

# The Effect of Using Self-Regulation Strategies on Developing Translation Skills and Attitude towards Translation for University Students

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## Abstract

This research aimed at investigating the effect of using self-regulation strategies on developing translation skills and attitude towards translation for 2nd year Cairo Higher Institute for Languages and Simultaneous Interpretation (CHI) students. The necessary translation skills for 2nd year students at CHI were determined through using a checklist approved by a jury of specialists in teaching EFL. The researcher prepared and administered a translation skills' test and a translation attitude scale. Research participants were randomly selected and divided into two groups (45) students for the experimental group and (45) students for the control group. During the experiment, the experimental group received instruction through using self-regulation strategies, while the control group received regular way of instruction. The experiment lasted for two months. The quasi-experimental design was followed. The statistical analysis of the obtained data from the administrations of the test confirmed the effect of self-regulation strategies on developing translation skills and attitude towards translation in English for 2nd year students at CHI. Therefore, the aim of the research was attained as using self-regulation strategies showed a large effect size on developing the translation skills and attitude towards translation for the participants of the experimental group. Based on the results, it was recommended that instructors should give due attention to the development of translation skills and attitude towards translation in English for university students through using self-regulation strategies. Also, using self-regulation strategies in improving other language skills was proposed.

**Keywords:** *Self-Regulation Strategies - Translation Skills - Attitude towards Translation.*

## **I. Introduction**

Translation has a major role that is globally known. It is currently taught in many universities all over the world. It is considered as a life skill that is usually important for the joint understanding among nations. Not only does it pave the way forward for global harmony and interaction, but also enables effective communication between individuals around the world.

El-dali (2011) assured that translation has a long-lasting tradition and has been broadly practiced through history, but in our speedily varying world its role has become of essential prominence. Now, knowledge in which international communication and cultural interactions have been increasing, the phenomenon of translation has become central.

Although translation is significant to obtain English language, learners may face some problems or difficulties while translation from English to Arabic and vice versa. Al-Zu'bi (2012) indicated that students face difficulties in translating because of their unfamiliarity with political expressions and resorting to literal translation. Also, Alrishan and Smadi (2015) claimed that EFL students find it hard to translate idioms from English into suitable equivalent Arabic. Additionally, Ibrahim (2017) indicated that learners face problems in translation because of linguistic level, lexical items, grammatical categories, and some variances between source language with the target language.

Moreover, several studies such as the studies of Abu Elenein (2015), Abdallah et al. (2018), El-Hallim and Abdalla (2019), and Sadaka (2019), emphasized the fact that EFL translation skills are neglected in university level despite their great significance in learning English and their importance to other language skills. Consequently, there was a bad need for using new strategies to improve EFL translation skills.

Furthermore, translation problems may lower students' attitudes toward translation. Therefore, several studies stated that different strategies should be used to improve students' attitudes toward translation such as Habeeb, Ahmed, and Abu el-Reesh's study (2016) which examined the impact of a suggested practical program on developing Arts of English seniors' translation competences and their attitudes towards translation. Also, Haggag's study (2018) showed that using e-polling of Multiple-Choice Questions (MCQs) in the field of translation is important for increasing learners' educational terms translation skills and their attitudes towards translation. Moreover, Roshdy's study (2020) declared that using CMC course is necessary for improving some English translation skills in light of beyond constructivism for English majors and their attitudes towards translation.

Consequently, students' translation attitudes have a large impact on their academic attainment and performance. Based on what is declared above

as well as previous studies, there is a requirement for building more positive translation attitudes for CHI students.

Therefore, after reviewing the literature and previous studies it was obvious that using self-regulation is significant for improving the most essential translation skills and attitude towards translation for 2nd year students at CHI for the following reasons:

1. According to Sabourin et al. (2012) self-regulation strategies such as goal setting and monitoring are essential to learners' success in a wide range of learning environments.
2. Self-regulation aids learners manage their strategic learning, seek and manage motivation for learning, focus attention, and maintain concentration over time. (Weinstein et al., 2011)
3. Learners are accountable for their own learning when they use self-regulation strategies as they organize and transform information rather than accept it as it is accessible in reading texts. (Ismail, 2017)
4. Using self-regulation strategies provides students with the required resources and means to attain goals. (Matric, 2018)

### Context of the Problem

The problem of the current research was derived from the following resources:

**First:** The researcher identifies, owing to her work as teaching staff of TEFL, 2<sup>nd</sup> year students at CHI face problems and difficulties in translation skills. They cannot translate texts from English to Arabic and vice versa correctly, and their performance revealed weakness in their translation skills. Also, they have negative attitudes toward translation in English to Arabic and vice versa.

**Second:** The research problem was further supported by reviewing previous related studies. Related studies such as Abd Al-Naser (2010), Abdallah et al. (2018), El-Hallim and Abdalla (2019), Malykhin and Aristova (2019), and Haroon (2021) confirmed EFL students' weakness in translation skills and suggested using new methods, strategies, and techniques to improve these skills. Besides, it was supported by reviewing previous related studies such as the studies of Haggag (2018), Roshdy (2020), and Nourinezhad and Kashefian-Naeeni (2020). These studies confirmed the fact that EFL students' attitudes toward translation are neglected despite their great significance in learning. Thus, there was a bad need for using new strategies to develop EFL students' attitudes toward translation.

**Third:** A translation skills test was designed and administered to the 2<sup>nd</sup> year students to approve, document and analyze the information derived from the review of the related previous studies. Students' answers revealed the profound weakness in their translation skills. Therefore, there was a bad need for using new strategies to develop their translation skills.

**Fourth:** The researcher designed and administered a translation attitude scale to measure students' attitudes toward translation and approve the information derived from the review of the related previous studies. The scale was composed of (30) statements. Findings of this scale showed that students had negative attitudes toward translation.

**Fifth:** A self-regulation strategies questionnaire was designed and administered to assess 2<sup>nd</sup> year students' use of self-regulation strategies. Students' responses revealed that they don't use self-regulation strategies in translation.

Therefore, it was doubtless that those students were in dire need of developing their translation skills and developing their attitudes toward translation.

### **Statement of the Problem**

The research problem was identified in 2<sup>nd</sup> year students, at CHI weakness in translation skills from English to Arabic and vice versa. Thus, the present research tried to use self-regulation strategies to develop students' translation skills and their attitudes toward translation.

### **Questions of the Research**

To deal with this problem, the present research tried to answer the following main question:

“What is the effect of using self-regulation strategies on developing the most required translation skills and attitude towards translation for the 2<sup>nd</sup> year students at CHI?”

From this question, the following sub questions emerged:

1. What are the most required translation skills for the 2<sup>nd</sup> year students at CHI?
2. What are the features of the proposed framework using self-regulation strategies on developing the most required translation skills and attitude towards translation of the 2<sup>nd</sup> year students at CHI?
3. What is the effect of using self-regulation strategies on developing the most required translation skills of the 2<sup>nd</sup> year students at CHI?
4. To what extent will the effect of self-regulation strategies on translation skills vary from one skill to another?
5. What is the effect of using self-regulation strategies on developing attitude towards translation of the 2<sup>nd</sup> year students at CHI?

### **Hypotheses of the Research**

The present research hypothesized that:

1. There is a statistically significant difference between the experimental group and the control group students' mean scores on the post-administration of the translation skills test in favor of the experimental group.

2. There is a statistically significant difference between the experimental group's mean scores on the pre- and post-administrations of the translation skills test as a whole and each translation skill in favor of the post-administration.
3. There is no statistically significant difference between the experimental group students' mean scores on the post and follow-up administrations of the translation skills test.
4. There is a statistically significant difference between the experimental group and the control group students' mean scores on the post-administration of the translation attitude scale in favor of the experimental group.
5. There is a statistically significant difference between the experimental group's mean scores on the pre and post-administrations of the translation attitude scale in favour of the post-administration.
6. There is no statistically significant difference between the experimental group students' mean scores on the post and follow-up administrations of the translation attitude scale.

### **Variables of the Research**

**Independent Variable:** The proposed framework using self-regulation strategies.

**Dependent Variables:** The improvement in the experimental group's translation skills targeted and attitude towards translation by the treatment.

### **Aims of the Research**

This research aimed at:

1. Identifying the translation skills most required for the 2<sup>nd</sup> year students at CHI.
2. Improving the translation skills of 2<sup>nd</sup> year students at CHI through designing a proposed framework using self-regulation strategies.
3. Developing the attitude towards translation of the 2<sup>nd</sup> year students at CHI through designing a suggested framework using self-regulation strategies.
4. Measuring the effect of the proposed framework using self-regulation strategies on developing the EFL translation skills of the 2<sup>nd</sup> year students at CHI.
5. Measuring the effect of the suggested framework using self-regulation strategies on developing the EFL attitude towards translation of the 2<sup>nd</sup> year students at CHI.

## Significance of the Research

The present research's significance lies in the fact that it was an attempt to improve translation skills and attitude towards translation for the 2<sup>nd</sup> year students at CHI and it is hoped that the research results would contribute to:

1. Further confirmation on the significance of improving most essential translation skills and attitude towards translation for the 2<sup>nd</sup> year students at CHI.
2. Paying and attracting the attention to the significance of using self-regulation strategies in developing translation skills and attitude towards translation.

## Delimitations of the Research

The present research was delimited to the following:

1. Ninety 2<sup>nd</sup> year students at CHI were selected randomly to be the sample of the research.
2. Improving only the most essential translation skills and attitude towards translation for the 2<sup>nd</sup> year students at CHI. Three main translation skills; namely: comprehension skills, vocabulary and dictionary skills, and language and production skills (seventeen EFL translation sub-skills) were identified and judged to be the most important for 2<sup>nd</sup> year students at CHI.
3. Using self-regulation strategies in teaching (17) translation lessons to 2<sup>nd</sup> year students at CHI.
4. A limited duration for implementing self-regulation strategies to 2<sup>nd</sup> year students at CHI. (Two lectures per week over a period of two months).

## Definitions of Terms

### 1. Self-Regulation

According to VandenBos (2015) self-regulation is defined as the control of one's behaviour through using self-monitoring which means keeping a record of behavior, self-evaluation which means assessing the information obtained during self-monitoring, and self-reinforcement which means rewarding one-self for suitable behaviour or for achieving a goal.

Also, Matric (2018) defined self-regulation as the individuals' ability to direct their actions towards goals which come from individual needs or the prospects of others, and benefits individuals regulate to the needs of society and the environment.

In the present research, self-regulation is defined as a set of organized steps used by 2<sup>nd</sup> year CHI students which require mental process to activate their learning. They plan, monitor, and evaluate their translation skills

independently and based on their individual ability to translate texts from English to Arabic and vice versa.

## 2. Translation

Madoui (2012) defined translation as it is not simply a matter of decoding a message in one language and encoding it in another. It is a mental process that needs a high degree of consciousness.

According to Al-Musawi (2014) translation is a complex process which is carried out to transmit suitable meaning of a word or a sentence semantically, linguistically, and pragmatically.

Also, translation is the process whereby a professional translator transfers the meaning of one text into a different language to allow the audience to experience the same feeling than the original does with the audience of the source text. (Castro-Moreno, 2016)

In the present research, translation is defined as 2<sup>nd</sup> year CHI students' ability to transfer the intended meaning of political and economic texts from English to Arabic and vice versa accurately.

## 3. Attitude

In the present research, attitude towards translation is defined operationally as how the students feel about what they translate whether from English to Arabic or from Arabic to English and it is measured by the translation attitude scale which prepared by the researcher for this purpose.

### Theoretical Background

*This part is divided into two sections. The first section is concerned with using self-regulation in teaching, characteristics of self-regulated learner, benefits and advantages of using self-regulation, principles of self-regulation, and self-regulation strategies. The second one focuses on the nature of translation, importance of translation. Also, it deals with translation skills, phases, problems, and assessment. The following part will deal with them in more details.*

### First Section: Self-Regulation

Jafarigohar and Morshedian (2014) stated that self-regulation is the ability to regulate one's cognition, behaviour, actions, and motivation strategically and independently to attain self-set goals including the learning of academic skills and knowledge. Therefore, self-regulated learning includes self-generated and organized thoughts and behaviors with the goal of accomplishing learning goals.

### The Characteristics of Self-Regulated Learner

Barnard-Brak et al. (2010) indicated that what clearly identifies them as "self-regulators" of their learning is not so much their skill in the inaccessible

use of learning strategies but rather their personal creativity, their determination at the task, and the competencies displayed, independently of the setting in which the learning takes place.

Also, Wolters (2011) showed that self-regulated learners possess a great deal of knowledge concerning some cognitive strategies that, when used appropriately, increase learners' learning. Also, self-regulated learners are familiar with thinking and learning processes and have the strategies to monitor and control significant features of their learning behaviours. Finally, these students show a range of adaptive motivational beliefs and attitudes that involves high levels of self-efficiency and an orientation toward mastery goals.

### **Benefits and Advantages of Using Self-Regulation**

Zimmerman (2010) assumed that by using self-regulation learners are proactive in their efforts to learn because they are aware of their strengths and limits and because they are directed by personally set objectives and task-related strategies. These learners monitor their behaviour in terms of their objectives and self-reflect on their growing effectiveness. This improves their motivation and self-satisfaction to continue to increase their methods of learning.

Also, Mbato (2013) assured that using self-regulation help learners to be active in planning, monitoring and evaluation of their thoughts, feelings and actions which are oriented toward the accomplishment of learning goals, and they do so in a repeated way which builds upon their achievement and failure experiences.

Moreover, Mirhosseini et al. (2018) indicated that self-regulation help learners to choose appropriate learning strategies for their goals and use in the work process. So, learners need to recognize how they must learn and how to realize learning. Self-regulation learning strategies are essential tools for students' success and have a close relationship with academic achievement and self-efficacy.

Furthermore, Matric (2018) indicated that self-regulatory learning helps learners achieve higher academic goals as it gives students control over their learning. In order to effectively self-regulate one's learning, it is essential to identify the vital components of self-regulatory learning, which help chose learning strategies and methods.

From what is stated above it is clear that self-regulation is very vital to help the learners to be more active in the classroom. Also, using self-regulation encourages learners to be energetic in planning, monitoring and evaluating their thoughts and ideas. Moreover, learners have the strategies to plan, monitor and control key aspects of their learning behaviours.

## Principles of Self-Regulation

Murray et al. (2015) stated that the principles for self-regulation are as follows:

1. Self-regulation is the performance of dealing with cognition and emotion.
2. Self-regulation is the basis for lifelong learning.
3. A combination of individual and external factors can affect self-regulation.
4. Instructors can teach and support self-regulation.

## Self-Regulation Strategies

McElwee (2009) stated that self-regulation refers to a group of activities that help learners to control their learning. Self-regulation supports performance in a number of means, including understanding where to direct attention, using strategies more efficiently, and increasing awareness of problems with comprehension. Self-regulation includes three crucial strategies as follows:

1. The first strategy is planning which involves how a task might be approached before students do it. For example, students might make prospects before reading, select a strategy before dealing with a problem, or assign time or other resources before starting work.
2. The second strategy is monitoring which discusses the learner's on-task awareness of progress, comprehension and overall performance. Monitoring skill is to self-test and check for understanding the learning tasks and goals.
3. The third strategy is evaluation in which the learner reviews the results and efficiency of the learning experience. It consists of revisiting goals and conclusions, determining how to develop next time, and investigate learning from another person's view to identify difficulties.

**There are some studies used self-regulation in English as a foreign language and these studies examined and explained the advantages of using self-regulation in language learning such as:**

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- Jafarigohar and Morshedian (2014) explored the effect of self-regulation instruction to the intermediate EFL readers on their ability to make within-text inferences while reading. Findings of the study displayed that the experimental group outperformed the control group on the post-test of EFL reading comprehension, mainly in term of within text inferencing.

- Nejabati (2015) tested teaching self-regulated learning strategies on EFL students' reading comprehension. Findings proposed that experimental group performed significantly better on posttest administration of the reading test.
- Belounis (2018) examined using self-regulated strategy development (SRSD), a teaching model designed to teach writing, on improving EFL learners' persuasive writing skills. Results revealed that the SRSD is effective in improving the writing performance of EFL learners.

## **Second Section: Translation Skills**

### **The Nature of Translation**

Several people think that any person who knows more than one language can translate. However, a student-translator needs good knowledge of both source language (SL) and target language (TL), good understanding of cultural similarity, linguistic skills and progressive language skills. Translation is a process through which a text in one language (source language) is substituted with another language (target language). Further, translation is based on communication between the SL text and the TL text. (Sofer, 2013)

### **Importance of Translation**

According to El- Tantawi (2011), translation is a very significant art and science because it transfers the cultures of the others to the native countries. Without translation we cannot distinguish any information about our ancestors. Also, translation plays a key role in conveying science and technology from the developed countries to the developing countries.

Besides, Karimian and Talebinejad (2013) stated that translation has various advantages in English as a Foreign Language (EFL) teaching and learning. The strategies of using translation in the classroom can remove learners' worries, concerns and also make them more self-confident and relax. Besides, translation can help students deal with their difficulties, such as lack of understanding, learn and retrieve some difficult words and structures, and also accomplish the difficult activities and tasks socially both in and out of the class.

Additionally, Al-Musawi (2014) indicated that translation aims at facilitating the communication process by interpreting the information received in one language (L1) into another language (L2), and vice versa. The main function of translation is to convey proper meaning of a word or a sentence semantically, linguistically, and pragmatically. It is one of the most vital means for universal understanding through which cultural heritage can be protected and people come to recognize different cultures, societies and beliefs. For foreign language learners translation is used to simplify language learning and to acquire the new language.

Moreover, Abu Elenein (2015, 33-34) asserted that it is very important to learn and teach translation effectively as it is considered a main skill in enhancing the English language skills of English majors. Translation is eventually a human activity which helps human beings exchange ideas and thoughts regardless of the different tongues used. As translation plays a universal role in supporting communication and interaction among peoples all over the world, it also plays a central role for language learners and learning. It is an essential tool for improving student's linguistic ability and increasing proficiency in a language so as to be a more capable user of that language. (Artar, 2018)

Furthermore, Ali et al. (2019) indicated that there are numerous benefits of translation. It can develop the students' verbal ability, increase their vocabulary and improve their style, grammar, and increase their awareness towards the culture of the target and source languages. A good translation is one that carries all the ideas of the original in addition to its cultural and structural features.

It is clear that it is very significant to learn and teach translation effectively as it is considered a main skill in enhancing different English language skills. It is used in everyday life even when we are using our native language. People translate the ideas of others, paraphrase the others' ideas and speech, comment on others' ideas and speech, and transfer the ideas and speech from the speaker to the listener. So, translation plays a vital role in our life.

### **Translation Skills**

Translation skills are divided into different main and sub-skills as follows:

According to Abdellah (2004) student translators may use the following main skills and sub-skills during transferring from source language to target language:

- Comprehending words morphological structure
- Dealing with different types of abbreviations
- Understanding syntactic structure of words
- Dealing with idioms and avoiding literal translation of idiomatic phrases
- Using correct word order as followed in the target language.
- Restate certain sentences to qualify for the overall meaning translated.
- Using correct sentence structure as followed in the target language.
- Conveying the ideas of the text in clear ideas in the target language.
- Making changes to the text as a whole to give it a sense of the original without distorting the original ideas

Also, Ghazala (2014) referred to analytical skills which can be described as pre-translation skills that students of translation need to acquire to

understand the details and mechanisms of the text translated. The skills of analyzing a text from a translational point of view would enable the students in the field to develop their abilities and experience to break down the translation of texts into stages, and pick up the important signposts of the translation process to come. The ultimate aim of such analytical process is to make everything in the text clear, to spot its difficulties and problems of translation and how to deal with them later on in practice.

Moreover, Hassan et al. (2018) indicated that reading comprehension as one of basic and major translation skills is a process which involves procedures as creating a mental representation of a text, matching possible answers for translating unknown words, rearranging sequences, and interpreting difficult phrases through wider reading from the co-text. Therefore, learners have to master some reading comprehension skills that can help them understand the source text and find a solution to the problem of translating unknown words or phrases in a definite text.

### **Phases of Translation**

According to Moghadas (2015) the phases of translation are as follows:

- a. The first phase is comprehension which means the process of generating sense, involving both linguistic knowledge and some other cognitive inputs including encyclopedic knowledge and contextual knowledge).
- b. The second phase is deverbalization which refers to the non-verbal synthesis resulting from the process of understanding.
- c. The third phase is reformulation which is the work of both linguistic and non-linguistic knowledge to express the intended meaning in the TL.

### **Translation Problems**

Firdaws and Hamed (2020) stated that translation difficulties or problems can be divided into cultural, linguistic and textual problems as follows:

a) Cultural problems: They are due to the differences between two different cultures. It relies on the understanding of the message implies, and the identification and decoding of the socio-cultural of information.

b) Language problems: They are divided into terminological problems, lexical, semantic and stylistic.

- Terminological problems: This translation problem accurs mainly in specialized texts that require a specific terminology.
- Lexical problems: At the lexical level, identifying problems of a translation is based on knowledge of formal construction processes of linguistic forms: the compositions, affix, and abbreviations.
- Stylistic problems: They are connected to the expression in the TL of figurative meanings, connotations, or figures of speech used in the ST.

c) Textual problems: They are due to comprehending the ST, compared to intra-textual features (as text type and style), and additional textual references (ST writer and TT reader), containing the cohesion, coherence and text structure.

From what is mentioned a good translator must make a great effort to enact all of his skills to render the SL sentence into an adequate TL sentence to have a fluent and precise translation product. Therefore, mastery of different processes and capabilities is needed to overcome these difficulties and problems.

### **Assessment of Translation**

Munday (2016) stated that the assessment criteria of translation are as follows:

1. Accuracy refers to the accurate transfer of information and evidence of complete comprehension;
2. The suitable choice of vocabulary, idioms, and terminology;
3. Cohesion includes coherence and organization;
4. Using mechanical characteristics of punctuation properly.

### **There are some studies focused on developing translation skills in English as a foreign language such as:**

- Haggag (2018) explored using e-polling of Multiple-Choice Questions on developing non-English specialized students' educational terms translation skills. Results revealed that using e-polling of MCQs developed the translation skills. Participants displayed a high performance in translating the educational terms.
- Tabatabaei et al. (2019) investigated technological solutions in developing translation skills. Findings showed that continued electronic observer feedback was superior to human observer feedback in terms of developing translation skills.
- Mohammedain (2020) explored the effect of a proposed training program based on the PACTE model on developing translation skills of English department first-level students at Port Said Faculty of Education. The study sample included 69 participants of English Results revealed that the proposed program is effective in on developing translation skills of English majors' pre-service teachers.
- El-Garawany (2021) examined using Wordfast Anywhere computer-assisted translation (CAT) tool on improving the EFL translation skills of English majors. Results revealed that students of the experimental group achieved significant improvement in EFL translation skills. Therefore, using Wordfast Anywhere has a positive effect on developing English majors' EFL translation skills.

## **Method**

### **Research Participants**

The present research sample consisted of ninety 2<sup>nd</sup> year English language division students at CHI during the first semester of the academic year 2021-2022.

### **Design of the Research**

The present research used the quasi-experimental. Ninety students were chosen randomly and divided into two groups, the experimental group and the control group. The experimental group pre/post-test was used to explore using self-regulation strategies on improving EFL translation skills and attitude towards translation for 2<sup>nd</sup> year English language division students at CHI. However, the control group students received regular instruction. Moreover, a pre-/post- translation skills test and a translation attitude scale were given to the two groups before and after the treatment.

### **The Translation Skills Checklist**

#### **Purpose of the Checklist**

The researcher designed the checklist to determine the most required translation skills for 2<sup>nd</sup> year English language division students at CHI.

#### **Sources and Content of the Checklist**

The translation skills included in the checklist in its primary form were determined through reviewing a number of related studies focusing on developing translation skills. Also, theoretical backgrounds of some studies concerned with translation classifications and developing its skills were examined; Abd Al-Naser (2010), Abdallah et al. (2018), El-Hallim and Abdalla (2019), Malykhin and Aristova (2019), and Haroon (2021). The checklist in its primary form included 3 main translation skills including 19 sub-skills (see Appendix I).

#### **Validity of the Checklist**

The checklist was submitted to a group of jury members specialized in the field of curriculum and methods of teaching EFL. (See Appendix VI)

The following adjustments were carried out as proposed by the panel of jury:

1. Limiting the research to three main skills and seventeen sub-skills to be the required for 2<sup>nd</sup> year language institutes students' level as agreed upon by 80% of the jury members to be most significant.
2. Omitting the skills "Identifying the style of the writer", "Avoiding word for word translation", and "Using idioms properly".
3. Adding the skill "Using collocations correctly".
4. Arranging the chosen skills logically.

The checklist in its primary and final forms and the names of the panel of jury are in appendices (I) and (VI).

### **Measurement Instruments of the Research**

The researcher prepared the following two instruments:

1. A pre/post- translation performance test.
2. A translation attitude scale.

Each of the above instruments is tackled in details below:

#### **a) The Translation Test**

##### **Aim of the Test**

The pre-/post- translation test aimed to measure the translation skills of the research participants. It was designed to be administered to the two groups of the present research twice: first, prior to the experiment as a pre-test and to make sure that the students of both groups were at the same level before starting the treatment. Therefore, the development attained by the experimental group could be attributed to the self-regulation strategies. Second, it was to be used as a post-test, to compare its scores with those of the pre-test to investigate the effect of the self-regulation strategies on developing the experimental group students' translation skills.

##### **Construction of the Test**

The test was prepared by the researcher after reviewing the following sources:

- Previous studies concerned with developing translation skills.
- Determining the skills to be measured by the test through the final form of the checklist. (See appendix I for the final form of the translation skills checklist).

##### **Description of the Test**

The final form of the test consisted of two questions. In the first question, the students answer questions based on their understanding of a text written in English. The second question is divided into two parts; in part (A) they translate a text from English to Arabic. In part (B), they translate a text from Arabic to English. The final version of the test is shown in Appendix (II).

##### **Validity of the Test**

The first form of the test was given to 5 TEFL specialists to evaluate each question in terms of content and the level of translation skills measured. Also, they were asked to evaluate the test as a whole in terms of: accuracy and number of questions. The second aspect of validity was the experimental validity which was calculated by the square root of the reliability coefficient.

## **Content Validity**

A criteria questionnaire prepared by the researcher kindly asked 5 TEFL specialists to validate the test. The jury approved most of the questions and proposed omitting Part A in question two and moving question three to part B in question two.

## **Experimental Validity**

Test validity was 0.927 and this proved that the translation test was statistically valid.

## **Piloting the Test**

The pre/post- translation test was piloted on (40) 2<sup>nd</sup> year English language division students at Cairo Higher Institutes, other than the subjects of the research. To test its reliability, the test was administered to them twice and the time between the two administrations was two weeks to ensure that they would not be able to remember their answers in the first administration. It was decided that a period of 120 minutes would provide sufficient time for the students to answer the test questions.

The answers of the group of (40) students mentioned in piloting the test were evaluated by two independent raters. Using Pearson's coefficient correlation between the first and the second rater's estimations, it was found that the correlation coefficient was ( $r = 0.94$ ) which is significant at the level 0.01.

The two administrations of the test administered to (40) students were correlated using Pearson's coefficient correlation. The correlation for the pre-test was ( $r = 0.9$ ) and for the post-test was ( $r = 0.87$ ), which are significant at the 0.01 level.

Two raters (the researcher and another EFL lecturer) evaluated the students' EFL translation skills in the pre- and post-tests and the mean was calculated to ensure the objectivity of scoring the test. The two raters were of the same knowledge and experience. They used the EFL translation skills scoring rubric to measure students' EFL translation skills (see Appendix A). This rubric included three translation skills: comprehension, vocabulary and dictionary, and language and production. Each of these skills consisted of a 3-point rating scale (0 = poor, 1 = good, and 2 = very good).

## **Translation Skills Scoring Rubric**

### **Aim of the Rubric**

To evaluate the translation skills of the sample of the research, the researcher prepared a translation skills scoring rubric as a pre-post measuring instrument. It is used to measure the translation skills required for the subjects of the research. It was submitted to jury members specialized in the field of methods of teaching English to test the validity and suitability. The translation skills scoring rubric is shown in Appendix (III).

## Constructing the Rubric

The following procedures were followed in designing translation skills analytic scoring rubric:

1. Reviewing previous studies and literature that dealt with performance assessment and designing rubrics.
2. Preparing the rubric which included the comprehension skills, vocabulary and dictionary skills, and language and production skills:
  - a) Identifying the stated main idea of the text.
  - b) Identifying specific information of the text.
  - c) Identifying detailed information of the text.
  - d) Determining the meaning of difficult/ unfamiliar words.
  - e) Searching Arabic/ English dictionaries to identify meaning in English accurately.
  - f) Searching English/ Arabic dictionaries to identify meaning in Arabic correctly.
  - g) Dealing with different types of abbreviations.
  - h) Producing correct English and Arabic grammatical structures.
  - i) Using the proper tense.
  - j) Using prepositions correctly.
  - k) Using collocations correctly.
  - l) Using articles correctly.
  - m) Using spelling properly.
  - n) Using capitalization rules correctly.
  - o) Using punctuation accurately.
  - p) Using correct word order as followed in the target language.
  - q) Transferring the ideas of the text in clear ideas in the target language.
3. Distributing the scores of the vocabulary and dictionary, and language and production upon its sub-skills. Each skill included 3 levels: poor (0 scores), good (1 score), and very good (2 score).
4. Verifying the validity and reliability of the rubric.
5. Writing the final form of the rubric.
6. The second rater's training on how to use the rubric.

## Validity of Translation Skills Analytic Rubric

The researcher submitted the first form of the rubric to 5 TEFL experts to evaluate it; in terms of content and level of the skills measured. Submitting the rubric to the jury members resulted in adjusting it according to their suggestions. For the final form of the rubric and the criteria of judging it, see appendix III.

### **Reliability of Translation Skills**

The translation skills analytic scoring rubric was administered twice to (40) students and evaluated by two raters. Then, the Pearson correlation formula was used to calculate the correlation between the two administrations which is ( $r = .94$ ), significant at the level 0.01. Consequently, the rubric was considered reliable.

### **Attitude towards Translation Scale**

A pre-/post- translation attitude scale was designed to be administered to the two groups of the experiment. This scale was used prior to the experiment to verify that students of both groups have the same translation attitude before starting the treatment, and thus the progress attained by the experimental group in its post-administration to both groups could be attributed to the proposed framework they have been taught. So, it was constructed to be used to investigate the effect of self-regulation on developing attitude towards translation for 2<sup>nd</sup> year English language division students at Cairo Higher Institutes. The scale is consisted of 41 items and each item has a five-point—Likert format. Responses from the subjects of the experimental group were collected.

### **Sources of the Scale Items**

The review of related literature and studies that dealt with attitude towards translation such as Haggag (2018), Roshdy (2020), and Nourinezhad and Kashefian-Naeeni (2020).

### **Constructing the Translation Attitude Scale**

The following procedures were followed in constructing the translation attitude scale:

1. Reviewing literature and previous studies that dealt with translation attitude scales.
2. Preparing the translation attitude scale which contains 39 statements.
3. Submitting the translation attitude scale in its primary form to the jury members.

The following point was taken into account when writing the scale items:

- Three statements were modified.
- Two statements were added.

**Table (1): Statements of the translation attitude scale before and after modification**

Statement before modification	Statement after modification
I like translation in English than translation in Arabic.	I like translation from English to Arabic than translation from Arabic to English.
I feel that translation in Arabic is complicated.	I feel that translation from Arabic to English is complicated.
I feel that translation in English provides me with communication skills.	I feel that translation from Arabic to English provides me with communication skills.

**Table (2): Statements of the translation attitude scale being added**

5	I always take much time for translating a text.
10	I enjoy translation from English to Arabic.
4.	Verifying the validity and reliability of the translation attitude scale.
5.	Writing the final form of the translation attitude scale.
6.	

### Validity of the Translation Attitude Scale

The translation attitude scale was submitted to 5 jury members. The jurors were kindly asked to provide their opinions in terms of the following:

1. The extent to which the translation attitude scale is appropriate for administration.
2. Determining whether some statements need to be modified, added, or omitted.

Modifications were made and the scale in its final form contained 41 statements and was valid and suitable for administration. For the final form of the translation attitude scale and the criteria of judging it, see appendix IV.

### Reliability of the Translation Attitude Scale

The translation attitude scale was administered to 30 students to estimate its reliability, other than the present research subjects, and after 15 days the translation attitude scale was re-administered again to the same sample. Pearson correlation formula was used to calculate the correlation between the two administrations which is ( $r = 0.96$ ), significant at the level 0.01. So, the translation attitude scale was considered reliable.

### Formation of the Translation Scale Items

The total number of the translation attitude scale statements was 41. The translation attitude scale was written in a table format. Likert five- responses scale. For details, see appendix IV.

### The Suggested Steps for Using the Proposed Framework:

#### a) Objectives of the proposed framework:

The key aim of the suggested framework was improving the EFL translation skills most required for 2<sup>nd</sup> year students at CHI. Variety of

activities and tasks were used through the sessions to enable the participants achieve the objectives of the suggested framework.

### **b) Description and Framework of Using Self-Regulation:**

The suggested framework involved an introductory session about self-regulation and tools used in the sessions, main and sub-skills of EFL translation skills and the significance of these skills to the research sample. The rest (17) sessions were instructional ones through which the EFL translation skills were practiced (comprehension skills, vocabulary and dictionary skills, and language and production skills). (See Appendix V)

### **c) Implementation of the Proposed Framework Using Self-Regulation:**

The following procedures were followed to conduct this research using self-regulation:

1. The researcher prepared the educational material and the instructional translation tasks which are based on the course "Political and Economic Translations".
2. The content was selected and arranged according to students' achievement goals.
3. The students were informed the purpose of the sessions as part of assessment of their performance in translation skills that should be using self-regulation at the introductory session. They were also informed the meaning, purpose, and steps of self-regulation implementation.
4. Training the learners on using self-regulation.
5. The strategy used was student-centered, and the teacher was a facilitator, a guide, and a director.
6. The researcher taught the students how to translate texts using self-regulation. The researcher prepared the classroom to suit self-regulation learning environment.
7. The researcher motivated students to help each other. The researcher follows up students' work regularly.
8. The subjects of the research were provided with immediate feedback from the researcher and their classmates.
9. Finally, the researcher administered the translation post-test to examine the progress in students' performance after the treatment.
- 10.

### **Phases of the Framework Sessions Using Self-Regulation:**

The following main self-regulation procedures and phases will be used during the sessions:

#### **A. Warm-up and Whole Class Discussion:**

- The instructor will write some sentences that need translation. Work with your group to translate the sentences, and then discuss your answers with the instructor and other groups.

- Students listen carefully to the instructor who is going to give them a brief introduction about the unit and session. They ask her about anything they cannot understand.

## B. Teaching Steps:

Teaching using self-regulation strategies is divided into three main phases. These phases are as follows:

### 1. Planning Phase: (Task analysis and setting task specific goals)

- The instructor helps the participants to analyse a given task to identify its requirements.
- She tells the participants to ask themselves some questions that are suitable to elicit the answers from them such as:
  - What am I trying to accomplish?
  - What strategies am I employing?
  - How well am I employing these strategies?
  - What other strategies can I employ?
  - What are the steps I often use in the act of translating a text?
- Then, the participants are encouraged to set the task-specific goals in the form of a checklist.
  - ✚ What do we need to handle this task successfully? Discuss the answer to this question with your peers and instructor. Get involved and be positive because this will help your mind get ready for the task appropriately.
    - 1) Consider every part of the task separately.
    - 2) Analyse the task demands. (Task achievement requirements such as reading the whole text comprehensively and then translate it in a correct way.)
    - 3) Identify your task specific goals. (sub- goals related to this task that you need to achieve to attain your main goals of the session)
- The instructor suggests the items of the checklist as an example to be followed in the next sessions:
  - 1) Did I set a plan for translation process? ☺yes no ☹
  - 2) Did I preview the whole text to see what it's about before translating it? ☺yes no ☹
  - 3) Did I underline the difficult phrases and words? ☺yes no ☹
  - 4) Did I try to predict the meaning of unknown words or phrases before starting translation? ☺yes no ☹
  - 5) Did I start translation only after getting a clear picture about the content to be translated? ☺yes no ☹
  - 6) Did I comprehensively read the whole text?

- 7) Did I seek assistance in understanding the words or sentences I could not guess their meaning? ☺yes no ☹
- 8) Did I seek assistance when I needed it? ☺yes no ☹
- The instructor reminds the participants that they can use the seeking-assistance strategy if they become confused during any phase.

## 2. Self-Monitoring Phase:

- The participants now are ready to work on their own. But they might be afraid of taking risks in translation, so the instructor motivates them and encourages them to take risks. The students follow these steps:
  - Reading the text carefully.
  - Predicting the meaning of difficult words.
  - Using the dictionary for unknown economic and political terms.
  - Rereading the text for getting the main idea.

Start translating the text using self-questioning strategy through answering the following questions.

- 1) Do I regulate my translating speed according to the given time and length of the text?
  - 2) Do I paraphrase (restate ideas in my own words) to better understand what I want to translate?
  - 3) Do I use context clues to help me better understand what I'm translating?
  - 4) Do I re-read the text when it becomes difficult to understand?
  - 5) Do I stop and think about what I'm translating from time to time?
  - 6) Do I reach my goals?
  - 7) Do I want to make changes?
- During this phase, students monitor their progress by referring to your checklist items. The instructor observes the participants and is willing to help only if she is asked to.
  - The instructor reminds the participants to follow the items of the checklist.
  - The instructor positively facilitates learning, and she is a source of motivation to all the class.
  - The instructor tells the participants not to go on to the next items in the checklist unless they make sure they have attained their previous goals.
  - The participants develop rubrics through which they will evaluate their translated products.

### 3. Revision, Editing, and Evaluation Phase: (self and peer):

- In this phase students revise, edit and evaluate the use of self-regulation and its effectiveness in translating the text assigned to them using the given rubric.
  - Do I reread my translation and look for editing?
  - Do I correct any grammatical mistakes or spelling mistakes if I find any?
  - Do I discuss what I translate with others to check my translation?
  - Do I check if the translation strategies I used are suitable for the text type?
- **Self- Revision and Editing:**
  - The instructor makes sure that the participants revise and edit their translated texts according to their checklist's items, and that they adjust their translated texts accurately.
- **Peer- Revision and Editing:**
  - The instructor observes this process and comments or guides the participants through it. Through evaluating one another's translation products, students had the benefit to notice points of strength and weakness in their peers' versions as well as their own.
- **Self- Evaluation:**
  - The participants evaluate their translated texts honestly with their rubrics and put for themselves marks. The instructor observes and helps if needed to.
- **Peer- Evaluation and Assistance:**
  - The participants assist each other by evaluating their peers' translated texts objectively and putting for them the marks they really deserve. Then, they compare the marks they put for themselves with the marks their peers put for them.
  - The instructor observes and discusses the reason behind the differences between the two marks.

### 4. Home Assignment:

Each session will end with assigning a task for you to accomplish at home. You should send your translated texts via E-mail to the instructor. The feedback will be sent to your E-mail for confidentiality. Other feedback will be presented in the warm-up, but it will be in the form of general comments on the whole class performance in the home assignment responses.

### Groups Equivalence

The main purpose of the present research was to develop most needed translation skills and attitude towards translation in English for 2<sup>nd</sup> year CHI students throughout using self-regulation strategies. Therefore, before

implementing the proposed lessons with those students, a translation skills test was pre-administered to both the control and the experimental groups of the research.

The following table shows that there was no statistically significant difference between the mean scores of the control and the experimental groups on the pre-administration of the test in the translation skills.

**Table (3): “t” Value of the Difference between the Mean Scores of the Experimental and Control Groups’ Students on the Pre-Administration of the Translation Skills Test**

Group	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.
Control	45	4.73	2.320	88	.135	2.000	Non Significant at 0.05
Experimental	45	4.69	2.343				

From table (3), the “t” calculated value (.135) was lower than the tabled T value (2.000) with (88) degrees of freedom at the (0.05) level of significance. Thus, there was no statistically significant difference between the experimental group students and the control group students' mean scores on the pre-administration of the translation skills test. This proves that the two groups were almost at the same level of translation skills before conducting the experiment.

Besides, before implementing the suggested lessons with those students, a translation attitude scale was pre-administered to both the control and the experimental groups of the research.

The following table shows that there was no statistically significant difference between the mean scores of the control and the experimental groups on the pre-administration of the translation attitude scale.

**Table (4): “t” Value of the Difference between the Mean Scores of the Experimental and Control Groups’ Students on the Pre-Administration of the Translation Attitude Scale**

Group	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.
Control	45	53.64	7.932	88	.067	2.000	Non Significant at 0.05
Experimental	45	53.53	7.850				

From table (4), the “t” calculated value (.067) was lower than the tabled T value (2.000) with (88) degrees of freedom at the (0.05) level of significance.

Thus, there was no statistically significant difference between the experimental group students and the control group students' mean scores on the pre-administration of the translation attitude scale. This proves that the two groups were almost at the same level of the translation attitude before conducting the experiment.

### Data Analysis and Results

The results of the research are discussed and interpreted in relation to the research questions and hypotheses mentioned earlier as follows:

#### The first sub- question

To determine the necessary translation skills for 2<sup>nd</sup> year CHI students, the researcher prepared a checklist. The checklist was submitted to five jury members and they approved it. It included three main skills and seventeen sub-skills in its final version (see appendix 1). So, the first sub- question of the present research was answered.

#### The second sub-question

The second sub-question was answered before as the proposed steps for using the suggested framework of using self-regulation strategies as were shown before in the preceding pages. For more details, the suggested framework of the present research as a whole is shown in appendix V.

#### The third sub-question

Answering the third sub-question is related to verifying the hypotheses of the present research. Consequently, they will be dealt together as follows:

#### A-Results related to the first hypothesis

The first hypothesis stated that: “There is a statistically significant difference between the experimental group and the control group students’ mean scores on the post-administration of the translation skills test in favour of the experimental group”.

The translation skills test was administered to the control and experimental groups after the experiment. Data obtained were treated statistically. Findings are shown in table (5)

**Table (5): “t” Value of the Difference between the Mean Scores of the Experimental and Control Groups’ Students on the Post-Administration of the Test**

Group	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.	(η <sup>2</sup> )
Control	45	6.42	2.281	88	57.157	۲.۳۹	Significant at 0.01	.۹۷۴
Experimental	45	31.44	2.127					

The above table (5) confirmed the following:

1. The experimental group students' mean score (31.44) was higher than the mean score of the control group students' mean score (6.42) on the post-administration of the translation test. This is a highly significant difference which showed that the experimental group students attained remarkable higher scores than the control group students in the post-test. Consequently, progress of the experimental group students' translation skills was due to the proposed framework using self-regulation strategies.
2. The “ $t$ ” calculated value (57.157) was significantly higher than the T tabled value ( $t_{.99}$ ) with (88) degrees of freedom at the (0.01) level of significance. Thus, there was a statistically significant difference between the experimental and the control group students' mean scores on the post-administration of the translation test in favour of the experimental group students. Thus, the first hypothesis of the research was verified.
3. The effect size of using self-regulation strategies on developing translation skills for the second year university students was calculated and the result was (0.974) as shown in the above table (5) and this showed that using self-regulation strategies had a large effect on developing students' translation skills. Thus, the third question of the present research which is “What is the effect of using self-regulation strategies on developing the most required EFL translation skills of the 2<sup>nd</sup> year students at CHI? was answered.

### **B-Findings related to the second hypothesis**

The second hypothesis stated that: “There is a statistically significant difference between the experimental group’s mean scores on the pre and post-administrations of the translation skills test as a whole and each skill in favour of the post-administration of the test.”

The translation skills test was administered to the experimental groups before and after the experiment. Data obtained were treated statistically. Findings are shown in table (6).

**Table (6): “t” Value of the Difference between the Mean Scores of the Experimental Group Students on the Pre and Post-Administrations of the Test as a Whole and Each Skill**

Skills	Test	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.	( $\eta^2$ )
Comprehension	Pre	45	1.24	.981	44	44.231	٢.٤٢٣	٠.٠١	٠.٩٧٨
	Post	45	7.78	.636					
Vocabulary & Dictionary	Pre	45	.71	.815	44	40.137	٢.٤٢٣	٠.٠١	٠.٩٧٣
	Post	45	5.62	.576					
Language & Production	Pre	45	2.78	1.580	44	70.518	٢.٤٢٣	٠.٠١	٠.٩٩١
	Post	45	18.04	1.522					
Test as a whole	Pre	45	4.73	2.320	44	107.943	٢.٤٢٣	٠.٠١	٠.٩٩٦
	Post	45	31.44	2.127					

**The above table (6) revealed that:**

- The experimental group students' mean score (31.44) on the post-administration of the translation test as a whole was higher than students' mean score (4.73) on the pre-administration. This is a highly significant difference which showed that the experimental group students attained remarkable higher scores than in the pre-test. Also, students' mean score of each translation skill on the post-administration of the translation test was significantly higher than the students' mean score on the pre-administration. Therefore, the experimental group students' development in translation skills was due to the proposed framework using self-regulation strategies.
- The “t” calculated value of the experimental group students' translation skills as a whole on the pre- and post-administrations was (107.943). Also, the “t” calculated value of each of the three translation skills; 44.231, 40.137, 70.518 respectively was significantly higher than the T tabled value (٢.٤٢٣) with (44) degrees of freedom at the (0.01) level of significance. Thus, there was a statistically significant difference between the experimental group's mean scores on the pre and post-administrations of the translation skills test as a whole and each skill in favour of the post-administration of the test. Thus, the second hypothesis of the research was verified.
- The effect size of using self-regulation strategies on developing translation skills for the second year university students for translation skills test as a whole was calculated and the result was (٠.٩٩٦) as

shown in the above table (5). Also, ( $\eta^2$ ) of each of the three translation skills;  $.978$ ,  $.97$ ,  $.991$  respectively and this showed that using self-regulation strategies had a large effect on developing students' translation skills.

### C- Results related to the third hypothesis

The third hypothesis stated: "There is no statistically significant difference between the experimental group students' mean scores on the post and follow up administrations of the translation skills test."

**Table (7): "t" Value of the Difference between the Mean Scores of the Experimental Group' Students on the Post and Follow up Administrations of the Test**

Group	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.
Post -test	45	31.44	2.127	44	1.736	2.021	Non Significant at 0.01
Follow-up	45	31.69	1.844				

From the above table (7), it is clear that:

1. The experimental group students' mean scores on the post administration of the translation skills test is (31.44) and on the follow-up administration is (31.69).
2. The "t" calculated value (1.736) was significantly higher than the T tabled value (2.021) with (44) degrees of freedom at the (0.05) level of significance.
3. There is no statistically significant difference between the experimental group students' mean scores on the post and follow-up administrations of the translation skills test. Accordingly, the third hypothesis of the research was verified.

### D- Results related to the fourth hypothesis

The fourth hypothesis stated: "There is a statistically significant difference between the experimental group and the control group students' mean scores on the post-administration of the translation attitude scale in favour of the experimental group."

The following table indicated that there was statistically significant difference between the mean scores of the control and the experimental groups on the pre- administration of the translation attitude scale.

**Table (8): “t” Value of the Difference between the Mean Scores of the Experimental and Control Groups’ Students on the Post-Administration of the Translation Attitude Scale**

Group	N	Mean	Std. D.	D.F.	Calculated t-value	Tabulated T	Sig.	( $\eta^2$ )
Control	45	55.33	7.277	88	92.685	2.39	Significant at 0.01	0.989
Experimental	45	194.49	6.963					

The above table (8) indicated that:

1. The experimental group students' mean score (194.49) was higher than the mean score of the control group students (55.33) on the post-administration of the translation attitude scale. This is a highly significant difference which showed that the experimental group students attained remarkable higher scores than the control group students in the post-test. Therefore, development of the experimental group students' translation attitude was due to the suggested lessons.
2. The “t” calculated value (92.685) was significantly higher than the T tabled value (2.39) with (88) degrees of freedom at the (0.01) level of significance. Thus, there was a statistically significant difference between the experimental and the control group students' mean scores on the post-administration of the translation attitude scale in favour of the experimental group students. Consequently, the fourth hypothesis of the research was verified.

### **E-Results related to the fifth hypothesis**

The fifth hypothesis stated: “There is a statistically significant difference between the experimental group’s mean scores on the pre and post-administrations of the translation attitude scale in favour of the post-administration”.

**Table (9): “t” value of the difference between mean scores of the experimental group students on the pre and post-administrations of the scale for the translation attitude**

Experimental	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.	( $\eta^2$ )
Pre-test	45	53.53	7.850	44	125.545	2.423	Significant at 0.01	0.997
Post-test	45	194.49	6.963					

The above table (9) showed that:

1. The experimental group students' mean score of the translation attitude scale on the post-administration (194.49) was higher than their mean score on the pre-administration which was (53.53).
2. The "t" calculated value (125.545) was significantly higher than the T tabled value ( $\chi. \xi \chi \chi$ ) with (44) degrees of freedom at the (0.01) level of significance. Thus, there was a statistically significant difference between the experimental group students' mean scores on the pre and post-administrations of the translation attitude scale in favour of the post-administration of the test. Thus, a development of the translation attitude of the experimental group students was proved, due to the proposed framework. Therefore, the fifth hypothesis of the research was verified.

### F- Results related to the sixth hypothesis

The sixth hypothesis stated: "There is no statistically significant difference between the experimental group students' mean scores on the post and follow-up administrations of the translation attitude scale."

**Table (10): "t" Value of the Difference between the Mean Scores of the Experimental Group' Students on the Post- and Follow-up Administrations of the Translation Attitude Scale**

Group	N	Mean	Std. Deviation	D.F.	Calculated t-value	Tabulated T	Sig.
Post -test	45	194.49	6.963	44	1.289	2.021	Non Significant at 0.01
Follow-up	45	194.62	7.088				

From the above table (10), it is clear that:

1. The experimental group students' mean scores on the post administration of the translation attitude scale was (194.49) and on the follow-up administration was (194.62).
2. The "t" calculated value (1.289) was significantly higher than the T tabled value ( $\chi. \bullet \chi \chi$ ) with (44) degrees of freedom at the (0.05) level of significance. This revealed that there is no statistically significant difference between the experimental group students' mean scores on the post and follow-up administrations of the translation attitude scale. Therefore, the sixth hypothesis of the research was verified.

In summary, support was gained for all the research hypotheses. The experimental group students achieved great progress in their translation skills and attitude towards translation after using self-regulation strategies. Consequently, these positive results of the research showed the positive effect

of using self-regulation strategies on developing the EFL translation skills and attitude towards translation of the 2<sup>nd</sup> year students at CHI.

## **Discussion of results**

The statistical analysis presented above resulted in the verification of all the hypotheses of the research and answering the research questions. It also realized the achievement of the research main aim, which was to develop the most required EFL translation skills and attitude towards translation of the 2<sup>nd</sup> year students at CHI throughout the use of self-regulation strategies.

By comparing the experimental group and the control group, it was indicated that the progress attained by the experimental group in the necessary translation skills was more than that of the control group in the post tests. The researcher attributed this development to the following causes:

1. Supporting students with a calm learning environment through which they were motivated to contribute in all tasks freely. This is consistent with Shanker (2013) who stressed that the key to understand self-regulation is to recognize the five domains that help students to stay alert, calm, and focused. The domains investigated are the biological domain, cognitive domain, social domain, prosocial domain, and emotional domain. Students with self-regulation in the biological domain can focus and accomplish during their learning experiences and physical activities (Shanker, 2013).
2. Using planning as the first step in self-regulation strategies is very important step to achieve learning goals. This is consistent with Alexander and Greene (2017) who assured that planning and setting aims are guideposts that learners use to check their own growth. Setting aims includes activating prior knowledge about the difficulty of the task and about one's own ability in that content area.
3. Using self-regulation help learners take their responsibility to learn on their own. This result ensured what Etkin (2018) mentioned that one of the benefits of using self-regulation is that students become responsible for their learning and become independent. Learners were able to take all the decisions regarding their learning. They were provided with freedom and flexibility to learn at their own pace. Besides, they learned individually and learned by interacting with their classmates and their teacher. They discuss, express their needs and follow up their own development.
4. Peer evaluation used in self-regulation is very efficient to encourage learners while working in translation tasks. This result revealed what

Fathi et al. (2019) stated as peer-evaluation activities are effective in contributing to improve learning process of the EFL learners.

5. Using feedback through self-regulation is significant in the classroom as the teacher gives students comments to improve their performance and they encouraged to work in groups. This finding confirmed what Chou and Zou (2020) mentioned as in self-regulated learning; students organize, monitor, and regulate their learning. In self-regulated learning, monitoring plays a necessary role in generating internal feedback and thus adopting proper regulations.

### **Recommendations**

Based on the results of the present research, the following recommendations are proposed:

1. English language teachers should be trained on using self-regulation strategies.
2. Improving translation skills should be given more attention in the foreign language classroom.
3. EFL university lecturers should be familiar with the new methods and technologies in teaching EFL translation skills and using them.
4. Increasing students' attitude towards translation should be given more attention in the foreign language classroom.
5. Students should be given chances to use self-regulation strategies to practise English language skills freely.
6. Translators' workshops should be given more attention to motivate students to work in groups and undertake different tasks. This also can develop their attitudes toward translation courses.
7. Using new technologies in teacher training programmes such as using electronic dictionaries, computer software, and online translation tasks.

### **Suggestions for Further Research**

Further research is proposed to investigate the following:

1. Using self-regulation strategies on developing other language skills (speaking, listening, reading and writing) for university students.
2. Using other teaching methods for improving translation skills when translating from Arabic to English and vice versa among foreign language learners in secondary and university stages.
3. Exploring the higher levels of translation skills; idiomatic translation, communicative translation, functional translation, technical translation and literary translation.
4. The effect of other teaching strategies and methods for developing students' attitude towards translation among foreign language learners in secondary and university stages.

5. Training instructors on using self-regulation strategies in teaching foreign language to improve learners' achievement.

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