A Task-Based Instruction Program for Developing Translation Skills of EFL Student Teachers at Faulty of Education

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Abstract

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This study aimed at developing translation skills of EFL student teachers at Faulty of Education using a task-based instruction program. It adopted the quasi-experimental, two-group pre-post-test design. The instruments and materials included an EFL translation skill checklist, an EFL pre-post translation skill test, an analytic rubric for scoring and analyzing students' performance, SWOT analysis, and a task-based instruction program including a detailed description of the steps to be followed to develop EFL translation skills. The participants (N=62) were EFL student teachers enrolled in English section at Faculty of Education, Benha University throughout the first semester of the academic year 2023-2024. They were divided into two groups; the experimental group and the control group. They were pretested to determine levels of EFL translation skills. Then, the test was re-administered to the study groups after the treatment. Independent samples t-test was conducted to compare the mean of scores in the pre-post administrations of EFL pre-post translation skill test. Findings indicated a significant difference at (0.01) level between the mean of scores of the experimental and control groups in the post-administration of EFL pre-post translation skill test. The findings were in favor of the experimental group. It can therefore be concluded that using the task-based instruction program is effective in developing the translation skills of EFL student teachers at Faulty of Education.

Key Words: *EFL Translation Skills, Task-Based Instruction.*

برنامج تعليمي قائم على المهام لتنمية مهارات الترجمة لدى الطلاب المعلمين بشعبة اللغة الإنجليزية بكلية التربية

مستخلص الدراسة

استهدفت هذه الدراسة تنمية مهارات الترجمة لدى الطلاب المعلمين بشعبة اللغة الإنجليزية باستخدام برنامج تعليمي قائم على المهام، واعتمدت التصميم شبه التجريبي القبلي البعدي ذا المجموعتين الضابطة والتجريبية. وتضمنت الأدوات والمواد قائمة مرجعية لمهارات الترجمة، واختبار مهارات الترجمة، ومقياس متدرج لتقييم أداء الطلاب، وتحليل SWOT، بالإضافة إلى برنامج تعليمي قائم على المهام متضمنًا الخطوات الواجب اتباعها لتنمية مهارات الترجمة باللغة الإنجليزية. وبلغ عدد المشاركين (٦٢) طالبًا مسجلاً بشعبة اللغة الإنجليزية بكلية التربية جامعة بنها طوال الفصل الدراسي الأول من العام الدراسي ٢٠٢٣-٢٠٢٤. وقد خضعت مجموعة الدراسة لاختبار قبلي لتحديد مستويات الطلاب في مهارات الترجمة، ثم خضعت لاختبار بعدي بعد المعالجة. وقد استُخدم اختبار ت للعينات المستقلة لمقارنة متوسط الدرجات في التطبيق القبلي والبعدي لاختبار مهارات الترجمة. وأشارت النتائج إلى وجود فروق ذات دلالة إحصائية عند مستوى (٠٠١.٠) بين متوسطي درجات المجموعتين التجريبية والضابطة في التطبيق البعدي لصالح المجموعة التجريبية، ومن أثبتت النتائج فاعلية استخدام برنامج تعليمي قائم على المهام في تنمية مهارات الترجمة لدى الطلاب المعلمين بشعبة اللغة الإنجليزية.

الكلمات المفتاحية: مهارات الترجمة، التعليم القائم على المهام، تدريس اللغة الإنجليزية كلغة أجنبية.

Introduction

Language is a crucial component of social life and one of its most essential requirements. It allows people to express their needs and desires. English is an international language. It is the official language in the business sector and is a language of science. Learning of the English language enables everyone to access various online resources; most studies, research and academic references are released in English. Learners should master language skills: listening, speaking, reading, writing and translation in order to have an effective communication with others. Translation facilitates effective communication between people worldwide. To become a good translator, learners must master each language skill.

According to Hatim and Munday (2004), translation is a process or a product, and can be classified into sub-types as literary translation, technical translation, subtitling and machine translation. Karimian and Talebinejad (2013) emphasized that professors should be familiar with the importance of translation. They should not ignore translation from EFL topics and take caution against this prejudice. They said that translation, in addition to other resources, enables learners to feel more comfortable while interacting in English, since L1 gives them confidence to a certain degree that eliminates their fear of the unknown. Abu-Elenein (2015) asserted that English as a language is considered a basic requirement for all fields and levels. He mentioned that developing learners' translation skills is one of the most significant strategies for developing English language skills in schools and universities.

Translation is hard to master, as other types of arts. It aims to transfer the meaning and context from the source to target language. It requires the learner to master both source and target languages. Translation can be seen as a complex process involving comprehensive control of source and target languages, in addition to significant inventiveness and imagination, in terms of syntactic, semantic and pragmatic qualities, combined with creativity and imagination of a high level (Zenngin & Kacar, 2011).

As part of a wider range of resources that educators and students can use to fulfil learning objectives, translation should be investigated like many other approaches and strategies. In brief, translation in EFL

classrooms can help students learn by creating positive attitudes and high levels of enthusiasm, but it is more about orchestrating and organizing suitable activities that not only enhance grammar, but also enhance fluency in all areas (Fernández-Guerra, 2014; Yamashita, 2013).

However, as stated by Li (2006), translation instruction is complicated and entails more effective pedagogical strategies. Carreres (2006) asserted that many approaches of translation instruction are much more flexible and responsive to student requirements, and connect between language instruction and translation pedagogy. Some individuals, however, argue that students cannot learn to translate and this skill cannot be taught. They believe that certain individuals are by nature translators who were born with an aptitude for languages. However, Tisgam (2009) concluded that translation is as teachable as any other profession.

Abdellah (2007) stated that translation classes rarely involve any form of systematic analysis and help in the light of challenges of translation and skills. He added that a lack of clear goals for translation instruction, a random choice of passages and the lack of link between training and final assessment constitute the reasons behind the poor level of students' translation abilities. Furthermore, most EFL instructors have not been trained for teaching translation by any mean. He added that translation teaching and learning were generally overlooked as an activity for language practice and progress.

The most common challenges and difficulties of translation include translating language structure, translating idioms and expressions, translating compound words, missing names in translation, multiple meanings in translation and two-word verbs. Bakir and Lazim (2010) mentioned that specific expressions related to culture might cause a hindrance of sound translation. Farrokh (2011) concluded that the errors resulting from wrong selection of words, permutation and errors of incorrect use of tenses were the most frequent errors. Popescu (2013) classified the error patterns produced by EFL students in translation into three main types: linguistic, comprehension and translation errors. Alrishan and Smadi (2015) asserted that Jordanian EFL University students encounter difficulties in translating English idioms into Arabic such as students' limited proficiency in translating culture-bound idioms

in addition to EFL students' failure to find the suitable equivalent in Arabic.

Leonardi (2011) mentioned that translation could be applied effectively at any level of proficiency in school or university, to support the integration and further strengthening of four common language skills as a valuable and creative teaching aid. Translation activities might be one approach to get translation embedded into foreign language classes. Despite skepticism on translation in the EFL classroom, Calis and Dikilitas (2012) suggested that translation practice in the EFL classroom is beneficial. They emphasized that translation was not intended to train students for careers as translators, but rather to improve their foreign language acquisition.

Alfaori (2017) highlighted that a translator must comprehend the meanings of a text given in source language, take care of the loss of meaning in translating SL into TL and avoid non-equivalence and poor substitutes. Alqaed (2017) highlighted several translation problems encountered by Arab learners of EFL. It was found that most learners' errors when translating English lexical collocations was due to inaccessible collocation dictionaries, semantic, syntactic differences between the two languages.

In National Academic Reference Standards (NARS) for Education-Faculties of Education Sector-Egypt, The National Authority for Quality Assurance and Accreditaiton of Education "NAQAAE" (2013, 15:16) set several standards and specifications for graduates of the Departments of Curricula and Instruction-English Sections. They stipulated that the graduates must, together with general knowledge and concepts, have fulfilled the requirements for correct translation of texts in addition to the ability to use translation for realizing the social function of languages.

Furthermore, NAQAAE highlighted that the graduate should be able to analyze texts, understand the writer's purpose, deduce the meanings of vocabularies within the context and elicit the implicit meaning. The graduate should also be familiar with the relationships between concepts and linguistic knowledge, interpret, analyze and produce meanings in different contexts, and be aware of the nature and characteristics of the

recipient. Abdellah (2010) revealed in his book entitled "Basic Translation Skills for EFL Prospective Teachers" that all of these skills are demanded for the graduate to be proficient in the translation skill.

Abdellah (2010) categorized translation skills into macro and micro skills. Reading comprehension, researching, analytical reasoning, and production or composing all fall under the umbrella of macro skills. Translation micro skills are the sub-skills required for the translation process. These sub skills stem from the macro skills. Reading comprehension entails reading for gist, reading for details, recognizing the meaning of new words and expressions, and so on. Researching involves using bilingual dictionaries, monolingual dictionaries, related encyclopedias and glossary lists, and so on. Analytical skills incorporate identifying where an idea begins and ends while determining the "best" meaning that fits the context. Production skills include the use of right word order as applicable in the target language.

Some studies were conducted to develop EFL translation skills using various strategies and approaches. These studies; Aly (1990); Attallah (2006); Abdellah (2007); El-Khuly (2009); El-Tantawi (2011); Abu Al-Fadl (2013); Abu-Elenein (2015); El-Shafie (2015); Marghany (2016); Abdallah (2018); Hussein (2018); Roshdy (2018); Ezzeldin (2020); Sadaka (2020) and Haroon (2021) focused mainly on examining the effectiveness of given interventional techniques in an attempt to develop students' translation skills, as well as developing the teaching methods, materials, and curricula employed in teaching and/or learning translation.

Bahramy et al. (2013), confirmed that first and second language acquisition has witnessed a social shift from a primarily psycholinguistic approach to the socio-cultural aspects of language learning. This sociocultural view of learning, according to Norton (2010), implies that language learning is not a neutral, but a conflictual and transformative process.

Both curricular specialists and professionals have argued for curricular reforms that can guarantee more effective translation instruction. One of these reforms is the application of a social-constructivist approach to the design and teaching pedagogy of the

translation curriculum. This facilitates shifting the emphasis from the instructor to the students, and thus from instruction to both learning and instruction. Translation instruction is critical because it provides learners with the opportunity to be appropriately trained and then be qualified professionals. Although translation has transformed the world over time and contributed to human development, translation instruction actually started in the 20th Century.

Task-based language teaching (TBLT) has recently witnessed a growing interest (Maghsoudi & Golsham, 2017). According to Ellis (2003), TBLT is a method of teaching a second/foreign language that engages students in authentic and interactive language use by asking them to carry out a series of tasks. Natural language use, learner-centered rather than instructor-controlled learning, and a focus on form are some of its key characteristics.

Some of the most significant theoretical principles of TBLT were specified by Richards and Rodgers (2001). According to TBLT, both the input and output processing required for language acquisition are provided by the tasks. The adopted notion here is that if students' minds are focused on the task at hand, they will learn more effectively. This learner-centered approach shifts the focus to the learners, the learning, the practice, and the real-world authentic tasks. Furthermore, this approach is primarily utilized to implement communicative language teaching while constructivism constitutes its theoretical foundation.

Constructivism represents the theoretical framework adopted in this study. TBLT has five elements; goals, input, procedures, roles, and setting. Tasks are made up of various parts and represented in different forms. There are goals, input, procedures, participant roles, and the setting (Saricoban & Korakurt, 2016). As a result, each task component should be planned by the instructor so as to establish an effective learning environment.

Ellis (2009) referred to three TBLT approaches to language pedagogy. The first approach is the humanistic language teaching. The second approach is the procedural syllabus, which consists of meaning-focused pre-tasks that the instructor introduced to the entire class,

followed by tasks that the learners completed on their own. The third approach is the process syllabus. In comparison, the procedural syllabus describes tasks to be completed in the classroom, while the process syllabus is created by way of instructor/ learner discussion.

TBLT has various advantages as reflected by Lahad (2020). It proposes a new approach that views language as a tool rather than a specific aim. It aligns with a learner-centered educational concept while simultaneously allowing the instructor to be just a moderator and facilitator. It can also be used in conjunction with a more traditional approach, promote reflective learners and accommodate a variety of learning styles. It is broadly applicable as it is appropriate for students. Additionally, TBLT helps learners meet their immediate needs and lays a foundation for providing engaging classes.

Getting students involved and engaged in classroom activities is a difficult task for language instructors. Poonpon (2017) mentioned that students might lack interest in the learning process if tasks are not carefully selected. Ellis (2003) advocated four types of tasks: focused tasks, unfocused tasks, pedagogical tasks, and real-word tasks. In addition, Li (2013) referred to a couple of translation tasks, namely, authentic and simulated translation tasks, which can be utilized in task-based translation instruction.

In addition, instructors may fail to obtain authentic translation assignments, which are vital for task-based translation training in general. Therefore, instructors should exert more efforts and have the necessary connections to procure such authentic tasks (Lee-Jahnke 2011).Accordingly; a task-based instruction program was designed to develop translation skills of EFL student teachers at Faulty of Education

Context of the Problem

Having reviewed the literature in respect of translation instruction within EFL settings, the results of the previous studies assured the students face difficulties in translation and shed light on importance of developing students' translation skills. Several studies suggested further research for developing translation skills of EFL learners; Abdellah (2007); El-Khuly (2008); El-Tantawi (2011); Abu Al-Fadl (2013); Abu-Elenein (2015); El-

Shafie (2015); Marghany (2016); Abdallah (2018); Hussein (2018); Roshdy (2018); Ezzeldin (2020); Sadaka (2020) and Haroon (2021).

To have a closer identification of the performance of third-year students at Benha University, the researcher conducted a pilot study during the first semester of the academic year 2021/2022 at Benha Faculty of Education and utilized two instruments for this purpose. First, the researcher interviewed some English majors (10 students) and asked them some questions such as: is lecture time enough to carry out some practices? Which types of translation problems they encounter? Some of them stated that they suffer from some difficulties in translation from English into Arabic and vice versa. Second, a translation test was administered at Faculty of Education, Benha University in order to have an authentic overview of the type of their performance in addition to highly demanded skills. It revealed that students showed low level of performance in terms of translation skills.

Building on the researcher's experience, this study therefore presumed that this task-based instruction program might help the students develop translation skills.

Statement of the problem

In light of the importance of translation skills and low levels of students in terms of these skills, this study aimed at examining the effectiveness of a task-based instruction program in developing translation skills of EFL third-year students at Faculty of Education.

Questions of the Study

The current study attempted to answer the following questions:
1. What are the EFL translation skills required for EFL third-year students at Faculty of Education?
2. What is the task-based instruction program utilized for developing translation skills of EFL third-year students at Faculty of Education?
3. What is the effectiveness of the task-based instruction program in developing translation skills of EFL student teachers at Faculty of Education?

Delimitations

The present study was delimited to the following:

1- EFL third-year student teachers (n=31/each group) in Faculty of Education-Benha University, during the first semester of the academic year 2023-2024.

2- Five translation skills (reading comprehension skills- linguistic skills- researching skills- culture-specific skills- review skills).

Hypotheses of the Study

Based on the theoretical background and the results of the relevant studies, it was hypothesized that:

There is a statistically significant difference between the mean of scores of the experimental and control groups in the post-administration of the EFL translation skill test in favor of the experimental group. This hypothesis consists of the following sub-hypotheses:

- There is a statistically significant difference between the mean of scores of the experimental and control groups in the post-administration of the EFL translation skills test at Reading Comprehension Skills, in favor of the experimental group.
- There is a statistically significant difference between the mean of scores of the experimental and control groups in the post-administration of the EFL translation skills test at Linguistic Accuracy Skills, in favor of the experimental group.
- There is a statistically significant difference between the mean of scores of the experimental and control groups in the post-administration of the EFL translation skill test at Research and Terminology Management Skills, in favor of the experimental group.
- There is a statistically significant difference between the mean of scores of the experimental and control groups in the post-administration of the EFL translation skill test at Socio-Cultural Translation Skills, in favor of the experimental group.
- There is a statistically significant difference between the mean of scores of the experimental and control groups in the

post-administration of the EFL translation skill test at Review Skills, in favor of the experimental group.

Purpose of the Study

The main purpose of the present study was to develop EFL translation skills of third-year student teachers using a task-based instruction program.

Design of the Study

The present study aimed at developing EFL translation skill and self-efficacy of third-year students enrolled in English Section, Faculty of Education, Benha University. The researcher adopted the quasi-experimental, two group pre-post-test design. The following figure explains the experimental design of this study:

Figure 1: The Design of the Study
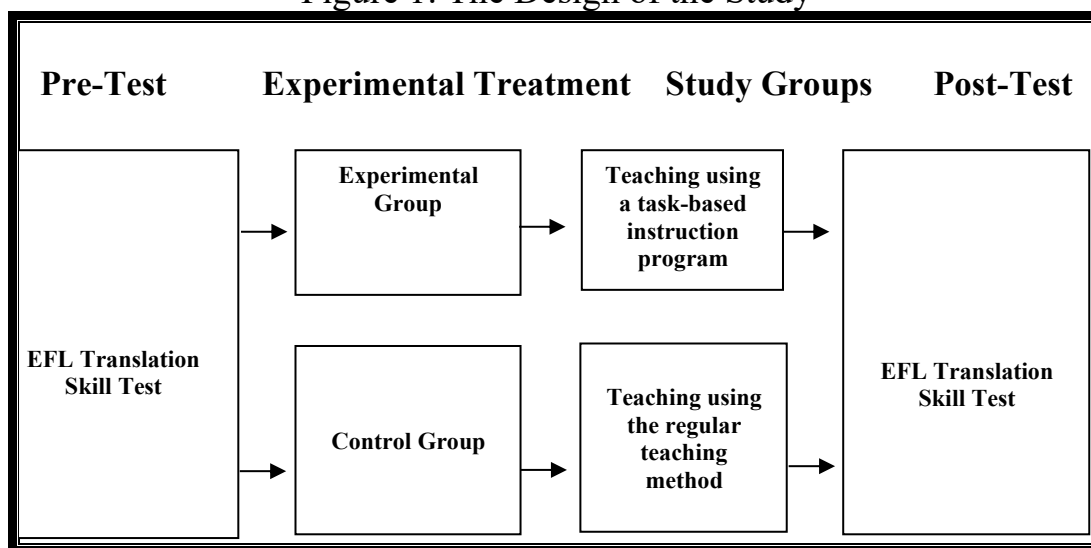
Source: Original

Participants of the Study

The participants of the study (aged 20/21) were selected from the third year students during the first semester 2023-2024 academic year; sixty two students enrolled in English Section, Benha Faculty of Education. Students were divided into two groups; experimental group and control group.

Instruments of the Study

To achieve the purpose of the study, the following instruments and materials were developed by the researcher:

- An EFL Translation Skills Checklist.
- An EFL translation skill test (pre-posttest) and a rubric for scoring.
- SWOT Analysis.

EFL Translation Skill Checklist

The EFL translation skill checklist was designed to determine the EFL translation skills required for the third-year students in English Section at Faculty of Education throughout the academic year 2022/2023.

The researcher determined the EFL translation skills required for the study participants through reviewing literature and previous studies related to EFL translation skill such as El-Tantawi (2011), AbuAleinein (2015), Khedr (2017), Abdallah (2018), Hussein (2018), Ahmad (2020), Farag (2020), Haroon (2021) and Hussein (2022), in addition to some EFL translation skill books; Ghazala (2014). The checklist was submitted to a panel of jury members specialized in EFL curricula and method of teaching (N=10) to give their feedback and identify the required skills for the participants.

The EFL Pre-Post Translation Skill Test

The purpose of the test was to measure EFL third-year students' translation skills before and after implementing the program. As a pre-test, it was used to determine the study participants' levels in EFL translation skills before the treatment. As a post-test, it was used to investigate the effectiveness of using a task-based instruction program in developing EFL translation skills.

Rubric of the EFL Pre-Post Translation Skill Test

Purpose of the rubric

To ensure objective scoring of the pre-post translation skills test, the researcher used a rubric for analyzing and scoring students' translation skills. The rubric consisted of five parts. Part one focused on reading

comprehension skills, part two linguistic accuracy skills, part three allocated for research and terminology management skills, part four for socio-cultural translation skills and part five focused on review skills. The translation skill test was scored on a four-point Likert scale. Each skill in the rubric was rated from "4" to "1", where "4" refers to the highest performance level, while "1" indicates the lowest performance level.

Piloting of the EFL Translation skill Test

In order to identify the clarity of instructions, suitability of the language and the time allocated for answering the questions of the test, it was piloted to participants of third-year English Section students at Faculty of Education, Benha University (N=31), other than the participants of the study, during the first semester of the academic year 2023-2024. It was found that the instructions of the test were clear; no students' comments were found with regard to the language, instructions or the time assigned to answer the test.

Description of the EFL Translation Skill Pre-Posttest

One test was developed and used as a pre-posttest. It consisted of five parts that measured some EFL translation skills (reading comprehension, linguistic accuracy, research and terminology management, socio-cultural translation and review skills). Part one aimed at measuring skimming, scanning and understanding skills. Within this part, students were given a passage and asked to read and answer a number of questions. Part two aimed at measuring linguistic accuracy skills (lexical, morphological, grammatical equivalence, syntactic, and pragmatic skills). As for lexical skills, students were given a two-column table and asked to match the nouns and phrases in column (A) with their appropriate translation in column (B). As for morphological skills, students were given two questions to measure their morphological skills. As for grammatical equivalence skills, students were given sentences with several translations and asked to choose the correct one. As for syntactic skills, students were given a number of sentences together with wrong translation and asked to correct these sentences. As for pragmatic skills, students were given several sentences together with the context where such sentences were said. Furthermore, they were asked to translate these sentences properly.

Part three aimed at measuring some translation skills (information searching, dictionary skills, consistency of terms). Students were given some sentences with underlined terminologies and asked to consider these sentences and mention the Arabic equivalent of the underlined words or phrases. Part four aimed at measuring culture-based skills and translator's subjectivity. Students were given some culture-specific terms and asked to find the equivalence in the TL for such terms. Finally, part five aimed at measuring revision, editing and proofreading skills. Students were asked to revise, edit and proofread the translated text.

Validity of the EFL Translation Test

To identify the validity of the test, it was administered to a panel of jury of curriculum and TEFL instruction staff members (N=10) from several faculties of educations. They were asked to validate it in terms of clarity and whether it assesses the assigned skills or not. It was reconstructed in the light of the jurors' valuable notes.

Reliability of the test

Alpha Cronbach Method

Alpha Cronbach Method was used to measure reliability co-efficient of the EFL translation skill test. Cronbach's Alpha coefficient is 0.799, which is an acceptable value revealing that the test was reliable and had internal reliability. In addition, the reliability of the test was measured by the test re-test method. The test was administrated to the same group after two weeks. The correlation coefficient between the findings of the first and second administrations was measured by Pearson correlation. The result of the test-retest method is shown in the following table:

Table (1): Pearson correlation coefficient between the findings of the first and second administrations of the EFL translation test

skills	Reading Comprehension	Linguistic Accuracy	Research and Terminology Management	Socio-Cultural Translation	Review	EFL Translation Skill
Correlation	0.802**	0.736**	0.821**	0.680**	0.835**	0.937**

It is clear from the table (1) that the values of the Pearson correlation coefficients were all significant at (0.01) level. It can be concluded that the whole test including its main skills can be considered to be reliable.

Teaching Aids and Materials Used
- Worksheets prepared by the instructor to be distributed to students throughout the session.
- Instructor's handouts to be prepared and retained by the instructor.
- Some videos and articles that will be used over the task cycle.
- PowerPoint files prepared by the instructor.

The Task-Based Instruction Program

Purpose of the program
The purpose of the program was to develop EFL translation skills of third-year students, English Section, Faculty of Education, Benha University. Therefore, a manual was prepared to show how to use the Program to develop EFL translation skills.

Specific educational objectives of using Task-based Instruction:
1. Read for gist and main ideas.
2. Look for a specific piece or a specific category of information in a text format.
3. Identify cause and effect
4. Recall the main ideas when you need them
5. Use the most appropriate word form in translation from English into Arabic.
6. Identify the best meaning that fits into the context.
7. Translate collocations and idioms appropriately.
8. Translate compound nouns, polysemy and confusable words.
9. Analyze words into their morphological structures.
10. Translate affixed words.
11. Produce grammatically equivalent structures.
12. Translate different cohesive devices and conditional sentences correctly.
13. Translate different tenses from English to Arabic correctly.

14. Translate articles and adjectives accurately.
15. Translate verbs to be, to have, to do and modal verbs into Arabic.
16. Have knowledge of syntactic differences between the SL and the TL
17. Translate declarative, interrogative, and imperative sentences correctly.
18. Translate different pragmatic structures effectively: communicative functions (Greetings, Suggestions, Invitation and Requests).
19. Use the internet for researching purposes.
20. Refer to specialized magazines and journals to help familiarizing with the text; particularly when it is a technical one.
21. Use bilingual dictionaries for looking up meanings of new words.
22. Use monolingual dictionaries to check the usage of the new words in the source language and in the target language.
23. Use software dictionaries if necessary, and if available.
24. Use related encyclopedias and glossary lists for specialized terms.
25. Use available resources to search for acronyms and abbreviations
26. Be familiar with cultural differences of the source and target languages
27. Have knowledge of pragmatic and semiotic differences between the SL cultures.
28. Recognize literal and implied meanings to understand a particular culture
29. Express ideas and facts that appeal to the target audience to observe cultural value systems.
30. Make changes to the text as a whole to give it a sense of the original without distorting the original ideas.
31. Ensure discourse differences between the SL and the TL: textual coherence and textual cohesion.
32. Ensure completeness of the target text (No addition/No omission)
33. Ensure fluency (Naturalness/ Readability, No Ambiguity, No Mistranslation
34. Ensure no spelling mistakes
35. Ensure no grammar mistakes

Content of the sessions

The content of the sessions used was presented through fifteen sessions, each lasted for 120 minutes. It included authentic and simulated tasks. The implementation of the program began with the pre-administration of the test. Session one dealt with the introductory phases. The rest of the sessions aimed at developing some EFL translation skills. At the beginning of each session, the researcher presented the skills, objectives, procedures, teaching aids and materials as well as the role of the teacher and students. Within each session, the researcher used formative assessment focused on measuring students' progress during sessions.

Procedures of the sessions
- Pre-task Stage
- Task
- Planning
- Report
- Analysis
- Practice
- Reflective Evaluation

Assessment Techniques

The teacher used peer evaluation; students were asked to evaluate each other drafts. Then, once students prepared their collaborative draft, the teacher assessed each group and provided formative feedback about their drafts and collaboration. Moreover, each individual student's task was evaluated. Therefore, the teacher used individual, peer and formative evaluation. It can be concluded that initial assessment, formative assessment and summative assessment were applied.

Manual of the Suggested Task-Based Instruction Program

The program was designed for teaching translation skills to EFL student teachers. The researcher adapted Willis (1996)' proposed cycle of task-based teaching; pre-task/task cycle/language focus. It was necessary to make some adjustments when applying task-based approach to translation teaching as a result of the remarkable differences in language teaching and translation teaching. Emphasizing the significance of

reflective evaluation in translation instruction, the researcher made a change in the task cycle stage; i.e. reflective evaluation was incorporated as a final stage using techniques such as SWOT analysis. The following figure (2) illustrates the final form of task-based instruction adopted in this study.

Figure (2): Cycle of Task-Based Translation Instruction Program

Pre-Task

Task

Planning

Report

Analysis

Practice

Reflective Evaluation

Source: Adapted from Willis (1996)

In the Pre-task Stage, the instructor:
- Selects/designs/prepares tasks that are suitable for STs and realize objectives of each session.
- Designs at least one activity for each task.
- Defines the topic area to STs.
- Helps STs to recall objectives of the session by talking about the topic.

- Prepares pre-task activities (Brainstorming/Thinking of questions to answer) by using handouts or videos.
- Ensures that all STs understand what the task involves, what its goals are and what outcome is required.
- Asks STs to read the instructions by themselves.
- Demonstrates the task with a good student.
- Allows a few minutes for STs to prepare themselves for certain tasks.

In the Task Stage, the instructor:
- Guides STs to perform the task in pairs or groups.
- Monitors and encourages, stops the task when most pairs have finished, comments briefly on content.
- Asks STs to prepare for reporting to the whole class, (orally or in writing). How they did the task? What they decided or discovered?
- Acts as linguistic adviser, giving feedback, helping STs to correct, rephrase, rehearse, and /or draft a written report.
- Selects some groups to present their reports of the task to the class, orally or in writing.
- Acts as a champion, linking the contributions, summing up.
- Gives feedback on content and form, if wished.

In the Planning Stage, the instructor:
- Explains the instructions.
- Gives STs the opportunity and time to read the instruction of the task by themselves.
- Demonstrates the instruction with a good student.
- Asks STs to answer the questions and write down the procedures that they have gone through to answer the task, some new things they have learned, and what they are going to do next time?
- Asks each group to comment on the differences between their suggested answers.
- Acts as linguistic adviser, giving feedback, helping STs to correct, rephrase, rehearse, and /or draft a written report.
- Stops the task when most groups have answered the questions.

In the Report Stage, the instructor:

- Selects some groups to present their reports of the task to the class, orally or in writing.
- Acts as a champion, linking the contributions, summing up.
- Gives feedback on content and form, if wished.

In the Analysis Stage, the instructor:
- Selects relevant parts of STs' activities and student analyzes texts, translations and sets of translation problems.
- Reviews analyses with class.

In the Practice Stage, the instructor:
- Is aware of the anticipated problems of translation and language areas STs need to practice with him.
- Engages STs in some translation problem exercises based upon their needs and what emerged from the task and report phases.

In the Reflective Evaluation Stage, the instructor:
- Hears STs' voice and provides them with a continuous opportunity to say their opinions.
- Engages STs after each session in a task for evaluating this session to get a real picture of the impression that the session creates inside them.

Findings of the Study

The Findings of the Hypothesis

The main hypothesis proposes: "There is a statistically significant difference between the mean of scores of experimental and control groups in the post-administration of EFL translation skill test, in favor of the experimental group". This hypothesis was divided into sub-hypotheses, each of which deals with translation subskills; reading comprehension skills, linguistic accuracy skills, research and terminology management skills, socio-cultural translation skills and review skills.

To test these hypotheses, (t) value of two independent samples was calculated to indicate the differences between the mean of scores of

experimental and control groups in the post-administrations of EFL translation skill test. Effect size (η2) was calculated to gauge the effect of Task-Based Instruction Program on EFL Translation Skills. The below table (2) shows these findings.

Table (2): Findings of t-test between mean of scores of experimental group and control group in the post-assessment of EFL Translation Skills

(n1 = 31 & n2= 31) (DF = 60)

Transation Skills	Full Mark	Group	Mean	Std. Deviation	t-value	α Sig	η2
Reading Comprehension	28	Experimental	26.58	1.73	8.438	0.01	0.543
		Control	18.93	4.74			
Linguistic Accuracy	130	Experimental	121.62	4.51	13.556	0.01	0.754
		Control	84.06	14.74			
Research and Terminology Management	10	Experimental	8.23	0.84	29.483	0.01	0.935
		Control	1.45	0.96			
Socio-Cultural Translation	40	Experimental	36.42	2.98	32.323	0.01	0.946
		Control	12.90	2.75			
Review	12	Experimental	10.16	1.10	29.543	0.01	0.936
		Control	3.81	0.48			
EFL Translation	220	Experimental	203.00	6.25	26.065	0.01	0.919

The findings presented in Table (2) clarify that t-values were significant at (α ≤ 0.01). This means that there was a statistically significant difference between the mean of scores of experimental and control groups in the post-administration of EFL translation skill test, in translation as a whole and its skills, in favor of experimental group. The effect size of experimental treatment (η2) on EFL translation subskills ranged between (0.543-0.946), which is considered large and greater than (0.14). This indicates that a significant effect of the differences could be attributed to the application of the Task-Based Instruction Program. Therefore, the main hypothesis and its sub-hypotheses were verified.

Discussion and Interpretation of the Study Results

Based on findings mentioned above, it is clear that using a task-based instruction program proved to be effective in developing EFL translation

skills of third-year student teachers at the Faculty of Education. Significant differences were observed between the mean of scores of experimental and control groups in the post-administration of EFL translation skill test, in translation as a whole and its skills, in favor of experimental group. Experimental group's scores as shown in the post-administration of the test reflected greater improvement compared to that of control group. Hence, results indicate that implementing this task-based instruction program positively affects students' EFL translation skills.

In addition to the statistical presentation of results, the following figures provided visual representations of the findings. Results of the first hypothesis, "There is a statistically significant difference between the mean of scores of experimental and control groups in the post-administration of EFL translation skill test, in favor of experimental group", revealed that t-value of EFL translation skill and its skills was significant at ($\alpha \leq 0.01$). This validates First Hypothesis and its sub-hypotheses. Figures (3) and (4) below further illustrate this difference.

Figure (3): The difference between the mean of scores of experimental and control groups in the post-assessment of EFL Translation Skill
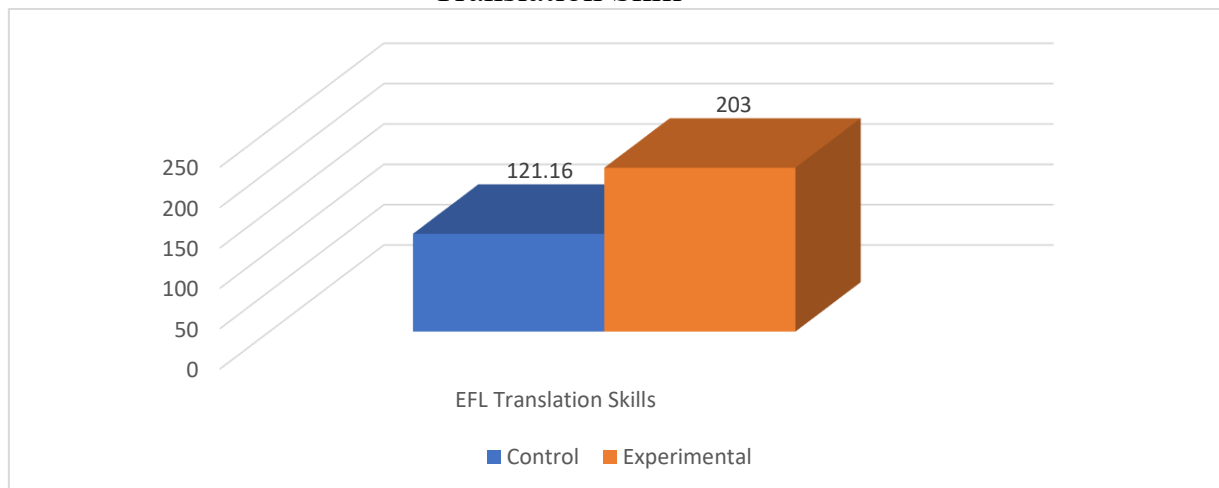
Source: Original

Figure (4): The difference between the mean of scores of
experimental and control groups in the post-assessment of EFL
Translation Skills
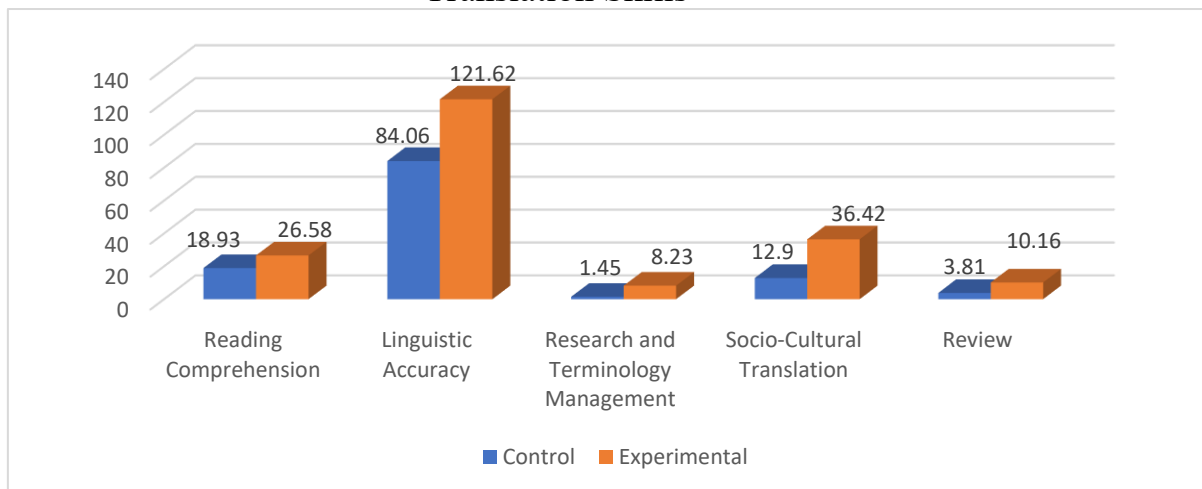
Source: Original

From figures (2) and (3), it is obvious that there were remarkable developments in EFL translation skills of both experimental and control groups post-assessment. However, the experimental outperformed the control. This was attributed to various reasons, including the nature of the task-based instruction program, the tasks used, and the setting in which students were engaged.

Regarding the nature of the task-based instruction program, students were instructed that they would develop their experience and immediate interaction. Consequently, a sense of individual and mutual responsibility was fostered among them. Students were informed that there was no permanent leader who would manage the tasks and that they were allowed to help each other. This fostered self-confidence in using the language and starting translation. Consequently, each student knew that he/she would take a part in the translation process as the task-based instruction triggers translation motivation. Moreover, completing one's translation assignment did not mean task fulfillment; as their instructor asserted the importance of analysis, feedback, review, and reflective evaluation.

This study's findings advocate Long's (2015) study that listed the nine basic principles constituting the philosophical foundations of TBLT; education integration, learning by doing, individual freedom, rationality,

emancipation, learner-centeredness, egalitarianism, participatory democracy, and mutual aid and cooperation. In addition to these confirmatory results, which proved that the task-based translation instruction program trained on and reinforced all translation skills, the study addressed challenges and difficulties. For example, students mentioned that their instructor was not authoritarian but just a moderator and a facilitator of the learning process, ceasing to be the only source of knowledge. This aligns with Schreurs and Dumbraveanu's (2014) assertion that both instructors and students should be able to make the transition from a teaching-centered to a learning-centered curriculum with enough training, direction, and clear instructions for students.

In addition, dependent learners were adequately motivated to easily engage in authentic learning environments. This finding aligns with Li (2013), who argued that Task-Based Translation Instruction Program necessitates reconsidering the main concept of knowledge as well as the roles of instructor/student. Moreover, the instructor managed to tackle resource limitations and provided authentic translation assignments, essential for assignment-based translation training in general. This encouraged students to take on this additional responsibility. This aligns with Lee-Jahnke (2011), who concluded that instructors should put forth more effort and make necessary connections to have such reliable assignments and special arrangements related to calculating instructors' workload.

To gain further insights into how students perceived the importance of task-based instruction program in developing EFL translation skills and self-efficacy, and in response to SWOT analysis provided to students throughout the sessions, the below is an overview of students' perceptions:
Strengths:
- **S1 wrote:** "This task based instruction helped not to feel stressed out when we deal with a challenging translation task."
- **S2 wrote:** "Students gained in-depth knowledge and expertise in translation skills and enjoys authentic and simulated translation tasks."
- **S3 wrote:** "This study provided us with an appropriate rubric that we can use to assess our translation performance."

- **S4 wrote:** "we managed to work as a team throughout translation stages."
- **S5 wrote:** "we gained the knowledge of how to be a reviewer and proofreader by virtue of the pair/peer review included in the TBI stages."

Weaknesses:
- **S1 wrote:** "Course's limited time constitutes a serious problem."
- **S2 wrote:** "Translation career depends heavily on strong internet connection, meaning that translation instruction should be technology-based"
- **S4 wrote:** "No weaknesses spotted."

Opportunities:
- **S1 wrote**: "We have now qualified for applying for translation jobs posted online daily."
- **S2 wrote**: "We can work easily in translation offices and companies in Qalyubiyya by virtue of this course especially in the absence of Faculties of Alsun and Translation in our governorate."
- **S3 wrote:** "We can now work for Cairo-based translation companies after this course especially that Qalyubiyya has a strategic position near Cairo Governorate."
- **S4 wrote**: "As being a double-major and in response to inappropriate economic conditions, we can work in either translation or teaching."

Threats:
- **S1 wrote:** "I don't recognize any threats."
- **S2 wrote:** "Artificial intelligence (AI) negatively affects the volume of works to be translated and many texts can already be translated without human intervention."
- **S3 wrote:** "Translation vendors are still preferring graduates of Faculties of Al-Alsun, Arts, Languages and Translation."
- **S4 wrote:** "Translation jobs available for graduates of faculties of education are still rare."

Conclusion

Based on the results of the present study, it can be concluded that using a task-based instruction program is effective in developing the EFL translation skills of third-year student teachers. These results can be attributed to the implementation of task-based instruction, various authentic and simulated tasks, rich resources, and various methods of assessment in the teaching/learning process. Task-Based Instruction proved to develop EFL translation skill as a whole and its five skills; reading comprehension skills, linguistic accuracy skills, research and terminology management skills, socio-cultural translation skills and review skills. Consequently, the use of Task-Based Instruction contributed to developing EFL translation skill.

Recommendation of the Study

Based on the results of the study, the following recommendations were presented:

1. Task-Based Instruction provides activities for the students to be more active engaging in the teaching and learning process. Therefore, it is recommended to be used in the learning/teaching process.
2. Enough time should be given to students for involving in task-based applications and understanding significance of authentic and simulated tasks, which are recommended for developing translation skill.
3. Students should be encouraged to adopt the principle of "Translation Collaboration", so as to render translation projects on time, streamline processes and work across highly distributed teams.
4. Psychological skills and dimensions should receive more attention in translation instruction as being of paramount importance in addressing job ability, motivation, job constraints, and subsequent job performance in translation.

Suggestion for Further Research

In view of the results of the present study, the following suggestions are recommended for further research:

1. Using online task-based instruction for teaching other language skills and on students at different educational levels so as to handle time and space constraints.
2. Examining the effects of using task-based instruction on developing students' oral communication through diverse participants.
3. Investigating the long-term effects of using task-based instruction in the learning process by conducting a follow-up study one year after the implementation of using authentic and simulated tasks as provided for in the task-based instruction.
4. Conducting qualitative research through exploring students' perceptions of using task-based instruction in the learning process by conducting interviews with the participants or other instruments.
5. Investigating the effectiveness of using task-based instruction on developing translation motivation and self-confidence separately.

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