

The Effect of Cognitive Strategies and Socio-Affective Strategies on English Translation Students' English to Persian Translation Quality

Gholamhassan Famil Khalili (Corresponding author)

Assistant Professor, Department of Foreign Languages and Literature, Islamic Azad University, Karaj, Iran

Email: Khalili@kia.ac.ir

Address: Imam Ali Complex, Moazen Blvd, Karaj, Alborz, Iran
Soheila Shademan

Department of Foreign Languages and Literature, Islamic Azad University, Karaj, Iran

Email: s.shadman@iranair.com

Address: Imam Ali Complex, Moazen Blvd, Karaj, Alborz, Iran

Abstract

The purpose of this study is to investigate the possible effect of translation trainees' application of cognitive and socio-affective strategies on the quality of their translations. To achieve this goal, 140 male and female translation trainees with Master's and Bachelor's degrees in translation studies participated in this causal-comparative research. First, the Oxford Placement Test (OPT) was administered to examine the subjects' proficiency in general English and then the Strategy Inventory for Language Learning (SILL) and the Socio-Affective Strategy Inventory for Language Learners (SASILL) scales were administered. Later, a political text of 174 words from Mehr News Agency was given to the trainees to translate. Then, the translation quality assessment (TQA) scale, designed by Famil Khalili (2011), was utilized to evaluate the quality of the participants' translations. Statistical analysis of the collected data revealed that neither cognitive strategies nor socio-affective strategies established any roles in the participants' translation quality criteria. The implications of the findings and suggestions for further research are also presented.

Keywords; Cognitive strategies, EFL learners, learning strategies, socio-affective Strategies, translation quality

Introduction

Today, human beings are living in a world where nations and countries are all obliged to communicate with each other in one way or another so that they would be able to have socioeconomic, political, and educational developments (Mahmoud, et al., 2022, Nguyen, , et al., 2022). Just as communication around the globe turns out to be a necessity, so does translation. Schäffner (2003), in the same vein, asserted that in Translation Studies (TS), there is a close relationship between communication and translation (Istyagina-Eliseeva, et al., 2022). She added that even in cases where translation is not defined and determined explicitly as a means of communication, various features and aspects of communication can be obtained from the definitions concerning the functions of texts, receivers of the text, and the use of texts for the act of communication .

Since the time people started translating, they have had high expectations for interacting effectively between languages. Thus, translation has always been an area of concern in education and other fields (Pham *et al.*, 2022). While translating, an individual should have expertise in languages, and as Alwash and Abdullah (2022, p. 1009) explained, "language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization". This would make the definition of translation and the translation process more complex. Historically, translation has been defined differently with respect to certain theories. According to Catford (1965), for

example, it is “the replacement of textual material in one language by equivalent textual material in another language” (p. 20). Venuti's (1995) considered it as “the forcible replacement of the linguistic and cultural difference of the foreign text with a text that will be intelligible to the target language reader” (p. 18) and yet more recently, Schjoldager (2008) specified translation as a text indicating what another text has already conveyed in another language. Translation is not just a linguistic process of changing one language into another; rather it plays many different roles. It can be a unifying factor constructing new worlds, a source of knowledge transferring information from one culture into another, or a way of introducing linguistic and cultural equality. It is a bridge, which enables people to acquaint themselves with a different cultural and linguistic world (Bernacka, 2012).

The importance of translation has always provoked scholars and academics to find more and more information about factors influencing the process and the product. As stated by Rezaee Danesh *et al.* (2021), the importance of translation in today's social and modern life together with the increase in the number of translator training programs have risen the need for training professional translators with specific qualifications. Such being the case, employing successful strategies and techniques has had a long history. According to Lorsch (1991), a translation strategy can be defined as the conscious procedure that individuals employ to solve a problem they encountered while they were translating a text from the source language into the target language. Within the field of Translation Studies, there is a need for individuals to specify some useful strategies that could improve translators' translation ability and translation quality. As Brown (2007) mentioned, this can be done through cognitive strategies and socio-affective strategies.

Cognitive strategies are distinct learning activities that trainees make use of so that they would be able to obtain a particular goal such as understanding a text (Living Stone, 1977, as cited in Zeynali *et al.*, 2015). For instance, whenever a pupil discovers a hard term in composition and understands the meaning of that expression from the context, actually s/he has used a cognitive strategy. Vandergrift (2003) defined socio-affective strategies as the ones that learners use to cooperate with the teacher and other trainees, to ask a question for clarification, and to reduce their anxiety (as cited in Hamzeh *et al.*, 2009). Socio-affective strategies are nonacademic (Habte-Gabr, 2008). They consist of elements like cooperating with others, asking questions, empathizing with others, decreasing the level of anxiety, encouraging, and taking emotions under control (Oxford, 1990). Teachers are, thus, recommended to help learners improve their translation ability by using such strategies. If this is done, the quality of translation is expected to be improved and communication between different cultures and nations becomes more effective.

Recently, more attention has been paid to the processes that lead to the presentation of a successful translation (Fatehi Rad & Karimi, 2021). The translation process involves several stages initiated by the translator reading the source text, understanding it, looking for suitable equivalents in the target text, and finally writing down the concepts (Fatehi Rad & Atashdast, 2021). In the process of translation, the role of a translator, as stated by Fahim and Mazaheri (2013), goes beyond the interlingual transference of words and includes the battle between the source language and the target language culture. As in some societies, there are political restrictions and religious taboos, the cultural transference of the material seems to be difficult as the translator is required to either not translate certain words or to translate the words inaccurately to fit the criteria of religious and political systems (Pishkar, 2022). Moreover, in such a case, methods, procedures, and strategies translators use to transfer the message vary in different situations. It is of great importance for translators to utilize effective translation strategies (Heshmatifar & Biria, 2015). Despite all attempts that have been made ever since there is still a long way to determine the beneficial and effective strategies. As to the knowledge of the researchers, no study has yet been conducted on the cognitive and socio-affective strategies and their effects on translation quality, this research has tried to focus on these strategies in order to examine whether or not they are useful in enhancing the translator trainees' quality of

translation. Conducting such research would shed more light on factors that influence translation and would help scholars and academics to make a more precise decision regarding the advantages or disadvantages of strategies that can be used. In other words, the study might be advantageous for translators to know the worth of these two strategies for improving their translation skills and affecting their translation quality. The findings of this study might be beneficial for translators and affect the quality of their translation.

2. Literature review

Cognitive Strategies

Translator trainers spend a lot of time and energy on helping trainees struggling with strategy learning. Some strategies may occur in the class naturally, but most need to be developed through effective and actual instruction and training. Moreover, although there are different types of strategies that would lead to individuals' success, this issue has not yet formed a universal theory regarding translation skills. As a result, scholars and academics are more and more states that successful translators are required to make use of these factors in the process of translating. According to Richards and Schmidt (2002), strategy refers to procedures individuals employ while they are learning, thinking, doing, and so forth. Such factors enable individuals to obtain their goals. Using strategies meaningfully requires individuals to have declarative knowledge (that is, an individual is aware of a variety of strategies), procedural knowledge (that is, an individual knows how to employ various strategies), and conditional knowledge (that, is an individual knows when it is an appropriate time to employ a certain strategy) of strategies (Weinstein *et al.*, 2000).

Brown (2007) believes that cognitive strategies are mainly related to particular learning tasks. Employing cognitive strategies, individuals are expected to be directly involved in the manipulation of the learning material. Cognitive strategies are specific types of learning activities that learners make use of to better understand the linguistic input and obtain information. For instance, whenever pupils notice a hard term in composition and understand its meaning in the context, they have employed a cognitive strategy. Additionally, individuals make use of cognitive strategies to control the input or to complete a particular assignment (Azumi, 2008; Griffiths, 2004; Holden, 2004; Martinez, 1996; Meang, 2006).

Cognitive strategies mainly involve cognitive actions an individual makes use of to obtain a specific learning goal or to perform a learning task (Paris *et al.*, 2001; Schneider & Weinert, 1990). It is also noteworthy to maintain that cognitive strategies can be generated intentionally by an individual and may involve agency and control, but not mindless rule-following (Paris *et al.*, 2001). Thus, it can be said that individuals in the best possible situation employ cognitive strategies intentionally selected on the basis of the demands of the task. The employment of such strategies involves not only a cognitive skill but also a motivational will (Salovaara, 2005).

Cognitive strategies are among the essential factors providing various means for an individual to regulate and control their cognitive efforts. It has been stated that as a salient characteristic of skillful individuals, one needs to consider effective, appropriate, and independent strategy use. Using this strategy can result in higher academic achievement (Paris *et al.*, 2001). However, it is highly recommended that individuals are required to be motivated to employ strategies and they need to know how, when and what strategies they should make use of should be noted that considering strategies as favorable and unfavorable ones does not essentially explain the full nature of the strategic activity. In this case, rote learning, for instance, is generally regarded as an unfavorable strategy; however, in certain situations, such a factor may result in a better understanding (Salovaara, 2005).

Socio-Affective Strategies

Socio-affective strategies are nonacademic and contain motivating learning by creating a level of

sympathy between the instructor and the pupil. A person's connection with society may range from family to the global community. Such connection is influenced and somehow determined by socio-affective strategies. The development of socio-affective strategies lets students learn how to teach themselves by depending on the teachers as a reference for learning the language. Individuals are provided with choices to achieve humanitarian care. Additionally, Habte-Gabr (2008) stated that socio-affective strategies are among the most effective strategies students use to enhance their learning. She believed that by focusing on socio-affective strategies, which include, cooperation between individuals and teamwork activity, the instructor can at the same time concentrate on skills in content and language.

According to Rubin (1987, as cited in Vijaya, 2010), social activities are the ones that provide individuals with opportunities in which they can be exposed to the target language and practice their knowledge. Language is considered a social behavior. Such a communication tool enables people to interact with one another. It involves people and requires them to make use of appropriate social strategies to be able to communicate and exchange ideas (Rubin & Wenden, 1987, as cited in Vijaya, 2010). Communication strategies involve but are not restricted to gesturing, circumlocution, paraphrasing, explanation, and asking for repetition. These strategies are among the techniques and procedures individuals may employ to prevent the interruption of the flow of communication and to keep the conversation going (Stern, 1992, as cited in Vijaya, 2010). Affective strategies, according to Oxford (1990), are concerned with an individual's emotional features such as their confidence. The term effective pertains to a person's attitudes, aminations, values, and motivations. Individuals can control their affective factors using affective strategies among which three are of great importance. They include decreasing the level of anxiety, encouraging, and controlling emotions.

O'Malley *et al.* (1985) stated that social/affective strategies pertain to social-mediating activities. As expressed by O'Malley and Chamot (1990), social/affective strategies are very broad and they involve either interaction with others or ideational control over the effect. Such strategies include (1) cooperating and working with others to solve a problem; (2) asking for clarification, checking notes, and eliciting explanations, rephrasing; (3) self-talk and using mental control to reduce anxiety, for example. Socio-affective strategies, in general, are concerned with the ways individuals interact with other speakers. Sa'diyah (2010) maintained that socio-affective strategies involve two main sub-strategies including the questioning for clarification strategy and the cooperative strategy. The success of an individual in employing the questioning for clarification strategy is achieved when the person meets a more proficient individual. In such meetings, the more proficient person can apply open-ended questions to have a conversation and find out the difficulties that a less proficient individual may have.

Quality of Translation

One of the first writers to define a theory of translation was the French humanist Dolet (1509—46, as cited in Bassnett, 1980). In 1540, Dolet (as cited in Bassnett, 1980) displayed a short description of translation standards, titled *Lamaniere de bientraduired' une langue enaultre* (how to translate correctly from one language into another) and based five rules for the translator: (a) translators may simplify anonymities, but they must transfer the original writer's sense and meaning; (b) translators should be completely familiar with both the source language and the target language; (c) they need to avoid word for word translation; (d) they are obliged to make use of forms of speech in common use; and (e) translators should select words appropriately so that they could produce the right quality work. Catford (1965) expressed that translation is a substitute for the features of the original work by using the target language features. Translation, as stated by Newmark (1988), is an ability, where the translator tries to put a transcription message in one language through a similar message in another language. Moreover, Munday (2002) asserted that the translator should modify the original

transcribed work in the original spoken language exactly to a transcribed composition in a different oral language, in the translation progression. As all languages differ from each other, each language has its structure, its terms, and vocabulary. This requires the translator to concentrate on the text and its meaning so that she would be able to render the precise meaning of the message. The translator usually has to use structural forms and vocabularies that might differ from those of the source language. The crucial point is that the exact sense of the meaning should stay the same in the process of translation. The mission of the translator is to translate the sense of the message instead of the terms (Ahmadi Astaneh, 2015).

As Sager (1983) asserted, when translation quality is concerned, no absolute standard can be determined. The only factor that the translator should bear in mind is to provide their audience with more or less appropriate translations and to transfer the intended message to the extent possible. Until now, some principles including EN 15038 (i.e., a quality standard, mostly transcribed for the translation business) – are presented as guidance to be considered. The quality of translation is good when both the supplier and the supliee are satisfied with the translation and its outcome. The stronger supposition is that when the translator follows related procedures, the quality of the work would increase.

The translator's point of view affects the quality of the translation. From the project provider's or the translator's point of view, quality, in the supervisor vision, means achieving goals by focusing on the client's view and recommendations, managing enough time to do the job, and assessing the translation and preparing all the information required (Ahmadi Astaneh, 2015). Being equipped with certain capabilities and skills, the translator is expected to follow the useful recommendations and perform the translation on time and do all quality assessments to present an acceptable translation. The quality of the work would be better if the translator is talented. When the concept of quality is concerned, many people are involved including the text supplier or his manager, the task manager, the translator, the high-quality supervisor or reviser, the terminologist, and any member of professional performers in the arena of infographics, computer printing, or network proficiency, whose involvement may seem important to accomplish the task.

3. Method

In order to fulfill the objective of this research, 158 male and female MA and BA students of English translation participated in this survey; however, just 140 students answered the questionnaires and translated the text properly. Having adequate knowledge of English is essential for those graduate students who intend to pursue their academic careers. The participants were non-randomly selected from English translation students who were continuing their education at the Islamic Azad University, Karaj Branch in the autumn semester. In the process of collecting the data required, convenience sampling was employed for selecting the participants as the researchers opted for the number of participants available.

In the current study, the researchers employed the following instruments so that they could collect the quantitative data required for achieving the purpose of the study. First, as a proficiency test, the researchers used the Oxford Placement Test (OPT). The test was used at the beginning of the study as a proficiency test to ensure the homogeneity of the participants' level of English proficiency. OPT consists of 120 questions with a standard rating scale. The time allocated for the test was 45 minutes. The translation trainees whose scores ranged from 51 to 59, their level of proficiency was considered to be intermediate (B1). Those with scores ranging from 60 to 79 were regarded as upper-intermediate (B2) students and the ones whose scores were 80 to 99 were regarded as advanced (C1) level students, and the ones whose scores were more than that were considered as very advanced (C2).

Second, Strategy Inventory for Language Learners (SILL) was employed to establish any relationships existing between strategy and performance, and strategy use and underlying learning

styles (Oxford & Burry-Stock, 1995). The subsections in the instrument were made by employing factor analysis, that is, a statistical technique that categorizes different items into specific groups. Items, which are categorized in each group, are expected to have strong statistical correlations (Pallant, 2007). Accordingly, each of the subsections of the SILL specifically evaluates and determines a different type of strategy, which is of great importance in this research.

Socio-Affective Strategy Inventory for Language Learners (SASILL) was also administered to obtain information regarding the participants' perception of socio-affective strategies. This questionnaire also involves a five-point Likert scale with different values ranging from 1 (never or almost never true of me) to 5 (always or usually true of me). It is also noteworthy to mention that for the current study, the researchers only employed the items pertaining to affective and social strategies and these included 12 items of the scale. Moreover, the researchers changed the wording of each LLS from a sentence into an infinitive, as the purpose of the study was to obtain the trainees' perceptions, but not the frequency of use. To do so, the original sentence in the SILL "I write down my feelings in a language learning diary" was written as "write down my feelings in a language learning diary" as an example. Moreover, the socio-psychological model (MacIntyre & Noel, 1996) of strategies was applied to the questionnaire. MacIntyre and Noel's (1996) model considers the factors influencing individuals' language learning strategies concerning their "frequency of use, knowledge, effectiveness, anxiety, and difficulty level" (pp. 376-377). Three domains were obtained from this model and were then added to each of the items to determine the participants' views regarding a) frequency of use, b) effectiveness, and c) difficulty of each strategy.

Next, Famil Khalili's (2011) translation quality assessment scale was deployed for assessing and evaluating the quality of the translation trainees' translated works. Famil Khalili (2011) introduced a model for translation quality assessment in which the sentence was considered as a unit of translation and every translated sentence, which was made by the translator, should be assessed based on this standard. The variables were obtained from the first two components of the PACTE (2003) model of competency and were then transmitted to the descriptors of the scale for translation quality assessment. The descriptors were finally systematized to a Likert scale and the five different levels that were produced for separate variables were well-defined operationally.

The last instrument used in this study was a political text with a glossary in which the definitions were collected from different English to Persian dictionaries. The text was neither too long nor too short so that it would accurately assess the participants' quality of translation under the effect of socio-affective and cognitive strategies. To provide more details, it contained 174 words and it was obtained from Mehr News Agency on 26th of May, 2019. It is also worth mentioning that the readability index of the text was calculated online from <https://readabilityformulas.com/freetests/six-readability-formulas.php> and it was revealed that the readability of the text was 49.6

The design in this study was an *ex post facto* causal-comparative study. In this study, the researchers tried to find cause and effect relationship between the independent variables including cognitive and socio-affective strategies, and the dependent variable, that is, translation quality. This is done by comparing the scores obtained by two or more groups. In an *ex post facto* design the researcher does not modify any variable nor does he control the flow of events after all events have occurred (Farhady, 1995).

To achieve the goal of this survey and to address the research questions, the following steps were taken. One hundred and forty female and male translation trainees in both MA and BA degrees in translation studies participated in this research. The participants were selected from English translation trainees by employing convenience sampling. The trainees were all Iranian university students who were studying at Islamic Azad University, Karaj Branch. The study mainly involved five stages that the translation trainees were required to pass one after the other. The questionnaires were all distributed online and the trainees had 40 minutes to answer the questions and translate the

text. In order to clearly specify the participants' scores on the questionnaires and the tests, the trainees were asked to write their names or nicknames on each answer sheet so that the process of data analysis would be done appropriately. To ensure the homogeneity of the participants' level of general English, first, the Oxford Placement Test (OPT) was employed. Then the questionnaires were administered. Moreover, an English text with a glossary was prepared for the translation trainees and they were supposed to translate the text into Farsi within 20 to 30 minutes. Finally, the researcher employed the translation quality assessment scale provided by Famil Khalili (2011). Each translated text was checked four times. The translated texts were checked twice by the researchers as they assessed them once holistically and once analytically and two other raters evaluated the translated texts to obtain a more reliable result.

4. Results

After administering the questionnaires and asking the participants to accomplish the translation task, the collected data were submitted to the Statistical Package for Social Science (SPSS) and were prepared for further analysis. Checking the normality of distribution of the sets of scores, the researchers observe that none of the sets scores is normally distributed as in all of the cases, the calculated levels of significance are considerably smaller than the standard level of significance ($\alpha = .05$; $p < \alpha$). Consequently, all of the analyses, which are presented and aim to compare these sets of scores, are done non-parametrically employing the Mann-Whitney tests.

The reliability of the scores is investigated due to the fact that the decisions made while rating the translations are in some cases subjective. Although the scale used for rating translation quality, which is the one developed by Famil Khalili (2011), reduces the subjectivity to a minimum, it is still necessary to determine the reliability of the scores. Thus, the intra-rater reliability of the scores is scrutinized by employing a correlation analysis involving the two ratings done by the first rater. The results indicate an extremely high degree of intra-rater reliability ($\rho = .979$; $p = .000$; $\alpha = .05$; $p < \alpha$). Employing Spearman's correlation formula, the researchers analyze the average of the first rater's scores and the scores provided by the other two raters. A relatively moderate coefficient of non-parametric correlation is calculated for the first and second raters' translation quality scores ($\rho = .614$). In addition, the measure of the correlation between the first and third raters' scores ($\rho = .590$) indicates the moderate relationship that exists between these two sets of scores. The second and third raters' scores, as the table reveals, are moderately correlated ($\rho = .453$). The coefficients are flagged as significant in all of the cases as they have levels of significance smaller than the .05 standard ($p = .000$; $\alpha = .05$; $p < \alpha$). The next step is the examination of the homogeneity of the sample. To do so, the participants are divided into different groups with respect to their cognitive and socio-affective strategies scores. The researchers repeated the test of homogeneity with the subjects' general English scores twice—once for the groups distinguished by their members' levels of cognitive strategies and once for the groups with different socio-affective strategies. In both cases, it is revealed that the two samples formed with respect to the subjects' answers to the items in the cognitive strategy and socio-affective strategies questionnaires are homogeneous as far as the participants' knowledge of general English is concerned

To determine the possible effect that English translation trainees' cognitive strategies might have on their English-to-Persian translation quality, the two sets of translation quality scores obtained by the two groups which were formed based on the differences observed in the participants' answers to the cognitive strategy questionnaire are examined. The mean score and the median of the high cognitive strategies group are slightly higher than the one with low cognitive strategies scores ($\bar{X}_{Low} = 23.64$, $\bar{X}_{High} = 24.22$; Median_{Low} = 24.33, Median_{High} = 24.66). Moreover, the larger standard deviation of the scores attained from the low cognitive strategies group indicates more heterogeneity of the scores in

this group ($S_{Low} = 2.80, S_{High} = 2.34$).

Table 1 demonstrates that the difference observed between the two sets of scores is not substantial enough to be statistically considerable. The level of significance of the independent samples Mann-Whitney U , which represents the magnitude of the difference between the two sets of scores, is larger than the standard level ($U = 2694.000; p = .299; \alpha = .05; p > \alpha$). Therefore, the hypothesis assuming the similarity of the two sets of scores is not rejected and it is concluded that the participants' cognitive strategies do not affect the quality of their translations.

Table 1
Independent-Samples Mann-Whitney U Test of Translation Quality of the Low and High Cognitive Strategies Groups

Total N	140
Mann-Whitney U	2694.000
Wilcoxon W	5395.000
Test Statistic	2694.000
Standard Error	239.474
Standardized Test Statistic	1.038
Asymptotic Sig. (2-sided test)	.299

Next, the study scrutinizes the possible effect of socio-affective strategies on English translation trainees' English-to-Persian translation quality. To verify this hypothesis, the researchers are required to compare the translation quality scores of the subjects with high and low socio-affective strategies indexes. This is done with four Mann-Whitney test results which are displayed in Tables 2 through 5. The first test deals with the effect of the total socio-affective strategies indexes while the other three explore the possible effects of the three subcomponents of the questionnaire, namely, the frequency, effectiveness, and ease of use of socio-affective strategies.

The mean and median of the two sets of scores representing the quality of the translations done by the subjects with different levels of socio-affective strategies point to a slightly better performance of the subjects with high socio-affective strategies scores ($\bar{X}_{Low} = 23.50, \bar{X}_{High} = 24.40; Median_{Low} = 24.16, Median_{High} = 24.66$). The standard deviation of the participants with low socio-affective strategies scores is relatively higher ($S_{Low} = 2.78, S_{High} = 2.28$) suggesting more heterogeneously in this group.

Table 2 indicates that the difference observed in the descriptive statistics is not large enough to be meaningful as the independent samples Mann-Whitney U displayed in the table is not considerable. This is because the level of significance is just above the standard .05 level ($U = 2903.000; p = .058; \alpha = .05; p > \alpha$). It is, therefore, concluded that the subjects' overall socio-affective strategies do not affect their translation quality.

Table 2.
Independent-Samples Mann-Whitney U Test of Translation Quality of the Low and High Socio-affective Strategies Groups

Total N	140
Mann-Whitney U	2903.000
Wilcoxon W	5249.000
Test Statistic	2903.000
Standard Error	239.596
Standardized Test Statistic	1.899
Asymptotic Sig. (2-sided test)	.058

The questionnaire employed for collecting information about the participants’ socio-affective strategies provides the researcher with information about three subcomponents of socio-affective strategies (i.e. frequency of use, effectiveness, and ease of use of the strategies). Consequently, after discovering that the participants’ overall socio-affective strategies are not among the causes of their translation quality, the researcher runs three Mann-Whitney tests to explore the possible effect of each of these subcomponents of the participants’ socio-affective strategies scores on the quality of their translations.

The analyses reveal that the individuals with a higher frequency of use of socio-affective strategies have performed relatively better as far as the quality of their translations is concerned. In this case, the mean and median of their scores are both larger than the ones with less frequent use of socio-affective strategies though their standard deviation reveals their relatively more homogeneous scores ($\bar{X}_{Low} = 23.37$, $\bar{X}_{High} = 24.45$; $Median_{Low} = 23.91$, $Median_{High} = 24.83$; $S_{Low} = 2.88$, $S_{High} = 2.18$).

Table 3

Independent-Samples Mann-Whitney U Test of Translation Quality of the Low and High Frequency of Use of Socio-affective Strategies Groups

Total N	140
Mann-Whitney U	2965.500
Wilcoxon W	5740.500
Test Statistic	2965.500
Standard Error	239.302
Standardized Test Statistic	2.188
Asymptotic Sig. (2-sided test)	.029

The independent samples Mann-Whitney *U* reported in Table 3 establishes that the difference between the quality of the translations done by the participants with more frequent use of socio-affective strategies and the ones done by the participants with less frequent use of the strategies is statistically meaningful. In fact, the *U* enjoys an asymptotic two-sided level of significance which is less than the critical level ($U = 2965.500$; $p = .029$; $\alpha = .05$; $p < \alpha$).

The minimal difference between the two sets of translation quality scores gained from the subjects divided on the basis of their different effectiveness of socio-affective strategies scores is portrayed by the fact that the mean and median of the translators with higher effectiveness of socio-affective strategies scores are larger, their standard deviation is smaller than the participants with lower scores, though ($\bar{X}_{Low} = 23.68$, $\bar{X}_{High} = 24.19$; $Median_{Low} = 24.33$, $Median_{High} = 24.50$; $S_{Low} = 2.79$, $S_{High} = 2.38$).

Table 4

Independent-Samples Mann-Whitney U Test of Translation Quality of the Low and High Effectiveness of Socio-affective Strategies Groups

Total N	140
Mann-Whitney U	2690.500
Wilcoxon W	5318.500
Test Statistic	2690.500
Standard Error	239.596
Standardized Test Statistic	1.012
Asymptotic Sig. (2-sided test)	.311

As Table 4 proves, this degree of difference is not large enough to be statistically considerable, that is, the Mann-Whitney *U* calculated for these two sets of scores has an asymptotic two-sided level of

significance which is much larger than the standard ($U = 2690.500; p = .311; \alpha = .05; p > \alpha$). Thus, the hypothesis which assumes similarity of the translation quality scores across categories of group membership for the effectiveness of socio-affective strategies is not rejected and the researcher concludes that translators' beliefs about the effectiveness of their socio-affective strategies do not have any significant effect on the quality of their translations.

Dividing and comparing the translation quality scores based on the subjects' ease of use of socio-affective strategies, it is revealed that the ones experiencing more ease of use of socio-affective strategies perform better as far as the quality of their translation is concerned. The mean and median of these subjects are better than the ones with more difficulty using the strategies ($\bar{X}_{Low} = 23.51, \bar{X}_{High} = 24.38; Median_{Low} = 24.33, Median_{High} = 24.66$). The standard deviations also point to more homogeneity of the performance of the former subjects ($S_{Low} = 2.82, S_{High} = 2.25$).

Table 5

Independent-Samples Mann-Whitney U Test of Translation Quality of the Low and High Ease of Use of Socio-affective Strategies Groups

Total N	140
Mann-Whitney U	2868.000
Wilcoxon W	5283.000
Test Statistic	2868.000
Standard Error	239.670
Standardized Test Statistic	1.746
Asymptotic Sig. (2-sided test)	.081

As Table 5 indicates, the minor difference observed in Table 13 is not substantial enough to pass a statistical test of significance. That is to say, the independent samples Mann-Whitney U , which indicates the value of the difference observed between the quality of the translations done by the members of the two groups, is too small to enjoy an asymptotic two-sided level of significance larger than the .05 critical level of significance ($U = 2868.000; p = .081; \alpha = .05; p > \alpha$). Hence, it is concluded that there is no statistically considerable difference between the performance of the translators with ease or difficulty of use of socio-affective strategies.

Discussion

The findings of this study, as observed in Table 1, showed that the participants' cognitive strategies do not affect the quality of their translations. The results pertaining to these two variables indicate that the participants' cognitive strategies do not have any significant effect on the quality of their translation. Hence, the first null hypothesis of the present study, that is, "cognitive strategies do not affect English translation trainees' English to Persian translation quality" is not rejected. According to Dörnyei (2005), cognitive strategies require individuals to manipulate and transform learning materials. They involve strategies such as imitating other individuals' speech, guessing the meaning of words from context, and making use of dictionaries and reference books (McCoy, 2006; O'Malley & Chamot, 1990). In the present study, as mentioned above, it was observed that cognitive strategies do not play a significant role in influencing the participants' translation quality. Such a result may be explained by the fact that, as O'Malley and Chamot (1990) asserted, students at the elementary and intermediate level of language proficiency, but not those of higher levels, make use of cognitive strategies far more. Griffiths and Parr (2001) also stated that cognitive and affective strategies are generally less frequently used by students. Metacognitive strategies, on the other hand, seem to be the focus of students' attention as they rank this type of strategy as the most frequently used language

learning strategy and as it was previously maintained, translation and language learning are highly interrelated (Robinson, 1997). Bearing this in mind, one may assume that within the process of translation, students constantly make use of whatever they have learned in their language classes.

With respect to the second hypothesis, Dörnyei (2005) stated that social strategies mainly deal with interpersonal behaviors and they tend to increase individuals' L2 communication and enable them to interact and cooperate with others. Affective strategies, on the other hand, require individuals to have control over their emotional conditions and experiences. According to O'Malley and Chamot (1990) and McCoy (2006), socio-affective strategies involve cooperating with others in pair work, participating in group discussions, assisting others, and asking for clarification of unknown words. Students can employ some effective procedures to improve their translation skills. Learners who are more knowledgeable can cooperate and help those who are less proficient. In this respect, whenever learners conduct the work successfully through scaffolding, after a passage of time, they can do the work by themselves even with the absence of scaffolding. Considering cooperative learning, Jacobs *et al.* (2002) declared that cooperative learning is concerned with the principles and procedures that enable students to work with each other more effectively. Jacobs (2004), by the same token, stated that the point is that cooperative learning is more than just asking learners to work together in groups. In the current study, the second null hypothesis deals with the possible effect of socio-affective strategies on English translation students' English-to-Persian translation quality. Verification of this hypothesis requires the comparison of the translation quality scores of the subjects with high and low socio-affective strategies indexes. As observed, the participants' total socio-affective strategies indexes nor the two subcomponents of the socio-affective strategies (i.e., effectiveness, and ease of use of socio-affective strategies) influenced their translation quality. Considering the findings of the previous studies together with the ones observed in this study, one may conclude that although it is said that socio-affective strategies provide students with opportunities and situations where they can cooperate and work together in a better way, this cooperation does not influence their translation quality.

5. Conclusion

Characteristically, strategies are divided into three main categories including metacognitive, cognitive, and socio-affective strategies (Brown 2000, 2007; Oxford, 1990). According to the above indication, using strategies can be among the best ways to advance language learning, but what about the role they play in translation studies? Gerloff (1987) asserted that the difference between skilled and unskilled translators lies in the fact that those of the first category, that is, professional translators concentrated more on discourse analysis and that the size of the units they dealt with in the text, their editing styles, and their patterns of movement through the whole text differed very much in comparison with those of the second category. Johnson (1993) believed that "translation involves cognitive strategies, both perceptual and production-oriented, for acquisition, retention, and utilization" (p. 85). With respect to socio-affective strategies, in a study conducted by Choi (2003, as cited in Žindžiuvienė, 2019), the researcher found that these types of strategies could improve lower-level students' translation of sentences.

As it was previously mentioned, this research was an attempt to see if cognitive strategies and socio-affective strategies could help translation trainees improve their translation ability. To answer the research questions, the researcher asked 140 translation trainees in both Master's and Bachelor's degrees in translation studies to participate in this study. The participants were asked to take the OPT test. SASILL and SILL were also administered and their results were recorded for the process of data analysis. The participants were also required to translate a text and their translations were evaluated by employing the TQA scale. The results indicated that the participants' cognitive strategies do not affect the quality of their translation. The same result was obtained with respect to the participants'

socio-affective strategies. Accordingly, both research hypotheses were not rejected and one can conclude that neither cognitive strategies nor socio-affective strategies affect individuals' translation quality. Such being the case, O'Malley and Chamot (1990) claimed that cognitive strategies are not used by higher-level students to the extent they are used by elementary and intermediate-level students. In the same vein, Griffiths and Parr (2001) explained that students make use of cognitive and affective strategies less frequently.

The outcomes of this study can be altered into some pragmatic maneuvers that may be beneficial for both translator trainers and trainees. From the very beginning of language teaching history, scholars, academics, and teachers have always been concerned with finding methods, procedures, and strategies that best serve language learners and enable them to achieve the greatest results. The same can be true within the field of translation studies. There is a need to specify factors that can help translators to better translate their texts and to achieve better outcomes as Etemadi Mashhadi and Ghanizadeh (2022) mentioned translation trainees participate in classes to obtain a way to learn various communication strategies and theories. For instructors and learners, the use of strategies such as cognitive and socio-affective strategies is beneficial as the literature is full of studies claiming their positive influence on one or two language skills or on reducing learners' anxiety (e.g., Marashi *et al.*, 2019; Saeidi *et al.*, 2013). Cooperative learning and scaffolding, for example, help the less competent students to be more successful and obtain higher achievements (Johnson & Johnson, 2008). The findings of the current study, however, revealed that such strategies are of no use in influencing individuals' translation quality. Thus, it can be stated that these strategies may help translation trainees have higher levels of language proficiency, and indirectly this higher level of proficiency helps them to become better translators, but the use of cognitive and socio-affective strategies alone does not explicitly improve individuals' translation quality. Instead of focusing on these two strategies, it is highly suggested to translator trainers concentrate on metacognitive strategies in their classes as Akbari Motlagh and Yousefi (2016) stated, metacognitive translator training programs enabled translators to translate all the texts they were provided with including the more difficult ones. In the same vein, Gholami and Yazdanimoghaddam (2015) asserted that being aware of the metacognitive strategies allows translators to make use of them to increase the quality of their translation.

As the findings of research should not only add to the existing knowledge of the field but also reveal the problems waiting for further exploration, the researchers of the present study tried to explore the elements that increase the quality of translation. Scholars and academics are suggested to look for the effect of different variables, such as individuals' proficiency level and discipline, on individuals' translation quality. Moreover, this study might be replicated with a larger number of translation trainees. As the participants of this study majored in translation studies at BA and MA levels, those who were studying for their BA degree could be considered as amateurs and those who were studying for their MA degrees could be regarded as professionals. Studying the effects of learning strategies among professional translators who have lots of experience in this field and trying to explore the ways that they act in tough situations can be beneficial and may render different results. For further research, one may study the effect of different personality types on individuals' translation quality. Another suggestion that the researchers offer for further investigation is examining the effect of learning strategies on the quality of translation in different age groups as this research was done merely among translation trainees ranging in age from 18 to 40.

References

- [1] Ahmadi Astaneh, F. (2015). *The effects of cognitive strategies training (note taking) and socio-affective strategies training (cooperation) on reading ability and anxiety reduction among Iranian intermediate EFL learners* (Unpublished Master's thesis). Islamic Azad University, 6669

Karaj Branch.

- [2] Akbari Motlagh, M. J., & Youzefi, K. (2016). The effectiveness of metacognitive translator training in educational functions. *Translation Journal*. <https://translationjournal.net/April-2016/the-effectiveness-of-metacognitive-translator-training-in-educational-functions.html>
- [3] Alwash, L. M. M. A., & Abdullah, M. A. R. (2022). Difficulties faced by non-native translators in translating figurative local Libyan language to English. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 1003–1018.
- [4] Azumi, K. (2008). An experimental study of language learning strategies: Particular focus on the patterns of strategy use by Japanese university learners of English. *Humanities and Social Sciences*, 7(17), 149-169.
- [5] Bassnett, S. (1980). *Translation Studies*. Routledge.
- [6] Bernacka, A. (2012). The importance of translation studies for development education. *Policy and Practice: A Development Education Review*, 14,113-118.
- [7] Biria, R., & Heshmatifar, Z. (2015). Exploring the translation strategies utilized for the rendition of economic terms from English into Persian. *Journal of Applied Linguistics and Language Research*, 2 (8), 111-127.
- [8] Brown, D. (2000). *Principals of language learning and teaching* (4th ed.). Longman.
- [9] Brown, D. (2007). *Principals of language learning and teaching* (5th ed.). Longman.
- [10] Catford, J. C. (1965). *A linguistic theory of translation*. Oxford University Press.
- [11] Dörnyei, Z. (2005). *The psychology of the language learner. Individual differences in second language acquisition*. Lawrence Erlbaum.
- [12] Etemadi Mashhadi. M., & Ghanizadeh, A. (2021). Exploring translation students' perceptions about designed materials for legal translation course. *Journal of Foreign Language Teaching and Translation Studies*, 6(4), 1-22.
- [13] Fahim, M., & Mazaheri, Z. (2013). A comparative study of translation strategies applied in dealing with culture-specific items of romance novels before and after the Islamic revolution of Iran. *Journal of Advances in English Language Teaching*, 1(3), 64-75.
- [14] Famil Khalili, Gh. (2011). Developing a valid scale for translation quality assessment in the undergraduate translator-training program. *Translation Studies*, 9(34), 25-38.
- [15] Farhady, H. (1995). *Research methods in applied linguistics*. Payame Noor University.
- [16] Fatehi Rad, N., & Atashdast, M. (2021). Iranian translators' perspective toward challenges and difficulties of translating texts. *Epitome: International Journal of Multidisciplinary Research*, 7(1), 39-51.
- [17] Fatehi Rad, N., & Karimi, M. (2021). Exploring Iranian translation studies students' perception of research: Education level in focus. *Journal of Language and Translation*, 11(5), 45-65.
- [18] Gerloff, P. (1987). Identifying the unit of analysis in translation: Some uses of think-aloud protocol data. In C. Faerch, & Cl. Kasper (Eds.), *Introspection in second language research* (pp. 135-158). Multilingual Matters.
- [19] Gholami, M., & Yazdanimoghaddam, M. (2015). *Metacognition and translation*. LAP LAMBERT Academic Publishing.
- [20] Griffiths, C. (2004), Language learning strategies: Theory and research. *Asian Journal of English Language Teaching*, 12, 45-68.
- [21] Griffiths, C., & Parr, M. (2001). Language-learning strategies: Theory and perception. *ELT Journal*, 55 (3), 247–254.
- [22] Habte-Gabr. E. (2008). The importance of socio-affective strategy using EFL for teaching mainstream subjects. *European Journal*. www.hltmag.co sep 06/sart02.h.
- [23] Hamzeh, M., Shamshiri, K., & Noordin, N. (2009). Effect of socio-affective strategy training on listening comprehension. *European journal of social sciences*, 11(4), 690- 697.

- [24] Holden, W.R. (2004). Facilitating listening comprehension: Acquiring successful strategies. *Bulletin of Hokuriku University*, 28, 257-266.
- [25] Istyagina-Eliseeva, E., Myagkova, S., & Litvinov, S. (2022). Expansion of Grant-Based (Scholarship Programs) Globalization in Education. *Journal of Organizational Behavior Research*, 7(2), 48-59.
- [26] Jacobs, G. M. (2004). Cooperative learning: Theory, principles, and techniques. *Paper presented at the First International Online Conference on Second and Foreign Language Teaching and Research*.
- [27] Jacobs, G. M., Power, M. A., & Loh, W. I. (2002). *The teacher's sourcebook for cooperative learning: Practical techniques, basic principles, and frequently asked questions*. Corwin Press.
- [28] Johnson, M. (1993). A cognitive model for the perception and translation of a three-dimensional object/array onto a two-dimensional surface. *Visual Arts Research*, 19 (1), 85-99.
- [29] Johnson, R. T., & Johnson, D. W. (2008). Active learning: Cooperation in the classroom. *The Annual Report of Educational Psychology in Japan*, 47, 29-30.
- [30] Lorsch, W. (1991). *Translation performance, translation process and translation strategies: A psycholinguistics investigation*. Gunter Narr.
- [31] MacIntyre, P., & Noels, K. (1994). Retrospective review article: The good language learner. *System*, 20 (2), 269-287.
- [32] Marashi, H., & Assgar, F. (2019). EFL teachers' effective classroom management and learners' anxiety and learning strategies. *Iranian Journal of Language Teaching Research*, 7(2), 65-82.
- [33] Martinez, I.M. (1996). The importance of language learning strategies in foreign language teaching. *Cuadernos of English Philology*, 5(1), 103-120.
- [34] McCoy, D. (2006). Utilizing students' preferred language learning strategies for IELTS test preparation. *EA Journal*, 23(1), 3-13.
- [35] Meang, U. K. (2006). Comparison of L2 listening and reading comprehension strategies: A case study of three middle school students. *The Journal of Curriculum & Evaluation*, 9(2), 471-500.
- [36] Mahmoud, I. M., Alanazi, S. A. I., Alanazi, K. A. I., Alshamlane, S. K. H., Alanazi, S. Z. N., & Alanazi, M. K. I. (2022). Awareness of the General Population about the Effects of Smoking on Health in Saudi Arabia. *Archives of Pharmacy Practice*, 13(3), 41-47.
- [37] Munday, J. (2002). *Introducing translation studies*. Routledge.
- [38] Newmark, P. (1988). *A textbook of translation*: Oxford University Press.
- [39] Nguyen, T. V., Le, H. T. T., & Nguyen, H. T. (2022). Evaluating the curriculum of vocational schools in Vietnam. *Journal of Advanced Pharmacy Education and Research*, 12(2), 57-62.
- [40] O'Malley, J.M., & Chamot, A.U., (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- [41] O'Malley, J. M., Chamot, A. U., Stewner-Menazanares, G., Russo, R., & Kupper, L. (1985). Learning strategy applications with students of English as a second language. *TESOL Quarterly*, 19, 557-584.
- [42] Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- [43] Oxford, R., & Burry-Stock, J. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL version of the strategy inventory for language learning (SILL). *System*, 23(1), 1-23.
- [44] PACTE (2003). Building on translation competence model. In F. Alves (Ed.), *Triangulation translation: Perspective in process-oriented research* (pp. 43-66). John Benjamins.
- [45] Pallant, J. (2007). *SPSS Survival Manual*. Oxford University Press.
- [46] Paris, S.G., Byrnes, J.P., & Paris, A.H. (2001). Constructing theories, identities, and actions of self-regulated learners. In B.J. Zimmerman, & D.H. Schunk (Eds.), *Self-regulated learning and*

- academic achievement. Theoretical perspectives* (pp. 253-287). LEA.
- [47] Pham, A. T., Nguyen, L. T. D., & Pham, V. T. T. (2022). English language students' perspectives on the difficulties in translation: Implications for language education. *Journal of Language and Linguistic Studies*, 18(1), 180-189.
- [48] Pishkar, K. (2022). Translation in the Context of an Islamic Republic: Educational Surprises for Iranian Translators. *Iranian Journal of Comparative Education*, 5(1), 1648-1664.
- [49] Rezaee Danesh, Y., Khoshsaligheh, M., & Moghaddas, M. (2021). Translation teaching competence: Teachers and students' perspectives. *Teaching English Language*, 15(1), 161-188.
- [50] Richards, J. C., & Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics* (3rd ed.). Longman.
- [51] Robinson, D. H. (1997). *The interaction of study materials and spaced review on transfer and relational learning*. ERIC Document Reproduction Service.
- [52] Sa'diyah, H. (2010). *The implementation of socioaffective strategies to improve student's self confidence in speaking (a classroom action research with students of VIII a class at SMP Pondok Modern Selamat Kendal in the academic year of 2009/2010)* (Unpublished Doctoral dissertation). IAIN Walisongo.
- [53] Saeidi, M., & Khaliliaqdam, S. (2013). The effect of socio-affective strategies on students' test anxiety across different genders. *Theory & Practice in Language Studies*, 3(2), 269-274.
- [54] Sager, J. C. (1983). Quality and standards: The evaluation of translations. In C. Picken (Ed), *The translator's handbook* (pp. 91-102). ASLIB.
- [55] Salovaara, H. (2005). *Achievement goals and cognitive learning strategies in dynamic contexts of learning* (Unpublished academic dissertation). University of Oulu.
- [56] Schjoldager, A. (2008). *Understanding translation*. Århus.
- [57] Schneider, W., & Weinert, F. E. (1990). The role of knowledge, strategies, and aptitudes in cognitive performance: concluding comments. In W. Schneider, & F. E. Weinert (Eds.), *Interactions among aptitudes, strategies, and knowledge in cognitive performance* (pp. 286-302). Springer-Verlag.
- [58] Schäffner, C. (2003). Translation and intercultural communication: Similarities and differences. *Studies in Communication Sciences*, 3(2), 79-107.
- [59] Vandergrift, L., (2003). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53(3), 463-496.
- [60] Venuti, L. (1995). *The translator's invisibility: A history of translation*. Routledge.
- [61] Vijaya, R. J. (2010). *Students' socio-affective strategy in reading* (Unpublished master's thesis). Sanata Dharma University.
- [62] Weinstein, C.E., Husman, J., & Dierking, D.R. (2000). Self-regulation interventions with a focus on learning strategies. In M. Boekaerts, P.R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 727-747).: Academic.
- [63] Zeynali, S., Zeynali, S., & Pishdadi Motlagh, F (2015). The effects of socio-affective strategy in the enhancement of reading comprehension among Iranian EFL learners. *International Journal of Language and Linguistics*, 4(2-1), 9-22.
- [64] Žindžiuviene, I. E. (2019). Development of metacognitive and socio-affective strategies in EFL classes at secondary schools. *Proceedings of the International Scientific Conference*, 2, 481-491.