

Exploring EFL Learners awareness and attitudes towards translation Cognitive Strategies

استكشاف وعي متعلمي اللغة الإنجليزية كلغة أجنبية
ومواقفهم تجاه الإستراتيجيات المعرفية للترجمة

Chaouki BOUNAAS¹ شوقي بونعاس & Sabah FARRAH² صباح فراح

¹ *English Language Department, Faculty of Letters and Languages,
University Mohamed Boudiaf of M'sila, Algeria
chaouki.bounaas@univ-msila.dz*

² *English Language Department, Faculty of Letters and Languages,
University Mohamed Boudiaf of M'sila, Algeria
sabah.farrah@univ-msila.dz*

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Abstract:

This study assessed EFL students' awareness and attitudes towards using cognitive strategies while completing a translation task at Mohamed Boudiaf University of M'sila. The researchers attempted to answer two main questions: what awareness level do Civilization and Literature undergraduate students (Master 1 level) hold about cognitive strategies used in completing translation tasks? What attitudes do they have towards these strategies? To answer these questions, an exploratory survey field study was performed. Results show that participants are aware of the reasoning strategy but cannot use it in their thinking process to succeed in predicting meanings and proposing equivalences. Results also showed that participants do not use all their cognitive strategies to revise every detail in the target language; they simply compare the produced translation to the source text to make sure the meaning is correct and rendered.

Keywords: Translation; Cognitive process; Cognitive strategies; Learning English; Teaching English; EFL.

ملخص:

تهدف هذه الدراسة إلى تقييم مدى وعي طلبة اللغة الإنجليزية بجامعة محمد بوضياف بالمسيلة وإلى معرفة مواقفهم اتجاه توظيف الإستراتيجيات المعرفية أثناء ترجمة نص ما. ولتحقيق ذلك، طرح الباحثان سؤالين رئيسيين: ما هو مستوى الوعي لدى طلبة اللغة الإنجليزية، تخصص أدب وحضارة (مستوى ماستر سنة أولى) حول الإستراتيجيات المعرفية المستخدمة في الترجمة؟ وما هي المواقف التي يتخذونها اتجاه هذه الإستراتيجيات؟ للإجابة عن هذين السؤالين تم إجراء دراسة ميدانية مسحية من خلال استبانة تم توزيعها إلكترونياً على الطلبة، وبينت النتائج أن المشاركين على دراية بإستراتيجية التفكير ولكنهم لا يستطيعون استخدامها لاقتراح المكافئات المناسبة. كما أظهرت النتائج أن المشاركين لا يستثمرون جميع إستراتيجياتهم المعرفية لمراجعة النص المستهدف مراجعة دقيقة بل يكتفون بالمقارنة بينه وبين النص الأصلي للتأكد من أن المعاني الواردة صحيحة.

الكلمات المفتاحية: الترجمة؛ العمليات المعرفية؛ الإستراتيجيات المعرفية؛ تعلم اللغة الإنجليزية؛ تعليم اللغة الإنجليزية؛ اللغة الإنجليزية كلغة أجنبية.

1- Introduction

Nowadays, countries are becoming globally integrated and coupled in all aspects of life, leading to the explosion of English as a principal means of communication. More and more people are dedicating time to studying English as a second language, and professionals are striving to ameliorate approaches and find new methods to make EFL processes more effective.

The last decades witnessed an increasing awareness of the role of translation in language teaching among scholars in translation studies and second language acquisition (Pym, 2017). Bagheri and Fazel (2011) argued that translation is an effective tool in developing language skills; it helps them acquire writing, forge comprehension, express meanings in another language, and increases their motivation to learn English. In the present paper, translation is viewed as a process that incorporates both “psychology and cognitive sciences” (Munday, 2001, p. 183). In other words, translation is a cognitive act that enables learners to follow an array of strategies. When planning, reasoning, predicting meanings, analyzing and using contexts, and revising target versions, translators enhance skills in the second language

and gain abilities to satisfactorily perform in their learning in particular and in life in general.

The present study explores the strategic use of translation in learning English by Civilization and literature undergraduate students (Master 1 level) at Mohamed Boudiaf University of M'sila. It aims, therefore, at gauging their awareness of cognitive strategies used in completing translation tasks on the hand and uncovering their attitudes towards these strategies. Based on that, the study is motivated by the following questions: what awareness level do Civilization and literature undergraduate students (Master 1 level) at Mohamed Boudiaf University of M'sila hold about the use of cognitive strategies used in completing translation tasks? Moreover, what attitudes do they have towards these types of cognitive strategies? An exploratory survey field study was performed based on a questionnaire to answer these questions. The questionnaire was completed online by 81 students and included four sections. Each section was devoted to a cognitive strategy (or strategies) mentioned above.

2- Theoretical framework

Bilingualism, and more recently plurilingualism, is attracting considerable attention due to the increasing influx of people from different ethnolinguistic backgrounds to all societies and the fact that we live in a globalized world. In second language teaching/learning situations, especially in higher education in English institutions, translation is crucial to all fields of studies. Hence, translation competence helps second language learners perform at levels they need to succeed. Thus, mastering translation methods effectively allows learners to acquire the knowledge they need to learn a second language. Therefore, professionals in second language education would better pay more attention to the approaches that can improve learners' translation skills. Translation is a key to enhance learning and understanding; encouraging interculturality and linguistic aspects acquisition in a second or foreign language and culture. The following study is an introduction to explore then test EFL Learners' awareness and attitudes towards the different translation cognitive strategies.

2.1. Translation and EFL students

The role of translation in learning Languages has been a controversial issue. Although some teachers have a negative attitude towards the use of translation in English as a foreign language learning process, others admit that it is a useful tool to helping EFL students to learn the language, understand the culture and avoid linguistic interferences. Cook (2010) notes that “for the most contemporary language teachers, translating should be a major aim and means of language learning, and a major measure of success” (p. 15). One can say here that we are living in a fast changing world where no boundaries are considered to be limits to the overspread of monoculture over other cultures anymore. For that, language learning process needs more effective ways to acquire that knowledge related to the language and its culture. Here, translation plays a vital role in understanding that foreign language and its culture to learn about the best ways to help effective communication based on interculturality and civilizational interchange. Given the pervasive importance of English in this changing time of globalization, its learning and teaching as a foreign language seem to be a daunting effort for students seeking effective communication.

Cook adds that “translation has an important role to play in language learning – that it develops both language awareness and use, that it is pedagogically effective and educationally desirable, and that it answers student needs in the contemporary globalized and multicultural world” (2010, p. 155). That is, Translation is a foreign-language-related skill (Mohamed, 2014, p. 30). Therefore, people need to translate foreign language messages to their mother tongue to understand the meaning better. It helps students to develop and improve communicative competence. It can be considered as the fifth skill alongside of the four other skills (Ross, 2000 as cited in Samardali&Ismael, 2017). Translation can be seen as an alternative medium in teaching foreign languages as a tool to test English skills. Learning translation also helps EFL students acquire skills and competencies to work as freelancers or dependent translators and not be limited to teaching only or even using English in their daily lives.

Teaching translation for EFL learners needs some specific competencies, such as linguistic competence and translation competence. Linguistic competence is related to the knowledge of the language EFL learners need to acquire for a better performance, and its mastery that can be achieved through a long experience with learning how to master a specific linguistic code. That is to maintain the learning process with some adequate syllabi to enhance learning activities such as cross words or linguistic puzzles to exercise new vocabulary practices and to enrich the terminological database.

Hence, Translation competence is a more complex aspect of the linguistic behavior human beings can undertake in a given time. It is complicated as many approaches, methods, and strategies would be considered the nucleolus that must be learned and mastered effectively to pretty perform in the linguistic shift from one language to another. Furthermore, it needs a good knowledge of the working languages to succeed in being a good translator and thus a reflective EFL learner. Reflective learning process is related to effective reading in the source language EFL from which the learner tries to understand then convey the meaning. Then, reading in the source language in EFL learning and practicing contexts appeal to another type of tasks in the learning process that is writing in the target language to covey the right meaning using the suitable strategies and methods. Here, EFL learning process is pretty related to the translation activities undertaken meanwhile learning to acquire the targeted foreign language.

Teaching translation needs then to provide EFL learners with the required knowledge to help them better understand the source language message correctly. The next task is to encourage them build their self-confidence through creating a higher level of self-esteem to face the real world of translation. EFL learners need to be familiar with the nature of translation and understand how it works in learning activities context that is based on facilitating the understanding process, which plays a crucial role in finding the adequate equivalent.

2.2. Translation : a Cognitive Act

Translation is a particular type of cognitive behavior specific to the different situations of life. Translation lies in the nature of cognition and meaning construction as fundamentally embodied, situated, and dynamic phenomena (Rojo, 2015, p. 722). It is not merely a linguistic act represented in the shift from one linguistic code to another but rather a whole embodied activity in the human brain. Translation lies in its cognitive aspects to decode then understand the meaning of the source language message to translate it successfully in the target language. It has been noticed that what happens in the human brain during the decoding-understanding- encoding the source language message is quite complex and not simple, as it may seem to be.

Researchers borrowed ideas to suggest some models to theorize the mental process of the translator/interpreter from cognitive sciences, such as psycholinguistics, cognitive psychology, artificial intelligence, and neuroscience. These models are classified as a group as they share the hypothesis that translation is a process of decoding the source language and recoding the target language. Bell (1991) provided one of the important representative models built upon systemic-functional linguistics and artificial intelligence perspectives to conceive translation as of the two phases of analysis and synthesis.

The analysis phase undergoes the specific stages of visual recognition of the words in the source text, syntactic parsing in combination with the structure analyzer, semantic and pragmatic processing to generate a semantic representation with the work of an idea organizer and a planner. The end product of the analysis phase is the semantic representation, which is then reprocessed at the synthesis stage through pragmatic, semantic, and lexico-grammatical synthesizers to be encoded in the target language and gives rise to the translated text.

Unlike Bell, Kiraly (1995) adopted a cognitive and a social perspective to suggest two models of the translation process: a **social** model and a **cognitive** model. In the social model, translation is considered as a

three interrelated situational contexts act: the source text, the target text, and the translational context. The translational context is meticulous as it cannot be observed directly due to its internal and mental traits but is externalized by the translator's self-concept. In Kiraly's cognitive model, the translator's mind is "an information-processing system in which a translation comes from the interaction of intuitive and controlled processes using linguistic and extralinguistic information"(1995, p. 102). His cognitive model consists of information sources, intuitive workplace, and controlled processing center. At the intuitive workplace, the information sources are processed without any conscious control to produce a translation. If problems emerge, they are reconsidered in the controlled processing center, and a strategy is chosen to deal with these problems. If the strategy fails to give a translation, the translation problem is sent back to the intuitive workplace for a second processing with the information yet not taken into account. If the issue remains unsolved, a tentative translation is given and accepted for lack of adequate information (Kyrally, 1995, p. 101).

Wilss (1996) argues that problem-solving and decision-making are the most relevant elements in translation. He takes a cognitive psychological perspective to view translation as a decision-making process involving knowledge-based intelligent activities. It requires the acquisition of organized knowledge. As schema is the representation of knowledge in the mind, the central task of cognitive approaches to the translation process is to investigate how schemas operate. In problem-solving, the translator needs declarative knowledge and procedural knowledge.

Translation process also involves the translator/interpreter's cognitive efforts. Gile (1995) thus draws on the idea of processing capacity from the cognitive psychology to put forward a model of efforts for interpreting process. He argues that interpreting differs from monolingual communication. It involves non-automatic operations that require three types of effort: efforts related to listening and analyzing, efforts related to discourse production in reformulation, and short-term efforts.

More recently, the recognition of the role played by cognitive factors has brought translation closer to other highly demanding tasks that require high cognitive effort (e.g., translation as a puzzle or a problem-solving activity) or even fine sensory-motor abilities (e.g., translation as juggling) (Rojo, 2015, p. 722). The cognitive mechanisms underlying translation remain mostly unexplained and somehow related to the complex activities of the human brain. Researchers have started timidly to look to the impact of translation on human cognitive systems, and further insight has been gained into professional translators' working routines and the problems affecting translation quality.

2.3. The Importance of Developing EFL Students' Translation Methodology Cognition

Cognition is a mental process that includes memory, attention, producing and understanding language, reasoning, learning, problem-solving, and decision making. It is often referred to as information processing, applying knowledge, and changing preferences. It may entail both cognitive strategies and control strategies that are used to optimize students' learning of content. Metacognitive awareness and self-regulation are psychological factors that cause differences in the performance of EFL students towards learning and practicing translation.

Gutt (1991) builds on relevance theory to develop a relevance model of translation. According to Sperber and Wilson (1986/1995), human inferential processes are geared to the maximization of relevance. Human cognition is either descriptive in the sense that it establishes a resemblance between an object or state of affairs in the world and a mental representation, or interpretive in the sense that it is the resemblance between two mental representations. Gutt (1991) argues that translation is a case of optimal interpretive resemblance in which "two utterances, or even more generally, two ostensive stimuli, interpretively resemble each other to the extent that they share their explicatures and/or implicatures." (p.44). The translator's task is to transfer ostensively to the target readers or audience all relevant aspects ostensively and inferentially conveyed by the source text. Gutt

(1991) suggests that the relevance translation theory would be helpful in understanding and explaining the mental faculties of the translator/interpreter.

Learners, therefore, make mistakes that cannot and should not be prevented. Mistakes are an essential indicator of an individual's stage of language acquisition. A positive approach to mistakes positively affects the learner's self-confidence and on the learner's willingness to take risks and to use and further develop the language. Therefore, some other aspects of knowledge play a crucial role in making mental processes to translation issues familiar to EFL learners. Schraw & Dennison, 1994 propose three major aspects of knowledge as follows:

- **Declarative knowledge:** knowledge about one's skills, intellectual resources, and abilities as a learner; that is the “*what*” section of the issue.
- **Procedural knowledge:** knowledge about “*how*” to implement learning procedures (e.g., translation strategies and techniques).
- **Conditional knowledge:** knowledge about “*when*” and “*why*” to use learning procedures (as cited in Hashempour, 2015, p. 63).

For all of that, EFL learners need to get closer to the various cognitive strategies that would help them acquire basic knowledge to translation theories and studies, enhancing their learning practices and experiences in translation field of study. EFL learners need to follow some steps to succeed in their learning process in both language and translation as well. According to Schraw and Dennison, 1994 these steps can be subjected to study as:

- **Planning:** planning, goal setting, and allocating resources *prior* to learning.
- **Information management:** skills and strategy sequences used online to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing).
- **Monitoring:** assessment of one's learning or strategy use.

- **Debugging:** strategies used to correct comprehension and performance errors.
- **Evaluation:** analysis of performance and strategy effectiveness after a learning episode (as cited in Hashempour, 2015, p. 63).

Test-takers use these ongoing mental activities to utilize their world knowledge and language to solve the given tasks. There are different types of cognitive strategies, and making predictions, summarizing, translating, and guessing meaning from context and use of grammatical rules are some examples of cognitive strategies (Oxford, 1990). Wilss (1996) listed also six phases in problem-solving activities: identification of problems, clarification of problems, search and retrieval of relevant information, problem-solving strategies; choice of solution; and evaluation of the solution. There is also cognitive simplification to reduce inaccuracies in specific translators' acts. These problem-solving activities in translation constitute also the other version of the multiple cognitive strategies that translation learners lean on to find their way in translation world.

2.4. Cognitive/Cognition Strategies

Cognitive strategies are used to help an individual achieve a particular goal (e.g., understanding a text) (Livingstone, 2003, p. 3). These cognitive strategies and the motivations and beliefs that propel them do not develop independently. Thus, educational policies must provide the context in which learners—and their teachers—are afforded the necessary time and resources to develop the cognitive strategies, motivations, and beliefs necessary to succeed in today's world. (Dinsmore, 2019)

Many studies in that field led to the emergence of a new trend called Cognitive Strategy Instruction (CSI), which plays a vital role in the many operations occupying the human brain, especially the learning activities with which the apprentice is concerned. It is of first importance to learn about cognitive strategies to reach the study's aims.

CSI is here an instructional approach that emphasizes the development of thinking skills and processes as a means to enhance learning (Livingstone, 2003, p. 5). Scheid (1993) argues that teaching cognitive

strategies helps students become strategic, self-reliant, flexible, and productive in their learning endeavors (as cited in Livingstone, 2003, p. 5). In other words, cognitive strategies are thought processes that are “procedural, purposeful, effortful, willful, essential, and facilitative” (Alexander et al., 1998, p. 130 as cited in Dinsmore & Fryer, 2019, p. 108) to solve a problem or complete a task. For instance, when writing a text, a learner may decide to use some of his prior knowledge to make his ideas clearer. The writer intentionally employs a cognitive strategy, i.e., a procedure that takes cognitive effort and facilitates understanding of the text outcomes (Dinsmore & Fryer, 2019, p. 108).

2.5. Cognitive Strategies in Translation Studies

Cognitive strategies used during the translation process are pedagogical ways that enable translation learners to manage their own learning process in translation theories and practice. They also mediate the transition from teaching translation to its student learning activities. Both instructors and students of translation studies acquire translation cognitive strategies from their experience and schooling in the field, whether they were good or bad experiences. The obtained results help them acquire the needed knowledge to understand cognitive strategies.

- **Planning (identification of problems):** is the first stage during which the learner plans for his translation process through one or many tasks he undertakes. For example, when dealing with a literary work or a master chief, the learner would better prepare a plan that is tested for its validity and reliability for that type of text.
- **Reasoning and predicting (search and retrieval of relevant information):** the learner here is called to be pretty aware in his reasoning that should be based upon logic and critical thinking. He would better have a specific ability to use reason and logic in his thinking process to predict the writer's intention successfully. This latter would help the learner reach the writer's mind to understand the meaning of his writing to be able to render it in the target language correctly.

- **Analyzing and using context (problem-solving strategies and choice of solution):** the learner here is incited to start a more complex activity in his brain based on drawing out some relationships through the analysis of the various aspects of the source text. He is then asked to build up other relationships concerning the belonging of some ideas as microstructures to some other macrostructures like whole texts and context to make the meaning clearer in the mind. Hereafter, the learner will be able to grasp the meaning of the source text and then render it the correct way in the target language.
- **Revision (evaluation of the solution):** during the revision phase, the learner is called to use all of his cognitive and metacognitive strategies to revise every detail in the target language, comparing it to the source text to make sure the meaning is pretty correct and rendered its best way in the target language. Revision is the last phase during which the learner examines the fruitfulness of translation strategies and techniques used to render the source language message the best and correct way. That is to produce an effect on the target reader similar to the one the source text has on its reader.

3- Methods

An exploratory survey field study was performed based on a questionnaire to answer the research questions. The questionnaire was completed online with total anonymity. A total of 81 students participated in the research. All participants were university students in their first-year master, majoring in English, and had selected literature and civilization as their specialty. Seventeen-item instrument, and its responses are made on a 5-point scale, ranging from 1 (strongly agree) to 5 (strongly disagree). The questionnaire has demonstrated a considerable internal consistency ($\alpha = 0.701$)

The questionnaire included four sections. The first section consisted of three questions about participants' level, their methodology efficacy in translating, and their skills in ensuring translation quality. Section 2 invited

participants to answer questions about the first phase of the translation process, i.e., understanding. The participants answered five Likert-type items about their behavior when starting a translation task. All the items were related to the first cognitive strategy: "planning." The participants then dealt with 11 items in section 3. All items were related to the cognitive strategies "**Reasoning and predicting/ Analyzing and using context.**" Participants answered questions about the steps they follow during a translation process. Finally, in section 4, respondents answered two questions about their behavior after finishing a translation task. This corresponds to the third cognitive strategy: "**Revision**".

The number of items was limited to avoid the motivational and attention al inconveniencies of longer questionnaires that require intense concentration. In the current study, cognitive strategies awareness is studied. They were selected because these constructs have a significant role in ameliorating EFL students' level in completing translation tasks.

4- Results and discussion

The relative importance index, RII, was computed for each translation cognitive strategy to identify the most significant ones for EFL students at the department of English at the University Mohamed Boudiaf of M'sila. The strategies were ranked based on RII values. From the ranking assigned to each cognitive strategy of translation, it was possible to identify the most used strategies for the questionnaire participants. To compute the Relative Importance Index (RII), the researchers used the following equation:

$$RII = \Sigma W / (A * N)$$

W=the weighting given to each item by the respondents

A= is the highest weight

N= is the total number of respondents

They referred to the following table to determine the importance level

Table 1. Importance levels order

RII VALUES	IMPORTANCE LEVEL	
$0.8 \leq RII \leq 1$	High	H
$0.6 \leq RII \leq 0.8$	High-medium	H-M
$0.4 \leq RII \leq 0.6$	Medium	M
$0.2 \leq RII \leq 0.4$	Medium-low	M-L
$0 \leq RII \leq 0.2$	Low	L

The results of the three sections of the questionnaire are demonstrated as follows:

4.1. Section one:

Table 2. Students’ attitudes before starting a translation

Statement	Mean	Std. Deviation	RII	Importance level
1. I read through the whole text to get a general idea about the subject, the characteristics, and the type of the text.	1,50	0,656	0,3	M-L
2. I think about the desired communicative impact of the text on the targeted readers	2,28	1,018	0,456	M
3. I divide the text into chunks and short complete units.	2,10	1,051	0,42	M
4. I highlight difficult words, key concepts, and key terms before beginning the translation	1,84	0,961	0,368	M-L
Section one	1.93	0.921	0.386	M-L

Source: the researchers

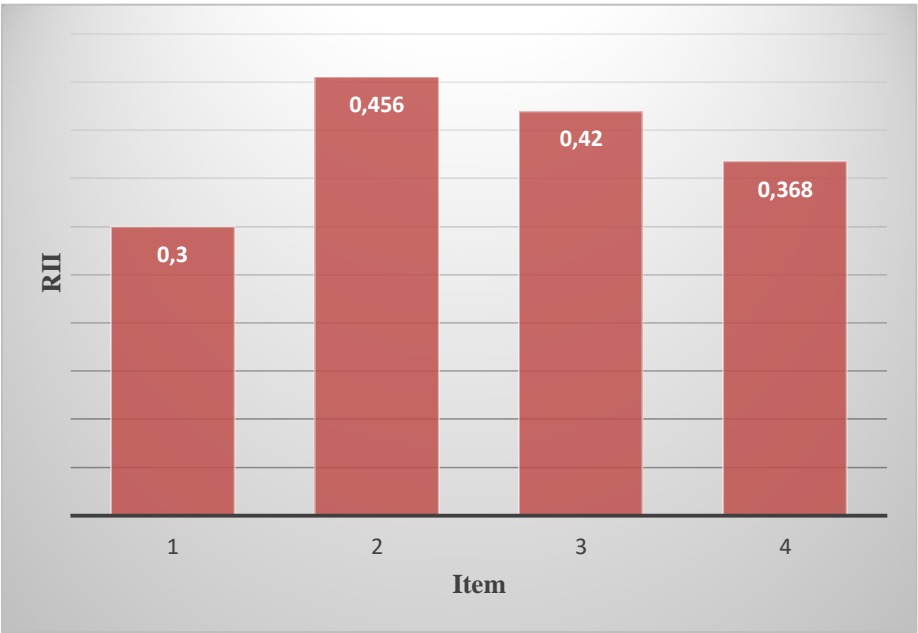
The items were ranked by RII as follows:

Table 3. Section one items ranked by RII

Rank	Statement	(RII)
1	I think about the desired communicative impact of the text on the targeted readers	0,3
2	I divide the text into chunks and short complete units	0,456
3	3. I highlight difficult words, key concepts, and key terms before beginning the translation	0,42
4	I read through the whole text to get a general idea about the subject, the characteristics, and the type of the text	0,368

Source: the researchers

Figure 1. Section one items ranked by RII



Source: the researchers

It could be seen in the table above that respondents give medium importance to items 2 and 3 and medium-low importance to items 1 and 4. They ranked the item “I think about the desired communicative impact of the text on the targeted readers” as the most important step, with a RII of 0,456%, followed by the item “I divide the text into chunks and short complete units.” with RII of 0,42 %. Contrariwise, item “I read through the whole text to get a general idea about the subject, the characteristics, and the type of the text” is the least important step, with a RII of 0,3%. That is, most students (more than 65%) give importance to the function of the text and its segmentation, reading, and finding difficult/key parts to a lesser degree.

Participants showed a positive attitude towards detecting the text function. They believe that translators have to know the type of text in hand before proceeding with translation, and this will allow them to convey this text to the target language without meaningless extensions or changes in meanings or forms (Reiss, 2002). On the other hand, participants believe text segmentation is important. It should be noted that a Translation Unit is a text segment, which the translator will deal with as a single unit. The *Translation Unit* can vary in length depending on the source-language text and the translator (Gile, 2009).

The results also confirm that EFL students at Mohamed Boudiaf University are aware that reading will help them construct an integrated, meaningful representation and then reformulate the input message to the TL (Macizo&Bajo, 2006, p. 2). Indeed, While reading, one can combine his previous experience with the text he is reading” (Razi, 2004 as cited in Kafipour&Jahansooz, 2017, p. 26) and compare it to contexts conveyed by the source text in order to make predictions and consequently to make inferences (Venuti, 2008 as cited in Kafipour&Jahansooz, 2017, p. 27). As Bell (1993) believes, a skillful translator has to be a skillful reader (p. 104). In short, the results of the first section of the questionnaire show that students are aware of the importance of planning as a first stage during which they undertake many tasks like reading the text, detecting its function, and segmenting it into units.

4.2. Section two:

Table 4. Students’ attitudes while translating

Statement	Mean	Std. Deviation	RII	Importance level
5. I look for the meanings of key concepts, key terms, and difficult words.	1,74	0,882	0,348	M-L
6. I put meaning hypothesis for units before I start translating them	2,38	1,084	0,476	M
7. I check meaning hypothesis validity by checking if the meanings I guessed are consistent throughout the text	2,15	0,982	0,43	M
8. I try to get the meaning of the difficult terms/ words and their accurate equivalence in the target language from the context.	1,73	0,616	0,346	M-L
9. I skip and ignore the difficult terms/words and avoid translating them.	3,69	1,109	0,738	H-M
10. I just borrow the difficult terms/words literally from the target language	2,80	1,060	0,56	M
11. I put translation hypothesis by suggesting temporary equivalent meanings to the units in the target language	2,36	0,889	0,472	M
12. During my translation, I monitor my translation fidelity to the source text, author intention, target language, and readers.	2,30	0,960	0,46	M
13. During my translation, I make sure that I have not missed any content or misinterpreted any meaning.	1,97	0,939	0,394	M-L
14. During my translation, I make sure that I am using consistent terms throughout the text terminology.	2,16	0,854	0,432	M

15. During my translation, I compare each chunk of text with the original text	1,94	0,790	0.388	M-L
Section	2.29	0.924	0.458	M

Source: the researchers

The items were ranked by RII as follows:

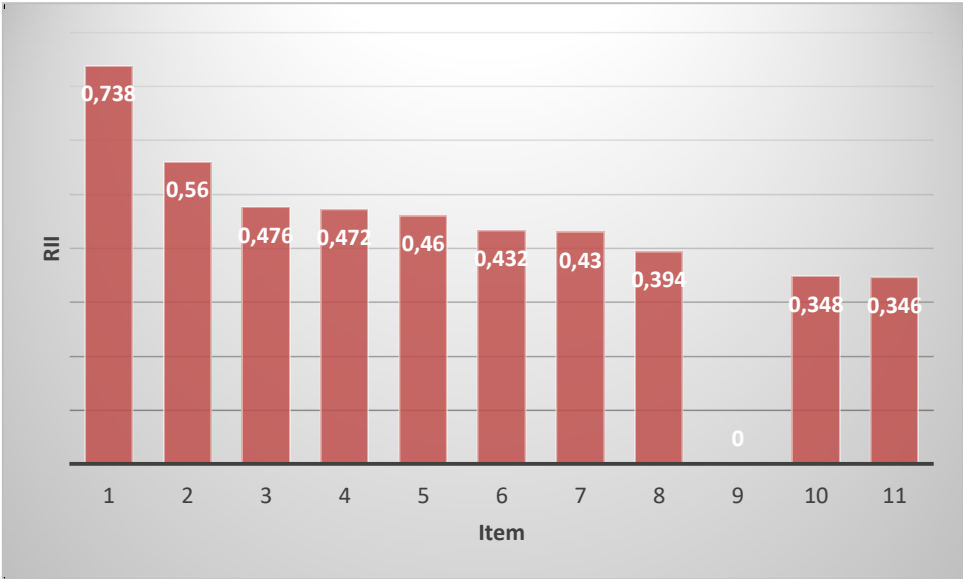
Table 5. Section two items ranked by RII

Rank	Statement	RII
1	I skip and ignore the difficult terms/words and avoid translating them.	0,738
2	I just borrow the difficult terms/words literally from the target language	0,56
3	I put meaning hypothesis for units before I start translating them	0,476
4	I put translation hypothesis by suggesting temporary equivalent meanings to the units in the target language	0,472
5	During my translation, I monitor my translation fidelity to the source text, author intention, target language, and readers	0,46
6	During my translation, I make sure that I am using consistent terms throughout the text terminology	0,432
7	I check meaning hypothesis validity by checking if the meanings I guessed are consistent throughout the text	0,43
8	During my translation, I make sure that I have not missed any content or misinterpreted any meaning	0,394

9	During my translation, I compare each chunk of text with the original text	0.388
10	I look for the meanings of key concepts, key terms, and difficult words.	0,348
11	I try to get the meaning of the difficult terms/ words and their accurate equivalence in the target language from the context.	0,346

Source: the researchers

Figure 3. Section two items ranked by RII



Source: the researchers

Item 9: “I skip and ignore the difficult terms/words and avoid translating them” is clearly the highest in the ranking for the targeted sample with a RII of 0,738%, as shown in Table 5. Medium importance is given to item 10 with a RII of 0,56%. This means that difficult words and key parts are skipped if a meaning is not understood or borrowed if a translation is not found. Results also show that they had fallen under medium importance

level (medium to items 6, 7,11,12, 14 and medium-low to the items 1,8,13, 15). This means that students moderately formulate (mentally) a *Meaning Hypothesis* for the text segment they are processing as a *Translation Unit*, i.e., they temporarily assign a meaning to it (Gile, 2009). To do this, they rely on knowledge of the source language and the relevant part of the Knowledge they already have. In case this *Knowledge Base* does not provide the translator with all the knowledge required to formulate a Meaning Hypothesis, in which case they have to look for additional information in documentary sources (Gile, 2009).

In addition, the respondents moderately look at the idea or information they believe that the *Translation Unit* expresses and examine it critically in the light of other information available in their Knowledge Base (Gile; 2009), including information just added while reading the text, so as to detect potential contradictions. If, in the process of this Plausibility Test (Gile, 2009), they find that their tentative Meaning Hypothesis is not plausible or not plausible enough, they try to construct another Meaning Hypothesis and run it through the same test. Only when they reach a Meaning Hypothesis that passes the Plausibility Test satisfactorily, do they move on to translation activities in depth.

One can say here that M’sila University learners are aware of their reasoning that should be based upon logic and critical thinking. However, they cannot use reason and logic in their thinking process to succeed in predicting meanings and proposing equivalences. They do not know how to start complex activities related to analyzing and using contexts by drawing out some relationships between some ideas as microstructures to some other macrostructures like whole texts and context to grasp the meaning of the source text and then render it the correct way in the target language.

4.3. Section three:

Table 6. Students’ attitudes after translation

Statement	Mean	Std. Deviation	RII	Importance level
16. I check my translation hypothesis validity by checking	2,05	0,846	0,41	M

the accuracy and the correctness of the assumed equivalences.

17. I check if there were any misspellings or grammatical errors and corrected them.

Section

1,48	0,714	0,296	M-L
1,76	0,78	0,352	M-L

Source: the researchers

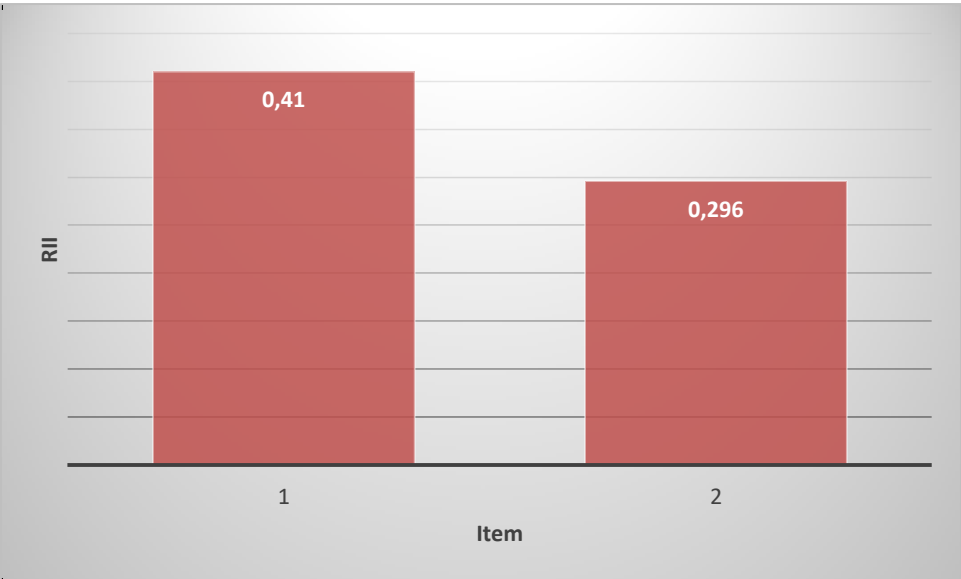
The items were ranked by RII as follows:

Table 7. Section three items ranked by RII

Rank	Statement	(RII)
1	I check my translation hypothesis validity by checking the accuracy and the correctness of the assumed equivalences.	0,41
2	I check if there were any misspellings or grammatical errors and corrected them.	0,296

Source: the researchers

Figure 3. Section three items ranked by RII



Source: the researchers

Table 7 displays medium importance to item 16 with a RII of 0,41% and medium-low importance to item 17 is 0,296%. That is, students at the department of English (University of M'sila) have positive attitudes towards checking the validity and correctness of the selected equivalent. They proceed to a fidelity test as proposed by Daniel Gile (2009). However, they are less aware of norms of acceptability, i.e., correct spelling and grammatical clearness.

It is worth mentioning that the translator makes sure that the target-language version of the Translation Unit complies with fidelity requirements. The translator can check that none of the relevant information (the Message) in the Source Text has been omitted in the translation unless it is present elsewhere in the text or can be inferred easily from it and that no unwarranted information not contained in the source-language Translation Unit has been added (Gile, 2009). If Fidelity Test results are not satisfactory, the translator proposes a new reformulation of the Translation Unit and tests it again for fidelity recursively until the test result is acceptable.

In addition, the translator must analyze the transmission of a message in terms of a dynamic dimension. This analysis is especially important for translating since the production of equivalent messages is a process, not merely of matching the parts of the utterances but also of reproducing the total dynamic characters of communication (Nida, 1964, p.120). To come to this end, the target text must be a part of the reader's world and complies with its rules and customs, which will lead to harmony or fidelity between the source and the target text (Nord, 1991). A translator must respect the prevailing translation conventions produced by social behavior (Nord, 1991). Accordingly, the translator tests the target-language version of the Translation Unit for editorial acceptability; that is, s/he checks that it is editorially fit to serve its intended function in the target group in terms of clarity, language correctness, stylistic appropriateness, cultural/social adequacy and compliance with conventional terminological usage (Gile, 2009). As for the fidelity test, the process is repeated until the results are satisfactory.

Although revision is the last phase during which the learner examines the fruitfulness of translation strategies and techniques he used to render the source language message the best and correct way, the results show that participants do not use all their cognitive strategies to revise every detail in the target language. They simply compare the produced translation to the source text to make sure the meaning is pretty correct and rendered.

Overall, the comparison between the three sections shows that EFL students at the University of M'sila give more importance to strategies they use during a translation task, i.e., reasoning and predicting meanings, analyzing and using contexts with a RII of 0.458%. On the other hand, learners give medium-low importance to cognitive strategies taking place before and after translation with a RII of 0.386% and 0.352%, respectively. That is, EFL students are less aware of the importance of planning their translations or revising them, and they believe translation is a simple task that can be finalized naively.

5- Conclusion

Second language teaching/learning situations, especially in higher education in English institutions, are crucial to all fields of studies. Hence, professionals are giving more attention to the approaches that can improve learners' skills. Accordingly, the language-learning process needs more effective ways to acquire knowledge related to the language and its culture. Here one can say that translation may play a vital role in understanding foreign languages and their cultures and providing effective communicative methods based on interculturality and civilizational interchange. In other words, mastering translation methods effectively helps EFL students acquire the knowledge they need to learn a second language since translation is a special type of cognitive behavior. The steps translators undertake, i.e., identification of problems; clarification of problems; search and retrieval of relevant information; problem-solving strategies; choice of solution; and evaluation of the solution, can be identified as effective learning cognitive strategies. What is meant here are three cognitive strategies related to translation and happening before, during, and after a translation task. That is,

(a) planning as the first stage during which the learner plans for his translation process through one or many tasks he undertakes. (b) Reasoning and predicting is a second stage where the translator uses logic and critical thinking to succeed in predicting the writer's intention and render it in the target language correctly. (c) Analyzing and using context that consists of analyzing the various aspects of the source text and building up relationships to render the meaning clearer then transfer it the correct way in the target language. (d) Revision as the last stage during which the learner uses all the cognitive strategies to revise every detail in the target language, comparing it to the source text to make sure the meaning is correct and rendered its best way in the target language.

In this perspective, results of the first section of the questionnaire show that students are aware of the importance of planning as a first stage during which they undertake many tasks like reading the text, detecting its function, and segmenting it into units. The analysis of the questionnaires revealed that M'sila University learners are aware of their reasoning that should be based upon logic and critical thinking. However, they cannot use this reason and logic in their thinking process to succeed in predicting meanings and proposing equivalences. Results also showed that participants do not use all their cognitive strategies to revise every detail in the target language; they simply compare the produced translation to the source text to make sure the meaning is correct and rendered. The comparison between the three sections showed that EFL students at the University of M'sila give more importance to strategies they use during a translation task, i.e., reasoning and predicting meanings, analyzing and using contexts compared to cognitive strategies taking place before and after translation.

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