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**An investigation into the Use of Metacognitive Strategies in
Translating Pragmatic Texts**

The Case of First Year Master Students at University of M'sila

*Dissertation Submitted to the Department of English in Partial fulfillment of the
Requirements for the Degree of Master*

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Abstract

Translating pragmatic texts is considered as a challenging task for most EFL learners, due to the lack of knowledge about the crucial aspects and requirements of the pragmatic translation. This study attempts to investigate the use of metacognitive strategies in translating pragmatic texts by master one EFL learners at Mohammed Boudiaf University of M'sila, as well as, to examine their employment of these strategies and to figure out the frequently used category of the three main MSs, .i.e. planning, monitoring, and evaluating strategy, in pragmatic translation. This study aims to raise learners and teachers' awareness about the importance of the use of MSs in improving translation process and products. In this descriptive study, the data were gathered by means of a prospective questionnaire was distributed to 32 M1 students from both specialities; Linguistics and English Literature, to investigate their awareness about the MSs, a pragmatic text translating test was handed for 30 students of M1 English Literature beside a retrospective questionnaire to investigate the application and employment of MSs in translating pragmatic texts by learners. The data obtained from the research tools were analyzed quantitatively and qualitatively. The findings show that M1 students at Mohammed Boudiaf University of M'sila are using the MSs in translation at a medium level; yet, they are unaware of their use. In translating pragmatic texts, the results indicate that M1 students used all the three categories of MSs. Compared to other MSs, planning was the most used strategy among students when translating the pragmatic text.

Keywords: *Translation, metacognitive strategies, pragmatic texts.*

Dedication

This work is dedicated to:

My precious and great parents, whose endless love, constant support and prayer has enabled me to reach this milestone, I could not have imagined achieving this without you,

To my beloved sisters and brothers, and my lovely nieces and nephews, whose love, sacrifice, understanding, and advice encouraged me throughout the period of this study,
To my closest friends Amel and Aisha, whose warm words and deep love cheered me up

to accomplish this work with full passion

To my mentor Mr. Chaouki, whose assistance, insight and guidance brought about the motivation during the years of my academic study. I owe him an important debt of
gratitude

This work is dedicated with respect and love.

Firdaws

Dedication

I thank Allah, the Almighty, for everything

This work is dedicated to

My parents: Thank you for your encouragement and motivation all the way long. Your support and constant love have sustained me throughout my life. Thank you for your never-ending love. Thank you both for all your sacrifice.

My dear brothers and sisters. Thank you for your love and support.

My whole family.

My friends: Thank you for being there whenever I needed you.

All my teachers who taught me from primary school until the university: I am so thankful for you.

All the people that I love and care about.

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List of Abbreviations

%: Percentage

EFL: English as a Foreign Language

Freq.: Frequency

M1: Master One

M: Mean

MSs: Metacognitive Strategies

N: Number of the Students

N°: Number

SD: Standard Deviation

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General Introduction

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5. Aims of the Study
6. Research Methodology
 - 6.1. Methods
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General Introduction

Translation has been for many years recognized as a communicative bridge between speakers of different speech communities. However, it is still seen as merely a linguistic skill for EFL learners. The translation task contrasts from the language learning task in various regards relating to the nature of the discipline itself. That is to say, the translation task is not simply a matter of decoding a message in one language and encoding it in another. It is a mental activity that needs a high degree of awareness. According to Delisle (1980), in teaching translation, we aim to understand the mental process of transferring meaning explicit to the learners. This process can be referred to as metacognition.

Metacognition is generally defined as one's cognition about cognition or thinking about thinking. However, it can be defined in relation to translation as the learners' awareness about (a) what translation is exactly as a competence different from language competence per se; (b) what factors influence its acquisition and development; (c) what to do to obtain or promote such competence (Madoui, 2012). In this respect, Ulrych (1995) asserts that translators [...] require the cognitive and metacognitive skills that will allow them to assess their expanding competence and to control their performance concerning a wide variety of text types and fields of discourse.

Another primary obstacle that EFL learners may face during the translation process can be related to the nature of the translated text. Two types of texts were distinguished; literary and non-literary texts. Since it is the main topic of our study we will focus on the non-literary texts which refer to pragmatic texts. Delisle (1980) introduces this concept as the scientific and academic papers, instructions for use, tourist guides, and contracts. Which in turn, require specific competencies. Therefore, translating this type of texts is regarded as a daunting task for EFL learners.

On the other hand, raising learners' awareness about the use of MSs would enhance their performance, as well as, makes them conscious of their translation process. Accordingly, the use of metacognitive strategies is believed by many scholars as a sign to bridge between EFL learners linguistic abilities in both target and source language and

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the distinct needed skills to overcome the difficulties to produce a more appropriate translation.

1. Statement of the Problem

Translation is considered as a challenging task which requires a linguistic competence of the source and the target language, followed by their cultures and strategies that allow learners to translate the intended meanings correctly and appropriately. Despite learners' linguistic high proficiency, they often produce a poor quality of the translated text (Kroll & Stewart, 1994). However, making use of the metacognitive strategies may enable them to bridge between their linguistic abilities in both target and source language and the different requirements of the translation process, to produce a more appropriate translation of the different proposed texts. This study, therefore, set out to investigate the use of metacognitive strategies in translating pragmatic texts by EFL students at University of M'sila.

2. Research Questions

In light of the above, this study attempts to answer the following questions:

1. What is the general state of the use of metacognitive strategies by master one' students in translation?
2. Do master one students use metacognitive strategies in pragmatic translation? If yes, which of the three main MSs do they employ most during their translation of pragmatic texts?
3. To what extents do master one students apply and use the MSs in pragmatic translation?

3. Research Hypothesis

1. Master one EFL students use a variety of strategies when translating; however, they are unaware of their use of the MSs.

2. Master one EFL students use all three categories of MSs when translating pragmatic text aiming to satisfy the demands of pragmatic translation.

4. Significance of the Study

This research is significant because it attempts to investigate the relationship between metacognitive strategies use and EFL learners' translation process, which in turn, would be a contribution to the research on translation learning and training. In particular, it is significant for both EFL learners and translation teachers. First, the research would be important for EFL learners raising awareness on the use of metacognitive strategies, thus, being able to control and manage their translation process and to overcome the difficulties they face during this process in general, and to produce an appropriate translation of pragmatic texts in particular. Second, the present study can help teachers who seek to improve the student's translation product. In simple words, it provides an important opportunity to teach translation effectively and to facilitate the translation process.

5. Aims of the Study

The main objective of this research is to shed light on students' general state of the use of metacognitive strategies in translation at university of M'sila in terms of awareness. Moreover, the research attempts to examine master one students' use of the MSs and to figure out the frequently used category of the three main MSs in translating pragmatic texts. Furthermore, it is important to provide insights into the strategies employed by students in the pragmatic translation process.

6. Research Methodology

This section provides the used research methods, the sample of the study followed by the data gathering tools, and the structure of the dissertation.

6.1.Methods

The aim of this study is seeking to investigate the use of metacognitive strategies in translating pragmatic text. A descriptive method is conducted; both qualitative and quantitative methods are used to rich the objectives of this study. Data are analyzed quantitatively and qualitatively through which descriptive statistics and thematic interpretation are provided.

6.2.Population and Sampling

The population and sampling of this study is master one students of English at University of M'sila. The target population of this study is 130 students. The first prospective questionnaire is conducted with 32 students, which represent about 25% of the population. While a translation test and retrospective questionnaire are carried with 30 students of Master English Literature students. The first sample of this study was selected through a quota sampling technique, and the second sample was selected based on a convenience method.

6.3.Data Gathering Tools

To check the research hypothesis, a prospective questionnaire is addressed to master students to investigate their awareness about the MSs, and a retrospective questionnaire besides a text translating test are conducted to investigate their employment of MSs in the case of translating pragmatic texts.

6.4.Structure of the Study

The present study is divided into two chapters: The first chapter is devoted to the literature review and the second one is about the fieldwork and findings obtained from the research instruments. The first chapter is arranged into two sections. Section one attempts to form a comprehensive overview of metacognition, its components and strategies. Furthermore, it provides insights into teaching metacognition. The second section is devoted to translation. It attempts to introduce the concept of the translation

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process, the translation quality, fidelity, and translators' skills. Moreover; it sheds light on pragmatic texts translation and stating its use. It also tackles the relationship between the use of metacognitive strategies and translation. The second chapter, on the other hand, presents the data derived from the instruments used in the study, discusses the results, offers an interpretation of the findings, and provides some recommendations and pedagogical implications. The dissertation ends with a general conclusion to sum up all the discussed points in the two chapters.

7. Literature Review

Translation has a significant position in the evolution of different societies around the world. The act of cross-cultural communication without translation and translators is somehow unattainable; thus, they play a vital role in human interactions. Therefore, translation is critical for social harmony and peace. In this respect, Robinson (1997) asserted that "the study of translation and the training of professional translators is without question an integral part of the explosion of both intercultural relations and the transmission of scientific and technological knowledge" (p.2). Furthermore, the use of translation in teaching languages can facilitate the learning process (Cook, 2010; Karimian & Talebinejad, 2013; Liao, 2006). As House (2009) noted that "far from being an obstacle to learning a foreign language, the L1 is a useful resource on which learners can draw to ease their way to more secure knowledge of and proficiency in the foreign-language" (p.68). That is to say, translation may have a positive influence on the learners in terms of making them less stressed or more motivated.

Despite the attention that translation has received in the domain of teaching and learning languages, it is still considered as a purely linguistic task. In this regard, Dingwaney and Maier (1995) excluded this vision stating that translation is not only an interlinguistic process. It is more complicated than supplanting source language text with target-language text and involves cultural and educational distinctions that can shape the options and attitudes of recipients. Translations are never produced in a cultural or political gap and cannot be separated from the context in which the texts are set. That is

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to say, the translator cannot just look for equivalent words in the target language to render the meaning of the source (Dingwaney and Maier, 1995, p.03). However, he or she must evaluate, alter, adjust and then he or she can show and publish. Exactly like a written work, translating too involves certain steps (Sager, 1994). Furthermore, Robinson (1997) claimed that translation is an intellectual action requiring multiple means of conscious and unconscious training. Equally important, he suggested that it is an intelligent activity, which demands creative problem-solving in a novel, textual, social, and cultural conditions. That is, the requirement of metacognition in the process of translation.

On the other hand, Metacognition is defined as "an individual's knowledge and control over one's own cognitions" (Schraw & Dennison, 1994, p. 25). Generally, individuals who have strong metacognitive awareness are able to guide their progress towards their purposes, finding out their qualities and weaknesses, and adjusting their learning strategies properly to achieve useful results (Flavell, 1979). Recent studies proved that students who are metacognitively conscious function better than unconscious students (Garner & Alexander, 1989; Pressley & Ghatala, 1990, as cited in Schraw & Dennison, 1994). Principally because metacognitive awareness encourages students to decide, organize and adjust their learning in a way that promotes performance (Schraw, 1994). Particularly, in translation, researchers Niemi (2002), Shimamura (2000) and Jacob & Paris (1987) noticed that many translation learners were not well-equipped to manage the academic text. One of the commonly mentioned concerns was the shortage of understanding of the students' cognitive process, also known as metacognition, to maintain their translation capacities. To put it differently, translation is viewed as a communicative and cognitive process rather than a word-for-word replacement (Boullata, 2014). The cognitive processes of translation into the first language (L1) automatically occur when students, particularly novices, translate in a second language (L2); so it seems logical to include the translation of authentic materials in FL classrooms and use its learning potential (Leonardi, 2010). Furthermore, Shreve (2006) pointed out the role of metacognition in translation stating that changes in the metacognitive enterprise are highly correlated with enhancing expertise in the translation activity. That is to say,

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metacognition is considered as a critical point in translation understanding as claimed by Motlaq & Yousefi (2016).

At the same time, the difficulty of the translation process can be a result of the type of the proposed text. Fundamentally, two types of texts were distinguished; literary and non-literary texts, the latter is indicated to the concept of “Pragmatic Texts”. Delisle (1980) refers to this concept as the set of texts which are arranged by the application of "pragmatic" and show that the intended meaning is not necessarily presented in the linguistic signs, whatever the semantic contribution of their syntactic combination, however, it is formed by the speaker/writer and the listener/reader from linguistic meanings supplemented with non-linguistic contexts.

Despite the bulk of literature in the field of translation, previous studies have dealt with the concepts of metacognition and pragmatic texts in relation to translation separately. The area of the use of metacognitive strategies in translating pragmatic texts necessitates further studies. In fact, we must mention that a serious question ought to be tackled concerning how the use of metacognitive strategies can influence the process of translating pragmatic texts appropriately and meaningfully. Hence, it is attempted to raise EFL learners awareness about this process and how they best overcome the difficulties they face. Thus, learners' translation outcomes are to be improved.

CHAPTER ONE: Metacognitive Strategies and Translation of Pragmatic Texts**1.1. Section One: An Overview of Metacognition****Introduction****1.1.1. Metacognition****1.1.2. Cognition and Metacognition****1.1.3. Metacognition Components**

1.1.3.1. Metacognitive Knowledge

1.1.3.1.1. Declarative Knowledge

1.1.3.1.2. Procedural Knowledge

1.1.3.1.3. Conditional Knowledge

1.1.3.2. Metacognitive Regulation

1.1.4. Models of Metacognition

1.1.4.1. Flavel's Model of Metacognition

1.1.4.1.1. Metacognitive Knowledge

1.1.4.1.2. Metacognitive Experiences

1.1.4.1.3. Task and Goals

1.1.4.1.4. Strategies or Actions

1.1.4.2. Brown's Model of Metacognition

1.1.4.2.1. Knowledge of Cognition

1.1.4.2.2. Regulation of Cognition

1.1.5. Metacognitive Strategies

1.1.5.1. O'Malley and Chamot (1990) classification

1.1.5.1.1. Planning

1.1.5.1.2. Directed Attention

1.1.5.1.3. Functional Planning

1.1.5.1.4. Self-Management

1.1.5.1.5. Monitoring

1.1.5.1.6. Self-Evaluation/ Evaluation

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1.1.5.2. Oxford (1990) Classification

1.1.5.2.1. Centring your Learning

1.1.5.2.2. Arranging and Planning your Learning

1.1.5.2.3. Evaluating your Learning

1.1.6. Teaching Metacognition

Conclusion

Introduction

The notion of metacognition is often presented as a multidimensional set of overall, rather than domain-specific skills as described by Schraw (1998). Simply, it is thinking about thinking. It contributes significantly to the field of controlling and supporting students learning. When students are metacognitive, they have awareness about the several learning tasks in various contexts. Moreover, they are aware of the different strategies required and their appropriate use related to the context. This section introduces a brief definition of the concept of metacognition, its components, and its different models. Then, the basic metacognitive strategies are highlighted in addition to awareness-raising in teaching metacognition.

1.1.1. Metacognition

The concept of metacognition is mostly related to John Flavell (1976); it means “cognition about cognition” or simply “thinking about thinking” (p. 906). Kuhn & Dean (2004) added to that, metacognition can be used for “Awareness and management of one’s own thought” (p. 270) That is to say, the term is used to refer to the individual's awareness and control of his or her own learning or thinking process. It can be defined as "one's knowledge concerning one's own cognitive processes and products or anything related to them" (Flavell,1976, p.232). In other words, the term metacognition refers to an individual's awareness of their cognitive process in terms of personal strengths and weaknesses concerning the learning task.

Furthermore, Kuhn and Dean (2004) see that metacognition is what enables students to retrieve and use a strategy that they have learned to use in a particular context in a similar but new context. In cognitive psychology, on the other hand, metacognition is often seen as a form of executive control involving monitoring and self-regulation (McLeod, 1997; Schneider &Lockl, 2002).

1.1.2. Cognition and Metacognition

Another primary issue with the notion of metacognition is that it is generally difficult to differentiate between what is meta and what is cognition (Brown, 1987, p. 66). Flavell (1979), in turn, claimed that to make cognitive progress in the course of development, the learner learns about cognitive strategies and to monitor this process he or she is required to learn about metacognitive strategies. In fact, if we produce ideas to formulate a paragraph, we are here concerned with a cognitive strategy. However, if we appraise the logical grouping of those ideas, we are concerned with a metacognitive strategy.

Flavell (1979), in his model of metacognition, assumes that metacognition and cognition differ in their content and function, but are akin in their form and quality. For him "both can be acquired, be forgotten, be correct or incorrect, and metacognition can be expressed in external formulations, with said information being either correct or not, subjective, shared, or validated, just like cognition" (p. 906).

1.1.3. Metacognition Components

According to Flavell (1979) and straw (1981), Metacognition consists of two major components, knowledge of cognition and regulation of cognition. Knowledge of cognition involves three different sorts of metacognitive awareness: declarative, procedural, and conditional knowledge. Regulation of cognition, on the other hand, includes planning, monitoring, and evaluation as shown below in figure 1.

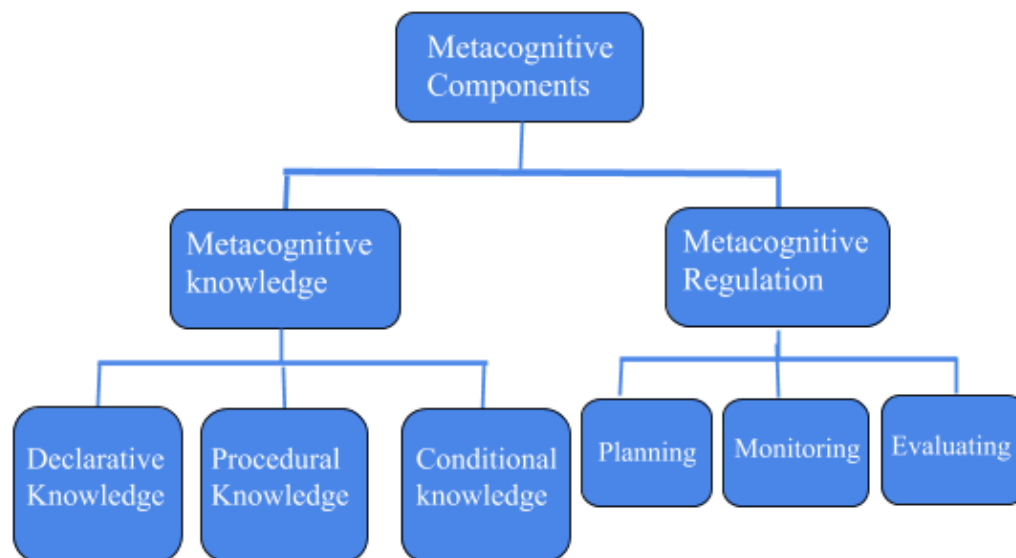


Figure 1: Components of metacognition (Schraw, 1998, p. 114)

1.1.3.1. Metacognitive Knowledge

Metacognitive knowledge covers knowledge of cognitive strategies, i.e; the several types, procedures in addition to the conditions for use. It usually includes three distinct types of metacognitive awareness: declarative, procedural, and conditional knowledge.

1.1.3.1.1. Declarative Knowledge

It involves the awareness of oneself as a learner and about what factors affect one's performance (Schraw & Moshman, 1995; Schraw, Crippen, & Hartley, 2006). It also refers to individuals' awareness of their affective states, including self-efficacy and motivation, and how these influence task performance (Harris et al., 2009, p. 133). In a broader sense, this knowledge refers to a self, task, and applicable strategies for accomplishing a particular task.

1.1.3.1.2. Procedural Knowledge

It refers to knowledge or awareness about the way to use strategies. It includes monitoring, regulation, and other thinking processes. It is related to one's knowledge of

learning strategies and procedural skills. Strategies might cover: "note-taking, slowing down for important information, skimming unimportant information, using mnemonics, summarizing main ideas and periodic self-testing" (Schraw et al., 2006, p. 114).

1.1.3.1.3. Conditional Knowledge

Conditional knowledge is the awareness about the appropriate use of a procedure, skill or strategy; why a procedure works and under what conditions, and why one procedure is more effective than another. In other words, it concerns one's knowledge about when, where, and why to use particular cognitive actions or strategies (Thamraksa, 2005).

1.1.3.2. Metacognitive Regulation

Metacognitive regulation is often defined as "metacognitive activities that help control one's thinking or learning" (Schraw&Moshman, 1995, p. 354). According to Livingston (1997), metacognition experiences are viewed as a monitoring phenomenon that can manage cognitive processes and guarantee that a cognitive objective has been reached. This process enables individuals to regulate and control learning.

Regulation of cognition is composed of three fundamental components: planning, monitoring, and evaluating; that assist learners to adjust and oversee their learning process through planning and monitoring cognitive activities. In simple words, metacognitive regulation is the regulation of cognitive activities and learning experiences through a set of actions that help people control their learning. (The three components are tackled in more details in metacognitive strategies part).

1.1.4. Models of Metacognition

Several models have been suggested from different conceptualization of metacognition, such as Flavell's model and Brown's model of metacognition which provide a theoretical framework for metacognition.

1.1.4.1. Flavell's Model of Metacognition

According to his model, the individual's ability to manage "a wide variety of cognitive enterprises occurs through the actions and interactions among four classes of phenomena: (a) metacognitive knowledge, (b) metacognitive experiences, (c) goals (or tasks), and (d) actions (or strategies)" (Flavell, 1979, p. 906).

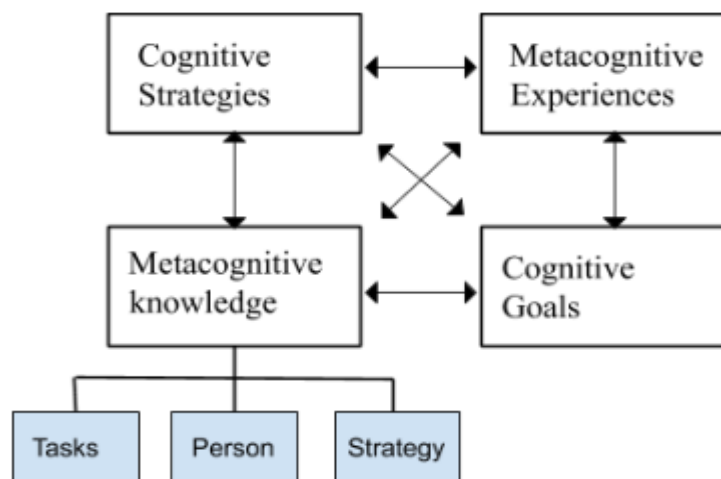


Figure 2: Flavell's model of metacognition (Flavell, 1979, p. 609)

1.1.4.1.1. Metacognitive Knowledge

Metacognitive knowledge refers to the part of one's acquired knowledge that has to do with cognitive or perhaps better viewed as psychological matter (Flavell, 1987). That is, This applies to the segment of individuals' stored knowledge that concerns them as cognitive beings and their distinct cognitive tasks, goals, actions, and experiences. In simple words, it includes one's absolute knowledge base that pertains to one's cognitive sphere as a whole. An example would be a child's acquired belief that unlike many of his or her friends, he or she is better at reading than at spelling. Furthermore, Flavell (1979) added that metacognitive knowledge mainly consists of awareness or assumptions about what factors or variables that influence the course and results of cognitive processes (p. 907). This knowledge is divided into three components: knowledge of person variables,

knowledge of task variables and knowledge of strategy variables (Flavell, 1987). Thus, it refers to "one's conscious and cognitive understanding of (a) people, (b) tasks and (c) strategy " (Haynie et al.,2010,p.222).

a) Knowledge of Person Variables

According to Flavell (1987), it refers to the acquired knowledge and beliefs involving what human beings are like as cognitive organism (affective, emotional, motivational, and perceptual) i.e. what an individual recognizes about his or her strengths and weaknesses in learning and processing information. It is subcategorized into intra-individual, which serves components such as self-efficacy, and confidence in learning, and inter-individual, which correlates the social interaction between individuals and universals that covers general knowledge (Flavell, 1987). An example of the first subcategory would be one's belief that he or she can remember more easily than another; of the latter, a belief that one can learn most things better by listening than by reading.

b) Knowledge of Task Variables

It incorporates the acquisition of knowledge about how the nature of the information encountered influences and restrains how one should deal with it (Flavell, 1987). In simple words, they refer to the understanding of the purpose, nature, and demands of the requested task and how it should be managed. As an example, you are aware that it will take you more time to translate a pragmatic text from English to Arabic than to translate a literal text.

c) Knowledge of Strategy Variables

It includes knowledge about both cognitive and metacognitive strategies, as well as conditional knowledge about which effective strategies can be applied to accomplish a task. In addition to that, it could be useful for achieving learning goals as stated by Nisbet and ShuckSmith (1986). As an illustration, you recognize that you need first to reread the text and to highlight the difficult words before to start translating the proposed text.

Finally, most metacognitive knowledge involves interactions or combinations between two or three of these three sorts of variables. To clarify a combination including all three, one might believe that a learner (unlike his/her mate - person variable) should apply strategy A (rather than strategy B, - strategy variable) in task X (as contrasted with task Y - task variable) (Flavell,1979, 1987). Moreover, a combination including two variables can be one's knowledge that he should use the technique of equivalence (rather than a literal translation - strategy variable) to translate idioms (task variable).

1.1.4.1.2. Metacognitive Experiences

As described by Flavell metacognitive experiences is "any conscious cognitive or affective experience that accompanies or pertains to any intellectual enterprise" (p.906). That is, it refers to a person's subjective internal responses to his own metacognitive knowledge, tasks, or strategies. By the same token, the individual's learning control through a set of cognitive activities and learning experiences is often referred to as the metacognitive regulation. In other words, One is having a metacognitive experience whenever he or she feels that something is hard to understand, learn, recognize or answer; far from the cognitive goal. Metacognitive experiences are particularly apt to occur in situations that stimulate a lot of careful, highly conscious thinking, and provide many opportunities for ideas and feelings about your thinking to arise. For example, after reading an assigned selection, the learner questions himself or herself about the overall concepts of the text as a cognitive goal is to understand the text to translate it appropriately. If he or she realizes that he or she cannot answer his or her own questions as a result of a lack of comprehension, then, he or she decides that he or she must reread the material to be able to answer the questions previously asked. If after rereading the material, he or she can answer the questions, consequently, the learner recognizes that he or she has developed an understanding of the proposed text. All these processes show that he or she is involved in the metacognitive experiences wherein he or she regulates and manages his or her own learning through self-questioning; which is considered as a common metacognitive comprehension monitoring strategy to ensure that the cognitive goal of comprehension is achieved.

1.1.4.1.3. Goals or Tasks

Metacognitive goals and tasks are the desired results or purposes of a cognitive test. This was Flavell's third major category. Goals and tasks involve awareness, committing actions to memory, or creating something, such as a written document or an answer to a math problem, or of simply enhancing one's understanding of something. The achievement of a goal draws on both metacognitive knowledge and metacognitive experience for its successful fulfilment.

1.1.4.1.4. Strategies or Actions

Metacognitive strategies are intended to monitor one's a cognitive process and to guarantee that a cognitive goal (for example, translating sentences appropriately) has been reached. Furthermore, a particular strategy could be requested for both cognitive and metacognitive aims and to progress toward goals in the cognitive or metacognitive domains as indicated by Flavell (1979). To clarify; he provided the example of questioning oneself at the end of a learning unit to promote knowledge of the content or to manage comprehension and appraisal of the new knowledge.

1.1.4.2. Brown's Model of Metacognition

Brown's model of metacognition (1987) is composed of two major components (a) knowledge of cognition, and (b) regulation of cognition.

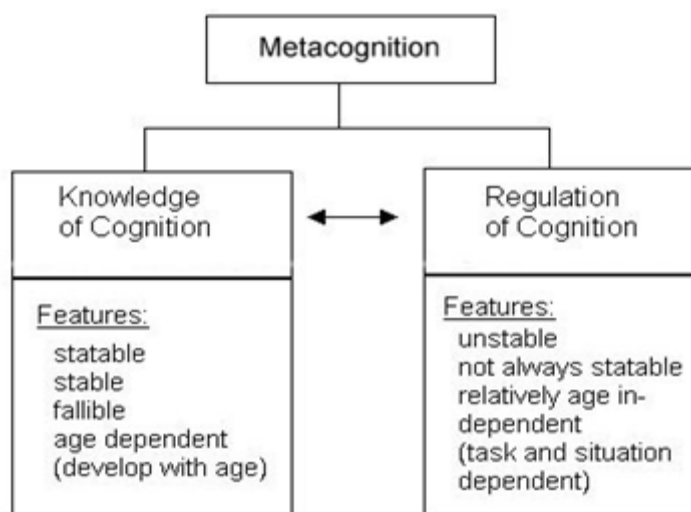


Figure 3: Brown's model of metacognition (Amado, 2004, p.15)

1.1.4.2.1. Knowledge of Cognition

It indicates the activities that involve conscious reflection on one's cognitive abilities and activities. In simple words, it refers to the information that human thinkers have about their own cognitive processes. This kind of knowledge is often stable, fallible, and age-dependent as it tends to progress at a later stage in life (Brown, 1987). As an illustration of the development of this knowledge during different phases of the individual's age, a study explicates that children of 10 and 12 years old are more capable to control their learning by devoting more time to studying difficult items than simple items when compared to 6- and 8-year-old children (Dufresne & Kobasigawa, 1989). That is, the ability to employ cognitive strategies develops by age.

1.1.4.2.2. Regulation of Cognition

It consists of the activities used to adjust and manage to learn. Planning activities such as guessing results, arranging strategies, and numerous forms of vicarious trial and error are adopted before undertaking a problem. Furthermore, monitoring activities including controlling, examining, revising and re-arranging one's strategies for learning are used

during learning, and finally evaluating the results of each strategic activity against criteria of efficiency and effectiveness (Brown et al, 1983, in Flavel and Markman, 1983).

1.1.5. Metacognitive Strategies

Second and foreign language learning strategies are defined as “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (Wenden & Rubin, 1987, p. 19). They are deliberate (Cohen & Macaro, 2007) and (at least to some degree) conscious schemes by which a student attains his or her learning purpose. There are numerous international second and foreign language (L2) learning strategies (LLS) classifications (Wenden& Rubin, 1987; O’Malley, Chamot, Stewner- -Manzanares, Küpper, & Russo, 1985; Oxford, 1990; Stern, 1992; Ellis, 1990 etc.). The differences between these taxonomies are principally due to the distinct research methods or measuring strategies at different language tasks in several contexts (such as foreign language learning or second language acquisition or on students with different L2 level of competence). From the most widely used taxonomies in teaching practice and research on language learning are Oxford’s (1990) taxonomy and O’Malley and Chamot’s (1990) taxonomy. Oxford (1990) divides LLS into two main strategies: direct and indirect. Direct strategies “involve direct learning and use of the subject matter” (p. 11) i.e. what the learner exhibits and produces explicitly. They are subdivided into three groups: memory strategies, cognitive strategies, and compensation strategies. Indirect strategies “contribute indirectly but powerfully to learning” (p. 11), they refer to the implicit control and regulation of the learning process by the learner. they are subdivided into: metacognitive strategies, affective strategies, and social strategies.

On the other hand, O’Malley and Chamot (1990) classify LLS into three subcategories: metacognitive strategies, cognitive strategies, and socio-affective strategies.

Since the concern of this section is on metacognition; metacognitive strategies will be tackled in more details below.

Metacognitive strategies are general competencies, skills, approaches and actions that help learners to manage, direct, regulate, and monitor their cognition and learning processes. The term of "metacognitive strategies" was defined by many scholars. However, researchers Brown (1983), O'Malley & Chamot (1990), Cohen (1998); shared a similar view concerning the definition and function of metacognitive strategies. They all affirm that the main function of metacognitive strategies is planning, managing, and evaluating one's own learning (Wu Hongyun, 2004). In the context of EFL learning and teaching, Learners who can use metacognitive strategies effectively are responsible for their own behaviours. They are conscious of their own thinking as they perform a specific task and can use this consciousness to control their activities. Anderson (2002) mentioned that one of the most significant skills that teachers can help learners enhance is to understand and control cognitive processes.

1.1.5.1.O'Malley and Chamot (1990) Classification

According to O'Malley and Chamot (1990), metacognitive strategies refer to the awareness about the learning and the ability to control learning through various processes such as planning, monitoring, and evaluating the learning task. That is to say, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities that ensure learners' direct engagement in the learning process (Holden, 2004). The basic metacognitive strategies that can lead to more effective learning and improved performance, as classified by O'Malley and Chamot (1990) include the following:

1.1.5.1.1. Planning

It refers to the ability to generate the fundamental ideas that are associated with the material to be learned. Planning incorporates the selection of opportune strategies and the allocation of resources that influence performance, predicting, determining time and effort allocation, selecting strategies, setting goals and making plans to achieve these goals are considered as the main activities of this process.

It can be selected at the beginning or when solving an academic problem. Schraw and Moshman (1995) emphasized that outcomes may be improved by the use of planning strategy irrespective of the setting and the content of the activity (p. 345-371). For instance, a quasi-experimental study was conducted to investigate the effect of metacognitive strategy (planning, self-monitoring) instruction on reading comprehension by Iranian EFL learners shows that training the students in using the metacognitive strategies (planning) improved their reading comprehension ability at various cognitive levels.

1.1.5.1.2. Directed Attention

This involves deciding generally what should be engaged in a learning task and overlooking the inappropriate answers and irrelevant distractions. Rosen (2002) defined directed attention in relation to listening tasks as the strategies used by listeners to focus on the proposed activities. As an example of that; getting back on track when losing concentration or focusing harder when facing understanding difficulties. In simple words; it refers to the individual's ability to fix attention on particular stimuli while suppressing other stimuli.

1.1.5.1.3. Functional Planning.

It involves planning for relevant linguistic components to accomplish a particular language task. For example, before translating a particular text the learner identifies the linguistic challenges that may face him during the translation process in relation to the proposed text (eg. selecting the exact words, looking for alternatives in the target language ...).

1.1.5.1.4. Self-management

This contains arranging the learning conditions that help one to learn and taking control over the learning activities. It can be defined as "metacognition in action" that enables to arrange aspects of problem-solving including the plans that learners make before taking a task (Paris and Winograd, 1990,p. 18).

1.1.5.1.5. Monitoring

Monitoring refers to the individual's accessible awareness of comprehension and task performance. The ability to engage in periodic self-testing while learning is a good example. It refers to period control of the proper use of the strategies applied to achieve a task (Cera et al., 2013, p. 115). Clearly, it involves self-observation activities, and it is related to monitoring one's cognition, motivation, affect, task demands, time and need for help (Zimmerman, 2002, p. 64-70). In simple words, it means appraising one's appropriateness or correctness of oral or written outcomes as well as appraising one's comprehension during the required task.

1.1.5.1.6. Self-evaluation/ Evaluation

Evaluation refers to checking the products and the regulatory process of one's learning. (Schraw et al., 2006, p.114). Typical examples include re-evaluating one's objectives and outcomes. It is related to the evaluation of the outcomes reached and the detection of the learner's reactions to these outcomes. It is particularly linked to the planning of metacognitive regulation (Schraw et al., 2006). When learners evaluate their learning, they may ask themselves if they were to perform a certain learning activity again or they might act differently. In simple words, the evaluation strategy enables learners to test their products of a language learning task after it has been accomplished. For instance, a learner revises the final translation of the proposed text to ensure that he or she has attained the intended objectives.

1.1.5.2.Oxford (1990) Classification

Oxford (1990) sees that Metacognitive strategies help to coordinate the learning process through planning, arranging, focusing, and evaluating their own learning process. According to her, they are considered as indirect strategies because they support and manage language learning without direct engagement. For instance; when new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning by allowing students to plan, control, and assess the learning that eventually helps them gain higher achievement and better learning outcomes. Three sets of strategies belong to this group which are: centring your learning,

arranging and planning your learning, and evaluating your learning as illustrated in the overview of foreign language learning strategies according to Oxford (1990, pp. 18–21).

1.1.5.2.1. Centring Your Learning

It aims to direct learner's attention toward particular language activities or skills. It includes activities such as overviewing and linking with already known material, paying attention and delaying speech production to focus on listening.

1.1.5.2.2. Arranging and Planning Your Learning

This strategy aids learners to organize their knowledge, so they may get the maximum benefit from their energy and effort. It involves; finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task (purposeful listening /reading/speaking/writing), planning for a language task, and finally, seeking practice opportunities.

1.1.5.2.3. Evaluating your Learning

It helps learners with problems like monitoring errors and evaluation of progress. It involves self-monitoring and self-evaluating.

When comparing O'Malley and Chamot's classification with Oxford's classification, it becomes apparent that Metacognitive strategies are generally consistent in both taxonomies. Precisely, they can be categorized into three major groups which are: planning, monitoring and evaluating the learning process.

1.1.6. Teaching Metacognition

As so many other skills and prowess, metacognition can be taught to students. Approaches to teaching students metacognitive strategies include direct guidance, teacher modelling, and application. Cognitive science has become a research centre in the world since the early 1980s (Georgiades, 2004), due to its philosophy daunting task of trying to come up with an integrating, bridging, and conceptual vocabulary between the various disciplines (philosophy, psychology, artificial intelligence, neuroscience, anthropology, and linguistics) to utterly explain the mind with its different levels and to understand the human nature.

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Hatano & Inagaki (1986) claimed that researchers started to investigate the ways experts exhibit thinking and how these thought processes can be taught to beginners to enhance their learning. Furthermore, Flavell (1987) recommended that good schools should be ‘hotbeds of metacognitive development’ (p.32) because of the possibilities they give for self- conscious education. That is to say; the learning process is both social and individual mechanism as stated by Milne & Taylor (1995) where they have proposed that (a) learning includes personal mental construction of knowledge by individuals; (b) learners subscribe to their conceptual structures, not because they are absolute, but because they are viable for them as individuals; and (c) knowledge construction is a social and cultural process mediated by language. For this reason, the development of metacognitive strategies is regarded as a significant factor in the constructivist-oriented classroom (Gunston,1994; Paris & Winograd, 1990). In other words, students' abilities to transfer or adapt their learning to new contexts and tasks can be increased by the use of metacognitive strategies (Bransford, et al., 2000, p. 12).

Metacognitive thinking is helpful for novices, it needs to be explicitly taught (Bransford, Brown, & Cocking, 2000; Lin, 2001). Learner's awareness about their thinking leads for greater efficiency, flexibility, and transferability of their knowledge to distinct contexts, which develops a greater ability to adapt to various tasks and ultimately lead to better learning (Pintrich, 2002; Sarver, 2006). However, learners' awareness must be developed through direct and explicit instruction to become an automatic process, in which the teacher helps them access their thinking (Pintrich, 2002; Sarver, 2006).

On the other hand, Teachers must be aware of their significant role in managing and ensuring the incorporation of metacognitive thinking. Metacognitive abilities must be explicitly developed in students thus, it is important that teachers design tasks to help students learn how to learn (Lin, 2001). Also, teachers must “model and coach, probe and challenge, guide and monitor, motivate and encourage, expect and hold accountable, and asses and prompt” so that students will “grow intellectually, socially, and personally.” (Crawford, 2007, p. 131)

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For direct guidance, teachers clearly explain the strategies to be taught, why they are significant and when students will need to use them. Teachers also present several examples to illustrate their instruction. They do this by raising the level of consciousness over the subject matter. In addition to that, they reflect on the tasks and contexts of distinct learning cases and on themselves as learners in these distinct contexts. Pintrich (2002) asserts that "Students who know about the different kinds of strategies for learning, thinking, and problem-solving will be more likely to use them" (p. 222).

More than providing learners with a direct explanation, teachers can model the strategies by using the "think out loud" technique to show "when and how" the metacognitive strategies should be used as stated by Hartman (2001). The most significant point in this approach is that teachers would produce a model of the thinking process by uttering out loud what is going on inside their minds. More importantly, learners must be provided with extensive opportunities to perform the same task under the guidance of the teacher so that they internalize them until they become automatic.

For planning, teachers should point out strategies and steps for tackling problems, rules to remember, and directions to follow. For instance, in translation classes, the teacher may ask the learners to divide the text into translation units and to choose the right sources so they can appropriately translate the text. For monitoring, on the other hand, teachers may ask learners some questions that help them to identify their time constraints, purposes, and ground rules under which they must work. And finally, for evaluating, after a giving task, the teacher may provide the learners with the correct answers and ask them to compare them with their answers to determine the areas of difficulties and to think of possible solutions. He or she may also provide them with a scale or clues to follow to diagnose their outcomes. For example; in the course of idioms, the teacher presents a set of idiomatic expressions and ask learners to translate them, then, he or she provides them with the exact translation so they can test the plausibility, acceptability, and rendering of their translation. Making these guidelines explicit serves

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students to remain focused during the lesson, and allows them to assess their achievement later (Costa, 1987; Blakey & Spence, 1990; Koutselini, 1995; Trilianos, 1997).

This application of the strategies is regarded as independent practice accompanied by teachers' feedback. Furthermore, Hartman (2001) added that "recognizing and practising metacognitive strategies will help students successfully solve problems not only in their subject areas but throughout their lives as well" (p. 51-52). By all means, the application of metacognition offers individuals the opportunities to deal adequately with the various problems related to the distinct setting.

Clearly, Teachers should be aware of their position in supporting students' language learning by reflecting on and modelling what learners know and how languages can be learnt. Additionally, they, themselves, must have metacognitive strategies in several aspects. In other words, teachers should play a key role in training future teachers to reflect on their knowledge and practices as well as in implementing a metacognitive oriented pedagogy.

Conclusion

This section demonstrates that Metacognition is a concept that comprises skills that enable individuals to comprehend their mental states, as well as, it tackles the different components and the significant models related to this concept showing their importance in the learning enterprise and in promoting learners' independence and autonomy. Furthermore, it introduces the different strategies that learners can rely on to control their learning for better achievement. In addition to this, this section provides a variety of contexts and perspectives on teaching metacognition. likewise, improvements in metacognition contribute significantly to improvements in the different learning tasks including translation which, in turn, requires the use of the metacognitive strategies to promote the quality of the translated text and to enhance the distinct competencies needed for this activity.

1.2. Section Two: Translation, Pragmatic Texts and Metacognition

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Conclusion

Introduction

Translating is a process of decoding a message from one language into another aiming at transmitting information to a variety of people from different languages. Moreover, translation is a process of understanding, analyzing, and decision-making that requires the improvement of different skills from the translator. On the other hand, translation of pragmatic texts requires significant quality to satisfy the needs of the target reader, thus a translator needs to show faithfulness to the source and the target language, and ensures accurate delivery of information so that the translated information can be used easily and accurately. The following section provides an overview about translation in general and translation of pragmatic texts in particular, all in relation to MSs. It is divided into three parts; the first part introduces the concept of the translation process besides the translation' quality, fidelity, and translators' skills. The second part introduces pragmatic texts and sheds light on the pragmatic translation, its different types and its uses. Meanwhile, the third part explains the role of metacognitive strategies awareness and use in the translation process in general and in the pragmatic translation in particular, as well as in enhancing fidelity, quality, and improving translators' skills.

1.2.1. An Overview of Translation

1.2.1.1. Translation Process

In general, translation can be defined as the process of interpreting from the source text (SL) into the target language either meaning or form without causing any loss to the original message. Newmark (1988) defined translation as "rendering the meaning of a text into another language in the way that the author intended the text" (p.5). On the other hand, Nida and Taber (1982) stated that "translating consists in reproducing in the receptor language the closest natural equivalent of the source language message", thus, the vocabulary, grammatical rules and the sentence structures would match with the nature of the text, the SL and the target audience.

Jean Delisle (1980) also stated that “to translate consists of re-expressing not signs, but concepts, and ideas, it is only on this condition that it is possible to cross the distance separating languages, despite the real intransposability of a linguistics code in another” (p.72). The term “*Intransposability*” refers to words that don’t have a direct equivalent in the TL, due to cultural differences, where translators usually describe or explain the word so that it makes sense in the TL. Such words require creativity and excellent knowledge of terms and phrases of SL, from the part of the translator to be able to keep meanings intact with translation. From these concepts, we can assume that translation, like interpretation, refers to activities that facilitate the exchange of ideas and concepts within societies. It is then essential for the translator to be foremost a good reader and a careful observer to succeed in his position as a mediator between the writer and his target readers.

According to the Interpretative Theory of Translation (ITT), proposed by Danica Seleskovitch and Marianne Lederer (1984), the translator should play the role of an interpreter whereas he has to understand the intended message of the author and transmit it to his target audience or reader. The ‘interpretive model’ identified three interrelated phases of translation; (a) *Comprehension* (i.e. the process of generating sense, involving both linguistic knowledge and some other cognitive inputs including encyclopedic knowledge and contextual knowledge); (b) *Deverbalization*(i.e. the non-verbal synthesis resulting from the process of understanding); (c) *Reformulation*(i.e. the work of both linguistic and non-linguistic knowledge to express the intended meaning in the TL)(Moghadas, 2015, p. 251).

Delisle added a fourth stage: *l’analyse justificative*, or *Verification*. Where the translator evaluates and compares the TT to the ST and verifies the correctness of the solutions he proffered. Delisle argued that through the interpretative model, the act of translation became known as an “act of intelligence” and a “cognitive process” (p.85).

1.2.1.2. Translation Problems

Translation problems or difficulties can be divided into linguistic problems, cultural problems and textual problems. The linguistic problems include terminological, lexical and stylistic problems, the cultural problems refer to different situational features, while the textual problems refer to the type of text, and the translator's comprehension of the intended meaning and objectives of the ST writer.

a) Linguistic problems

or language translation problems, which are divided into terminological problems, lexical, semantic and stylistic.

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

b) Cultural problems

Culturally translation problems 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.

c) Textual problems

The specific problems of textuality are due to the understanding of the ST, compared to intra-textual characteristics (as text type and style), and extra-textual references (ST writer and TT reader), including the coherence, cohesion and text structure.

The translator must make a concerted effort to enact all of his skills in order to render the SL sentence into an adequate TL sentence in order to have a fluent and accurate translation product. Thus mastery of different processes and abilities is needed in order to overcome these problems and difficulties.

1.2.1.3. Quality and Fidelity in Translation

In the translation process, the socio-cultural and linguistic background of the ST language should be rendered appropriately in the TL without any misinterpretation of the message. And the translator needs to preserve, as much as possible, the SL message and style. Nida and Taber (1982) argued that a good translation relies on three factors; the correctness, the ease of comprehension, and the adequacy of the form of the translation (p. 137). Enoch Ajunwa (2015) maintained that fidelity is the hallmark for assessment of quality translation. He further notes that translation of pragmatic texts requires accuracy and demands a much higher level of fidelity than other domains of translation.

1.2.1.3.1. Quality in Translation

Many criteria for assessing the translation quality have been suggested for translation training. Jamal al-Qinai (2000) in his article “*Translation Quality Assessment*” presented a series of parameters, which should be observed by translators to produce good translations, and analyzed by the evaluators, translation teacher, for instance, to assess the quality of the translation product. These aspects are as follow; the textual typology, the formal correspondence, coherence of thematic structure, cohesion, text-pragmatic or dynamic equivalence, lexical properties (register), and grammatical and syntactic equivalence (p.499).

Larson (1988), in turn, suggested accuracy, clearness and naturalness as criteria (p.529). On the other hand, Munday (2016) gave the assessment criteria of the *Diploma of Translation of the Institute of Linguists in the U.K.* as following:

1. Accuracy, the correct transfer of information and evidence of complete comprehension;
2. The appropriate choice of vocabulary, idiom, terminology and register;
3. Cohesion, coherence and organization;

4. Accuracy in technical aspects of punctuation (p.50).

From the previous models, following Thelen (2008), we argue that all of the parameters main focus is on (a) different types and levels of equivalence between ST and TT as a measure of accuracy and fidelity in terms of form and meaning; (b) consistency with local readers of TT; and (c) accurate and natural or reasonable use of TT's language and terminology. Accordingly, these dimensions and aspects should be considered by the translators and translation' trainee, teachers and learners in this case, to ensure the quality of their translation products.

1.2.1.3.2. Fidelity in Translation

This concept of fidelity has dominated discussions among translation theorists and has been understood and interpreted in various ways by different translators. This debate has been about whether translation must be faithful to the TT language, the ST language, the author, or the reader.

According to a recent study by Ezeibe (2017); some theorists emphasized absolute fidelity to the entire SL text as the primary quality of translation. For George Mounin (1968), the most fundamental elements of quality in translation include fidelity, exactness and equivalence. As for Catford (1965) and Vinay & Dabelnet (1977), the criterion for measurement of equivalence is the ST, and the translation is judged correct since it is equivalent to the ST. Whereas, Reiss (1984) insisted upon the context of the translation process. For her, the intended function of the TT is what serves as the criterion for measurement of equivalence, and its function is determined by the target reader, the translator, or the author. On the other hand, Ezeibe mentioned that Hurtado-Albir (1990) believed that no translator can be faithful to the ST if he neglects the fidelity toward one of the following; the intention of the author, the target language, and the reader of the translated text. Thus, Hurtado-Albir related fidelity to three things; what the author means to say, the target language parameters and rules, and the reader of the TT. According to her, fidelity is about the "sense equivalence", where "sense" requires a common knowledge between the interlocutors, and TT reader, to be well understood, besides

linguistic and extra-linguistic knowledge, to be accurately translated (as cited in Ezeibe, 2017, p. 21).

In her study, Ezeibe also noted that Nida and Newmark believed that the absolute fidelity, which is a hundred percent accuracy and executed in translation, is unattainable. Nida (1976) saw that in translation gain or loss of information is inevitable. While for Newmark (1988), there is no such thing as a perfect translation; a satisfactory translation is possible, but it can always be improved (as cited in Ezeibe, 2017, p. 8).

The previews views, basically targeted more the literary translation whereby literary translators mainly use these criteria to measure the fidelity in their translation, meanwhile a little interest is given to the measurement of fidelity in the non-literary translation, particularly pragmatic translation, even though translation of such type of texts requires precision and demands a much higher level of fidelity than other domains of translation.

Enoch Ajunwa (2015), in his study on *Fidelity Challenges in Translation*, pointed out certain parameters in order to assess the fidelity of a translation in both types of texts. Factual accuracy, correctness, harmony, and transparency are among the parameters that are highly needed to be applied for the non-literary translation.

- ***Factual Accuracy:*** Is where the data (facts and figures) in the translation must be as accurate and verifiable as those contained in the ST. Factual accuracy has to do with the authenticity of message or information in the TT vis-à-vis the ST.

- ***Correctness:*** Being devoid of all avoidable errors: grammatical, structural, orthographic, etc.

- ***Harmony:*** No contradiction, violets or falls out with any part of the original text in terms of the message and style, especially the message. Without deliberate or apparent loss or gain of information.

- ***Transparency:*** The source text and its translation being alike and so identical in a way they cannot be differentiated from one another. This can be achieved by the translator through diligence, assiduity and meticulous care.

Pragmatic, scientific, and technical texts demand higher levels of fidelity than literary texts do, not just because of their nature, moreover, the disastrous consequences of wrong translations of such texts place a high demand on the fidelity of their translations. The consequences of lack of fidelity are somehow more tolerated in literary translation than in pragmatic translation. Accordingly, the evaluation of pragmatic translation should be highly objective and based on accurate criteria to determine the fidelity status of the translated texts.

1.2.1.4. Qualities of a Good Translator

Preparing translators is a critical task which must be given a high priority and it is necessary to teach the students how to improve and arrange their abilities. Practising helps in enhancing different abilities for students, as well as giving them feedback and tips they would apply during translating.

Robinson (1997) has recommended that the translator is a learner and he proposed that "translation is an intelligent activity involving complex processes of conscious and unconscious learning" (p.49). A good translator should be familiar with different registers, styles of writing, and types of texts, in both languages. In this way, the translator will improve his level and produce a more accurate and clear translation whereby the target readers understand and decode the produced text easily. The linguistic knowledge can improve the quality of the students' translations to a great extent, this interior knowledge can be developed through reading and practising as well, and this would enhance the translators' language instinct and develop their capacities of comprehension what makes them more competent. Additionally, translators, or translation students, should be passionate about their translation; they must use different strategies and efforts, and go through different, organized, steps to convey the right message of the SL.

Moreover, Robinson proposed that "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions" (p.38). So the cognitive knowledge is also important in the process of translation and the translators' trainee, or teachers, must be aware of its importance. It is worthy to take into

account Delisle's belief that novice translators should focus on the manipulation of language by making use of pragmatic texts, before dealing with a more complex process of translation. Accordingly, he suggests such type of texts in pedagogical training of translation.

1.2.2. Pragmatic Translation

According to Baker and Saldanha (2011), the term 'Pragmatic Translation' was introduced by Casagrande (1954) to refer to translation where the purpose is 'to translate a message as efficiently and as accurately as possible' and where 'the emphasis is on the content of the message', and this term now appears to be used frequently to refer to non-literary translation, particularly to the translation of text types common in scientific, technical and commercial domains (p.246). The consistency and specification of terminology are the priority of pragmatic translation.

1.2.2.1. Pragmatic Texts and Literary Texts

Translation consists of an attentive selection of appropriate phrases and expressions, combining them together in a skilful way while taking into account several aspects, one of them is the text type. The translator has to be aware of the differences between the text's patterns in each text's type. In this respect, Newmark (1981) classified different texts into three categories: expressive text, informative text, vocative text (p.21). Pragmatic Texts generally belong to what we call a typical and distinctive informative type of texts; literary texts are primarily expressive.

1.2.2.1.1. Pragmatic Texts

Text of immediate practical use, it is the kind of texts that Jean Delisle (1980) named "Pragmatic text", i.e. texts "whose basic purpose is to provide information and in which the aesthetic aspect is not dominant" (p.22). The word *pragmatic* is used here in the sense of being to practical, .immediate use in daily life. In other words, *Pragmatic text* is any text "that is of generally immediate, short term use, which imparts some information of a general, nature or specific to a domain" (Delisle, Lee-Jahnke, and Cormier 1999, p. 169).

The term “pragmatic texts” is broader in scope than “specialized” text. Pragmatic texts are the sum of scientific, technical, and commercial instructions and contracts. The objective of the pragmatic texts is the accuracy of the information because they seek above all to inform the reader about facts and provide him with direct instructions. Briefly, pragmatic texts are practical texts, aiming to deliver extremely clear, accurate, and practical information to the reader.

Delisle showed the qualities of pragmatic text in this way: The pragmatic text differs from the literary with the following; it is denotative rather than connotative, it is concerned with a more or less objective reality, its primary goal is to communicate information, it generally admits (of) only one interpretation, it is sometimes written in a "codified language" (i.e. abbreviations and specific terms), it has an immediate and short lived use, and it tends to be didactic (as cited in Theodora, 2017, p. 24). From a linguistics point of view, and according to Shchypachova (n.d), the characteristic features of pragmatic texts extend to its stylistics, grammar and vocabulary. The style of this type of literature can be defined as formal logical with clear and concise expressions, and logical sequence of information. There are hardly any expressive means such as metaphors, metonymy and other stylistic figures in order to preserve the accuracy and clarity of the presentation of thought. The most typical lexical sign of this form of literature is the richness of the text with terms and terminological phrases, as well as the presence of lexical constructions and abbreviations.

Furthermore, Delisle, Lee-Jahnke, and Cormier (1999) noted that pragmatic texts are designed for utilitarian communication and the author’s status in the text is anonymous, however, these texts are usually written with particular target reader in mind using specific terminology. Thus, the pragmatic text differs from the literary texts by its nature and function (p. 167).

1.2.2.1.2. Literary Texts

The linguist, Klaudia Bednárová-Gibová (2012), in her monograph, *Non-literary and Literary Text in Translation*, presented the literary texts and stated some of the main

features that characterize this type of texts. She maintained that the language of literature is special and unique, and what makes it so is the variety of text patterns, that depends on the author own style and his lexical richness, besides the use of poetic language, for example, metaphors, similes, personifications and other poetic devices.

According to her, the most important features of a literary text are its aesthetic function and the use of unique expressions with enormous lexical variations. Moreover, the author of a literary text attempts to express himself in an artistic and emotional way, where the text comprises ideas and feelings and is grounded on imagination. Hence Bednárová-Gibová claimed that “literary texts as the product of author’s imagination offer a breeding ground for vagueness of meaning, ambiguity and multiple interpretations” (p.24).

In other words, literary language is a unique form of language that enlightens a variety of aspects of humankind through a variety of modes differing from one literary writer to another. It is then subject to numerous interpretations. Besides, and according to Adewuni (2008), every literary writer has his own lexical and stylistic peculiarities that constitute the highly connotative and subjective character of literary language.

1.2.2.2. Pragmatic Translation and Literary Translation

Delisle (1980) claimed that the general function of a pragmatic text is to be of «immediate practical use», that of a literary text is to be aesthetically appealing. Accordingly, he distinguished between pragmatic translation and literary translation. The former involves the translation of a predominantly informative text, whereas the latter covers the translation of a text in which the expressive and aesthetic functions predominate (p. 29, 34). In the following, both types would be introduced.

1.2.2.2.1. Pragmatic Translation

Pragmatic translation main goal is to deliver beneficial information and aims at presenting well-expressed information and ensures that the reader may use this information easily, correctly, and effectively. So that, it must be carried out in a scientific

style; it requires accuracy, clarity and objectivity. “The translator of pragmatic texts does not have to be in tune with subjectivity: he tunes to the message itself” (Delisle, 1980, p. 34). Additionally, from the point of view of the vocabulary, the main feature of pragmatic translation is the maximum saturation of the special terminology that is characteristic of a given branch of knowledge. A pragmatic text involves the use of specific terminology, thus focusing on denotation rather than connotation. Pragmatic texts language is isomorphic, i.e. identical or similar. From a lexical point of view: each concept corresponds to just one sign; and each concept A, in one language, clearly corresponds to a sign B in another language. It is therefore imperative that translators of this typology retain these characteristics when they reproduce them in the TL.

A particular challenge inherent in pragmatic translation is to take into account the reader’s knowledge. Mindful of the target audience, pragmatic translator applies elaborated strategies to both structural and content problems. In the application of translating knowledge, reproducing the ST content into a coherent whole TT, and balancing between content and target reader in a different community, is a main skill in pragmatic translating (Shreve, 2009). Moreover, Delisle claimed that “translating pragmatic texts also requires knowledge of "codified languages" characterized by fixed formulas for which generally have a “stereotypical” equivalent in the target language” (p. 26): In other words, pragmatic translation cannot be a free retelling; it is not only translating words from one language to another, even if the meaning is preserved, yet words, terms, and concepts must be chosen carefully, thus, pragmatic translation should be accurate and logically aligned.

In addition to that, it is very important to avoid any minor inaccuracies. For instance, a minor mistake in the translation of a user’s manual of any product may lead to improper use of this product. Delisle also stated, referring to pragmatic texts, “the translation of such writing is fraught with danger, because both what is said and what is merely implied must be rendered in the target language” (p.24). Accordingly, the translator must be aware of the terminology and his choice of words, putting in mind that

the target reader of the TT should understand the information or the instructions easily and correctly.

1.2.2.2. Literary Translation

Literary translation deals with literary texts (fiction, and poetry) whose main function is to make an emotional or aesthetic impression upon the reader. Their communicative value depends on their artistic quality and the translator's primary task is to reproduce this quality in translation (Nadjib, 2014, p.206).

Chan and David (1995) indicated that "literary translation is to reproduce the original artistic images in another language so that the reader of the translation may be inspired, moved, and aesthetically entertained in the same way as one reads the original" (p.103). In literary translation, language has more than a communicative, or social and connective purpose. The word functions as the "primary element" of literature that is, it has an aesthetic function. Accordingly, literary translation is not only about transmitting the original meaning but also the same form and effect.

Bednárová-Gibová (2012), maintained that the uniqueness of literary texts lies in the presence of a literary code with its marked form and language, and the TT, as the product of the process of translation, must recreate these qualities (i.e. preserve the style) in the SL. Thus, one of the key challenges of literary translation is the need to balance staying faithful to the original work with the need to create something unique and typical that will express the same feelings and responses as the original. Besides, Bednárová-Gibová, added that "one of the difficult things about literary translation is the translator's ability to capture and render the style of the original composition. Notably, in literary translation how one says something may be as significant, sometimes even more significant, than what one says" (p.22). Therefore, the main difficulty in literary translation is the need to interpret the author's intentions, preserve his literary style, psychological and emotional elements.

Since it is an artistic task, literary translation involves recreating the author's intent, thought, feeling and experience, using a literary language that is almost similar to

the source style. Thus, the translator must preserve the entire values of the original literary work.

1.2.2.3.Types of Pragmatic Translation

a. Commercial and Economic Translation

The style of this kind of translation uses numbers (statistics), analysis, and certain abbreviations and specific terms. However, the translator should have enough experience and scientific background. He should also use dictionaries and references of that field of science (Nadjib, 2014, p.221). Commercial translation or business translation covers all documents used in the business environment, for instance, the traffic between organizations' own documents, translating marketing texts, and translating advertising texts, which may require a creative translation process so that the author's intention is not lost. The tone, the context and the target audience must all be considered in advertising translation. Commercial translation requires translators with knowledge of sector-specific terminology used in a business environment and understands the business world and its terminology.

b. Scientific and Technical Translation

The scientific style of writing is known of the exactness in expressing the ideas without redundancy, which demands the use of signs, abbreviations, and terms accurately and precisely. Each field of science has its specific language; the translator must have a specific scientific and technical background which allows him to translate from one language into another (Nadjib, 2014, p.226). For example, the technical translation of documents such as user manuals, guides, household appliances, and catalogues, requires reliability and accuracy. This depends on the translator's linguistic qualities, and his specialist knowledge. The translator of documents such as products manuals and handbooks, need to have the scientific and technical knowledge, and can competently and correctly translate this type of documents, and guarantee the linguistic and technical quality of translation.

1.2.2.4.The Use of Pragmatic Translation

Translation is an intellectual activity that aims at transmitting needed and varied information to a diversity of people from different cultures. Therefore translation is a mean of communication that facilitates the exchange of information across a variety of people of different cultures. According to Newmark (1988), Pragmatic Translation, as a means of communication, is used for a variety of text formats, from textbooks to articles, papers, contracts, treaties, notices, instructions, advertisements, publicity, multilingual notices, user manuals, reports, business forms, documents, etc.

Pragmatic translation is used in the instructions or the user manuals, which are usually provided by the companies to customers once they buy a product or services to describe the way the product is used. Whereas user manuals guides are extremely important because of safety, security and consumer protection reasons, translating them needs to be taken into account as well. Incorrect, incomplete, misleading or incomprehensible instruction manual can lead to improper use and represent a considerable source of danger to people and users.

The purpose of a user manual is to give clear directions to users, accordingly, the translator must use short, clear and direct sentences, with consistent terminology, besides the use of the present tense and standard verbs which the consumers are used to them and can understand them easily. Moreover, the translator must know the target group for which the product is designed in order to choose the appropriate language to be used, whether the audiences need more explanations about the product or they are able to understand the technical terms which don't need translating.

Additionally, Gémar (2002) claimed pragmatic translation is used for official documents, such as treaties and contracts. For example, in the process of concluding a contract with a national company by a foreign company, the contract should be translated into the foreign company's language in order to understand the articles and conditions of the contract to be concluded. Finally, in reports, papers, correspondences, and textbooks,

pragmatic translation from the native (SL) into other languages (TL) is needed to convey information, advice and recommendations for every branch of knowledge.

1.2.3. Translation and Metacognitive Strategies

Metacognition refers to one's knowledge about cognition and the ability to manage and direct one's thinking and task processing, developing metacognitive awareness would improve the cognitive skills and tasks performance. O'Malley and Chamot (1990) pointed out that metacognitive strategies control the use of cognitive strategies to great extent. Thus, it helps to regulate one's cognitive process and affect the task achievement, therefore, the failure or success of any cognitive process depends on the failure or success of the use of MSs. Translation, in turn, is a process of thinking and logical analysis of the translator in processing the TT. Therefore, it is a cognitive process involving the mechanism of the brain which can be controlled and regulated effectively through the use of MSs in order to monitor, evaluate and reflect on the translation process and product.

1.2.3.1. Translation Process and Metacognitive Strategies

On one hand, according to Anderson (2002), it has been argued that developing metacognitive awareness may lead to the development of stronger cognitive skills and much deeper processing (as cited in Rasekh and Ranjbary, 2003). On the other hand, Shabani-Jadidi (2010) claimed that during the translation activity one's mind is constantly active in planning, regulating, and evaluating of this cognitive process, thus, it is seemingly obvious that developing metacognitive awareness would enable the translator to control the translation process consciously and deeply. Additionally, relying on O'Malley and Chamot's (1990) view which assumed that cognitive, translating in this case, and metacognitive strategies are often used together and supporting each other, we can maintain that the use of metacognitive strategies would help to regulate and control the translation process effectively, and basing on its three dimensions of translation planning, monitoring, and evaluating, the process would be improved since the MSs awareness of use would enable the translator to regulate his cognition, select the effective translation

strategies, plan, organize, evaluate, edit, and carefully monitor the whole process of translation. Thus, the use of MSs improves the translation process performance and task achievement.

1.2.3.2. The Good Translator and Metacognitive Strategies

As mentioned previously, understanding and controlling the cognitive process through the metacognitive awareness and MSs' use, may be one of the most essential skills that a good translator develops. For Shreve (2009), an expert translator is the one who has the active awareness of translation task and process and has the ability to consciously plan, evaluate, and control translations to produce the target texts successfully.

Metacognition involves planning; a good translator would orient his focus on the task content and carefully analyze it, grasp the problems and difficulties that may hinder his translation process, select strategies to solve these problems, allocate his resources, and formulate action plans before he starts translating (Zhenming and Deng, 2018, p. 76). Moreover, metacognition involves monitoring that requires active attention to the ongoing process stream. A skilful translator would detect any comprehension failure or inaccurate equivalent, and correct his comprehension, while he is processing. Furthermore, monitoring refers mainly to adjusting and modifying strategies and resources to achieve the success of task progression, especially as obstacles occur or situational circumstances change (Shreve, 2009, p. 259). It is worthy to note that this strategy requires experience, practice, and training to be developed, as Delclos and Harrington (1991) claimed "the accuracy of monitoring is also linked to higher levels of proficiency" (cited in Shreve, p. 158). On the other hand, metacognition also includes evaluation, which involves reflecting upon completion of problem-solving and upon the process of problem-solving (Zhenming and Deng, p. 76), besides determining whether the outcome of the process has been successful. For an expert translator, this stage is the result of the continuous assessment of successful translation process (Shreve, p. 261). In short, a skilled translator is more aware of how to monitor progress, evaluate performance, and overcome problems that occur in the task, also, since translation

situations differ, the metacognitive awareness must be almost always activated, and the MSs always applied (Shreve, 2009).

1.2.3.3.Fidelity, Quality, and Metacognitive Strategies

Balancing between fidelity and quality of the TT is highly required in translation, and a well-translated text is characterized by both aspects. However, according to Shreve (2009), the production of excellent texts in translation requires significant active control over the translation process; thus, the MSs must be applied since these strategies can support the process of control and management of the translating process or more precisely the application of translation techniques during the process, which is highly effective for fostering translating quality and fidelity.

To set a plan, the translator would assess the translation situation and determines the resources required and the strategies most likely to be successful. Planning strategy also can support the process of organization while translating. In this respect, the translator identifies main ideas and their importance within the ST and to the TT. During the activity of translation, and to monitor this process, translator keeps in mind what the author wants to deliver, consider the target reader's perspective, and the accuracy of his translation, constantly, besides aligning the different needed aspects of translation in order to reach the intended translating product effectively. Evaluating is a crucial phase to ensure and enhance both quality and fidelity; the translator would revise and evaluate the success of the whole process, which he was monitoring consciously, and ensures that his translation is as faithful as possible, besides the final product quality and accuracy.

1.2.3.4.Pragmatic Translation and Metacognitive Strategies

Based on the aforementioned theoretical background about pragmatic translation, we can conclude that the main concern of this type of translation is to ensure delivering scientific information accurately and correctly through well-expressed information that may be used easily, properly and effectively by the reader. In this sense, balancing

between the sensitive content of the ST and target reader in a different community with a different language is the main skill in pragmatic translation.

These needed aspects in the pragmatic translation, require a skilful translator who is able to (a) determines his own prior knowledge about and experience with the translating topic, the reader and his own translating skills; (b) organize his translating process that would influence on the final product accuracy and clarity; (c) balance between ST and TT, in term of function, information, writer's objectives and target reader's knowledge. Moreover, this translation type demands a translator who continuously maximizes his knowledge, abilities, and resources available, and in order to ensure the correctness and accuracy of his translation, he would optimize everything accessible, including tools and helpers besides his linguistic and non-linguistic knowledge and translation experiences. Therefore, skills like selecting, organizing and connecting information and solutions are highly needed.

On the other hand, and as argued previously, metacognitive awareness enables the translator to improve his cognitive skills and task performance, and the use of MSs would allow him to regulate the process, maximize his knowledge, abilities, and resources, and to evaluate and monitor the process more effectively so that progress will be successfully achieved. In other words, since metacognition maximizes and optimizes the knowledge, abilities, resources, and supports the improvement of translation quality and efficiency, it is the prerequisite to satisfy the demands of the pragmatic translation tasks, it is what equips and ensures pragmatic translator becomes self-directed, competent, and lifelong learner who keeps making progress in translation, and what allows him to become a capable and efficient translator in the current context. Therefore, metacognitive strategies are to be stressed and highlighted in use and application for the pragmatic translation, since they improve the process, the product, and the translator's abilities.

Conclusion

In this section some aspects concerning translation and pragmatic translation have been reviewed, besides the role of metacognitive strategies' use in the translation process has been explained. First, it demonstrated that translation is not simply a matter of decoding or transmitting a message in one language to another. It is a mental process that needs a high degree of awareness. Second, it shows that translating pragmatic texts requires a skilful translator who can manage between his abilities and the demands of pragmatic translation, and progress a faithful translation that ends with definite product. In this respect, translators need not only linguistic knowledge but also, cognitive and metacognitive skills awareness. In addition to that, applying metacognitive strategies when translating, will improve the translation product (TT), quality and accuracy mainly because metacognitive strategies use would enable the translator to regulate his cognition, carefully select the translation strategies, plan before conducting any task, decide, organize, and adjust his translating, evaluate, reflect, and constantly monitor the process of translation he is in to ensure the task is performed effectively. Thus, the use of the metacognitive strategies improves the translation process performance and task achievement.

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CHAPTER TWO

Conclusion

Introduction

This study intends to investigate the use of metacognitive strategies by master one English students at University of M'sila in translating pragmatic texts. This chapter is mainly devoted to research design and methodology. It describes the research design, and the method used in this study, in addition to the data collection tools analysis, the types of questionnaires administered to the students, and the discussion and interpretations of the obtained results. By the end of this chapter, some recommendations and pedagogical implications are proposed followed by a general conclusion.

2.1. Research Design and Data Collection Tools

According to Jonker and Pennink (2010) and Denscombe (2014) methods within a specific methodology refers to the choice of techniques or tools that enable the researcher to efficiently achieve the objectives of his or her study. Since the ultimate aim of this study is to investigate the use of metacognitive strategies by EFL learners. Particular design, methods, sampling plans and tools were selected to achieve the aim of the study.

2.1.1. Method

This study is an investigation that is intended to describe the use of MSs in translation in general and in translating pragmatic texts in particular, by M1 English students at University of M'sila. Accordingly, a descriptive method is followed to describe qualitatively and quantitatively the use of MSs in both cases and to gather statistics and numerical data from both questionnaires, respectively.

2.1.2. Settings and Sample

The current study was assigned to the population of M1 students at the Department of English Language and Literature at Mohamed Boudiaf University of M'sila. The main reason for this choice is that at master one level, at the time the students were requested

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to answer both questionnaires and translate the pragmatic text (February 2020), they had already completed more than two years of translation training; hence they already have some basic knowledge with respect to translation, beside a general background knowledge about cognitive psychology and TEFL fields. Therefore, they are supposed to be the most suitable population for this study. The first investigation was conducted with 32 M1 students, which represent 24.6% from a population of 130 students. Whereas the second investigation was carried with 30 students of M1 English Civilization and Literature (23.7% of the whole population).

Since the first investigation has an exploratory purpose, the sample was selected based on purposive sampling design, through Quota sampling technique, to ensure that both master specialities, English literature and linguistics, are adequately represented in the study through the assignment of a quota, as Sakaran and Bougie (2016) maintained “quota sampling can be considered a form of proportionate stratified sampling, in which a predetermined proportion of people are sampled from different groups, but on a convenience basis (...) quota sampling ensures that all the subgroups in the population are adequately represented in the sample” (p.249).

On the other hand, due to Covid19 virus spread and quarantine, the second investigation was conducted with a sample consists of 60 students of English literature, where only 30 of them were present and attend their translation sessions regularly during the limited time of the study (February 2020), consequently, the sample was restricted to this number of students.

Table01.

Participants Distribution through the Different Stages of the Study

Study Stages	N of Participants	(%)
1st Stage of Investigation	32	24.6%
2nd Stage of Investigation	30	23.7%
Target Population	130	100.0%

2.1.3. Research Tools

Zhenming and Deng (2018) maintained that metacognition is a theoretical construct that cannot be observed and measured directly. Thus relying on observable and measurable surrogates that are indicative of metacognition is an effective technique. One indicator is the translator's self-reflection on previous behaviour or self-examination; the assumption is that metacognition as an activity of reflection could be recalled after a performance (p. 77). Accordingly, in this study, two translation-metacognition self-report questionnaires were designed.

Thus three research tools were used: a prospective questionnaire to investigate M1 students MSs' awareness and knowledge, besides a retrospective questionnaire after a text translating test, to investigate the application and employment of MSs in the pragmatic translation.

2.1.3.1. Prospective Questionnaire

The prospective questionnaire (Appendix01) consisted of two sections. The first section was on the students' background, and the second section involved two parts: The first one with open-ended questions and the second part with a Likert-type scale. The first part of the questionnaire consists of five questions that aim to provide data on the students' awareness of MSs, while the second part was concerned with providing information on the students' use of MSs in their translation. This part consists of 23 statements, divided into the three main MSs' categories.

Table02.

Distribution of Strategy Items According to the Three Strategy Types

Strategy Type	Items	N° of items
Planning Strategy	1-8	8
Monitoring Strategy	9-16	8
Evaluating Strategy	17-23	7
Total	-	23

Each of the 23 items was formulated in a way it expresses a translation step, explicitly, and refers to a metacognitive strategy, implicitly. The statements in the questionnaire used a Likert scale which ranged from 1 (I never or almost never use this strategy) to 5 (I always or almost always use this strategy).

The study used O'Malley and Chamot (1990) classification and taxonomy that consists of three main components namely; task planning, monitoring, and evaluating. With available questionnaires for reference, this translation-metacognition questionnaire was designed based on previous knowledge within the help of some experts and students as well.

This prospective, self-report, questionnaire is designed to measure M1 English students' awareness and use of MSs while translating. It allows us to assess students' existing metacognitive knowledge and determine their metacognitive ideas.

2.1.3.2. Text Translating Test

This study tries to investigate the use of MSs in translating pragmatic texts. Therefore, it requires conducting a text translation test (Appendix02), in order to describe the use of these strategies in this specific case. MR. COFFEE® Coffeemaker User' Manual gives an account of the coffeemaker parts, tips for cleaning and care, instructions

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for preparing the product for use, and information on coffee brewing operation. This text can be defined as a general technical-pragmatic text of the technical-pragmatic translation. This document is given by a sailing company, whose targets readers cover all kinds of people of different ages. For this reason, translating this document is required to take all factors into account to meet the goals of pragmatic translation. The direction of translation was from English into Arabic because translating into the students' L1 would avoid imposing an extra cognitive load on the students and enhance the efficiency of monitoring their own translation processes (Bernardini, 2001, p. 248).

The reasons for selecting this pragmatic text is that; although the pragmatic texts require the translator to have some general background knowledge about relevant fields, user's guide texts are considered to be a type of general pragmatic texts that does not involve a much of specialized or technical knowledge. Moreover, this text consists of some terms and proper nouns that lack accepted Arabic equivalents. This means that the students are likely to need to resort to aiding tools like a dictionary. In other words, the manual text is expected to pose some problems or difficulties for the students to solve or to find solutions to, despite their specialized knowledge.

Prior to completing the investigation, students were asked to translate this pragmatic text to provide context for the application of the techniques or strategies which they were asked about in the post-translating questionnaire (retrospective questionnaire).

2.1.3.3. Retrospective Questionnaire

Since one of the objectives of this study is to investigate the students' use of MSs in translating pragmatic texts, it was relevant to design a retrospective questionnaire (Appendix03) as self-reflection tools by students. It was handed to the sample just right after they finished translating the pragmatic text, in order to deepen our investigation. The questionnaire is constituted of 20 dichotomous questions, divided into three parts. The first part tackles the pre-translating planning steps, the second part deals with the during-translation monitoring, whereas the third part deals with post-translating evaluating. The three parts reflect the MSs that students used in their translation.

Table03.

Distribution of Translation Steps According to the Three Strategy Types

Strategy Type	Items	N° of items
Planning Strategy	1-7	7
Monitoring Strategy	8-16	9
Evaluating Strategy	17-20	4
Total	-	20

The provided phases were a suggested verbalization of the expected translation behaviours. This retrospective questionnaire was carried out to prompt the students to reflect on their metacognitive translation behaviours by choosing from the two options (yes or no) in order to confirm or disconfirm their use of each technique. The questionnaire was developed after reading the literature related to the field of translation and metacognition, and discussion with the supervisor and the findings from the prospective questionnaire that was conducted before this retrospective questionnaire.

The aim behind designing this questionnaire is that at first, the prospective questionnaire is susceptible to memory distortion issues since it is answered after an earlier performance. Also, its main concern was to assess and report metacognitive knowledge and awareness. Therefore, we need other research technique as a complement. This retrospective questionnaire allows us to make an insightful investigation on MSs' use in translation process quickly and purposefully, capturing partial metacognitive activity, where the metacognitive information is collected when the translation is recently ended, what makes the information retrieved from the translator's working memory.

2.1.4. Procedures

Several stages were taken to achieve the objectives of this study. The first stage of this study was devoted to answer the first research question; the prospective questionnaire was distributed to a sample of 32 M1 English students. The participants were asked to answer the questions basing on their own experience. There was no limited time for filling out this questionnaire as a matter of letting participants think about their strategies and filling out as acute as possible.

The second stage was devoted to answer the second and the third research questions; as the first step, a text translating test was distributed to 30 M1 English literature students. This translating test was conducted during a regular translation class period. One hour was the allocated time for the students to complete the translation task, and they were allowed to discuss with each other and use any type of dictionaries (online or electronic) and web resources.

The second step, a retrospective questionnaire was distributed to the same sample of students just right after translating the text; thus once a participant is done with the task, the researchers provide him with the questionnaire. The participant was asked to answer the questionnaire by choosing from the two options (yes or no) in order to confirm or disconfirm his use of each suggested technique when he was translating the given task.

2.1.5. Statistical Tools for Data Analysis

In the prospective questionnaire, participants were asked to rate statements on a 5-point Likert Scale in which:

- (1) = **never use** this strategy
- (2) = **rarely use** this strategy
- (3) = **sometimes use** this strategy
- (4) = **often use** this strategy
- (5) = **always use** this strategy

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Once completed, the 5-point Likert scale questionnaire data supplied an integrated score for all strategies. The data obtained from the questionnaire were analyzed quantitatively. The analysis was conducted through descriptive statistics in which both the mean score (M) and the standard deviation (SD) of each statement were computed in order to reveal the strategies used. The statistical analysis of this prospective questionnaire was conducted using SPSS 25.

Based on Oxford (1990) classification, the criteria for the interpretation of the mean scores are as follows: learners with the mean of 3.5 or more were considered as high strategy users, learners with the mean of below 2.4 are low strategy users and the mean for medium strategy users is between 2.4 and 3.5.

Where in the retrospective questionnaire students were asked to choose one option Yes or No in which:

Yes means **I used** this technique/strategy.

No means **I didn't use** this technique/strategy.

The data gathered through the questionnaire was analyzed quantitatively. Descriptive statistics analysis is done, where frequencies (Freq.) and percents (%) of each strategy and the average per cent of each category in the questionnaire were calculated to get a specific picture of students' use of the MSs when translating. The dichotomous questions reflecting numerical data are calculated using Microsoft Office Excel 2013.

The criteria for the interpretation of the percentages scores are as follows: strategies and categories with the percentage of 66% or more are considered as highly used strategies/ categories, Strategies and categories with the percentage of bellow 33% are low used strategies/ categories, and the percentage for medium used strategies/ categories is between 33% and 66%.

2.1.6. Validity of Instruments

In general, content validity involves evaluation of a new survey instrument in order to ensure that it includes all the essential items and eliminates undesirable items to a particular construct domain (Lewis et al., 1995, Boudreau et al., 2001; as cited in Taherdoost, 2016, p. 30). According to Taherdoost (2016), the judgmental approach to establish content validity involves literature reviews and then follow-ups with the evaluation by expert judges or panels (p. 30). Consequently, in order to provide a content validity for the prospective and retrospective questionnaires, before distribution, the adopted judgmental approach involved:

- a) Literature reviews to extract the related items, with available questionnaires for reference (Altuwairesh 2016; Motlaq and Youcefi, 2016; Goctu, 2017; Chang, 2018; Dahmani and Ben Rouane, 2019) researchers developed and formulated the different items that consist both; the prospective and the retrospective questionnaires. Followed-up with,
- b) An evaluation by expert judges, where the suggested items and components have been represented to specialists in fields related to the study (**Appendix05**), aiming to ensure that measurement instruments items are relevant and representative of the target construct and the intended research objectives. Experts were also requested to provide comments if the items were not understandable, required rewording or if new entries needed to be added.
- c) Face validity is “the extent that measurement instrument items linguistically and analytically look like what is supposed to be measured” (Taherdoost, p. 34), hence, it is related to explanations, order of questions, and instruments appearance in terms of feasibility, readability, and the clarity of the language used. Consequently, face validity of both questionnaires has been achieved in a total of twelve (12) EFL students of different levels at the English department, University of M’sila, as well with experts, aiming to ensure that the items in the instruments appear to be relevant, reasonable, unambiguous and clear.

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In line with opinions and suggestions of the specialists' necessary corrections have been made in the final versions of both; the prospective and the retrospective questionnaires, before they were distributed to the participants.

2.1.7. Reliability Analysis of the Instruments

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result (Carmines and Zeller, 1979; as cited in Taherdoost, p. 33). Cronbach's Alpha coefficient is one of the most commonly used methods for measuring internal consistency reliability.

a) Reliability of Prospective Questionnaire

Using SPSS25, Alpha Cronbach's reliability coefficient was measured in order to test the reliability of the prospective questionnaire and ensure that it provides stable and consist result. Table04 represents the values of Cronbach's Alpha for the prospective questionnaire.

Table04.

Cronbach's Alpha Reliability Analysis of the Prospective Questionnaire

Section	N° of Items	Cronbach's Alpha α
Section One: Planning	08	0.684
Section Two: Monitoring	08	0.774
Section Three: Evaluating	07	0.680
All Questionnaire Items	23	0.835

Note: ($\alpha \geq 0.90$) excellent reliability; ($0.70 \leq \alpha \leq 0.90$) high reliability; ($0.50 \leq \alpha \leq 0.70$) moderate reliability; ($\alpha \leq 0.50$) low reliability (Taherdoost, 2016).

Amongst the three sections, monitoring attained the highest value ($\alpha=0.774$) for reliability. This was followed by planning with ($\alpha=0.684$). The third phase, evaluating, achieved an α value of (0.680). The construct attained reliability of **0.835**, which is considered acceptable.

Accordingly, this prospective questionnaire is valid and reliable to analyze the results, answer the research question, and test the hypothesis of the current study.

b) Reliability of Retrospective Questionnaire

For the retrospective questionnaire, Alpha Cronbach's reliability coefficient was measured, Using SPSS25, in order to test its reliability and ensure that it provides stable and consist result. Table05 represents the values of Cronbach's Alpha.

Table05.

Cronbach's Alpha Reliability Analysis of the Retrospective Questionnaire

Section	N° of Items	Cronbach's Alpha α
Section One: Planning	07	0.799
Section Two: Monitoring	09	0.771
Section Three: Evaluating	04	0.738
All Questionnaire Items	20	0.794

Note: ($\alpha \geq 0.90$) excellent reliability; ($0.70 \leq \alpha \leq 0.90$) high reliability; ($0.50 \leq \alpha \leq 0.70$) moderate reliability; ($\alpha \leq 0.50$) low reliability (Taherdoost, 2016).

Amongst the three phases, planning attained the highest value ($\alpha=0.799$) for reliability. This was followed by evaluating with ($\alpha=0.738$). The third phase, monitoring, achieved an α value of (0.711). The construct attained reliability of **0.794**, which is considered acceptable.

Accordingly, this retrospective questionnaire is valid and reliable to analyze the results, answer the research questions, and test the hypothesis of the current study.

2.2.Data Analysis and Results

The data collected from the different tools of the study were analyzed qualitatively and quantitatively.

2.2.1. *Data Analysis for the Prospective Questionnaire*

2.2.1.1. **Data Analysis for Research Question One**

To answer question one: “what is the general state of the use of metacognitive strategies by master one’ students in translation?” A questionnaire was distributed to 32 M1 English students from both specialities; linguistics and literature. The questionnaire consisted of two sections: the first one was devoted to investigate the students’ awareness of the strategies use; whereas, the second one tended to investigate their use of MSs. The two sections were analyzed separately through different methods.

a) *Part one: Learners' Awareness of Strategies Use*

The first part of the questionnaire consisted of five questions. This section was devoted to learners' awareness of strategies use.

Question 1: What are the steps you usually take to translate a given task?

According to the participants’ answers to this question, we noticed that almost all students follow three main steps when they are asked to translate a given task. The majority, 27 students, start by reading the task several times, then identifying the difficult and unknowing words, highlighting the key terms, and then translating the task. Furthermore, they follow a variety of strategies and steps once they engage in the translation process, among them:

- I translate simple words first, and try to guess the meaning of unknown ones.
- I translate the key words first, and then I start translating the whole task.
- I explain the key words, and then I translate them according to their meaning.
- I use different sources (dictionaries) to find the accurate interpretation of words.

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- I interpret the meaning of key words according to the context.
- I translate according to the context, neglecting the unknown vocabulary.
- I divide the text to parts, then translating it.
- I translate the task in my mind first.
- I paraphrase and rewrite the main ideas.
- I choose a translation strategy that may help me in translating.
- I paraphrase the ST after my reading, I translate, and then I revise and evaluate my translation.

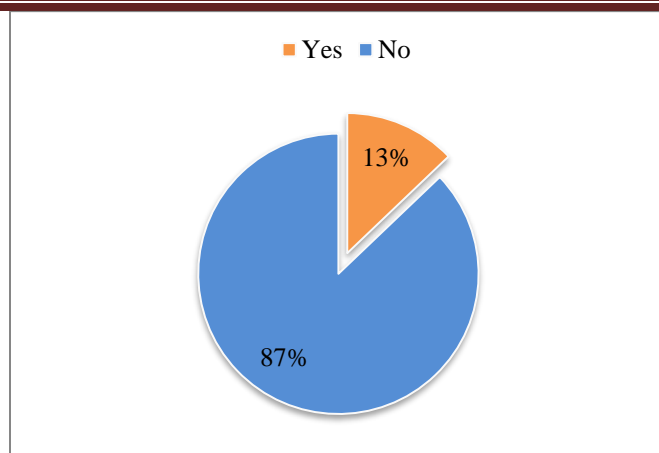
According to the students' answers, we can notice that they use different techniques to overcome difficulties and solve problems that occur in the task. Moreover, mainly all of them consider that the translation process ends once they translate the task, that to say not all of the participants are aware of the required translation steps and phases.

Question 2: Do you know the difference between cognitive and metacognitive strategies?

Table06.

Student's Awareness of the Difference between Cognitive and Metacognitive Strategies

Options	N	%
Yes	04	13%
No	28	87%



Graph01. Student’s awareness of the difference between Cognitive and Metacognitive strategies

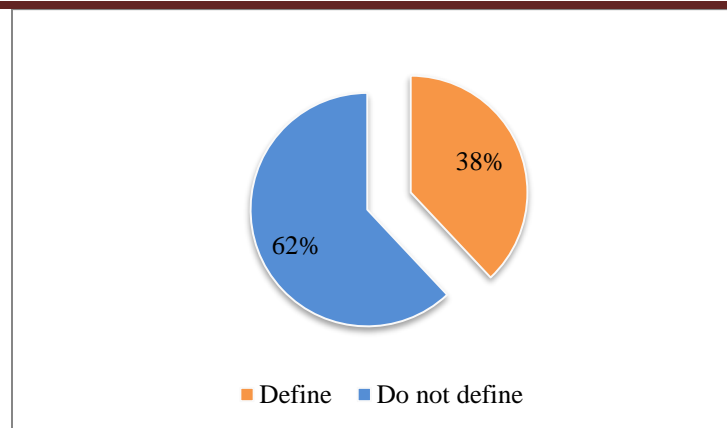
Only four students (13%) said that they know the difference between cognitive and MSs, while twenty-eight of them who represent the majority by (87%) gave a negative answer. Thus, the results shown in table06 and graph01 confirm that the majority of the participants have no idea about the difference between cognitive and MSs.

Question 03: How would you define the two concepts “cognitive/metacognitive strategies”?

Table07.

Definition of Terms “Cognitive Strategies” and “Metacognitive Strategies”

Terms definition	N	%
Define	12	38%
Do not define	20	62%



Graph02. The definition of terms “Cognitive Strategies” and “Metacognitive Strategies”

The students were asked to define both terms “cognitive strategies” and “metacognitive strategies”. Twelve students (38%) have defined the terms; three of them defined only “Cognitive Strategies”, meanwhile, nine students have defined both terms. On one hand, students defined “**Cognitive Strategies**” by: “*the strategies of mental process*” and others expended their definitions by adding: “*they enable us to reach solutions*”, “*solve problems*”, and “*... By which we control the perception of knowledge*”, two students mentioned these strategies: “*thinking, memorizing, reasoning, decision making*”. On the other hand, students’ definition of “**Metacognitive Strategies**” differed. One of them defined it as “*thinking about thinking*”, while two others viewed it as *extra mental* or *beyond the cognition strategies*. Whereas one participant regarded it as “*strategies that help learner regulates and manage his own learning*”, and two other participants maintained that are strategies, like setting goals and evaluating, used for better learning, or for improving the learning activity by being aware of one’s thoughts. Meanwhile, two participants considered it as *the application of cognitive strategies in real life situations*. One student answered by “*it is related to organizing, evaluating, planning, and monitoring*”.

Among thirty-two students, twenty students (62%) did not answer this question. To sum up, only a few of them were aware of the difference between cognitive and

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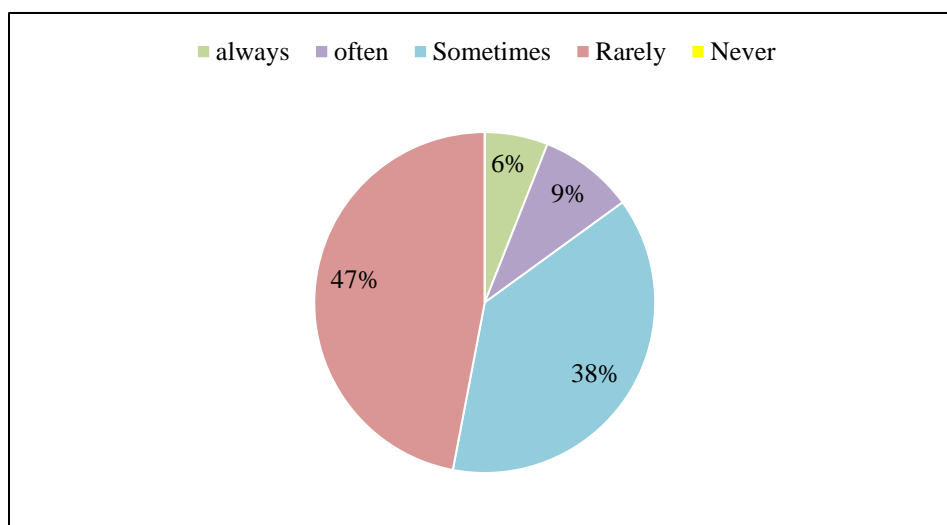
metacognitive strategies, however, and to some extent, they were able to define both cognitive strategies and MSs, correctly.

Question 04: How often do you use strategies as planning, monitoring, and evaluating during your translation of a given task?

Table08.

The Frequency of Using Metacognitive Strategies during Translating

Options	N	%
Always	02	06%
Often	03	09%
Sometimes	12	38%
Rarely	15	47%
Never	0	0%



Graph03. The Frequency of using metacognitive strategies during translating

Fifteen students (47%) said that they rarely use strategies, as planning, monitoring, and evaluating, during translating. Whereas twelve of them (38%) showed

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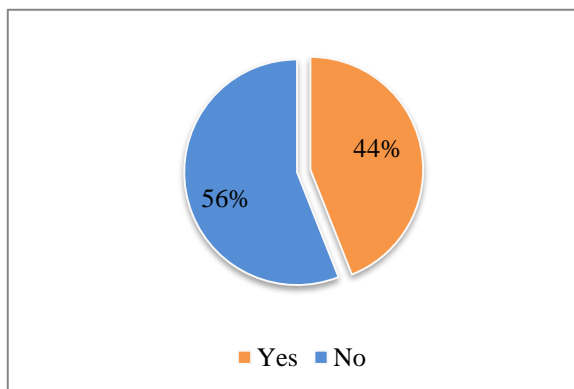
that they sometimes use MSs when translating a given task, two students (06%) said that they always do so, while three respondents (09%) indicated that they often use MSs. The findings revealed that most of the students rarely to sometimes use MSs when translating.

Question 05: do you find it difficult to use them?

Table09.

Students Difficulties with the Use of MSs during Translation

Options	N	%
Yes	14	44%
No	18	56%



Graph04. Students' difficulties with the use of MSs during translation

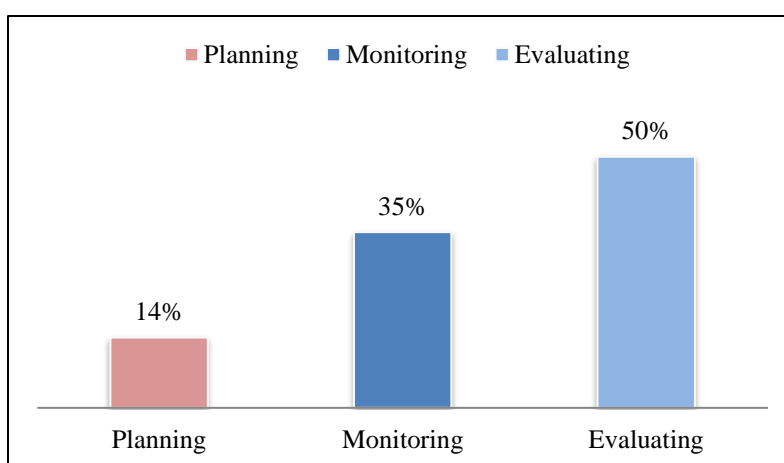
As showed in the table09 and graph04, fourteen students which represent (44%) of the participants indicated that they find difficulties with the use of MSs in translating, while the other eighteen (50%) of the participants said that they have no problems with the use of these strategies during their translation.

- **If yes, where does the difficulty lie (i.e. in which strategy)?**

Table10.

The Most Difficult Metacognitive Strategy

Answers	N	%
Planning	02	14%
Monitoring	05	35%
Evaluating	07	50%
Total	14	100%

**Graph05.** The most difficult metacognitive strategy

Out of the fourteen students who answered positively in the former question, 50% of them indicated that they face difficulty with evaluating, and 35% answered that they have problems with monitoring strategy, and only two students (14%) said that the difficulty lies in planning strategy. It is clear that evaluating is the most difficult strategy to be used when translating for the participants.

In this study we assumed that M1 English students at University of M'sila are using the MSs unconsciously when translating, consequently, we attempt to investigate their use of the strategies by devoting the second section of the prospective questionnaire

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to check the common MSs used by M1 students and detect the most used MSs' category during their translation.

b) *Part Two: Metacognitive Strategies' Use*

In order to get detailed information about the use of strategies among M1 English students, a detailed analysis of the items that constitute each strategy was conducted. Thus to check the common metacognitive translating strategies used by M1 English students. The three tables11, 12, and 13 below show the descriptive statistics including the means (M), and standard deviations (SD) of the 23 items that constitute each strategy.

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Table11.

Means and Standard Deviations of Metacognitive Strategies Related to Planning

Item N°	Statement	Mean	SD	Rank
1.	I set a plan for my translations process.	2.75	0.44	7
2.	I preview the text to see what it's about before translating it.	4.41	1.12	2
3.	I split the task into simple units.	3.44	0.43	6
4.	I underline the difficult phrases and words.	4.13	1.16	3
5.	I try to guess the meaning of unknown words or phrases before starting translating.	4.44	1.24	1
6.	I identify the important information predicted and required in the text.	3.72	0.55	5
7.	I start translating only after getting a clear picture about the content to be translated.	3.97	0.72	4
8.	I select the translation strategies that help me to translate the text before starting translating.	2.28	0.22	8
Total Mean		3.64	0.73	--

Regarding the individual strategies that belong under the planning group (Table11), item 5, which is “*guessing the meanings for unknown words*”, is the most commonly used strategy by the subjects (M =4.44). “*Previewing the translation task*” is another strategy favoured by the participants of the study (M= 4.41). “*Underlining the difficult words and phrases*” is another strategy commonly used by the target group (M=4.13). Item 7, which is “*ensuring the comprehension of the task*” is also reported as

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one of the main used strategies by the participants (M=3.97). Item 1 with the mean of (2.75) and item 8 with the mean of (2.28) are the least used planning strategy by M1 students, which entails that not a large number of the target group favours the use of these strategies.

Table12.

Means and Standard Deviations of Metacognitive Strategies Related to Monitoring

Item N°	Statement	Mean	SD	Rank
9.	I regulate my translating speed according to the given time and length of the text.	3.50	0.46	4
10.	I paraphrase (restate ideas in my own words) to better understand what I want to translate	3.13	0.30	8
11.	When I translate I try to relate my previous knowledge about the topic to the given task.	3.34	0.56	7
12.	I use context clues to help me better understand what I'm translating	3.44	0.43	5
13.	I skip words or sentences I do not understand.	3.38	0.42	6
14.	I re-read the text when it becomes difficult to understand.	4.09	0.95	1
15.	I try to get back on track when I lose concentration.	3.53	0.68	3
16.	I stop from time to time and think about what I'm translating.	3.66	0.68	2
Total Mean		3.51	0.56	--

As for monitoring strategies (Table12), which is the second category of MSs with the highest means, “*re-reading the text when having trouble understanding*” (M=

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4.09) is reported by almost all participants in the target group. Item 16 which refers to “*students’ monitoring of their thinking*” is also commonly used by the participants with a mean of 3.66. Another strategy commonly used by the target population is “*trying to get back on track when losing concentration*” (M=3.53). Furthermore, participants also report “*the management of time and translation speed*” (M=3.50). The least commonly used strategy in this group by participants is “*relating the previous knowledge to the given task*” (M=3.34), with a medium mean compared to the other strategies in this group.

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Table13.

Means and Standard Deviations of Metacognitive Strategies Related to Evaluating

Item N°	Statement	Mean	SD	Rank
17.	I re-read my translation and look for editing.	3.44	0.69	2
18.	I correct any grammatical errors or misspellings if I find any.	3.84	0.79	1
19.	I discuss what I translate with others to check my translation.	2.25	0.23	6
20.	I use the characteristics of translation qualities as criteria to evaluate my own translating.	2.44	0.28	4
21.	I spend time analyzing my abilities critically and reflecting on my translation quality.	2.50	0.33	3
22.	I check if the translation strategies I used are appropriate for the text type.	2.31	0.29	5
23.	I recall the translating strategies to see what might be kept or changed to improve my translation next time.	1.31	0.20	7
Total Mean		2.58	0.40	-

For evaluating strategies (Table13), which is the third category of MSs with a medium mean, item18 which is “*the correction of errors*” (M= 3.84) is the most commonly used strategy by the students in the target group. Item 17 which is “*re-reading and editing the translation*” is also commonly used by the participants with a mean of (3.44). “*Analyzing and reflecting on their abilities*” is another strategy that is used at a medium level by the participants (M=2.50). The remaining four strategies in this group

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did not show any significant means, which entails that not a large number of the target group make use of these strategies.

Among the 23 items in this questionnaire; 12 items have been reported to be used more commonly than the other strategies by participants belong to planning and monitoring category (**Appendix04**). Data obtained from this investigation is summarized and displayed on table14 below.

Table14.

Description of Metacognitive Strategies' Use by master one' Students

Strategy	N	Mean	SD	Rank	Strategy Use
Planning	32	3.64	0.73	1	High
Monitoring	32	3.51	0.56	2	High
Evaluating	32	2.58	0.40	3	Medium
Total Mean		3.24	0.56	--	Medium

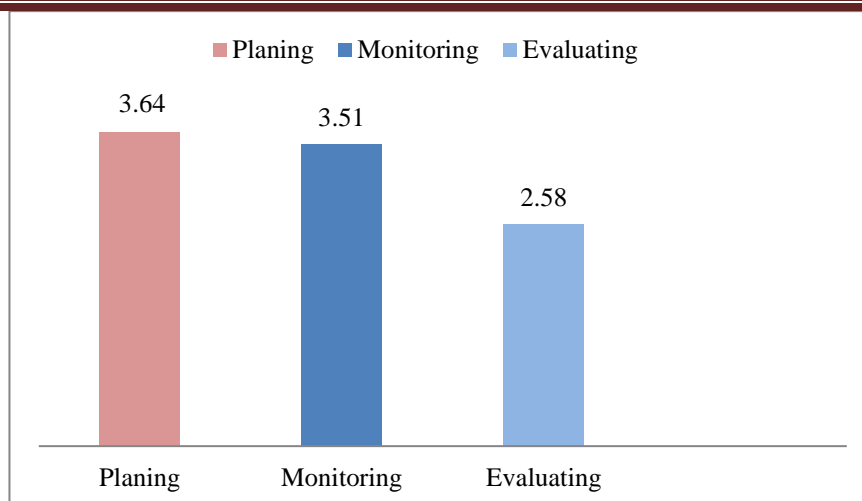
Note: $M \geq 3.5$ High strategy use

$2.4 \leq M \leq 3.5$ Medium strategy use

$M \leq 2.4$ Low strategy use, Oxford(1990).

From table14 we can notice that M1 students' use the three strategies respectively. From the examination of the values of the sample mean of the participants, the results indicated a high use of planning and monitoring strategies with the mean of 3.64 and 3.51 respectively. Meanwhile, the evaluating strategy is used at a medium level ($M=2.58$) with a standard deviation of (0.40) indicating that it is the least used MSs. However, the total mean of the strategies use is **$M=3.24$** , which states that M1 students use MSs at a medium level. Graph 06 below displays the findings.

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Graph06. Description of metacognitive strategies' use by M1 students

From Graph06 it is highly clear that both planning and monitoring are the most used strategies by the participants while evaluating is the least used strategy category.

From the analysis of the previous data, results indicate that M1 students use all the three MSs differently when they translate a given task. Furthermore, planning and monitoring strategy categories are used at a high level by M1 English students.

In order to answer research question 1, i.e., what is the general state of the use of MSs by M1 English students in translation, analysis of the questionnaire points out that students do use MSs when translating a given task, but they are not aware of their use of these strategies. The report shows that the participants do always use planning and monitoring strategies and often use evaluating strategies. On the other hand, table14 and graph06 summaries the frequency of strategy use among the participants. The descriptive statistics displayed on table14 indicate that the participants are using the three main categories of MSs. Although planning and monitoring reported high use, the total mean indicates a medium general use of the three MSs, where total mean = 3.24 according to Oxford (1990) classification is a moderate strategies use.

2.2.2. *Data Analysis for the Retrospective Questionnaire*

This questionnaire aims to answer both; the second and the third questions of the study, respectively: Q2) “do Master One students use metacognitive strategies in pragmatic translation? If yes, which of the three main MSs do they use most during their translation of pragmatic texts?” Q3) “to what extents do Master One students apply and use the MSs in pragmatic translation?” Respondents of this questionnaire were 30 students of M1 English Literature. Respondents were asked to translate a pragmatic text (user’ guide) then answer the questionnaire. The data are analyzed to determine the MSs used based on a sum of translation techniques and steps.

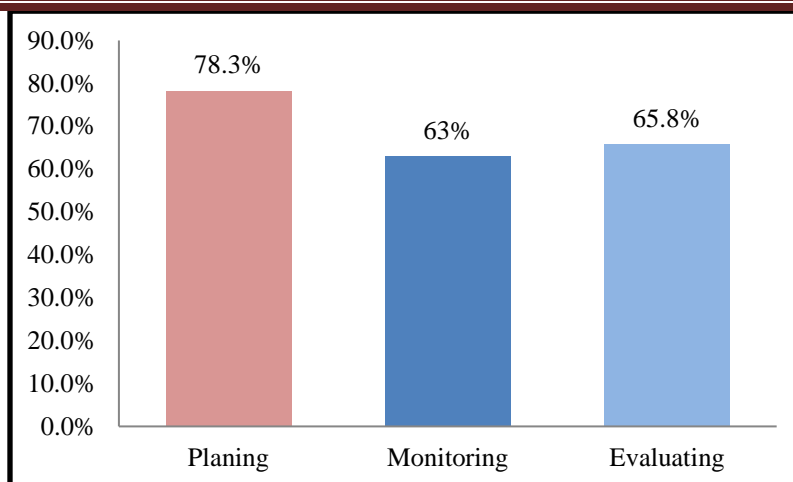
2.2.2.1. **Data Analysis for Research Question Two**

The second research question aimed at defining whether the M1 students use the MSs in pragmatic translation, besides determining the most used MS category in the pragmatic translation by them. To address this question, descriptive statistics (*Frequencies* and *Percentages*) were computed. Table15 presents the results as follows:

Table15.

Descriptive Statistics of Students’ most Used Metacognitive Strategy in Pragmatic Translation

Strategy	Percentage (%)	Freq.	Rank
Planning	78.3%	23	1
Monitoring	63.0%	19	3
Evaluating	65.8%	20	2



Graph07. Descriptive statistics of students' most used metacognitive strategy in pragmatic translation

Table15 and graph07 indicate a considerable use of the three strategies, moreover, results show high use of the planning-translating category (78.3%, *Freq.* =23), followed by the evaluating category (65.8%, *Freq*=20), and a medium use of the monitoring strategies category (63.0%, *Freq* =19).

In order to answer research question 2, i.e., do M1 students use MSs in pragmatic translation and which of the three main MSs do they use most during their translation of pragmatic texts, Table15 and graph07 summarise the frequency of strategy use among the participants. The data obtained from the questionnaire clearly show that master students use all MSs, namely planning, evaluation, and monitoring, differently when they translated the pragmatic text. The descriptive statistics for overall strategy use indicate that planning strategy (78.3%) was used more frequently than the two other categories where there is no much difference in the percentages of strategy use among evaluating and monitoring strategies.

2.2.2.2. Data Analysis for Research Question Three

The third research question aimed at investigating and checking the participants' use of MS during their pragmatic translation, accordingly, and in order to make a deeper

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investigation about the employment of MSs in pragmatic translation, we attempt to detect the frequently used and applied MSs during this translation process, through conducting a detailed analysis of the items that constitute each strategy.

Table16, table17, and table18 show the data obtained from the questionnaire including the frequencies (Freq.) and percentages (%) of the strategies' use. Also, the differences in strategy use in translating the pragmatic text by the students are highlighted clearly on graphs08, 09, and 10, bellow.

Planning strategies' use by the students is shown in table16 and graph08 below in order to have a clear idea about the distribution of strategy use.

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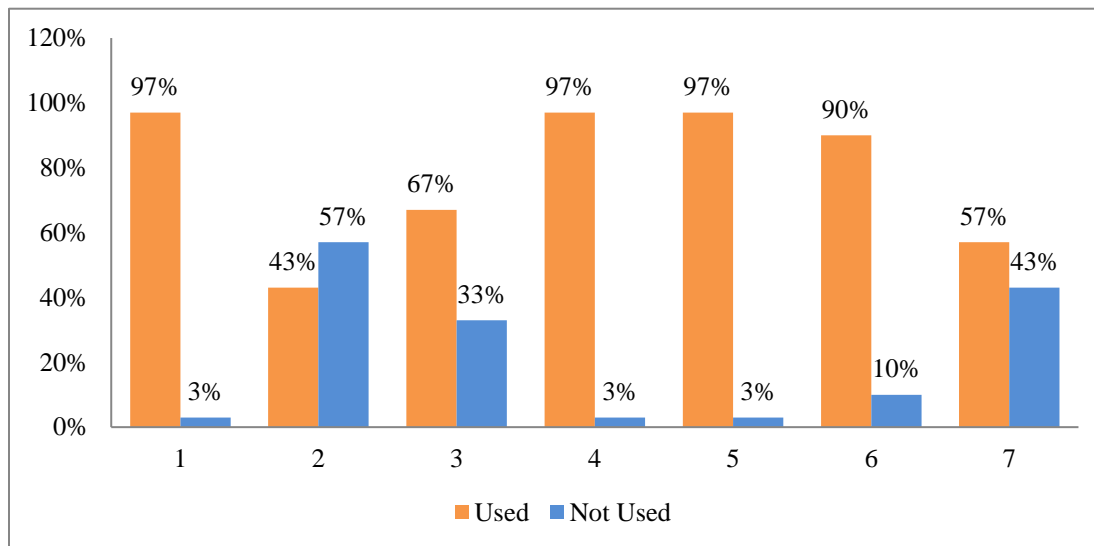
Table16.

Frequencies of Students' Planning Strategies' Use in Pragmatic Translation

Item N°	Strategies / Techniques	Yes (Used)		No (Not Used)	
		Freq.	(%)	Freq.	(%)
1.	Pre-reading the whole text.	29	97%	01	3%
2.	Identification of the text's objectives and target reader.	13	43%	17	57%
3.	Simplification of the text	20	67%	10	33%
4.	Identification of key terms and concepts.	29	97%	01	03%
5.	Identification of difficult terms and words.	29	97%	01	03%
6.	Explanation of key terms, concepts, and words.	27	90%	03	10%
7.	Words meanings hypothesis	17	57%	13	43%
Average		23.4	78.3%	6.5	21.7%

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According to table16, items 01, 04, 05 with a percentage of 97% are the most planning strategies used by the students. When item 07 (57%) and item 02 with (43%) are the least used planning strategies by the participants.



Graph08. Students' planning strategies' use in pragmatic translation

As shown in graph08, (97%) of the students answered positively for items 01, 04, and 05, and only 3% of them negatively. That is to say, almost all students (97%); read through the whole text to get a general idea about the subject, the characteristics, and the type of the text (item 01), and identified difficult terms and words (item 04) as well as key concepts and terms (item 05). In addition to that, some 90% of the students admit that they looked for explanations of key concepts and terms, and difficult words (item06), and only 10% of them didn't do so. So, generating an idea about the text, as well as identifying and explaining key terms and difficult words in the ST, as planning strategies, were highly conducted steps by the students before they start translating the pragmatic text.

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On the other hand, only (43%) of students thought about the desired communicative effects of the text and to whom this manual is targeted (item02), while 57% of them did not do so. Thus, this planning- translating step was not significantly conducted by all the students when translating the pragmatic text.

Monitoring strategies' use by the students also differs. Table17 and graph09 below give a detailed description and a clear explanation for the results.

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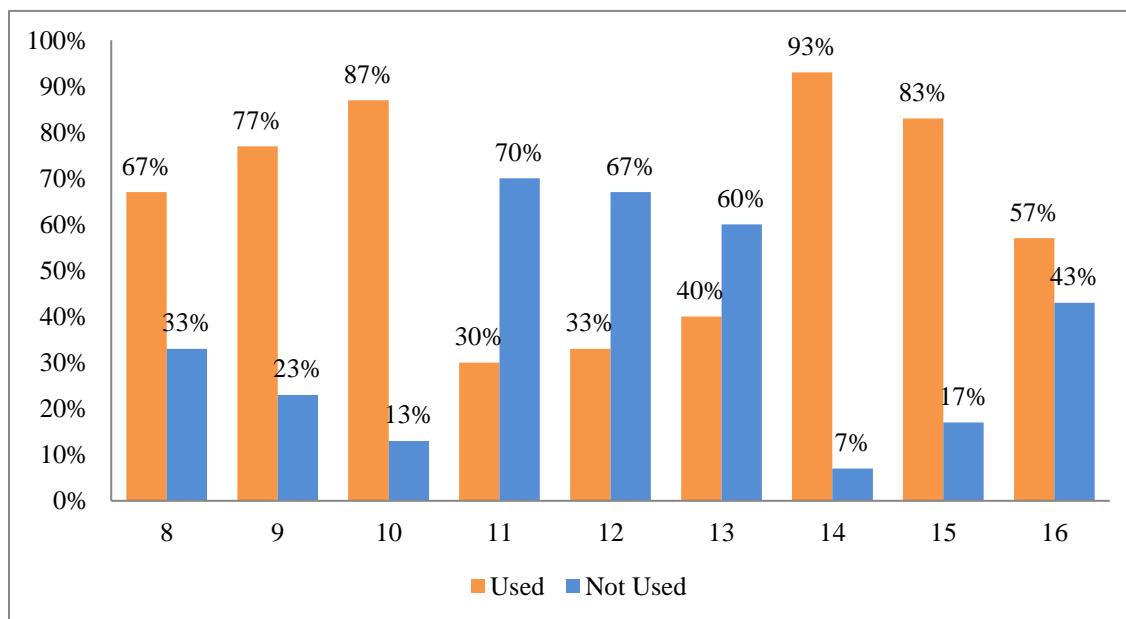
Table17.

Frequencies of Students' Monitoring Strategies' Use in Pragmatic Translation

Item N°	Strategies / Techniques	Yes (Used)		No (Not Used)	
		Freq.	Percentage (%)	Freq.	Percentage (%)
8.	Checking the validation of the hypothesized meanings.	20	67%	10	33%
9.	Translation hypothesis	23	77%	7	23%
10.	The use of context for accurate equivalence.	26	87%	4	13%
11.	Avoidance of translating difficult terms.	09	30%	21	70%
12.	Borrowing of words	10	33%	20	67%
13.	Monitoring of the translation fidelity.	12	40%	18	60%
14.	Confirmation of content and interpretations correctness.	28	93%	2	7%
15.	Checking of terminology consistence.	25	83%	5	17%
16.	Comparison between TT and ST.	17	57%	13	43%
	Average	18.8	63.0%	11.1	37.0%

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According to table17, item 14 with a percentage of 93% is the most monitoring strategy used by the students. Followed by item 10 (87%) and item 15 (83%). When item 11 (33%) and item 12 with (30%) are the least used monitoring strategies by the participants.



Graph09. Students' monitoring strategies' use in pragmatic translation

As shown in graph09; Items 14, 10, and 15, were highly employed by the students, respectively. In item 14, (93%) of students used the strategy and only 7% did not do so. Thus the majority was confirming that they didn't miss any content or misinterpret any meaning during their translation. For item 10, almost all of the students (87%) answered by Yes, and considered the context as a vital and an effective mean to get words' meanings. Not far from this, item 15 also was considerably employed, where 83% of students were making sure that they are using the terms that consist throughout the text terminology. While 13% and 17% of the students answered with No for both strategies, respectively. Accordingly, the previous mentioned translating techniques, and monitoring

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strategies, (items 14, 10, and 15) were highly conducted by the students while they were translating the pragmatic text.

Referring to item16, (57%) of students were comparing each chunk of TT with the ST. while 43% of them finished the translation without doing so. Moreover, only 40% of the participants answered positively for item 13, while 60% of them answered negatively, thus, only 40% of students were checking their translation' fidelity. Consequently; these monitoring strategies and translating steps were conducted at a medium level by the students during their translation of the manual guide.

In contrast, the low positive percentages for items 11 and 12 have positive interpretation. For item 11, (30%) answered with Yes and (70%) with No, it means that (70%) of students considered the difficult word and didn't skip them, while 30% of students skip the difficult terms. In item 12, (33%) answered with Yes and 67% with No, thus the majority of the students (67%) did not borrow the difficult terms and words as they are to the TL, and only 33% of them did so. These results demonstrate that students avoided these techniques in translating the pragmatic text.

Table18 and graph10 represent the evaluating strategies' use by the students. The results are shown below.

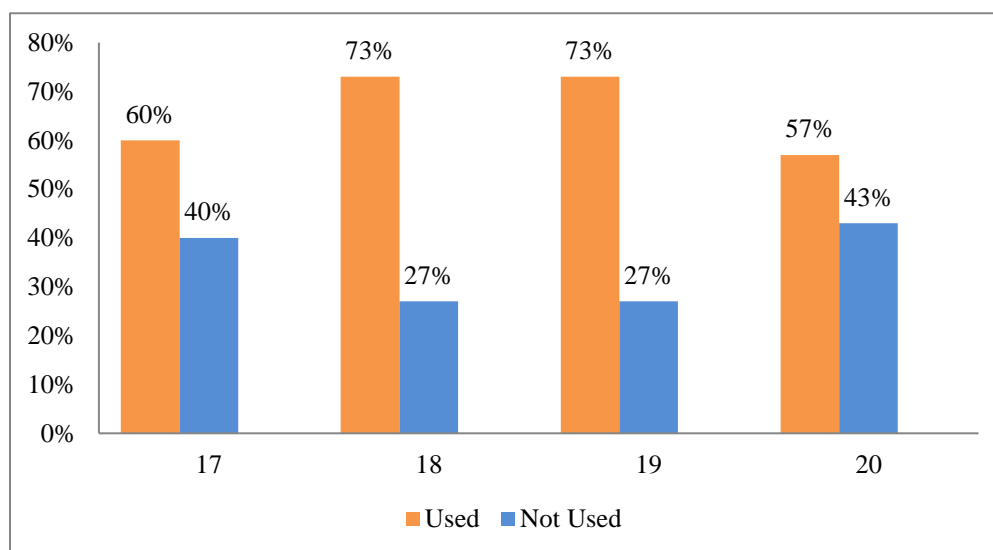
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Table18.

Frequencies of Students' Evaluating Strategies' Use in Pragmatic Translation

Item N°	Strategies / Techniques	Yes (Used)		No (Not Used)	
		Freq.	Percentage (%)	Freq.	Percentage (%)
17.	Checking the validation of the hypothesized translation	18	60%	12	40%
18.	Editing the translation product	22	73%	8	27%
19.	Correction of misspelling and grammatical errors	22	73%	8	27%
20.	Evaluation of solutions' successfulness	17	57%	13	43%
	Average	19.7	65.8%	10.2	34.2%

According to table18, items 18 and 19 with the percentage of 73% are the most evaluating strategies used by the students. When item 20 (57%) is the least used evaluating strategy by the participants.



Graph10. Students' evaluating strategies' use in pragmatic translation

Based on the results shown in graph10, we could notice that most of the students (73%) conducted both strategies 18 and 19, i.e. they compared their translation product to the ST and looked for editing, besides they checked if there are any misspellings or grammatical errors, and corrected them. Whereas 27% answered by No, i.e., they didn't make any edition or correction to their translation. Consequently, these evaluating strategies were highly used by the students when they finished their translation of the pragmatic text.

The last evaluating strategy (item 20) refers to the students' own judgments about their solutions and the used means and aids to solve the difficulties they faced in their translation. We could notice that 57% of the students think that their solutions to the difficulties are successful (answered Yes), while 43% of them were not satisfied with their solutions (answered No).

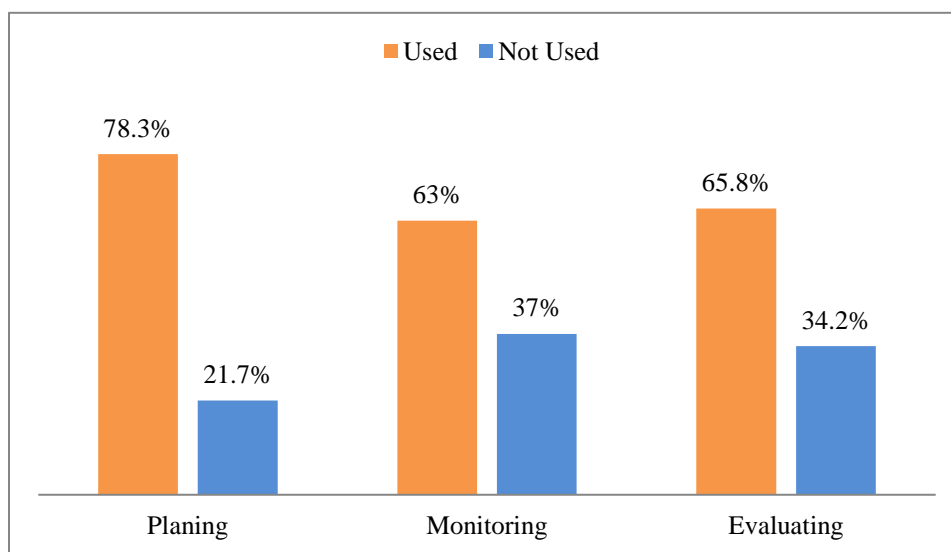
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Table19 below summarizes and lays out the data obtained from students' responses to the retrospective questionnaire in order to answer the third question, which is about the extent of strategies' use by students in pragmatic translation.

Table19.

Percentages of the Metacognitive Strategies' Use by the Participants

Strategy	Yes (Used)		No (Not Used)	
	(%)	Freq.	(%)	Freq.
Planning	78.3%	23	21.7%	7
Monitoring	63%	19	37.0%	11
Evaluating	65.8%	20	34.2%	10
Average Percent	69.0%		30.9%	



Graph11. Percentages of the metacognitive strategies' use by the participants

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Table19 and graph11 reveal that planning and evaluating categories are reported to be highly used, while monitoring category was used at a medium level by the students in translating the pragmatic text.

In order to answer research question 3, i.e., to what extents do master one' students apply and use the MSs in pragmatic translation; the data was analyzed and presented in percentages. Table 19 and graph 11 summarise the MSs and the extent to which students used these strategies in translating the pragmatic text. The results indicate that the participants' MSs' use in translating the pragmatic text is relatively high. The average percentage of MSs' use is 69%; whereas only 30.9% of the students didn't employ MSs when they practised pragmatic translation.

2.3.Discussion and Interpretation

2.3.1. Discussion of the Prospective Questionnaire Results

2.3.1.1. Discussion of the First Research Question

From the first part of the prospective questionnaire, and as mentioned previously, it is highly clear that the majority of the students follow some translation strategies and steps. However, they neglect one of the main steps which is revising and evaluating their translation, only one participant who mentioned this final step. Evaluation is about determining whether the outcome of the process has been successful. For an expert translator, this stage is the result of the continuous assessment of successful translation process (Shreve, p. 261). Thus, the evaluation phase would enable the translator to ensure that he fully expresses the meaning of the ST in the final product (TT) (Delisle, 1980).

In addition to that, the way students gave the answers indicates that they were unable to identify the translating steps and techniques they use, clearly and precisely. Thus, they were unaware of the translating process and strategies, which is highly needed for the translator. In this respect, Madoui (2012) asserts that translation' learners are

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particularly required to develop a selective attention, a noticing capability and awareness about the different stages of the process they go through in completing their task (p.76). In addition to that, the data gathered show that the majority of the respondents (87%) claimed that they can't distinguish between cognitive and metacognitive strategies. However, their definitions of both concepts "cognitive strategies" and "metacognitive strategies" were acceptable and generally correct. Besides, 47% of the students stated that they rarely use the MSs when translating a given task. Only a few students (06%) claimed that they always use MSs when translating. Thus it seems clear that they have a background about the MSs but they are unaware of their use in the translation context. What goes along with Kim (2006) findings, where he indicated that novice translators did not show any awareness of strategies to be applied beyond the level of word equivalence, thus they failed to reach a "metacognitive level" (cited in Shreve, 2009, p. 262). On the other hand, data obtained from the second part of the prospective questionnaire demonstrate that the participants (N=32) use the MSs at a medium level during their translation (Total Mean = 3.24), according to these findings (**Table14**) the hypothesis that M1 English students use a variety of strategies when translating; however, they are unaware of their use of the MSs, can be confirmed.

Another major finding from this prospective questionnaire was that among the 23 items that compose the questionnaire, 12 items are used more commonly by the target population. Interestingly, most of these 12 items belong under the planning and monitoring categories, which suggests some kind of harmony between the findings of the study. Furthermore, from students' answers about the translation steps, it has been noticed that students neglect revising and editing as a step in the translation process. Additionally, students who claimed that they face difficulties in using the MSs, the 50% of them indicated that the difficulty lies in evaluating phase (Table10), and from the deeper analysis of the items (Table14), evaluating category was reported to be the least conducted by the participants. According to Shreve (2009), the little evaluation of the task achievement and successfulness is mainly a sign that the translator doesn't have a

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conscious awareness of the criteria for translation success (p. 264). Therefore, it can be assumed that M1 English students don't have sufficient knowledge about how to improve their translating skills and abilities or the evaluating criteria that teachers' use to evaluate the final product of the translation (TT).

2.3.2. Discussion of the Retrospective Questionnaire Results

2.3.2.1. Discussion of the Second Research Question

The primary underlying concern of this questionnaire is to find out the most used category of the three main MSs. The analysis indicates that the most used strategies by M1 English students when they translate a pragmatic text are the planning strategies (78.3%) besides evaluating strategies (65.8%) followed by the monitoring strategies with a percentage of (63.0%). Metacognitive planning strategy includes goal setting, choosing the appropriate strategies, allocating resources, and formulating action plans before involving in translating (Zhenming and Deng 2018). Consequently, the high use of the planning category can indicate that students were trying to build a good base before they start translating; they oriented their focus on the task content and grasp the difficulties that may hinder their translation, and tried to well comprehend the task before they engaged in the process. Planning was followed by evaluating and monitoring strategies respectively (Table15). The slight difference between the frequencies of strategies' use can indicate that students lack some training and guidelines in conducting these phases. Zou Yanqun (2015) argued along similar lines in his study when he noted that students show a considerable variation in their metacognitive adequacy and use. Nevertheless, for him, the ability to use metacognition does not necessarily come naturally for translation students; thus, "learning how to learn cannot be left to students, it must be taught" (Gall, 1990, cited in Zou, p. 73).

2.3.2.2. Discussion of the Third Research Question

The second concern of this tool is to give an insight into the strategies used and employed by students in the process of pragmatic translation. The analysis of the findings reveals that the majority of the students have fairly made use of the MSs in their translation. Despite

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the difference in the percentage of each category, the total of their applications which is displayed in Table19 show that 69% of the students have used the MSs in their pragmatic translation. In fact, this high percentage may reflect the awareness of Master students concerning the sensitivity of such type of translation. In this respect, Shreve (2009) claimed that for novice translators, “difficult texts” always show greater evidence of more effortful processing and increased metacognition, aiming to achieve successful completion of the translation task (p. 266). Besides, such frequency of strategy use is positive since it may lead to a better task achievement and a high quality of production (TT), where the production of excellent texts in translation requires significant active control over the translation process (Shreve). In other words, students who participated in this test were reported to be high strategy users (Table19); hence, they were strategic in their translation process to successfully accomplish the task. Accordingly, the hypothesis that M1 students would use all three MSs’ categories when translating pragmatic text to satisfy the demands of pragmatic translation is confirmed.

Some detailed interpretations can be made in order to explain the selection and employment of these strategies besides a few remarks that should be noted.

In planning phase, the majority of the students mostly use techniques as “*pre-reading the whole text*” and “*identification of difficult terms and words*” among the planning translating strategies. This indicates that students were making sure to fully comprehend the pragmatic text content before they started translating. In addition to that, techniques as “*identification of key terms and concepts*” and “*explanation of key terms, concepts, and words*” were highly conducted which can maintain that the participants were trying to allocate their prior knowledge and capacities, also that they were aware of the sensitivity of the used terms and the high importance of the terminology accuracy and correctness in the pragmatic translation, hence this type of translation requires knowledge of specific terminologies, through extensive documentation by the translator (Theodora, 2017, p.24). On the other hand, unfortunately, “*identifying the text’s objectives and target reader’s profile*” before translating was the least conducted planning strategies. At the

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level of metacognition, students were supposed to produce solutions: who to ask for help; or how to analyze the information at disposition to infer the possible answers to identify the text function and target addressees. Furthermore, this step is one of the main aspects of translation fidelity and quality, and more for the translation of the pragmatic text where the translator must ensure to deliver and re-express information that may be used easily and properly by the target reader (Byrne, 2006), and detecting the reader' profile is important for his choice of words, putting in mind that the target reader should understand the information or the instructions easily and correctly (Shreve, 2009, p. 264).

Among monitoring strategies, the “*confirmation of content and interpretations correctness*”, “*checking of terminology consistence*” and “*using context to find accurate equivalence*” was highly conducted strategies by the participants, at the level of metacognition, this reflects that they were trying to control their comprehension and progress, aiming at identifying inconsistencies and modifying problem-solving strategies if needed. Moreover, “*avoiding translating the difficult terms*” and “*borrowing of words*” was two suggested techniques for problem-solving and indicators of the monitoring of aids that students were allowed to use (i.e. dictionaries and web resources), both techniques were used at a low level (30% and 33%). These findings indicate that majority of the students know that they have to consider the difficult word and do not skip them. Borrowing words refers to a specific translation strategy used to translate unknown words. For instance, in pragmatic translation, the translators may avoid looking for the equivalence of new terms and proper nouns that lack accepted equivalents in the TL and settle by borrowing or calquing the word as it is in the SL. Besides, “*checking the terminology consistence*” which is highly important in pragmatic translation, as mentioned previously, was highly applied by the participants. In other words, students were trying to monitor their translation process and overcome the obstacles; making use of different aids, adjusting and modifying strategies and resources to achieve an accurate translation of task progression. The two least employed monitoring strategies are used to direct attention and concentration which were: “*monitoring of the translation fidelity*”

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and “*comparison between TT and ST*”. Such monitoring strategies were reported to be moderately used strategies can be the possible causes to poor quality of translation for the participants, although other strategies were reported to be highly used since both strategies reflect fidelity which is the hallmark for assessment of quality in translation (Ajunwa, 2015).

At this point, it is noteworthy to mention that; despite the fact that planning strategies encompass selecting strategies, allocating resources, and formulating action plans in ways that enhance or facilitate task comprehension and performance (Zhenming and Deng, 2018, p. 76); their use alone might be unproductive. Planning also requires the use of monitoring strategies in order to direct the translating process since they facilitate the control of comprehension and progress, aiming at identifying inaccuracies and manipulating solutions (Zhenming and Deng, p. 76).

On the other hand, for translation evaluation, the three suggested techniques “*editing the translation product*”, “*correcting the misspelling and grammatical errors*” and “*checking the validation of the hypothesized translation*” were highly conducted by the students, these findings indicate that participants did revise their final products (TT), assessed the grammatical correctness and editing, besides ensured the accuracy of the predicted translations that translators assumed during their translation process. Metacognitively speaking; they evaluated and reflected on their process and final product from linguistic, professional, and strategic perspectives after they completed (Zou Yanqun, 2015, p.75). Evaluating strategies also involve assessment of the appropriateness of the solutions, the whole process, and the final product. Although three techniques were reported to be highly used, which is a good thing; the students’ response about the evaluation of the usefulness and successfulness of the used strategies and the approved solutions by them, maintains that many students (43%) were not satisfied with their solutions and used strategies. In this respect, Angelone (2010), in his study, found that uncertainty of provided solutions, by translation students, is embedded within the comprehension of ST and the production of TT; and, more importantly, that

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metacognition in problem-solving [strategies' choice in this case] is highly associated with expert performance' (cited in Núñez and Bolaños-Medina, 2018, p. 286). Consequently, M1 English students may have difficulties in choosing the appropriate techniques (at planning phase), or it was difficult for them to find the translations and relevant information of the proper nouns or main concepts and terms of the pragmatic text they translated (at monitoring phase). Hence, this can be due to their lack of experience and the inability of using the different aids smoothly and successfully.

To conclude, based on the findings; students make use of the MSs; they specified goals, monitor their translating process and evaluate the produced translation (TT), what may maintain that M1 students were aware of the sensitive requirements of the pragmatic translation.

2.4.Summary of the Findings

The findings of this study are the following:

- M1 EFL students at University of M'sila have some basics concerning the translation process and they do follow some main strategies when translating. Also, M1 EFL students make use of the MSs in translation at a medium level.
- Not all M1 EFL students are aware of the MSs using during translating and this could be a result of the absence of explicit teaching strategy that can raise their awareness.
- In translating pragmatic texts, M1 EFL students at University of M'sila use all the MSs respectively. Compared to other MSs, planning was the most used category among students, followed by evaluating and monitoring.
- The difference between the frequencies of strategies' use can indicate that M1 EFL students need some guidelines in conducting these different phases, besides raising their metacognitive awareness.
- M1 EFL students were strategic during the pragmatic translation process. However, they neglected some main steps and aspects in their translation, thus

M1 EFL students are in need of effective training to improve their skills and abilities in term of translation and metacognition.

2.5.Pedagogical Implications

According to the findings of the present study, several pedagogical implications and recommendations can be drawn and formulated. Some of them are the following:

First, it is recommended that awareness rising about MSs and its significance, and integrating metacognition in the classroom can raise the learners' abilities, accordingly, metacognition needs to be taught explicitly, not just implicitly, at first levels of learning. This would allow students to develop their own cognitive ability, through raising students' metacognitive awareness, which is at the core of their learning abilities in general, and translation skills in particular.

Second, it is recommended from teachers to introduce the MSs in translation sessions and provide students with instructors to help them to be aware of the necessity of using MSs and the range of options available to them and how to select and use them effectively. This can be done by conducting activities where teachers integrate MSs in translation activities and introduce the needed strategies before concrete translation tasks, and instruct students how to analyze, locate problems, select the strategies, and monitor in the process of translation; and reinforce and reflect on the performance and TT (Yanqun, 2015).

Third, learners need to be aware of what translation is, as a process. Shedding light on the process helps students realize that the completion of each translation task is not the ultimate purpose, but that to develop the translation abilities by monitoring, regulating, and reflecting on the performance is the goal. So, they are not supposed to learn only linguistic and cultural aspects, but also should develop mental agility to successfully realize the linguistic transfer, and develop their ability to monitor their own processing and understand its mechanism (Madoui, 2012).

Finally, although this study was not conducted to examine if there might be any relationship between the translation quality and the fact that the use of MSs improves the

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translation process performance and the task achievement, such point should be emphasized and introduced in the curriculum so that the students should be taught how to translate and use strategies effectively.

2.6.Limitations of the Study

While trying to achieve the aims of this study, this piece of research has encountered some difficulties. First and foremost, the lack of resources concerning translation in relation to metacognition, thus a few number of studies were conducted in this field, adding to that many of these few resources were difficult to obtain. There was also a difficulty in the distribution of the prospective questionnaire where some students were not cooperative. Besides time limit was the biggest obstacle we can face, even though the study was completed in its deadline.

Moreover, the current situation of the world, due to the spread of Covid19 Virus, prevented the researchers to accomplish the study the way it was planned to, where this research could be better. Under those circumstances, the sample of the second stage of this investigation was restricted to only 30 students of M1 English literature students, instead of a larger sample from both specialities in English Department which would allow researchers to deepen their investigation (comparing students achievement and MSs' Use), using a variety of tools (test, re-test), and data analysis methods (correlation coefficient).

On the other hand, the sampling method adopted in this study may limit its results. The translation test was conducted with only M1 English literature students, which is considered as a convenient sample, and the quota sampling adopted in the prospective questionnaire is on a convenience basis. Hence, the generalizability of convenience sampling designs is very restricted, since such a sample represents itself rather than representing the wider population, but it is a viable alternative when quick and timely information is needed, or for exploratory research purposes (Sakaran and Bougie, 2016). However, it does offer some information, based on which further investigation, if necessary, can proceed (Sakaran and Bougie, p. 249). Therefore, the findings of this

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study can be generalized only to a population with the same characteristics (Bijan, 2012); accordingly, they cannot be generalized to other universities.

2.7.Recommendations

Further research is needed in the area of translation students' metacognitive awareness and self-regulation. Applying multiple indicators of metacognition and self-regulation, such as self-report inventories and self-reflections on action using think-aloud protocols methods would lead to more validity of the results.

The findings of the present study also suggest the need for further research with further mixed-methods studies to investigate the question of whether MSs' use in translating changes with developing competency. It is also important to investigate the interplay of the use of the various types of MSs (i.e., plan, monitor, evaluate) and the different types of texts translated by learners. Such studies will shed more light on the question of whether metacognitive strategy-categories are malleable based on learners' competency and the types of texts they translate.

Also, researchers are able to examine the effect of metacognitive instruction or investigate the students' perception of this instruction with a large scale of the students as the participants. It is also suggested that future research replicate this study using a larger number of translation students and compare specialities or levels.

Conclusion

This chapter was concerned with the methodology followed to investigate the use of MSs in translating pragmatic texts by M1 EFL students. The results were analyzed quantitatively and qualitatively, represented statistically in tables and interpreted in graphs. After the analysis of the prospective questionnaire answers, it has been found that the participants do use MSs in translating texts; however, students are not aware of their use of these strategies, it is revealed that they use MSs spontaneously, thus when they are translating they use strategies without consciousness or predetermination. Another finding after analyzing the retrospective questionnaire was that the participants were found to be high strategy users; they employed all types of strategies, i.e., planning, monitoring and evaluating strategies when translating the pragmatic text. Besides, an attempt to give possible interpretations was made in order to give explanations to the selection and employment of these strategies by the research participants. Based on the findings, several pedagogical implications were suggested and some recommendations have also been reformulated. Finally, limitations faced the researchers when undertaking this study have been presented.

General Conclusion

The present research aims at investigating the students' use of metacognitive strategies in translating pragmatic texts by M1 EFL students at University of M'sila. In this respect, at first, this study tried to shed light on students' general situation of translation learning based on metacognitive strategies and explore their awareness about the MSs. The current study principally focuses on the pragmatic translation and MSs, thus it examines the students' use of the MSs and figures out the most used category of the three main MSs by M1 learners during the pragmatic translation. Also, it seeks to give an insight into the metacognitive translating strategies used and employed in the process of pragmatic translation by M1 EFL students at M'sila University.

First, the data gathered from the prospective questionnaire, indicate that M1 EFL students at University of M'sila have some basics concerning the translation process and that they do follow some principle strategies and steps when translating. Moreover, the data analysis of the prospective questionnaire, show that students do significantly use MSs when translating, even though students reported the opposite, what clearly indicates that they are not aware of their use of these strategies. The analysis also indicates that the evaluation phase is conducted at a low level by the students, where only a final evaluation exists. Accordingly, M1 EFL students are not fully able to evaluate their translation, thus they lack the effective improvement of their translating skills, abilities, and the final product (TT).

Second, for the MSs' use in the pragmatic translation, the findings from the retrospective questionnaire show that the participants employed all categories of strategy, i.e., planning, monitoring, and evaluating strategies when translating the pragmatic text. The students reported to use frequently more planning category than the two other categories what may indicate that students were trying to build a good base before they start translating. Also, the slight difference between the frequencies of use of strategies can indicate that students lack some training and guidelines in conducting these phases.

Third, concerning the extent of strategies use and employment by students in translating the pragmatic text, the retrospective questionnaire, conducted after the translating test, revealed two main results. The first one is that a great number of students mainly employed all the

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suggested translation steps and strategies while they were translating the pragmatic text; through that, they may come up with a better task achievement and a good quality of production (TT). The second result indicates that students neglected some items that reflect main aspects and requirements of the pragmatic translation, This indicates that they lack some skills' training where they were partially unable to target such important aspects of translation that belong to both MSs planning and monitoring.

After the analysis of gathered data from different research tools, the two hypotheses were confirmed. This means that M1 EFL students at University of M'sila are using a variety of strategies when translating; however, they are unaware of their use of the MSs. Second, students employed all three MSs when translating the pragmatic text; thus they were more conscious about their process of translation in order to satisfy the demands and requirements of pragmatic translation.

To sum up, the study revealed and reported that M1 English students are moderate strategy users in the translation process, more precisely, in the pragmatic translation. However, this use of strategies is spontaneous and students are not aware of it, what calls for more attention to be paid to this mediator that links between the students' abilities and the translation-process-task achievement, to improve the outcomes of translation learning and training for EFL students at the department of English language and literature at University of M'sila.

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Appendices

APPENDICES

Appendix01. Prospective Questionnaire

Questionnaire for Students

This questionnaire is designed to investigate the use of metacognitive strategies namely planning, monitoring, and evaluating by EFL students in translation at M'sila University. You are kindly asked to answer this questionnaire. Your answers and comments will be greatly helpful to reach our objectives as well as, your personal information would be confidentially preserved.

Thank you for your collaborations.

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5. Do you find it difficult to use them?

Yes

No

- If yes, where does the difficulty lie (i.e. in which strategy)?

.....

Part Two: Metacognitive Strategies' Use:

The table below includes statements about what you may or may not do when you are translating a given task in English to Arabic and vice versa. After reading each statement, think about your own experience and choose the response (1, 2, 3, 4 or 5).

The numbers mean the following:

1= Never

2= Rarely

3= Sometimes

4= Often

5= Always

Strategy One: Planning (Before-translating)	1	2	3	4	5
1. I set a plan for my translations process.					
2. I preview the text to see what it's about before translating it.					
3. I split the task into simple units.					
4. I underline the difficult phrases and words.					

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5. I try to guess the meaning of unknown words or phrases before starting translating.					
6. I identify the important information predicted and required in the text.					
7. I start translating only after getting a clear picture about the content to be translated.					
8. I select the translation strategies that help me to translate the text before starting translating.					
Strategy Two: Monitoring (during translating)					
9. I regulate my translating speed according to the given time and length of the text.					
10. I paraphrase (restate ideas in my own words) to better understand what I want to translate.					
11. When I translate I try to relate my previous knowledge about the topic to the given task.					
12. I use context clues to help me better understand what I'm translating.					
13. I skip words or sentences I do not understand.					
14. I re-read the text when it becomes difficult to understand.					
15. I try to get back on track when I lose concentration.					
16. I stop from time to time and think about what I'm translating.					
Strategy Three: Evaluating (After-translating)					
17. I re-read my translation and look for editing.					

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18. I correct any grammatical errors or misspellings if I find any.					
19. I discuss what I translate with others to check my translation.					
20. I use the characteristics of translation qualities as criteria to evaluate my own translating (coherence, cohesion, and the equivalence in gender, tenses, text structure..)					
21. I spend time analyzing my abilities critically and reflecting on my translating quality.					
22. I check if the translation strategies I used are appropriate for the text type.					
23. I recall and summarize the translating strategies to see what might be kept or changed to make an improvement on my translation next time.					

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Appendix02. Text Translating Test

Question: translate the following text into Arabic.

Preparing Coffeemaker for Brewing Coffee

- Before making coffee in your new MR. COFFEE® Coffeemaker, thoroughly clean the carafe, carafe lid, filter holder and detachable water tank with warm, soapy water. Rinse and dry. Do not use harsh or abrasive cleaners. You may wipe the warming plate with a clean, damp cloth. However, do not immerse the Coffeemaker in water or any other liquid.
 - Place your MR. COFFEE® Coffeemaker on a flat, level surface away from any edge.
 - Plug the unit into a 120 Volt, 60 Hz AC only outlet.
 - The lid of the carafe must be properly snapped on during the brewing process.
 - The filter basket must be properly locked in during the brewing process.
- Once you have inserted your desired level of coffee and water, push the ON button to start the brew cycle. The ON Light will go on, indicating that the Coffeemaker has begun the brewing cycle. In a few minutes the Coffeemaker will complete the brewing cycle and switch over to the warming mode.

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APPENDICES

Appendix03. The Retrospective Questionnaire

Questionnaire for Students

This questionnaire is designed as a part of research work in linguistic studies for master degree. After you translated the pragmatic text, you are kindly asked to answer the following questions. The purpose of this survey is to determine whether or not you used the metacognitive strategies in translating this pragmatic text. We would be grateful if you could answer the following questions. The information provided will be of great help in our study.

Before I started translating:	Yes	No
1. I read through the whole text to get a general idea about the subject, the characteristics, and the type of the text.		
2. I thought about the desired communicative effects of the text/ to whom this text is targeted		
3. I split the text into chunks and short complete units of meaning.		
4. I noted key concepts and key terms before beginning the translation		
5. I identified the difficult terms and the difficult words for me.		
6. I looked for explanations of key concepts, key terms, and difficult words.		
7. I put meaning hypothesis (I interpreted or guessed the meaning of unknown words before I started translating).		
When I started translating:		
8. I checked meaning hypothesis validity (checked if the meanings I guessed consistent throughout the text).		

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9. I put translation hypothesis (I assumed or suspected the equivalence of unknown words and sentences in the target language)		
10. I tried to get the meaning of the difficult terms/ words and their accurate equivalence in the target language from the context.		
11. I skipped and ignored the difficult terms/words and avoided to translate them.		
12. I've just borrowed the difficult terms/words as they are to the target language.		
13. During my translation I was monitoring my translation fidelity (to the source text, author intention, target language, and readers).		
14. During my translation I was confirming that I haven't missed any content or misinterpreted any meaning.		
15. During my translation I was making sure that I'm using the terms that consistent throughout the text terminology.		
16. During my translation I was comparing each chunk of text with the original (source) text.		
When I finished translating:		
17. I checked my translation hypothesis validity (the accuracy and the correctness of the assumed equivalences).		
18. I compared the translation to the source text and look for editing.		
19. I checked if there are any misspellings or grammatical errors, and corrected them.		
20. I think my solutions to the difficulties that I faced in my translation are successful.		

Thank you for your collaborations

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Appendix04. Distribution of the target population according to the use of metacognitive translating strategies, N=32

Items	Never		Rarely		Sometimes		Often		Always		Mean	SD	Rank
	N	%	N	%	N	%	N	%	N	%			
Strategy One: Planning													
1. I set a plan for my translations process.	3	9%	9	28%	14	44%	5	16%	1	3%	2.75	0.44	17
2. I preview the text to see what it's about before translating it	1	3%	1	3%	0	0%	12	38%	18	56%	4.41	1.12	02
3. I split the task into simple units.	2	6%	6	19%	8	25%	8	25%	8	25%	3.44	0.43	12
4. I underline the difficult phrases and words.	1	3%	5	16%	3	9%	3	9%	20	63%	4.13	1.16	03
5. I try to guess the meaning of unknown words or phrases before starting translating.	0	0%	3	9%	1	3%	7	22%	21	66%	4.44	1.24	01
6. I identify the important information predicted and required	0	0%	5	16%	9	28%	8	25%	10	31%	3.72	0.55	07

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in the text.														
7. I start translating only after getting a clear picture about the content to be translated.	1	3%	2	6%	6	19%	11	34%	12	38%	3.97	0.72	05	
8. I select the translation strategies that help me to translate the text before starting translating.	10	31%	10	31%	8	25%	1	3%	3	9%	2.28	0.22	21	
Strategy Two: Monitoring	---	-----	---	-----	-----	-----	---	-----	---	-----	-----	-----	-----	
9. I regulate my translating speed according to the given time and length of the text.	2	6%	4	13%	10	31%	8	25%	8	25%	3.50	0.46	10	
10. I paraphrase (restate ideas in my own words) to better understand what I want to translate	2	6%	9	28%	9	28%	7	22%	5	16%	3.13	0.30	16	
11. When I translate I try to relate my	4	13%	6	19%	8	25%	3	9%	11	34%	3.34	0.56	15	

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previous knowledge about the topic to the given task.													
12. I use context clues to help me better understand what I'm translating	2	6%	6	19%	8	25%	8	25%	8	25%	3.44	0.43	11
13. I skip words or sentences I do not understand.	0	0%	11	31%	10	31%	4	13%	8	25%	3.38	0.42	14
14. I re-read the text when it becomes difficult to understand.	1	3%	2	6%	7	22%	5	16%	17	53%	4.09	0.95	04
15. I try to get back on track when I lose concentration.	3	9%	7	22%	5	16%	4	13%	13	41%	3.53	0.68	09
16. I stop from time to time and think about what I'm translating.	1	3%	4	13%	12	38%	3	9%	12	38%	3.66	0.68	08
Strategy Three: Evaluating	---	-----	----	-----	-----	-----	---	-----	---	-----	-----	-----	-----
17. I re-read my translation	3	9%	8	25%	6	19%	2	6%	13	41%	3.44	0.69	13

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and look for editing.														
18. I correct any grammatical errors or misspellings if I find any.	4	13%	2	6%	2	6%	11	34%	13	41%	3.84	0.79	06	
19. I discuss what I translate with others to check my translation.	12	38%	7	22%	9	28%	1	3%	3	9%	2.25	0.23	22	
20. I use the characteristics of translation qualities as criteria to evaluate my own translating.	10	31%	6	19%	11	34%	2	6%	3	9%	2.44	0.28	19	
21. I spend time analyzing my abilities critically and reflecting on my translation quality.	6	19%	16	50%	3	9%	2	6%	5	16%	2.50	0.33	18	
22. I check if the translation strategies I used are appropriate for the text type.	7	22%	15	47%	4	13%	5	16%	1	3%	2.31	0.29	20	
23. I recall the translating strategies to see what might be	8	25%	10	31%	12	38%	2	6%	0	0%	1.31	0.20	23	

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kept or changed to improve my translation next time.													
Total Mean	3.24												
Standard Deviation	0.56												

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Appendix05. Experts and Judges List

	Academic level/ Specialty	Department/ University
Mrs. Boudjelal Nadjia	Assistant Teacher (M.A. in Linguistics)	French Language Department. M'sila University
Mr. Bounaas Chaouki	Assistant Teacher (M.A. in Translation)	English Language Department. M'sila University
Mrs. Meziane Cherif Amina	Assistant Teacher (M.A. in Translation)	Medicine Department. Sétif University
Mrs. Nour Ichraq	Assistant Teacher (M.A. in Translation)	Medicine Department. Sétif University

المخلص

تعد ترجمة النصوص البراغمتية مهمة صعبة لأغلب متعلمي اللغة الإنجليزية كلغة أجنبية نظرا لقلة المعرفة بالمتطلبات والجوانب الأساسية لهذا النوع من الترجمات. تسعى هذه الدراسة لاستقصاء مدى استخدام استراتيجيات ما وراء المعرفة في ترجمة النصوص البراغمتية من قبل طلبة السنة أولى ماستر للغة الإنجليزية في جامعة محمد بوضياف بالمسيلة، كما تهدف أيضا لفحص مدى توظيفهم لهذه الاستراتيجيات وتحديد أي الفئات الرئيسية الثلاث، أي التخطيط و المراقبة والتقييم، هي الأكثر استخداما في الترجمة البراغمتية. تهدف هذه الدراسة أيضا إلى زيادة وعي المتعلمين والمدرسين بأهمية استخدام استراتيجيات ما وراء المعرفة في تحسين عملية وناتج الترجمة. تم جمع البيانات في هذه الدراسة الوصفية عن طريق: توزيع استبيان استطلاعي على 32 طالبا - السنة أولى ماستر من كلا التخصصين (تخصص لسانيات وتخصص أدب وحضارة انجليزية)- قصد فحص وعي الطلبة حول استراتيجيات ما وراء المعرفة. كما تم توزيع اختبار ترجمة نص براغماتي على ثلاثين طالبا بالسنة أولى ماستر أدب وحضارة انجليزية إلى جانب استبيان رجعي سعيا للتحقيق في توظيف واستخدام استراتيجيات ما وراء المعرفة في ترجمة النصوص البراغمتية من طرف الطلبة. تم تحليل البيانات المتحصل عليها، كميًا ونوعيًا. حيث أظهرت النتائج أن طلبة السنة أولى ماستر في جامعة محمد بوضياف بالمسيلة يستخدمون استراتيجيات ما وراء المعرفة بشكل متوسط (معتدل) في عملية الترجمة، بشكل غير واعي. أما فيما يخص ترجمة النصوص البراغمتية، فقد أظهرت النتائج أن طلبة السنة أولى ماستر يستخدمون الفئات الثلاث للاستراتيجيات. وقد كانت إستراتيجية التخطيط هي الأكثر استخداما مقارنة مع الاستراتيجيات الأخرى.

الكلمات المفتاحية: الترجمة، النصوص البراغمتية، ما وراء المعرفة، استراتيجيات ما وراء المعرفة .