The present study has the potential to contribute to the field of translation teaching and learning among EFL majors as follows:

- 1- Stressing the importance of training EFL majors to use self-regulated learning strategies in translating.
- 2- Equipping EFL majors with a diverse set of self-regulated learning strategies that may enhance their translation competence and take charge of their own learning.
- 3- Offering a structured translation course based on the strategic self-regulation model to EFL majors with a view to enhancing their translation competence and self-regulated learning behaviors.
- 4- Laying the foundation stone for future research projects that will employ various techniques for improving learners' translation competence among EFL majors.

Delimitations

This study is delimited to the following:

- 1- The PACTE group model was adopted as a basis for translation competence (PACTE, 2003).
- 2- The developed translation course was based on the Oxford (2011) taxonomy known as the strategic self-regulation model, being one of the most comprehensive and updated.
- 3- The treatment was confined to need-gearred repertoire of learning strategies selected for first year EFL majors at the Faculty of Languages and Translation, Misr University for Science and Technology in the academic year 2020/2021.

Definition of Terms

- **Self-Regulated Learning Strategies**

Self-regulated learning strategies as defined by Oxford (2011), are “deliberate, goal-oriented moves to take charge of one’s own learning[;]... teachable actions that learners choose from among alternatives and employ for FL learning purposes (e.g., internalizing, constructing, retrieving, storing, and using information; completing short-term tasks; and/or developing FL proficiency and self-efficacy in the long term)” (p. 12). Oxford elaborated that these actions “are consciously used, comprising four elements of consciousness (attention, awareness, effort, and intention; they make learning faster, easier, more effective, and more enjoyable (p.14). Zimmerman (2002) defines self-regulated learning as a cyclical process, in which learners plan, monitor their progress of learning the task at hand, and finally reflect on the result obtained. It is not one-size-fits-all; the process should be tailored for each learner individually to fit specific learning tasks. In the present study, self-regulated learning strategies are operationally defined as active and constructive actions taken by first-year EFL majors to identify goals for the translation process, monitor progressing during performance, adjusting efforts exerted and evaluating the acquisition of translation competence.

- **Strategic Self-Regulation Learning**

In Gu’ view (2010), strategic self-regulated learning is " a way of handling the task at hand and directing oneself in watching over the

process of learning ... in such a way that matches with the learning context in order to attain success of learning " (p. 2). In Oxford's (2011) definition "Intentional, goal-oriented strategy-based tactics to direct and control one's efforts to learn the FL. In this definition, "taking deliberate actions derived from global strategies, learners can select from alternatives to learn (e.g., constructing, internalizing, storing, retrieving, and using information; completing short-term tasks; and/or developing FL proficiency and self-efficacy in the long term)" (p. 12). In the present study, strategic self-regulated learning is operationally defined as the teachable processes that first-year EFL students use while translating, the strategies and metastrategies identified in the strategic self-regulation model (Oxford, 2011).

- **Translation Competence**

Translation competence, according to Bell's definition (1991) is "the translator's possessing of the knowledge and skills required in order to carry out a translation" (p.43). The definition of translation competence, according to PACTE research group is "the underlying system of knowledge and skills needed to be able to translate." (PACTE, 2003, p. 47). In this definition, a distinction is made between competence (the underlying system of knowledge) and performance (translating). They added that translation competence is considered to be expert knowledge and it is primarily procedural knowledge, where strategies play a very important role and most processes are automatic. In the present study, translation competence is operationally defined as the knowledge and skills the first year EFL majors must possess so that they can translate from the source language into the target language as identified by the list of translation competence.

Method

Adopting a quantitative approach, a randomized pretest-posttest control group design was used. A translation competence test was used as the data-gathering instrument.

Participants

The participants, totaling 60, were selected from first year EFL majors at the Faculty of Foreign Languages and Translation, Misr University for Science and Technology, ranging in age from 18 to 20

years old, randomly assigned and distributed into an experimental group and a control one , 30 students for each , during the academic year 2020/2021.

Instrument

The test of translation competence

The primary objective of the test was to measure the first year EFL majors' translation competence. The test of translation competence was constructed to consist of 40 items which were categorized into three sections, namely, multiple-choice questions, recognition and understanding questions, and translation sentences. The test instructions were presented before the test items and an answer sheet was designed for data gathering.

Scoring of the translation competence test

A scoring rubric was used for assessing translations whereas all other items received a mark for each correct answer.

Treatment

The strategic self-regulated competence-based translation course

The competence-based translation course designed was taught to the experimental group students through strategic self-regulated learning. Adopting Oxford's suggested three task phases (2011), the following three task phases were the cores around which the course units were organized: strategic forethought, strategic performance, and strategic reflection and evaluation.

- Strategic forethought phase.

In this phase, students assessed their needs of a translation course assignment as well as their motivation to complete the task. They were involved in classroom exercises and discussions that assessed their motivation as well as their fears and goals for task completion (e.g. identifying the difficulty degree of the task at hand). The strategic forethought process was introduced on starting each unit, when students and their teacher discussed the day's tasks and participated in classroom activities that served as a guide for maintaining and enhancing students' motivation.

- **Strategic performance phase.**

During the strategic performance phase, students were required to complete major tasks such as implementation, monitoring, and control. Incorporating task-specific techniques is referred to as implementation. In and out of the classroom, self-monitoring refers to balancing cognition, feelings, responses, raising awareness, and comprehension of multicultural content.

- **Strategic reflection and evaluation phase.**

In the third phase, students were asked to complete self-judgment and self-reaction (self-satisfaction, positive effect of performance) tasks during this process. Students also took part in a variety of class activities, including student-led discussions, peer assessment and feedback, and experiential activities, all of which enabled them to be reflective on their performance.

Procedures

During the academic year 2020-2021, the research sample were given a translation competence test a week before the treatment that lasted for 12 weeks, including the pre- and post-test sessions. The developed competence-based translation course was taught to the experimental group students using strategic self-regulated learning. An orientation session was presented by the researcher to familiarize participants with the strategies to be used for each task designed, demonstrated the strategies using think-aloud procedure to enable students to see how they acted while using each strategy in addition to monitoring and evaluating their performance.

Guided by metacognitive knowledge and strategic-self regulation, students got involved in acquiring translation competence on both metacognitive and behavioral levels. The first phase involved planning ahead of time, translating goal setting and adopting standards for performing a task. Relying on the most prominent skill of self-monitoring, strategic performance-second phase- included attentive performance and monitoring progress of task completion.

Characterized by self-reflection, the third phase entailed self-evaluation and monitoring progress. The control group students, however, did not study any training on translation competence. The

posttest of translation competence was administered on finishing the treatment. The data was gathered and analyzed using t-test to compare students' performance of both groups.

Results and Discussion

The Statistical Package (SPSS/PC+) was used in order to calculate the t-value for testing the difference between the mean scores of the experimental groups and those of the control group on the translation competence test. The following is a discussion of the results reached according to the hypotheses of the study.

The first hypothesis

The results for the first research hypothesis of the study (there is a statistically significant difference at 0.05 level between the mean scores attained by the experimental group on the pre and posttest of translation competence in favor of the post-test) are presented in table (1). To substantiate this descriptive analysis, inferential analysis was used utilizing the paired-sample t-test to find out if such differences are statistically significant.

Table (1)

Results of Paired Samples t-test Comparing the Mean Scores of the Experimental Group on the Pre and Posttest of Translation Competence

Test	N	Mean	Std. Deviation	df	t	Sig. (2 tailed)
Pretest	30	37.82	5.22	29	134.91	0.000
Posttest		179.35	5.13			

The results of the paired sample t-test indicate that there were statistically significant differences at 0.05 level between the mean scores attained by the experimental group in the pretest and posttest of translation competence in favor of the posttest scores. This means that the first hypothesis was accepted.

The second hypothesis

The results for the second research hypothesis of the study (There is a statistically significant difference at 0.05 level between the mean scores attained by the experimental group and those of the control group on the post-test of translation competence in favor of the

experimental group) are presented in table (2). To substantiate this descriptive analysis, inferential analysis was used utilizing the paired-sample t-test to find out if such differences are statistically significant.

Table (2)

The "t" Value of the Experimental Group and the Control Group on the Post Administration of the Translation Competence Test

Group	N	Mean	Std. Deviation	df	t	Sig. (2 tailed)
EX	30	179.35	5.13	58	31.97	0.000
Con	30	130.12	5.37			

The results of the paired sample t-test show that there were statistically significant differences at 0.05 level between the mean scores attained by the control group and the experimental group in the posttest of translation competence in favor of the experimental group students. This means that the second hypothesis was accepted.

Comparison of the experimental group EFL majors' pretest and posttest mean scores revealed that the designed strategic self-regulated competence-based translation course had a significant effect on improving translation competence. Furthermore, the data analysis demonstrated a statistically significant difference between the control and experimental groups at the 0.05 level (strategic self-regulation learning-based instruction) in favour of the experimental group students in the posttest of translation competence.

This result supports the findings of Alsahli (2012); Alves & Gonçalves (2007); Göpferich (2009); Hild (2014); Pietrzak (2019); Zou (2015). These studies maintain that self-regulated learning seems to rise if expertise grows and consequently result in the effectiveness of the translation competence acquisition process because students use metacognitive skills to task performance. Furthermore, the dynamic nature of translation does not allow to identify which specific skills will be useful for students in their future study and work. Thus, students need to be trained on self-regulation so as to be able to accommodate to the demands of the tasks encountered (Pietrzak, 2018). This finding is consistent with those reached by Fernández and Zabalbeascoa's (2012) maintaining that self-regulated learning enhanced the development of strategic competences and evaluating

translation represented by problems identification and finding solutions.

The findings are also consistent with those reached by Pietrzak (2018), who found a positive correlation between self-regulation in the translation process and translation students' results. Because these preliminary findings are based solely on correlation, they do not lead to the conclusion that the relationships between the variables investigated are causal; however, it is important to note that when students' translation-related self-regulation improves, their final translation grade improves as well, which implies that the manner that students self-regulate their translation activities does have a positive effect on students' translation performance as revealed in their scores. However, due to its empirical nature, the current study was able to determine that such a correlation was causal, and that self-regulated learning produced a positive increase in the translation competences among the study participants.

This result echoed previous research in the field, emphasizing that translation-related self-regulatory strategies are typically acquired through personal experience and built over the course of translation practice, as well as the importance of promoting self-regulation in the translation learning process. This suggests that giving students with opportunities to improve their metacognitive awareness of translation processes boosted their translation competence. An explanation of this finding is that the strategic self-regulation competence-based translation course was specifically designed to teach students how to employ self-regulated learning strategies in translation through modelling, practice (controlled, guided, and free), and reflection. This instruction could have helped the experimental group students develop their competence in translation at their own pace and take charge of their learning of translation.

Highlighting self-regulatory components (i.e. self-monitoring or self-reflection) incorporated into the proposed translation course based on strategic self-regulation could have aroused students to take the risk of employing the strategies they have been trained on which , in turn, might have inspired them to be strategic learners. Providing students

with practice and guidance and helping them to transfer from other regulation to self-regulation during the modelling, consolidation, and practice phases, the translation course may have enhanced students' self-regulation yielding positive results in their favor. Integrating monitoring and reflection on the difficulties encountered and posing questions that occur during translating could have moved students toward the metacognitive components of planning, monitoring and evaluating their learning of translation processes and consequently outperform their counterparts of the control group.

The results reached by the present study are consistent with those reached by Wagner (2014) maintaining the potential relationship between self-regulated learning and translation competence. This relationship adds to existing research in two ways: (a) it looked at the relationship between self-regulated learning and translation in the context of a relatively new research area, namely translation competence, and (b) it attempted to identify the effect of strategic self-regulation on translation competences in an empirical setting.

The results obtained demonstrated that the strategic self-regulation competency-based translation course was effective in improving the translation competence of EFL majors. Utilizing self-regulated learning strategies also helped students change their focus away from studying the content to focusing on ways of managing the new and ever-changing knowledge. In other words, the more students are strategically oriented in their learning, the more they understand the nature of translation and their role in the process (Pietrzak, 2019). A course with these features might have helped learners take charge of their own learning and enhance their performance on highly intricate and challenging translation tasks.

Conclusion

Self-regulated learning has widely gained recognition in the field of educational research where it is taught through practice and self-reflection. Self-regulated learning is an ideal goal for learners to pursue because they are capable of becoming autonomous. Self-regulation is an intricate process that depends on learners' interactive attempts to improve their own learning using cognitive, metacognitive and

motivational strategies. Self-regulated processes are so linked to academic success and performance that educators can use them to design and construct learning environments that encourage self-regulation.

The major conclusion reached is that using self-regulated learning strategies proved effective in enhancing translation competence of EFL majors. Furthermore, adopting traditional methods in teaching translation may not help attain the ultimate target of improving this multi-dimensional competence. According to the results obtained, the use of translation competence models, particularly the PACTE model, is effective in improving EFL majors in acquiring

target translation competences quickly and systematically. The results also maintained that a strategic self-regulation-based translation course is helpful in enhancing EFL majors' translation competence.

Relying on strategic self-regulation has the advantage of facilitating students' ability to learn at their own pace and develop strategic features of learning behavior particularly when they are provided with a large repertoire of strategies to employ in new learning situations. It is noteworthy that courses based on strategic self-regulation allow learners with different interests and levels of competence to select from a variety of strategies that match with their preferences. Such a choice-strategic self-regulated based courses-transfers translation pedagogy from product-oriented to process-oriented education, stressing the development of competence-based courses that comprise procedural, conditional knowledge, let alone the command of declarative knowledge. As regards the instructional methods, teachers are to inculcate the culture of strategic behavior in the classroom to empower students to select appropriate strategies, setting questions, assessing progress to guarantee effective task performance.

Recommendations

Based on the results obtained, the following recommendations seem pertinent:

- 1- Translation course designers for universities should adopt competence-based orientation through making available training workshops for EFL majors and giving prominence to selecting appropriate strategies particularly those emphasizing autonomy in the learning process.
- 2- The attempt should be made to create a self-regulated classroom setting in which students use a variety of strategies of planning, organizing, monitoring and evaluating purpose attainment of appropriate transfer of meaning.
- 3- Focusing basically on procedural knowledge, PACTE model should be adopted as a basis for developing translation courses at the faculties of foreign languages and translation.
- 4- Self-regulation training should be accorded adequate attention in EFL curriculum in order to cater for independence and life-long learning which meet the demands of the 21st century.
- 5- Future investigators might wish to undertake a longitudinal research to probe how EFL majors make progress of translation competence while training.
- 6- Further research is needed to examine using qualitative data-gathering instruments such as think-aloud protocols to document regularly how EFL majors use strategic self-regulated learning while translating from English to Arabic or vice versa.

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