A Formative Approach to Translator Training

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ABSTRACT

This study aims to identify the challenges that might occur during the implementation of the seven strategies used in formative assessment, to find solutions, and to examine the role of the translation course in teaching the source language English and the students' attitudes towards the translation course in the context of these strategies. For this purpose, the study uses mixed methods research design, based on a case study using a performance-based measurement method associated with a constructivist approach. In the study, the researcher's field notes, in which he/she recorded his/her observations about the use of formative assessment strategies in the classroom; semi-structured focus group interviews, conducted after the completion of each text translation; student drafts, to determine the improvement the students made after self-assessment; and, to examine the students' attitudes towards the translation course, a Translation Course Evaluation Questionnaire and semi-structured pre- and post-interview forms, were used. In line with the analyses of the collected data, it was observed that students took an active role in the self-assessment process and made progress in forming the equivalence between source language and target language in the translation courses; and in this sense, it was determined that they developed a positive attitude towards the translation courses. The researchers discussed the findings and results of the study in the light of the research context and presented pedagogical recommendations.

Keywords: Constructivism, formative assessment, self-assessment, translator training, translation courses

Çevirmen Eğitimine Biçimlendirici Bir Yaklaşım
Öz

Bu çalışma; biçimlendirici değerlendirmede kullanılan yedi stratejinin uygulanması esnasında ortaya çıkabilecek zorlukların saptanması, çözüm yollarının bulunması ve bu süreçte çeviri dersinin kaynak dil İngilizcenin öğretilmesindeki rolü ve öğrencilerin çeviri dersine karşı tutumlarının bu uygulanan stratejiler bağlamında araştırılmasını amaçlamaktadır. Bu amaçla; çalışma bir oluşturmacı yaklaşım bakış açısıyla ilişkilendirilmiş, performansa dayalı ölçme yöntemini kullanan bir durum çalışması üzerine tasarlanmış karma yöntem araştırma desenini kullanmaktadır. Çalışmada, biçimlendirici değerlendirme stratejilerinin sınıf içinde kullanılmasıyla ilgili araştırmacının gözlemlerini kaydettiği araştırmacı alan notu, her bir çalışmanın tamamlanmasından sonra uygulanan yarı yapılandırılmış odak grup görüşmeleri, öz değerlendirmeden sonra öğrencilerin ne tür değişimler kazandıklarını belirlemek için öğrenci taslakları ve öğrencilerin çeviri dersine karşı tutumlarını ölçmek için Çeviri Dersi Değerlendirme Anketi ve yarı yapılandırılmış ön ve son görüşme formu kullanılmıştır. Toplanan verilerin analizleri doğrultusunda, öğrencilerin öz değerlendirme sürecinde etkin rol aldıkları, çeviri derslerinde kaynak dil ile erek dil arasındaki eşdeğerliği oluşturmada ilerleme kat ettikleri gözlenmiş ve bu bağlamda çeviri dersine karşı olumlu tutum geliştirdikleri saptanmıştır. Araştırmacılar, çalışmanın bulgularını ve sonuçlarını araştırma içeriği ışığında tartışmış ve pedagojik öneriler sunmuştur.

Anahtar Kelimeler: Oluşturmacılık, biçimlendirici değerlendirme, öz değerlendirme, çevirmen eğitimi, çeviri dersleri

1 | INTRODUCTION

Among many issues that are discussed under the title of assessment, the present study, entitled ''A Formative Approach to Translator Training,'' aims to explore how to implement formative assessment strategies, with a specific emphasis on student use of cycles of self-assessment strategies, in translation course in higher education. In this context, the terms *assessment* and *evaluation* involve the whole study focusing on the formative assessment. This is because these terms, which may be used either with different meanings or interchangeably, indicate a learning process in which evidence gathered from learners is collected systematically and interpreted to make a judgment. Although assessment and evaluation procedures show similarity, the evidence about learners differs (Harlen, 2007).

Assessment is an ongoing process, in which the learners may be regarded as stakeholders who must be given the opportunity to undertake the role of assessor; and this presupposes the mutual understanding and cooperation of both teachers and learners in the design of an effective learning process (Chandio & Jafferi, 2015). The literature has shown that two types of assessment exist, formative and summative assessment. One of the ways to understand the scope of formative assessment is to compare it with summative assessment. Formative assessment is based on a circle, which involves the process of instruction to identify learners' misunderstandings, feedback to help learners correct their mistakes, and implementation of instructional correctives, whereas summative assessment measures only the current achievement of learners (Cauley & McMillan, 2010). Taras (2005) has explained that assessment starts with summative assessment, and then it goes on with formative assessment that is based on summative assessment with feedback. According to Roskos and Neuman (2012), ''Formative assessment is all about forming judgments frequently in the flow of instruction, whereas summative assessment focuses on making judgments at some point in time after instruction'' (p. 534). That is, while formative assessment refers to the process of instruction supported by feedback to a learner, summative assessment refers to the process after instruction, based on testing and grading (Ayala, 2005).

To identify weaknesses and gaps in instruction, the employment of formative and summative assessment together can be a useful mechanism (Glazer, 2014). Although these two assessment types work together, they differ from each other in terms of reliability, judgments, and information (Harlen & James, 1997). To put it another way, they complete each other during the learning process, but differ in function. Formative assessment functions as guidance for learners during instruction, whereas summative assessment functions as a means of evaluating how many of the learning goals have been achieved at the end of a learning process or instruction (Dixson & Worrell, 2016). In short, the basic distinction between these two assessment types is ''purpose and effect, not timing'' (Sadler, 1989, p. 120).

Much of the current literature in this research context emphasizes the utility of formative assessment in a learning milieu. Different researchers have examined the impact of formative assessment upon the teaching and learning process. For example, formative assessment through feedback has been found to facilitate the teaching process and self-improvement (Xu, 2011). Similarly, formative assessment affects learner autonomy and makes an important positive impact on learners' creativity, problem solving ability, and linguistic achievement (Ge, 2010). In addition, when the relationship between test anxiety and formative assessment is considered in an EFL context, formative assessment has been shown to be effective in decreasing the level of test anxiety that learners are exposed to (Büyükkarcı, 2010). Even where learners might have had little prior experience of formative assessment, especially in portfolio use, reflective assessment has been found to make an impact on learners' language improvement (Efe, 2016).

Another view is that formative assessment could be implemented in various strategies to enable learner self-improvement in oral performance and fluency in speaking (Wang, 2010). In addition to this, formative assessment might be integrated with a variety of strategies to harness its positive effect on language teaching and to help cope with challenges occurring during the learning process. During such an assessment, some significant features should be taken into consideration: focusing on learning and academic achievement, equal opportunity, congruence of assessment tools, defining the limitations of assessment, supportive interaction, engaging students in the process, and meaningful and consistent reporting of assessment (Gathercoal, 1995).

Prior studies have noted the positive effect of formative assessment. However, some studies have revealed that certain challenges may be faced during the implementation of formative assessment. For instance, portfolio assessment in foreign language learning in a university context may present some challenges in relation to grading learners' performance and large class sizes (Alhuwaydi, 2017). Moreover, there may be limitations on the implementation of formative assessment because of a lack of time; in such a case, feedback given quickly may be helpful in overcoming this constraint during classroom instruction (Mangino, 2012). Another challenge is that, when feedback is considered in a socio-cultural context, learners may show differences in terms of perceptions and their feedback practices (Alfayyadh, 2016). Nonetheless, the literature mentioned above indicates that formative assessment may be an effective type of assessment with a well-designed course program.

Elsewhere, the literature addresses the central question of whether, in a classroom context, self-assessment or assessment by the teacher alone, gives a better picture of learners' progress. This issue arises because teachers generally ignore the essential source in this process, the learners themselves. It is argued that self-assessment procedure has a wide range of advantages in terms of monitoring learners' needs, and so, that it provides more direct information about learner improvement than teacher assessment does (Harris & McCann, 1994). The implementation of self-assessment procedures leads to improvement in learner outcomes and enables the teacher to monitor each student, as well as ensuring high classroom standards (Geeslin, 2003). In addition to this, within an EFL context, the implementation of self- assessment has an important positive impact on learners' self-efficacy, when it is used to engage learners on a regular basis in an assessment process with a formative technique (Baleghizadeh & Masoun, 2013). Although implementation of a process of self-assessment will bring the pedagogical benefits mentioned above, it is clear that it may take time for learners to gain assessment skills: ''self-assessment may initially commence at the lower levels of the cognitive, affective, and psychomotor domains. As time progresses and the learner internalizes self-assessment skills, higher levels of those domains would replace lower levels'' (McDonald, 2007, p. 34). Therefore, while building the framework of assessment, the following factors should be taken into consideration, in turn: performance, criteria and the application of these criteria, rating performance, and helping the individual to monitor progress (Woods, 1987).

As well as the above-mentioned issues, another key concept in the present study is equivalence theory. Equivalence in translation, which works as a theoretical and pragmatic concept for translation studies, is a key term, even though controversy still surrounds its applicability in translation. While forming equivalence in translation, a common issue is the concept of untranslatability, related to the nature of language, cultural restrictions and linguistic differences (Kashgary, 2011). In pursuit of translation quality, the first stage is to form linguistic equivalence between source text and target text. In this sense, ''equivalence appears as a product of the contrasting of textually realized formal correspondents in the source and the target language and the communicative realization of the extralinguistic content of the original sender's message in the target language'' (Ivir, 1981, p. 59). In translation, three types of equivalence might emerge. These are absolute, partial and no equivalence between source and target texts. In addition, in finding equivalence between two languages, coherence affect the quality of translation; and various factors such as language, culture and the role of translator affect the coherence between two languages (Ulanska, 2015).

In conclusion, the researchers base the present study on a triangle in line with the literature mentioned above: a) translation from source text to target text in the light of equivalence theory, b) assessment based on AfL strategies in a formative technique, and c) constructivism, which helps learners make a gradual improvement in the process. The study lays emphasis upon a process of self-assessment, because self-assessment is the essential factor in inclusion, as it validates the learner voice in all kinds of assessment, whether formative or summative, and in the teaching process (Bourke & Mentis, 2013).

Statement of the Problem

Continuous assessment supports the learning process through feedback and by increasing student motivation; but in practice, the implementation of formative assessment through feedback is not used effectively in assessment for learning in a university context (Hernandez, 2012). Apart from the fact that giving feedback in a classroom setting may take a long time, and so may be regarded as a time-consuming process, using all of the formative assessment strategies in a class to promote the learners' proficiency level in a short time is difficult (Wang, 2010). Likewise, self-assessment is a key factor in the learning process; on the one hand, when self-assessment is used

for a particular student assignment, it has a short-term effect; but on the other hand, when it is used to make student more regulated, then, the effect becomes long-term (Andrade & Valtcheva, 2009). In this context, the real problem lies in the fact that educators, whose preliminary job is to improve student success, avoid the implementation of formative assessment (Bhagat & Spector, 2017). Although self-assessment has been used in foreign language teaching for decades, the literature still shows a research gap, in that ''self-assessment skills can be learned by students, but further work needs to be done to establish how these skills might be best taught'' (Yan & Brown, 2017, p. 1260). In spite of the fact that self-assessment is used to promote the active participation of learners in other EFL contexts, self-assessment criteria have not been widely used in the Turkish EFL context (Ünaldı, 2016). A study by Efe (2016) highlighted the same point and demonstrated the usefulness of constructive activities in stimulating the active participation of learners in a Turkish EFL context. Again, in the Turkish EFL context, a study by Han and Kaya (2014) investigated the negative effects of issues such as insufficient materials, textbooks, and especially teacher competence. In this regard, the researchers stressed the importance of using a constructivist approach in foreign language teaching in order to overcome these challenges. In addition to the barriers mentioned above, the question of how to train new translators arises. In this context, Yazıcı (2017) has identified some basic barriers in translator training in Turkey. One of these barriers is the lack of a training model which can be used specifically for Turkish students. Yazıcı (2005) previously highlighted another significant issue, surrounding the use of theoretical knowledge in the process of translation, and claimed that using theoretical knowledge in translation broadened learners' horizons while translating, as it helped them to tackle translation from a multidimensional perspective. This discussion underlines the necessity of using theoretical knowledge and an effective process of training in which learners engage actively.

In conclusion, despite these various barriers to the use of formative assessment and its sub-components, especially self-assessment, it is still worth studying AfL strategies in order to open new perspectives on their implementation and to identify the potential challenges that may occur during the implementation of self-assessment strategies in translation courses. Feedback, self- and peer-assessment are authentic, affect learners' involvement and help them make decisions; nonetheless, the inadequate use of these techniques by teachers constrains their application in education (Rawlusyk, 2016). In the light of the current research context, the principal challenge in relation to self-assessment, which is still controversial, is about how well it may be used in an EFL context. Although many studies have focused on the use of formative assessment in foreign language teaching, there has been little discussion of the implications of using self-assessment strategies in translation teaching. Lastly, much uncertainty still exists related to the seven strategies of AfL and their application, especially in translation courses.

PURPOSE OF THE STUDY

The present study focuses principally on the use of AfL strategies in translation courses, on making these strategies clearer and easier to understand in the light of the research context, and explores the possible barriers that learners and teachers might encounter during such a learning process. Although much of the current literature focuses on the claim that Assessment for Learning makes a great contribution to student learning, the key factors which either facilitate or hinder the implementation of AfL in the classroom setting are still unclear (Heitink, van der Kleij, Veldkamp, Schildkamp, & Kippers, 2016). In this respect, the process of AfL must be examined in terms of its various facets.

Self-assessment procedure takes the form of a crucial pedagogical cycle which presents learners with the opportunity to evaluate their own performance week by week; and which enables them to take an active role in evaluation procedure, and not to be subject only to teachers' judgments (Mican & Medina, 2017). In the light of this, the present study aims to bridge a gap in the research context by using self-assessment strategies in a translation classroom setting. In doing so, it aims to give students the opportunity to evaluate their own outcomes, to reflect on their tasks, and to develop the skills necessary for determining their own weaknesses and strengths, and for defining their own assessment criteria. Another purpose of the present study is to focus on the process of using self-assessment strategies in translation, and to identify the challenges which might occur during the implementation of self-assessment procedure in translation courses. Thereby, the researchers aim to bridge the gap in the research context.

In the present study, two primary aims come to the fore. One concerns formative assessment, which stresses the importance of the progress made in translation, and the other concerns self-assessment, which involves the role of the student as an assessor. The study aims to help students to engage in a formative learning process in line with the principles of AfL strategies. To achieve the goals mentioned above, first, the study aims to ascertain the extent to which student-centered assessment facilitates the learning process. Second, it aims: a) to delineate how Assessment for Learning strategies might be implemented in a classroom setting; b) to explore the challenges which might occur during the process of self-assessment; c) to present solutions to the problems that occur during self-assessment; and d) to shed light on future research by creating a new perspective on AfL procedures in translation courses.

Based on the principles mentioned above, and given that the aim of the present study was to implement process-based translation teaching, in which learners would take over the responsibility for their own improvement, the following strategies of AfL were imbued into the translation courses.

Seven strategies of Assessment for Learning (Chappuis, 2015, p. 11-14).

Strategy 1: Provide a clear and understandable vision of the learning target.

Strategy 2: Use examples and models of strong and weak work.

Strategy 3: Offer regular descriptive feedback during the learning.

Strategy 4: Teach students to self-assess and set goals for next steps.

Strategy 5: Use evidence of student learning needs to determine next steps in teaching.

Strategy 6: Design focused instruction, followed by practice with feedback.

Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress.

In conclusion, the present study aims to contribute to the growing interest in the use of AfL process in translation courses and to create a learner-centered assessment process. To achieve this goal, the design of the study is based on the seven strategies of AfL, because: ''Self-assessments require students to rate their own language, whether through performance self-assessments, comprehension self-assessments, or observation self-assessments'' (Brown & Hudson, 1998, p. 665). On this basis, learners can be encouraged to be active participants in the classroom setting; and they can take part in the process of making decisions and in identifying their own strengths and weaknesses during the assessment process. In taking this approach, the researcher aimed to achieve success at both the micro and macro levels of translation teaching. This is because, in translation pedagogy, translation trainers need to focus on both the micro and macro levels of translation in order to enhance the quality of learners' translation (Karimzadeh, Samani, Vaseghi, & Kalajahi, 2015).

RESEARCH QUESTIONS

In line with the purpose of the study, the following research questions were generated for the research to be carried out in translation courses.

1. What are the students' attitudes towards the use of the seven strategies of Assessment for Learning in translation courses?

2. What are the contributions of involvement in self-assessment in the students' translation process?

3. What are the challenges that students experience during the Assessment for Learning procedure?

2 | METHOD

The research design of the present study took the form of a case study, in which the data were collected quantitatively and qualitatively (Bhattacherjee, 2012; Creswell, 2009), and in which the process of the study was carried out from a constructivist point of view. In terms of translation pedagogy, the research was based on a framework of process-oriented research, focusing on the training of new translators and on their improvement in the translation training process (Palumbo, 2009).

PROCEDURE

This study involved the fall and spring semesters of the 2018-2019 academic year, and was carried out with the first and second grades of a Department of Translation and Interpretation, in which English is taught as a foreign language and in which the translation lesson from English to Turkish is given in both grades. The process of the study was conducted in two consecutive phases involving the fall and spring semesters of the 2018-2019 academic year: a pilot study and, thereafter, the main study.

PARTICIPANTS

The participants in the study were selected from the Department of Translation and Interpretation, Kars Kafkas University. While the second-grade students took part in the pilot study, the first grade students participated in the main study (n:38). The rationale for selecting the research group from the first-grade students was that: a) the research group had all completed the one year preparatory class in English at the same time; b) they were taking a translation course for the first time, so all of them were novices in the translation course. In addition, when the background information of the participants taking part in the main study was taken into consideration, they had all passed the university entrance exam on the same basis in the 2017-2018 academic year. On this basis, the first-grade students were selected for the main study.

DATA COLLECTION

Translation Course Evaluation Questionnaire

In the process of pilot study, the researcher developed an evaluation questionnaire which was used to elicit students' opinions about the process, in which self-assessment strategies were used intensively. This Likert type questionnaire consisted of short and clear statements expressed in student-friendly language which were used to elicit degrees of agreement, ranging through Strongly Disagree, Disagree, No Idea, Agree, to Strongly Agree, scored on a 1 to 5 point scale. While the positive statements were given scores ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), the negative statements were given the scores from 5 (Strongly Disagree) to 1 (Strongly Agree). The design of the questionnaire was organized following Oppenheim (1992).

To provide reliability, the questionnaire was administered in the Department of Translation and Interpretation (Grades 3 and 4); and the Department of English Language and Literature (Grades 1, 2, 3, 4), which caused no limitation, as the learners in these departments had a background in translation lessons from English to Turkish. Subsequently, the questionnaire was administered in the phase of the pilot study. The data gathered from the two departments were computed and factor analysis was performed to determine the internal reliability and consistency of the items in the questionnaire. Here, two analyses were conducted: the value of Cronbach's alpha was calculated to assess internal consistency, and factor analysis was performed to determine the variables. This approach was taken because reliability in questionnaire design may be proved by the Cronbach's alpha value and the factor analysis of items (Kember & Leung, 2008). In factor analysis, the Cronbach's alpha value is evaluated, and for internal reliability it must lie between the values 0 and 1. If the value of each item is above .40 and the total value is over .70, this shows that a questionnaire is reliable (Hinkin, 1998).

In the light of the research context and the literature review mentioned above, the original form of the questionnaire was designed with 35 items. During the pilot study, 361 students voluntarily completed the initial form of the 35-item questionnaire. After piloting the questionnaire, the factor analysis showed that 11 of 35 items were unequally loaded into different factors and remained below the value of .50. Hence, these items were removed from the questionnaire, as a value above .50 was accepted as valid for the factor analysis in the study; and so, the questionnaire was reduced to 24 items. Then, computation of the value of Cronbach's alpha and factor analysis were performed again in respect of these 24 items. In this analysis, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy was found to be .865, indicating that the questionnaire could be analysed in terms of the factors. After this analysis, the Cronbach's alpha value for the questionnaire was found to be .825; and the 24 items were deemed to be acceptable, as they were equally loaded into seven factors.

Rubrics

Another tool used in the study was an analytical translation rubric which was developed according to five key points: word, above-word, grammatical, textual and pragmatic levels (Baker, 1992). In designing the rubric to be

used in the translation courses, a top-down approach was used (Brookhart, 2013). In addition, the items in the rubric were marked according to a five-point scale ranging through ''poor, insufficient, sufficient, good, and excellent'' (Hurtado Albir, 2015, p. 272).

The literature reveals that two approaches are commonly used in determining the reliability of an analytical rubric. Inter-rater reliability focuses on the judgmental variations between raters, and intra-rater reliability is based on the consistency of only one rater (Jonsson & Svingby, 2007; Moskal & Leydens, 2000). Thus, a crucial aspect of reliability is rater consistency. In this context, the literature shows that one of the methods used to compute consistency and reliability is the Cronbach's alpha coefficient, which may be used to determine the level of consistency and reliability among raters, in respect of their common judgment, or to estimate a rater's own consistency (Stemler, 2004; Jonsson & Svingby, 2007). In the light of this, the Cronbach's alpha coefficient was computed for inter-and intra-rater reliability; and so, the consistency levels were determined for the present study. A value of alpha at or above .70 was regarded as an acceptable level in terms of reliability (Saxton, Belanger, & Becker, 2012). To establish the level of reliability of the analytical rubric, the researcher used a test-retest reliability technique, in which a test is administered to the same group at intervals (Drost, 2011).

In the light of the information given above, four raters, who were randomly selected, voluntarily participated in the process of testing the reliability of the analytical rubric in the present study. Each rater scored the same seventeen papers which the students translated from English to Turkish during the pilot study. In the first assessment, the scores given by each rater were computed in the SPSS (Statistical Package for the Social Sciences 20), and the reliability of the rubric was examined through the use of the Cronbach's alpha value, which was found to be .894 for inter-rater reliability. The intraclass correlation coefficient was .862 and significant at .000 ($p < .05$), which indicated that the agreement among the raters met the acceptable level of reliability. In the second assessment, all four raters scored the same papers again, a month later; and the Cronbach's alpha value was computed as .885. The intraclass correlation coefficient was .792 and significant at .000 ($p < .05$). Therefore, the Cronbach's alpha values for all dimensions of the analytical rubric indicated an acceptable level of consistency and reliability among the raters.

Another issue in the reliability of a rubric is consensus among the raters. In this context, the literature shows that one of the methods that may be used to measure consensus between raters is Cohen's Kappa value. Cohen's Kappa value is used to determine the level of consensus between two raters (Stemler, 2004). The value in Kappa is interpreted as ''poor (<0), Slight (0-0.2), Fair (0.2-0.4), Moderate (0.4-0.6), Substantial (0.6-0.8), and Almost perfect (0.8-1)'' (Munoz & Bangdiwala, 1997, p. 106). In this sense, the agreement between rater 1 and rater 4 met the acceptable level of consensus for the translation rubric used in this study. The following table shows the level of consensus between the two raters.

Table 1. *Kappa Value* between Rater 1 and Rater 4

	Kappa Statistics	*Sig.*	*Strength of agreement*
Word Level	1.000	.000	Almost perfect
Above-word Level	.773	.000	Substantial
Grammatical Level	.773	.000	Substantial
Textual Level	.827	.000	Almost perfect
Pragmatic Level	1.000	.000	Almost perfect

The final step in establishing the reliability of the rubric was to examine intra-rater reliability. Therefore, each rater's own consistency in assessment was computed. Here, the raters who had already scored the translated papers re-scored the same papers, after a month. The scores given by each rater were computed again through the SPSS, and the Cronbach's alpha values between the first and second assessments of the raters were calculated to determine each rater's own consistency. In this analysis, the Cronbach's alpha value between the first and second assessments was .867 and significant at .000 ($p < .05$) for rater 1; it was .859 and significant at .000 ($p < .05$) for rater 2; it was .821 and significant at .000 ($p < .05$) for rater 3, and it was .840 and significant at .000 ($p < .05$) for rater 4.

In addition to the translation rubric, a holistic self-assessment rubric was developed for learners to evaluate their own performance during the process of implementing AfL strategies. Hence, the self-assessment rubric was

constructed in relation to the strategies of AfL, and a student self-assessment form was also used to identify strengths and weaknesses.

Interviews

In the present study, two interview protocols were used: a) a semi-structured interview for course evaluation, which was administered before and after the study to explore the students' positive or negative attitudinal changes towards the translation courses; and b) a semi-structured face-to-face interview (focus-group interviews).

Observation

There are two kinds of observer's role in the research context, non-participant or complete participant (Creswell, 2009). In this study, the role of the researcher was that of complete participant due to his active participation. During the observation, the role of the researcher as an instructor of the translation course facilitated the control of the whole study. In addition, the researcher's role as a teacher could be considered to be an effective way of decreasing the impact of the *Hawthorne Effect*, which is a psychological term concerning the effect of awareness of being observed on the behavior of some participants during a research process (Cook, 1962). The best technique for observing the performance of participants in their tasks is the use of field notes, which is a method based on ''keeping systematic, complete, accurate, and detailed field notes'' (Bogdan, 1973, p. 305). To this end, the observation was based on the field note technique.

Student Diaries

The use of a diary as a research tool is an essential component of a qualitative study, as it enables: a) students to have an objective point of view about daily activities, b) students to self-assess the learning progress, c) teachers to observe the learning progress from students' points of view (Alterman, 1965). In this respect, the researcher used student diaries as a research tool in the present study.

Text Types

All the texts to be used in the main study were translated, firstly by four instructors who voluntarily agreed to translate them, and then by the students taking part in the pilot study. In this process, the researcher analysed the content of the texts in terms of possible shortcomings, relevancy, and whether or not they would meet the micro and macro learning targets in the study. Here, the pilot study enabled the researcher to form the weak and strong samples of the texts which would be used in the second strategy during the main study. While the strong samples of the texts were formed according to the instructors' translations, the weak samples of the texts were formed according to the mistakes that the students commonly made in their own translations. At the end of the pilot study; six text types, which had been selected before the pilot study, were reduced to four text types, in consideration of the students' performance and interests. It was established that these text types met the requirements of the main study. The texts which were selected for the main study were: an article concerning news, a user's manual, a report related to economics, and a sample of advertising terms and conditions.

RESEARCH ETHICS

We declare that ''A Formative Approach to Translator Training'' was written in accordance with academic rules and ethical values throughout the whole process from the project phase to the end; and that the studies, from which we benefitted by citing, consist of the ones shown in the references.

3 | RESULTS AND FINDINGS

THE STUDENTS' ATTITUDES TOWARDS THE TRANSLATION COURSES

The first step of the study involved the learners' attitudinal changes in the teaching and learning process. Here, the process of data collection was carried out in two phases. In one phase, the qualitative data were gathered; in the other, the quantitative data were collected.

THE ANALYSES OF THE QUANTITATIVE DATA

The following Tables, involving descriptive statistical analyses, show the students' attitudinal changes in terms of the present teaching method, self- and peer-assessment, and negative and positive attitudes towards translation courses.

Table 2. Learner's Attitude towards the Teacher's Teaching Method and Its Effect on His/her own Improvement

Items		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
		Pre-study						Post-study					
Item 1. In translation courses, the teacher's way of giving instruction is clear.	f	6	13	2	15	2	2.84	—	5	3	25	5	3.78
	%	15.8	34.2	5.3	39.5	5.3			13.2	7.9	65.8	13.2	
Item 2. The teacher organizes the learning process well.	f	2	15	5	14	2	2.97	—	3	8	20	7	3.81
	%	5.3	39.5	13.2	36.8	5.3			7.9	21.1	52.6	18.4	
Item 3. I find the teacher's teaching method useful for my improvement in translation.	f	3	12	3	13	7	3.23	3	1	5	19	10	3.84
	%	7.9	31.6	7.9	34.2	18.4		7.9	2.6	13.2	50	26.3	
Item 4. I find the teacher's feedback motivating for my improvement in translation.	f	—	16	7	13	2	3.02	—	4	11	12	11	3.78
	%		42.1	18.4	34.2	5.3			10.5	28.9	31.6	28.9	
Item 5. The teacher encourages me to be an active learner.	f	4	17	1	11	5	2.89	—	7	12	13	6	3.47
	%	10.5	44.7	2.6	28.9	13.2			18.4	31.6	34.2	15.8	
Item 6. I find the communication between the teacher and the students positive.	f	1	1	4	21	11	4.05	—	1	8	19	10	4.00
	%	2.6	2.6	10.5	55.3	28.9			2.6	21.1	50	26.3	
Item 7. The content of the translation courses is adequate for me to identify my strengths and weaknesses.	f	9	12	6	8	3	2.57	3	5	9	15	6	3.42
	%	23.7	31.6	15.8	21.1	7.9		7.9	13.2	23.7	39.5	15.8	
Item 8. I think that I have made an improvement in translation.	f	2	8	7	17	4	3.34	1	2	7	19	9	3.86
	%	6.3	21.1	18.4	44.7	10.5		2.6	5.3	18.4	50	23.7	

Table 2 gives the quantitative analyses of the learners' attitudes towards the teaching method and its effect on their own improvement in the translation courses. In Item 1, while nearly half of the students claimed before the study that the teacher's method of giving instruction was clear, after the study a high percentage of them claimed that it was clear. The results for Item 2 revealed that fewer than half of the students agreed that the teacher's organization of the learning process was good. However, the results of the post-study showed that this percentage had increased significantly and that a high percentage of them claimed that it was good enough. When the results for Item 3 were considered, while the results of the pre-study showed that, according to half of the students, the teaching method was useful for their improvement, the post-study revealed that this percentage had increased, with a high percentage of students regarding the teaching method as useful for their improvement in translation. In a similar way, whereas the results for Item 4 in the pre-study indicated that a quarter of the students considered the teacher's way of giving feedback to be motivating, those of the post-study revealed that more than half of them claimed that it was motivating. Another factor affecting the learners' attitudes in the translation courses is how the teacher encourages them to be an active learner in a classroom setting. Here, Item 5 showed that fewer than half of the students claimed before the study that the teacher encouraged them to be active learners. However, the results of the post-study showed that this percentage was higher than previously and that more than half of the students claimed that the teacher encouraged them to be active learners. Similarly, Item 6 supports the claim in Item 5. That is to say, the communication between the teacher and the students mentioned in Item 6 was found to be positive in both pre-and post-studies. In this phase, the last key factor is the students' attitudes towards their own improvement in the translation courses. When Item 7 is considered, originally a small number of the students pointed out that the content of the translation courses was adequate for them to identify their weaknesses and strengths. However, after the study, a high percentage of them considered the content of the translation courses adequate for them to identify their own weak and strong sides. Likewise, Item 8 is related to Item 7 and shows what the students thought about their own improvement. In this respect, the pre-study showed that nearly half of the students agreed that they made an improvement in the translation courses, but in the post-study the proportion was higher than in the pre-study.

Table 3. Learner's Attitude towards Self-assessment

Items		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
				Pre-study						Post-study			
Item 9. I like taking an active	f	3	9	7	12	7	3.28	2	6	10	12	8	3.47
role in the translation courses.	%	7.9	23.7	18.4	31.6	18.4		5.3	15.8	26.3	31.6	21.1	
Item 10. I can explore the errors	f	4	14	1	14	5	3.05	__	4	7	25	2	3.65
in my translation.	%	10.5	36.8	2.6	36.8	13.2			10.5	18.4	65.8	5.3	
Item 11. I can determine the level	f	4	13	8	10	3	2.86	2	3	11	16	6	3.55
of my performance in translation.	%	10.5	34.2	21.1	26.3	7.9		5.3	7.9	28.9	42.1	15.8	

Table 3 gives the quantitative results for the students' attitudes towards self-assessment before and after the study. Item 9 asks whether the learners like taking an active role in the activities performed in the translation courses. Here, while the pre-study indicated that nearly half of the students claimed to like taking an active role in the translation courses, the post-study revealed a slight increase in this percentage over that of the pre-study. In relation to this, the students were supposed to explore their errors and to determine the levels of their performance in translation courses. Here, Items 10 and 11 show their attitudes towards these two key components. The pre-study indicated that fewer than half of the students were able to explore the errors in their own translations. In the post-study, a high percentage of them claimed that they could explore the errors. To this end, while nearly one quarter of the students claimed in the pre-study that they could determine their own performance, more than half of them claimed in the post-study that they could determine the level of their own performance.

Table 4. Learner's Negative Attitude towards Translation Courses

Items		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
				Pre-study						Post-study			
Item 12. The translation courses	f	4	3	4	12	15	2.18	16	14	2	4	2	4.00
make me feel under pressure.	%	10.5	7.9	10.5	31.6	39.5		42.1	36.8	5.3	10.5	5.3	
Item 13. At the beginning of the	f	3	7	3	11	14	2.31	15	9	10	3	1	3.89
translation courses, I am already													
thinking about failure.	%	7.9	18.4	7.9	28.9	36.8		39.5	23.7	26.3	7.9	2.6	
Item 14. When I am asked to check	f	1	9	5	12	11	2.39	16	12	5	4	1	4.00
my translation, I hesitate for fear of	%	2.6	23.7	13.2	31.6	28.9		42.1	31.6	13.2	10.5	2.6	
finding my errors.													
Item 15. I do not like joining in the	f	__	6	8	17	7	2.34	19	13	3	2	1	4.23
activities in the translation courses.	%		15.8	21.1	44.7	18.4		50	34.2	7.9	5.3	2.6	

In this phase, the students' negative attitudes towards the translation courses were taken into the consideration; and here, Table 4 gives the quantitative results. The results of Item 12 indicate that, before the study, a high percentage of the students felt under pressure in the translation courses. This percentage decreased to a low level after the study, when most of the students stated that they did not feel under pressure. For Item 13, the results of the pre-study revealed that, while most of the students accepted failure at the beginning of the translation courses, the post-study showed that virtually none of the students now accepted failure. Item 14 examines whether the students hesitate in finding their errors in the translation courses. Although the pre-study showed that a high percentage of the students hesitated to find their errors when they were asked to check their own translations, in the post-study this percentage had diminished markedly. The results of the factors mentioned above reveal changes in the students' eagerness to join in the translation activities. In other words, whereas, originally, a high percentage of the students stated that they did not want to join in the activities used in the translation courses, the post-study revealed that most of them had become eager to participate.

Table 5. Learner's Positive Attitude towards His/her own Improvement in Vocabulary and Grammar

Items		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
				Pre-study						Post-study			
Item 16. During translation, when I	f	2	5	6	10	15	3.81	2	1	4	16	15	4.07
find my own mistake in a sentence	%	5.3	13.2	15.8	26.3	39.5		5.3	2.6	10.5	42.1	39.5	
and correct it, I feel more eager to													
translate the next sentence(s).													
Item 17. I have recognized that my	f	7	17	4	7	3	2.52	4	5	7	17	5	3.36
grammar has improved in the	%	18.4	44.7	10.5	18.4	7.9		10.5	13.2	18.4	44.7	13.2	
translation courses.													

Item 18. Thanks to translation, I have made an improvement in vocabulary.		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
	f	3	8	1	16	10	3.57	_	4	3	20	11	4.00
	%	7.9	21.1	2.6	42.1	26.3			10.5	7.9	52.6	28.9	

This phase of the questionnaire is related to the students' positive attitudes towards their improvements in vocabulary and grammar. Item 16 indicates that more than half of the students claimed to feel eager when they found and corrected their own mistakes in the pre-study. However, the post-study showed that this percentage had increased to a higher level, and that a higher percentage of them claimed to feel eager to translate when they corrected their own mistakes. In this sense, their eagerness to translate had a positive effect upon improving their vocabulary and grammar. In this respect, the results for Items 17 and 18 show the upward swing in the students' attitude towards their improvement in vocabulary and grammar.

Table 6. Learner's Negative Attitude towards Peer-assessment

Items		Pre-study						Post-study					
		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
Item 19. I am distracted when my friends correct my mistakes.	f	5	5	7	14	7	2.65	12	16	6	1	3	3.86
	%	13.2	13.2	18.4	36.8	18.4		31.6	42.1	15.8	2.6	7.9	
Item 20. I do not want my friends to correct my mistake(s) in the translation courses.	f	2	8	3	16	9	2.42	17	11	4	3	3	3.94
	%	5.3	21.1	7.9	42.1	23.7		44.7	28.9	10.5	7.9	7.9	

Table 6 deals with the students' negative attitudes towards peer-assessment. Here, Items 19 and 20 show that they experienced positive attitudinal changes towards peer-assessment. In other words, whereas a high percentage of the students originally claimed to be distracted when they were corrected by their peers, and so reluctant to participate in activities involving peer-assessment, in contrast, the post-study revealed that they had gained a positive attitude towards peer-assessment. Likewise, the mean scores of these two items support the finding that the students showed positive attitudinal changes over time.

Table 7. Learner's Positive Attitude towards Peer-assessment

Items		Pre-study						Post-study					
		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
Item 21. Sometimes, I need my friend's help while translating a text.	f	3	6	1	19	9	3.65	5	4	1	19	9	3.60
	%	7.9	15.8	2.6	50	23.7		13.2	10.5	2.6	50	23.7	
Item 22. I enjoy working in a group while translating a text.	f	10	7	13	7	1	2.52	9	6	11	10	2	2.73
	%	26.3	18.4	34.2	18.4	2.6		23.7	15.8	28.9	26.3	5.3	

In contrast to Table 6, Table 7 gives the students' positive attitudes towards peer-assessment. However, the results of the tables support each other in terms of positive attitudinal changes. According to the results for Items 21 and 22, it may be concluded that there was an increase in positive attitude in the process from the pre-study to the post-study.

Table 8. Learner's General Negative Attitude towards Translation Courses

Items		Pre-study						Post-study					
		SD	D	NI	A	SA	Mean	SD	D	NI	A	SA	Mean
Item 23. I do not think that I have made any progress in the translation courses.	f	3	6	4	20	5	2.52	14	16	5	2	1	4.05
	%	7.9	15.8	10.5	52.6	13.2		36.8	42.1	13.2	5.3	2.6	
Item 24. I do not find the content of translation courses beneficial for foreign language learning.	f	3	10	3	10	12	2.52	18	16	1	2	1	4.26
	%	7.9	26.3	7.9	26.3	31.6		47.4	42.1	2.6	5.3	2.6	

Table 8 gives the students' general negative attitudes towards their own translation courses. According to Item 23, while in the pre-study most of the students claimed that they did not make any progress in their own translation courses, the post-study showed that nearly all of them had made progress. Similar results are present in Item 24. While more than half of the students originally claimed that they did not find the content of the translation courses beneficial for their foreign language learning, the results of the post-study indicated that nearly all of them found it beneficial. The mean scores reveal that the students' negative attitudes had turned positive.

Table 9. Results of Paired Sample *t*-test

| | Mean | N | Std. Deviation | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
				Lower	Upper			
Pre-study	2.9013	38	.74326	-1.12369	-.63508	-7.293	37	.000
Post-study	3.7807	38						

To confirm the descriptive results, a paired sample t-test, used for the comparison of two paired sample means at intervals (McCrum-Gardner, 2008), was performed to measure the students' attitudinal changes. In this respect, Table 9 gives the results of the t-test, indicating that it is significant at p value (p < .05). That is to say, the students in the study showed an attitudinal change towards translation courses. The mean difference between the pre- and post-studies indicates that this attitudinal change is positive as it shows an upward trend.

ANALYSES OF THE QUALITATIVE DATA

The qualitative data related to the learners' attitudinal changes towards translation courses were handled in terms of teaching method, self-assessment, peer-assessment, and the teacher's role in the teaching and learning process. The data were gathered with pre- and post-interview protocols in which 25 volunteers from among 38 students participated.

THE STUDENTS' ATTITUDES TOWARDS THE TEACHING METHOD AND THE CONTENT OF THE TRANSLATION COURSES

Comparison of the qualitative data from the pre-and post-interviews, in which the participants in the study were observed in terms of attitudinal changes, revealed that, while few students claimed that the teaching method used in the translation courses before the study was effective; after the study, many of them claimed that the teaching method used therein was effective. Likewise, more than half of the students who completed the pre-interview expressed the view that the teaching method was inadequate and time-consuming; but virtually none of those who took part in the post-interview expressed the view that the teaching method was inadequate and time-consuming. Again with reference to the teaching method used in the translation course, the practices used beforehand were claimed by a number of students to be inadequate for them to improve in translation courses. However, the post-interview revealed that this view had changed, as few students claimed that the practices used in the translation courses imbued with a formative approach had been inadequate for them to improve. The following extracts are given to show the difference in learners' attitudes before and after the study.

> Pre-study: ''The translation courses are not effective as they are taught with a traditional method.'' (Student 5)
>
> Post-study: ''I think that the present method used in the translation course was more fruitful for me.'' (Student 5)
>
> Pre-study: ''I do not think that the method used in the translation course is effective.'' (Student 6)
>
> Post-study: ''I think that the method used in the translation course was effective, because it enabled everyone to take over an active role.'' (Student 6)
>
> Pre-study: ''The teaching method in translation course is inadequate and time-consuming, so a different method might be better.'' (Student 24)
>
> Post-study: ''The teaching method in translation course was effective and well-organized because we made translations to improve our skills in translation.'' (Student 24)

Similar findings were observed for the content of the translation courses. Although, before the study, fewer than half of the students expressed the view that the content of the translation courses made them active learners, the post-interview showed that this rate had increased to a high percentage, with most of the participants expressing the view that the content of the translation courses in the study was effective in making them active learners. The following extracts show the changes in the students' attitudes.

> Pre-study: ''I cannot be an active student as I fear to make an incorrect translation.'' (Student 21)
>
> Post-study: ''I think I could manage to be a little more active student in the translation course.'' (Student 21)

When the text types used before in the translation courses were taken into consideration, most of the students claimed that they were ineffective; but, especially after the study, this rate changed significantly and nearly all of them claimed that the informative text types used in the study were more effective than the previous ones in terms of their improvement in the translation course. The following extracts support this claim.

Pre-study: ''I think that the texts which were used in the translation courses were not useful.'' (Student 5)

Post-study: ''The texts which were used in the translation courses were effective, because I have learnt various new terms by making translations of different kinds of texts.'' (Student 5)

In terms of the learners' attitude towards assessment, while most of the students originally preferred teacher assessment of the accuracy of their translations, the results of the post-interview showed that this rate had decreased, with around half of the students preferring teacher assessment. That is to say, the rate of preference for self-assessment and peer-assessment was observed to be on the increase, indicating that learners had acquired self-assessment and peer-assessment skills by the end of the study. This is supported by the fact that, while more than half of the students expressed the view that the strategies used in the translation courses before the study were useless in terms of improving their assessment skills, the post-interview revealed that the strategies used in the study were regarded by the students as useful in improving their assessment skills, because virtually none of them, with the exception of only a few students, claimed that the strategies used in the study were useless. The following extracts illustrate the participants' attitudinal changes in this sense.

Pre-study: ''I prefer the teacher's assessment to check the accuracy in my translation, because the teacher knows better.'' (Student 2)

Post-study: ''I think that my own assessment is also important in checking the accuracy in my own translation.'' (Student 2)

Pre-study: ''I think that the strategies used in the translation courses might be developed by considering indifferent students and in-class participations.'' (Student 6)

Post-study: ''The strategies used in the translation course were effective and beneficial along with the given feedbacks.'' (Student 6)

THE STUDENTS' ATTITUDES TOWARDS SELF-ASSESSMENT AND THEIR OWN ROLES IN TRANSLATION COURSES

In this phase, the learners' attitudinal changes in terms of self-assessment were observed. While the pre-interview revealed that more than half of the students did not know what self-assessment was, the post-interview revealed that nearly all of them knew what it was. Although fewer than half of the students claimed, during the pre-interview, that they were active learners in the translation course, in the post-interview this rate had increased, with half of them claiming that they were active learners. The following extracts show this change.

Pre-study: ''I am passive in my translation course. This is because I am a timid student.'' (Student 15)

Post-study: ''I am an active student in my translation course, because I am getting more and more interested as I join.'' (Student 15)

Pre-study: ''I am passive in my translation course as I am shy.'' (Student 24)

Post-study: ''The in-class participation and being active in making translation made me an active student in my translation course.'' (Student 24)

When the learners' proficiency levels are considered in translation courses, they were required to determine their own levels at the end of the teaching and learning process. By doing so, they can identify their strengths and weaknesses in translation courses. The pre-interview showed that nearly half of the students regarded their proficiency levels as poor and insufficient, this rate decreased to a low rate during the post-interview. It was observed that while learners were incapable of determining their proficiency levels in translation courses at the beginning of the study; they had made sufficient improvement to be able to determine their own levels at the end of the study, indicating that they could manage to identify their strengths and weakness. The following extracts illustrate this view well.

Pre-study: ''I believe that students cannot evaluate their own proficiency levels, but I can say that my proficiency level in the translation courses was good when I consider my exam scores.'' (Student 6)

Post-study: ''Thanks to the texts that I translated during the translation courses, I think that I have made an improvement in the translation courses.'' (Student 6)

Pre-study: ''My proficiency level is insufficient, because I must be better in finding my own mistakes in translation.'' (Student 10)

Post-study: ''My proficiency level is good, because I could manage to find my own mistakes in translation.'' (Student 10)

Pre-study: ''My proficiency level is good in the translation course, because I believe that I can make a correct translation.'' (Student 19)

Post-study: ''My proficiency level is excellent in the translation course. The reason why I think so is that I began to trust myself in translation.'' (Student 19)

Pre-study: ''I think that I am insufficient in the translation course. (Student 21)

Post-study: I think that I was sufficient in the translation course, because I could observe that I gradually improved.'' (Student 21)

As regards the challenges faced by most of the students, the pre-interview showed that these challenges were related to the texts and practices, the teaching method, and the way of assessment. However, the post-interview revealed changes in the students' attitudes to the challenges mentioned above. In the following extracts, this is neatly observed.

Pre-study: ''I think that the teaching method might be designed with various techniques which will provide more information and easiness.'' (Student 19)

Post-study: ''The teaching method was effective. Sometimes, I could face some difficulties related to the texts and practices in the translation course, but it was not important as I eagerly translated them.'' (Student 19)

THE STUDENTS' ATTITUDES TOWARDS PEER-ASSESSMENT

In this phase, the participants' attitudinal changes towards peer-assessment were observed. From this perspective, while fewer than half of the students knew what peer-assessment was before the study, nearly all of them stated after the study that they knew what peer assessment was and how it was performed in a classroom setting. In this respect, though half of the students stated before the study that they did not want their peers to correct their own mistakes in translation, most of them stated after the study that peer-assessment was essential for the assessment of their own translations. The following extracts show the attitudinal changes.

Pre-study: ''I do not want my peer to correct my mistakes, because I feel irritated when another one sees my mistake.'' (Student 15)

Post-study: ''I want my peer to correct my mistakes, because we can find our own mistakes together.'' (Student 15)

Pre-study: ''I do not want my peers to correct my mistakes, because I myself want to determine my own mistakes.'' (Student 21)

Post-study: ''I want my peers to correct my mistakes, because I can learn a new technique from them.'' (Student 21)

Pre-study: ''I do not want my peer to correct my mistakes, because s/he knows the same things that I know.'' (Student 26)

Post-study: ''I want my peer to correct my mistakes, because s/he can find the mistakes that I cannot.'' (Student 26)

To support the view mentioned above, the frequency with which the students needed peer-assessment was observed. In this sense, although around a quarter of the students stated before the study that they needed their peers for the correction of their mistakes, in the post-interview more than half of them stressed the need for peer-assessment. When the students' feelings are taken into consideration, while less than half of them stated before

the study that peer-assessment was disappointing, in the post-interview most of them regarded peer-assessment as motivating. As regards group-work, during pre-interview, a small number of the students accepted group-work as effective. However, after the study, more than half of them stated that group-work was effective. The attitudinal changes can easily be observed in the following extracts.

Pre-study: ''Group-work is confusing as different voices emerge in a group.'' (Student 5)

Post-study: ''Group-work is effective because it provides information sharing.'' (Student 5)

Pre-study: ''Group-work is ineffective for me as different voices emerge.'' (Student 21)

Post-study: ''Group-work is effective as it provides different dimensions to the translation.'' (Student 21)

Pre-study: ''Group-work is ineffective because I cannot make a self-improvement in a group.'' (Student 23)

Post-study: ''Group-work is effective because we can learn better together.'' (Student 23)

When the students' views of peer-assessment were considered, it was observed that peer-assessment had provided a new perspective for the analysis of mistakes and for sharing information among the learners. The observation in this phase indicated that the participants' attitudes towards peer-assessment had changed significantly, in a positive way. This was because most of the participants had agreed that peer-assessment was a way of sharing information and gaining awareness of responsibility in a group.

THE STUDENTS' ATTITUDES TOWARDS THE TEACHER'S ROLE IN THE TEACHING AND LEARNING PROCESS

In this phase of the interviews, the teacher's role was taken into consideration in terms of the process of pre-study and post-study, as it was believed that this could play an effective role in rendering the teaching process fruitful. With regard to this, fewer than half of the students stated that the teacher's teaching method was effective in enabling them to improve before the study; whereas, it was observed that the teaching process during the study was enriched by the use of the formative approach. That is, most of the students stated that the teacher's position in the teaching process was quite effective in facilitating their improvement, in contrast to the teaching process before the study. In this respect, the pre-interview showed that half of the students claimed that the teaching process was under the control of the teacher; but in the post-interview, more than half of them stated that the position of the teacher in the classroom setting was quite encouraging for them in becoming active learners. To create a student-centered learning process, the most significant step is to provide the information about the learning targets before the lesson. With reference to the learning targets given by the teacher, in the pre-interview more than half of the students stated that the learning targets were presented before the translation courses. However, this rate increased after the study. In contrast to the previous interview, most of the students expressed the view that the learning targets were more clearly stated before the translation course, that the instructions given by the teacher were understandable enough for them, and that the learning targets were related to the content of the lesson.

Amongst the steps taken to create a better learning atmosphere in a classroom setting, the method of giving feedback in the translation courses should be taken into consideration. In this phase, a small number of the students in the pre-interview expressed the view that feedback must be given while translating a text; but after the study, this rate increased considerably because almost all of them had started to share this opinion. That is to say, most of the students taking part in the interviews stated that feedback given after translation was not effective in their improvement, whereas feedback given while translating a text was much more effective and permanent for them. The following extracts support this point of view.

Pre-study: ''I think the feedback given after the translation is more effective.'' (Student 5)

Post-study: ''I think the feedback given while translating a text was more effective, because if we can learn better while translating a text, and so we never forget.'' (Student 5)

Pre-study: ''The feedback should be given during translation.'' (Student 10)

Post-study: ''The feedback given during translation was quite motivating for me.'' (Student 10)

Pre-study: ''I think the feedback given after translation is more effective in terms of time.'' (Student 18)

Post-study: ''The feedback given while translating was better for learning.'' (Student 18)

The last but most important factor, which is closely interrelated with the teacher's position and teaching method mentioned above, is the teacher's own role in making the learners active throughout the whole of the teaching and learning process. Whereas in the pre-interview, almost half of the students stated that the teacher encouraged them to be active learners in the learning process, in the post-interview this rate had increased, with nearly all of them stating that they had adopted an active role in the learning process. The following extracts confirm this observation.

> Pre-study: ''The translation courses used to be carried out with only active students.'' (Student 2)

> Post-study: ''The teacher gave enough feedback for each translation activity to enable us engage in the process.'' (Student 2)

> Pre-study: ''The content of the translation course is a bit inadequate for me to be an active learner.'' (Student 10)

> Post-study: ''The translation course was designed well enough to make me an active learner.'' (Student 10)

In conclusion, when the data gathered qualitatively and quantitatively revealed that the students' negative attitudes had been transformed into positive ones. In other words, the process between pre-study and post-study showed a tendency to promote a positive attitude.

THE IMPLEMENTATION OF THE SEVEN STRATEGIES OF AFL IN A TRANSLATION COURSE

Where am I going?

Strategy 1: Provide a clear and understandable vision of the learning target

This strategy involves clear learning targets, which are given in student-friendly language. The main purpose, here, is to enable the learners to understand the learning targets before the lesson and to show them the destination at the end of the process. To provide a clear learning target, the types of learning target should be identified in terms of *knowledge, reasoning, skill*, and *product-levels* (Chappuis, 2015).

Based on the first strategy mentioned above, the learning targets were given in student-friendly language at the beginning of the lesson. While giving the learning target, the phrase '*we are learning'* was preferred to attract the students' attention and to make them feel a part of the learning process. In addition, this phase of the study was associated with *Skopos Theory*. This is because the *Skopos Theory*, which was put forth by Hans J. Vermeer and means ''aim'' and ''purpose'' in Greek, was a functionalist theory (Pym, 2010). In this respect, the theory put forth two significant terms: a) *function*, related to the source text and its recipient, b) *intention*, indicating the relationship between sender and receiver (Jabir, 2006). In this sense, the *skopos* of the target text is determined by the initiator of the translation, and the *skopos* here is limited by the target text user in terms of the user's situation and cultural background. Here, two key rules play a significant role: a) the *coherence rule*, involving the coherency of the target-text for the user's comprehension, and b) the *fidelity rule*, based on intertextual coherency. In this respect, the *skopos* of the translation and the role of translator determine the direction of the translation between source-text and target-text (Schäffner, 1998).

Given the information mentioned above, the translation process is carried out by the translator by considering the *skopos* of the target-text, and the initiator's needs and expectations. That is to say, the translator should organize the translation process before starting the translation so as to meet the initiator's needs. To this end, the students in the present study were encouraged to take part in an activity to create a scenario, after the learning targets were given clearly. The activity, the aim of which was to form a background related to the texts to be translated and to raise the students' awareness towards the translation process, was undertaken in the first strategy. Here, the students preferred group-work or pair-work for identifying the *Skopos* of the text to be translated. Here, a scenario was created in terms of the title of the text, the type of the text, the initiator of the translation, the initiator's demand, the purpose of the translation, and the process of translation. This activity was performed in the classroom setting, after the learning targets were given clearly by the teacher and just before the analyses of the weak and strong translation samples.

The first step in Strategy 1 involved the presentation of clear learning targets to the students before they began the act of translation. After the learning targets had been given at the beginning of the lesson, the students were encouraged to engage in an intensive learning process, in which the learning objectives were realized respectively. These were *knowledge, reasoning, skill*, and *product-levels* (Chappuis, 2015).

In the second step, the activity mentioned above, which aimed at raising text awareness, enabled the students to consider the factors outside the text, as well as the linguistic features. Here, the students were able to create a scenario about the definition of the job before the act of translation, and so they realized that a text involved not only linguistic features, such as words, phrases and sentences, but also other factors outside the text. Consideration of these two elements guided them in the act of translation. As such, they were able to determine the direction of the translation they would make, having comprehended that the translation of a text could gain meaning through the consideration both of its content and of the elements surrounding it. That is to say, the process in this step showed the students that a good interpretation had to take account both of factors outside the text and of linguistic features of the text.

The last step of this phase was to develop a rubric for the next step. During the pilot study, the students were observed to be unable to create adequate criteria for the rubric. Hence, the researcher created the rubric used in the main study with the help of a native expert. In the main study, the students revised this rubric instead of creating a new one. In other words, the rubric was revised with the students to avoid any shortcomings which might affect its usefulness in Strategy 2, in which strong and weak samples of translation would be analyzed. In the process of revising the rubric, the students shared their ideas about the content of the rubric with the instructor. The process showed that studying a rubric prepared in advance was beneficial for the students, in relation to interpreting the criteria and expressing their thoughts about the content of the rubric in terms of assessment. This enabled the time allocated for the lesson to be used effectively and efficiently.

Strategy 2: Use examples and models of strong and weak work

This strategy was the stage involving analyses of strong and weak samples of translation from English to Turkish. The students used a translation rubric which was created according to Mona Baker's book titled *In Other Words*. The implementation of this strategy was as follows:

In the first step, two types of translation were produced, one of which contained translation of a high quality and the other translation of a low quality. Here, the same source texts were used in both the strong and the weak samples; but the target texts involved two translations, in the form of strong and weak samples. Mistakes related to the terms of equivalency were placed deliberately into the weak samples. The objective, here, was to teach these terms by exemplifying them within the texts, as seen in the following extracts. A further aim was to encourage the students to find these mistakes, and to identify which linguistic element was missing from the sentence(s) and how its omission had caused the mistake. In the light of the instructional design of the present teaching method, the anonymous strong sample of translation was given first. Later, the students were asked to analyze the text and to assess the quality of translation according to the analytic rubric developed for the present study. In this process, they gave scores ranging from one to five to determine the quality of translation as *poor, inadequate, adequate, good* or *perfect*. In addition, while analyzing the text for the assessment, the students identified their own strengths and weaknesses in relation to the current translation. The same procedure mentioned was administered for the analysis of the weak sample.

In conclusion, during the implementation of Strategy 2, the process of analysis of the strong and weak samples revealed the issues described below. The challenges that the students faced and the ways in which they overcame these challenges in the process are also given below.

Firstly, it was observed that some of the students had difficulties while using the rubric, particularly with the first text and partially with the second text, because they were experiencing such a teaching process for the first time. However, the process showed that they had overcome this difficulty in the other two text-types. This was because they had made significant progress in learning the terms related to equivalency, which enabled them to use the rubric accurately while analyzing the texts.

Then, the findings in this phase showed that, while most of the students could not identify the source of the mistakes in the weak samples at first, they began to determine the source of the mistakes in the following weeks. That is to say, it was determined that the students had corrected mistakes unwittingly at the beginning of the study; but, later, it was observed that they were able to analyze and assess the texts involving strong and weak samples of translation by considering the source of the mistakes in the sentences. Here, the *back-translation method* was used, when needed, to show the differences between a sentence in the ST and its translated version in the TT. This method was observed to have a significant positive effect upon students' progress in this area. The scores given to

the samples by the students in the study revealed that nearly all of them had gained assessment skills; that is to say, they succeeded in scoring the weak sample as either poor or inadequate, but the strong sample as adequate or good.

Next, observation in the classroom setting showed that the two-types of translation activity, involving strong and weak samples, was sufficient for the students to form a background before they began to produce their own translations. The findings obtained from focus-group interviews, administered to the students after completion of each session, revealed that there was a general a consensus of opinion on the efficacy of the strong and weak samples, in terms of gaining assessment skills. As can be seen in the following extracts, retrieved from the focus-group interviews, the students agreed on the statement that the strong and weak samples, taken together, were sufficient for them to make an improvement, and that a sample of moderate-level translation was not necessary. Here, it is clearly seen that their points of view related to the use of a moderate level of translation did not change in the process.

Extract 1 (retrieved from the focus-group interview about the translation of the text 1):

''There was no need for intermediate level of translation, these two types of translation examples were enough for us to create a background on the text that we translated and to distinguish the differences between a good translation and a low-level translation. Meanwhile, our translations were already a medium-level translation.'' (Students 8, 10, 11, 17, 19, 26)

Extract 2 (retrieved from the focus-group interview about the translation of the text 4):

''There was no need for a moderate level of translation. The strong and weak sample of translations were adequate.'' (Students 1, 2, 6, 27, 28, 32)

Finally, it was observed that strong and weak samples enabled the students to form a background related to the text type they would translate in the next step and to identify their strengths and weaknesses related to the content of the text that they analyzed and assessed.

Where am I now?

Strategy 3: Offer regular descriptive feedback during learning

In this process, effective feedback is given to help the students to determine the extent of the gap between their existing knowledge and desired performance. Here, the main aim is to help the students to identify their strengths and weaknesses in accordance with the learning targets which they are expected to achieve (Chappuis, 2015).

In the light of the information given above, the feedback was designed not to give the students direct instruction about how to correct a mistake, but to encourage them to correct it by getting to the source of the mistake. By doing so, the students would become aware of their existing knowledge in the translation. In the study, effective feedback was given during the analyses of strong and weak samples, and also on the students' own translation drafts after they had completed them. While analyzing and assessing a strong sample, the students were not given feedback about why it involved a high quality of translation when compared with the weak sample. Instead, the students were supported with oral or written feedback during the analyses of the weak samples. Here, feedback was given on sentences marked in either yellow or red. Here, *the back-translation method* was also used, when needed, because showing the difference between the two sentences proved effective in enabling some students to perceive the source of the mistake and how to correct it.

Based on in-class observation, the data gathered from the students' translation drafts, focus-group interviews, and the diaries which they kept regularly, the following key factors can be said to have come to the fore in the implementation of Strategy 3.

Firstly, the way feedback was given in the present study enabled the students to engage in the process of teaching and learning. That is to say, the feedback made the students think about the source of a mistake, take action to work on it, and ultimately learn the intended learning target through the identification of mistakes.

Secondly, the method of giving feedback made the students identify their weaknesses and become aware of their strengths. Here, the feedback they received made them perceive the extent of their *self-efficacy* in translation courses. That is to say, they began to climb the learning ladder; they overcame one of their weaknesses with each

step; and so they made the improvement permanent in their translation courses. To render the improvement more effective, the researcher gave *next-step feedback* (*intervention feedback*) to some students in consideration of weaknesses that they were not able to overcome at that moment, and that they would have to deal with in the translation of the next text.

Thirdly, as the students in the study were enabled, through the feedback that they received, to find their own mistakes and correct them, they no longer hesitated for fear of making mistakes. In other words, it was observed that the process helped them to gain *self-confidence* in translation courses. This attitudinal change affected them positively in transferring their knowledge to their peers through peer-feedback. The peer-feedback in the study was given twice, first during the analyses of weak samples and then in the assessment of the students' own translations. While analyzing the weak samples, the students were asked to do pair-work to share their knowledge, and they gave each other oral feedback with a *peer-conference*, in which they discussed the quality of the translation, in accordance with the rubric used in the study. That is to say, one of them gave further information related to the points in which the other remained weak in translation, or vice versa. The second kind of feedback was given during the assessment of the translations that the students produced themselves. Here, written peer-feedback was given. According to the aforementioned findings, attained from semi-structured interviews and focus group interviews, whereas most of the students were hesitant about giving or receiving peer-feedback at the beginning of the study, later they managed to cope with the fear of assessing or being assessed. In other words, it was determined that, originally, the students were constantly hesitant about making mistakes, and that they feared that the mistakes they made would be seen by their own peers. However, it was observed that they overcame this challenge within the process of the study and that, in the assessment, they began to give more importance to their peers' points of view, which they would have ignored at the beginning of the study.

Finally, giving written feedback on the sentences marked in red, and oral feedback on those marked in yellow made the students more willing to learn in translation courses. The reason why oral feedback was given on the sentences marked in yellow was that the students were not sure of the mistake here; but, after receiving oral feedback on the sentences marked in yellow, it was observed that they were able to identify the source of the mistake and correct it easily. On the other hand, the reason why written feedback was given on the sentences marked in red was that the students did not know about what caused the mistake. Here, written feedback was more beneficial for them because it enabled them to see the differences between the sentences in the ST and their translated versions in the TT. In addition, the written feedback was supported by the *back-translation method* to make it easier for the students to understand the mistake or how information was lacking in the translation.

Strategy 4: Teach students to self-assess and set goals for next steps

After going through the previous three stages, the students are oriented to self-assess and set goals for the next steps, in accordance with the learning targets. In this sense, Strategy 4 enables the students to regulate themselves, in accordance with learning targets determined beforehand. To enable students to become self-regulated and self-assessed learners, the impact of self-assessment on a student's achievement is monitored, and all of the students are taught how to monitor and regulate themselves in the process, which has four stages: *self-assessment*, *justification*, *goal setting*, and *action planning* (Chappuis, 2015).

In the light of the prerequisites of Strategy 4, the present study enabled the students to self-assess in order to identify their strengths and weaknesses, to set goals to overcome their own weaknesses and to self-regulate accordingly. In this respect, the students went through two processes: a) analyzing strong and weak samples of translation that let the students practice how to assess a text translated from SL to TL in terms of the level of its quality (Strategy 2), and b) self-assessing their own translations to monitor if they could overcome weaknesses of their own, which they identified in the second strategy, and set goals for the next step. In this strategy, the students were informed that they would give scores to identify their performance level in translation and to identify their strengths and weaknesses in this respect, not to grade themselves.

Assessment of Strong and Weak Samples

In this stage, the assessment activity administered in Strategy 2 was handled in terms of how it affected the students' improvement in self-assessment. From this perspective, the comparison of these two samples gave the students an opportunity to practice assessment before assessing their own translations. In other words, the two samples enlightened the students about how to distinguish a high quality of translation from a low one. After the

assessment of strong and weak samples, the students were asked to identify their own strengths and weaknesses ready for the next step in which they would produce their own translations. Here, the students were oriented to mark the structures which they already knew in green, those about which they were not sure in yellow, and those in which they considered themselves to be weak in red. Later, they were supported with peer-feedback, in which they shared their ideas in a *three-minute conference*, and teacher feedback, enabling them to determine their level of knowledge in the process.

In respect of the assessment of these two kinds of translation sample, the quality of which was not explained when they were distributed to the students, it was observed that nearly all of the students were able to identify which translation sample was weak and which one was strong. However, the process showed that most of the students were not able to identify their own weaknesses, and that they did not consider themselves sufficiently competent to assess the quality of the translation while assessing the samples in the first weeks. As the process progressed, the analyses of the students' drafts and the qualitative data gathered from interviews revealed that the activities involving the assessment of strong and weak samples, performed before each text translation, enabled the students to identify their own weaknesses. In addition, undertaking this kind of assessment, before performing self-assessment, gave the students a background in assessment. In this regard, examination of the students' drafts showed that the majority of the students began to move closer to each other in terms of the consistency of their evaluation in the learning process. Indeed, it was determined that all of the students gave scores of 4 (*Good*) or 5 (*Excellent*), when assessing the quality of the translation in the strong samples. Here, the scores given indicated that consensus existed among the students on the quality of the translation in the strong samples, even though they assessed these samples individually. Similar findings were made for the weak samples. The process showed that the students generally gave scores ranging from 1 (*poor*) to 3 (*adequate*), while assessing the quality of translation in the weak samples. To support the findings attained from the classroom observation and the students' drafts involving the assessment of the weak samples, the following analyses of the scores, which the students gave to the weak samples, were performed to prove the consensus among the student raters.

Table 10. Reliability of the Scores (Texts 1, 2, 3, 4)

Texts used	Mean	Std.Deviation	Cronbach's Alpha	Inter-Item Correlation Matrix			
				User's Manual	Contract	Economy	News
User's Manual	2.3250	.64973	.895	1.000	.355	.915	.791
Contract	2.1250	.64087		.355	1.000	.527	.572
Economy	2.4000	.77828		.915	.527	1.000	.873
News	2.3750	.77414		.791	.572	.873	1.00

As can be seen in Table 10, the value of Cronbach's alpha was found to be .895, which indicates a high level of reliability on the part of the raters. In addition, the mean score for each text was around 2 points, indicating that the raters identified the quality level of the translations in the weak samples as *inadequate*, on the basis of the rubric used in the study. However, although the raters displayed consensus in terms of the assessment of translation quality, it was also necessary to reveal the key factors affecting their improvement in assessment and the changes that they went through in this process.

In the process of doing the assessment practice, the students became aware of the extent of their existing knowledge, and, so, were able to identify what they needed to focus on to achieve a high quality of translation in the next step, in which they produced their own translations. In this step, the students used *traffic lights* to mark the sentences; and here, they marked, in red, the mistakes which made the translation *Poor* or *Inadequate*. After assessing the samples, the students developed a personal plan for overcoming the weaknesses which they deemed themselves to have, and filling the gaps in their knowledge. This activity enabled them to focus on one aspect of translation quality. In addition, their peers and then their teachers expressed their own opinions, which helped the students to identify any weaknesses that they could not find by themselves. In this way, the students were given the opportunity to evaluate their existing knowledge from different perspectives and so to keep track of their improvement in the next step, in which they produced their own translations.

Self-assessment and Goal setting

The next part of this stage required the students to perform self-assessment of their own translations. The previous activity, involving assessment of strong and weak samples, enabled the students to have experience in

assessment. That is to say, they gained a background in assessment before self-assessing their own translations. Here, all the scores gathered from self-assessment, peer-assessment and teacher assessment were computed to show the students' improvement in assessment, particularly in self-assessment. When these three assessments for each text are taken together, the reliability was found to be at acceptable rate among the raters. The value of Cronbach's alpha for text 1 was .844. The value of Cronbach's alpha for text 2 was .906. The Cronbach's alpha value for text 3 was.793. Finally, the Cronbach's alpha value for text 4 was .893.

In conclusion, although the students went through an intense process of text analysis and, so, sometimes felt confused while making assessment, they succeeded in keeping track of their own improvement. In this phase, the process showed that the students were able to make a gradual improvement in *assessment, justification, goal setting*, and *action planning.*

How can I close the gap?

Strategy 5: Use evidence of student learning needs to determine next steps in teaching

In this strategy, a feedback loop is created by the instructor to identify what learners have or have not achieved in consideration of the intended learning targets. Here, the instructor provides a repertoire approach to diagnose the learners' needs in learning and to identify *incomplete understanding*, *misconceptions* and *flawed reasoning* (Chappuis, 2015).

In the light of the information given above, the students in the present study were oriented to return to their own translations to identify what they had or had not achieved until that moment. And here, they were asked to review the strengths and weaknesses which they identified previously and to determine what they had overcome in terms of their weaknesses. While identifying their weaknesses here, they considered the whole process, which covered the feedback they received from the teacher, the scores of the self-and peer-assessments and the teacher's assessment, and their plans to overcome the weaknesses identified previously.

In the study, the students who needed help were determined in two ways. Firstly, based on the assessment scores in Strategy 4, the students who produced a low level of quality in translation were identified and given priority in terms of diagnosing what they needed to improve their learning; and they attempted to remedy the gaps in their knowledge in the translation of that text accordingly. Secondly, the students who asked for feedback were selected and given feedback in terms of weaknesses of their own which they had not yet been able to overcome. While diagnosing their needs, their mistakes and the assessments performed in the process were taken into consideration. This approach was taken because the design of the present study involved the performance of error analysis in the translation courses and the identification of the types of mistake made, as a means to enhancing the students' improvement. Here, the main goal was to prevent an *error* from becoming a *mistake*. Ellis (1997) stated that *error* and *mistake* are different from each other and explained that ''Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows'' (p. 17).

In this respect, it might be concluded that if the students were unable to overcome their weaknesses in the process, they would continue showing a low level of performance in their translations because of these weaknesses. To prevent this, the students were given relevant knowledge to enable them to cope with the weaknesses which they had identified while assessing both the samples of translation of a high and low quality and their own translations. In other words, they attempted to identify the gaps in their knowledge with the help of the teacher, in this phase. The following extracts illustrate the students' points of view.

''I can determine more targets for myself every day.'' (Student 6)

''I could manage to focus on one of my weaknesses which I mostly had. In the next step, I think that my translation will be better, particularly in terms of conjunctions.'' (Student 8)

As may be understood from the statements in the extracts given above, the students were able to overcome their weaknesses to some extent. However, this achievement was not sufficient for them to be able to reach the level of translation which had been determined previously, in accordance with the intended learning targets. In this respect, as the students were able to identify the aspect of feedback they needed in this step, they were given

enough scaffolding in the next step to enable them to overcome any weaknesses which, up to this phase, they had not been able to overcome alone.

In respect of the errors which caused a low level of translation in the texts which the students translated, the key factors mentioned above, *incomplete understanding*, *misconceptions* and *flawed reasoning* (Chappuis, 2015), guided the process in which the students' learning needs were diagnosed. That is to say, the students' learning needs were classified under these key factors. The *traffic lights,* which they used previously to determine the strengths and weaknesses in their own translations, became beneficial in diagnosing the needs of the students in this process. Here, the sentences marked in the color yellow were classified as *incomplete understanding*; and the sentences marked in red were classified as mistakes stemming from *misconceptions* or *flawed reasoning*. In this way, the students were able to identify the gaps in their knowledge easily, and the teacher also could classify their learning needs by considering this classification.

Strategy 6: Design focused instruction, followed by practice with feedback

Strategy 6 involves scaffolding given by the instructor who narrows the cycle of the lesson in terms of the misconceptions and difficulties identified in Strategy 5. Here, the students were given opportunity to review their own output and performance, in the light of feedback given by the instructor (Chappuis, 2015).

Following Strategy 5, this strategy enabled the learners to take action to overcome their misconceptions or the difficulties that they had experienced previously. To help the students to overcome their weaknesses, the difficulties identified and categorized in the previous strategy were handled with the students, in order to engage them in the process of correcting the errors.

To prevent *incomplete understanding*, the sentences or the specific parts of the text which had been marked in yellow by the students when they were not certain of making a correct translation were chosen. Then, the sentences marked in yellow were analyzed with the student again, and the incomplete translation was completed. The following extract illustrates this improvement.

Extract 1 (retrieved from Text 3 that the students translated):

ST: While financial market conditions remain accommodative in advanced economies,

TT: Gelişmiş ekonomilerde piyasa koşulları akıcı olmaya devam ediyor, … (Student 24)

In the extract given above, the student marked the conjunction *While* in yellow although she knew the meaning of this conjunction. This was because she could not interpret it in this sentence. In other words, she was not sure whether to give the meaning of this conjunction in this sentence as an adverbial clause of time or as a conjunction linking two different statements and expressing a contradiction. Here, to prevent *incomplete understanding*, the student was given scaffolding to enable her to use it as a linking word to express the contrast between the statements and she interpreted it accordingly. As seen in the following extract, she could give the contrast in the sentence and interpret it better when compared to the previous one given in the extract above.

TT: Gelişmiş ekonomilerde piyasa koşulları akıcı olmaya devam etse de, … (Student 24)

To prevent *flawed reasoning,* the students were advised not to generalize the rules while making translation. This is because *overgeneralization* causes error (Ellis, 1997). In the light of the students' drafts in translation, it was determined that some students overgeneralized some terms of equivalency, particularly *addition* and *omission* in this study. In the study, the students were encouraged to add or omit some words to produce a high level of translation, when necessary. However, the analyses of the students' drafts revealed that some words or phrases were omitted from the sentences when the students could not manage to interpret those words or phrases according to the content of the text. In other words, they overgeneralized here. Overgeneralization of these terms of equivalency caused a loss of information and a low level of interpretation between the two texts. The *back-translation* method was used to show the errors stemming from *flawed reasoning*, as in the following. Here, it was observed that, when the *back-translation method* was used, the students were able to see clearly the difference between the original form of the sentence in the ST and its translated form in the TT.

Extract 2 (retrieved from Text 2 that the students translated):

ST: … fires, acts of God or any other circumstances …

TT: Yangınlar, _____ veya diğer durumlarda … (Student 5)

ST: The following are certain general terms and conditions …

TT: Aşağıdakiler Time dergisi…genel koşullarıdır. (Student 5)

Back translated from Turkish: The following are certain general conditions…

The last key factor was *misconception,* which generally caused a low level of translation in the present study. It was determined that *misconceptions* occurred in the analyses of the texts with respect to the terms of equivalency. Here, the students generally could not identify the source of the low level of translation as they were not able to internalize the terms at first. In addition, when the linguistic elements were considered, they had difficulty in translating complex sentences with reduction. While translating sentences involving reduction, they generally translated them by ignoring its function in the sentence. However, the process showed that as they internalized some key rules and concepts, the low level of translation stemming from *misconceptions* was replaced by a higher quality of translation over time.

As regards the implementation of these strategies, one can conclude that Strategy 6 is the continuum of Strategy 5. In other words, a learner should first go through Strategy 5 and then Strategy 6, as this sequence proved effective in constructing a bridge in a feedback loop in which weaknesses were diagnosed and then the students were encouraged to take action to overcome them with the help of the teacher. After the students' needs in the process were diagnosed in relation to those weaknesses which they could not overcome by themselves, some key factors were identified during the implementation of Strategy 6. In this regard, the errors that caused a deficient translation were classified under three categories. Here, the students were oriented to go back to their own translations. In the light of the categorization mentioned above, the weaknesses that the students previously identified in their own translations and could not overcome by themselves were handled together with the teacher. Here, *scaffolding* was provided, when needed, to help the students to overcome their weaknesses. In this context, the following extract, retrieved from student diaries, illustrate the students' points of view.

''I could identify my errors with the help of feedbacks, and I will try not to do the same mistakes in the next translation. This is because I know my errors. In this process, I could manage to overcome my weaknesses with the help of my peer.'' (Student 16)

In Strategies 5 and 6 and the *feedback loop* which the students went through, they first identified one aspect of the learning target that they considered themselves to have difficulty with. Next, they specified it as an error to overcome. Then, they took action to close the gap in their knowledge. And finally, they tried to achieve a high quality of translation. The whole of this process was monitored by the teacher and the students were supported with *scaffolding*, when needed. In conclusion, the sequence of Strategies 5 and 6 was found to be beneficial in the present study. It was seen that first diagnosing learning needs and then teaching accordingly had a positive effect upon the achievement of the intended goals of a translation course.

Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress

Strategy 7 is the last stage of the AfL strategies. Here, learners look back in order to monitor what they have or have not achieved. They keep track of their improvement and reflect on the learning process. In other words, this stage is related to *metacognition* (Chappuis, 2015).

In the light of the information given above, this phase of the study aimed to have the students keep track of their progress during the process. In other words, they were encouraged to develop metacognitive awareness, which would lead them to think about their learning. Therefore, the students kept a portfolio to monitor their improvement from the beginning of the semester to its end. While keeping the portfolio, the students were encouraged to look back and to evaluate what they had or had not achieved up to that time. The following extract, retrieved from students' dairies, shows the students' points of view as regards keeping a portfolio, and reveal that keeping a portfolio was rather effective for them in monitoring their progress.

''I keep my portfolio in my mobile phone. As such, it is easy to reach it and to track my progress.'' (Students 8 and 17)

As can be understood from the extract given above, the students maintained their portfolios regularly, and so were able to monitor their improvement in the process. Here, it is obvious that they reflected successfully on their learning and evaluated the rate of their improvement in the process. Moreover, their statements indicate that they managed to fill the gaps in their knowledge in the process. In other words, because they reflected on their learning, the students successfully attempted to self-regulate themselves in the process.

To evaluate their own performance in the process, all of the students were oriented to complete a holistic self-assessment rubric, in which they self-assessed their performance according to each strategy implemented in the study. The scores gathered from their assessments were computed. Here, the mean score for the Strategy 1 was 3.5768; the mean score for the Strategy 2 was 3.8377; the mean score for the Strategy 3 was 3.6338; The mean score for Strategy 4 was 3.603; The mean score for the Strategy 5 was 3. 2917; The mean score for the Strategy 6 was 3.7390; The mean score for the Strategy 7 was 3.1601. Given all the scores, one can conclude that the students were able to achieve a performance level over adequacy. This is because, the scores given are clustered above the central line 3 points. This might be interpreted as showing that the students took an active role in the Strategies.

ANALYSES OF THE TEXTS

In this phase of the study, the students' improvements and achievements and the challenges that they faced while translating from SL to TL were identified in the light of analyses of the texts used in the study. To examine this progress, the analyses were handled in terms of five dimensions of equivalence: Word-level, above word-level, grammatical level, textual level, and pragmatic level (Baker, 1992). In this step, the students translated the selected parts of the four text-types and self-assessed their own translations according to the rubric that the researcher had developed for the present study.

In keeping with the instructional design in this step, the students were given the opportunity to form a background before the act of translation. To identify their strengths and weaknesses before the act of translation and to form a background related to the text-type that they would translate here, the students first analyzed two types of translation sample, one of which involved a high quality of translation and the other a low quality of translation. In the process of analyzing these two samples, they assessed them so as to be able to differentiate the quality of the translation as weak or strong, and they identified their strengths and weaknesses. After this process was completed, the students translated the main texts and took an active role in self- and peer-assessment to observe if they had managed to overcome their weaknesses, as identified in the process of strong and weak sample analysis. Here again, they identified their strengths by indicating their improvements, and weaknesses by highlighting any lack of knowledge related to the present text-type. The aim here was to enable the students to overcome the weaknesses that they had previously identified, but that they had not been able to overcome. During the analysis of the texts, the students used traffic lights (green, yellow, and red) to highlight the mistakes and the level of the help they needed. After each session had been completed, the students' analyses and translations were supported by the instructor's oral or written feedback.

To illustrate the improvement in this area, a sample of text analysis was selected from the contract text related to terms and conditions (https://www.timemediakit.com/wp-content/uploads/2018/02/Europe_Print_Terms AndConditions.pdf). The analyses of the texts in terms of information flow were made by considering the two segments of a clause. These terms were *theme*, which gives the information about the clause, and *rheme*, which is related to the information about the theme of a clause (Baker, 1992). As in the steps given above, the students were first asked to analyze two types of translation involving samples of low-level and high-level translation, and then they produced their own translation.

Extract 1:

ST: Advertisers may not cancel orders for, or make changes in, advertising after the closing dates of the Magazine.

TT (retrieved from the strong sample): Reklam verenler, derginin kapanış tarihinden sonra reklam siparişlerini iptal edemez veya değişiklik yapamaz.

TT (retrieved from the weak sample): Reklam yapımcıları, derginin kapanış tarihinden önce reklamda değişiklik yapabilir veya reklam siparişini iptal edebilir.

As seen in the extracts given above, while the first one involves a high quality of translation and interpretation, the second one contains a misinterpretation in terms of *theme* and *rheme*. That is to say, the information transferred from ST to TT is deficient in the second extract. The performance of this type of analysis of strong and weak samples before the students produced their own translation was beneficial for them, because it provided them with a background in identifying the *theme* and *rheme* in a clause. The process followed in the study showed that most of the students did not have difficulties concerning what the texts were about, namely the *theme* of the texts. Here, the preceding activity in Strategy 1, in which a scenario was created and so the *skopos* of the text to be translated was identified, proved effective in enabling the students to comprehend its *theme*. Given all of the texts at clause level, most of the students, with the exception of only a few, were able to identify the *rheme* by considering the intended message in the text. It was observed that those students who had difficulty in determining the *theme* or *rheme* at clause level could be supported effectively with written feedback showing the syntactic differences between the two languages, English and Turkish.

After the analysis and assessment of the strong and weak samples of translation had been completed and feedback given, which gave the students a background in the *thematic structure* of a text, they made their own translations. To illustrate the improvement in managing the flow of information between the two texts, the following extract was retrieved from one of the students' translations.

Extract 2 (retrieved from the text that the students translated):

ST: All pricing information shall be confidential information of publisher and neither advertiser nor agency may disclose such information without obtaining publisher's prior written consent.

Theme	All pricing information
Reme	shall be confidential information of publisher
Theme	neither advertiser nor agency
Rheme	may disclose such information without obtaining publisher's prior written consent.

TT: Tüm fiyatlandırma bilgisi yayıncının gizli bilgisi olacaktır ve ne yayıncı nede ajans yayıncının yazılı izni olmadan bu bilgiyi açıklayamaz. (Student 26)

The extract given above reveals clearly that the student was able to produce a high quality of translation. When she was asked to segment the sentence in terms of *theme* and *rheme,* she was able to do so, as seen in the extract given above. This kind of achievement was displayed by most of the students in the study. This is because the analyses of the strong and weak samples in terms of *theme* and *rheme* helped them to produce acceptable translations in the texts they attempted by themselves.

Based on the text analyses, performed according to the five dimensions of the rubric used in the study, the following conclusions summarize the findings of the study in this phase.

First of all, nearly all of the participants in the study had been brought to see that there was not one-to-one correspondence between words. That is to say, the two languages, here English and Turkish, are different in terms of orthography. In addition to this, they now perceived that word-for-word translation was almost impossible, as they felt obliged to interpret the sentences according to the contents of the texts. This brought them to closer to the use of free translation in order to achieve equivalence between the two languages.

Furthermore, nearly all of the participants in the study had acquired the knowledge that the *skopos* of a text should be identified before starting the translation of a text. Here, identifying the *skopos* of the text enlightened the students in terms of how the translation of the text should be made. In another words, the translation process was determined beforehand. In addition, most of the students in the study learnt the key terms related to equivalence between two languages, which helped them to learn the source language better, here English. By considering these terms, they were able to analyze the texts, and to undertake the responsibility of rating both their own and their friends' levels of performance in the translation course.

On the whole, the teaching process provided an opportunity for the students to examine two types of samples that enabled them to form a background in translation and to acquire self-assessment skills before they began to undertake their own translations. In other words, the process of teaching made the students active learners in the translation courses, because this teaching design put them through an intensive learning process involving analyzing and assessing the texts, giving and receiving feedback, and doing back-translation when necessary.

4 | DISCUSSION & CONCLUSION

This part of the study presents a discussion of the findings of the study and reaches a conclusion, in the light of the research context. In this line, the pedagogical implications of the findings are highlighted and reflected upon, and recommendations are made.

The first research question was: ''What are the students' attitudes towards the use of the seven strategies of Assessment for Learning in translation courses?''. The qualitative findings revealed that the students in the study showed positive attitudinal changes towards the teaching method and the content of the translation courses, as most of the students asserted that they became active learners in the process. This finding was also confirmed quantitatively, as the majority of the students showed statistically similar attitudinal changes. Here, when the mean scores and frequencies were compared, a positive trend upwards was observed in the students' attitudes towards translation courses between the pre-and post-interviews. In this regard, when the teaching method in translation courses was evaluated, it was found to be effective in encouraging the students to identify their strengths and weakness through constructive communication provided in student friendly language. As a result, the students were able to cope with their fear of failure and negative feelings stemming from stress, and it was observed that they managed to overcome these handicaps to a certain extent. In addition, their positive attitude affected their improvement in the translation courses, which is consistent with a similar study asserting that self-assessment affected students' improvement in translation (Liao, 2006); and with another survey confirming that most of the participating teachers and students had positive attitudes towards self-assessment (Panadero, Brown, & Courtney, 2014). In other words, it may be concluded that the students' improvement in the courses and their overcoming such negative feelings were interconnected. Furthermore, the use of translation theories also affected the students' attitudes in a positive manner because they realized that the translation theories could guide them while producing their own translations. A similar study also confirmed that an acceptable translation required the use of translation theories and that the use of translation theories was interrelated with translators' attitudes (Branch, 2013).

When the students' attitudes towards self-assessment and their own roles in the translation courses were taken into consideration, the qualitative findings, which were confirmed quantitatively, indicated that the students' negative attitudes turned positive as they took part in a process in which they continually reflected on their own errors or mistakes. That is to say, the students went through a cognitive process while self-assessing their own translations. This is because the process of self-assessment enables students to improve in terms of metacognitive behaviors and awareness (Shatri & Zabeli, 2018). Also, the ongoing process of self-reflection, and thereafter self-regulation through self-assessment, was found to be effective in enabling the students to gain self-confidence and motivation, and to overcome hesitation and fear while giving scores to identify the level of the translations. This relationship has also been confirmed in previous studies (Brown & Harris, 2014; Schuessler, 2010). Similarly, the students' attitudes towards peer-assessment changed positively. That is to say, peer-assessment was found to be motivating and effective, as it activated the students desire to work collaboratively in groups. In addition, although peer-assessment had previously been described as distracting by some students, the ongoing process revealed a significant positive change in their attitudes that was confirmed by both the qualitative and the quantitative data. In fact, the positive attitudinal changes towards self-and peer-assessment were found to be linked to the teacher's role in the courses. That is to say, the students' positive attitudes towards the teacher's role in the classroom setting affected their attitudes to self-and-peer-assessment. As a result, the assessment process was observed to be more fruitful and motivating when the teacher acted as a mediator while self-and peer-assessments were performed.

The second research question in the present study was: ''What are the contributions of involvement in self-assessment in the students' translation process?''. From this perspective, the process involving the implementation of the seven strategies of AfL was handled in terms of the effect of self-assessment on the students' improvement in the study. In terms of the impact of the strategies on learners' achievement, the first three strategies are

''enablers'', Strategies 5 and 6 are ''floaters'', and Strategies 4 and 7 are ''destinations'' (Chappuis, 2015, p. 14). In this context, the second research question was matched with these key terms to explain how involvement in self-assessment affected the students' proficiency in the translation courses. In addition, the aim was to improve the students' self-assessment skills, on the basis that when self-assessment is considered as a skill, it may be developed in a process (Woods, 1987).

Taking the first three strategies in the present study together, the students went through a process in which they gained a background related to self-assessment. In this phase of the strategies, Strategies 1 and 2 enabled the students to gain awareness in respect of the translation process. As they gained awareness, the students became aware of their level of self-efficacy, with the help of the feedback they received in Strategy 3. According to Bandura (1977), the theory of *self-efficacy,* which is defined as people's beliefs related to their capabilities for the intended level of performance of the events which will affect their lives, hypothesizes the perseverance of people in the face of challenges. When this theory is matched with the present study, the strong and weak samples were found to be highly effective in enabling the students to perceive their level of *self-efficacy* and to identify their strengths and weaknesses accordingly, before the act of translation. Studies carried out on the theory of *self-efficacy* in higher education have showed that learners' levels of self-efficacy might be enhanced by adjusting the classroom setting for learning by using approaches involving self-reflection, and self-and peer-assessment (Van Dinther, Dochy, & Segers, 2011). On the other hand, the method of giving feedback in the study played a key role in enabling the students to self-assess their performance and to construct new knowledge onto their existing knowledge, as they were encouraged to find the source of mistakes. This method of descriptive feedback is a form of communication between teacher and learners, and involves the learners in reflecting on their learning and identifying their experiences in the learning process, as learners and teachers come together with a common target (Rodgers, 2006). In this regard, the findings of the present study confirmed that the students made a significant improvement in translation courses in which self-assessment was intensively implemented. At the same time, the findings on the process of giving feedback in Strategy 3 showed that the students' progress in the assessment of the translation samples was facilitated by the descriptive feedback. Here, the scores given to identify the levels of the translation in the strong and weak samples indicated consistency among the students as raters. Having gained a background in assessment and produced their own translations, the students performed a self-assessment procedure in Strategy 4, which brought them to the first destination in self-assessment. In this step, they went through a process of *self-reflection* and *self-regulation*, which were strongly interrelated in the study. According to Zimmerman (2002), *self-regulation* is defined as a person's belief about his/her own capability to affect the actions which are necessary for the intended goals, and involves two phases of *self-reflection*: a) *self-judgment* involving the stages of *self-evaluation* and *causal attribution* while examining the reasons for one's error or success, and *b) self-reaction*. When the present study is matched with these terms, the students, first, managed to acquire awareness of their *self-efficacy*; next, they self-reflected on their own errors, by judging their own translations in order to find the source of their errors; then, they went through a *self-reaction* process in order to correct their errors or mistakes and to achieve a higher quality of translation. Guided by this cognitive process, the students were able to continue improving in learning and to raise the quality of their translation, step by step, through self-assessment. The qualitative findings of the study, supported by the statistical analyses, confirm that a reliable degree of consistency occurred between the self-assessment, the peer-assessment and the teacher's assessment, indicating that the students made a valid assessment of their own translations. In addition, the students were able to make error analyses of their translations, similar to those made in the other two types of assessment, indicating that they got better at identifying the source of their errors or mistakes, with every step. Based on these findings, the study concluded that the use of self-and peer-assessment together with teachers' assessment could be considered effective. This conclusion is consistent with that of another study carried out on translation training involving self-and peer-assessment moderated by a teacher (Robinson, López Rodríguez, & Tercedor Sánchez, 2006). Furthermore, another finding in the current study was that self-assessment had a positive impact on the students' self-regulation, which is in accord with the results of other studies in this research context. Similarly, this finding supports the findings of other studies which have underlined the positive relationship between self-assessment and self-regulation in learning (Kostonsa, van Gog, & Paas, 2012; Panadero & Alonso-Tapia, 2013). Moreover, the findings also confirmed that the students gained a sense of responsibility over time, and developed a self-control mechanism through self-assessment, which was similar to the findings of the study carried out by Ndoye (2017).

In Strategies 5 and 6, the qualitative findings confirmed that the students were able to focus on one aspect of the intended learning targets with which they frequently had difficulty. After determining their weakness, they attempted to overcome it, with the help of teacher who provided *scaffolding*, when needed. In Strategy 7, which brought the students to the second destination in their learning, the students succeeded in monitoring their own improvement in the translations which they had made hitherto. Here, they self-assessed their own performance during the process, indicating that they achieved a level of performance ranging from *Adequate* to *Good*. Strategies 4 and 7 may be taken together, to determine whether the students' improvement corresponded with the intended learning targets or not. On this basis, it may be concluded that the process resulted in a steady increase in progress, in terms of translation between SL and TL and learning the source language, here English. This was because the teaching method, which was associated with translation theories *Skopos* and *Equivalency* between two languages, met the students' needs and expectations in the translation courses. That is to say, when the students in translation courses are taught in the light of translation theories, their approach to the texts may become more flexible and they learn the theories practically (Pérez, 2004).

When the whole process in which the students went through self-assessment is considered, the findings are seen to be in accord with Chappuis (2015). In the present study, the aim throughout the whole process was to enable the students to improve in their translation courses, through self-assessment. In this process, the students first became aware of their *self-efficacy,* and then they went through a *self-reflection* process to identify their weaknesses in translation from ST to TT. Finally, they took part in the process of *self-regulation* to overcome the weaknesses in translation which had been identified beforehand. In other words, the process of self-assessment enabled the students to develop significantly in terms of metacognitive behaviours and awareness, as they actively engaged in the learning process. Likewise, a similar study also found that self-assessment helped learners to gain metacognitive behaviours and awareness (Shatri & Zabeli, 2018). In this regard, all of the students in the study were exposed to a metacognitive process, which enabled them to become self-reflective and self-regulated learners. It was observed that the more the students noticed their strengths or weaknesses in each step, the more motivated they became to translate the next text. The findings in this phase are in accord with those of other studies conducted on self-assessment and its positive impact on students' improvement in learning (Brown & Harris, 2014; El-Koumy, 2010; Galan-Manas & Hurtado Albir, 2015; Gedye, 2010; Mican & Medina, 2017; Schuessler, 2010; Thawabieh, 2017).

The third research question in the study was: ''What are the challenges that students experience during the Assessment for Learning procedure?''. With reference to the whole process in which the students experienced AfL, some significant challenges were identified when the findings were considered.

The first challenge that the students faced was related to objectivity, while assessing the strong and weak samples and their peers' translations. Here, the qualitative findings showed that some of the students were not sure about the scores which they gave to determine the level of the translations. In this regard, they were observed to hesitate in giving scores. This was because they did not have any background in assessment. Here, informing the students that they would not go through a summative assessment process was found to be effective; and also, informing them that they should score the translations not for grading but for describing their own errors relieved them in the process. In other words, the students had negative attitudes towards scoring in translation courses, as grading produced a negative effect on them. In addition to this, as they improved in respect of the terms of equivalency, and as they gained a background in assessment through the analyses and assessment of strong and weak translation samples, the students realized that they were capable of identifying a low level of translation. The findings obtained from the scoring, and compared with those from the peer-assessment and teacher's assessment, also confirmed that the students provided objectivity. It may be concluded that, to help students to overcome this type of challenge, the teacher should function as a moderator to orient the students while assessing. Importantly, it was observed that, instead of using numbers, using phrases such as *inadequate, adequate, or good* made the students feel at ease while assessing the level of the translations. In addition, the context of continuous assessment accustomed them to the self-assessment process, and so they made a gradual improvement in self-and peer-assessment. This removed the negative effect of another challenge faced by some students, who preferred working with their close friends and not with others, as they were not completely ready to be assessed. A similar study on assessment also found that continuous assessment contributed to student learning through feedback, and enhanced their motivation in learning (Hernández, 2012).

Another significant challenge that the students experienced was related to the use of the rubric. In the present study, the rubric, which was prepared with the students in the pilot study, was revised by the students. Here, it was observed that the students had difficulty in designing a rubric for formative use, without *scaffolding*. This was because they did not have any background in developing a rubric. Therefore, the students were oriented to work on a rubric which was prepared beforehand. Here, the students revised the rubric with the help of the teacher, and so they engaged in the process of creating a rubric for formative use for themselves. This method was chosen because co-creating a rubric affects the learners' mental process of self-regulation and self-efficacy positively; it enables the learners to discuss the criteria in the rubric and to design it according to their expectations, to perceive it positively, and to show a higher performance in using it because of its student-friendly language (Fraile, Panadero, & Pardo, 2017). On this basis, most of the students did not have any difficulty while using the rubric, as they took an active part in revising it according to the translation courses. However, some of the students had serious challenges while using it. Nonetheless, in the course of the process, collaborative learning enabled them to use the rubric while performing self- and peer-assessment. In addition, it was observed that, as they internalized the rubric, their performance in using it improved during the process. This was consistent with the results of previous studies, in which collaborative learning was found to enhance students' learning abilities when they took responsibility for the learning activity (Sulaiman & Shahrill, 2015; Wakim, 2010). As the students made progress in the use of the rubric, assisted by scaffolding, they provided accuracy in their assessments. This claim is validated by the fact that the self-and peer-assessments and the teacher's assessments were in accord with each other over time. This finding supports other studies conducted in this research context, which revealed that students were able to self-assess accurately when the necessary information about assessment criteria and about the procedure for conducting assessment was given, together with feedback, in the process (Dochy, Segers, & Sluijsmans,1999; Leahy, Lyon, Thompson, & Wiliam, 2005; Thawabieh, 2017).

In addition to the aforementioned challenges, the last challenge that the students faced while translating from ST to TT was related to text types and practices. A study conducted by Yousofi (2014) focused on three kinds of problem related to texts: linguistic problems, cultural problems, and stylistic difficulties. On this basis, the present study revealed that the students did not have cultural problems, but that they did have linguistic and, to some extent, stylistic problems. In the present study, the texts to be translated were selected from informative text types. When the students were asked to identify the types of the texts and the *skopos* of the translations in strategy 1, most of them were able to identify the types of the texts and to create a scenario for the *skopos* of the translations. However, in spite of being able to do this, the majority of the students had difficulty while translating text 2; as it included the terms and conditions of a contract, which did not interest the students. Consequently, they had linguistic problems with this text. Nonetheless, the provision of scaffolding and feedback proved effective in enabling the students to overcome their linguistic problems in the process. In this regard, the study revealed that students' interests, competencies and domains must not be ignored while selecting texts to be translated in a classroom setting.

In conclusion, the present study drew upon a wide spectrum of AfL in translation courses. In respect of the research questions, the study reached the following conclusions, which were found to be consistent with the research context.

First, it was concluded that the students went through a process of attitudinal change. Their negative attitudes towards translation course were replaced by positive attitudes. Their performance improved, as they overcame their fears, hesitation, and the feeling of being a failure, in the process of learning. At the same time, the students who developed a positive attitude towards translation courses were able to enhance their own motivation through self-assessment. In other words, they became self-motivated learners.

Second, the study highlighted the way in which the students' engagement in the self-assessment process affected their competencies in the translation courses. They made a significant improvement in their translation courses, in which the theories of *Skopos* and *Equivalency* between two languages were embedded. On the basis of these theories, the students went through a process of improvement, in which they first gained a background in lexical, grammatical, textual and pragmatic linguistic elements, and, thereafter, used the knowledge they had acquired, in their own translations. With the help of the AfL process, the students were able to put their knowledge into practice, in a manner grounded in awareness of their own strengths and weaknesses, and to monitor their improvement through self-assessment.

Finally, the students achieved consensus while assessing the quality of translations involving high and low levels of performance. The level of consistency achieved here may be interpreted as evidence that the students had gained evaluation skills for both self-assessment and peer-assessment. In other words, the students made a gradual improvement in evaluation, which enabled them to identify their weaknesses and to make a plan for overcoming them. In the final analysis, the process of AfL helped the students to become learners who were self-reflective, self-regulated, and self-monitored in pursuit of their intended learning goals.

RECOMMENDATIONS FOR FURTHER RESEARCH

The present study was conducted on the basis of a case study, in which the seven strategies of AfL were implemented in translation courses, and the focal point in the study was to explore the effect of the self-assessment process on students' achievements in the translation courses. In this regard, further research could be carried out in different contexts, with different sampling. To this end, action research or a quasi-experimental study might be effective in exploring or examining the impact of AfL on students' improvement in different research contexts.

LIMITATIONS

The present study involves two major limitations that need to be touched upon: the number of participants and the type of sampling. First of all, the number of participants may not be adequate to generalize the findings of the study, as it was a case study involving a limited number of students. Next, the sample in the study was selected only from among students at a state university who were studying in the Department of Translation and Interpretation, the aim of which is to train new translators. Therefore, the findings and the results of the study cannot be extrapolated to all spheres of education. In other words, the research did not cover a wide spectrum of participants from primary school to higher education.

STATEMENTS OF PUBLICATION ETHICS

RESEARCHERS' CONTRIBUTION RATE

Authors	Literature review	Method	Data Collection	Data Analysis	Results	Conclusion
Semih OKATAN	☒	☒	☒	☒	☒	☒
Hülya YUMRU	☒	☒	☐	☒	☒	☒
Mine YAZICI	☒	☒	☐	☒	☒	☒

The data were collected by the first author. All three authors involved in planning, organizing, and data analyzing procedure.

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CONFLICT OF INTEREST

There is no conflict of interest in the present study.

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